



# MINISTRY OF SKILL DEVELOPMENT AND ENTREPRENEURSHIP



**Annual Report**  
**2024-25**

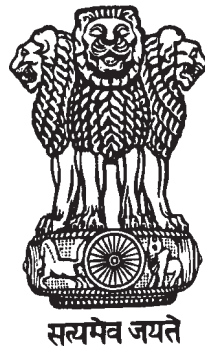




“ The skill development of the new generation is a national need and the foundation of Aatmanirbhar Bharat. Technology such as Artificial Intelligence, amongst others, is developing at an unprecedented scale and speed and being adapted and deployed even faster. We need to invest in skilling and re-skilling our people for an AI-driven future. ”

**Shri Narendra Modi**  
Hon'ble Prime Minister





# Annual Report

## 2024 - 25

**GOVERNMENT OF INDIA**  
**MINISTRY OF SKILL DEVELOPMENT**  
**& ENTREPRENEURSHIP**  
**Kaushal Bhawan, New Delhi**







## Abbreviations

Sl. No.	Abbreviations	Expansion
1	MSDE	Ministry of Skill Development & Entrepreneurship
2	DGT	Directorate General of Training
3	NPSDE	National Policy for Skill Development and Entrepreneurship
4	NOSs	National Occupational Standards
5	SIDH	Skill India Digital Hub
6	SDP	Skill Development Programme
7	DST	Dual System of Training
8	NTC	National Trade Certificate
9	NSQF	National Skill Qualification Framework
10	NSQC	National Skill Qualification Committee
11	NCVET	National Council for Vocational Education and Training
12	NSDC	National Skill Development Corporation
13	SSC	Sector Skill Councils
14	NSDF	National Skill Development Fund
15	NIESBUD	National Institute for Entrepreneurship & Small Business Development
16	IIE	Indian Institute of Entrepreneurship
17	NIMI	National Instructional Media Institute
18	CSTARI	Central Staff Training and Research Institute
19	DJSS	Directorate of Jan Shikshan Sansthan
20	JSS	Jan Shikshan Sansthan
21	PMKVY	Pradhan Mantri Kaushal Vikas Yojana
22	PMKK	Pradhan Mantri Kaushal Kendras
23	CTS	Craftsmen Training Scheme
24	CITS	Craft Instructor Training Scheme
25	ITI	Industrial Training Institute
26	NSTI	National Skill Training Institute
27	SANKALP	Skills Acquisition and Knowledge Awareness for Livelihood Promotion
28	STRIVE	Skills Strengthening for Industrial Value Enhancement
29	IIS	Indian Institute of Skills
30	SIIC	Skill India International Centre
31	CBU	Capacity Building Unit
32	OL	Official Language
33	RTI	Right to Information
34	UGC	University Grants Commission
35	DoHE	Department of Higher Education
36	CNC	Common Norms Committee
37	RDSDE	Regional Directorates of Skill Development and Entrepreneurship
38	NEP	New Education Policy
39	NCrF	National Credit Framework
40	LTT	Long Term Training
41	STT	Short Term Training
42	MGNF	Mahatma Gandhi National Fellowship
43	MoU	Memorandum of Understanding



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# 1

## Introductory Chapter: Advancing Convergence and Transformation in India's Skilling and Entrepreneurship Ecosystem



The Ministry of Skill Development and Entrepreneurship (MSDE) continued its unwavering commitment towards strengthening India's skilling and entrepreneurship ecosystem in the last year. The Ministry's initiatives were aimed at not only expanding the reach and quality of skill development efforts but also ensuring deeper convergence across Ministries, sectors, and geographies. MSDE played a pivotal role in reinforcing the skilling narrative as an enabler of India's demographic dividend, economic growth, and global competitiveness.

Building on the foundation of a decade of the Skill India Mission, the Ministry ushered in a new phase of systemic transformation through convergence with flagship Government programmes, partnerships with industry and international stakeholders, enhancement of institutional capacities, and a strong focus on inclusivity and future-readiness. This chapter outlines the key developments and initiatives that defined MSDE's work during the reporting period.

### 1.1. Deepening Convergence Across Flagship Programmes

In an effort to embed skilling more firmly within the national development agenda, MSDE systematically collaborated with several Ministries and Departments to integrate skill training interventions into critical flagship schemes. Convergence was established with programmes such as PM JANMAN for tribal development, PM Suryaghar Muft Bijli Yojana for promoting renewable energy, the Green Hydrogen Mission supporting India's clean energy goals, the Jal Jeevan Mission for water resource management, the Vibrant Villages Programme aimed at securing border areas, as well as new-age initiatives like the AI Mission and the Semiconductor Mission.

Through these interventions, MSDE ensured that skill development was aligned with emerging economic opportunities, thereby positioning skilled youth at the centre of India's energy transition, technology advancement, rural empowerment, and national security strategies. By institutionalizing this convergence model, skilling moved beyond standalone interventions to become an integral, cross-sectoral enabler of India's growth trajectory.

### 1.2. Strategic Industry Partnerships and Technology-driven Initiatives

Recognising the rapid evolution of workplace skills and technology, MSDE accelerated its collaborations with leading private sector entities to create scalable and future-ready skilling programmes. Notable among these was the AI Careers for Women initiative launched in April 2025 in partnership with Microsoft. Through the establishment of 30 Centres of Excellence and 150 spoke institutions across six states, the programme aims to equip 20,000 women from Tier-II and Tier-III towns with skills in Artificial Intelligence, thereby enhancing women's participation in the digital economy.

Further, partnerships were forged under PMKVY with Air India SATS Airport Services Pvt Ltd, Flipkart Supply Chain Operations Academy, and Swiggy to promote industry-aligned skilling for aviation, logistics, and gig economy sectors respectively. These collaborations introduced co-pay models, captive placement opportunities, and skilling pathways for new-age job roles, demonstrating MSDE's emphasis on demand-driven and outcome-oriented skilling models.

### 1.3. Strengthening Skilling Infrastructure and Institutional Mechanisms

To enhance the quality and reach of skilling infrastructure, MSDE continued to operationalize several landmark projects:

The Skill India Centre inaugurated at the Clock Tower, Rashtrapati Bhawan under PMKVY, marked a historic step in extending dignified skill training to in-service employees of Rashtrapati Bhawan, in domains such as housekeeping, gardening, and culinary services. It also serves as a dissemination hub for information on MSDE's schemes and initiatives.

The operationalization of the Indian Institutes of Skills (IIS) at Mumbai and Ahmedabad in Public-Private Partnership (PPP) mode with Tata IIS represents a paradigm shift towards providing world-class advanced technical training. The inauguration of IIS Mumbai by the Hon'ble Prime Minister in October 2024 and the subsequent passing out ceremonies for the first batch of 163 students at both IISs underscored the success of this model.

Through the Directorate General of Training (DGT), MSDE launched consultations with industry partners for upgrading 200 ITIs as Centres of Excellence and establishing 800 ITIs as spoke institutions under the new ITI scheme. This move, aligned with the "PM's Package for Employment and Skilling" announced in the Union Budget 2024, aims to make ITIs more relevant to the needs of industry and innovation-driven sectors.

Embracing future technologies, MSDE collaborated with META to set up Centres of Excellence for Virtual Reality (VR) and Mixed Reality (MR) at five NSTIs and piloted the Artificial Intelligence Programming Assistant programme across 19 NSTIs with 470 enrolled trainees. These initiatives seek to equip trainees with emerging skills in immersive technologies and AI, ensuring India's workforce is prepared for Industry 4.0.

The Skill Impact Bond (SIB) is an outcome-based financing initiative aimed at linking skill development with employment, especially for young women in India. Launched with strong industry partnerships and CSR support, it delivers measurable results through skilling programs in sectors like IT, telecom, manufacturing, and services. In 2024, over 10,600 youth were enrolled, most of them women.

To improve access to credit for aspirants pursuing high-end skill training, the Skill Loan Scheme was revised in July 2024. Key changes include raising the loan limit to <sup>1</sup> 7.5 lakh and expanding eligibility to NBFCs and microfinance institutions.

### 1.4. Promoting Inclusivity, Entrepreneurship, and Community Empowerment

MSDE remained steadfast in its commitment to ensure that the benefits of skilling and entrepreneurship development reach the most underserved segments of the population.

The Swavalambini Women Entrepreneurship Programme, launched in partnership with NITI Aayog's Women Entrepreneurship Platform (WEP), NIESBUD, and IIE, focused on fostering an entrepreneurial mindset among young women students in Assam, Meghalaya, and Mizoram. The programme aims to equip women with knowledge of available support mechanisms, financial networks, and capacity-building resources needed to pursue entrepreneurship as a career.

The Jan Shikshan Sansthan (JSSs) underwent a major digital transformation with their migration onto the Skill India Digital Hub (SIDH) portal. This enabled end-to-end digital management of training lifecycles and real-time monitoring. Simultaneously, JSS beneficiaries were integrated into the digital marketplace UdhyamKart, enabling direct access to buyers and enhancing the marketability of artisanal products.

The Ministry also initiated programmes to skill gig economy workers through the Swiggy Skills Initiative, promoting training for food delivery, quick commerce, and restaurant operations, thereby providing pathways for career progression in the growing informal sector.

Events such as Kaushal Mahotsavs organized in Bijnor and Bharatpur served as decentralized platforms for mass mobilization, skill registration, and on-the-spot job placements. Over 13,500 candidates registered, and



over 6,000 youth secured employment through these events, showcasing the potential of localized, industry-linked skilling ecosystems.

## **1.5. Expanding India's Global Footprint in Skill Development**

India's growing stature in the global skilling landscape was further reinforced through MSDE's international engagements:

A landmark MoU with Singapore was signed during the Hon'ble Prime Minister's visit to Singapore in September 2024, opening new avenues for collaboration in TVET and skills development.

A renewed MoU with Germany's Federal Ministry of Education and Research (BMBF) was signed in October 2024, with the establishment of a Joint Working Group to drive forward initiatives in vocational education and workforce mobility.

MSDE actively contributed to the finalisation of eight Migration and Mobility Agreements (MMPAs) with partner countries including Australia, Israel, Denmark, Italy, Germany, the United Kingdom, Japan, and Austria, thereby promoting international labour mobility for skilled Indian workers.

Representation at global platforms, particularly the World Economic Forum Annual Meeting at Davos, enabled MSDE to position India as a key partner in global workforce strategies for a future driven by technological transformation and demographic shifts.

## **1.6. Celebrating Skills, Dignity of Labour, and National Pride**

MSDE undertook a series of initiatives to celebrate skills, honour excellence, and inspire youth across the country:

World Youth Skills Day 2024 was commemorated through 'Kaushal Samwaad' open house sessions, highlighting India's commitment to making skills aspirational.

Guru ka Samman events under PM Vishwakarma honoured 95 trade experts across the country, with special recognition awards presented by the Hon'ble Minister in Lucknow.

In the WorldSkills Competition held at Lyon, France, India secured the 13th position globally, winning 4 bronze medals and 12 Medallions of Excellence. This achievement reflects the global competitiveness of India's youth in vocational excellence.

The Kaushal Deekshant Samaroh 2024 saw the participation of over 5 lakh students and teachers across ITIs nationwide, celebrating the successful completion of vocational education and recognizing academic excellence among toppers.

The first anniversary celebration of PM Vishwakarma Scheme in Wardha, Maharashtra, graced by the Hon'ble Prime Minister, reaffirmed the Government's commitment towards uplifting traditional artisans and Vishwakarma communities.

## **1.7. Scale and Impact**

The Ministry's concerted efforts led to significant outcomes during the period:

- 1.63 crore candidates trained under PMKVY.
- 5.05 lakh individuals enrolled through JSSs.
- 8.7 lakh apprenticeships facilitated under NAPS.
- 14.4 lakh candidates enrolled in ITIs.
- Over 18 lakh candidates trained and assessed under PM Vishwakarma Yojana.

These achievements reflect the Ministry's commitment towards realising the vision of a Skilled India and contributing to the broader national goals of employment generation, economic empowerment, and inclusive development.

## 2

## Establishment of the Ministry



In the context of technology's growing role in economic development, skilled manpower is essential to drive progress. The MSDE collaborates with Central Government Ministries, State Governments, industry, non-profits, and academia to synergize and accelerate skilling efforts.

This year marks MSDE's eleventh successful year since its inception in 2014. Initially established as the Department of Skill Development under the Ministry of Sports & Youth Affairs on 31<sup>st</sup> July 2014, it was later notified as the Ministry of Skill Development & Entrepreneurship on 9<sup>th</sup> November 2014. Annually, more than one crore youth benefit from the Skill India program—a mission aimed at equipping youth with skills for better livelihoods.

Over time, MSDE has taken on additional roles through various organizations and skilling schemes, including:

- Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
- Pradhan Mantri Kaushal Kendra (PMKK)
- Jan Shikshan Sansthan (JSS)
- Directorate General of Training (DGT)
- National Institute for Entrepreneurship & Small Business Development (NIESBUD)
- Indian Institute of Entrepreneurship (IIE)
- National Skill Development Corporation (NSDC)
- National Council for Vocational Education and Training (NCVET)

Details about these schemes and the organizations associated with MSDE are provided in subsequent chapters.

India, as one of the world's fastest-growing economies, recognizes the need to expand opportunities within service sectors and integrate training courses with apprenticeship programs. In December 2014, a significant reform of the Apprenticeship Act paved the way for the introduction of the National Apprenticeship Promotion Scheme (NAPS) in August 2016. NAPS strategically incentivizes employers to engage more apprentices in their workforce, resulting in remarkable advancements in apprenticeship enrollment and active participation in skill development over the past ten years.

While skill development is crucial, its impact remains limited unless accompanied by the employment generation. By fostering the growth of small and medium-sized enterprises (SMEs), the government plays a pivotal role in creating additional employment opportunities and engaging the entire workforce.

MSDE's mandate includes integrating entrepreneurship orientation modules into the Employability, Entrepreneurship, and Life Skills component of PMKVY courses. Additionally, ITI courses already incorporate entrepreneurship modules within employability skills. To promote a culture of entrepreneurship among youth, the Ministry instituted the National Entrepreneurship Awards (NEA) in 2016, recognizing and honoring outstanding entrepreneurs and ecosystem builders. These awards serve as models of excellence for others to emulate and improve upon.



## **'Kaushal Bhawan' in New Moti Bagh, New Delhi**

In January 2024, the Ministry of Skill Development and Entrepreneurship (MSDE), along with its key institutions—the Directorate General of Training (DGT), the National Council for Vocational Education and Training (NCVT), and the National Skill Development Corporation (NSDC)—relocated to Kaushal Bhawan, a newly constructed, state-of-the-art office complex in New Moti Bagh, New Delhi. Designed as a green building with a 4-star GRIHA (Green Rating for Integrated Habitat Assessment) rating, Kaushal Bhawan integrates sustainability features such as energy-efficient systems and rainwater harvesting. The consolidation of the Ministry and its affiliated bodies under one roof has brought enhanced cohesion, improved inter-agency coordination, and increased efficiency in the implementation of key skilling and entrepreneurship initiatives across the country



*Fig. 2.1: Inauguration of Kaushal Bhawan by Hon'ble President of India*



*Fig. 2.2: Kaushal Bhawan Building*



# 3

## Policy Interventions by MSDE



### 3.1. National Policy for Skill Development & Entrepreneurship, 2015

#### National Policy for Skill Development and Entrepreneurship: From 2015 to 2025

The **National Policy for Skill Development and Entrepreneurship (NPSDE)**, launched in 2015, laid the foundation for building a cohesive and inclusive skill development and entrepreneurship ecosystem in India. Recognising skilling and entrepreneurship as vital levers for economic growth and social empowerment, the policy set forth a bold vision: *Skilling at Scale, with Speed and Standards*. It aimed to create a self-sustaining framework that not only imparts high-quality skills but also nurtures innovation-led entrepreneurship, thereby generating employment, enhancing productivity, and ensuring sustainable livelihoods across the country.

The mission of the Policy was articulated around five key objectives: generating demand for skilling across sectors; aligning skilling outcomes with industry needs; connecting skilled manpower to employment opportunities; ensuring robust certification and assessment aligned with global benchmarks; and creating a dynamic entrepreneurial ecosystem that fosters formal wage employment and economic growth.

In pursuit of these goals, the Policy identified and sought to address critical barriers—including the low aspirational value of vocational training, fragmentation across skilling efforts, lack of integration with formal education systems, and the need for quality infrastructure and trainer capacity. It called for an outcome-driven, industry-led, and equity-focused approach to skill development, especially targeting marginalised communities, women, and those in remote regions. In parallel, the Policy advocated for a national culture of entrepreneurship—enabling individuals through education, mentorship, incubation, credit access, and streamlined business environments.

To operationalise the Policy, the Government launched a series of flagship interventions:

- **Pradhan Mantri Kaushal Vikas Yojana (PMKVY):** Flagship short-term training scheme to upskill youth and link them with employment opportunities.
- **Formation of the National Council for Vocational Education and Training (NCVET)** in 2018, which subsumed NSDA and NCVT to serve as the unified regulator for skills training—approving qualifications, recognising awarding and assessment bodies, monitoring implementation, and ensuring grievance redressal.
- **Notification of Common Norms:** Standardising scheme implementation across Central Ministries to enhance efficiency and accountability.
- **Creation of Sector Skill Councils (SSCs):** Industry-led bodies to define National Occupation Standards (NOSs) for job roles.
- **Promotion of apprenticeships** through the National Apprenticeship Promotion Scheme (NAPS), supported by ease-of-doing-business reforms.
- **Implementation of World Bank-supported initiatives** such as SANKALP (for institutional strengthening) and STRIVE (for upgrading ITIs and improving the quality of industry-relevant training).

- **Launch of the Skill India Digital Hub (SIDH):** A transformational digital platform integrating education, skilling, jobs, and entrepreneurship services to provide a seamless skilling-to-employment journey.
- **Mobilisation and outreach efforts** including Kaushal Melas, Rozgar Melas, and Career Counselling schemes to raise awareness and make skilling aspirational.
- **Focused skilling programmes for women and socially disadvantaged groups**, enabling inclusive participation in the national skilling agenda.

### Review and Revision of the National Policy

As per Clause 7.6 of the NPSDE 2015, a revision of the policy was envisaged after five years based on learnings from its implementation. At the time of its inception, India's skill ecosystem was still evolving. Since then, considerable institutional development, stakeholder coordination, and scheme implementation experience have been gained under the aegis of the Ministry of Skill Development and Entrepreneurship (MSDE).

With the changing economic landscape, the advent of emerging technologies, and transformation in the world of work, a review of the policy became imperative. A future-ready framework is now required—one that is agile, integrated with mainstream education, responsive to industry demands, and aligned with national goals such as the **National Education Policy (NEP) 2020**.

The NEP 2020 calls for the integration of vocational education into school curricula, structured pathways from school to higher education, and convergence of skills and academic streams. The revised National Policy for Skill Development and Entrepreneurship is therefore being formulated to reflect these shifts and chart the next phase of India's skill development journey.

A comprehensive review of the 2015 Policy is currently underway, with technical support from knowledge partners including the Boston Consulting Group (BCG). This review seeks to incorporate feedback from key stakeholders across government, industry, academia, and civil society. The upcoming **National Policy for Skill Development and Entrepreneurship, 2025** will be placed in the public domain for consultation and is expected to serve as a guiding document to prepare India's workforce for the challenges and opportunities of **Viksit Bharat@2047**.

## 3.2. National Skill Development Mission

The National Skill Development Mission (NSDM) was approved by the Union Cabinet in July 2015. Its mission statement is to rapidly scale up skill development efforts in India, by creating an end-to-end, outcome-focused implementation framework, which aligns demands of the employers for a well-trained skilled workforce with aspirations of Indian citizens for sustainable livelihoods. The Mission seeks to create an end-to-end implementation framework for skill development, which provides opportunities for life-long learning. This includes incorporation of skilling in the school curriculum, providing opportunities for quality long and short-term skill training, by providing gainful employment and ensuring career progression that meets the aspirations of trainees.

The institutional mechanism of NSDM provides for a three-tier structure. At the apex level, the Mission's Governing Council, chaired by the Hon'ble Prime Minister, seeks to provide overall guidance and policy direction. The Steering Committee, chaired by the Minister in Charge of Skill Development, is mandated to ensure implementation in line with the directions 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.

### 3.3. Skill India Mission

#### 3.3.1. Delivering Skills with Scale and Synergy under Skill India Mission

Under the Government of India's flagship *Skill India Mission (SIM)*, the Ministry of Skill Development and Entrepreneurship (MSDE) is spearheading a comprehensive skilling ecosystem that spans across skilling, reskilling, and upskilling initiatives. These are delivered through a nationwide network of training centres and institutions, ensuring last-mile delivery of skill development opportunities to all sections of society.

To enable India's youth to become future-ready and equipped with industry-relevant capabilities, MSDE implements key schemes such as the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Jan Shikshan Sansthan (JSS), Pradhan Mantri-National Apprenticeship Promotion Scheme (PM-NAPS), and the Craftsmen Training Scheme (CTS) through Industrial Training Institutes (ITIs).

These diverse interventions are brought together under a unified vision to ensure convergence in implementation, reduce duplication, and improve coordination across various delivery mechanisms and beneficiary groups.

A brief overview of the flagship schemes is provided below:

- Pradhan Mantri Kaushal Vikas Yojana (PMKVY): A flagship short-term training initiative that provides skill development opportunities through classroom training (STT) as well as upskilling and reskilling through *Recognition of Prior Learning (RPL)* to youth across the country.
- Jan Shikshan Sansthan (JSS) Scheme: A community-based skill development program focused on imparting vocational skills to non-literates, neo-literates, school dropouts, and individuals with rudimentary education (up to 12th standard), primarily in the age group of 15–45 years. Special focus is placed on women, SC, ST, OBC, minorities, and persons with disabilities in rural and urban low-income areas.
- Pradhan Mantri-National Apprenticeship Promotion Scheme (PM-NAPS): This scheme aims to mainstream apprenticeship training by providing financial incentives for stipends and encouraging industry participation. Apprenticeship training comprises Basic Training followed by On-the-Job or Practical Training at workplaces.
- Craftsmen Training Scheme (CTS): A long-term vocational training program delivered through a vast network of ITIs across the country. CTS caters to a wide range of sectors, equipping youth with skills for wage employment, entrepreneurship, and self-reliance.

Together, these schemes exemplify a holistic, demand-driven, and inclusive approach to skill development—anchored in convergence, industry alignment, and access for all.

#### 3.3.2. Details of the candidates trained/engaged under above mentioned schemes of MSDE across India is as under:

PMKVY (Since inception up to 31.12.2024)	JSS (Since 2018-19 up to 31.12.2024)	NAPS (Since 2018-19 to up 31.12.2024)	ITIs (2018-19 to 2023-24 Sessions)
1,60,33,081	28,51,573	35,42,442	79,57,128

#### 3.3.3. Details of the training centres covered under above mentioned schemes of MSDE across India as on 31st December 2024 is as under:

PMKVY Centres	JSS Centres	NAPS Establishments	it is (Govt and Pvt)
14,843	289	48,721	14,619



### 3.4. Steps Taken to Improve Industrial Alignment of Skill Courses

In alignment with the vision of the Skill India Mission and the objective of enhancing the employability of the Indian workforce, the Ministry of Skill Development and Entrepreneurship (MSDE) has undertaken several key initiatives to ensure that the skill development ecosystem remains responsive to the evolving needs of industry and technological advancements. The following measures have been implemented to strengthen industry linkages, improve curriculum relevance, and promote convergence across schemes and institutions:

**i. Rationalisation and Modernisation of Qualifications:**

The National Council for Vocational Education and Training (NCVET), as the regulator of skill qualifications, continuously reviews and updates the approved qualification files. Based on feedback from industry and Sector Skill Councils (SSCs), outdated or redundant qualifications are archived, and new qualifications are approved in alignment with current and emerging market demands.

**ii. Sectoral Alignment through SSCs:**

Sector Skill Councils (SSCs), established under the aegis of the National Skill Development Corporation (NSDC), are industry-led bodies tasked with identifying skill gaps, setting occupational standards, and guiding the development of industry-relevant training content. Through the Market-led Programme, NSDC also supports training providers to collaborate with industry stakeholders for demand-driven course delivery.

**iii. Integration of Industry Exposure in ITI Ecosystem:**

The Directorate General of Training (DGT) is implementing the *Flexi-MoU Scheme* and the *Dual System of Training (DST)* to provide ITI trainees with structured on-the-job exposure in industrial establishments. These initiatives are designed to enhance practical skills and align training delivery with industry expectations.

**iv. Introduction of Future Skills under PMKVY:**

Under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), job roles related to emerging technologies—such as Artificial Intelligence, Machine Learning, Robotics, Mechatronics, and Drone Technology—have been introduced to cater to Industry 4.0 requirements.

**v. Launch of Future Skills Courses in ITIs and NSTIs:**

To further strengthen the long-term skilling ecosystem, DGT has introduced 29 new-age skill courses in Industrial Training Institutes (ITIs) and National Skill Training Institutes (NSTIs) under the Craftsmen Training Scheme (CTS). These include domains such as Internet of Things (IoT), Cybersecurity, AI, Mechatronics, and Semiconductors.

**vi. Public-Private Partnerships for Technological Skilling:**

DGT has signed Memorandums of Understanding (MoUs) with leading technology firms such as IBM, CISCO, AWS, and Microsoft under Corporate Social Responsibility (CSR) initiatives. These partnerships aim to strengthen state and regional training institutions through curriculum support, faculty training, and provision of technology-based skill development.

**vii. Establishment of Indian Institutes of Skills (IIS):**

The Indian Institutes of Skills (IIS), established at Ahmedabad and Mumbai in Public Private Partnership (PPP) mode, are envisioned as premier institutions for high-end technical skilling. The institutes aim to deliver industry-integrated training in advanced technologies, thereby preparing a workforce that is future-ready and globally competitive.

**viii. International Collaboration for Global Standards:**

The Government of India has signed Memorandums of Understanding (MoUs) and Memorandums of Cooperation (MoCs) with twelve countries in the field of skill development and vocational training. These collaborations aim to align skilling efforts with global benchmarks, facilitate mutual recognition of qualifications, and promote workforce mobility.

**ix. Strategic Partnerships for Digital Skilling:**

NSDC, under the aegis of MSDE, has partnered with international technology and education providers such as AWS, Microsoft, Intel, Red Hat, Pearson VUE, BCG, and Cisco Networking Academy to deliver digital training programs and certifications in high-demand technological areas.

**x. Community-Centric Skilling and Entrepreneurship Linkages:**

Under the Jan Shikshan Sansthan (JSS) Scheme, efforts have been made to enhance market linkages and foster entrepreneurship. Platforms such as *UYAMKART* are being leveraged to provide market access to local entrepreneurs trained through JSS, particularly in rural and underserved areas.

**xi. Infrastructure Upgradation of ITIs:**

The National Scheme for Upgradation of Industrial Training Institutes (ITIs) has been launched to modernise skilling infrastructure across the country. This initiative is part of the broader <sup>1</sup> 60,000 crore Centrally Sponsored Scheme, which aims to upgrade over 1,000 ITIs and develop five National Skill Training Institutes (NSTIs) as Centres of Excellence through global collaborations.

**xii. Establishment of National Centres of Excellence (NCoEs):**

In keeping with the vision to build world-class skilling institutions, National Centres of Excellence (NCoEs) are being set up with global partners. These Centres will act as hubs of innovation and excellence in skill training across priority sectors and emerging technologies.

### **3.5. Recognition of Skills of Agniveers**

The Union Cabinet approved 'Agnipath' scheme in June, 2022 to help Indian youth 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.

The Ministry of Skill Development and Entrepreneurship (MSDE) has collaborated with the three wings of the Armed Forces to formally recognise the skills acquired by Agniveers during their tenure in service. The Directorate General of Training (DGT) undertook a comprehensive mapping of the training and operational roles performed by Agniveers with relevant civilian job roles and skill competencies, in alignment with nationally approved qualification frameworks. This initiative enables Agniveers to receive formal certification for the skills gained in the Armed Forces, thereby enhancing their employability and facilitating smoother transition to civilian careers.

To take the initiative of skilling of Agniveers forward, DGT signed an MoU under Flexi-MoU Scheme with the Indian Army, Indian Air Force and Indian Navy to award National Trade Certificate (NTC) to Agniveers. **Similarly, the NCVET has recognized 19 Institutions of three wings of Armed Forces (02 under Indian Navy, 01 under Indian Air Force and the 17 Directorates of the Indian Army) as the Awarding Body (AB) and Assessment Agency (AA).** This shall enable the alignment of skill sets of various arms of the Indian armed forces to the NSQF as per industry standards to enable them to contribute to various sectors for the economic development of the Nation post their retirement from the service.

### 3.5.1. Skill Certification of Agniveer under Flexi MoU Scheme of DGT

#### Recognition of Agniveers' Skills through NTC under Flexi-MoU Scheme

To support the seamless transition of Agniveers into civilian careers, the Directorate General of Training (DGT) has signed Memorandums of Understanding (MoUs) with the Indian Armed Forces under the Flexi-MoU Scheme. This collaboration enables Agniveers to receive the **National Trade Certificate (NTC)** by formally recognising the skills they acquire during training and service.

For the **Indian Army**, NTCs will be awarded in **47 trades** that align with existing Craftsmen Training Scheme (CTS) trade names. For an additional **7 trades**, certification will follow the trade names as approved by the National Council for Vocational Education and Training (NCVET).

In the case of the **Indian Navy**, Agniveers will be awarded NTCs in **29 trades**, based on NCVET-approved trade nomenclature.

For the **Indian Air Force**, NTCs will be provided to Agniveers (non-combatant roles) in **2 trades**, aligned with CTS trade names.

To facilitate this process, **56 training centres** have been integrated into the DGT's Flexi-MoU portal—**42 from the Army, 13 from the Navy, and 1 from the Air Force**. A dedicated digital platform has been developed by DGT to streamline onboarding and certification of Agniveers under this initiative.

This initiative ensures that the valuable skills gained by Agniveers during their service are formally recognised and made relevant for civilian employment opportunities.

**Tab. 3.1:**Enrollment of Agniveers covered under Flexi MoU

SL No	Armed Forces	No. of Agniveer enrolled as on 31.12.2024
1.	Indian Army	95,253
2.	Indian Navy	7,905
3.	Indian Airforce	747







*Fig. 3.1: Signing of MoU of Agneepath*

### 3.6. Skill Universities

The NEP 2020 places significant emphasis on skilling and integration of vocational education with mainstream education. It allows for multiple entry and exit points with appropriate certification. Skill Universities play a unique and crucial role in fulfilling the NEP 2020 mandate.

To strengthen collaboration with various Skill Universities, a meeting titled “Skill Universities: Challenges and Opportunities” was organized on September 21, 2022, at the Constitution Club of India, New Delhi. Chaired by the Hon’ble Minister of Skill Development and Entrepreneurship, meeting was also attended by Hon’ble Minister of State, MSDE, Chairpersons, NCVET and UGC, Secretary DoHE, Secretary MSDE, and Vice Chancellors from various Skill Universities. Detailed discussions centered around the challenges and opportunities for collaboration with Skill Universities.

Following the decisions made during this meeting, Working Groups were established to address specific thematic areas. These groups, comprising representatives from UGC, NCVET, MSDE, and Skill Universities, were tasked with suggesting recommendations to fine-tune guidelines for Skill Universities. The thematic areas covered were:

- Industry Collaboration and the Aspirational Value of Skilling
- Regulatory Framework, Entry Eligibility, and Mobility Pathways
- Pedagogy, Curriculum, and Faculty Guidelines

**MSDE Committee on Flexibility for Skill Universities**”, formally known as the “**Committee to Review and Recommend Revisions to the Guidelines for Establishment of Skill Universities**”, was constituted by the **Ministry of Skill Development and Entrepreneurship (MSDE)** in **2023**, with the objective of examining the existing regulatory framework and operational challenges faced by Skill Universities in India, and recommending greater flexibility in academic, administrative, and financial areas.

The Committee examined key issues and submitted its report, which was later reviewed within the Ministry. It was recommended that the Skill University Guidelines be re-evaluated and shared with UGC for notification.

### 3.7. Common Norms for Skill Development

Common Norms for skill development programmes of the Government were notified on July 15, 2015, to ensure uniformity and standardization across these programmes. Prior to their implementation, over 70 different Skill Development Programs (SDPs) were being executed by the Government of India, each with its own

norms related to eligibility criteria, training duration, costs, outcomes, monitoring, and tracking mechanisms. This diversity of norms had led to a fragmented impact of skill development programmes, necessitating streamlining for better outcomes.

Common Norms rationalize the entire spectrum of skill development processes and systems, including inputs, outputs, funding norms, third-party certification, assessment, monitoring, and the empanelment of training providers. Key aspects covered by the Common Norms include:

- Defining skill development activities in the country
- Aligning skill development courses with the National Skills Qualification Framework
- Establishing broad input standards for training programs
- Specifying expected outcomes, including placement in wage and self-employment
- Linking cost norms and fund flow mechanisms to achieved outcomes

Cost norms encompass various components, such as, candidate mobilization, trainer training, placement expenses, post-placement tracking, monitoring, and infrastructure costs. By focusing on outcomes, Common Norms aim to enhance the effectiveness and impact of skill development programs.

A Common Norms Committee (CNC) has been constituted under the Chairmanship of Secretary, MSDE to bring about uniformity and standardisation among the skill development schemes of the Central Government. The Committee consists of eight other representatives from relevant Central Ministries/Departments, State Governments, NCVET and NSDC, with a provision for inviting experts and other significant stakeholders who may be necessary in the decision-making process. It empowers 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 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 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.

As per the decisions of CNC in its 10th meeting held on 11.04.2023, the work for conducting a fresh and comprehensive exercise for determining Common Norms, including the cost norms was awarded to the Institute of Cost Accountants of India-Management Accounting Research Foundation (ICMAI-MARF, a non-profit Section 8 company and 100% subsidiary company of the Institute of Cost Accountants of India (ICAI) (a statutory body under an Act of Parliament). Currently, the study of review of Common Cost Norms is underway.

# 4

## Major Institutions of the Ministry



### 4.1. Directorate General of Training (DGT)

DGT in MSDE is an apex organization for the development and coordination of vocational training, including Women's Vocational Training, through its network of ITIs, NSTIs and IToTs.

In pursuance of the Cabinet Secretariat Order No. 1/21/9/2014-Cab dated 16.04.2015 and Ministry of Labour & Employment Order No. DGE&T-A-22020/01/2015-Adm-II dated 21.04.2015; two verticals of Directorate General of Employment & Training (DGE&T) working under the Deputy Director General (Training) and Deputy Director General (Apprenticeship Training) were transferred to the Ministry of Skill Development & Entrepreneurship.

DGT affiliated institutions offer a diverse range of training courses, catering to the needs of various segments in the labour market. Courses are available for various groups, including school dropouts, ITI pass outs, ITI instructors, industrial workers, technicians, junior and middle-level executives, supervisors/foremen, women, and persons with disabilities. DGT serves as a secretariat and implementing arm for long-term vocational training courses.

DGT is functioning to fulfil its mandate through NSTIs /NSTI (Women) and Regional Directorates for Skill Development and Entrepreneurship (RDSDEs) to support the ITI and Apprenticeship skill ecosystem. DGT provides necessary support through its network of RDSDEs to maintain, control, and coordinate centrally sponsored schemes.

#### 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 requirements based on the latest technological changes of industries
- Designing new curricula
- Revising existing course curricula
- Grant of affiliation to the ITIs
- Conducting trade testing and Certification
- Conducting Training of Trainers for ITI Instructors under CITS
- Reskilling and upskilling instructors
- Reskilling and upskilling workers in industries
- Conducting courses in collaboration with industry under CTS/DST/FLEXI MoU to provide industry-ready workforce.
- Monitor the quality of vocational training as well as functioning of all vocational training schemes.
- Developing self-learning course material and blended learning materials for vocational training to benefit the trainees & trainers in the ITI skill ecosystem.

#### **4.1.1. DGT as an Awarding Body and Assessment Agency for Institutes under Skill Training Ecosystem**

In pursuance of the notification of NCVET vide F. No: 32001/14/2020/NCVET/234 dated 10.06.2020; the DGT has been recognized as an 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 ITIs, examination and certification of trainees have been aligned to the standard workings of various Boards.

#### **4.1.2. Regional Directorates of Skill Development and Entrepreneurship (RDSDEs)**

##### **Establishment and Role of Regional Directorates of Skill Development and Entrepreneurship (RDSDEs)**

The Regional Directorates of Skill Development and Entrepreneurship (RDSDEs) were established as per DGT Resolution No. DGT-A-11018/1/2018-Adm. II, with the objective of decentralising and strengthening the implementation of skilling and apprenticeship-related functions across States and Union Territories.

These RDSDEs, constituted for each State/UT based on defined territorial jurisdictions (as detailed in Annexure-1), have subsumed the functions, personnel, assets, and liabilities—including land and buildings—of the erstwhile Regional Directorates of Apprenticeship Training (RDATs) located in Bhopal, Chandigarh, Chennai, Faridabad, Guwahati, Hyderabad, Kanpur, Kolkata, and Mumbai. The heads of these offices are designated as Regional Directors, and there is no longer a separate cadre for Directors of Central Field Institutes (CFIs). RDSDEs function as attached offices of the Directorate General of Training (DGT) under the Ministry of Skill Development and Entrepreneurship (MSDE).

The territorial jurisdiction of each RDSDE is outlined in Annexure-1, and their respective functional responsibilities are enumerated in Annexure-2.

Importantly, the existing Central Field Institutes (CFIs), including National Skill Training Institutes (NSTIs) and NSTIs for Women (NSTI-W), have been brought under the administrative purview of the corresponding RDSDEs as integrated subordinate formations. These NSTIs, operated by DGT under MSDE, continue to function as premier institutions for the training of instructors for Industrial Training Institutes (ITIs) across the country. Their integration with RDSDEs enhances administrative coordination, ensures uniformity in the delivery of instructor training, and facilitates more effective governance and oversight at the regional level.

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

The main objective of NSTI/NSTI(W) is to train instructors in the techniques of transferring hands-on skills and training methodology. At present, there are 33 NSTIs, including 19 NSTI(W). NCVET mandates all Instructors to be certified and there are more than 2 lakh sanctioned instructors in ITI Ecosystem as of date. Thus, the major functions of the NSTIs are :

- Conducting Crafts Instructor Training Scheme.
- Conducting Advanced Vocational Training Scheme.
- Conducting Craftsmen Training Courses.
- Conducting Training of Trainers.

The state-wise presence of NSTIs/NSTIs(W) is at Annexure 3.



## 4.2. National Council for Vocational Education and Training (NCVET)

National Council for Vocational Education and Training (NCVET) has been established through the Govt of India Notification dated 5th December, 2018 by subsuming the functions of erstwhile National Skill Development Agency (NSDA) and National Council for Vocational Training (NCVT) and has been fully operationalized with effect from 01.08.2020. It functions as an overarching regulatory organisation for infusing quality-learning outcomes for the learner by recognising, regulating and continuously monitoring the functioning of Awarding Bodies and Assessment Agencies in the vocational education, training and skilling ecosystem for both long & short-term. NCVET facilitates the development and operationalisation of progressive policies and frameworks to enable these bodies to realise the true potential which is required for making India the skills capital of the world.

NCVET is actively working towards making skilling aspirational, quality infused, continuous and intertwined in all forms of learning as envisaged in the NEP 2020 (School education, Higher education, Experiential learning etc.). NCVET constantly endeavours for quality assurance by bringing progressive policies and guidelines, such as, Guidelines for Blended learning in Vocational Education Training and Skilling ecosystem, Guidelines for NSQF alignment of Micro Credentials and NOSs for upskilling, Guidelines for Cross Sectoral and Multi Sectoral skilling, NCrF, among many others which have been notified and uploaded on the website.

### 4.2.1. Primary functions of NCVET:

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

### 4.2.2. Composition of Council for NCVET:

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

### 4.2.3. Major Achievements:

In pursuance of the mandate given to NCVET, following have been achieved during the period of 01st January, 2024 to 31st December, 2024:

#### Qualification Approval & Alignment

- a) *National Skills Qualification Framework (NSQF)*: The 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 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 41 meetings of NSQC have been held till 31.12.2024. During the year 2024, a total of 7 NSQC meetings were held. Total qualifications approved and active for now are 969.

The status of NSQF alignment of qualifications, during 2024 (till 41st meeting of NSQC held on 17th December 2024) is as follows:

Sl.	Details of NSQF Aligned & Approved Qualifications	No. of qualifications
1	Total number of NSQF aligned & Approved qualifications.	3089

**Tab. 4.1: Details of the Qualifications, approved in NSQCs during the year 2024**

S No	NSQC Meeting	Date of NSQC Meeting	Number of Qualifications / NOSs/MCs NSQF aligned and approved
1	35th	31.01.2024	173
2	36th	15.03.2024	107
3	37th	30.04.2024	190
4	38th	30.05.2024	152
5	39th	25.07.2024 (Phase-I) 27.08.2024(Phase-II)	143
6	40th	22.10.2024	131
7	41st	17.12.2024	73
	<b>Total</b>	<b>969</b>	

**Tab. 4.2: Number of NSQF Aligned and Approved Qualifications, level-wise on NQR**

S. No.	NSQF Level	No. of NSQF Aligned and Approved Qualifications
1	Level 1	7
2	Level 2	152
3	Level 2.5	90
4	Level 3	703
5	Level 3.5	89
6	Level 4	985
7	Level 4.5	143
8	Level 5	537
9	Level 5.5	127
10	Level 6	197
11	Level 6.5	2
12	Level 7	43
13	Level 8	14
<b>Total Active Qualifications available on NQR</b>		<b>3089</b>
		(Including 402 Future Qualifications aligned and approved by NCVET till December 24)
Number of Archived Qualifications		5062

- 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 NSQC, the final apex body for approving Qualifications for NSQF alignment, is now anchored in NCVET. The NSQC has been re-constituted vide NCVET's Order No. 20001/01/2019/NCVET dated 24th August, 2023. The NSQC is 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 (on rotation) and sectoral representation from concerned submitting body of the qualifications being discussed. 07 meetings of NSQC, under NCVET, were held during the year 2024, wherein a total of 1279 Qualifications were aligned to the NSQF through approval by the NSQC. The same are included on the NQR.



**Fig. 4.1: Dr. Nirmaljeet Singh Kalsi, Chairperson, NCVET, chairing the 38th meeting of NSQC on 30th May, 2024**

- c) *National Qualifications Register (NQR)*: Once a qualification is approved by the NSQC, it is uploaded on the NQR which is in public domain and can be accessed at <https://nqr.gov.in/>. The NQR is a repository of all NSQF aligned qualifications which lists them sector wise with a 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, on revisions are also moved to the archive section and this is an ongoing process. NQR portal has also been revamped with additional UI/UX enhancements such as aspirational images representing the nature of the qualifications, advanced filtering feature enabling candidates to filter qualification based on its NSQF level, duration, Awarding Body, entry criteria etc.

The website link is: <https://nqr.gov.in/>

#### 4.2.4. Meetings of the NCVET Council

Two meetings of the Council i.e., 10th and 11th Council meeting were conducted on 21st February 2024 and 31st May 2024 respectively, following policy and administrative decisions were taken.

- 10th NCVET Council Meeting, 21st February 2024
  - i. The Council was updated that the guidelines of TOT and TOA was uploaded on the NCVET website for public consultation for 21 days.
  - ii. The Guidelines for NSQF alignment and creditisation of Skilling & Training Courses & Qualifications of Multinational Companies (MNCs) and Leading Industry have been notified and published on NCVET website on 15th Nov 2023.
  - iii. The Council approved the SOPs for operationalization and implementation of NCrf in VETS including in Higher Education (HE) and School Education (SE) after due Public Consultation.



- iv. The Council accorded approval to upload the Guidelines on “Digital Content Creation and Quality framework” on the website for public consultation.
- v. The Council accorded approval to upload the “Guidelines for Information & Data Security” on the website for public consultation.
- vi. The Guidelines for providing Comprehensive Accessibility Standards for the training of Persons with Disabilities were launched by NCVET and DEPwD jointly for public consultation in the Purple Fest - an international festival celebrating the lives of People with Disabilities, on 11th January 2024. It has also been published on the website of NCVET, along with the website of DEPwD and PM Daksh portal.
- vii. The Council approved to upload the revised Awarding Body guidelines and revised Assessment Agency guidelines on the NCVET website for public consultation for 21 days.
- viii. The Council gave approval for Gazette Notification of the Guidelines formulated and approved by NCVET in the Official Gazette of India.
- ix. The Council appreciated the effort taken by NCVET to bridge the gaps in mapping the NCO codes in various occupations and ratified the same.
- x. The Council approved the Skills Taxonomy Categories finalized by NCVET.
- xi. The Council was updated about the operationalization of SID: Registration and on-boarding of the NCVET recognized Awarding Bodies and Assessment Agencies and provisioning a Dashboard for NCVET on SID.
- xii. The Council was apprised that MSDE has issued a guidelines for India Skills Competition 2023 and World Skills Competitions 2024 vide OM No: SD-17/128/2020- O/o US (NSDC) dated 20.11.2023. Also, the Council approved the NSQF alignment and approval of qualifications and certification of participants at various levels for the World Skills Competition.
- xiii. The Council ratified the NSQC decision on mandatory development of the content on the Qualification/ NOS/ MC within 3 months (90 days) from the date of NSQF alignment and approval.

• **11th NCVET Council Meeting, 31st August 2024**

- i. **Gazette Notification of Approved Guidelines:** The Council approved the gazette notification of important frameworks developed by NCVET such as Guidelines for Recognition of Prior Learning (RPL), Guidelines for Blended Learning for Vocational Education, Training & Skilling , National Skills Qualification Framework – 2023, Guidelines for Diploma Qualifications in Vocational Education, Training & Skilling, Guidelines for TOT, Guidelines for TOA, Guidelines for Multi Skilling - Cross Sectoral Skilling and so on.
- ii. **Notification of Guidelines:** The Council approved the notification of the guidelines for Digital Content Creation and Quality Framework, Information & Data Security for internal use, and Operational Guidelines for Communication Protocol.
- iii. **Revision of Key Regulatory Guidelines:** The Council sanctioned a comprehensive revision of guidelines governing the recognition and regulation of ABs and AAs, as well as the adoption of qualifications. This revision was deemed necessary to align with recent policy advancements, including the NEP and the NCrf.
- iv. **Procurement and IT Infrastructure Enhancements:** The Council approved the procurement of cloud infrastructure for the Digital Enterprise Portal (DEP) via NICS which

will facilitate digital integration of NCVET's functions and processes. Additionally, it endorsed the restructuring of the NCVET website to comply with the Digital Brand Identity Manual (DBIM) and Government of India Website Guidelines, ensuring a more user-friendly and standardized digital presence.

- v. **Capacity Building and Training Initiatives:** To strengthen the vocational education ecosystem, the Council approved monthly 'Capacity Building Workshops' for recognized Awarding Bodies. It also suggested developing a digital course on qualification development and NSQF alignment, which would be hosted on the iGOTKarmayogi platform to enhance accessibility for trainers and stakeholders.
- vi. **Approval of Financial and Administrative Proposals:** Several financial and administrative matters were addressed, including the approval of enhanced remuneration for a key official, the process for filling a vacant Research Assistant post, and the continuation of existing manpower resources through GeM procurement. The Council also sanctioned the implementation of an e-Office system and digitization of NCVET records to improve operational efficiency.
- vii. **MoU and Budgetary Approvals:** The Council approved the extension of an existing MoU with the Ministry of Skill Development and Entrepreneurship. Additionally, it sanctioned the budget allocation for FY 2024-25, amounting to Rs. 17.56 Crores, ensuring sustained funding for ongoing and new vocational education initiatives.
- viii. **Employability Skills:** MSDE, initially under its flagship scheme, PMKVY 2.0 had introduced a 40- hour employability module across all job roles in 2016-17 in all the NSQF aligned and approved job roles run under the said scheme. Recognizing the need for more comprehensive and localized employability skills, a 155-hours composite module on English, Employability, and Entrepreneurship (EEE) was subsequently piloted under PMKVY 3.0 as part of the short-term Training Programs. To further improve the system of integration of comprehensive Employability Skills in the Vocational Education, Training & Skilling, Employability Skills of various modules of 30Hrs, 60Hrs, 90Hrs and 120Hrs were developed and approved in the 20th NSQC held in June 2022 and all recognized Awarding bodies were mandated to add one of these ES NOSs modules, as applicable, in all their existing qualifications.

However, while implementing these NOSs, various awarding bodies had shared their difficulties and suggestions for making these flexible for adoption by the awarding bodies for different job roles keeping in view the specific requirement of the job role and target students/ learners. Therefore, the need to develop content for flexible Modules of Employability Skills, Life Skills and Soft Skills was felt and accordingly it was decided to get the content developed by selected agency through RFP process funded under SANKALP project.

#### 4.2.5. Recognition of Awarding Bodies (AB) & Assessment Agencies (AA)

- a) **Awarding Body:** As of 31.12.2024, NCVET has granted recognition to 122 ABs (45 ABs in Standard Category and 77 in Dual Category) out of which 111 (45 ABs in Standard Category and 66 in Dual Category) have signed the agreement with NCVET (**details at annexed Annexure-4**) and 11 (0 ABs in Standard Category and 11 in Dual Category) were issued Letter of Intent (LoI) and granted provisional recognition (**details at annexed Annexure-5**).
- b) **Assessment Agency:** As of 31.12.2024, NCVET has granted recognition to 68 AAs. details are in annexed **Annexure-6**.





*Fig. 4.2: Agreement signing with Directorate of Special Operations and Diving (DSOD), Indian Navy as an Awarding Body (Dual) On 10.05.2024*



*Fig. 4.3: Agreement signing with NIESBUD as an Awarding Body (AB - Dual) on 10th June, 2024*



*Fig. 4.4: Agreement signing with Microsoft Corporation India Pvt. Ltd. as an Awarding Body (AB - Standard) on 5th July 2024*





*Fig. 4.5: Agreement signing with Karmayogi Bharat as an Awarding Body (Dual) on 5th November, 2024.*



*Fig. 4.6: Agreement signing with Lamrin Tech Skills University (LTSU), as an Awarding Body (Dual) on 9th Dec, 2024*

#### 4.2.6. Formulation & Implementation of NCVET Guidelines:

##### a) Guidelines for parameters on accessibility standards for Persons With Disabilities (PwD)

The "Accessibility Standards for Persons with Disabilities" is a comprehensive set of guidelines aimed at promoting inclusivity and ensuring equal opportunities for individuals with disabilities in the field of vocational education and training (VET) in India. These guidelines are instrumental in addressing the unique needs, abilities, and challenges faced by PwD, allowing them to access quality education and develop essential skills for employment and societal participation.

##### Key Objectives:

- i. **Minimum Standards:** The guidelines establish minimum standards to be followed by stakeholders in the VET sector to ensure accessibility for PwD.
- ii. **Awareness:** They create awareness among PwD learners regarding the minimum standards they should expect from the involved stakeholders.
- iii. **Accessible Learning:** The guidelines emphasize the use of accessible parameters, materials,

methods, techniques, aids, equipment, and assistive devices to cater to the diverse needs of PwD.

- iv. **Employability:** Ensuring higher productivity and employability for PwD is a key objective of these guidelines.
- v. **Infrastructure Parameters for Inclusivity:** The guidelines provide specific infrastructure parameters necessary to ensure that training and assessment centers are accessible to trainees with disabilities. These parameters encompass physical infrastructure, technology, assistive tools, and staff training. The aim is to remove barriers and promote an inclusive learning environment for all participants, regardless of their abilities.
- vi. **Assistive Devices and Technologies:** The guidelines acknowledge the pivotal role of technology and assistive tools in empowering PwD. They recommend the provision of assistive devices based on job roles and individual needs, facilitating independence, skill development, and accessibility to education and employment.
- vii. **Teaching and Pedagogy Training Strategies:** The guidelines offer a range of strategies to support trainers in adapting their teaching methods to the unique learning needs of PwD. These strategies include using simple language, visuals, multiple delivery methods, and involving parents when necessary.
- viii. **Curriculum Design:** For curriculum design, the guidelines advocate an inclusive and individualized approach that accommodates various learning styles and abilities. The curriculum should focus on developing employability and life skills while promoting holistic development.
- ix. **Roles of Stakeholders:** Stakeholders, including Awarding Bodies, Assessment Agencies, Training Centers, and more, are assigned specific roles to ensure the implementation of these guidelines. Their responsibilities encompass qualification development, resource creation, monitoring and evaluation, advocacy, infrastructure provision, and awareness and sensitization.
- x. **Assessment and Evaluation:** Assessment Agencies play a crucial role in providing flexible assessment strategies, duration, and specialized assessors to cater to the needs of PwD candidates. The goal is to ensure fair evaluations that consider the specific needs of each candidate.
- xi. **Training Centres:** Training centres are expected to be aware of different types of disabilities, sensitize their staff, and offer counselling and support to PwD trainees. Inclusivity practices and community awareness programs are also encouraged.
- xii. The "Accessibility Standards for Persons with Disabilities" guidelines are a critical step toward & creating a more inclusive and equitable vocational education and training ecosystem in India. By adhering to these standards, stakeholders can contribute to the empowerment of PwD, facilitating their participation in society, and improving their access to quality education and meaningful employment opportunities.
- xiii. The Guidelines were launched for Public Consultation in the international purple fest held on 11th January, 2024 by the Government of Goa in collaboration with D/o Empowerment of Persons with Disability (DEPwD) for a period of 21 days. The Guidelines were notified on 2nd April, 2024.

Link-chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ncvet.gov.in/wp-content/uploads/2024/04/Guidelines-for-accessibility-standards-for-training-of-PWDs-final-copy.pdf

b) *Guidelines for Establishment and Operation of Academic Bank of Credits in Vocational Education, Training and Skilling (VETS)*

- i. The National Credit Framework, duly approved by the government has been notified by UGC on 10th April, 2023 (<https://www.ugc.gov.in/Ncrf.aspx>). The NCrF has been adopted by NCVET on 12th May, 2023. The NCrF provides for creditization of all learning including academic, vocational/ skills & experiential learning, and assignment, accumulation, storage, transfer & redemption of credits, subject to assessment; removes distinction between subjects and establishes academic equivalence between vocational & general education while enabling mobility within & between them.
- ii. The Government of India vide its order dated 10th May, 2023 constituted a High-level Committee (HLC) to oversee the operationalization and implementation of NCrF. The Academic Bank of Credits (ABC) is an integral component for implementation and operationalization of NCrF. ABC is a digital repository that stores credit information earned by students/learners throughout their educational journey. It necessitates that the recognized Awarding Body registers both their credentials and the students/learners.
- iii. In pursuance of the inclusive principles of NEP 2020 and provisions of NCrF, draft notification for Establishment and Operation of Academic Bank of Credits in VETS Guidelines” has been formulated. These guidelines aim at detailing the various aspects of Academic bank of Credits ensuring seamless credit accumulation, storage, transfer and redemption through a single window.
- iv. The draft Guidelines for Establishment and Operation of the Academic Bank of Credits in VETS were open for Public Consultation on 2nd April, 2024 vide order 22003/01/2024/NCVET up to 30th April, 2024. The final guidelines have been notified by NCVET on 25th May, 2024.

Link-chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://ncvet.gov.in/wp-content/uploads/2024/05/Guidelines-for-Establishment-and-Operation-of-Academic-Bank-of-Credit-in-VETS-May-2024.pdf>

c) *Guidelines for Training of Trainers (ToT)*

The NCVET has been entrusted with the important function of ‘framing guidelines for training of trainers by Awarding Bodies’, as mentioned in Para 16(h) of the ‘Functions and powers of the Council’ of the ‘NCVET Gazette Notice’. In accordance with this mandate, Guidelines for ToT have been developed by the Council. The ToT defines the minimum standards and quality assurance parameters for training of trainers and aims to create a framework for the training of trainers that will enable the development of a pool of high-quality trainers within the VET and skilling ecosystem.

The Guidelines for ToT have been formulated after multiple detailed consultations with stakeholders like MSDE, MSME, DGT, NIELET, NSDC, NTTF, CDAC and SSCs. The initial draft of the guidelines was uploaded online on the NCVET website for public consultation and inputs received from the stakeholders were incorporated into the draft Guidelines. The final guidelines have been published on NCVET website on 1st Feb, 2024. The ToT framework provides a formalised, quality-assured and dynamic framework that meets the latest job needs and is ready for the future, thus strengthening the implementation of VETS training. This framework will also help to create efficient and industry-aligned trainers by providing aspirational and structured pathways for trainers, which will bring more dignity and demand to the skill development ecosystem. The Guidelines may be accessed at <https://ncvet.gov.in/wp-content/uploads/2024/02/ToT-Guidelines.pdf>



d) *Guidelines for Training of Assessors (ToA)*

An assessor is an experienced and qualified professional who supports and assesses learners against the learning outcomes and performance criteria towards a vocational qualification within a school, college, training centre, or workplace. Assessors play a crucial role in the skilling ecosystem by evaluating learners' performance to ensure that they meet the required standards and competencies. Through assessments, assessors verify that learners have acquired the necessary skills and knowledge to perform their tasks effectively. They uphold quality standards and compliance requirements in the assessment processes.

However, it was observed that the assessors being employed in the ecosystem by the respective stakeholders did not follow the proper selection of the trainers and assessors. This lack of a structured approach compromised assessment standards, leading to a cascading effect that diluted the overall quality of assessments. To address this issue and establish clear objectives for ToT programs, it became essential to develop comprehensive Guidelines for ToA. These guidelines aim to enhance the effectiveness of training initiatives by ensuring the proper transfer of knowledge and skills.

The Guidelines for ToA will help to establish standardized procedures and practices for assessors to give quality results. It will help in ensuring consistency and uniformity in activities and operations of assessment being performed by the certified assessors. This standardization simplifies processes, reduces ambiguity, and enhances efficiency. These Guidelines have been formulated after deliberations over multiple detailed consultations with stakeholders. The Guidelines for ToA have been notified and published on NCVET website on 27th March, 2024. The Guidelines may be referred through the following URL:

Link for ToA [https://ncvet.gov.in/wp-content/uploads/2024/03/ToA-Guidelines\\_final.pdf](https://ncvet.gov.in/wp-content/uploads/2024/03/ToA-Guidelines_final.pdf)

e) *Guidelines on Digital Content Creation and Quality framework*

With emerging trends and technologies, the scope and need of online content are increasing day by day as digital content can be assessed on the go, from anywhere and at any place. Realizing the significance of digital content, the guidelines for digital content creation in the VET and Skilling Ecosystem aim to enhance the quality and accessibility of content in blended learning programs. It is imperative to create high-quality, engaging, and learner-centered content in order to make a transformational impact. With the increasing scope and need for online content, these guidelines focus on creating a strategy that gradually builds a comprehensive content repository, providing a marketplace for VET and skilling content.

By following these guidelines, content creators, reviewers, publishers, and administrators can ensure the creation of engaging, high-quality digital content that meets the diverse needs of learners, leading to improved educational outcomes, enhanced employability, and a more inclusive and accessible skilling ecosystem.

The objectives of the Guidelines are as follows:

- **Engaging and Relevance:** The guidelines aim to ensure that digital content is engaging, relevant, and accessible to all users, promoting a positive learning experience.
- **Consistent Quality:** A framework for consistent quality across all types of digital content is provided, enhancing the overall standard and quality of skilling in the VET ecosystem.
- **Technological Integration:** The guidelines enable the development and calibration of suitable digital content, leveraging technology advancements for effective learning in VET and skilling programs.

- **Holistic Learning and Employability:** By integrating academic knowledge, skill development, and experiential learning, the guidelines aim to enhance employability and holistic learning outcomes.
- **Crowd-sourcing and Collaboration:** The guidelines facilitate the crowdsourcing of digital content from specialized industries/institutions, defining quality processes and ensuring a diverse range of content sources.

The guidelines were finalized after multiple iterations with stakeholders and underwent extensive public consultation for a minimum of 21 days. They were notified on 31st May, 2024, and are now released for implementation.

*f) Guidelines for Information & Data Security for internal use of NCVET*

In today's digital age, where information is constantly flowing and data is the lifeblood of organizations, safeguarding sensitive information is paramount. Information and data security encompass a broad range of principles, practices, and technologies designed to protect data from unauthorized access, disclosure, alteration, and destruction. Whether it's financial records, customer information, intellectual property, or proprietary business data, every piece of information holds value and requires safeguarding.

Information & DATA Security is critically important for the NCVET due to its role in overseeing the development, qualitative improvement, and regulation of VETS. It is vital to safeguard the integrity and confidentiality of the vast amount of sensitive data that NCVET handles.

Hence, NCVET has developed guidelines on Information & Data Security for internal use. This Guideline shall address the safety of personal information of employees, and individuals undergoing vocational training, assessment results, accreditation details, and various other confidential records. Furthermore, given the increasing digitization of educational and training processes, ensuring robust "Information & DATA Security" measures are essential to protect against data breaches, unauthorized access, and cyber threats that could compromise the trust and effectiveness of activities overseen by the NCVET.

This Guideline shall define the mandatory minimum information security requirements for NCVET. Any entity which may get associated with NCVET may, based on its individual business needs and specific legal and federal requirements, exceed the security requirements put forth in this guideline, but must, at a minimum, achieve the security levels defined by this Guidelines.

The guidelines were finalized after multiple iterations with stakeholders (including NIC) and underwent extensive public consultation for a minimum of 21 days. They were notified on 27th May, 2024, and are now released for implementation.

*g) Guidelines on Adoption of Qualifications-2024*

1. The Guidelines for Adoption of Qualifications have been comprehensively revised after detailed deliberations and public consultation. The new provisions will allow flexibility in the skill ecosystem, obviate duplicate qualifications, enhance access to standardised qualification and aim to provide a mechanism to facilitate the adoption, sharing and use of already developed NSQF aligned qualifications by the recognized Awarding Bodies. Accordingly, "Guidelines on Adoption of Qualifications by Awarding Bodies (2024)" has been notified on 26th December, 2024.
2. Major revisions in the guidelines are as follows:
  - 2.1 No charges are required to be paid by the Adopting Body to the Developing body of that qualification.

- 2.2 No Joint Undertaking required w.r.t ToT, ToA and Content Development
- 2.3 Along with responsibility for Development of Content fixed, availability of Content also ensured.
- 2.4 ToT&ToA rights have been transferred to the Adopting Body with Adoption of Qualification.
- 2.5 Flexibility of 20% allowed without altering the overall duration of the qualification, to ensure that credits remain the same.
- 2.6 Provisions for revision of qualification detailed and simplified:
  - i. Clear timelines defined for revision process i.e. to commence 4 months prior to expiry date to avoid delay in the revision of the qualification that affects learners/batches
  - ii. Adopting Body has the option to bring revised qualification in case the developer body does not want to revise or in special cases of extraordinary and unprecedented requirements like major technical or policy changes.
  - iii. Consultation with all Adopting Bodies while revising a qualification.
- 2.7 Additional Industry Validations and Line Ministry concurrence would be required in case of change in the jurisdiction as granted to the Adopting Body.

*h) Guidelines for recognition of Skill Universities (SU) as Awarding Body/Assessment Agency*

- 1. NCVET has been entrusted with the responsibility of framing broad guidelines, lay down basic minimum standards or norms for recognition as Skills University, in order to facilitate SU in developing and conducting advanced vocational education & training programs including conducting extensive research to enhance the quality and delivery of skill training, the Guidelines, in consultation with the Central Ministries/State Governments/Institutes and other relevant stakeholders.
- 2. Pursuant to the mandate, NCVET finalised the Guidelines on SU and submitted to MSDE in March 2023.
- 3. MSDE, in April 2023, constituted a fresh committee to examine various issues related to SU including the flexibility and relaxations in norms to skill universities viz-a-viz other Universities and to examine the need for separate criteria and parameters for Skill Universities for NAAC and NIRF ranking.
- 4. MSDE and NCVET is working together for comprehensive revision of these guidelines.

#### **4.2.7. 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.
- 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 NCrf has been jointly developed by UGC, AICTE, NCVET, NIOS, CBSE, NCERT, MoE, DGT, and MSDE 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.**

The Report as finalized by the High-Level Committee duly signed by all members has been notified by UGC on 10th April, 2023. The NCrf was adopted by NCVET on 12th May, 2023.

Further, the Ministry of Education constituted a High Level Committee to remove difficulties and oversee the implementation of NCrf in School Education, Higher Education as well as VETS vide letter no. 5-1/2023-U1A-Part (1) dated 10th May, 2023. The HLC developed the detailed SOP for implementation of NCrf in School Education, Higher Education as well as VETS and the same has been notified by UGC in August 2024.

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

- i. NCVET is developing a flexible plug and play model of Employability Skills (ES)/ Soft Skills (SS)/ Life Skills (LS) including 9 (nine) modules and 50 (fifty) sub-modules across 4 (four) variants (Basic, Intermediate, Advanced and Higher Order) in a modular manner such that multiple combinations are deployable in a plug and play format.
- ii. comprehensive RFP for the development of ILT and e-content for all 9 (nine) modules and 50 (fifty) submodules across all 4 (four) variants, intended to make ES content available free of cost to stakeholders in School Education, Higher Education, and the Vocational Education and Skilling ecosystem, was floated on the GeM portal on 14/08/2024.
- iii. A Technical Evaluation Committee (TEC) was constituted to assess the bids, including members from MSDE, UGC, NCVET, CBSE, IGNOU. The technical bids were opened on 02/09/2024, and the agency for content development was selected through an open tendering process using the Quality Cost-Based Selection (QCBS) system with a Technical: Financial weightage of 70:30.
- iv. To ensure the highest content standards, a three-tier quality assurance framework is established comprising of: External Subject Matter Experts (SMEs) to review modules for industry relevance, NCVET's internal teams to evaluate SME inputs for consistency and impact, and the Content Evaluation Committee (CEC) to conduct final assessments to align with national and international standards.
- v. The development of Employability Skills (ES) content is progressing as per the timelines outlined in the RFP, with all activities on track. Key milestones have been achieved to ensure a standardized learning experience, and the project remains on course for timely execution.
- vi. The selected agency is set to complete the full content development of ES modules within the year 2025-2026, reinforcing NCVET's commitment to efficiency and quality.

*c) Revision of Certificate Templates and rationalization from 26 to 7 templates*

- i. To bring in homogeneity in the certificates being issued to students/ learners under various skilling programs especially those funded under government run schemes, a uniform certificate template was launched by the hon'ble Minister of Skill Development & Entrepreneurship on 27th October 2020. This uniform format was further modified from time to time and new templates were designed owing to the implementation related concerns from stakeholders as well as the dynamic requirements of the ecosystem.



ii. For catering to various types of qualifications and skilling requirements, a total of following 26 standardized templates have been approved in various council meetings

- **Short Term (10)**

- a. STT- General Skilling
- b. STT- NOS
- c. STT- Micro-Credential
- d. STT-Upskilling
- e. STT-Reskilling
- f. Recognition of Prior Learning
- g. Recognition of Prior Learning with Upskilling
- h. Universities
- i. School Board
- j. Apprenticeship- Optional Trade

- **Long Term Training – DGT (6)**

- a. LTT- National Apprentice Certificate (NAC)
- b. LTT- National Crafts Instructor Certificate (CITS)
- c. LTT- National Trade Certificate (NTC)- CTS
- d. LTT- National Trade Certificate (NTC)- Dual System of Training
- e. LTT- National Trade Certificate (NTC)- Flexi MoU
- f. DGT (STT programs)

- **Armed Forces (Tri Services) (1)**

- **PM Vishwakarma (4)**

- a. Assessor
- b. Trainer
- c. Recognition of Prior Learning with Upskilling
- d. Certificate of Honour

- **India Skills (4)**

- a. National
- b. Pre-National
- c. District
- d. State

- **Long Term Training- Diploma/ Advance Diploma (1)**

iii. Based on the feedback received from ecosystem during implementation of process of issuance of certificates through SIDH it was brought out that the multiple types of certificate templates result in creating confusion in ecosystem as there are very minor changes in many of these templates. Subsequently, the MSDE also advised that the total number of certificate templates be rationalized and revised.

iv. Accordingly, after detailed deliberation in this regard with representation from NSDC, DGT, CBSE, awarding bodies and NCVET and subsequent discussion with the SIDH team on feasibility

of rationalization in terms of technological adaptation, the following 07 types of standard templates have been approved and shared with NSDC for immediate compliance.

- a. **Short Term Training Certificate**  
(General/Upskilling/Reskilling/RPL/Defence Forces/ University/School Boards)
- b. **National Apprenticeship Certificate** (Designated Trades)
- c. **Certificate of Apprenticeship** ((Optional Trade)
- d. **Long Term Training – DGT (CTS/CITS)**
- e. **Long Term Training** (Diploma/Advance Diploma)
- f. **PM Vishwakarma** (Assessor/Trainer/ RPL with Upskilling/certificate of Honour)
- g. **India Skills** (National/Pre-National/ State/District)



Fig. 4.7: Templates of certificates

#### d) DGT (CITS/CTS) Qualifications:

All the qualifications of the DGT are aligned to the NSQF. However, to enable their integration with the national format for developing qualifications, the DGT qualifications (95 CTS and 55 CITS) have been restructured and rationalised in respect of their NSQF level & entry criteria. Further, the duration of the ITI programs have already been rationalized to 1200 learning hours per year of Trade, Theory and Practical (including WCS, ED for Engineering Trade, Soft Skills for non-engineering trades) and Training Methodology (Theory & Practical) with a mandatory 150 hours of OJT/Group Project with option for an additional training up to 240 hours on short-term courses including language subjects. Accordingly, 166 CTS Qualifications and 55 CITS Qualifications duly restructured and rationalized have been uploaded on the NQR portal as approved by the NSQC.

e) *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.

f) *Development of Qualifications related to Future Skills:*

- i. In line with the Prime Minister's vision of positioning India as the skill capital of the world, a committee has been formed to facilitate the identification of future skills and job requirements, considering the impact of Industry 4.0 and beyond.
- ii. Awarding Bodies have been tasked with identifying future skills within their sectors and subsectors, and developing NOS / Micro-credential and qualifications corresponding to these skills. These qualifications are aligned with the NSQF and approved by the NSQC. NCVET Recognized Awarding Bodies have already developed and aligned 416 qualifications that are future-oriented.
- iii. This initiative also aims to equip the workforce with the necessary skills to thrive in industries and OEMs with a global footprint, whether in service or manufacturing economies worldwide.
- iv. Emerging areas such as electric vehicle (EV) manufacturing, artificial intelligence (AI) and machine learning (ML) technicians, drone technology production and service, and health-tech represent opportunities for the nation and its technical workforce to lead on the global stage.

g) *Project PunahSthapan*

- i. The project "PunahSthapan" was undertaken by Indian Army to align all their qualifications and undertake training in NSQF aligned and approved qualifications. NCVET had wholeheartedly supported with hand holding Indian Army in their project.
- ii. Accordingly, 20 Institutions of the Tri Services of India i.e. Indian Navy (2 Institutions), Indian Air Force and the 17 Directorates of the Indian Army were recognized as an Awarding Body (Dual Category) and formally affiliated to the skill ecosystem of MSDE/NCVET under the project 'PunahSthapan'.
- iii. 310 Qualifications of the Indian Armed Forces including 251 Indian Army, 46 Indian Airforce and 13 Indian Navy qualifications were NSQF aligned and NSQC approved.
- iv. Trainings are undergoing on these qualifications in various institutions of the Indian Army.

h) *Development of NCVET Digital Enterprise Portal*

- i. Tata Consultancy Services (TCS) has been onboarded as System Integrator for Development, Implementation and Maintenance of Digital Enterprise Portal (DEP) in November 2023. The digital platform will oversee the regulation of all entities within the skill development ecosystem, encompassing activities like recognition, qualification approval, monitoring, grievance resolution, grading and rating, etc. thereby reducing the human interface.
- ii. M/s Deloitte Touche Tohmatsu Ltd, a Project Management Unit (PMU) was also hired in August 2022 through GeM for smooth implementation of the DEP project.
- iii. TCS, in collaboration with the PMU of Deloitte, and the SANKALP team of E&Y has completed the wireframes of 02 out of the 04 modules of Digital Enterprise Portal Viz. Recognition of Entities (AA/AB/AB Dual) and Greivance. These modules have been designed and TCS has also obtained the approval for development of these modules from NCVET

- iv. Further to the development of wireframes, TCS has also completed the development of the Software Requirement Specifications (SRS) document and NCVET has approved the draft SRS to enable development of the 02 modules mentioned above.

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 NQR, which is the national public repository of all qualifications aligned to NSQF. As on 31.12.2024, 8151 (including 402 Future Qualification) NSQF aligned and approved qualifications are listed in NQR and out of which, 5062 qualifications have been archived and moved to the archive section of NQR portal. 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) *Promotion of use of Indian Languages in VET domain:*

The NCVET has undertaken several initiatives to promote the use of Indian languages in VET, in alignment with the goals of the NEP 2020. These efforts are aimed at enhancing inclusivity and accessibility in VET content delivery across the country.

A significant initiative involves encouraging Awarding Bodies to develop VET content in Indian languages in addition to English. This includes ensuring that approved qualifications and curricula are available in Hindi or other Indian languages, wherever applicable. Notably, 72% of active qualifications have already been translated into bilingual, greatly enhancing the accessibility and inclusivity of vocational training programs for a diverse learner demographic.

Additionally, NCVET officials participated in the 4th Akhil Bharatiya Rajbhasha Sammelan at Bharat Mandapam, New Delhi on 14-15 September, 2024 to commemorate the completion of 75 years of Hindi becoming the official language. In the two-day event, an in-depth discussion was held on the progress of Hindi as an official language in last 75 years.

k) *Vigilant and Transparent management*

- i. During the year, NCVET continued to take various measures to increase transparency in office procedures, to create awareness and to sensitise the employees of NCVET. This inter-alia included sourcing all its procurements and support Manpower requirements from Government E-market Place (GeM) viz; Manpower recruitment, Housekeeping.
- ii. Shri Purnendu Kant, Director, NCVET was assigned with additional charge as Chief Vigilance Officer (CVO) of the NCVET w.e.f 28.06.2024.
- iii. Further in pursuance of the Order of CVC, NCVET observed "Vigilance Awareness Week" from 28th October, 2024 to 03rd November, 2024, with the theme "Culture of Integrity for Nation's Prosperity". The occasion also saw the Integrity Pledge being administered to Employees of the NCVET.
- iv. All efforts are being made to create awareness on Vigilance among the Employees of the NCVET during Vigilance Campaign 2024 through organizing following workshops, seminars etc.
  - Ethics & Governance
  - Cyber Hygiene & Security
  - Public Procurement

During the Vigilance Awareness Week 2024, 03 competitions were organized where many NCVET employees participated. Cash prizes and certificates were awarded to the winners.





*Fig. 4.8 :Events during the Vigilance Awareness Week-2024*

*l) Workshop on Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013*

A workshop was organised at NCVET on 09.12.2024. During the workshop Ms. Sarika Singh, Advocate Delhi High Court delivered a lecture, inter-alia, highlighting various provisions of Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

Also, during the said workshop there was an extensive presentation by Ms. Jyotsna Singh, Certified POSH Trainer and Women Rights activist



*Fig. 4.9: Workshop on prevention of Sexual Harassment at workplace*

*m. Implementation of Official Language Policy in NCVET (Rajbhasha)*

Continuous efforts are being made in NCVET to promote the use of Hindi in compliance with the Official Language Policy of the Union. More than 80 percent of NCVET personnel possess working knowledge of Hindi, and under Rule 10(4) of the Official Language Rules, the office has been notified in the Gazette of India dated May 20, 2023. Accordingly, all officers and employees proficient in Hindi have been individually instructed to carry out all official work in Hindi.

Additionally, since May 9, 2022, the Council has been a member of the Town Official Language Implementation Committee (North Delhi). An Official Language Implementation Committee has been constituted in the office, and its meetings are held regularly. These measures have led to a progressive increase in the use of Hindi in the office.

1. The Council's new website has been developed bilingually. It provides bilingual versions of minutes of all Council meetings, NSQC meetings, and all policies and guidelines issued by NCVET for regulation and operation of the skill ecosystem. The Hindi content on the website is regularly updated.

2. Bilingual functionality is available on all office computers. Efforts are being made to promote the use of Hindi in emails as well.
3. Various standard office templates have been prepared in Hindi. There is 100% compliance with Section 3(3) of the Official Language Act, and during the half-year ending on December 31, 2024, no documents under this section were issued in English alone. All letters received in Hindi were replied to in Hindi, and efforts are being made to initiate as many original communications in Hindi as possible.
4. All officers and employees have been instructed to conduct as much official work as possible in Hindi to meet the targets of original correspondence set in the Annual Programme.
5. English-Hindi dictionaries from the Commission for Scientific and Technical Terminology have been distributed to all officers and employees.
6. Regular Hindi workshops are organized in the office to train officials and employees to carry out their work in Hindi. In 2024, workshops were held on February 29, March 27, June 27, and December 11, in which NCVET personnel actively participated. Additionally, 15 officials and employees of NCVET took part in a Hindi workshop organized by the Ministry of Skill Development and Entrepreneurship on September 25, 2024.
7. Quarterly progress reports related to the progressive use of Hindi are regularly uploaded on the Department of Official Language, Ministry of Home Affairs website.
8. An Official Language Implementation Committee has been constituted in the office and its meetings are held regularly. During 2024, four meetings of the committee were held on March 19, June 28, September 18, and December 11, and their agendas and minutes were issued in Hindi.
9. NCVET officers responsible for official language matters participated in the 11th half-yearly meeting of the Town Official Language Implementation Committee (North Delhi) held on July 19, 2024. Appropriate follow-up actions were taken on the comments and suggestions received during the review of NCVET's half-yearly report ending March 31, 2024.
10. To encourage the use of Hindi among officials and employees, NCVET organizes a Hindi Fortnight every September. During this year's Hindi Fortnight, on the occasion of Hindi Day (September 14, 2024), the appeal issued by the Hon'ble Minister of State (Independent Charge) for Skill Development and Entrepreneurship was circulated in both Hindi and English on NCVET's website. Additionally, four Hindi competitions were organized: Hindi Phrase Translation, Official Language/Hindi General Knowledge, Hindi Knowledge (for MTS, drivers, etc.), and Poetry Recitation. Officers and employees actively participated, and winners were awarded certificates and cash prizes (First Prize: ₹3,000, Second: ₹2,500, Third: ₹1,500, and two consolation prizes of ₹1,000 each).
11. To enhance employees' Hindi knowledge, a TV screen in the office reception area displays a daily Hindi word, proverb, and a quote from a prominent personality.
12. To foster interest in Hindi among NCVET staff, renowned literary stories are shared from time to time in both audio and written forms. These stories help familiarize employees with Indian culture and literature while enhancing their Hindi language skills.
13. NCVET officials and employees participated in the 4th All India Official Language Conference organized by the Department of Official Language, Ministry of Home Affairs, on September 14–15, 2024, at Bharat Mandapam, New Delhi.

## 4.3. National Institute For Entrepreneurship And Small Business Development (NIESBUD)

### 4.3.1. Introduction

National Institute for Entrepreneurship and Small Business Development (NIESBUD), Noida, Uttar Pradesh, is an autonomous organization under the administrative control of the Ministry of Skill Development and Entrepreneurship, engaged in training, research, consultancy, and publications to promote entrepreneurship. NIESBUD is registered as a society under the Societies Registration Act, 1860, and was established by the then Ministry of Industry (now the Ministry of Micro, Small and Medium Enterprises), Government of India on 6th July, 1983. The administrative affairs of the Institute were transferred to MSDE, Government of India, in May 2015. The Institute operates from an integrated campus in Noida, Uttar Pradesh. It also has a Regional Centre located in Dehradun, which operates from the NSTI Dehradun premises, and 20 State Centres across the country situated on the campuses of NSTIs.

### 4.3.2. Major Activities during Financial Year 2024-2025

From April, 2024 to December, 2024, NIESBUD conducted 5601 programs across various categories focused on simulation, support, and sustenance of entrepreneurship development. A total of 2,08,859 participants attended these programs.

**Tab. 4.3: Details of Training and Participants during FY 2024-25**

S. No.	Programme Type	No. of Programmes	No. of Participants
1	Entrepreneurship Awareness Programme (EAP)	2,624	1,31,216
2	Entrepreneurship Development Programme (EDP)	2,354	58,827
3	Entrepreneurship cum Skill Development Programme (ESDP)	263	6,590
4	International Training Programme (ITP)	7	203
5	Management Development Programme (MDP)	34	1,462
6	Training of Trainers Programme (ToT)	59	1,472
7	Faculty Development Programme (FDP)	2	51
8	Training Programme for Banking Correspondents/ Banking Facilitators (IIBF)	258	9,038
	<b>Total</b>	<b>5,601</b>	<b>2,08,859</b>

The above data depicts the number of training programmes and participants for various projects and schemes from April, 2024 to December, 2024. The key training activities conducted by the Institute in F.Y. 2024 – 25 are mentioned below:

- **Entrepreneurship Awareness Programme (EAP):** NIESBUD has conducted 2,624 Entrepreneurship Awareness Programmes to create awareness among youth for pursuing entrepreneurship as a viable career option. A total number of 1,31,216 participants attended these awareness programmes.
- **Entrepreneurship Development Programme (EDP):** The Institute conducted 2,354 Entrepreneurship Development Programmes to promote self-employment and entrepreneurship among budding and existing entrepreneurs, helping them establish and scale their enterprises effectively. These programmes were attended by 58,827 participants.



- Entrepreneurship cum Skill Development Programme (ESDP): The Institute has conducted a total number of 263 Entrepreneurship cum Skill Development Programmes and imparted training to 6,590 participants.
- International Training Programme (ITP): The Institute has conducted 7 International Training Programmes under the Indian Technical and Economic Cooperation Programme (ITEC), sponsored by the Ministry of External Affairs. A total of 203 participants attended these programmes.



*Fig. 4.10: International Participants with their certificates upon successful completion of the training programme under the ITEC Scholarship, sponsored by the Ministry of External Affairs.*

- Management Development Training Programme (MDP): NIESBUD has conducted 34 Management Development Programmes for the existing entrepreneurs for scaling up their business activities. A total number of 1,472 participants attended these programmes.
- Trainers of Training Programme (ToT): The institute has conducted 49 ToT during this period and trained 1,236 participants.
- Faculty Development Programme (FDP): NIESBUD organized two Faculty Development Programmes to train faculty members from colleges, universities, and trainers from entrepreneurship development organizations in Entrepreneurship Development, sponsored by the Department of Science and Technology. A total of 51 participants were trained through these programmes.
- Technology based Entrepreneurship Development Programme (TEDP) : NIESBUD has organized two Technology-Based Entrepreneurship Development Programmes: one on Digital Marketing, Graphic Designing, and Web Development, and the other on GIS and Remote Sensing. These programmes were sponsored by the Department of Science and Technology, and training was imparted to a total of 50 participants.
- EDP/ ESDP sponsored by Directorate General Resettlement (DGR): The Institute has organised 44 Entrepreneurship Development Programme and Entrepreneurship cum Skill Development Programme for 1098 retired/ retiring Defence personnel under DGR sponsorship to enhance their qualifications/ skills so as to enable them to start their enterprises and seek suitable employment after their retirement

## Development Programme sponsored by Directorate General Resettlement (DGR), at NIESBUD.



*Fig. 4.11: Shri Jayant Chaudhary, Honble Minister of State (I/C), Skill Development and Entrepreneurship, interacting with trainees of the Entrepreneurship*

- **Trainers Training Programme sponsored by Directorate General of Training (DGT):** The Institute has organised 2 Trainers Training Programme on Employability, Entrepreneurship and Life Skills for Trainers of Industrial Training Institutes, sponsored by DGT and imparted training to 56 participants.
- **Trainers Training Programme for NSDC Training Partners:** The Institute has organised 10 Trainers Training Programme on Employability, Entrepreneurship and Life Skills for NSDC Training Partners and imparted training to 241 participants.
- **Entrepreneurship Development Programme for MSY Beneficiaries:** NIESBUD has conducted online Entrepreneurship Development Programme for MukhyamantriSwarojgaar Yojana (MSY) Beneficiaries of District Industry Centres (DICs) in Uttarakhand. 706 beneficiaries have been trained through the programme.
- **Advance Management Development Programmes:** NIESBUD has organised Advance Management Development Programmes on Enterprise management for EXIM and Trade Finance, and Electric Vehicle and Solar Energy sponsored by Ministry of Micro, Small & Medium Enterprises and imparted training to a total number of 45 participants.
- **Training Programme for Banking Correspondents/ Banking Facilitators (IIBF):** The Institute has been designated as nodal institute by Indian Institute of Banking and Finance for organising Training Programme for Banking Correspondents/ Banking Facilitators. The Institute has organised 258 Advanced/ Basic Certificate Programme for Banking Correspondents/ Banking Facilitators and imparted training to 9038 participants.



### 4.3.3. Key Projects:

- i. **Strengthening Entrepreneurial Climate through Capacity Building, Mentoring and Handholding under SANKALP 3.0 :** NIESBUD is implementing a project under SANKALP 3.0 scheme of the MSDE for strengthening the entrepreneurship ecosystem of different marginalized sections of the society. Under this initiative, NIESBUD has imparted EDP training to a total number of 15000 beneficiaries.



*Fig. 4.12: Entrepreneurship Development Programme organized under Sankalp Scheme*

- ii. **Strengthening Entrepreneurial Climate through Capacity Building, Mentoring and Handholding under SANKALP 2.0:** The Institute is implementing a project under SANKALP 2.0 Scheme of the MSDE for strengthening the entrepreneurship ecosystem of different marginalized sections of the society. Under this initiative, NIESBUD has imparted training to 2593 beneficiaries through Entrepreneurship Development Program, 3,581 beneficiaries through Entrepreneurship cum Skill Development Program for Tribal Community and 523 Trainers through Master Trainers Development Programme for Promoting Women Entrepreneurship during FY 2024-25.
- iii. **PM Surya Ghar Muft Bijli Yojana:** NIESBUD is implementing a Project on Entrepreneurship based Skill Development Programme (ESDP) on Solar Entrepreneurship supported by Ministry of New and Renewable Energy under PM - Surya Ghar Muft Bijli Yojana to create skilled entrepreneurs capable of installing and maintaining solar PV systems. NIESBUD has imparted training to 4,208 participants under the project.
- iv. **PM-JANMAN Project:** NIESBUD is implementing the Pradhan Mantri Janjati Adivasi Nyaya Maha Abhiyan (PM-JANMAN) Project for Particularly Vulnerable Tribal Groups (PVTGs), sponsored by the MSDE, Government of India, in collaboration with the Ministry of Tribal Affairs, state Nodal Agencies, and mentoring agencies selected by the State Nodal Agencies of the Ministry of Tribal Affairs. The project includes baseline surveys, orienting beneficiaries through entrepreneurship awareness programs, fostering entrepreneurship development to leverage entrepreneurial opportunities, and value addition through Entrepreneurship based Skill Development Programmes. The Institute has imparted training to 37,642 beneficiaries through Entrepreneurship Awareness Programme, 29805 beneficiaries through Entrepreneurship Development Programme and 1,5015 participants Value Added Skill Training Programme under the project. NIESBUD has also trained 725 Trainers through Master Trainers Training Programme on Entrepreneurship Development under the initiative.





**Fig. 4.13: Beneficiaries of PM JANMAN with their certifications upon successful completion of the Training Programme under the PM JANMAN project**

- v. **Capacity Building Programme for Fair Price Shop (FPS) Owners:** NIESBUD, in collaboration with the Department of Food and Public Distribution, Ministry of Consumer Affairs, Food and Public Distribution, has undertaken a Capacity Building Programme for Fair Price Shop (FPS) Owners. The project is being undertaken as Special Project under PMKVY to enable the FPS owners to run their businesses in consonance with the contemporary practices being adopted by Retail Entrepreneurs. NIESBUD has organised 6 Capacity Building Programme for Fair Price Shop Owners, sponsored by the Department of Food and Public Distribution (DoF&PD) to enable the FPS owners to run their businesses in consonance with the contemporary practices being adopted by Retail Entrepreneurs and imparted training to 174 participants.



**Fig. 4.14: Shri Atul Kumar Tiwari, Secretary, MSDE, interacting with the participants of the FPS owners, Shri Sanjeev Chopra, Department of Food and Public Distribution, Ministry of Consumer Affairs was also present**



- vi. **JSS Zonal Level Conference:** The MSDE through NIESBUD has taken the initiative for creating entrepreneurial climate in the JSS by organising Trainers Training Programme for the JSS Trainers, and Entrepreneurship Development Programme for JSS Trainees followed by mentoring and handholding to trainees. To further enhance the impact of the JSS program and its trainers, NIESBUD convened a Capacity Building Workshop for JSS Directors and Trainers at Jaipur, Rajasthan, and Meerut, Uttar Pradesh. A total number of 253 participants participated in the workshops. The primary objective of this workshop was to strengthen the capabilities of the participants, equipping them to more effectively guide and motivate beneficiaries towards entrepreneurial pursuits. The workshop also served as a platform for JSS participants to exhibit their products, thereby fostering an environment of learning, collaboration, and mutual exchange.



*Fig. 4.15: Zonal workshop on capacity building programme and performance review of JSS organized at Jaipur, Rajasthan*

- vii. **Skills Strengthening for Industrial Value Enhancement (STRIVE) Scheme :** Under the STRIVE project of MSDE, NIESBUD has conducted awareness and sensitization programmes at NSTIs and ITIs. These activities were followed by the selection of prospective entrepreneurs to undergo the Entrepreneurship Development Programme (EDP). The Institute has imparted training to a total of 37862 trainees through Entrepreneurship Awareness Programme (EAPs) and 25,845 trainees through Entrepreneurship Development Program in the FY 2024-25.



*Fig. 4.16: Candidates undergoing training in the Entrepreneurship Development Programme (EDP) under STIVE Project*

- viii. **Capacity-Building Workshops for Women Entrepreneurs under RAMP Project** Under the Raising and Accelerating MSME Performance (RAMP) scheme, NIESBUD, in collaboration with the Maharashtra Small Scale Industries Development Corporation (MSSIDC), is conducting Sensitization and Capacity-

Building Workshops for Women Entrepreneurs across Maharashtra. This initiative aims to support women-led MSMEs by providing essential knowledge on entrepreneurial ecosystems, regulatory compliance, government schemes, digital marketing, e-commerce, financial literacy, and legal compliance. The Institute has imparted training to 1,224 participants under the project.

- ix. **Entrepreneurship Awareness Programme sponsored by Hindustan Unilever Limited:** NIESBUD has implemented a project supported by Hindustan Unilever Limited (HUL) to organise Entrepreneurship Awareness Programme for 100,000 youths at pan India level under its CSR initiative. The primary aim of the EAP is to create awareness about the potential of entrepreneurship as a means of self-employment and economic empowerment. The Institute has imparted training to 73,104 participants under the initiative during FY 2024-25.
- x. **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 two cluster development projects: the Kullu Handloom Cluster and the Solan Pine Needle Cluster sponsored by the Himachal Pradesh Rural Livelihood Mission. The Institute has conducted baseline survey and prepared the Diagnostic Study Report (DSR) of both the clusters and submitted them to the State Mission.
- xi. **Collaborations:** Continuing with its efforts to expand its own horizons and strengthen capabilities of other Institutions with a view to render effective services to different target groups in pursuit of entrepreneurship promotion, the Institute has collaborated with following organizations during F.Y. 2024-25
  - a) MoU with National Council for Vocational Education and Training (NCVET) : NIESBUD has signed MoU with NCVET, on 10th June, 2024 for NCVET Recognition as Awarding Body (AB-Dual) to NIESBUD. Through this recognition, NIESBUD will be eligible to award, assess and certify the learners where training is directly being imparted by the Awarding Body in campuses or training centers owned or fully managed by it for its approved or adopted qualifications.
  - b) MoU with Jamia Hamdard University: NIESBUD signed a MoU with Jamia Hamdard University on 13th August 2024 to develop and enhance entrepreneurial skills and education. This partnership focuses on creating and promoting self-employment opportunities and will involve joint efforts in entrepreneurship and skill development.



*Fig. 4.17 : NIESBUD and Jamia Hamdard University exchanging the Memorandum of Understanding (MoU) in the presence of the Shri Jayant Chaudhary, Hon'ble Minister of State (I/c), MSDE. Shri Atul Kumar Tiwari, Secretary, MSDE and Ms. Hena Usman, Joint Secretary, MSDE, were also present.*



- c) **MoU with Government e-Marketplace (GeM):** NIESBUD signed a MoU with GeM on 13th August 2024 for integrating GeM procurement into NIESBUD's training programs and facilitating the registration of entrepreneurs on the GeM portal.
- d) **MoU with Open Network for Digital Commerce (ONDC) :** NIESBUD signed a MoU with Open Network for Digital Commerce (ONDC) on 13th August 2024 to collaborate on leveraging digital commerce for entrepreneurship and livelihood development. It focuses on developing skills, organizing training programs, and supporting entrepreneurial activities through ONDC's network.
- e) **MoU with Maharashtra Small Scale Industries Development Corporation Limited (MSSIDC) :** NIESBUD signed a MoU with Maharashtra Small Scale Industries Development Corporation Limited on 13th August 2024 for organising capacity-building programs for women entrepreneurs in Maharashtra under the Raising and Accelerating MSME Performance (RAMP) Programme.
- f) **MoU with All India Institute of Ayurveda (AIIA) :** NIESBUD signed a MoU with All India Institute of Ayurveda (AIIA) on 17.10.2024 to foster entrepreneurship and innovation in the field of Ayurveda. The collaboration will support initiatives such as faculty development, student training, and incubation programs, along with joint research and knowledge-sharing activities to empower individuals within the AYUSH sector to contribute to India's entrepreneurial and wellness ecosystem.



*Fig. 4.18: NIESBUD signed a MoU with All India Institute of Ayurveda (AIIA)*

## 4.4. Indian Institute of Entrepreneurship (IIE), Guwahati

### 4.4.1. Introduction:

The Indian Institute of Entrepreneurship (IIE) is an autonomous organization under the MSDE. The primary aim of the Institute is to provide training, research, and consultancy services in the field of SMEs, with a special focus on entrepreneurship development.



Registered under the Societies Registration Act of 1860, IIE was established in 1993 in Guwahati by the erstwhile Ministry of Industry, now the Ministry of Micro, Small, and Medium Enterprises (MSME), Government of India. The Institute began its operations in April 1994 with the North Eastern Council (NEC), and the Governments of Assam, Arunachal Pradesh, and Nagaland, along with SIDBI, as its stakeholders.

IIE has an extensive presence across the North Eastern Region of India, with regional offices in all the states. The Institute has developed modern infrastructure to facilitate the smooth implementation of projects aimed at improving the livelihoods of vulnerable sections of society.

#### 4.4.2. Major Activities during Financial Year 2024-25

Since April, 2024 till December, 2024, IIE has conducted 3,349 programs across different categories with focus on awareness, skill development and entrepreneurship development. The participants has been 1,11,499 in the mentioned programs.

**Tab. 4.4: Details of Trainings and Participants during FY 2024-25.**

Sr. No	Programme Type	No. of Programmes	No. of Participants
1	Entrepreneurship Awareness Programme (EAP)	414	33,889
2	Entrepreneurship Development Programme (EDP)	496	11,746
3	Entrepreneurship cum Skill Development Programme (ESDP)	303	7,835
4	Skill Development Programme (SDP)	1,968	52,723
5	Training of Trainers Programme (TOT)	10	278
6	Faculty Development Programme (FDP)	35	722
7	Capacity Building Programme (CP)	122	4,290
8	Certificate Programme in Project Management in Development Sector	1	16
	<b>TOTAL</b>	<b>3,349</b>	<b>1,11,499</b>

#### 4.4.3. Project wise Activities

##### a. The Pradhan Mantri Van Dhan Yojana (PMVDY) under PMJVM.

PMVDY, a flagship programme under the PMJVM by the Ministry of Tribal Affairs, Government of India, was launched in Assam on November 5, 2019. The programme is implemented in the state by the Assam Plain Tribes Development Corporation Limited (APTDC), with the Department of Tribal Affairs serving as the nodal agency and the Tribal Co-operative Marketing Development Federation of India (TRIFED) as the sponsoring agency. IIE has been engaged as the resource agency by the implementing agency to ensure efficient and effective execution 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 PMVDY project has been implemented in the state across four phases. In each phase, VDVKCs are sanctioned and subsequently made operational through training, capacity building, production, and finally, the marketing of the products. The phases of project implementation are outlined below.

**Tab. 4.5: Phase wise no of VDVKC sanctioned in the state**

Phase	Sanctioned year	No. of VDVKCs sanctioned
Phase1	2019	50
Phase2	2020	78
Phase3	2021(sanctionedinOctober2021)	174
Phase4	2023(sanctioned in July2023)	169
<b>Total</b>		<b>471</b>

The VDVKCs sanctioned under phase-4 are being currently surveyed, and post activity, the establishment of VDVKCs to make them operational will be commenced. The table below depicts the VDVKCs and the beneficiaries covered under the project till date.

**Tab. 4.6: Total Beneficiaries under the project**

Total sanctioned VDVKCs	Functional VDVKCs As on Date	Total beneficiaries covered	Total Beneficiaries Trained
471	312	1, 41,300	88,900

The value-added products procured from the various VDVKCs are marketed under the exclusive brand-name "TRISSAM". More than 150 value-added products are marketed and sold under this brand.



**Fig. 4.19: Morigaon VDVK members making bags using the sewing machines provided under the project**



**Fig. 4.20: Advocacy programme at Bedangchapori under the project**

## b. PM-JANMAN

Hon'ble Prime Minister launched the PM-JANMAN, a scheme of the Ministry of Tribal Affairs (MoTA), on Janjatiya Gaurav Divas on 15th November 2023 in Khunti District, Jharkhand. The mission aims at the targeted development of 75 Particularly Vulnerable Tribal Groups (PVTGs) residing in 18 states, including 1 Union Territory. These communities have largely been left out of the schemes and interventions of various ministries and departments, and therefore require multi-sectoral handholding through this mission. The scheme focuses on 11 critical interventions related to 9 key ministries, including the MSDE, across approximately 22,000 villages in 200 districts. One of the key interventions in the mission is facilitating skill and vocational training in PVTG habitations, multipurpose centres, tribal hostels, and entrepreneurship development of VDVK according to the suitable skills of these communities. Under PM JANMAN, IIE has trained 1700 beneficiaries, covering 30 VDVKs. Further IIE has trained 64 number of Master trainers to impart the skill development training programmes under PM JANMAN.





**Fig. 4.21: SDP on Mushroom cultivation at Bokafa VDVK**



**Fig. 4.22: EAP Programme at Kalagan PVTG VDVK, under South Tripura district Damcherra block, Tripura**

### c. Pradhan Mantri Kaushal Vikas Yojana (PMKVY 4.0)

IIE secured 50,000 allocations from the MSDE for implementing short-term skill development training in the North Eastern Region of India under the PMKVY 2023 scheme. The Institute has successfully enrolled 50000 candidates, IIE had trained 45,427 candidates and assessed 32,952 across NER in various job roles. In 2024-25 till 15 November, 2024, IIE has trained 34,556 candidates and assessed 15,886 candidates.



**Fig. 4.23: Training on Solar & EV under IIT, Guwahati**



**Fig. 4.24: Training on beautician at IIE, Incubation center**

### d. Start-up Village Entrepreneurship Programme (SVEP)

SVEP is the sub-scheme under the Deendayal Antyodaya Yojana-National Rural Livelihoods Mission (DAY-NRLM) programme which supports the SHG and their family members to set-up small enterprises in the non-farm sector. IIE has undertaken various activities under SVEP in various states of India including Assam, Chhattisgarh, Meghalaya, Punjab, Nagaland, Tripura, West Bengal. In 2024-25 till November, IIE has covered 5,100 beneficiaries in Meghalaya, West Bengal and completed 3 evaluation studies in Punjab, Meghalaya and West Bengal.





*Fig. 4.25: CRP-EP Training programme at MED blocks Programme at IIE under the SVEP of Gomati district, Tripura*

**e. DC-MSME (Development Commissioner – Micro Small & Medium Enterprises)**

DC-MSME is a scheme sponsored by Ministry of MSME. Under this project, in 2024-25 till November, IIE has trained 165 beneficiaries under EAP and ESDP / MDP (Skill & Entrepreneurship)



*Kamrup, Assam*



*at Darrang, Assam*



*Computer at Hojai*

**f. Scheme of Fund for Regeneration of Traditional Industries (SFURTI)**

SFURTI is a flagship scheme of M/o MSME, Government of India. The key objective of the scheme is to organize the traditional industries and artisans into collectives to make them competitive and provide support for their long-term sustainability and economy of scale. The scheme fund supports Hard Interventions and Soft Interventions for the artisans and producers of traditional industries cluster. IIE Guwahati is one of the Nodal Agencies of the scheme. Through the scheme IIE Guwahati



has developed 61 clusters across India. Out of them a majority of the clusters i.e. 54 clusters, are from Northeast India (Assam, Tripura, Meghalaya, Manipur, Nagaland and Arunachal Pradesh) and remaining 7 clusters are from rest of India. The scheme has provisions of Common Facility Centre, Machinery and Toolkit, Skill training, Product Development, Design Development and technology upgradation.

During the FY 2024-25 (Till November) total four clusters has been made functional one each at Assam, Manipur, Meghalaya, Nagaland. These four clusters have benefited 2200 traditional artisans and producers that belong to marginalized section of the community primarily women, farmer, SC, ST and OBC communities.

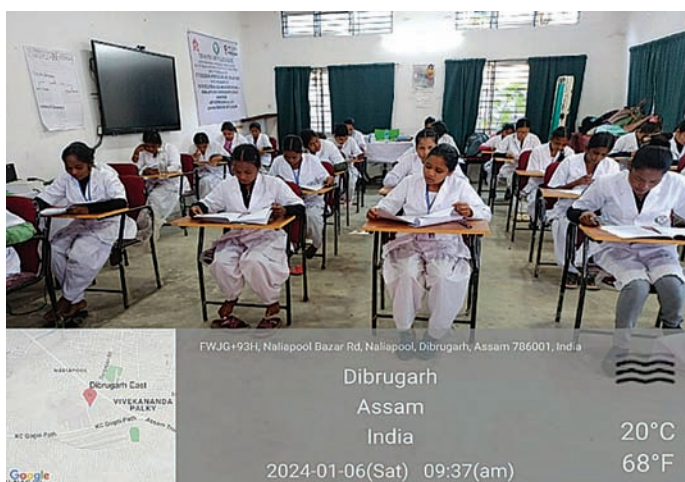


**Fig. 4.30: Financial Literacy Workshop for SFURTI clusters associations with RBI**



**Fig. 4.31: Hon'ble Governor of Assam Shri L P Acharya visits in Rengam Apparel cluster at Majuli, Assam**

The Care Giving Project is sponsored by the North Eastern Council (NEC) and monitored by the IIE focusing on the elderly healthcare sector. The NEC aims to create an ecosystem where individuals can age gracefully and live a life of dignity. This initiative is a commitment to protect, care for, and provide for the welfare and well-being of the elderly. The project seeks to bridge the gap between the formal institutionalized healthcare system and informal care in the delivery of quality care services to the elderly population in the country, with a special focus on the North-Eastern Region (NER). The scheme was implemented by eight caregiving agencies, each with the expertise to adapt to the needs of the ageing population in the NER. Till date, a total of 32 batches with 815 participants, have been trained under the project. A total of 405 caregivers have been placed nationally, and 17 internationally, across elderly healthcare service agencies.



**Fig. 4.32: Caregiver training session at Dibrugarh, Assam**



**Fig. 4.33: Training session undergoing at Aizawl, Mizoram**

**h. Establish, Develop and Manage Entrepreneurship Development Centre and Incubation Centre in the Educational Institute of North Eastern Region**

The objective of the initiative is to establish and manage 30 Entrepreneurship Development Centres (EDCs) and 4 Incubation Centres in North East Region's Educational Institutions. This includes identifying 200 trained Entrepreneurship Educators from Higher Education Institutions (HEIs) across the NER. Additionally, the project aims to conduct 90 Entrepreneurship Awareness Camps and 90 Entrepreneurship Development Programs in 30 districts within the NER. It also focuses on introducing Entrepreneurship as a subject in HEIs across these 30 target districts. The initiative will work towards identifying, training, and mentoring over 4,000 youth from the region, encouraging them to pursue entrepreneurship as a career. Furthermore, it seeks to provide Rs 5 lakh grants to the top 50 start-ups identified from the region and create opportunities for convergence with other relevant government schemes. Till date, IIE has developed 30 Entrepreneurship Development Centres and conducted faculty development programmes for 642 candidates. Additionally, IIE has reached over 4,000 participants through EAPs and trained more than 850 beneficiaries under EDPs. Over 777 business plans have been received from EDP participants. Furthermore, IIE has identified key focus areas for the development of four Incubation Centres.



*Fig. 4.34: One Day EAP Programme at Lunglei Govt., Mizoram*



*Fig. 4.35: Valedictory session after a 2 Day Faculty College, Mizoram Orientation Programme at IIE campus*

**i. RashtriyaUdyamita Vikash Pariyojana (RUVP)**

The project is a collaborative initiative between the MSDE and the Ministry of Housing and Urban Affairs (MoHUA), Government of India. It aims to establish four UdyamitaKendras in the Municipal Corporations/Boards of four districts: Kamrup, Dibrugarh, Cachar, and East Khasi Hills.

The initiative includes a comprehensive 22-week training and capacity-building program, along with the creation of a pool of 25 trainers from these target districts. These trainers will be trained by the IIE to provide mentoring and handholding support to the beneficiaries under the project. IIE conducted a 3-day residential ToT program for these 25 mentors.

The program is designed to train 1,025 beneficiaries of the PM SVANidhi scheme in entrepreneurship. IIE has successfully completed a 21-week mentoring and handholding support program for the 1,025

PM SVANidhi beneficiaries. Additionally, it has conducted the ToT program for 25 trainers from the four targeted districts.





*Fig. 4.36: Exposure visit for beneficiaries of Khasi Hills, Meghalaya*



*Fig. 4.37: Training of Master Trainers at IIE, Guwahati*

**j. SANKALP (Skill Acquisition and Knowledge Awareness for Livelihood Promotion) under the Ministry of Skill Development and Entrepreneurship, Govt. of India.**

IIE has received allocation from the MSDE, Govt. of India to conduct 400 ESDTP covering around 10,000 participants from the listed beneficiary under PMVDY and SFURTI clusters. In this regard, the Institute has conducted training for 9,441 candidates and training for 559 candidates is still on-going covering 265 clusters.



*Fig. 4.38: Handloom training at Kamalabarisatra, Majuli*



*Fig. 4.39 Handloom training at No. 2 Mohokhuti, Sibsagar*

**k. STRIVE**

Indian Institute of Entrepreneurship has received allocation from DGT under the STRIVE scheme to establish Entrepreneurship Development Cell in 107 NSTIs and ITIs of Northeastern region through EAP, EDP and FDP, mentoring and handholding. The Institute has successfully covered 11,000 under EAP (Awareness), 8,332 candidates under EDP. Till date IIE has covered 83 ITIs and 02 NSTIs.



*Fig. 4.40: Industrial Training Institute, Belonia, Tripura*



*Fig. 4.41: Industrial Training Institute, Gangtok, Sikkim*



## **l. A Scheme for Promotion of Innovation, Rural Industries & Entrepreneurship (ASPIRE)**

The ASPIRE scheme of the Ministry of Micro, Small & Medium Enterprises (MSME), Government of India aims to support the establishment of Livelihoods Business Incubation (LBI) centers. These centers are intended to foster entrepreneurship and promote startups in the agro-industry. The scheme focuses on various goals, including job creation, reducing unemployment, promoting an entrepreneurial culture, and facilitating grassroots economic development at the district level by setting up LBIs. Moreover, it aims to encourage innovative business solutions to address unmet social needs and enhance the competitiveness of the MSME sector through innovation.

The MSME has entrusted with implementation of the ASPIRE scheme to Mentor Institutes (MIs), which are national or state-level institutions with expertise and on-field experience in major or sub-sectors of rural industries. IIE Guwahati has been approved as a MI by the Ministry to ensure the proper implementation of ASPIRE. These MIs play a crucial role in supporting and guiding the applicant/host institutes and the LBIs in their day-to-day operations. They also serve as a Single Point of Contact (SPoC) between the Ministry and the HIs. Ministry has approved six proposals for setting up LBIs, till date. These are:

- IIT Jodhpur, Rajasthan
- Professor Jayashankar Telangana State Agricultural University, Telangana
- JKK Munirajah College of Agricultural Science, Tamil Nadu
- Gauhati University, Assam
- North Eastern Handicrafts & Handlooms Development Corporation (NEHHDC), Guwahati, Assam
- Ghani Khan Choudhury Institute of Engineering & Technology, Malda, West Bengal



*Fig. 4.42: MoU with IIT, Jodhpur under ASPIRE*



*Fig. 4.43: Signing of MoU with PJTSAU, Hyderabad*

## **m. Scheme for Capacity Building in Textile Sector- SAMARTH**

The institute submitted a proposal to the Ministry of Textiles for empanelment as a training provider to implement skill development programs under the Samarth scheme, which was subsequently approved. Till date, IIE has trained 2,840 candidates out of the total sanctioned target of 5,610 candidates.



*Fig. 4.44: Training at Karbi Anglong district, Assam*



*Fig. 4.45: Training imparted at Sarupathar, Golaghat*



**n. Chief Minister's Atmanirbhar Asom Abhijan (CMAAA)**

Chief Minister's Atmanirbhar Asom Abhijan (CMAAA) is an initiative of District Industries and Commerce Centre, Kamrup, Assam. Under this project IIE has imparted Entrepreneurship Development Programme to 211 participants till date.



*Fig. 4.46: Launch of the CMAAA at IIE by GM, DICC*



*Fig. 4.47: First batch of participants on Day 1*

**o. Capacity building for women entrepreneurs for establishment of Homestays**

The programme is sponsored by SIDBI under its Cluster Development Initiatives. Till date, IIE has completed two training programmes for Home Stay Owners/Aspirants covering 70 beneficiari



*Fig. 4.48: 2nd Batch of Women Entrepreneurs trained under Capacity building for Homestays*

**p. Directorate General Resettlement (DGR)**

Under this project, IIE has completed two training programmes for defense personnel: one on Food Processing, benefiting 39 participants, and another on Travel & Tourism, benefiting 36 participants, to date.



*Fig. 4.49: Closing ceremony of Training on Food Processing*



*Fig. 4.50: Closing ceremony of Tourism*



**q. Certificate Programme in Project Management in Development Sector**

The Certificate Programme in Project Management in Development Sector is a paid programme jointly conducted by IIE Guwahati and IIM Shillong. A total of 16 candidates have enrolled for the six-month certificate course. The first batch graduated in April, with six out of eight candidates securing placements in various organizations, while two received the Chief Minister's Fellowship.



*Fig. 4.51: First batch of 8 successful candidates*



*Fig. 4.52: Distribution of certificates by chief guest Dr. P. J Handique*

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

On October 1, 2021, the Department of Biotechnology (NER-BPMC), Ministry of Science & Technology, Government of India, sanctioned a multi-institutional project titled 'Catalyzing Complementary Olericulture in Assam, Arunachal Pradesh, and Nagaland for Livelihood Security'. The project aims to enhance livelihood security in these states by providing high-quality seeds and seedlings of both indigenous and commercial vegetables.

The initiative incorporates innovative Hi-Tech Mini Plug Nursery techniques alongside conventional methods and seeks to promote bio-entrepreneurship within the seed supply chain. To support this objective, IIE is conducting market research to assess the demand and supply dynamics of the seed chain. Additionally, the development of training manuals for EDP, MDP, and ESDP programs focusing on bio-entrepreneurship in seed supply chain development is currently underway.



*Fig. 4.53: One day seminar on Sustainable growth in Agriculture held at IIE on 26th July 2024*





*Fig. 4.54: Seminar chaired by eminent Agriculture scientist from Assam Agricultural University.*

#### s. Formation and Promotion of Farmer Producer Organizations (FPOs)

The Small Farmers' Agribusiness Consortium (SFAC), on behalf of the Ministry of Agriculture and Farmers Welfare, Government of India, allotted resources on 06.07.2021 to form and develop 10 FPOs in Assam. This initiative is part of the Central Sector Scheme aiming to promote 10,000 FPOs across the country. All 10 FPOs established in Assam have been successfully registered under Part IXA of the Companies Act.

Key activities under this FPO project are as follows:

- Business Plan of all 10 FPCs have been prepared and submitted to SFAC.
- 2nd instalment of CBBO cost and FPO Management cost have been received.
- Business Plan implementation is ongoing in all FPCs.
- Training on Business Plan, Branding, Packaging and Marketing have been organised for all FPCs.
- Skill development trainings on various trades have been accomplished in each 10 FPCs.
- GST Registration done in all 10 FPCs.
- FSSAI registration done in 9 FPCs.
- FPC products have been on boarded on ONDC & e-NAM.
- FPCs participated in buyer-seller meet in various Districts.
- FPCs have participated in domestic and national exhibitions with their packaged products.
- Farmer Mobilization, Formation of Farmers Interest Groups (FIGs), Shareholder selection, collection of share money and product promotions are ongoing activities under the project.



*Fig. 4.55: Training on Bee Keeping at FPC Udalgur*



*Fig. 4.56: MDP Programme at Gobardhana FPC*

#### t. **Farmer Producer Organizations- FPO Project**

The NAFED under the PMMSY Scheme, funded by the Department of Fisheries, Ministry of Fisheries, Animal Husbandry and Dairying (MoFAD), Government of India, has appointed IIE as the CBBO for Assam. This project focuses on strengthening the fisheries sector in the state. IIE's role is to create two new FPOs and revitalize 23 existing ones across four districts in Assam.

FPOs play a significant role in the development of the fisheries sector in India by providing their members with access to quality inputs, market linkages, credit, and training. Thus, FPOs can help to improve the productivity, profitability, and sustainability of the fisheries sector.

Key activities under this FPO project are as follows:

- Baseline Survey in all 25 FPOs and Existing Fishery Cooperatives have been completed.
- Business Plan of all 25 FPOs and Existing Fishery Cooperatives have been prepared and submitted to NAFED.
- Farmer mobilizations, Preparation of DPR are ongoing activities under this project



*Fig. 4.57 Entrepreneurship Awareness programme for FFPOs at Darrang and Barpeta districts.*

#### u. **Micro Small Enterprises – Cluster Development Program (MSE-CDP)**

The MSE-CDP under the MSME, 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), GoI has been implementing various cluster development activities through IIE in entire NER namely:

- 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
- Greater Imphal Jewellery Cluster, Manipur
- Wood Carpentry Cluster, Churachandpur, Manipur

Presently, IIE is implementing six clusters under MSE-CDP scheme in North-East Region. All the clusters are in the phase of construction of CFC out of which three CFCs have been completed.





*Fig. 4.58: Distribution of Cashew processing machineries at Selsella, Meghalaya*



*Fig. 4.59: Cashew processing machine set up at Selsella, Meghalaya*

#### v. **Organized North East Skill & Entrepreneurship Conclave**

IIE, in collaboration with the MSDE, organized the 'Northeast Skill Development and Entrepreneurship Conclave 2024' at IIM Shillong on October 1, 2024.

The conclave fostered regional cooperation by aligning state-level initiatives with the Ministry's vision for a strong entrepreneurship and skills ecosystem. It discussed strategic pathways to harness the potential of the region's youth through skill development and entrepreneurship, with a focus on innovative solutions and regional growth.

The conclave also advocated for leveraging the expertise of artisans, such as wood carvers, bamboo craftsmen, and carpet weavers, while aligning their traditional skills with emerging market demands.

The conclave also launched a landmark initiative to establish 30 Entrepreneurship Development Centers (EDCs) and four Incubation Centers (ICs) across the northeastern states. This initiative combines hard interventions, such as infrastructure development, with soft interventions, including 90 entrepreneurship awareness programs, 90 entrepreneurship development programs, 40 faculty development programs, and various competitions to inspire innovation. These efforts aim to create 900 startups across the region and drive sustainable economic progress.



*Fig. 4.60: Honourable Minister at Northeast Skill and Entrepreneurship Conclave 2024*

## **4.5. Central Staff Training and Research Institute (CSTARI), Kolkata**

### **4.5.1. Introduction**

The CSTARI was established in the year 1968 by the Govt. of India, Ministry of Labour & Employment, DGE&T in collaboration with the Govt. of the Federal Republic of Germany. CSTARI is a premier institute located in the biggest IT hub of the eastern part of the country at Sector V, Salt Lake, Kolkata. Since April 2015, CSTARI is functioning under the administrative control of DGT, MSDE.



The various operational activities of CSTARI are executed by two different wings – namely Research and Training.



*Fig. 4.61: CSTARI Kolkata*

Activities of Research Wing are:

- To develop and revise the course curricula with evolving needs of the Industry requirement and labour market for all the schemes viz. CTS, ATS, CITS, Flexi MoU, DST, Advanced Diploma & Short-Term Course (STC) of DGT.
- Laying down Norms and standards for various trades/ courses.
- Coordination with DGT, Apprenticeship division of MSDE, State directorates, Industries & NCVET, etc. for curriculum activities.
- To align all courses under DGT as per NCrf guidelines.
- Mapping of all the curricula with NCO -2015.
- Translation of all the curricula in Hindi language.
- Uploading all the curricula along with Qualification Files (QFs), NOSs, etc. in NQR website.

#### 4.5.2. Courses developed by CSTARI

Scheme	Total No. of Trades
Craftsman Training Scheme (CTS)	166
Apprenticeship Training Scheme (ATS)	266
Craft Instructor Training Scheme (CITS)	55
CTS under Flexi MoU	27
Short Term Course (STC)	14
Advanced Diploma	4
Courses under RPL	2
<b>Total</b>	<b>534</b>

**Activities of Training Wing during 2024:**

- To organize Capacity Building of stakeholders engaged in delivery of skill training
- To conduct training on Pedagogy for Instructors of ITI and other vocational training institutes
- To 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 “Foundation Course (FC)” of probationer officer of ISDS cadre recruited through Engineering Services Examination.

#### Activities carried out by Research Wing during 2024:

- 02 Flexi MoU and 13 STC courses designed and approved by NCVET.
- 08 traditional sector curricula under CTS designed and approved by NCVET.
- 02 courses on Rooftop Solar PV (for PM Surya Ghar Muft Bijli Yojana) designed and approved by NCVET.
- Introduction to AI (7.5 hrs module for all) designed and approved by NCVET.  
Curriculum on “Artificial Intelligence Programming Assistant” and “Cyber Security Technician” under CTS developed and approved NCVET.
- 09 CTS courses revised and approved by NCVET.
- 06 Flexi-MoU, 15 STC and 01 CTS curricula designed and submitted to NCVET for approval
- 55 CITS Courses modified as per NCrf levels.
- 95 CTS trades modified as per NCrf levels.
- As per RPwD Act 2019 Eligibility criteria of PwD trainees under ATS trades has been identified.
- Hindi translation of 55 CITS trades completed.

#### 4.5.3. Development of New Age courses by CSTARI during 2024:

Sl No.	Trade	Duration	Level	Entry Qly.
1	Artificial Intelligence Programming Assistant	1 Year	3.5	10
2	Cyber Security Technician	1 Year	3.5	10
3	Semiconductor Technician	1 Year	4.5	12
4	Industrial IoT Technician	2 Years	4	10
5	Green Hydrogen Production Technician	1 Year	3.5	10

**Tab. 4.7: Details of all the training programmes conducted at CSTARI in 2024-25**

January - December – 2024			
Regular Training Program			
Sl No.	Course Name	No of Course	No of participants
1	Training of Trainers (ToT) Employability Skills	11	395
2	Management Development Programme (MDP)	2	42
3	Effective Office Management (EOM)	2	27
4	Trainers Competency Improvement Programme (TCIP)	2	60
5	Training Methodology, TM	1	30
6	ToT Pedagogy	2	79
7	Organising & Managing Training Institute (OMTI)	1	40
8	Training Faculty Development Programme (TFDP)	1	41
9	ToT Soft Skills	1	13
	<b>TOTAL</b>	<b>23</b>	<b>727</b>



*Fig. 4.62: Training of Trainers -Employability Skill at CSTARI*

Special Training Program			
Sl No.	Course Name	No of Course	No of participants
1	ToT Employability Skills (STRIVE)	2	30
2	Induction Training Program for Newly Promoted TO's	5	83
3	Foundation Course (FC) for Indian Skill Development Services (ISDS) Officers	1	9
	TOTAL	8	122

#### 4.5.4. Special Training Program apart from the regular training program:

- Training of 3rd batch of ISDS probationers started from 21st October 2024 at CSTARI Kolkata and being continued.
- Conducted a 5-day induction training program for newly promoted Training Officers of DGT. A total of 83 Training Officers have been trained in 5 batches.
- Conducted a 5-day off-campus training program on ToT Employability Skills in collaboration with NIMI, Quest Alliance and TATA Strive. Trained 30 Instructors of Mizoram, Uttarakhand, Rajasthan, Himachal Pradesh and Madhya Pradesh in two batches. These pools of Trainers can be subsequently engaged for Training other Trainers / Instructors of Employability Skills in their states.
- Conducted 2-days off campus course on ToT PM Surya Ghar at Cuttak, Odisha, Ranchi, Jharkhand and Ludhiana, Punjab for 80 ITI Instructors.
- Conducted courses on ToT Employability with 2-weeks duration on blended mode ( 1-week offline and 1-week online) apart from offline courses.
- CSTARI Kolkata has been registered in NSCSTI under CBC.
- All the employees of CSTARI Kolkata have been onboarded in the iGOTKarmayogi portal and completing courses accordingly as and when assigned.





*Fig. 4.63: Visit of Ms. Trishaljit Sethi, DG(T)/AS DGT, MSDE.*

#### **Trade committee meeting conducted:**

Between January and April 2024, a total of 15 trade committee meetings were conducted across various locations to revise and design curricula under CTS and STC. These meetings covered sectors such as Plumbing, IT & ITes, Power, Automotive, Industrial IoT, Electric Vehicles, Beauty & Wellness, Industry 4.0, CAD, Rooftop Solar, and Maritime. Special sessions were also held to align course eligibility for Persons with Disabilities (PwD) and to develop an “AI for All” module under the NPAI guidelines.



*Fig. 4.64: Trade Committee meeting for the Trades related with PwD candidates*





*Fig. 4.65: Cricket pitch and Cafeteria at CSTARI*

#### **Other Activities: -**

All the Officers, Staff and Trainees of CSTARI Kolkata observed Special Campaign for Disposal of Pending Matters, Hindi pakhwara, Swachhata Abhiyan under the Swachhata Action Plan 2024-25 and Yoga Day on the occasion of International Yoga Day.



*Fig. 4.66: Swachhata Rally at CSTARI*

#### **Conclusion:**

CSTARI Kolkata envisions developing quality curricula that align with industry requirements, imparting training to master trainers to improve the teaching-learning process, and evolving as an Institute of excellence within the ITI ecosystem.

Through its unique service delivery approach, CSTARI aims to provide unparalleled value to governments, Industries, and Institutions by offering high-quality training and future-ready curriculum development.

## **4.6. Directorate of Jan Shikshan Sansthan (DJSS)**

### **4.6.1. Introduction**

The Ministry of Education had transferred the scheme of Jan Shikshan Sansthan (JSS), along with 13 staff members from the Directorate of Adult Education and JSS, RK Puram, to the Ministry of Skill Development and Entrepreneurship (MSDE) in July 2018.

Following this, MSDE established the Directorate of Jan Shikshan Sansthan (DJSS) as a subordinate office to implement the JSS scheme.

The DJSS was entrusted with the following responsibilities:

- Monitoring and evaluating the implementation of the JSS scheme, and capacity building of programme functionaries.
- Providing technical inputs for policy formulation and supporting the Ministry in executing the scheme.
- Managing Parliament-related matters, including replies to questions on subjects under DJSS.
- Handling all other matters related to JSS that are not specifically assigned elsewhere within MSDE.

#### 4.6.2. Activities undertaken during the period of the annual report:

##### a. Onboarding of the Jan Shikshan Sansthans on Skill India Digital Hub portal (SIDH)

In order to bring convergence among various skilling efforts across the nation, the Skill India Digital Hub (SIDH) is specially designed and developed by the MSDE to skill, reskill and upskill Indian individuals through an online training platform, API-based trusted skill credentials, payment and discovery layers for jobs and entrepreneurial opportunities. This platform has also been linked with Udyam, e-Shram, NCS and ASEEM portals for G2C, B2C and B2B services.

JSS scheme has been shifted onto SIDH portal from FY 2024- 25 onwards. Presently, the entire candidate lifecycle including Enrolment, Training, Assessment and Certification is being captured on SIDH portal. This migration has strengthened the JSS ecosystem and the JSS beneficiaries have also been able to utilize various other benefits of SIDH portal after onboarding.

On SIDH portal, the JSS beneficiaries creates their account using a unique mobile number and this is followed verification by Aadhaar based e-KYC. This system ensures uniqueness of the candidate enrolled for a training program and removes duplicity. Further, NCVET certificate has been released to the JSS beneficiaries from the FY 2024-25 through SIDH portal.

At present, all the JSSs have been successfully onboarded to Skill India Digital Hub portal. The JSS dashboard depicting various training details is also live on the SIDH portal.

The Enrolled, Trained, Assessed and Certified (ETAC) details as on 14th January, 2025 are as follows:

**Tab. 4.8: ETAC and number of batches created on SIDH portal by the JSS in FY 2024-25 (Data till 14th January 2025)**

Enrolled	Trained	Assessed	Certified	Batch Created
4,07,400	2,19,681	2,08,745	2,08,455	21,785

JSSs have successfully created 21,785 batches on SIDH. As on 14th January 2025, a total of 4,07,400 candidates have been enrolled by the JSSs on the SIDH.



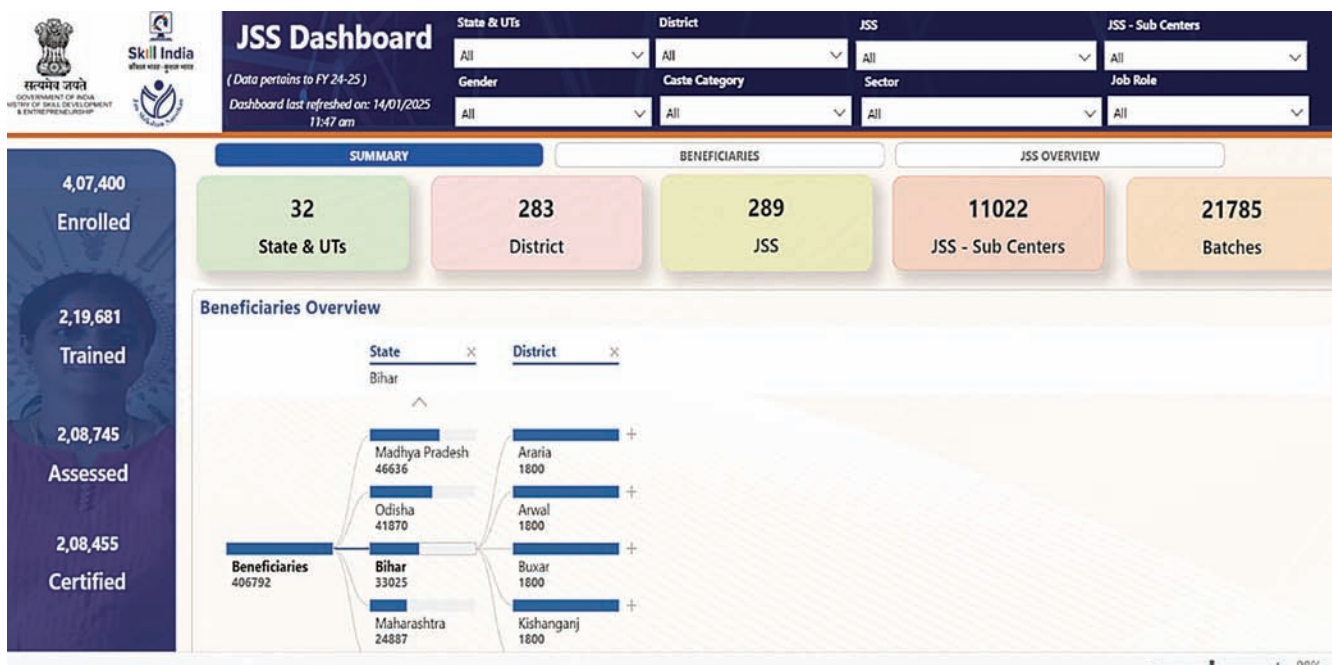


Fig. 4.67. Snapshot of JSS Live Dashboard on SIDH portal

**b. Adoption of 13 NCVET approved courses-**

In the current Financial Year (2024-25), JSS scheme is offering 28 NCVET approved courses of NSQF Level 2/3 to its beneficiaries. Out of these courses, 15 have been developed by the Directorate of Jan ShikshanSansthan (DJSS), and 13 specialized courses have been adopted by the DJSS after receiving due approval from NCVET in FY 2024-25. The details of the adopted 13 courses are given in the table below-

**Tab. 4.9: The details of 13 courses adopted by the DJSS**

S. No.	Sector	Job Role	Level	NQR Code	Total Hours	Duration in Days
1	Handicraft & Carpets	Stringing/ Beading Artisan (Fashion Jewellery)	2	QG-02-HC-01747-2023-V1.1-HCSSC Versionof qualification: 1.0	360	150
2	Mining	Assistant Underground Mines	2	QG-02-MG-01863-2024-V1.1-SCMS	270	115
3	Environmental Science	Solar PV Project Helper	2	QG-02-EH-00521-2023-V1.1-SCGJ	270	115
4	Automotive	Driving Assistant	2	2021/AUT/ASDC/04445	200	85
5	Organised Retail	Retail Cashier	2	2021/RET/RASCI/04674	270	115
6	Panits & Coatings	Painting Helper	2	2022/CP/PCSC/05735	300	125
7	Rubber Industry	Plastic Waste Segregator	2	2022/RUB/RCPSDC/06950	270	115
8	Wood & Carpentry	General Assistant-Furniture and Fittings Installation	2	2021/WC/FFSC/04553	240	105

S. No.	Sector	Job Role	Level	NQR Code	Total Hours	Duration in Days
9	Leather	Helper-Footwear Upper Making	2	2022/LT/LSSC/06081	270	115
10	Apparel, Made-ups & Home Furnishing	Layerman	2	2021/APR/AMHSSC/04544	135	55
11	Automotive	Automotive Washer	2	2022/AUT/ASDC/06559	270	115
12	Automotive	Automotive Assembly Assistant	2	2021/AUT/ASDC/04333	256	110
13	Gem & Jewellery	Packager, Labeller & Dispatcher – Diamond Processing	2	QG-02-GJ-01965-2024-V1.1-GJSCI	250	110

### c. JSS Certificate in NCVET Template

For the first time, from 15th September, 2024 onwards JSS Certificate is being issued in NCVET Template through SIDH Portal which has significantly enhanced the credibility of the JSS certificates. Till 14th January, 2024 a total number of 2,08,455 NCVET certificates have been issued to the JSS beneficiaries from SIDH portal.

The certificate incorporates an NCVET logo, an authorized signature from DJSS, and includes details on credits earned and the NSQF level of the course. These features enhance the employability and recognition of candidates in the job market.



Fig. 4.68: Snapshot of NCVET Certificate to JSS beneficiary through SIDH portal

### d. Convergence with PM Vishwakarma Scheme

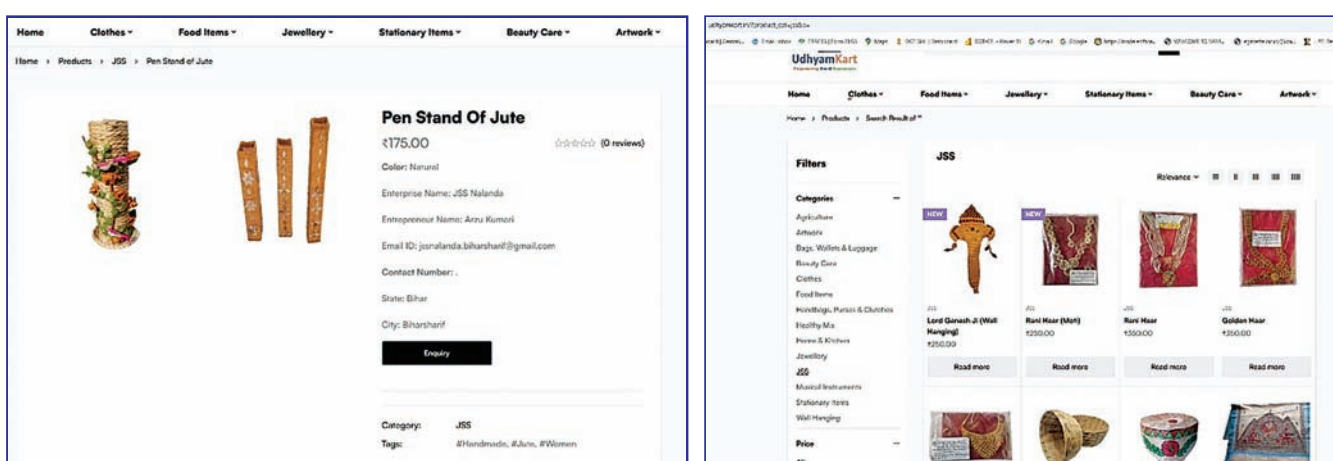
The JSS is providing skill training to the beneficiaries mapped with the PM Vishwakarma scheme. The scheme aims to provide holistic and end-to-end support to artisans and craftspeople who work with their hands and tools. It includes access to collateral-free credit, skill training, modern tools incentives for digital transactions and market linkage support. This initiative recognizes the hard work of crores

of Vishwakarmas—blacksmiths, goldsmiths, potters, carpenters, sculptors, and more—who contribute significantly to our country's development. Under PM Vishwakarma scheme, the JSSs have been identified as training centres to deliver the skill training to the artisans and craftsmen.

Presently, 113 JSSs have already completed enrolment of around 27,579 artisans and craftsmen under PM Vishwakarma under 15 trades across 23 states. Till March 31, 2025, around, 19,961 artisans have been successfully trained under the scheme by the JSSs.

**e. e-Marketing of products produced by JSS beneficiaries through UdyamKart portal:**

As a step to provide a platform to showcase and market the JSS beneficiaries made products and empowering the budding entrepreneurs under the scheme of Jan ShikshanSansthan, a separate section for JSS products has been successfully created on the UdyamKart portal under NIESBUD from 30th December 2024. UdyamKart is the digital eMarketing platform created by NIESBUD.



*Fig. 4.69: Snapshot of JSS Products Live on the UdyamKart portal of NIESBUD*

**f. Setting up Model JSS**

The JSS centres work at the grassroot level to provide skill training to the socially and educationally disadvantaged groups of the society at their doorsteps with minimum infrastructure and resources. With a view to upgrade the tools & equipment of the JSS centres on the modern lines, Model JSS were planned to be equipped with modern laboratories with new age equipment's and trained trainers. The rationale behind setting up of Model JSS was to showcase that candidates trained by JSS meet current requirements of the industry and are employable/ at par with the candidates trained under other schemes. Further, candidates who wish to take up self-employment post completion of their training could also make better quality products as per the market requirement which could enhance their income

Accordingly, 30 JSS centres were upgraded to model JSS centres during FY 2022-23 by the Ministry under SANKALP project, under which the JSSs have been provided with the latest machinery and equipment's for selected job roles.

Further, based on the performance of the JSSs, a decision was taken to cover an additional 70 JSSs to be set up as Model JSSs. The model JSSs will be upgraded to skill the beneficiaries in the three already identified job roles (i.e. Assistant Computer Operator, Assistant Dress Maker, Assistance Beauty & Wellness).

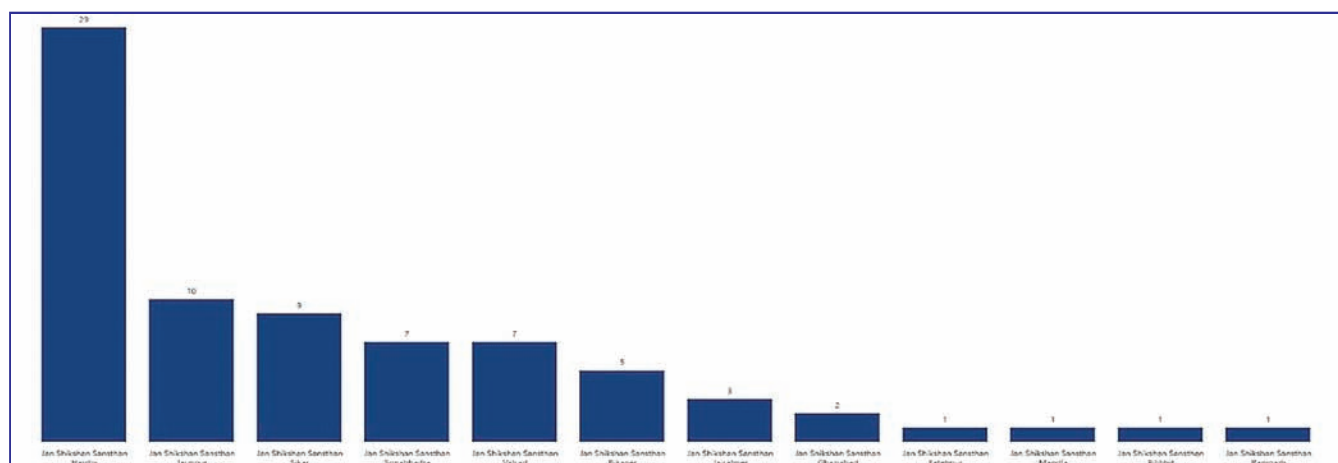
**g. Convergence with ULLAS scheme of Ministry of Education:**

Under Convergence initiative between MSDE and MoE, MSDE has initiated skill training of Understanding of Lifelong Learning for All in Society (ULLAS) scheme beneficiaries by the JSSs through SIDH Portal



under the scheme of JSS. Ministry has envisaged the Skill Training of ULLAS scheme beneficiaries by the JSSs through SIDH Portal.

MoE has shared the database of ULLAS beneficiaries through ULLAS portal. The functionality to enrol the ULLAS beneficiary in a JSS batch has been developed on SIDH portal, in which the candidate's ULLAS ID shall be verified while enrolment. The number of ULLAS beneficiary trained JSS wise can be obtained through SIDH portal. A target of training of two batches of ULLAS beneficiaries per JSS under their FY 2024 -25 Annual Action Plan has been given to the JSSs. As of now, a total of 76 ULLAS beneficiaries have initiated training under the scheme of Jan Shikshan Sansthan on SIDH portal.



#### h. Zonal Conferences in Meerut, Uttar Pradesh and Jaipur, Rajasthan.

In the FY 2024-25, MSDE has organized two zonal conferences for the performance review and capacity building program of staff and resource persons of JSSs in Uttar Pradesh and Delhi at Chaudhary Charan Singh University, Meerut, Uttar Pradesh, on July 11 and 12, 2024, and for JSSs in Madhya Pradesh, Gujarat, and Rajasthan at Malaviya National Institute of Technology, Jaipur, Rajasthan, on July 27 and 28, 2024. The conferences were inaugurated by Shri Jayant Chaudhary, Hon'ble Union Minister of State (IC), MSDE.

The inaugural sessions were followed by multiple thematic sessions. During the events, exhibitions products made by the JSS candidates were showcased. The events encompassed grievance redressal, interactive panel discussions, networking forums, sharing of best practices, industrial visits, etc. Capacity building workshops for the JSSs resource persons were also conducted by NIESBUD. These two-day events provided an opportunity to discuss, deliberate, and share insights on various aspects of the JSS scheme, including training activities, livelihood linkages, local market demand and for skilling, new courses to be inducted etc.





*Fig. 4.70: JSS Zonal Conference at Chaudhary Charan Singh University, Meerut*

## 4.7. National Skill Development Fund (NSDF)

### 4.7.1. Introduction

The National Skill Development Fund (NSDF) 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 (CEO) of the Trust is responsible for day-to-day administration and management of the Trust.

### 4.7.2. Composition of the Board of Trustees of NSDF is as under:

- i) Secretary, MSDE (Chairperson and Trustee);
- ii) Senior Adviser, NITI Aayog (Trustee);
- iii) Joint Secretary, DFS, MoF (Trustee);
- iv) Representative from Industry (Trustee);
- v) Senior Economic Adviser, MSDE (CEO, NSDF/T cum Executive Trustee);

The Fund meets its objectives through 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 Government of India. The Trust has engaged IFCI Ltd. 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.

NSDF 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.

## 4.8. Sector Skill Councils (SSCs)

### 4.8.1. Introduction

The SSCs are set up as autonomous, industry-led bodies and are registered as Section-8 Company or a Society as per the National Policy on Skill Development 2009. The SSCs aim to cater the paradigm shift in the skilling system, bridge the gap between industry demand and requirements of skilled workforce in the ecosystem. SSCs

are national partnership organizations that bring together all the stakeholders - industry, labour and academia. These SSCs are responsible for curriculum development, assessment and certification along with aggregating demand and establishing industry connect.

#### 4.8.2. Roles and Responsibilities of SSCs:

The key role played by SSCs is catalyzing the coming together of the industry as the source of demand for skills, ensuring the quality of skill supply to meet the demand and absorbing the skilled resources. The National Skill Development Policy 2015 in alignment with NSDC Skill India Mission lays down following functions of SSCs:

- Identifying of skill development needs: Identify the areas lacking skills to for improvement
- Creating a development plan: Layout the plan of action for the development of the sector skill
- Setting Standards: Determining the skills/standards and qualifications fitting the sector skill development plan.
- Standardisation of Skills: Affiliation, accreditation, examination, and certifications is done as per National Skills Qualifications Framework as determined by National Skills Qualifications Committee.
- SSCs may also conduct Skill based Assessment and Certification of QP NOS aligned training programmes; set up accreditation, affiliation, examination, and assessment norms for their sectors; provide Training to Trainers and Assessors; focus on skilling needs of SC/ST, differently abled and minority groups; ensure employment of persons trained according to the norms at decent wages and establishing Centres of Excellence.

As a part of SSC Transit 2.0, all 36 SSCs showcase their achievements in their functions through Annual Business Plan submitted to NSDC every year. The significant parameters and the achievements in FY 2024-2025 till December 2024, for the SSCs are as follows:

- Training of Trainers and Assessors: SSCs have created a pool of nearly 28 thousand trainers and over 18 thousand assessors in 850 job roles.
- Industry- funded training: Almost 1.13 Lakh candidates were trained through industry funding, with a target to achieve around 3.50 Lakh trainings.
- Job aggregation: SSCs have projected about 5.42 Lakh job opportunities.
- Apprenticeship engaged through industry partners: Over 5.6 lakh apprentices have been aligned through optional trades, with an overall target of around 15 Lakh.
- Adherence to good governance practices.

The list of active 36 Sector Skill Councils may be seen at Annexure-7.

### 4.9. National Skill Development Corporation (NSDC)

#### 4.9.1. Background

The National Skill Development Corporation (NSDC), established by the Ministry of Finance, Government of India on 31.07.2008, is a not-for-profit public limited company operating under the provisions of the Companies Act, 1956 (corresponding to section 8 of the Companies Act, 2013).

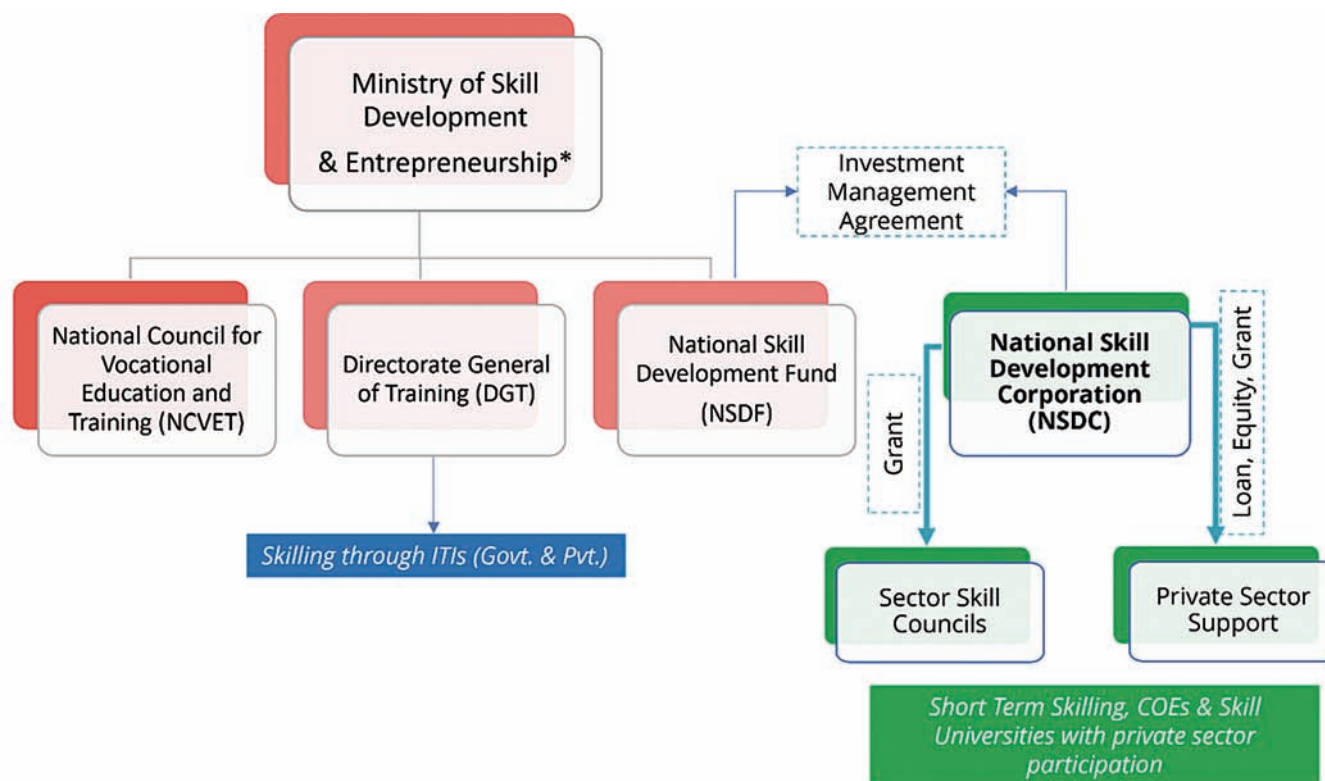
It was conceived as a unique model through a Public Private Partnership (PPP) by the then Ministry of Finance, now working under the aegis of the MSDE.

NSDC has an equity base of Rs.10 Crore, of which the Government of India through MSDE holds 49% of the share capital of NSDC, while the private sector has the balance 51% of the share capital (10 private sector organizations holding 5.1% each).



It has an Investment Management Agreement (IMA) with the National Skill Development Fund (NSDF), which is a trust set up by the Government of India.

NSDC is a board led body and has a staff strength of 278 employees and full-time consultants, including state engagement officers.



*Fig. 4.71: Major Organizations of MSDE*

#### 4.9.2. Mandate of NSDC:

NSDC's primary mandate as envisaged include-

- Catalyse the creation of market-based, scalable business by providing funding through a combination of debt, equity and grants.
- Driving engagement with industry and businesses.
- Initiating and incubating SSCs.

Promote centres of excellence for training of trainers in coordination with States and SSCs.

#### 4.9.3. Role of NSDC in the Skills Ecosystem

NSDC serves as an implementation arm across various schemes of Government of India to further the mandate and vision of the Government of creating a globally competitive skilled workforce. NSDC acts as an implementer for various skilling schemes of MSDE and other Ministries/Departments, such as, PMKVY, NAPS, PM Vishwakarma, etc. The Government of India holds a central role in overseeing the operations of NSDC and its functions as per the guidelines and strategic directions laid out by respective Ministry for those schemes from time to time.

Apart from supporting the Government in implementing various skill development schemes, NSDC also conceives and implements a range of market-led initiatives across Digital, Education, Financing, International and Future Skills domain to strengthen India's skill development ecosystem while ensuring financial sustainability. Some of

these market-led initiatives are as follows:

- a) NSDC Trust: In 2023, NSDC launched NSDC Trust, a blockchain-based platform for digitally verifiable credentials. By enabling secure, tamper-proof certifications, this platform enhances trust in skilling outcomes. As of 2024, over 1.25 lakh credentials have been verified, supporting both individuals and entities.
- b) Skill Impact Bond (SIB): The SIB is an innovative financial tool created to connect skill development with employment opportunities for young people in India, especially women. SIB is an outcome-based financing initiative. It is designed to deliver quantifiable results through targeted skilling programmes in various sectors, such as, IT/ITeS, telecom, manufacturing, services, construction, etc., through key industry partnerships and CSR projects. In 2024, SIB has successfully enrolled 10,693 youth, a majority of them being women.
- c) NSDC Academy: NSDC has launched a NSDC Academy as platform dedicated to cultivating future skills. The academy collaborates through higher education institutions and equips students with in-demand skills. Some of the key collaborations are: Launch of first centre For Future Skills at P.D.A. College of Engineering, Kalaburagi, Karnataka; Collaboration with Ethnotech Academy and Cambridge University to advance the Centre for Future Skills initiative; collaboration with IIT Ropar and Masai School to launch a jointly certified minor programme in AI; collaboration with the Indian Society for Technical Education for better employment prospects in tech sector; MoU with NxtWave to launch the Skill Up India 4.0 Initiative etc.
- d) NSDC JobX: NSDC JobX is a global demand aggregator and a job exchange platform that integrates private sector staffing agencies, employers and job platforms, both domestic and global opportunities. NSDC JobX is accessible on link [www.nsdcjobx.com](http://www.nsdcjobx.com) and API integration of the portal has been successfully done with APNA, FresherWorld (Teamlease) and QJobs (Quess Corp). During Jan 1, 2024 and Dec 31, 2024, total 2,13,727 Candidates and 1,366 employers registered on the portal; Total 15,21,278 vacancies were posted and 2,18,129 applications were filled from Candidates
- e) Industry Collaborations and Corporate Social Responsibility: NSDC has established partnerships with various industries, such as, HCL-Tech (Focused on bridging the skills gap in engineering and tech sectors); HDFC Ergo (Providing digital courses in BFSI sectors); IIT Guwahati (Upskilling for semiconductor industries) and Britannia – Empowering women entrepreneurs. During January -December, 2024, NSDC implemented 27 projects through 23 training partners and operated 347 training centres to facilitate skill training initiatives under CSR programmes.

## 4.10. National Instructional Media Institute (NIMI)

### 4.10.1. Introduction

NIMI, originally established as the Central Instructional Media Institute (CIMI) in December 1986, was founded by the Government of India as a subordinate office under the Directorate General of Employment and Training (DGE&T), Ministry of Labour & Employment. The institute was created with technical assistance from the Federal Republic of Germany, facilitated by GTZ, as the executing agency.

Evolving with the changing educational landscape, NIMI attained autonomous status on April 1, 1999, under the DGT. Today, it stands as a premier institution dedicated to the development and dissemination of high-quality instructional content and materials tailored for the vocational training ecosystem. Catering to diverse institutions, including ITIs and other skill development organizations, NIMI is offering free access to digital content through the Bharat Skill Portal.

As the nodal organization for crafting Instructional Media Packages (IMPs), NIMI's mandate encompasses the creation of digital content and comprehensive question banks for various vocational courses. Its content

development process is rooted in a meticulous assessment of trainee needs and curriculum specifications outlined by the DGT, ensuring alignment with industry standards and learner expectations.

Further enhancing its services, NIMI leverages state-of-the-art facilities and infrastructure to design, produce, and distribute instructional media for both long-term and short-term training programs. The institute's initiatives include the development of an advanced mock test application equipped with performance analytics, aimed at bolstering trainee preparedness. In addition to its core activities, NIMI specializes in translating instructional content and question banks into Hindi and other regional languages, ensuring broader accessibility and inclusivity for learners across the nation. Through these efforts, NIMI continues to integrate modern technology to meet the evolving demands of the skill ecosystem and foster a future-ready workforce.



*Fig. 4.72 Shri Jayant Chaudhary, Hon'ble Minister, MSDE, launching CITS Book at Kaushal Bhavan, New Delhi, during the Kaushal Deekshant Samaroh /Skill Convocation Ceremony on October 26th 2024*

#### 4.10.2. Vision

NIMI aspires to establish itself as a global benchmark in vocational education and training, serving as the nodal organization for the creation and dissemination of cutting-edge instructional media packages and digital content. With a steadfast commitment to the nation's demographic potential, NIMI is advancing experiential learning by integrating AR and VR-based content for various trades. These initiatives aim to cultivate immersive learning environments that prepare trainees for Industry 4.0 and beyond.

Recognizing the diverse needs of learners across India, NIMI incorporates innovative methodologies such as blended learning techniques, e-learning resources, and advanced technologies including QR codes, 2D, and 3D models. Its content development process emphasizes multilingual accessibility, ensuring that learners in remote and underserved regions can benefit equally. By bridging the gap between traditional training methods and modern technological advancements, NIMI continues to transform the vocational education landscape, setting a trajectory for national and global impact.

#### 4.10.3. Major Activities

- Launch of NIMI Mock Test 2.0, enabling ITI trainees to prepare for exams through customized and timed tests.
- Publishing of 115 English trade books and 79 Hindi translations for Craftsmen Training Scheme.



- Publishing of 30 Titles for 10 trades under Crafts Instructor Training Scheme
- Publication of instructional materials in 13 regional languages, including Hindi, Tamil, Marathi, Gujarati, Oriya, Telugu, Kannada, Malayalam, Punjabi, Bengali, Urdu, and Assamese.
- Translation of 240 titles into 12 regional languages, leveraging advanced tools for accuracy and speed.
- Development of 119 hours of blended learning content in English and 720 hours in regional languages.
- Pilot implementation of VR-based training in five ITIs across Maharashtra, Odisha, Andhra Pradesh, Assam, and Uttar Pradesh.

#### 4.10.4. Non-Core Activities

1. NIMI's Role in STRIVE Implementation: NIMI served as the pivotal implementing agency for the STRIVE project, tasked with executing, monitoring, and coordinating activities to strengthen vocational training. Its role included managing resource allocation, ensuring adherence to project timelines, and developing blended learning content to enhance learning outcomes. By leveraging cutting-edge technologies and fostering industry collaborations, NIMI ensured the project's alignment with national skill development goals.
2. Implementation of the STRIVE project aimed at strengthening the vocational training ecosystem through:
  - i. Development of blended learning content
  - ii. Instructional media packages (IMPs) development
  - iii. Drone technology training for trainers
  - iv. Apprenticeship regional workshops
  - v. Capacity building training on employability skills
  - vi. Procurement and implementation of VR-based content
  - vii. Lab upgrades at NSTI's
  - viii. Self-defense training for female trainees
  - ix. Drone operating training at IGRUA
  - x. Mock Test App development
  - xi. Compilation of 75 success stories in HD format
  - xii. BISAG Channel AV lab and industry video shooting
  - xiii. Capacity building of officials under MDP programme through IIM-Kozhikode
  - xiv. Translation of NIMI books through Anuvadini
  - xv. In-house translation of NIMI books
  - xvi. Trainer training (ToT) at IACE Gandhinagar.

# 5

## Schemes & Initiatives



### 5.1. Flagship Schemes under Skill India Program

#### 5.1.1. Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

##### I. Introduction & Background

PMKVY is the flagship scheme of the MSDE. The scheme was launched in 2015 to provide short-term skill training, Recognition of Prior Learning (RPL), and upskilling opportunities for youth across India.

PMKVY aims to enhance employability by offering training in job roles aligned with industry requirements. It provides free training and certification to ensure that candidates acquire skills relevant to the labour market.

Since its inception, PMKVY has trained more than **1.60 crore candidates** across its different phases. The current iteration, **PMKVY 4.0**, is focused on industry-driven skilling and new-age courses in areas such as artificial intelligence, robotics, mechatronics, IoT, and drones.

##### II. Evolution of PMKVY

###### A. PMKVY 1.0 (2015-16)

PMKVY was launched as a **pilot scheme** in 2015. The scheme aimed to encourage skill development by providing free short-duration training and offering monetary incentives to candidates upon certification.

During this phase, around **19.86 lakh candidates** were trained or oriented across India.

###### B. PMKVY 2.0 (2016-20)

After the successful pilot, the Union Cabinet approved PMKVY for four more years, targeting **1 crore youth**. The scheme had an outlay of <sup>1</sup> **12,000 crore** and was implemented through two components:

1. **Centrally Sponsored Centrally Managed (CSCM):** This was the central component implemented by MSDE through NSDC, with **75% of the total outlay**.
2. **Centrally Sponsored State Managed (CSSM):** This was the state component, implemented by SSDMs, with **25% of the total outlay**.

Under PMKVY 2.0, a total of **1.10 crore candidates** were trained.

###### C. PMKVY 3.0 (2020-22)

PMKVY 3.0 was launched on **15<sup>th</sup> January 2021**, with a target of **8 lakh candidates** and an outlay of **₹ 948.9 crore**. The scheme was implemented in a similar manner with both **central and state components**.

Two special programs were implemented under this phase:

1. **Customized Crash Course for COVID Warriors (CCCP for CW):** This program was launched in **June, 2021** to address the shortage of skilled health workers experienced during COVID-19 pandemic.
2. **Skill Hub Initiative (SHI):** Launched in **January 2022**, SHI aimed to integrate and mainstream vocational education with general education as part of the National Education Policy (NEP), 2020.

A total of **7.37 lakh candidates** were trained under PMKVY 3.0.

#### D. PMKVY 4.0 (2022-26)

PMKVY 4.0 was announced in the **Union Budget 2023-24** with a focus on **new-age courses** related to **Industry 4.0, AI, robotics, mechatronics, IoT, and drones**.

During the Expenditure Finance Committee (EFC) meeting held on **27<sup>th</sup> July 2022**, it was decided that PMKVY 4.0, along with PM-NAPS and the Scheme for Support to Jan ShikshanSansthan, would be components of a **composite central sector scheme named the Skill India Programme**.

As of **9<sup>th</sup> January 2025**, PMKVY 4.0 has enrolled **28.11 lakh candidates**. Among them, **23.28 lakh candidates** have completed their training, while **2.52 lakh candidates** are currently undergoing training.

### III. Pradhan Mantri Kaushal Vikas Yojana (1,2,3,4)- An Overview

A summary on physical progress under the scheme has been tabulated as under

**Tab. 5.1: Summary: Achievements of the PMKVY**

Scheme	Component	Trained				Total Certified	Total Reported Placed
		STT	RPL	Special Projects	Total Trained		
<b>STAR</b>	-	14,00,844	0*	0**	14,00,844	8,68,880	NA
<i>PMKVY (1.0, 2.0,3.0 and 4.0</i>	CSCM + CSSM	86,46,993	69,85,864	4,20,031	1,60,52,888	1,24,38,546	24,37,887
<b>PMKVY 1.0</b>	CSCM	18,04,206	1,81,810	0**	19,86,016	14,51,636	2,53,296
<b>PMKVY 2.0</b>	CSCM	38,11,857	61,41,870	2,13,844	1,01,67,571	84,96,771	19,11,182
	CSSM	8,26,350	N/A	6,787	8,33,137	6,60,776	2,30,393
<b>PMKVY 3.0</b>	CSCM	2,94,873	1,76,491	1,08,702	5,80,066	4,03,389	32,233
	CSSM	64,577	86,214	6,645	1,57,436	1,06,164	10,783
<b>PMKVY 4.0</b>	CSCM	18,45,130	3,99,479	84,053	23,28,662	13,19,810	***
<b>Grand Total (PMKVY + STAR)</b>		<b>1,00,47,837</b>	<b>69,85,864</b>	<b>4,20,031</b>	<b>1,74,53,732</b>	<b>1,33,07,426</b>	<b>24,37,887</b>

\*RPL projects were not implemented during STAR

\*\*No Special projects were implemented during STAR and PMKVY 1.0

Note:

STAR stands for "Standard Training Assessment and Reward Scheme".

\*\*\*Placement tracking has been delinked from PMKVY 4.0.

Placement figures as applicable to candidates under STT & SP



MSDE has **disbursed** a total fund of ₹ **11,215 crore** for implementation of PMKVY across the country out of which ₹ **10,513.13 crore** has been **utilized** till 31<sup>st</sup> Dec 2024.

**Tab. 5.2: Financial progress summary under PMKVY - Pan India (₹ in crore)**

Versions Of PMKVY	Central Component (CSCM)		State Component*		Total (CSCM+CSSM) (CSSM)	
	Funds Released	Funds Utilized	Funds Released	Funds Utilized	Funds Released	Funds Utilized
PMKVY 1.0	1,335.00	1,174.48	-	-	1,335.00	1,174.48
PMKVY 2.0	6,611.02	6,525.04	1,257.91	1,003.36	7,868.93	7,528.40
PMKVY 3.0	644.27	457.83	122.96	107.9	767.23	565.73
PMKVY 4.0	1,244.52	1,244.52	-	-	1,244.52	1,244.52
<b>Total</b>	<b>9,834.81</b>	<b>9,401.87</b>	<b>1,380.87</b>	<b>1,111.26</b>	<b>11,215.68</b>	<b>10,513.13</b>

\*Scheme was implemented under State Component during PMKVY 2.0 and PMKVY 3.0 only

**Data till 31.12.2024**

#### **IV. PMKVY 4.0 – Key Features & Innovations**

##### **i. Demand-Driven Skilling Approach**

PMKVY 4.0 follows a **demand-driven approach** aligned with **government priorities and industry needs**. MSDE conducts **skill gap studies, industry consultations, and analyzes District Skill Development Plans (DSDPs)** to identify emerging sectors and workforce requirements.

##### **ii. Sector & Cluster-Level Skilling**

The scheme emphasizes **sectoral skilling**, targeting **industry clusters and economic zones**. For example, in **Tamil Nadu**, the scheme partners with **Tamil Nadu Spinning Mills Association (TASMA)** and its member industries to train workers in the **textile sector**.

In the **leather sector**, the **Leather Sector Skill Council (LSSC)** collaborates with the **Council for Leather Exports, U.P. Leather Industries Association, and Indian Leather Products Association** to implement skilling projects in **Kanpur and Agra leather clusters**.

##### **iii. On-the-Job Training (OJT) Model**

PMKVY 4.0 integrates **OJT** to provide **real-life industry experience**. The OJT module enhances **practical skills, industry exposure and workplace readiness**.

##### **iv. New-Age & Technology-Focused Courses**

PMKVY 4.0 introduces **over 400 futuristic job roles** in various sectors **Industry 4.0, AI, machine learning, precision engineering, cybersecurity, electric mobility, and renewable energy**.

In the **aerospace sector**, **Hindustan Aeronautics Limited (HAL)** is conducting programs in **Aerospace CNC Machinists, Aerospace Structural Fitters, and Aerospace Composite Technicians**.

v. **Flexible & Hybrid Training Models**

PMKVY 4.0 incorporates **blended learning approaches**, including **micro-credentials and modular training**, to meet the needs of various workforce segments, such as, **gig workers, international job seekers, and existing employees**.

For instance, the **Beauty & Wellness Sector Skill Council (BWSSC)** collaborates with **VLCC, Cleopatra, and Blossom Kocher** to offer **self-employment-focused skilling**.

vi. **Cross-Utilization of Training Infrastructure**

The scheme leverages **existing educational and training infrastructure** by setting up **SICs** in **schools, colleges, universities, ITIs, and other government institutions**. More than **13,500 SICs** are imparting skilling under PMKVY 4.0 including:

- 1,450+ schools
- 800+ AICTE-affiliated colleges
- 3,250+ ITIs
- 230+ UGC-recognized institutes
- 12 central government universities
- 13 Institutes of National Importance

vii. **Financial Progress under PMKVY 4.0**

- As on 31<sup>st</sup> Dec 2024, 100% of the funds released under PMKVY 4.0 viz. Rs. 1244.52 Crores have been utilized.

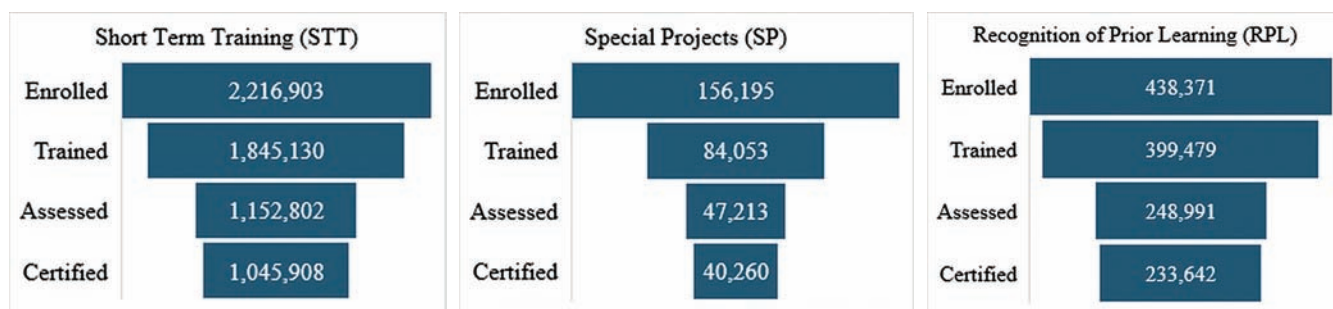


Fig. 5.1: Training type-wise physical progress summary under PMKVY 4.0 is provided below (as on 09.01.2025):

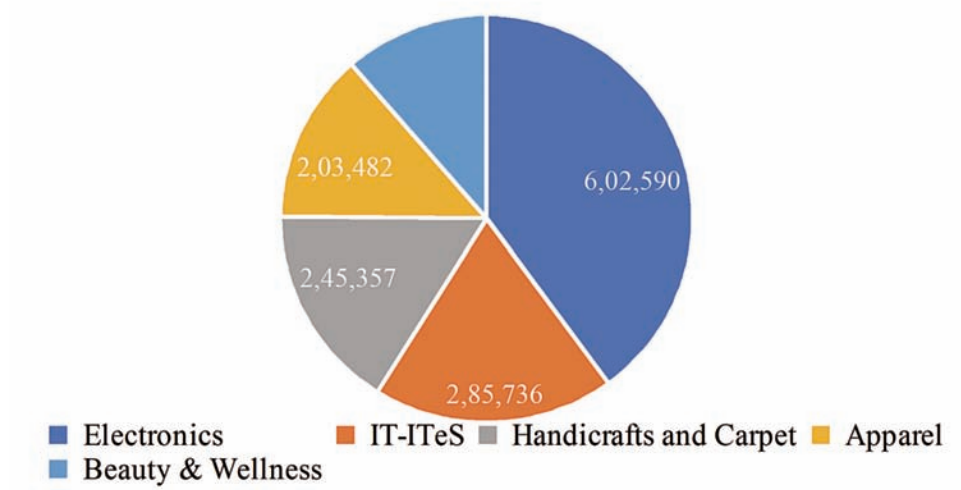
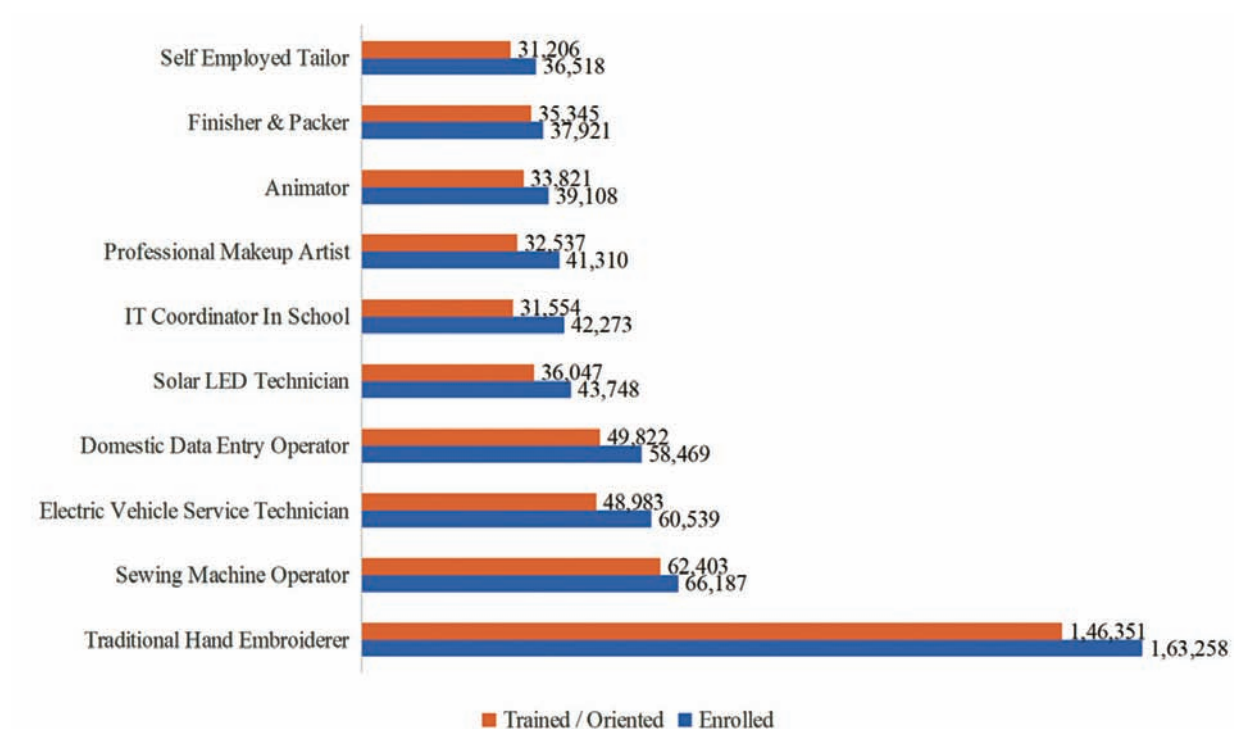


Fig. 5.2: Top 5 Sectors under PMKVY 4.0 (based on enrolled numbers)



*Fig. 5.3: Top 10 job roles (based on number of enrolled numbers) under PMKVY 4.0*

- Overall State-wise training details of PMKVY 4.0 ( as on 09.01.2025) may be seen at **Annexure-8**

PMKVY 4.0 has introduced several innovations and enhancements to create a flexible, technology-driven, and inclusive skilling ecosystem. The scheme aligns with national policies, technological advancements, and industry-driven requirements, ensuring that India's workforce is equipped for future jobs.

#### viii. **Integration of Skill Development with the National Education Policy (NEP) 2020**

PMKVY 4.0 aligns with NEP 2020 to enable mobility between vocational and academic learning. Skilling qualifications under the scheme are recorded in the Academic Bank of Credits (ABC), allowing candidates to earn, store, and transfer credits between educational institutions and training programs. This integration ensures flexible career pathways, enabling candidates to pursue further education, shift across domains, or enter the workforce with recognized skill certifications.

It also promotes the mainstreaming of vocational education, allowing skilling to be recognized at par with traditional academic learning.

#### ix. **Adoption of Technology to Enhance Quality & Monitoring**

PMKVY 4.0 leverages technology to improve training efficiency, monitoring, and accountability. The **SIDH** is a comprehensive digital platform that ensures **end-to-end skilling lifecycle management**.

Key Features of SIDH:

- E-KYC & Aadhaar-Enabled Biometric Attendance System (AEBAS) ensures authentic participation and prevents duplicate enrolments.
- QR Code-Enabled Digital Certificates enabling verification of credentials.
- Candidate tracking maintains a digital record of enrolment, training progress, assessments and placements.



- AI & ML integration provides candidate-specific recommendations, improving employer-candidate matchmaking.

#### x. **Integration of Employability, Life & Soft Skills**

PMKVY 4.0 incorporates **employability and life skills** in all skilling programs to enhance **workplace readiness and adaptability**. A structured **Employability Skill Module** has been introduced across all courses, covering:

- **Financial literacy** – Digital banking, budgeting, and taxation
- **Digital skills** – Basic IT, data security, and cybersecurity awareness
- **Career guidance** – Resume writing, interview skills, and professional etiquette
- **Life skills** – Communication, teamwork, problem-solving, and decision-making.

#### xi. **Building an Inclusive Skilling Ecosystem**

PMKVY 4.0 is committed to fostering inclusivity by ensuring that marginalized communities, including SC, ST, women, and PwDs, have access to skill training and opportunities for wage and self-employment. To support women and PwDs, the scheme provides boarding, lodging, and transport facilities as defined in Common Norms. Additionally, for non-residential training, women and PwDs are entitled to conveyance costs as per Common Norms. Further support is provided to PwD candidates through financial assistance of <sup>1</sup> 5,000, which is allocated to training providers for the procurement of assistive devices, aids, and appliances, enhancing their learning experience and employability.

#### xii. **Special Interventions in Aspirational & Difficult Areas**

PMKVY 4.0 through Special Projects prioritizes skilling in Left-Wing Extremism (LWE) districts, border regions, and aspirational districts to promote local employability. Focus is given to handicrafts, agro-processing, and renewable energy sectors to support sustainable livelihoods.

#### xiii. **Convergence with Other Government Initiatives**

PMKVY 4.0 actively collaborates with other government schemes to ensure a unified and strategic alignment of skilling initiatives, promoting comprehensive and inclusive developments. MSDE has been engaging with various Central Ministries / Departments for implementation of skilling component of multiple flagship schemes and missions such as India AI Mission, Semiconductor Mission, National Action Plan for Toys with DPIIT, etc. Further, during the last one-year MSDE has consulted 90+ industries across multiple sectors namely Semi-Conductor, Green Jobs, IT-ITeS, Security, Agriculture and Farm Mechanisation, Fisheries, Pharmaceuticals and Life Sciences, Automotive, Iron & Steel, Logistics, Tourism and Hospitality, Constructions, Chemicals, Electronics, Healthcare, Telecom, Retail, BFSI, FMCG, and E-commerce. Some of the prominent industries that participated in the consultation sessions are Larsen and Toubro, Flipkart, Swiggy, CREDAI, Amazon Web Services, Zomato, Transworld, Power Grid, TCS, Wipro, IBM, Red Hat, Barclays, Zydus, Adani Agri Fresh Ltd, Hero Moto Corp, Toyota, Maruti Suzuki, GMR, Bosch, Sony Ericsson, Jindal Steel Power, Arcelor Mittal, Nippon, Leela Hotels, Taj Hotels, Marriott Hotels, HDFC Bank, Tata Electronics, Linde, Avanti Feeds Ltd, Escorts Kubota Ltd, Bengal Chambers of Commerce, Mahindra Agribusiness, Tata Motors Ltd, FADA, JBM Group, Minda Industries Ltd, Subros Ltd, Toyota Kirloskar Motor, Eicher Motors Ltd etc.

#### V. **Training of Trainer and Assessor**

The scheme envisaged ToT/ToA as a crucial piece for skill training of youth. It aimed to create an effective and enabling ecosystem for providing quality and timely training of trainers and assessors. A

**national pool of over 73,000 trainers and 14,000 assessors** has been created to ensure **quality skilling across training centres**.

Compact Training Modules were developed and imparted in residential, online and hybrid modes for ToT/ToA. A pool of quality Master Trainers and Master Assessors have also been expanded in all NSQF aligned job-roles ensuring geographic coverage imparting quality training in regional languages.

To meet the increasing needs to trainers and assessors spread, the scheme introduced ToT/ToA through institutes of eminence, national training institutions, Industries, etc. Institutes like – Indian Institute of technology, Guwahati, Directorate of Indian Army Veterans, Center for Research and Industrial Staff Performance (CRISP), Symbiosis Open Education Society, Skill Universities were onboarded to conduct training of trainer and assessors with focus on future skills.

#### **A. Case Study on Training of Trainers (ToT):**

- **Directorate of Indian Army Veterans (DIAV):**

ToT programme is being implemented by retirees from Indian Army. Trainees post training and assessment are awarded NSQF aligned skill certificate thereby increasing an individual's post-retirement job opportunities. The job-roles focused are Security Supervisor, CCTV Supervisor & Security Guard, Solar PV Technician, Life guard, Micro Irrigation Technician.



*Fig. 5.4: Snapshots of ToT programme*

- **Centre for Research and Industrial Staff Performance (CRISP)**

Eminent institutions with expertise in conducting trainer programmes have been engaged to deliver ToT programmes under PMKVY. The CRISP which is as an autonomous Society of the Department of Technical Education & Skill Development, Government of Madhya Pradesh was onboarded for delivering ToT/ToA programme. It is headquartered in Bhopal, MP with lab and classroom facilities and affiliated centres spread across the state of Madhya Pradesh.

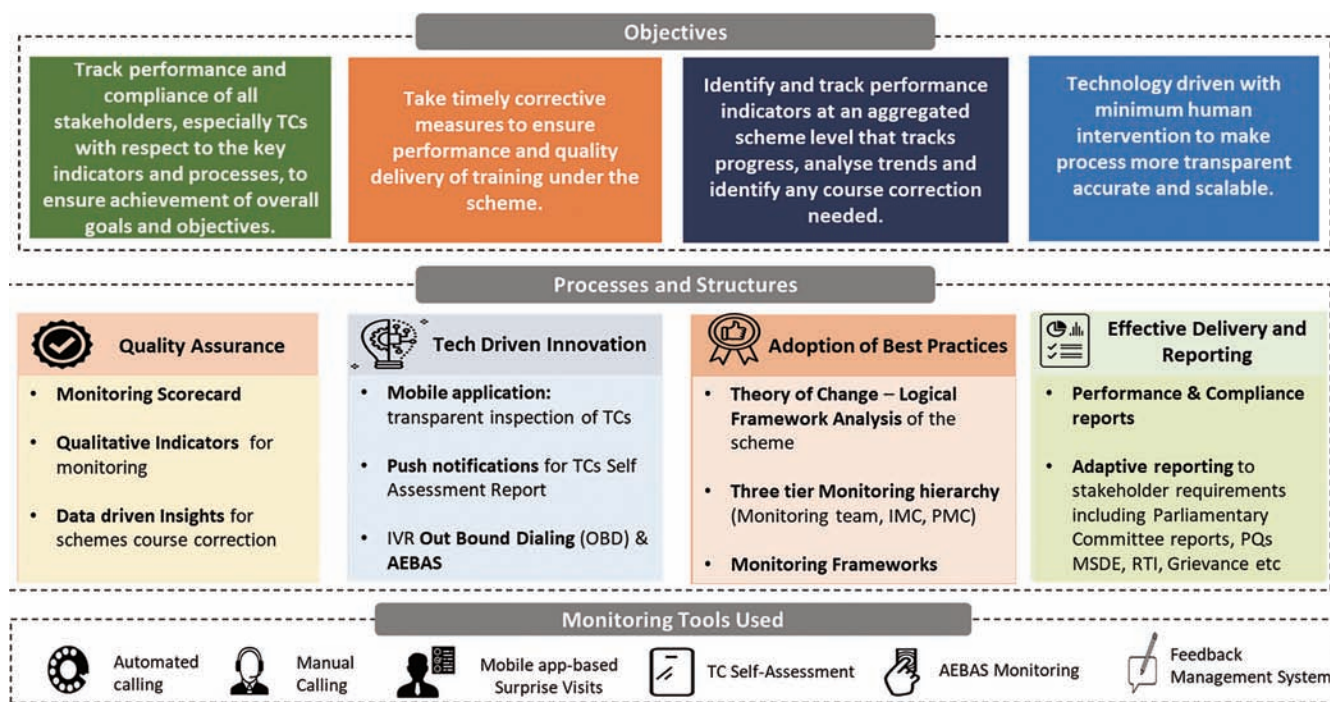
The training was delivered in the residential mode with excellent classroom and lab facilities provided to the trainers. The training was imparted in different job-roles including futuristic skill such as Industrial Automation, Network System Associate, Machine Learning Engineer, Additive Manufacturing and PLC Programmer and Trouble Shooter. These sessions were delivered by highly trained master trainers having several years of experience in the industry.

## **VI. Monitoring & Compliance Framework**

### **Strengthened Monitoring Approach**

PMKVY 4.0 has introduced a multi-tier monitoring framework to ensure quality training, compliance,

and transparency in scheme implementation. This framework includes physical inspections, digital tracking, and AI-driven analytics.



The primary **objectives of the monitoring system** are:

1. **Ensuring Infrastructure Compliance** – Verification of **training centers, classroom facilities, labs, and equipment** against predefined quality standards.
2. **Trainer & Assessor Accreditation** – Ensuring that **only NSQF-certified trainers and assessors** conduct training programs.
3. **Real-Time Candidate Tracking** – Use of **Aadhaar-Enabled Biometric Attendance System (AEBAS)** to monitor **training completion rates**.
4. **Placement Verification** – **Post-training follow-ups** to track **employment status and wage growth** among trained candidates.
5. **Fraud Prevention & Compliance Enforcement** – **Blacklisting, penalization, and target revocation** for non-compliant training centers.

#### Monitoring approach for PMKVY 4.0

##### 1. Physical Inspections & Surprise Audits

Regular and surprise visits to the training centres are conducted by **MSDE and NSDC** to ensure that training centers comply with PMKVY guidelines and identify **quality lapses, infrastructure deficiencies, and operational non-compliance**.

##### 2. Digital Monitoring via Skill India Digital Hub (SIDH)

The **SIDH** is a **technology-driven monitoring system** that enables **real-time tracking of training programs**.

##### 3. Performance-Based Grading System for Training Centers



PMKVY through Accreditation & Affiliation guidelines has a **performance-based grading system** for training centers to ensure quality, efficiency, and accountability in skill development. This system evaluates training providers based on multiple parameters, including **infrastructure quality, trainer competency, and compliance with PMKVY guidelines**. Centers that consistently meet high standards receive positive ratings, encouraging best practices in skill training.

Low-performing centers are subject to corrective measures, including **penalties, revocation of training targets, and potential blacklisting** in cases of repeated non-compliance.

## VII. Convergence under PMKVY 4.0

PMKVY 4.0 adopts a **Whole-of-Government (WoG) approach** to integrate skilling initiatives with **other flagship government programs**. This ensures **synergy between various ministries, departments, and industry stakeholders**, optimizing resources and aligning workforce development with national economic priorities.

Convergence under PMKVY 4.0 aims to:

1. **Enhance the efficiency** of skill development programs by avoiding duplication of efforts.
2. **Leverage existing infrastructure** from other government initiatives.
3. **Increase accessibility** of skill development programs across various sectors.
4. **Ensure alignment with industry demand** by integrating skilling with economic and industrial policies.

## VIII. Integration With National Priorities and Government Schemes

### A. Skilling Under Renewable Energy & Sustainability Missions

- **PM Surya Ghar Muft Bijli Yojana:** PMKVY 4.0 provides **training for solar panel technicians** to support the government's goal of promoting rooftop solar installations under the **PM Surya Ghar: Muft Bijli Yojana**. **4,907 candidates enrolled** under this program out of which **3,962 candidates trained** in solar panel installation, maintenance, and operations.
- **National Green Hydrogen Mission (NGHM):** To meet the demand for skilled workers in the green energy sector, PMKVY 4.0 has integrated training under the **National Green Hydrogen Mission (NGHM)**. **3,509 candidates enrolled** and 1,507 candidates trained in hydrogen energy-related job roles.
- **India Cooling Action Plan (ICAP):** The **ICAP** focuses on developing skills for the **HVAC (Heating, Ventilation, and Air Conditioning) and refrigeration industry**.

### B. Convergence with Social Welfare & Tribal Development Programs

- **PM Janjati Adivasi Nyaya Maha Abhiyan (PM-JANMAN) :** PMKVY 4.0 integrates with **PM-JANMAN**, a tribal welfare initiative, to provide **livelihood-based skilling** for tribal youth with enrollments of 719 **candidates** out of which 312 **candidates trained** in enterprise development.
- **Training of Adolescent Girls (MoWCD – Project VIKALP):** The Ministry of Women and Child Development (MoWCD) has collaborated with PMKVY to provide skill-based training to **adolescent girls** under **Project VIKALP**. The pilot has been launched for 27 districts covering 19 States/UTs on pilot targeting 3,850 beneficiaries. **60+ candidates enrolled** in initial training programs focusing on **self-employment and micro-enterprises**.

### C. Skilling Integration with Financial Inclusion & Public Distribution Schemes

- **Training of Fair Price Shop (FPS) Owners:** Under a partnership with the **Ministry of Consumer Affairs, Food & Public Distribution**, PMKVY 4.0 is training **FPS owners** in **digital transactions, inventory management, and customer service**. Under this initiative, **93 candidates** trained to improve operations and **integrate digital payment solutions** into public distribution systems.

**Tab. 5.3: Performance snapshot of training under Convergence**

Ministry/Department	Integrated Skilling Program	Candidates Enrolled	Candidates Trained
Ministry of New & Renewable Energy (MNRE)	PM Surya Ghar Muft Bijli Yojana	4,907	3,962
Ministry of New & Renewable Energy (MNRE)	National Green Hydrogen Mission	3,509	1,507
Ministry of Tribal Affairs	PM-JANMAN	719	312
Ministry of Women & Child Development	Training of Adolescent Girls	64	0
Ministry of Consumer Affairs	Training of Fair Price Shop Owners	93	93
Ministry of Environment, Forest & Climate Change	India Cooling Action Plan	13,287	12,135
Department of Telecommunications	Skilling for 5G Technicians	13,059	5,992
Ministry of Jal Shakti	Nal Jal Mitra Program	2,011	1,568
Ministry of Housing & Urban Affairs	PM SVANidhi Scheme	958	770

## IX. Industry Collaboration & Placement Initiatives

### A. Major Industry Partnerships Under PMKVY 4.0

The success of PMKVY 4.0 is closely linked to its robust industry collaborations, ensuring skill training aligns with market demand. Several prominent partnerships have been forged across various sectors:

- **Aviation Sector:** Air India SATS has collaborated to train 5,000 candidates for employment in ground handling and airport services.
- **Logistics Sector:** Flipkart's Supply Chain Operations Academy (SCOA) has facilitated training for 16,000 candidates in e-commerce logistics and supply chain management.
- **Green Jobs Initiative:** The Skill Council for Green Jobs (SCGJ) has engaged with organizations including HPCL, BPCL, NTPC, and ONGC to deliver specialized training in the Green Hydrogen sector, contributing to India's sustainable energy transition.

### B. Placement & Wage Tracking Mechanisms

## X. Pradhan Mantri Kaushal Kendra (PMKK)

### A. PMKK Implementation Overview

Pradhan Mantri Kaushal Kendras (PMKKs) serve as model training centers established to ensure

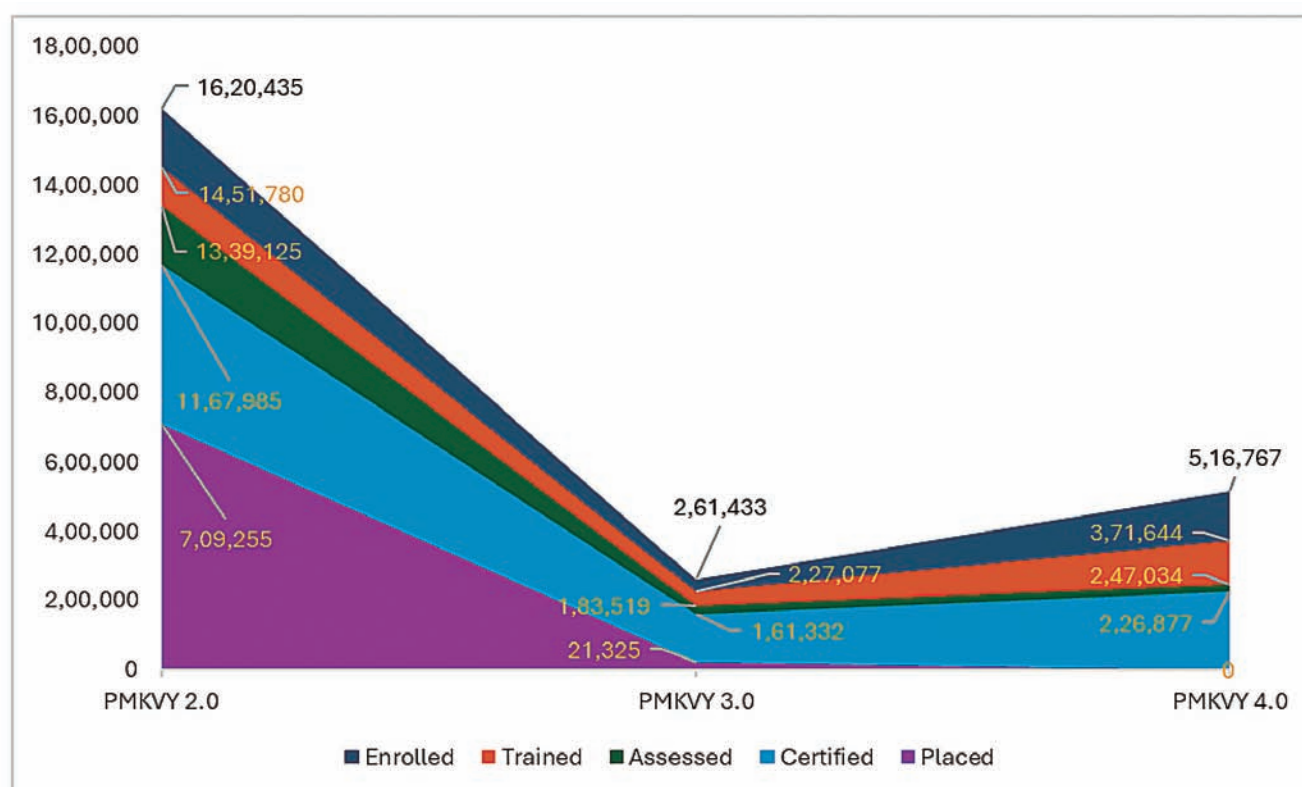
high-quality skill development infrastructure across India. These centers function as standardized training hubs at the district level, aimed at enhancing skilling facilities and improving employment opportunities for candidates.

## B. PMKK Implementation Status (As of 31<sup>st</sup> December 2024)

The initiative has significantly expanded, covering a majority of India's districts. As of December 2024, a total of 818 PMKKs have been allocated, of which 714 are operational. These centers have extended their reach to 707 out of 785 districts, ensuring broad accessibility to skilling opportunities.

**Tab. 5.4: PMKK centers summary**

Categories	Achievement
Total No. of Districts in India	785
Districts Covered by PMKK	707
PMKKs Allocated	818
PMKKs Operational	714



*\*Placement tracking has been delinked from PMKVY 4.0*

**Fig. 5.5: PMKK centres update (under CSCM STT) summary (as on 31.12.2024):**

Statewise detail of PMKK centres is given in Annexure-9.



## XI. PMKVY success stories and case studies

The following case studies explore the successful implementation of PMKVY 4.0, the flagship scheme of the MSDE. The scheme aims to empower youth by training them in industry relevant skills helping them secure decent employment and livelihood opportunities.

### Case Study 1: Breaking Barriers: Payel's Journey to Independence

**Introduction:** Payel Roy Majumder, a determined individual from South Tripura whose journey from completing only Class 10<sup>th</sup> to securing a promising career is nothing short of inspiring. Payel embarked on her path to success by enrolling in the Skill Development Training program, Assistant Machine Operator-Injection Moulding of Plastic, CIPET Agartala under PMKVY 4.0. She immersed herself in learning the intricacies of operating various types of injection Moulding machines—a field overwhelmingly dominated by men.



**Outcome:** Her perseverance paid off when she started working at Ananda Spices Industry in Agartala as a Machine Operator. With a monthly salary of <sup>1</sup> 10,960/-, Payel not only achieved financial stability but also proved that with the right skills and determination, one can overcome any obstacle.

### Case Study 2: Weaving Dreams into Reality: The Success Story of Purabi Pegu

**Introduction:** From the picturesque town of Dhemaji, Assam, emerges the inspiring story of Purabi Pegu, a woman who turned her passion for traditional handloom weaving into a thriving career. Hailing from Silapathar, Junakinagar, Purabi grew up in a region renowned for its vibrant cultural heritage. Fascinated by the intricate patterns and rich colors of Assamese handlooms, she dreamt of mastering the craft and sharing her creations with the world.



**Challenges:** Despite her talent and determination, Purabi faced several challenges. Limited resources and lack of formal training restricted her ability to fully explore her potential. However, her family's unwavering support became the foundation for her pursuit of excellence. Recognizing the importance of professional training, Purabi enrolled in the PMKVY 4.0 program at North Eastern Handicrafts and Handlooms Development Corporation (NEHHDC) in Guwahati, Assam.

#### Training and Learning:

At NEHHDC, Purabi received comprehensive training in Jacquard weaving—a specialized handloom technique. She learned not just weaving but also technical skills like card punching, designing, and calendaring. The structured program under PMKVY enabled her to refine her craft, turning her passion into a professional skill set.

#### Impact

Upon completing her training, Purabi began creating handloom products that quickly garnered recognition in her locality and neighbouring districts. Her innovative designs and mastery of Jacquard weaving earned her opportunities to participate in regional exhibitions and fairs.



Today, Purabi Pegu is a certified Jacquard Weaver whose creations epitomize elegance and authenticity. Her success has significantly improved her family's livelihood and inspired others in her community to pursue their aspirations. By transforming her dreams into reality, Purabi has set an example of resilience and determination under the PMKVY scheme.

The stories as mentioned above are just the highlights of PMKVY 4.0. The PMKVY 4.0 initiative continues to transform lives across India. By empowering women, creating skilled professionals, and promoting inclusive growth, the program stands as a testament to the power of skill development in driving socioeconomic progress.

### Case study 3: Empowering Lives through PMKVY 4.0 Scheme

**Introduction:** The PMKVY 4.0 is a flagship skill development scheme by the Government of India aimed at enabling the underprivileged sections of society to acquire industry-relevant skills. This initiative has proven to be a beacon of hope for many, empowering individuals to break the chains of poverty and achieve a better standard of living. One such success story is that of Manish Kumar Sharma, a young man from Chittorgarh, Rajasthan, whose life has been transformed through the PMKVY 4.0 scheme.



#### Background:

Manish Kumar Sharma, from Chittorgarh, Rajasthan, faced financial hardships and limited access to education. Despite these challenges, he aspired to improve his skills and secure a better future. Discovering the PMKVY 4.0 scheme, Manish saw it as a chance to transform his life. He enrolled in a textile training program at Nitin Spinners Limited Begun.

#### Outcome and impact of training under PMKVY 4.0:

- **Skill Development:** Gained expertise in textile machinery and operations through hands-on training.
- **Certification:** Received a government-accredited certificate in job role as Fabric Checker.
- **Employment:** Secured a job as a Fabric Checker with a monthly salary of <sup>1</sup> 18,000, achieving financial independence.

**Family Support:** His stable income has improved his family's quality of life and brought them happiness.

### Case Study 4: Transforming Careers and Lives through PMKVY 4.0 Scheme

**Introduction:** The PMKVY 4.0, a skill development initiative by the Government of India, has been a game-changer for many individuals, especially those from underprivileged backgrounds. This scheme has provided young minds with the necessary training and skill sets to thrive in various industries. One such inspiring story is that of Megha Vishwanath Sativadekar, a young woman from Thane, Maharashtra, whose life and career have been transformed through the PMKVY 4.0 scheme.



#### Background:

Megha Vishwanath Sativadekar, from Thane, Maharashtra, faced significant challenges growing up, lacking the skills and opportunities to join the workforce. When she discovered the PMKVY 4.0 scheme, particularly its vocational training in the Gems & Jewellery sector, she saw it as a chance to change her life. Megha enrolled in the Metal Setter course at GJSCI's JOSH center in Andheri (E), Seepz – SEZ.

#### Outcome and impact of training under PMKVY 4.0:

- **Skill Development:** Successfully completed the comprehensive Metal Setter course, gaining theoretical and practical expertise in the Gems & Jewellery industry.

- **Job Placement:** Secured a job at Sun Jewels Company after excelling in her assessment.
- **Career Growth:** Earned recognition at work, receiving a salary increment within five months and a promotion scheduled in three months.
- **Financial Independence:** Now earning <sup>1</sup> 20,000 per month, Megha supports her family and enjoys improved financial stability.

#### Case Study 5: Overcoming Challenges: Shruti's Path to Self-Reliance

Shruti Sharma, a determined individual from Indore, embarked on an inspiring journey from completing only Class 12th to securing a promising career. She took the first step toward success by enrolling in the PMKVY 4.0 program at the Indo-German Tool Room, where she trained as a CNC Operator - Vertical Machining Centre.

Her perseverance paid off when she secured a job at Graziano Transmission India Pvt. Ltd. in Greater Noida, earning a monthly salary of <sup>1</sup> 23,300/-. Shruti not only achieved financial stability but also proved that with the right skills and determination, one can overcome any obstacle.



### 5.1.2. National Apprenticeship Promotion Scheme (NAPS) to promote apprenticeship:

The MSDE launched NAPS on 19th August 2016 to provide financial incentive to the establishments undertaking apprenticeship programmes under the Apprentices Act, 1961 and rules, there under.

The scheme has been extended as **NAPS-2** from April 2022 to promote apprenticeship training in the country by providing partial stipend support to the apprentices through Direct Benefit Transfer.

#### I. The objectives of NAPS-2 are as follows:

- To develop skilled workforce for the economy by promotion of on-the-job experiential training.
- To encourage establishments to enrol apprentices by sharing partial stipend support to the apprentices.
- To provide up-skilling opportunities for candidates who have undergone short-term skill training offered by various Central and State Government initiatives.
- To encourage enrolment of apprentices in small establishments especially MSMEs, and those located in the underserved areas such as aspirational districts and NER.

#### II. Guidelines for Implementation of NAPS-2:

The guidelines to implement NAPS-2 were released on 25.08.2023. It builds upon the efforts of the Government of India towards improving ease of doing business by simplifying processes of apprenticeship engagement and further accelerating the momentum created by the previous version of the scheme i.e., NAPS. Central and State Government Departments, as well as PSUs, are not eligible for funding support under NAPS-2.

#### III. Progress Made Under NAPS and NAPS-2 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.



**Tab. 5.5 : Progress made under NAPS since its inception: (Figure in Lakhs)**

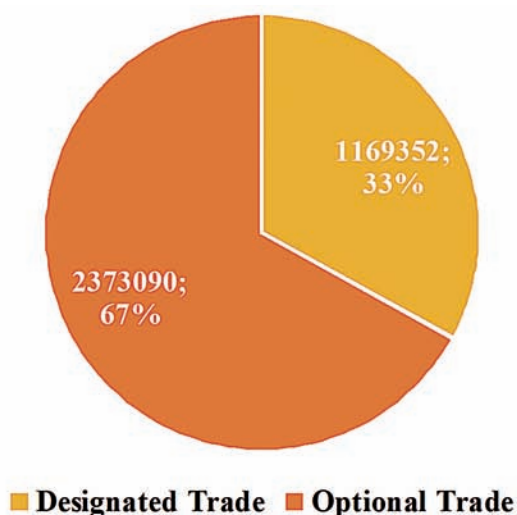
NAPS Phase	Financial Year (FY)	New apprentices enrolled	Establishments registered on the portal*
NAPS	2016-17	1.11	0.18
	2017-18	1.61	0.4
	2018-19	1.98	0.61
	2019-20	2.06	0.75
	2020-21	3.08	1.26
	2021-22	5.9	1.48
NAPS-2	2022-23	7.39	1.7
	2023-24	9.31	2.21
	2024-25 (till 31-12-2024)	7.26	1.93

\*The number of establishments are given as cumulative

Source: [www.apprenticeshipindia.gov.in](http://www.apprenticeshipindia.gov.in)

#### IV. Status of Apprentices enrolled under Designated Trades (DT) and Optional Trades (OT):

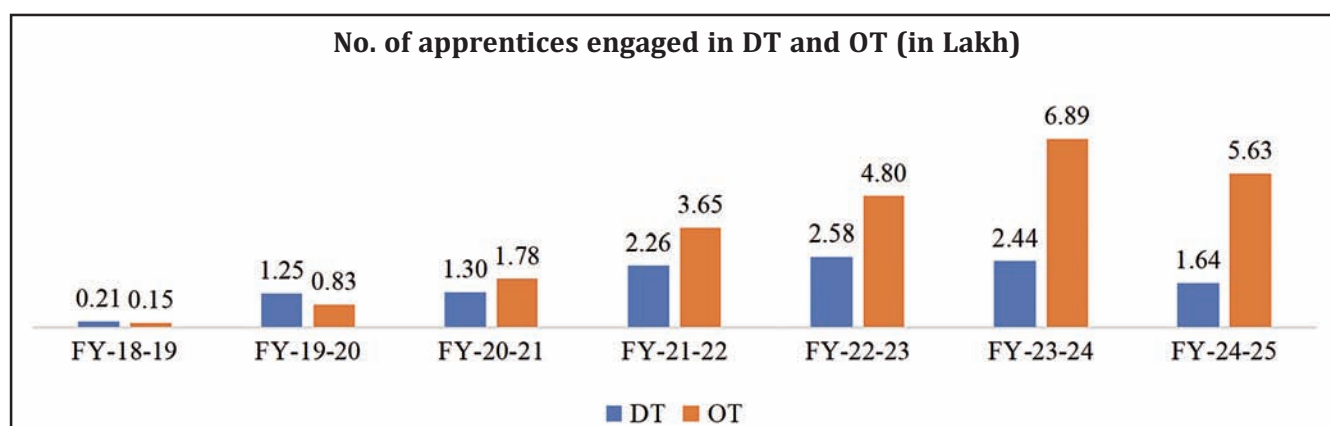
Introduction of OTs has widened the scope of apprenticeship and encouraged higher offtake in the services sector, which was not tapped earlier. The growth of apprentices in the OTs has been significantly higher and now Optional Trade Apprentices outnumber those under DTs. (Figure 5.6)



**Fig. 5.6: Apprentices enrolled under DTs and OTs from FY 2018-19 till FY 2024-25 (till 31.12.2024)**

Source: [apprenticeshipindia.gov.in](http://apprenticeshipindia.gov.in)

Apprentices' engagement under OTs has increased significantly over the years as compared to DTs. The apprentices enrolled under optional trade has increased from 15,192 in FY 2018-19 to 5,62,559 in FY 2024-25 (till 31-12-2024). Hence apprentices have shown preference to services sector trades as compared to manufacturing related trades over the years.



*Fig. 5.7: FY Wise Comparison of Apprentices Engagement under DTs and OTs*

Source: [www.apprenticeshipindia.gov.in](http://www.apprenticeshipindia.gov.in)

## V. Simplification Reforms to Streamline the Implementation of NAPS in 2024-25 (till 31-12-2024)

As per the EFC Scheme document and the NAPS-2 guidelines dated 25 Aug 2023, the target is to enrol 46 lakh apprentices over a period of four (4) years from FY 2022-23 to FY 2025-26. In this regard, the Ministry has proactively worked with various stakeholders to simplify both the portal and the processes, as well as to revise the NAPS guidelines to boost the number of establishments and apprentices. As of December 2024, a total of thirty-three (33) Office Memorandums (OMs) have been issued, aimed at easing the apprenticeship engagement process. Below are the key reforms introduced to streamline the implementation of NAPS-2:

- a) Reconstitution of CAC: The CAC was reconstituted on 16th October 2024 vide gazette notification.
- b) Decriminalization of the Apprentices Act, 1961 through Jan Vishwas 2.0: The MSDE through the 2014 amendment of the Apprentices Act, 1961 had brought several decriminalisation measures including removal of imprisonment of which may extend to six months among others. To further advance the decriminalisation efforts under the act the following additional measures have been propagated through Jan Vishwas 2.0:
  - i. Removal of fines and levying of penalty instead of fines.
  - ii. Introduction of adjudication and appellate Mechanism.
  - iii. Prescribing penalty amounts and other relevant details in the Apprenticeship Rules 1992.

## VI. Mapping of Craftsmen Trade Scheme (CTS) trades with Apprenticeship Trade Scheme (ATS) Trades:

The MSDE is committed to promoting vertical mobility for over 2.5 million students who graduate annually from ITIs with CTC. Apprenticeship training, with over 7.26 Lakh apprentices engaged as on 31.12.2024, has consistently demonstrated its value as a pathway to enhanced employability and skill development. To ensure a smooth transition from ITI graduation to apprenticeship programs, it is essential to align and integrate CTS and ATS trades effectively. This alignment aims to increase the apprenticeship enrolment rate, currently around 20% of eligible graduates, thereby enabling a larger number of ITI graduates to benefit from this critical training opportunity. Significant progress has been made in this direction wherein:

- i. **Mapping of CTS to ATS Trades:** The Central Staff Training and Research Institute (CSTRI) has successfully mapped 100 out of 166 CTS trades to their corresponding ATS trades. The mapping process for the remaining 66 trades is ongoing.

- ii. **Identification and Formalization of PwD Categories:** The process of identifying and formalizing eligible PwD categories within these 100 mapped trades is currently underway.
- iii. **Development of New ATS Trades:** Sixteen trades under the CTS currently lack corresponding ATS trades. These trades require the development of new syllabi to establish their ATS counterparts. This development is in progress.

## **VII. Issuance of Certificate of Proficiency by Establishments under Optional Trade:**

OTs have been introduced under the Apprentices Act, 1961 (amended in 2014) to allow employers to create their own courses/trades for providing training to apprentices. The concept of “Optional Trade” was introduced to give more flexibility to establishment to create courses as per their requirements in the manufacturing, services, trade or any other sector. Sub rule 17 of Rule 7A of the Apprenticeship Rules, 1992 states that “The progress in apprenticeship training of every apprentice in optional trades will be assessed by the employer from time to time and every apprentice who completes his apprenticeship training to the satisfaction of the employer shall be granted a certificate of proficiency by that employer”. In accordance with Sub rule 17 of Rule 7A of the Apprenticeship Rules, 1992, the Certificate of Proficiency (CoP) is being introduced, allowing establishments to issue this certificate to apprentices who are completing their training in an Optional Trade, through the apprenticeship portal. The key features of CoP include:

- i. Allowing establishments to issue this certificate to apprentices completing their training in an OT; through the apprenticeship portal.
- ii. The CoP will be generated based on the practical assessment conducted by the employer/ establishment as per curriculum of the course.
- iii. This CoP will serve solely as recognition that apprentices have completed their apprenticeship training and do not confer any credit. In order to receive credits / NSQF-aligned certificate, apprentices must appear/undergo subsequent theoretical assessment conducted by the concerned SSC or the relevant awarding body.
- iv. Only apprentices who complete the apprenticeship training in a NSQF-aligned Optional trade and are found eligible can undergo theoretical assessment as stated above.

## **VIII. The introduction of the Aadhaar-Enabled Biometric Payment System (AEPS):**

The system was introduced in April 2024 which turned out to be a pivotal step in streamlining the payment of stipends under the NAPS. The system has ensured transparency, accuracy, and accountability in stipend disbursement.

## **IX. Enhanced Portal Functionalities**

- An updated dashboard has been created on apprenticeship portal to monitor the progress of apprenticeship training on various parameter at various levels like State/District level, Candidate level, Establishment level, TPA Level, DBT issued, Sector wise representation of data is done.
- Requests have been received from Andhra Pradesh Skill Universe portal- “Naipunyam” portal for integration of APIs from NAPS data. Such requests have been resolved on case-to-case basis. Similar integration requests are ongoing for state portals of Tamil Nadu and Maharashtra.
- Data de-duplication activity has been conducted for PMIS portal of MCA by sharing the APIs for integration with NAPS Portal.
- Rebate Mapping of ATS CTS courses has been done on NAPS Portal.



- Performance optimization of NAPS portal has been done by upgrading the technologies used in the development of portal

## **X. Initiatives Taken Towards Ramping up of Apprenticeship Engagement:**

As per the EFC Scheme document and the NAPS-2 guidelines dated 25 Aug 2023, the target is to enrol 46 lakh apprentices over a period of four (4) years from FY 2022-23 to FY 2025-26. Hence, the ministry has adopted a multi-pronged approach to enhance the apprenticeship ecosystem. This includes aligning apprenticeship engagement efforts at the state level and with various Central Ministries. The activities have been categorized into two main areas: Policy & Compliance and Operational Coordination, with the following accomplishments during FY 2024-25 (up to 31-12-2024):

### **a. Policy & Compliance:**

- **Reconstitution of CAC:** Gazette notification on the reconstitution of the CAC was published on 16th October 2024.
- **Jan Vishwas 2.0 Inputs:** Inputs towards the decriminalization of the Apprenticeship Act under the Jan Vishwas 2.0 initiative has been shared.
- **TPA Performance Review:** Based on performance reviews, 48 Third-Party Aggregators (TPAs) were de-empanelled, leaving 170 active TPAs currently.

### **b. Operational Coordination:**

- **Zonal Review Meetings:** Conducted four Zonal Review Meetings with states through video conferencing to monitor progress and address challenges to achieve apprenticeship targets for FY 2024-25.
- **Central Ministry Engagement:** Facilitated discussions with various Central Ministries to raise awareness and encourage apprenticeship engagement within organizations under their purview.
- **State Action Plan Sharing:** Requested the State Action Plan from States, detailing strategies to effectively achieve apprenticeship targets for FY 2024-25.
- **Review Meeting:** Facilitated discussions with various SSCs, CPSUs, TPAs to raise awareness and encourage apprenticeship engagement within organizations under their purview.

## **❖ Promoting Apprenticeship Engagement: Collaboration with Key Stakeholders and CPSUs**

Key stakeholders play a pivotal role in fostering the hiring of certified skilled manpower across their respective value chains. To emphasize this responsibility, DO letters were issued to the top 500 companies under NIFTY and CSR initiatives, encouraging them to actively engage apprentices within their organizations.

Additionally, a virtual meeting with SPOCs from CPSUs was held on November 22, 2024. During the meeting, CPSUs were urged to actively promote apprenticeships among relevant stakeholders through various initiatives, including awareness campaigns, workshops in schools, colleges, ITIs, and industry clusters. Furthermore, CPSUs were encouraged to explore opportunities to engage the readily available pool of candidates for contract generation, thereby supporting the broader objective of enhancing apprenticeship participation.

## **❖ International Partnership**

The United Nations Development Programme (UNDP), in collaboration with MSDE, NSDC, and UNICEF – YuWaah, launched the “Advantage Apprenticeship” digital campaign today. The campaign aims to

transform the apprenticeship landscape in India and bridge the gap between education and employment for young people.

The month-long campaign aims to promote the importance of apprenticeships through animated video explainers, engaging apprenticeship jingles, touching human interest stories, and dynamic social media initiatives. The goal is to connect with employers and youth in regions with low apprenticeship engagement.



*Fig. 5.8: Launch of "Advance Apprenticeship" Digital Campaign*

#### ❖ ***Progress Monitoring***

Apprenticeship monitoring through AAs, RDSDEs, JAAs, SAAs, AAAs is being strengthened along with a three level monitoring system at Central, regional and State level to support dedicated capacity building, advocacy for all stakeholders to promote awareness, increase candidate enrolment, drive industry participation. MSDE officials have also visited to various industries in different States to review the progress of apprenticeship training at shop floor. To enhance industry participation, advisories are being issued to establishments, which have not been engaging apprentices under NAPS portal.

Additionally, the MSDE, in collaboration with NSDC, has outsourced a call centre operated by Vision India Private Limited, located in Noida. The primary objective of the call centre is to address and resolve queries raised by candidates enrolled in various MSDE schemes effectively. On October 4, 2024, senior officials conducted a visit to the call centre to review its operations and ensure its seamless functioning in providing prompt and efficient support to beneficiaries.



*Fig. 5.9: Glimpses of the visit to the call centre*



## **Focusing on outreach programs for apprenticeship training**

### **❖ Zonal-level Meetings**

The MSDE conducted four zonal review meetings from October 18 to October 25, 2024, via video conferencing. These meetings aimed to assess the performance of States and UTs under NAPS.

Subsequently, a comprehensive State Action Plan was shared with the States to guide their efforts in achieving the target of 12 lakh apprenticeships under NAPS 2.0 by the end of the FY 2024-25. This Action Plan outlines strategic initiatives and specific measures that States are expected to implement to accelerate progress and ensure the effective realization of NAPS 2.0 objectives.

### **Glimpse of Zonal-level Meetings**



*Fig. 5.10: Zonal level meetings*

### **❖ Meetings with Other Central Ministries**

The MSDE convened meetings with representatives of various Central Ministries on December 5, 2024, at Kaushal Bhavan to discuss initiatives for promoting apprenticeships. The key discussion points included:

- Issuing appropriate directives to autonomous bodies, institutions, and public sector undertakings (PSUs) under the purview of each Ministry/Department to engage apprentices up to the maximum permissible limit of 15%.
- Integrating apprenticeship programs into the skilling schemes implemented by Central Ministries and Departments.

MSDE assured its support in facilitating the seamless integration of apprenticeships into these schemes to maximize their impact and outreach.

### **❖ Pradhan Mantri National Apprenticeship Mela (PMNAM)**

MSDE 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. During the Apprenticeship Mela held on 21st April 2022, the Hon'ble Minister (MSDE) declared that there will be PM-National Apprenticeship Mela (PMNAM) as a monthly event which will be organized every 2nd Monday of the month in 1/3rd districts of all States/ UTs. Since its inception in June 2022 to November 2024, the PMNAM has been conducted across 4,648 locations wherein 32,821 establishments and 5,40,143 candidates participated. During current financial year 2024-25 (till 31-11-2024), PMNAM has been conducted across 749 locations, wherein 3,542 establishments and 48,064 candidates participated.



## Glimpse of PMNAM



Fig. 5.11: Glimpses of PMNAM

### Impact created by apprenticeship training:

**Overall Growth:** Continuous growth in number of apprentices can be depicted from the graph given below after implementing various initiatives by MSDE (Figure 5.12). The new apprentices engaged under NAPS has increased from 1,11,423 apprentices in FY 2016-17 to 7,26,781 apprentices in FY 2024-25 (till 31-12-2024).

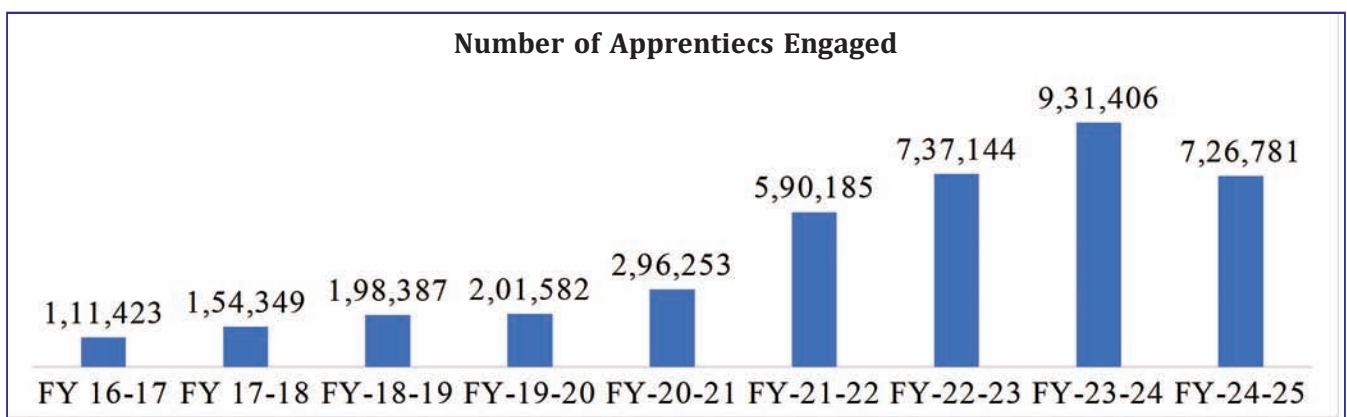


Fig. 5.12: New Apprentices engaged under NAPS over the years:

Source: [www.apprenticeshipindia.gov.in](http://www.apprenticeshipindia.gov.in)

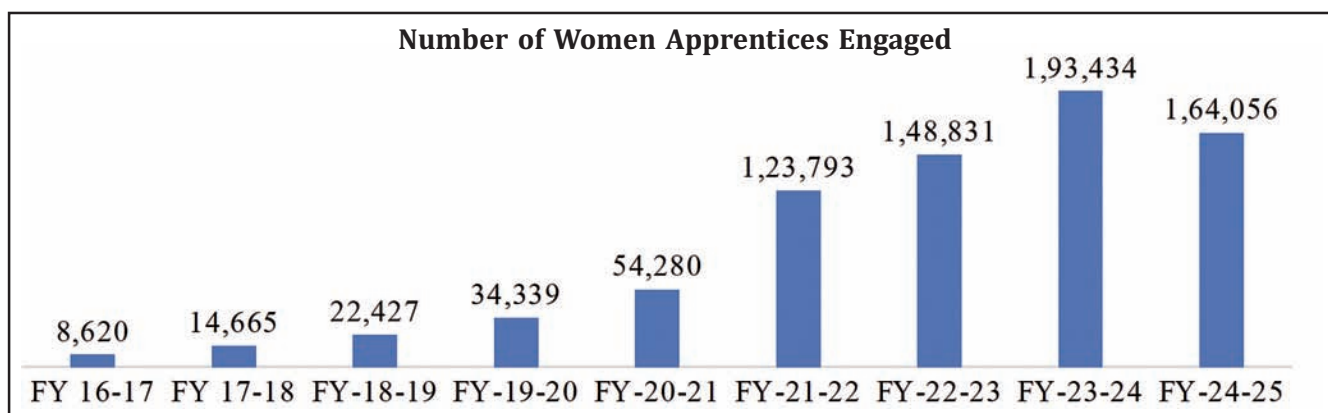




*Fig. 5.13: Glimpses of Apprentices engaged across sectors*

### **Growth of Women Candidates in Apprenticeship Training**

The series of reforms undertaken by the government are reflected in the growth in amount 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 22.57% during the year 2024-25 (till 31-12-2024) (Figure: 5.14).



**Fig. 5.14: Percentage of Women Apprentices Enrolled in Apprenticeship Training**

Source: [www.apprenticeshipindia.gov.in](http://www.apprenticeshipindia.gov.in)

### **Distribution of apprentices by educational qualification**

It has been observed that class 12th pass outs and above (including ITI graduates) constitute 72.35% of total apprentices engaged followed by 20.90% class 8<sup>th</sup>/10<sup>th</sup> pass but below class 12<sup>th</sup> apprentices. Nearly 1.57% apprentices are class 5th pass to below class 8th pass. Hence, apprenticeship training is the preferred choice of progression for ITI passed candidates (refer table 5.7).

**Tab. 5.6: Distribution of apprentices based on education qualification from FY 2018-19 to FY 2024-25 (till 31-12-2024)**

Education Group	Total No. Apprentice Engaged	Percentage of Apprentice Engaged
Class 5 Pass to below Class 8 Pass	54,044	1.57%
Class 8 Pass / Class 10 Pass but below class 12 Pass	7,20,378	20.90%
Class 12 Pass and Above (Including ITI candidates)	24,93,453	72.35%
<b>Total</b>	<b>32,67,875</b>	

Source: [www.apprenticeshipindia.gov.in](http://www.apprenticeshipindia.gov.in)

### **Distribution of SC, ST, OBC, General apprentices as per engagement**

While apprenticeship training has been useful for candidates from all sections of society, an increase in the participation of candidates from SC, ST and OBC categories has been observed. As depicted in table 5.8, a total of 4,26,674 (26.47%) apprentices from SC, 1,60,465 (9.95%) from ST and 10,24,844 (63.58%) apprentices from OBC engaged under apprenticeship since FY 2018-19 to FY 2024-25 (till 31-12-2024).

**Tab. 5.7: Distribution of SC, ST and OBC, General apprentices as per engagement**

Financial Year	OBC	SC	ST	Grand Total
FY-18-19	7,229	3,035	1,267	11,531
FY-19-20	66,719	28,062	12,306	1,07,087
FY-20-21	93,214	40,902	15,165	1,49,281
FY-21-22	1,63,799	71,603	25,431	2,60,833
FY-22-23	2,07,702	84,904	30,597	3,23,203
FY-23-24	2,69,973	1,08,763	40,917	4,19,653
FY 24-25	2,16,208	89,405	34,782	3,40,395
<b>Grand Total</b>	<b>10,24,844</b>	<b>4,26,674</b>	<b>1,60,465</b>	<b>16,11,983</b>



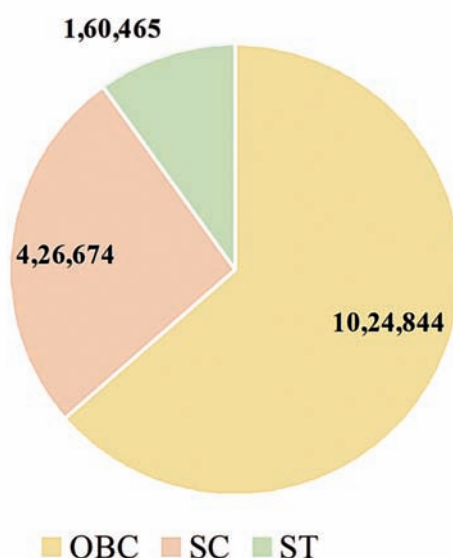


Fig. 5.15: Category wise apprentices engaged from FY 2018-19 to FY 2024-25 (till 31-12-2024)

Source: [www.apprenticeshipindia.gov.in](http://www.apprenticeshipindia.gov.in)

### Top trades under NAPS

The trades engaging maximum number of apprentices are Electrician (2,53,648) followed by Fitter (2,41,033), Automotive Assembly Operator (1,26,128), and Assembly Line Operator (1,23,394). The top ten trades under NAPS in which maximum number of apprentices are engaged are given in table 5.9.

Tab. 5.8: Top ten trades in apprenticeship training during FY 2018-19 to FY 2024-25 (till 31-12-2024)

S. No.	Trade Name	Trade Type	No. of Apprentices Engaged
1	Electrician	Designated Trade	2,53,648
2	Fitter	Designated Trade	2,41,033
3	Automotive Assembly Operator	Optional Trade	1,26,128
4	Assembly Line Operator	Optional Trade	1,23,394
5	Automotive Assembly Technician v2.0	Optional Trade	1,08,115
6	Customer Care Executive-Domestic- Voice_V3	Optional Trade	94,982
7	Retail Trainee Associate	Optional Trade	93,543
8	Computer Operator and Programming Assistant	Designated Trade	80,382
9	Welder (Gas and Electric)	Designated Trade	72,128
10	Retail Trainee Associate Version 3.0	Designated Trade	69,236
	<b>Grand Total</b>		<b>12,62,589</b>

Source: [www.apprenticeshipindia.gov.in](http://www.apprenticeshipindia.gov.in)

### Top States Participating Under NAPS

Maharashtra stands first among the States in engaging apprentices. The state engaged 9,11,257 apprentices followed by Gujarat (4,09,453), Tamil Nadu (3,39,464), Karnataka (2,81,880) and Haryana (2,74,200). Table 5.10 shows the top ten states engaging apprentices since FY 2016-17 to FY 2024-25 (till 31-12-2024). The detailed state-wise apprentices engaged since inception of NAPS is given at **Annexure-18**.

**Tab. 5.9: Top ten States engaging apprentices from FY 2016-17 to FY 2024-25 (till 31-12-2024)**

S. No.	State	Apprentices Engaged
1	Maharashtra	9,11,257
2	Gujarat	4,09,453
3	Tamil Nadu	3,39,464
4	Karnataka	2,81,880
5	Haryana	2,74,200
6	Uttar Pradesh	2,60,109
7	Telangana	1,57,002
8	West Bengal	1,07,268
9	Madhya Pradesh	98,026
10	Delhi	87,951
<b>Grand Total</b>		<b>29,26,610</b>

Source: [www.apprenticeshipindia.gov.in](http://www.apprenticeshipindia.gov.in)

#### Bringing greater transparency with DBT in NAPS

On 21st April 2022, Hon'ble MoS (I/C), MSDE announced the introduction of (DBT) under NAPS-2. As per this directive, the establishments have to transfer their 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 from 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. Under Pilot phase Rs. 41.5 Crore was released through 3,01,518 transactions up to June 2023.

Country-wide roll out of DBT under NAPS-2 was launched in August 2023, as a follow up budget announcement FY 2023-24. Since, the PAN India rollout of online DBT under NAPS-2, an amount of Rs. 521.81 Crore has been released through online DBT upto September 2024 through 35,55,013 transactions.

**Tab. 5.10: For month wise online DBT status for the current FY 2024-25**

Month	Number of transactions for DBT	DBT Amount paid for the month (in Cr.)
Apr-24	2,51,350	35.68
May-24	2,59,731	36.73
Jun-24	2,59,983	37.02
Jul-24	2,80,008	39.71
Aug-24	2,63,655	37.68
Sep-24	1,518	0.23
October 24-March-25*		313.71
<b>Total</b>	<b>13,16,245</b>	<b>500.16</b>

\*DBT for the months of October 2024-January 2025 was transferred in the month of February 2025.

Source: [www.apprenticeshipindia.gov.in](http://www.apprenticeshipindia.gov.in)

### 5.1.3. Jan Shikshan Sansthan Scheme (JSS)

#### I. Background

The JSS Scheme helps the marginalized, disadvantaged and underserved sections of society to realize 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 JSS 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 issue such as health, personal hygiene, education, financial literacy, environment, women issues, and knowledge regarding national/ international important days.

#### II. Rationale and Approach

The scheme of 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 MSDE on 2nd of July, 2018.

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, SC, ST, OBCs, minorities, and any other disadvantaged groups of society.

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.

#### III. Stakeholders of the Scheme

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. 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

#### IV. 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 upto 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.



## V. 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.

## VI. Key Steps in the Skill Training Programme

**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.

**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 eKYC and Mobile OTP based enrolment system through SIDH.

**Course Curriculum:** The courses offered in the JSS area 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 NCVET has approved 15 qualifications/courses developed by the DJSS for the JSS scheme, which have been aligned with NSQF levels 2 and 3. Furthermore, DJSS has adopted 13 new-age courses. Training in these 28 qualifications/job roles has been imparted by JSSs in FY 2024-25.

The DJSS may introduce new job roles or revise old job roles as per the needs and requirements of the clientele based on periodic reviews from time-to-time.

**Training Process:** The training begins with the selection of course and creation of batch consisting of 20 beneficiaries on SIDH portal. 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.

**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 through SIDH promote credibility of skill training for placement and ensure transparency in assessment. The online certificate has a QR Code, NSQF level, number of credits, hours, logo of JSS scheme, NCVET and SIM.

## **VII. The Scheme under the Aegis of the MSDE**

Since the transfer of the Scheme in July 2018, the MSDE 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 (up to 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 towards wage / self-employment. The livelihood cell will be linked with the National/State level portal for the promotion of livelihood opportunities.
- vii. Development of Common Branding Guidelines for JSSs.
- viii. Development of a web-based MIS portal for Jan Shikshan Sansthan to bring transparency and accountability to 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 has been introduced in the scheme.
- x. Allowing 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.

## **VIII. Progress of Jan Shikshan Sansthan-**

### **During FY 2024-25**

The action plan of 289 JSSs, with a total annual training target of 5,20,200 beneficiaries for the financial year 2024-25, was approved by the Ministry. Accordingly, till 14th January 2025, Jan Shikshan Sansthan have enrolled 4,07,400 beneficiaries and trained 2,19,681 beneficiaries. 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 (83%).

The tables below present details regarding the total number of enrolled, trained, assessed, and certified beneficiaries (Table 5.12), gender-wise trained beneficiaries (Table 5.13) and social category-wise trained beneficiaries (Table 5.14) in FY 2024-25 (till 14th January 2025).

**Tab. 5.11: Number of enrolled, trained assessed and certified beneficiaries**

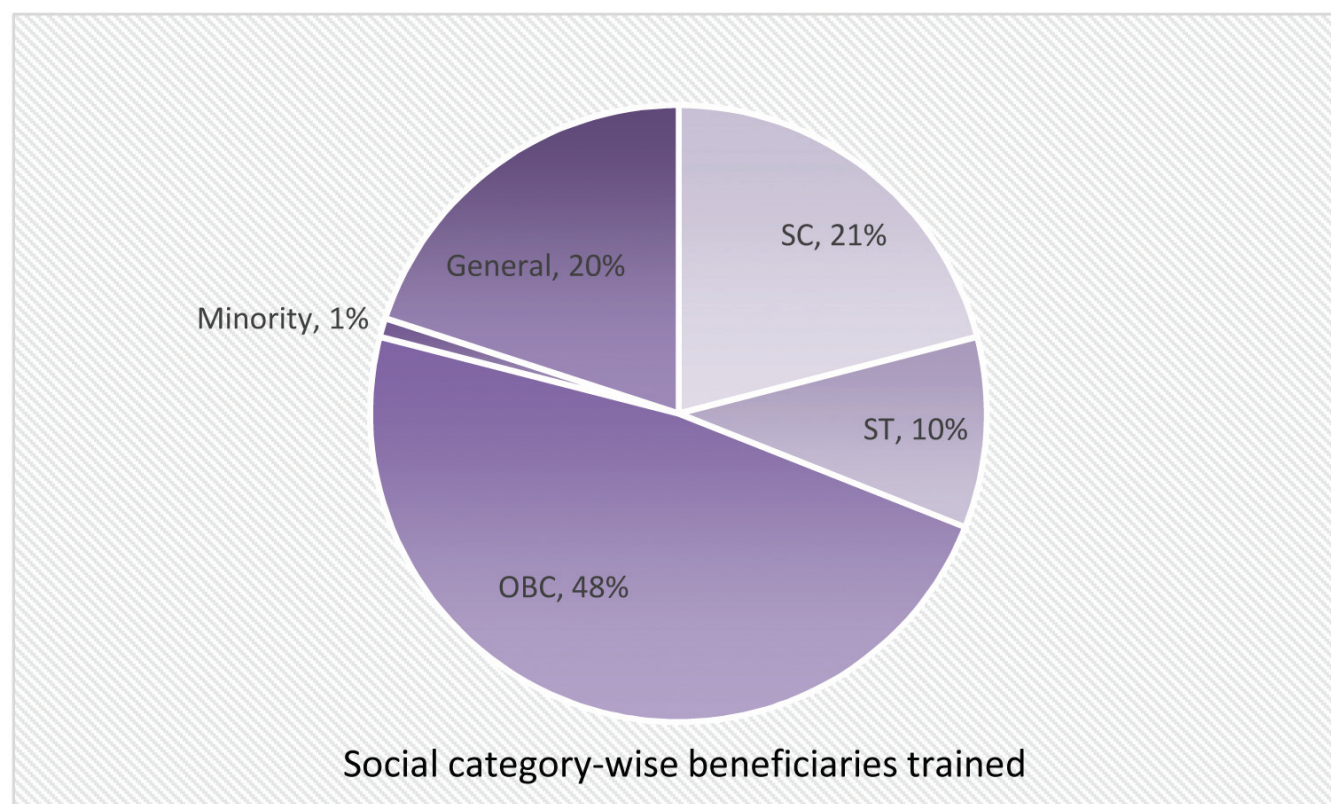
Total No. of JSSs	Enrolled	Trained	Assessed	Certified
289	4,07,400	2,19,681	2,08,745	2,08,455

**Tab. 5.12: Gender-wise beneficiaries trained and certified**

Trained				Certified			
Male	Female	Transgender	Total	Male	Female	Transgender	Total
20,538	1,99,143	0	2,19,681	19,269	1,89,186	0	2,08,455

**Tab. 5.13: Social category-wise beneficiaries trained**

Category	SC	ST	OBC	Minority	General	Total
Candidates Trained	45,044	22,022	1,05,271	2,658	44,686	2,19,681
Percentage	21%	10%	48%	1%	20%	



*Fig. 5.16: Social Category wise beneficiaries trained in FY 2024-25 (till 14th January 2025)*



## 5.2. Schemes and Initiatives through DGT

### 5.2.1. Craftsmen Training Scheme (CTS)

#### I. Introduction

The CTS was introduced by the Government of India in 1950 to ensure a steady flow of skilled workers across various trades for the domestic industry. Its objectives include raising both the quantity and quality of industrial production through systematic training, reducing unemployment among educated youth by providing employable skills, and fostering a technical and industrial mindset in the younger generation. As a key component of vocational training, the scheme has been instrumental in shaping craftsmen to meet current and future manpower needs through a vast network of ITIs spread across various States and UTs in the country. The day-to-day administration and financial control of ITIs under the CTS rest with the respective State Governments and UT Administrations.



*Fig. 5.17: Govt ITI Chandur Bazar (Amrawati) Maharashtra*



*Fig. 5.18: Tollygunge Govt. ITI ,Kolkata, West Bengal*

## **II. Objectives of the Scheme:**

- To equip the workforce with appropriate skills/multi skills as per the requirements of various sectors of the economy.
- To make youth productive by providing employable skills, both for wage employment and entrepreneurship.
- To produce craftsmen of high quality.
- To ensure a steady flow of skilled workers in the industrial/service sectors.
- To raise the quality and quantity of industrial production by systematic training of potential workers.

## **III. Salient Features of the Scheme**

- Aspirants aged 14 years and above are eligible to seek admission in Government and Private ITIs, with admissions conducted in the month of August every year.
- Tuition fees in the ITIs is decided by the respective State Governments, as deemed fit, based on the recommendations of the concerned State Council for Vocational Training. Trainees are also provided with library and sports facilities, etc.
- The respective State/UT Government policy/regulation is adopted for SC/ST/OBC/EWS/Women/PwD admissions..
- There is a provision for second and third shifts in Government and Private ITIs with segregated timings, for optimum utilization of infrastructural facilities.
- A “Placement Cell” in every Government and Private ITI is set up to facilitate placement of graduates in various industries.
- Institute Management Committee (IMCs) have been constituted for ITIs in consultation with Industry bodies to improve cooperation between Industry and ITIs.
- All the data of ITIs and trainees are captured on the DGT MIS/SIDH portal.

## **IV. Structure of Training Scheme**

- Training under the CTS scheme is imparted in 166 NSQF-compliant trades, and the list of these trades (85 engineering, 76 non-engineering, 05 for Divyang trades) is given at Annexure-10. The period of training for various trades ranges from 6 months to two years. The entry qualification varies from class 8th pass to class 12th pass, depending on the trade.
- The courses are designed to impart 70% to 80% hands-on skills and knowledge in the trades to prepare trainees for employment as semi-skilled workers or for self-employment.
- Emphasis is placed on skill building, as 70% to 80% of the training period is allotted to practical training, and the rest to subjects such as Trade Theory, Workshop Calculation & Science, and Engineering Drawing.
- For the overall personality development of trainees, the module on “Employability Skills” has been introduced in all trades under CTS. The module includes topics such as 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, Introduction to AI, and Getting Ready for Apprenticeship and Jobs.

## **V. Responsibility of Central & State Governments for Smooth Implementation of CTS Across the Country**

### **Central Government:**

- Framing overall policies, norms, and standards for Skill Development
- Formulating new training schemes for Skill Development of youth.
- Expanding training infrastructure.
- Developing / revising course curricula.
- Granting affiliation to ITIs.
- Conducting trade testing & certification.
- Conducting instructor training courses for serving & potential instructors of ITIs, and courses for skill upgradation of instructors in specialized/new areas.
- Organizing vocational training programmes for women.
- Implementing special schemes for North Eastern States, and states affected by Left-Wing Extremism (LWE).
- Implementing STRIVE - a World Bank funded project.
- Entering into bilateral agreements and international cooperation in the field of vocational training, to make training at-par with international standards.
- Implementing National scheme for Upgradation of ITI

### **State Government:**

- Day-to-day administration of Industrial Training Institutes.
- Conducting training courses in ITIs
- Setting up new institutes and adding trade units in existing institutes as per the requirement of local industries.
- Conducting trade test and distributing certificates to successful trainees.
- Implementing Central Schemes for upgradation of ITIs.

## **VI. Initiatives for Quality Improvement of ITIs**

### **Grading of ITIs**

Data Driven Grading Methodology [DDGM] in ITIs [Phase - 4]. The objective of the grading method is to assess the performance and quality of training being provided by the ITIs. With reference to DGT Circular No. DGT-27/2022-ITCell dated 23.03.2024, DGT has published the Data Driven Grading Methodology for the grading of ITIs for Academic Year 2024-25 using the parameters/information available on the DGT MIS portal.

### **Grading Methodology for AY 2024-25:**

Continuing the precedence of grading ITIs using DDGM, DGT had published the grading of all existing ITIs using the parameters/information available on the DGT MIS portal. To assign new grading value to ITIs, data parameters currently available in MIS portal - which directly relate to the performance and quality of training - are used to grade the ITIs on a scale of 0 to 10. The following parameters used for grading ITIs for AY 2024-25 are detailed in the table given below:



**Tab. 5.14: Following parameters used for generation of grading scores for AY 2024-25:**

Sl. No.	Parameters	Weightage
1	Admission % (Average of the admission percentage of last 2 years AY 2022-23 & 2023-24)	30
2	Female Participation (Average of the female enrolment percentage of last 2 years AY 2022-23 & 2023-24)	5
3	Trade Diversity (New emerging Trades / Non-Engineering Trades / Engineering Trades) as on date (AY 2023-24)	5
4	Pass % (Average pass percentage of the last 2 years regular exam sessions against the trainees Hall Tickets generated) (Exam sessions Aug 2022 and Aug 2023)	30
5	CBT examination participation (Hall Tickets generated against Admitted trainees; Average percentage of the last 2 years) (Exam sessions Aug 2022 & Aug 2023)	10
6	Average marks percentage of last year trainees appeared in CBT exam (Exam session Aug 2023)	10
7	DST enrolled trainees against total admitted trainees for the last year; (AY 2023-24)	5
8	SC/ST/PwD enrolled trainees against total admitted trainees for last year (AY 2023-24)	5

The DDGM grading system is a scientific system based on data driven parameters available on the portal, with minimal human intervention. The grading of ITIs, generated automatically, is dynamic and may improve or decline each year depending on the performance of the ITIs in the previous year. It is published on the DGT MIS portal, with all the information and scores against each parameter for every ITI, and is available in the public domain for transparency. . The methodology has been implemented for the ITIs vide DGT Office Memorandum No. DGT/6/2024-O/o DIR(IT CELL) dated 9th August 2024. Subsequently, vide DGT Circular No. DGT/6/2024-O/o DIR(IT CELL) dated 9th August 2024, DGT has generated the grading scores for 14,999 ITIs and published the same for the information of the stakeholders.

**Tab. 5.15: Frequency Table of Number of ITIs as per Score-wise Grading .**

Grading Score Range (AY 2024-25)	No. of Govt. ITIs	No. of Pvt. ITIs	No. of it is
0-2	48	1,091	1,139
02-Apr	28	916	944
04-Jun	230	3,205	3,435
06-Aug	1,513	4,710	6,223
08-Oct	1,399	1,737	3,136
NG	48	74	122
<b>Total ITIs</b>	<b>3,266</b>	<b>11,733</b>	<b>14,999</b>

Under the above Grading Methodology, a two-level grievance redressal mechanism is also available to resolve issues related to grades assigned to ITIs. The levels are::

- a) **Grading Grievance Redressal Committee (GGRC):** ITIs can submit their grievances to the committee comprising an officer of the rank of Joint Director as chairperson and two officers of the rank of Assistant Director, if they are not satisfied with the grading score.
- b) **Appellate Committee:** The Appellate Committee will review the appeals raised by ITIs that are not satisfied with the draft grades approved by the Grading Grievance Redressal Committee. The appellate committee comprises the Deputy Director General (Training) as chairperson and two other officers, one of Director rank and the other of Deputy Director rank as members.

ITIs were given twenty (20) calendar days from the date of allocation of final grades to submit their grievances along with supporting documents regarding grading scores to DGT.

#### **Non-Graded ITIs:**

Grading has not been generated for ITIs established in the years 2023 and 2024 due to the unavailability of relevant data required for generating final grades and they shall be considered as Non-Graded (NG). Grading shall be generated for such institutes, once the relevant data becomes available in subsequent years.

#### **Affiliation Provision for Non-Graded (NG) ITIs:**

A newly established ITI marked as non-Graded (NG) due to the unavailability of relevant data for generating final grades shall not be permitted to apply for the addition of new units/trades. This condition is applicable only until the ITI's score has been generated under the DDGM. Once the grading is generated, the institute may apply as per the provisions of the Affiliation norms.

#### **Applicability of Grading Scores:**

- i. The most recent grading score available at the time of application submission by the institute on the affiliation portal should be 4 or above. Affiliation proposals that do not meet the benchmark grading score of 4 or above will be rejected at Stage 1 by NIMI.
- ii. During the desktop assessment, the State Directorate should proceed with the application based on the institute's grading score at the time of submission on the portal.
- iii. While deciding the affiliation application at the SCAA/DGT level, the better of the two available scores (one at the time of application and the other at the time of decision, if available) will be considered.

#### **Eligibility of ITIs for affiliation**

ITIs with a grade of 4 (out of 10) or above will be eligible for the addition of trades/units for affiliation.

- A) Constitution of the Standing Committee on Accreditation & Affiliation (SCAA): The SCAA has been constituted with the following ToR:
  - a. Scrutinize the proposals for the grant of affiliation/de-affiliation received from various State/UT Directorates.
  - b. Grant affiliation to the ITIs that have fulfilled the affiliation norms.
  - c. De-affiliate ITIs that have failed to abide by the affiliation norms.
  - d. Re-affiliate ITIs meeting the affiliation norms.
  - e. Review affiliation/Re-affiliation norms

- B) Constitution of the State Skill Development and Entrepreneurship Committee (SSDEC): Decentralization of power has always been high on the agenda of MSDE. The SSDEC was constituted vide MSDE letter No.DGT-35/4/1/Secy (MSDE)/2022 dated 28.03.2022 with the objective to take decisions based on the state-specific needs related to affiliation, de-affiliation, admissions, and the introduction of short-term courses etc., of the ITIs.
- C) Polytechnic ITIs: To enhance the capacity of training with minimum investment and to promote optimal utilization of resources, MSDE, in consultation with the AICTE has decided that vocational training may be provided by utilizing existing infrastructure and facilities in Polytechnics. Under this provision, DGT has granted affiliation to 50 polytechnics (as of 31.12.2024) to run CTS courses using their additional available capacity.

### 5.2.2. Industry Connect

#### A) Flexi MoUs under CTS

1. The DGT under MSDE introduced the Flexi-MoU scheme in 2014 to encourage and support high employment potential training programs and to meet the specific skill requirement of industry.
2. The Flexi MoU scheme allows industries to train candidates as per their skill requirements and provides trainees with an industry environment aligned with market demand and latest technologies to undergo training. It is designed to meet the needs of both industry and trainees. The scheme, as an Employer Skiller model, envisages prospective employer (industry) with established infrastructure, robust training facilities, and trained faculty; to conduct in-house skilling of prospective employees and add industry-ready trainees to their workforce.
3. The scheme gives industries the flexibility to create tailored skilling programs with customized courses, containing content and curriculum that are market relevant and meet their requirements. The industry also gets the flexibility to select trainees, conduct practical assessments, and add industry ready trainees to their workforce.
4. Under this scheme, 11 MoUs are currently active, as listed below:

**Tab. 5.16: Flexi MoUs under CTS**

SL. No	MoU with Industry	State/UT	Year of Signing of MoU
1.	Maruti Suzuki India Limited,	Haryana	2019
2.	Centurion University of Technology and Management	Odisha	2019
3.	Suzuki Motors	Gujarat	2019
4.	NMDC	Chhattisgarh,	2019
5.	Toyota Kirloskar Motor Pvt. Ltd	Karnataka.	2020
6.	Paytm Flexi MoU	New Delhi (NCR)	2021
7.	Medhavi Skills University	Sikkim	2022
8.	BSA Corporation Ltd	Maharashtra	2022
9.	Armed Forces for Agniveer - Indian Army	New Delhi	2022
10.	Armed Forces for Agniveer - Indian Navy	New Delhi	2022
11.	Armed Forces for Agniveer- Indian Air Force.	New Delhi	2022
12.	Subros India Pvt Limited, Gurugram, Haryana	Haryana	2024





*Fig. 5.19: Training under Flexi MoU at M/s Maruti Suzuki Pvt. Ltd., Manesar (Haryana)*



*Fig. 5.20: Training under Flexi MoU at M/s Toyota Kirloskar, Bengaluru (Karnataka)*

5. Recently, the DGT, through NIESBUD conducted a study on the Flexi MoU scheme, to analyse the effectiveness of the scheme and suggest recommendations for modification or revision of scheme guidelines and enhancements for better implementation.

6. Accordingly, revised guidelines with Standard Operating Procedure (SOP) have been released. The revised conditions to enter into agreement or MoU with DGT are as follows:

**Eligibility criteria:**

- i. Enterprise/Organization: Enterprises meeting the following criteria shall be eligible:
- a. Enterprises registered under Central/ State/UTs with more than Rs. 100 crore annual turnover and positive net worth during the last 3 fiscal years. The enterprise may be a Limited Company, Limited Liability Partnership (LLP), Private Limited Company.
  - or
  - b. Medium Enterprises registered under MSME (Investment in plant and machinery or equipment not exceeding Rs.50 crore and Annual Turnover not exceeding Rs. 250 crore).
  - or
  - c. Start-up companies registered under Central/ State/UTs with more than Rs. 50 crore annual turnover and a positive net worth during the last 3 fiscal years.
  - or
  - d. Reputed enterprises recommended / nominated by District Skill Committee.
  - or
  - e. Central / State Govt. Undertakings, Public Sector Establishments, Central Sector Establishments and Central / State Govt. undertaken training institutions.
- ii. Skill University approved by UGC or established under the State Legislature Act. The candidates undergoing training under this arrangement shall be sent to Enterprise/Organization by Skill University, within the state of jurisdiction of the university for industry training component. Enterprise/Organization must also meet the eligibility criteria outlined above in point no. (i).
7. The MoUs mentioned at serial numbers 09, 10, and 11 of Table No. 5.17 were signed with the Armed Forces to award the NTC to Agniveers joining under the Agnipath Scheme, recognizing the skills acquired by Agniveers during their training and experiential learning.

Furthermore, 27 NSQF-compliant courses have been developed in collaboration with ITP to emphasize industrial training and enhance employment potential. A list of these courses is enclosed as Annexure-11

**B. Dual System of Training (DST)**

The objective of the DST scheme is to enable industries and establishments to partner with Government and Private ITIs for conducting training programs under high employability courses to fulfill their skilled manpower requirements. DST combines theoretical training imparted through ITIs with practical training provided by industry partners. It facilitates industry linkages and offers hands-on experience to trainees with the latest technologies used in the sector.

Under the DST scheme, courses are conducted to meet the skilled workforce requirements of industries, ensuring that trainees who are awarded the NTC under the scheme have a competitive edge over regular ITI pass-outs in terms of employability and employment opportunities. With the vision of strengthening industry linkages and familiarizing ITI trainees with the latest technologies and industry practices, DGT encourages ITIs to participate in the DST program so that these trainees are industry-ready.



Under the DST scheme, OJT is conducted in an industry environment to meet the skilled workforce requirements of the industry, while the theoretical component is covered in the ITI itself.

All affiliated ITIs (Government and Private) can conduct training under DST in their relevant affiliated trades. The scheme has been expanded to cover all NSQF-aligned courses and trades, including those in the service sector as well as new and emerging domains.

### Duration of Training under DST

1. Duration of industrial training is as indicated below:

**Tab. 5.17: Duration of Industrial exposure under DST**

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 the duration of ITI and Industry training blocks over the entire training period within this range.

### Eligibility Criteria for Industries

The guidelines/eligibility criteria for industry under DST are at table below:

**Tab. 5.18: Eligibility criteria for industry under DST**

No. Sl.	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 take regular examinations under the CTS and are awarded e-certificates under CTS like other ITI trainees. After the completion of training, the trainees who are awarded the 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 the industry.

As of December 2024, a total of 4,170 MoUs have been signed under the DST scheme by ITIs under the State Directorates and NSTIs under DGT. The details are given at table below:

**Tab. 5.19: MoU details under DST**

S. No	Category of MoUs under DST	No. of MoUs signed
1	Between National Skill Training Institutes under DGT and Industry Organizations	366
2	Between Govt & Private ITIs of State & UT and Industry Organizations	3,804
	<b>Total</b>	<b>4,170</b>



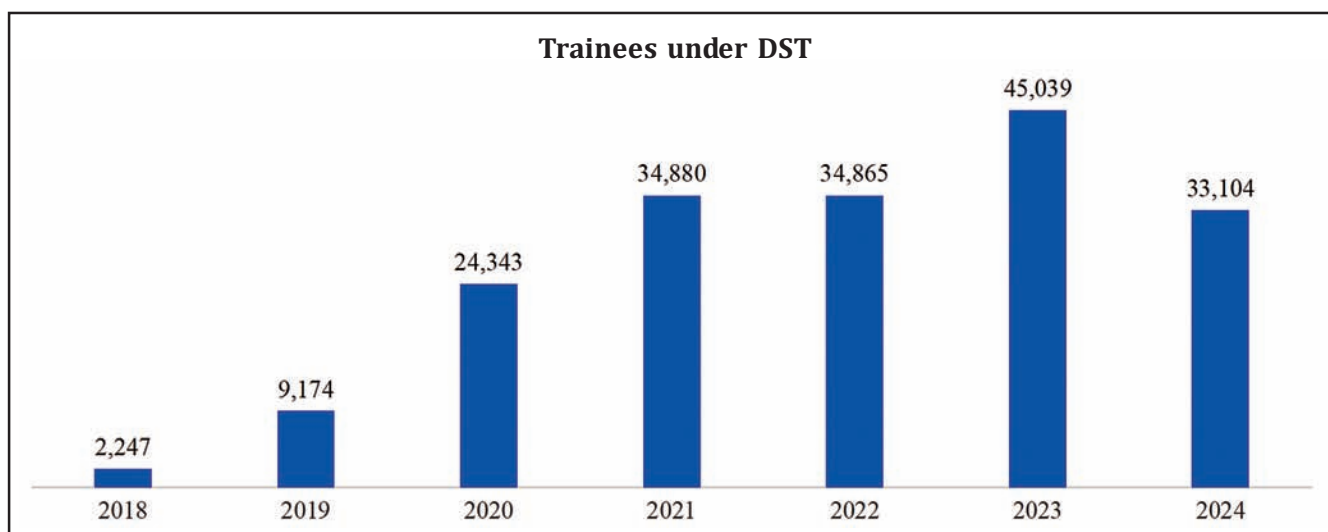


Fig. 5.21: Growth of training under DST

### C) CTS Analytics

#### (a) Growth of ITIs in the country

The ITIs play a vital role in growth of GDP of the country in terms of providing skilled manpower to the industry. The CTS was initiated, in 1950 by establishing approximately 50 ITIs for imparting skills in various vocational trades to meet the skilled manpower requirements 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 year 1980, there were 831 ITIs and the number of training institutes rose from 50 in 1950 to 15,017 in the year 2024.

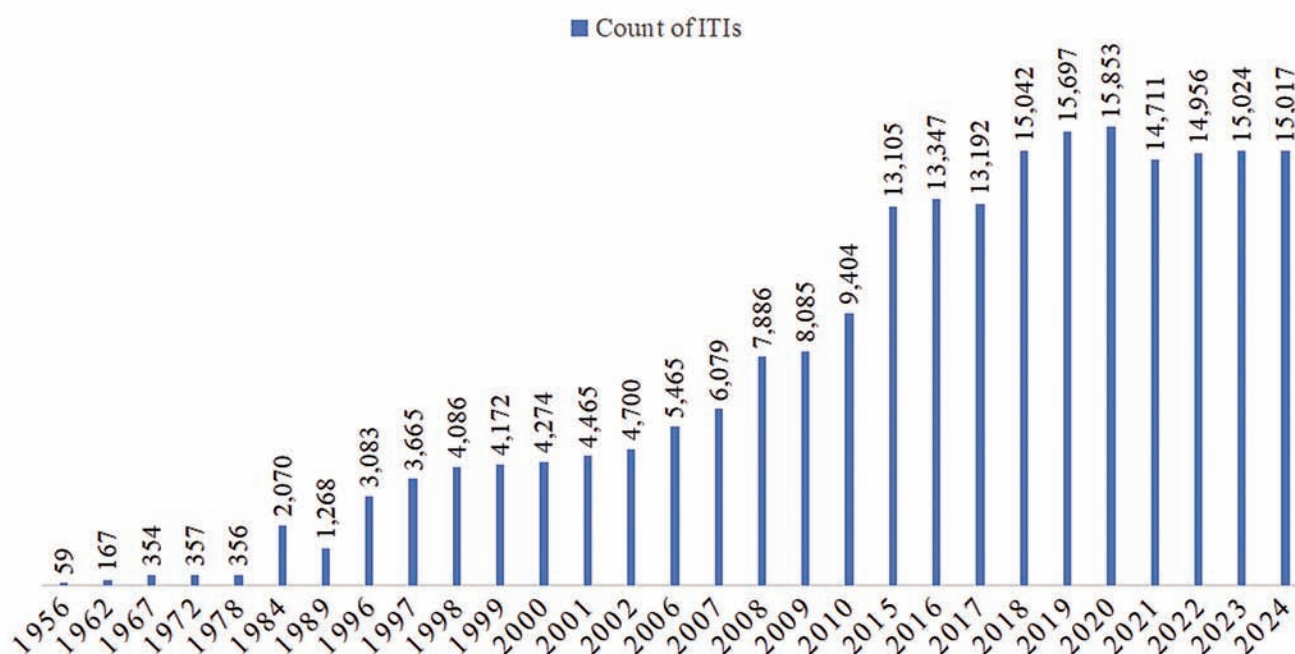


Fig. 5.22: Growth of ITIs in the country

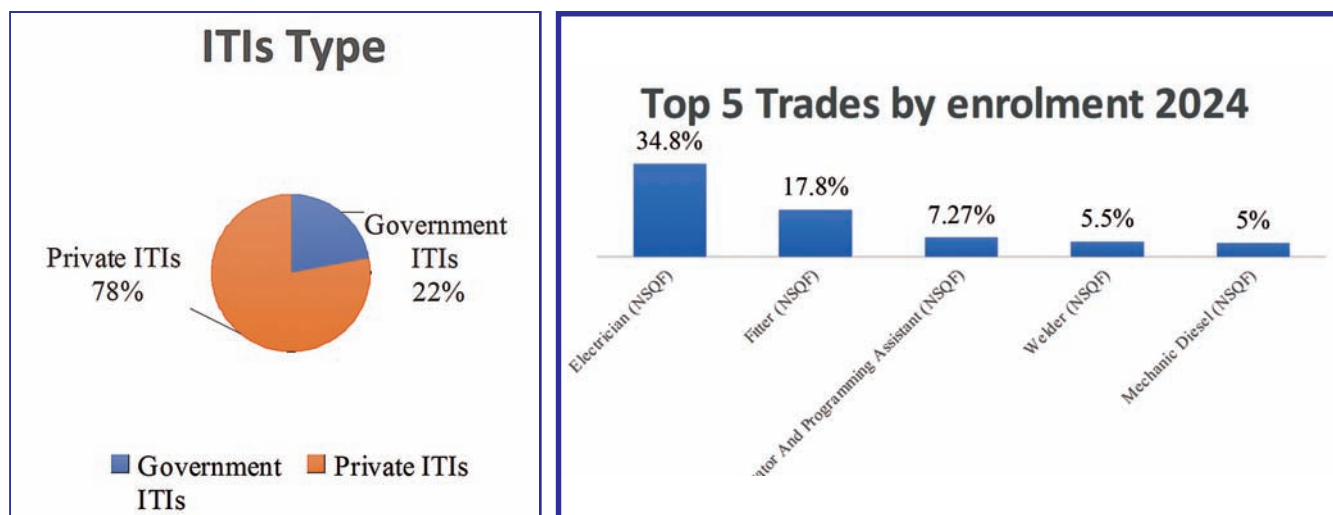


Fig. 5.23: Growth of Enrollment in ITIs in the country

### 5.2.3. New Initiatives

#### a. New Age Courses

Presently, training courses under CTS are being offered through a network of 15,017 ITIs (Govt. 3,329 + Private 11,688) located across the country with a total seating capacity 26.17 lakhs in session 2024 with an objective to provide skilled workforce to the industries in 166 NSQF compliant trades under CTS.

The following 29 new age trades aligned with industry 4.0 have been introduced in ITIs under CTS to meet the growing demands from industries:

- Additive Manufacturing Technician (3D Printing)
- Advanced CNC Machining Technician
- Aeronautical Structure and Equipment Fitter
- Artisan Using Advanced Tool
- Basic Designer & Virtual Verifier
- Drone Pilot (Junior)
- Drone Technician
- Fiber to Home Technician
- Geo Informatics Assistant
- Industrial Robotics and Digital Manufacturing
- Information Technology
- Internet of Things Technician (Smart Agriculture)
- Internet of Things Technician (Smart City)
- Internet of Things Technician (Smart Healthcare)
- Manufacturing Process Control & Automation
- Mechanic Electric Vehicle
- Multimedia, Animation & Special Effect
- Small Hydro Power Plant Technician
- Smartphone Technician Cum App Tester
- Software Testing Assistant
- Solar Technician (Electrical)



Fig. 5.24: Snapshots from Drone Training

- Technician Mechatronics
- Wind Plant Technician
- 5G Network Technician
- Computer Aided Manufacturing (CAM)
- Data Annotation Assistant
- Semiconductor Technician
- Artificial Intelligence Programming Assistant
- Cyber Security Assistant

Affiliations have been granted to ITIs to run long-term drone courses beginning from session 2023. In Session 2024, total of 555 trainees enrolled and to date, 49 ITIs have been granted affiliation to run long-term drone courses as per the details given below:

**Tab. 5.20: Long term courses under drone sector**

Sl. No.	Trade Name	Duration	NSQF Level	Entry Qualification
1	Drone Pilot (Junior)	6 months (600 hours)	4	Passed 10th class examination with Science and Mathematics or with vocational subject in same sector or its equivalent.
2	Drone Technician	(600 hours) 6 months	4	Passed 10th class examination with Science and Mathematics or with vocational subject in same sector or its equivalent.

**Note:** - Remotely Pilot Aircraft (RPA)/ Drone Pilot has been renamed as Drone Pilot (Junior)

**Tab. 5.21: State-wise status of ITIs granted affiliation in long term drone courses during session 2024:**

Sl. No.	State/ UTs	No. of it is
1	Bihar	1
2	Gujarat	1
3	Haryana	1
4	Himachal Pradesh	1
5	Jharkhand	6
6	Kerala	1
7	Madhya Pradesh	4
8	Odisha	14
9	Punjab	1
10	Tamil Nadu	3
11	Telangana	2
12	The Dadra And Nagar Haveli And Daman And Diu	1
13	Uttar Pradesh	1
14	West Bengal	12



## b. Curriculum Reforms

Keeping pace with market demand and advancement in technology, DGT updates the curricula regularly by introducing new trades and removing obsolete trades 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, among others. Trade committees have representation from industry, field institutes of DGT, State Governments.

In view of the NEP 2020, DGT has restructured and rationalized all the qualifications under CTS in line with school education and higher education systems, reducing the notional training hours from 1600 to 1200 learning hours. This comprises:

- 120 hours of Employability Skills in one-year course or the first year of the two-year course
- 60 hours of Advanced Employability skills in the second year of two-year course.
- An additional 150 hours of mandatory OJT for better industry alignment and job readiness or group projects.
- In addition, trainees may also opt for 240 hours of either (i) a language course through NIOS for obtaining a 10th /12th class certificate along with ITI certification, or (ii) an add-on short term course of up to 240 hours.

DGT simplified the Workshop Calculation & Science (WCS) and Engineering Drawing (ED) syllabus to a maximum of 40 hours each, and merged them with the Trade Theory subject for all engineering trades.

NOSs on Employability Skills with 120 hours and 60 hours have been developed and approved in the 20th NSQC meeting on 30.06.2022 for implementation in ITIs from Session 2022-23 consisting of the following modules.

**Tab. 5.22:**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
13	Introduction to AI

The WCS & ED syllabi have been simplified to a maximum of 40 hours each and merged with the Trade Theory subject for all engineering trades.

**c. Launch of the new 7.5 hour foundational module on Artificial intelligence (AI) as part of existing Employability Skills Curriculum**

In a major step toward equipping ITI students with skills for the future, MSDE has introduced a 7.5-hour foundational module on AI across ITIs. This “Introduction to AI” module will become part of the existing 120-hour Employability Skills curriculum and aims to familiarize students with AI’s role in enhancing day-to-day activities, offering insights into potential AI-driven career paths. The programme introduces students to the fundamentals of AI, guiding them in exploring how AI affects various sectors and encouraging them to think critically about its benefits and limitations.

The new curriculum, includes chapters on topics such as “Understanding AI,” “How AI Works,” “Types of AI,” “The Impact of AI on Jobs and Industries,” and “Using AI Responsibly.” Among the chapters, “Exploring Careers with AI” allows students to leverage AI tools to identify career paths suited to their interests and qualifications, helping to broaden career horizons and streamline job search processes. The interactive AI curriculum is aligned with the NPAI Skills Framework and empowers ITI students with early exposure to AI’s potential impact on the job market.

**d. Reforms in Affiliation Process**

To enhance efficiency and transparency in managing ITI ecosystems, an app-based inspection system was implemented, featuring GPS integration and time-stamped reporting for streamlined accreditation and affiliation processes.

**Tab. 5.23: Achievements for the session 2024:**

New ITIs Affiliated	88
Existing ITIs Affiliated (Addition of Trades/Units)	639
Total increase in units	4,100
Total increase in seating capacity	85,740

#### 5.2.4. Craft Instructor Training Scheme (CITS)

**a. Introduction**

ToT, i.e. training of crafts instructors, is the mandated responsibility of the DGT. DGT is implementing CITS through a network of 33 NSTIs (19 for Women & 14 General) & 121 IToTs (110 State Govt-run & 11 privately owned) across the country with an objective to provide comprehensive training to the instructor trainees to make them conversant with techniques for imparting hands-on skills and training methodology to train skilled manpower for the industry.

**Tab. 5.24: Trainees trained under CITS during Session 2018-19 to 2023-24**

Academic Years	Total Trained	Women Trained	Percentage of Women Trained
2018-19 to 2023-24	53,464	19,704	36.72

**Tab. 5.25: Enrolment data under CITS during Ssession 2024-25**

Academic Year	Trainees Enrolled	Women Enrolled	Percentage of women Enrolled
2024-25	10,732	4,394	41

## b. Recognition of Prior Learning (RPL) under CITS

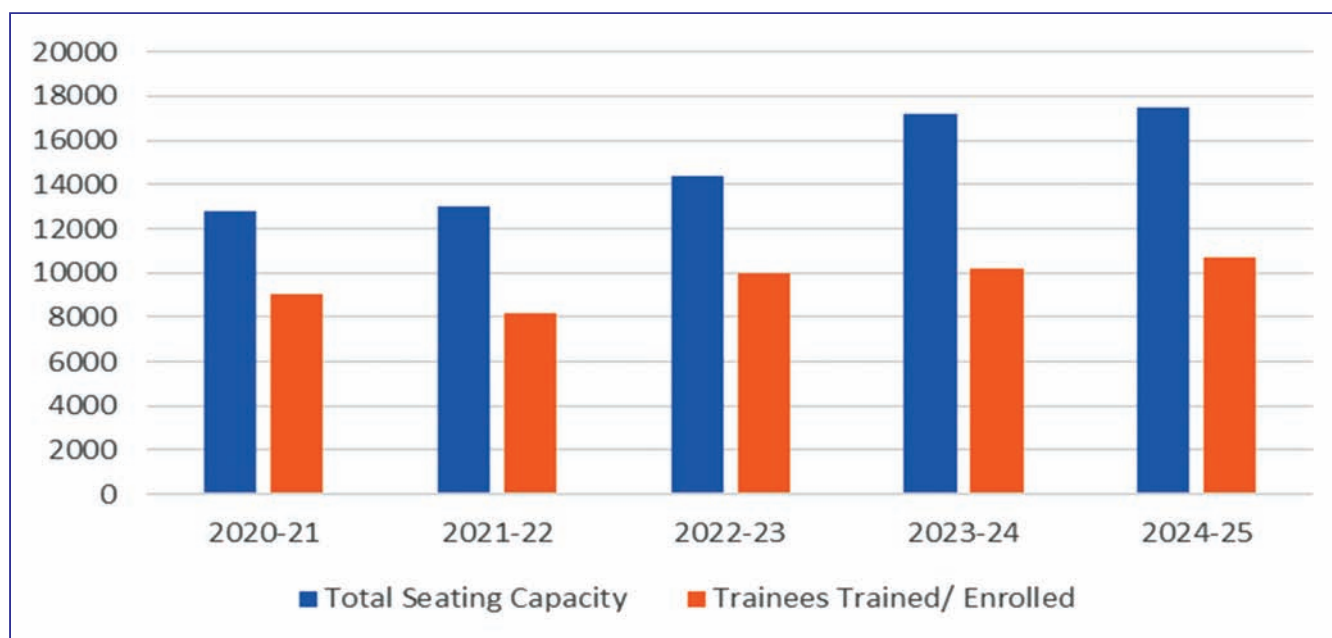
For certification of in-service instructors (with minimum 03 years of experience), RPL scheme is being implemented since 2019. Under RPL - CITS, examinations are being conducted by DGT to certify instructors already working in the ITIs. This initiative enables experienced instructors to gain formal certification, validating their existing skills and knowledge. A total of 11,236 instructors have been certified under RPL-CITS since 2019.

In 2022, to enhance number of IToTs, DGT has allowed the State Governments to start regular courses under CITS as well as courses for the candidates under RPL in the Model/Nodal ITIs by converting their existing Government ITIs into IToTs.

This conversion scheme is ongoing, and approvals for affiliations are granted upon receipt of proposal(s) from the respective States.

**Tab. 5.26: Enrolment data under CITS during the past five years in NSTIs & IToTs**

Year	Total Seating Capacity	Trainees Trained/ Enrolled
2020-21	12,765	9,068
2021-22	12,993	8,139
2022-23	14,412	9,996
2023-24	17,175	10,218
2024-25	17,475	10,732



**Fig. 5.25: Enrolment data under CITS during the past five years in NSTIs & IToTs**

## c. Structure of Training Scheme

- Admissions are conducted through a Centralized Entrance Examination (All India Common Entrance Test), conducted across the country.
- The eligibility under the CITS programme is NTC / NAC / Diploma / Degree qualification in relevant trade
- The structure of CITS training programme is given in table below:



**Tab. 5.27: Structure of CITS training programme:**

Sl. No.	Course Element
1	<b>Trade Technology</b>
	Trade Theory (Professional Knowledge)
	Trade Practical (Professional Skill)
2	<b>Training Methodology</b>
	Training Methodology (Professional Knowledge)
	Training Methodology (Professional Skill)

- There are total 55 trades (38 Engineering trades and 17 non-engineering) under CITS as at table given below.

**d. List of CITS Courses –**

**Tab. 5.28: Engineering Trades**

Sl. No.	Name of the trade
1	Aeronautical Structure and Equipment Fitter
2	Architectural Draughtsman
3	Chemical Plant Technology
4	Draughtsman (Civil)
5	Draughtsman (Mech)
6	Electrician
7	Electrician Power Distribution
8	Electronics Mechanic
9	Electroplater
10	Fire Technology & Industrial Safety Management
11	Fitter
12	Foundry man
13	Information Technology
14	Instrument Mechanic
15	Interior Design & Decoration
16	Laboratory Assistant Chemical Plant
17	Lift & Escalator Mechanic
18	Machinist & Operator, Advance Machine Tool
19	Machinist (Grinder)
20	Mechanic Agricultural machinery
21	Mechanic Diesel
22	Mechanic Machine Tool, Maintenance (MMTM)
23	Mechanic Motor Vehicle
24	Mechanic Refrigeration, & Air-Conditioning
25	Mechanic Tractor
26	Multimedia, Animation & Special Effects
27	Painting Technology

Sl. No.	Name of the trade
28	Plastic Processing Operator
29	Plumber
30	Pump Operator Cum Mechanic
31	Reading of Drawing and Arithmetic
32	Sheet Metal Worker
33	Spinning Technician
34	Surveyor
35	Tool & Die Maker
36	Turner
37	Welder
38	Woodwork technician

**Tab. 5.29: Non-Engineering Trades:**

Sl. No.	Name of the trade
1	Agro Processing
2	Bamboo Works
3	Catering & Hospitality
4	Computer Aided Embroidery & Designing
5	Computer Hardware & Networking Maintenance
6	Computer Software Applications
7	Cosmetology
8	Desk Top Publishing Operator
9	Dress Making
10	Fashion Design and Technology
11	Food Beverage
12	Fruit & Vegetables Processing
13	Milk & Milk Products Technician
14	Office Management
15	Secretarial Practice (Hindi)
16	Sewing Technology
17	Surface Ornamentation Techniques

(A) List of NSTIs for Women offering courses under CITS may be seen at **Annexure-12**.

(B) List of NSTIs – General offering courses under CITS may be seen at **Annexure-13**.

**Tab. 5.30: List of NSTI Extension Centre: Presently training is imparted in various trades under CTS/ Short term courses in these extension centres.**

Sl. No.	State	Name of Extension Centre
1	Andhra Pradesh	Extension Center Vizag
2	Jammu & Kashmir	Extension Center Srinagar
3	Ladakh	Extension Center Leh
4	Manipur	Extension Center Manipur

- (A) List of Government IToTs offering courses under CITS may be seen at **Annexure-14**.  
(B) List of Private IToTs offering courses under CITS may be seen at **Annexure-15**.

### **New Initiatives for Trainees**

#### **a) Industry Connect in NSTIs**

- A total of 366 new MoUs have been signed by various NSTIs under the DST/ OJT components of various schemes. These MoUs are aimed at improving the hands-on-training for instructor trainees of NSTIs. Some of the significant MoUs for DST/ OJT include govt. organizations like ISRO, Income Tax Office, Excise Dept. etc. and prominent industries like Mazgaon Dock Ltd, Skoda Auto, Pidilite, etc.
- Other major MoUs/partnerships include:
  - a. NSTI Kanpur signed an MoU with Dassault Aviation to start AS&EF courses under CTS and CITS. Further, an MOU was also signed with Hindustan Aeronautics Limited, under which CNC Machines worth Rs. 2.87 crore were provided under CSR to start advanced short-term courses.
  - b. MoU with SAP India Pvt. Ltd. to create a chain of learning to reach the youth and provide them exposure to Data Science (AI-ML), enhancing their employability.
  - c. Partnership with CISCO: 6 NSTIs were shortlisted to bring the benefits of digital technology across these institutes. The NSTIs were equipped with state-of-the-art Cisco Connected Classroom solutions, leveraging Cisco's Collaboration platforms like Cisco TelePresence and Cisco WebEx, to offer a next-generation digital learning experience to make interactive learning (virtual Classroom), a routine part of training.
  - d. Partnership with Microsoft – NASCOMM Foundation: Through this partnership, the foundation will train candidates under the Microsoft Training Assistant (MTA) programme (3 months duration) in selected ITIs and NSTIs.
  - e. MoU with Mahindra & Mahindra to train 500 women trainees under the Namo Drone Didi Scheme at two pilot NSTIs i.e. NSTI(W), Noida and NSTI(R), Hyderabad, which will be established as Remote Pilot Training Organization (RPTO).

#### **b) Advanced Diploma (Vocational)**

To provide vertical mobility to ITI pass outs in collaboration with Industry, four Advanced Diploma (Vocational) courses were 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

The DGT, MSDE signed an MoU with M/s IBM India Private Limited in February 2018 to offer an Advanced Diploma (Vocational) in 'IT, Networking and Cloud Computing', aligned to NSQF Level 6. The duration of this course is two years and the first batch passed out in March 2020.

In Session 2022-24, 318 trainees (189 Male & 129 Female) have undergone training in 15 NSTIs, including 5 NSTIs exclusively for women. Out of these, 269 candidates appeared in the exam conducted in October 2024, of which 265 candidates passed.



### c) Short-Term Training in NSTIs:

NSTIs, functioning under the aegis of DGT, MSDE, play a pivotal role in equipping individuals with industry-relevant skills. Among the various courses offered at NSTIs, short-term training programs provide dynamic avenues for rapid skill acquisition and workforce enhancement. These programs cater to a diverse audience, ranging from school dropouts to mid-career professionals seeking to upskill or reskill.

Key Features of Short-Term Training at NSTIs:

1. **Tailored Curriculum:** Short-term training programs are designed to meet the immediate demands of the job market, often tailored to address specific skill gaps identified by industries, ensuring relevance and effectiveness.
2. **Hands-on Learning:** NSTIs emphasize practical, hands-on training methodologies in their short-term programs. Participants have access to the latest equipment and machinery, enabling them to gain real-world experience and the proficiency required in the industry.
3. **Certification:** Upon successful completion of a short-term training program, participants receive certification issued by NSTIs. This certification validates their skills and enhances their credibility in the job market, facilitating employment opportunities.
4. **Targeted Audience:** Short-term training programs at NSTIs cater to a wide range of individuals, including ITI pass outs, unemployed youth, and working professionals. By addressing the diverse needs of the candidates, NSTIs contribute to inclusive skill development and socioeconomic empowerment.
5. **Continuous Evaluation and Feedback:** NSTIs ensure quality and effectiveness through continuous evaluation and feedback mechanisms. Regular assessments, performance reviews, and participant feedback sessions are conducted to monitor progress, identify areas for improvement, and refine the training delivery process.

Some of the major industries and departments collaborating with NSTIs include the ISRO, ONGC, Naval Dockyard, Mazagon Dockyard, HAL, Furniture and Fittings Sector Skill Council, and Pidilite, among others.

**Details of Short-term Training Programs conducted in NSTIs may be seen at Annexure-16.**



*Fig. 5.26: Short term training in Diagnosis, Repair & Maintenance of CRDi Diesel Engine conducted at NSTI Chennai in March 2024 in collaboration with NSRY and Naval Base Karwar*





*Fig. 5.27: Short term training in Solar PV Installer and Maintenance conducted at NSTI Calicut in November 2024*

### 5.2.5. Infrastructure Development by DGT in 2024:

This summary highlights the significant advancements under the DGT in infrastructure development, including initiatives in the construction and inauguration of new NSTI campuses across various states:

#### 1. RDSDE Odisha and NSTI Bhubaneswar, Odisha

The project for the construction of a permanent campus for RDSDE Odisha and NSTI Bhubaneswar, located at Jatni, Khorda, has been initiated with a total project cost of <sup>1</sup> 89.04 crore. The MoU for the project was signed on 22nd February 2024, and the foundation stone laying ceremony was held on 24th November 2023, in the presence of Shri Dharmendra Pradhan, Hon'ble Minister of Education and Skill Development and Entrepreneurship.



*Fig. 5.28: Foundation stone laying ceremony*



## 2. NSTI (W) Hyderabad, Telangana

The NSTI (W) Hyderabad campus, including the construction of a new building, with a project cost of <sup>1</sup> 19.95 crore, has been completed. The campus was officially inaugurated on 21st January 2024 by Shri G. Kishan Reddy, Hon'ble Minister of Tourism, Culture, and Development of North Eastern Region of India, Government of India.

## 3. NSTI (W) Agartala, Tripura

With a project cost of <sup>1</sup> 17.01 crore, the construction of the permanent NSTI (W) campus in Agartala has been completed. The institute has now relocated from a temporary facility provided by the State Government to the newly built campus.

## 4. NSTI Dehradun, Uttarakhand

The completion of a boys' hostel building at NSTI Dehradun, with 76 rooms and 228 beds, was achieved with an investment of <sup>1</sup> 11.5 crore. The new facility was virtually inaugurated on 20th February 2024 by the Hon'ble Prime Minister of India, Shri Narendra Modi.



*Fig. 5.29: Boys' hostel building at NSTI Dehradun*

## 5. NSTI (W) Vadodara, Gujarat

The completion of a girls' hostel with 40 rooms and 80 beds at NSTI Vadodara, with a project cost of <sup>1</sup> 5.61 crore, marks a significant milestone. The facility was virtually inaugurated on 13th February 2024 by Shri Dharmendra Pradhan, Hon'ble Minister of Education and Skill Development and Entrepreneurship.

### 5.2.6. PM Surya Ghar Muft Bijli Yojana

#### Brief of Scheme

The Government of India has approved the PM Surya Ghar Muft Bijli Yojana on 29th February, 2024 to increase the share of solar rooftop capacity and empower residential households to generate their own electricity. The scheme has an outlay of Rs 75,021 crore and is to be implemented till FY 2026-27 the scheme has the following objectives:

1. Achieve 1 crore rooftop solar system (RTS) installations in the residential sector.
2. Provide free/low-cost electricity to 1 crore households, up to 300 units of electricity per month.
3. Produce renewable electricity amounting to 1,000 billion units, reducing CO2 emissions by 720 million tons over 25 years.



4. Develop the necessary ecosystem for rooftop solar projects, including regulatory support, manufacturing, supply chain, vendor network, and operation & maintenance facilities.
5. Boost local economy and employment generation along with enhanced energy security.
6. Contribute to India's green climate commitments under its NDCs at UNFCCC by installing 30 GW of rooftop solar capacity by 2026-27.

The Ministry of New and Renewable Energy (MNRE) is the nodal ministry responsible for the overall implementation of this scheme. However, few skilling component of the scheme is being implemented by the MSDE. DGT serves as the nodal body for executing the skill development components of the scheme. This component aims to create a workforce skilled in installing, maintaining, and supporting the widespread adoption of solar technologies. The scheme targets the training of approximately 1,00,000 solar technicians and 2,000 trainers.

#### Skilling Components Implemented by DGT/MSDE

**Tab. 5.31: Skilling Components Implemented by DGT/MSDE**

Sl. No	Components	Implementing Dept./Agencies	Target
1	Solar Installers/ Technicians training	DGT	1,00,000
2	Training of Trainer	DGT	2,000
3	Entrepreneurs as vendors	NIESBUD	50,000
4	Assistant Helpers	SCGJ	20,500

NIMI under DGT has been designated as the training partner for the components being implemented by DGT. Training under these components are delivered through government ITIs and NSTI. NIMI is providing support to the Training Centres (TCs) for instructional materials, conducting Computer Based Test (CBT).

#### Courses for Training Components Implemented by DGT: -

**Tab. 5.32: Courses for training components implemented by DGT**

Sl.No	Course Name	NSQF Level	Duration	Entry Level
1	Rooftop Solar PV (Installation & Maintenance)- Trainer	level 4.0	15 hours	Electrical
2	Rooftop Solar PV (Installation & Maintenance)	Level 3.0	60 hrs. (45 hours institutional training followed by 15 hours of On-the-Job Training (OJT))	Electrician, Electrician Power Distribution, Electronics Mechanic

#### Methodology of Training Components Implemented by DGT :

**Master Trainers-** 23 Master trainers have been trained in National Institute of Solar Energy (NISE) under MNRE, Gurugram.

**Training of Trainer (ToT) Program:** Master-Trainers have trained 1123 trainers from ITI/NSTI on a pan India basis under ToT programme.

**Training Program for Trainees:** Trainers provided training to trainees under the technician program, supported by a streamlined portal developed by NIMI. The portal facilitates data collection, communication,

and efficient management for training centers, trainers, and candidates. Key features include candidate registration, batch management, attendance tracking, OJT certificate processing, and grievance handling. Each institute receives a unique Training Centre ID for secure access. The system also supports re-exam requests and tracks assessment results, enhancing the training process.

### Status of Training Components Implemented by DGT

**Tab. 5.33: Status of Training Components Implemented by DGT**

S.No	Components	Implementing Dept./Agencies	Target	Target Achieved
1	Solar Installers/ Technicians training	DGT	1,00,000	37,057
2	Training of Trainer	DGT	2,000	1,123



*Fig. 5.30: Training under PMSGMBY at Government ITI, Udumalpet, Tamil Nadu*

### 5.2.7. Assessment and Certification

- The All-India Trade Tests (AITT) are conducted for the various schemes run by the DGT. Admission, Hall Ticket generation, Result Declaration and issuance of Marksheets & Certificates are being done through SIDH platform since admission year 2023. The mains examination- 2024 for CTS scheme was conducted through the SIDH platform. The number of examinations conducted in year 2024 are as below:

**Tab. 5.34: Scheme Wise Examination Details**

Sl. No.	Name of the Scheme / Tests	Exams conducted for number of candidates during Year 2024
1	All India Trade Test for CTS	19,30,206
2	All India Trade Test for CITS	14,516
3	All India Trade Test for CTS (Flexi- MoU)	6,120
4	All India Trade Test of Craftsmen for the Centre of Excellence (CoE) Scheme (BBBT & Advance Modules)	1,088
5	All India Trade Test for Apprentices under Designated Trades	1,93,183

- The All-India Trade Tests are conducted in a hybrid format, combining online and offline modes. The theoretical exams are conducted as CBT, whereas the practical exams follow the conventional offline approach.
- NTCs are awarded to the successful candidates under CTS. NTC is a recognized qualification for recruitment to relevant posts and services in Central/ State Government/Private establishments in India.
- CBT exams are organized with support from State Directorates and an exam agency at around 1,348 centres. DGT also leverages the infrastructure of well-equipped ITIs for conducting CBT examination. During examination, the DGT conducts CBT examination for about 1.5 lakh trainees daily over a period of 12 working days.

**a) Recent Developments in All India Trade Tests Conducted by DGT**

**Onboarding of the CTS Trainee Lifecycle on SIDH**

- The CTS admission and examination module was on boarded onto the SIDH platform, beginning with the academic year 2023. The portal has been designed to manage the entire trainee lifecycle, from admission to examination and certification, replacing the previous NCVET MIS Portal.
- All examination modules, including trainees' eligibility criteria, examination fee payment and fee status updates by NIMI, trainee hall ticket generation and download, uploading of practical examination marks, and downloading of mark sheet and certificate, have been successfully made live on the SIDH portal.



*Fig. 5.31: CBT examination under CTS at a center*



## 5.2.8. IT and Digital Skilling Initiatives/Activities in DGT

DGT is working with an objective to bring transparency and efficiency in the Skill ecosystem by leveraging digital transformation.

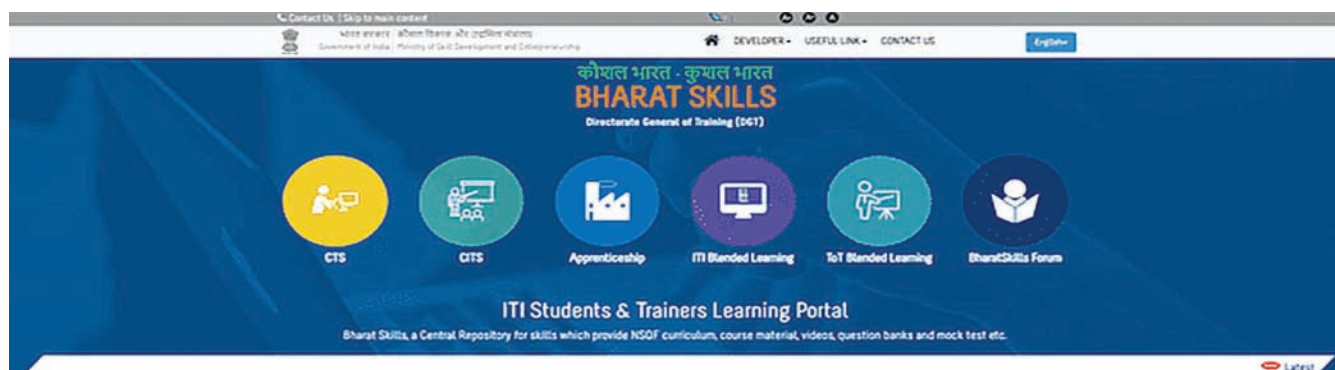


Fig. 5.32: Bharat Skills Portal (<https://bharatskills.gov.in>)

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.

Tab. 5.35: Content Available in BharatSkills portal

SLNo.	Scheme	e-books	Question Bank	e-Learning courseware
1	Craftsmen Training Scheme (CTS)*	454 in 69 trades	194 for 46 trades	79 popular trades
2	Craftsmen Instructor Training Scheme (CITS)	133 for 55 trades & POT	47 for 55 trades	-
3	Apprenticeship Training Scheme (ATS)	-	96 for 86 trades	-
4	Advance Diploma in IT, Networking & Cloud Computing (ADIT)	33	17	-

\*Books are available in 13 languages - English, Hindi, Oriya, Tamil, Marathi, Gujarati, Bengali, Telugu, Punjabi, Kannada, Urdu, Assamese, Malayalam.

Tab. 5.36: Participant-wise details of digital platforms

Sl. No.	Portal / App	No of Participants
1	Bharatskills - Mobile friendly site	68,53,501 (unique IPs)
2	Bharatskills Mobile App users	27,49,347
3	Bharatskills - Blended Learning for 6 popular Courses under CTS- Electrician, Fitter, COPA, Welder, Diesel Mechanic, Cosmetology	1,73,917
4	NIMI Online Mock Test	7,99,207 (trainees attempted 1,84,22,982 tests)
	<b>Total</b>	<b>1,05,75,972</b>

More than 3.85 crore hits with 68.53 Lakh unique users on Bharatskills portal (<https://bharatskills.gov.in>) (as on 31st December 2024). Bharat Skills Portal 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. DGT has implemented many e-services at headquarters and its field institutes. This has ensured increased efficiency, improved public services, better tracking, faster service and also paved a way for transparency in the system.

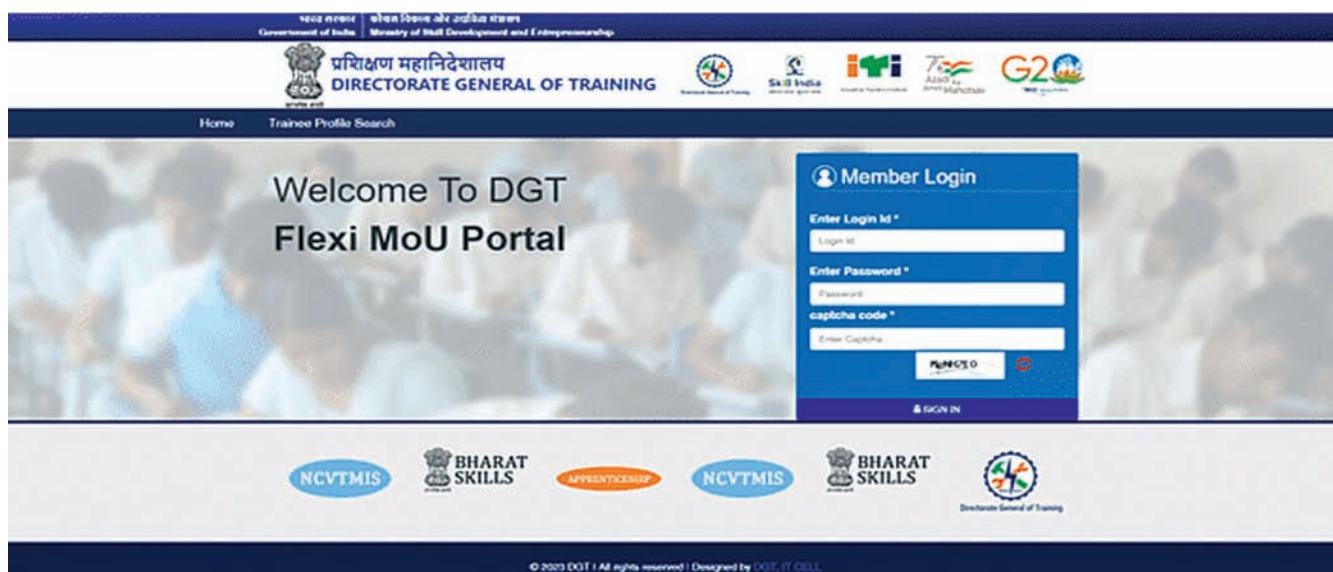


Fig. 5.33: Flexi MoU portal (<https://fleximou.dgt.gov.in>)



Fig. 5.34: Bharatskills forum (<https://bskillforum.bharatskills.gov.in>)

Tab. 5.37: Management of Online Portals for ITI Management System

Sl. No.	Website/URL	Description	Managed by:
1	National Council for Vocational Training (NCVT) <a href="https://ncvtmis.gov.in">https://ncvtmis.gov.in</a>	This portal is a one-stop information source for all institutes and courses under the purview of the NCVT. The portal manages ITI 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

Sl. No.	Website/URL	Description	Managed by:
2	Skill India Digital Hub (SIDH) portal ( <a href="https://www.skillindiadigital.gov.in/home">https://www.skillindiadigital.gov.in/home</a> )	SIDH is envisioned as a citizen-centric platform, ensuring that the citizen is at the centre of all the services available on the platform. SIDH is an AI- based micro-services architected platform, enabling recommendations for accurate learning/ career path. The Intelligent search feature uses Natural Language Processing powered chatbot to increase the efficacy of end users' interaction with the system. The migration of NCVT MIS Portal to SIDH Portal is currently in process. Admission and examination modules from NCVT MIS portal have been successfully migrated to SIDH portal.	DGT-NSDC Hosted by NSDC
3	Apprenticeship portal <a href="https://apprenticeshipindia.gov.in">https://apprenticeshipindia.gov.in</a>	Portal manages apprenticeship registration, Training, examination and certification under NAPS for Designated and optional trades.	IBM-TNT / DGT-NSDC Hosted by NSDC

### 5.2.9. Other IT initiatives

- 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.
- Updation of Darpan Dashboard for Ministry through Web API, <https://msde.dashboard.nic.in/DashboardF.aspx>

#### A) DGT collaborations with Technology companies (<https://bharatskills.gov.in/content/upskilling/>)

- DGT has collaborated with many IT frontlines like IBM, Microsoft, Cisco, Amazon Web Services (AWS) etc. for training and enabling trainees to become Industry Ready as per IR 4.0. These short duration, self-paced learning courses in new-age skills offered by the IT Industry partners are linked to the DGT Bharatskills. Summary of trainees trained till date: ~ 23.35 lakh.

**Tab. 5.38: Trainees trained under MoUs signed with Techonology Companies (As on 31.12.2024)**

S. No.	Industry Partner	Trainees Trained
1	Microsoft Digital Skills Program (including Skill Saksham Program w.e.f. June 2023)	47,773
2	Future Right Skills Network	8,30,408
3	IBM Skill Build (Renewal under Progress)	14,12,303
4	CISCO Net Academy (Renewal under Progress)	31,697
5	Wadhwani Foundation (Renewal under Progress)	36,949
6	Amazon Web Services (AWS)	420
7	SAP (discontinued)	1,110
8	Adobe India (discontinued)	24,360
	<b>Total</b>	<b>23,85,020</b>



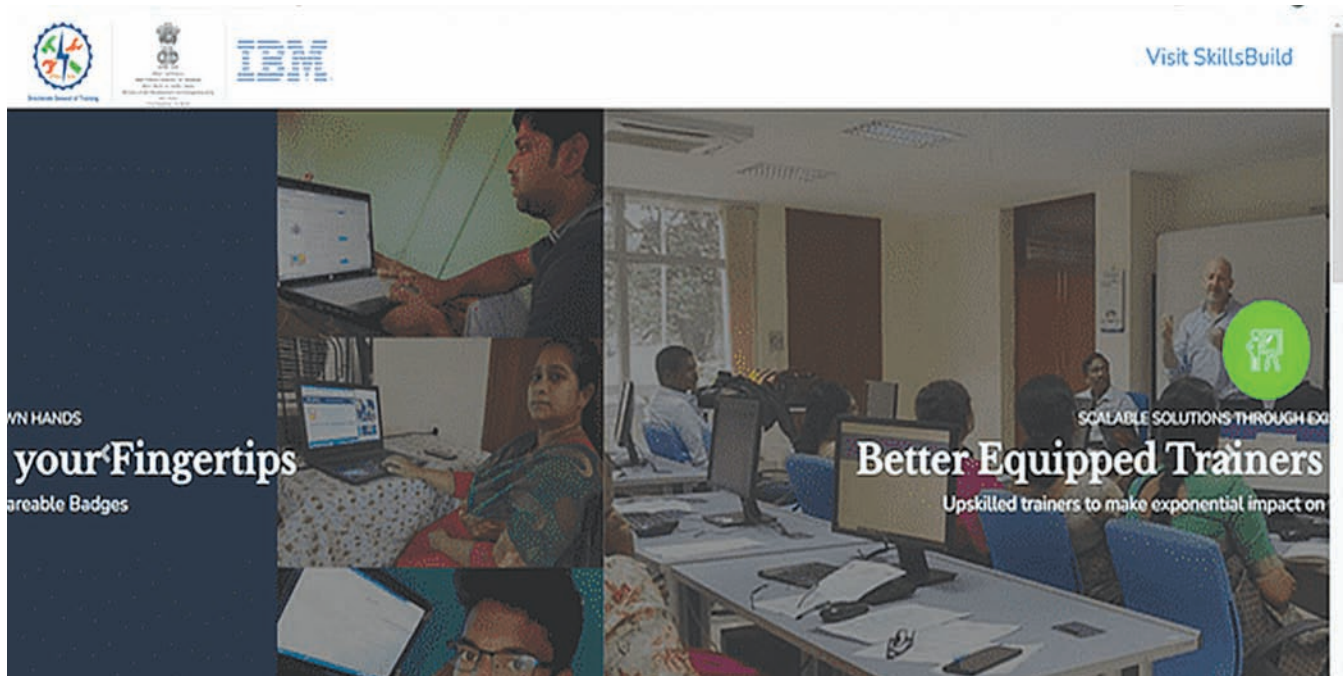
**B) Initiatives with IBM, extended the MoU for 4 years up to 26th September 2024 – Renewal of MoU is under process**

- 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 267 Trainees have completed training in 2022-24 session. Details in table-5.42 below:

**Tab. 5.39: Trainees Trained Under MoU with IBM**

Batch No	Month of Launch	No. of NSTIs	No. of Trainees
1st Batch	Feb-18	1	19
2nd Batch	Sep-18	5	69
3rd Batch	Nov-19	16	370
4th Batch	Apr-22	15	265

- Train the Trainer Campaign (in Basic AI) 7 NSTI locations - 10100 ITI instructors from over 900 ITIs.
- Skills Build – A digital Learning Platform - In June, 2020 launched Skill build Reignite and Skill Build Innovation Camp for job seekers and entrepreneurs. 14,12,303 learners and 78,77,989 Course completions and badges. (from November 2019 to 08th Feb 2024 and increasing) DGT-IBM Skill Build Platform.



**Fig. 5.35: DGT-IBM Skill Build Platform**

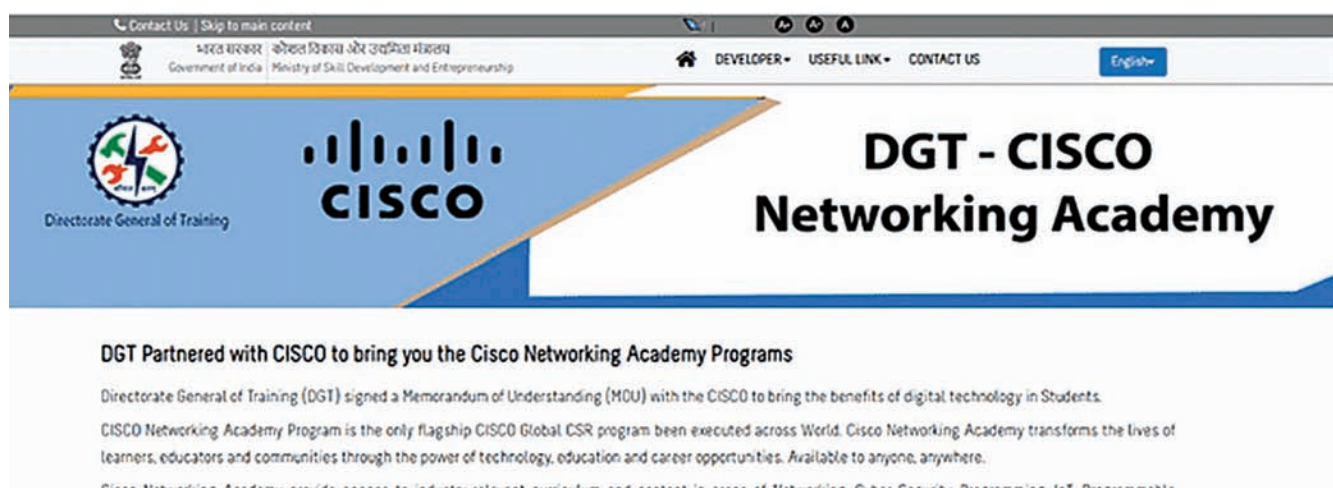
**C) Initiatives with CISCO, extended the MoU for 2 years – up to June 2024- Renewal is under process**

- 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 CISC
- O NetAcademy Online Courses- Total of 31,697 trainees completed courses under new age skills like Python, Cybersecurity, IoT etc.



*Fig. 5.36: Workshop by CISCO on Cyber Security*



*Fig. 5.37: Digital skills through CISCO Net Academy Online Courses*

**D) Initiatives with Future Right Skill Network (Erstwhile Quest Alliance), extended the MoU for 3 years up to Feb 2027):**

DGT has collaborated with the Future Right Skills Network (FRSN) since 2019 through several key initiatives for Curriculum Development, industry collaboration (through its consortium of industries like Accenture, Cisco, J.P. Morgan, SAP, and the non-profit implementing partner- Quest Alliance). Quest Alliance has helped in the integration of essential soft skills in training and career counselling services for better job market preparation. It also assists in the capacity-building activities of the ITI and NSTI trainers in Employability Skills, across the

country at no cost. It provides crucial support in curriculum and content development of Employability Skills, considering that these skills are essential for improving the employability of the ITI passed-out students, in addition to their core skills.

**Tab. 5.40: Details of Achievements:**

Training Programs	Achievements
Content Creation and Dissemination - Digital Employability Skills ("ES")	<p>20 States, 1,361 Network ITIs, Trainees Trained : 851617 (Cumulative since 2019) ongoing in 2024 Session</p> <p>QUESTAPP + Bharat Skills Portal Outreach – 6,33,484 (Cumulative)</p> <p>ES Content Development</p> <p>Print Content –</p> <p>ES workbooks 2024 edition including - AI for All Module (7.5 Hours)</p> <p>ES student workbook in Hindi &amp; English for long term and short-term courses</p> <p>ES Student workbook in English &amp; Hindi for 2nd Year CTS (60Hrs Advanced)</p> <p>ES facilitator Handbook</p> <p>Digital Content</p> <p>159 ES Digital lessons developed for 1st Year in English</p> <p>102 ES Digital lessons developed for 1st Year in Hindi</p> <p>116 ES Digital Assessment developed for 1st Year in English</p> <p>96 ES Digital Assessment developed for 1st Year in Hindi</p> <p>8 ES Digital course for Trainers</p> <p>12 ES Digital lessons (Advanced) developed for 2nd Year in English</p> <p>Question Bank</p> <p>ES Question Bank for 1st Year &amp; 2nd Year developed</p>
Training of Trainers – ongoing	<p>Principal Orientation/Training    1104 oriented 430 trained</p>
	<p>Training of Trainers - ES    289 Master Trainers trained 4133 trainers trained 2485 trainers trained on ES under WB STRIVE Project</p>
	<p>Placement Officers training    543 officials trained and overall 38% of the students placed, 150+ Alumni and Family meet organized</p>
Modern Employability Skills Labs	<p>Employability skills lab setup completed in 15 NSTIs and Upcoming in 4 women ITIs</p> <p>Infrastructure &amp; Faculty Support for Employability skills &amp; IT literacy for trainees.</p>
ICT Infra Labs at NSTIs/it is	<p>14 Labs setup at NSTIs</p> <p>75 labs in State Govt. it is</p>
Mobile Phone Libraries	<p>22 mobile phone libraries (NSTIs + ITIs) has been set up for girl students to take online classes</p> <p>Useful to trainees who cannot afford computer/ Smart phone for online classes and online learning modules.</p>
Research	<p>Development of Trainer Development Strategies for Skilling Eco-system</p>





*Fig. 5.38: Employability Skill Labs at NSTI(W) Trivandrum*



*Fig. 5.39: Employability Skill Labs at NSTI(W) Vadodara*

#### **E) Initiatives with Amazon Web Services (AWS) (MoU up to 19th August, 4. 2025)**

- Amazon Internet Services Private Limited (AISPL) has collaborated with DGT for skilling students and educators on cloud and emerging technologies through AWS Educate and AWS Academy.
- The collaboration is meant to assist in skilling, reskilling and upskilling of learners and educators connected with institutions under DGT, in the fields of cloud computing, and emerging technologies like artificial intelligence, machine learning, etc. AWS Educate and AWS Academy programs will be used to provide learners and educators access to relevant content and hands-on labs.
- A total of 420 students of 12 NSTIs have been enrolled in AWS academies under this MoU

#### **F) Initiatives with Microsoft India (MoU up to 31st July, 2025)**

- Microsoft India has collaborated with DGT to implement capacity building training programs for the students of NSTIs & ITIs, ensuring better preparedness for the upcoming jobs.
- The project is providing training to the learners in Government ITIs and NSTIs with an aim to empower learners with the essential skills to become self-reliant with industry relevant skills and enhance their employability while connecting them to relevant job opportunities and development of talents within the country.

Under this collaboration, two types of training programmes are undergoing:

- Digital Productivity and Advanced IT skilling

- Cyber Security skilling

60 Hours courses are being run in ITIs [Target of 8000 students] under Breadth model and 320 hours courses are being run in NSTIs [Target of 1000 students] under Depth model. A total of 8551 students of 46 ITIs and 14 NSTIs have been trained under this MoU.

- Microsoft is also supporting the launch of AI Programming Assistant (1-year duration), CTS course in 19 NSTIs by providing master trainers and training content.



*Fig. 5.40: Exchange of MoU between DGT and Microsoft India in the august presence of Hon'ble Minister of State, MSDE, DG(T)/AS, DGT and other dignitaries at New Delhi on 27-08-2024*

#### **G) Initiatives with ETS India – MoU up to 24th July, 2024 (Renewal of MoU is under process)**

- ETS India is providing the TOEIC Bridge online learning and practice course for self-learning of 1000 students of NSTIs/ITIs from CTS and CITS trades, followed by pre-assessment tests to assess their levels of English reading and listening skills before they take the TOEIC Bridge Assessment
- It is providing training workshops in TOEIC Bridge assessment (1 offline and 3 online training) for 50 trainers, who will further facilitate the training of selected CTS and CITS students in the NSTIs/ITIs.
- Diagnostic tests for the NSTI trainers have been conducted to assess their level before starting training for the trainers.
- 466 trainees of NSTIs have undergone diagnostic tests conducted by ETS.

#### **H) Initiatives with Wadhvani Foundation (WF)- MoU up to 03rd October ,2024 (Renewal of MoU is under process)**

As a part of DGT collaboration with the Wadhvani Foundation (WF), a transformative 120-hour employability skills training program is made available for ITI students on the Bharatskills portal (<https://bharatskills.gov.in>). This is meticulously tailored to meet the demands of the contemporary workforce. This initiative promises to



significantly augment their employability and pave the way for pertinent job opportunities. Furthermore, in addition to the pre-existing employability skills content available on the Bharatskills portal, Wadhvani Foundation is offering a rich and interactive online digital content on Employability Skills, free of charge, aligned with the DGT curriculum. The following new features have been added for trainees to explore and get benefitted:

- Seamless integration of the learning content with the Generative AI tech platform enabling students to receive real-time assistance and resolve queries while understanding this content
- Introduction of a dedicated AI module called 'Placement Prep' aimed at aiding students in preparing for job placement interviews.

Following the completion of the program, students have the opportunity to undergo assessments to gauge their learning outcomes. The WF Employability skills content is available under the 'Useful Links' Tab on the home page of the Bharatskills portal. Further, the separate modules under Employability Skills can be accessed via URL <https://bharatskills.gov.in/employability-skills/wadhvani-foundation/>. Currently, the content is available in 03 languages viz English, Hindi and Kannada.

As on date, 503 ITI faculties and 36,949 ITI students have been trained in Employability skills under this MoU.



*Fig. 5.41: Exchange of MoU between DGT and Wadhvani Foundation in the august presence of Hon'ble Secretary, MSDE and other dignitaries at New Delhi on 25-01-2024*

#### **I) Initiative with META up to 13th April, 2025**

The DGT, Meta and SkillVeri have collaborated to establish Centers of Excellence in Virtual and Mixed Reality at five NSTIs in Chennai, Kanpur, Bangalore, Hyderabad, and Jodhpur as part of a six-month pilot project. This program incurs no cost for the government or beneficiaries and will utilize Oculus Quest devices and other VR/MR tools to provide immersive training experiences in trades like welding, refrigeration, painting, and solar panel installation, with SkillVeri delivering content and professional support. NSTIs are providing basic infrastructure. The program aims to enhance skill development through cutting-edge technology, with its impact evaluated through end-of-project surveys.





*Fig. 5.42: Initiative with META*

### 5.3. Scheme for Upgradation of ITIs

#### 5.3.1 Union Budget Announcement 2024-25

Union Budget 2024, para 24 reads “I am happy to announce a new centrally sponsored scheme, as the 4th scheme under the Prime Minister’s package, for skilling in collaboration with state governments and Industry. 20 lakh youth will be skilled over a 5-year period. 1,000 ITIs will be upgraded in hub and spoke arrangements with outcome orientation. Course content and design will be aligned to the skill needs of industry, and new courses will be introduced for emerging needs.” –Hon’ble Finance Minister

The National ITI Upgradation scheme announced in the Union Budget for 2024-25, proposes to establish government-owned, industry-managed ITIs, operated through PPP models. The scheme aims to ensure that training programs are aligned with industry needs and standards through the upgradation of 1,000 ITIs in a hub-and-spoke arrangement, with course content and design tailored to the needs of the industry. It also aims at capacity augmentation of National Institutes for the Training of Trainers, through autonomy and improved governance.

The national scheme for upgradation of ITIs aims to address the deficiencies in the ITI ecosystem by improving the quality of training, enhancing learning outcomes, increasing the market relevance of courses, and demand-led skilling through strengthened industry connections. In addition, the scheme seeks to strengthen and augment capacity of National Institutes of Trainers i.e. NSTIs under the central government’s ambit.

#### 5.3.2. Enhancing Skill Development Infrastructure in Northeastern States

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 and was operational till 31.03.2024.

##### **Components of the scheme:**

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

1. Upgradation of 22 ITIs by introducing three new trades per ITI;

2. Supplementing infrastructure deficiencies in 28 ITIs by constructing new hostel, boundary wall and supplementing old and obsolete tools and equipment;
3. Funding Monitoring Cells at Central & State Level and
4. Establishment of 34 New ITIs in 8 States.

Central share of Rs. 308.83 crore, out of total central allocation of Rs. 419.40 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 at table below:

**Tab. 5.41: Component wise coverage under ESDI scheme**

S. No.	State	ITIs covered under		ITIs covered under supplementing Upgradation		ITIs covered under new establishments deficient infrastructure	
		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, Nalbari, Tinsukia, Sonitpur
3	Manipur	3	Phaknung, Senapati, Takyel(W)	8	Chandel, Kakching, Phaknung, Ningthoukhong, Saikot Sena- pati, Takyel (W), Tamenglong,	4	Kangpokpi, Noney Pherzawl, Sekmai
4	Meghalaya	4	Nongpoh, Nongstoin, Resubelpara, Sohra	4	Nongpoh, Nongstoin, Resubel- para, Sohra	3	Ampati, East Jayantia Hills, Mawkyr- wat
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
	Tripura	1	Indra Nagar	1	Belonia	3	Gandacharra, Kanchanpur, Santirbazar
	<b>Total</b>	<b>22</b>		<b>28</b>		<b>34</b>	

**Salient Features/Achievements:ESDI**

- 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.
- 73.74% of the allocated fund has been released under the scheme. Further, construction of 18 new ITIs (out of 34) is complete and 26 ITIs (out of 40) are upgraded under the scheme.

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.

### 5.3.3. Skill Development in 48 Districts Affected by Left Wing Extremism

The scheme started in 2011 and was operational till 31.03.2024. The scheme had a budget outlay of Rs.

401.28 crores with an aim to set up ITIs and 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 (20 ITIs @Rs. 5.32 crore and 28 ITIs @Rs. 7.34 crore per ITI).
- For better industry linkage, Institute Management Committee (IMC) were formed with the chairman from industry to run each ITI, and each IMC will be provided with Rs. 1 crore with 100% central assistance.
- 61 SDCs @Rs. 50 lakh per SDC.

Central share of Rs.236.83 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 LWE” are given at below:

**Tab. 5.42: Districts covered under the Skill Development in 48 Districts Affected by Left Wing Extremism**

Sl. No.	State	Districts Covered for Establishment of ITI		Districts Covered for Establishment of SDC	
		No.	Location	No.	Location
1	Andhra Pradesh	1	Visakhapatnam		
2	Bihar	9	Arwal, Aurangabad, Banka, Gaya, Jamui, Jehanabad, Muzaffarpur, Nawada, & Rohtas	6	Arwal, Aurangabad, Gaya Jamui, Jehanabad, Rohtas (Only 1 SDC covered),
3	Chhattisgarh	9	Bastar, Bijapur, Dantewada, Kanker, Kondagaon, Rajnand-gaon, Narayanpur, Sukma, & Surguja	7	Bastar, Bijapur, Dantewada, Kanker, Narayanpur, Rajnand- gaon, & Surguja
			Bokaro, Chatra, Dumka,, East Singhbhum, Garhwa, Gumla, Girdih, Hazaribagh, Khunti, Latehar, Lohardaga, Palamau, Ranchi, Ramgarh, Simdega, & West Singhbhum		Bokaro, Chatra, East Singh- bhum, Garhwa, Gumla, Haz- aribagh, Latehar, Lohardaga, Palamau, and West Singhbhum



4	Jharkhand	16		10	
5	Madhya Pradesh	2	Balaghat and Mandla	1	Balaghat
6	Maharashtra	2	Gadchiroli and Gondia		
7	Orissa	6	Deogarh, Gajapati, Koraput, Malkangiri, Rayagada, Sam- balpur	5	Deogarh, Gajapati, Malkangiri, Rayagada, and Sambalpur
8	Telangana	1	Khammam	1	Khammam
9	Uttar Pradesh	1	Sonbhadra	1	Sonbhadra
10	West Bengal	1	Jhargram (Erstwhile – Paschim Midnapur (Lalgah Area))		
	<b>Total</b>	<b>48</b>		<b>31</b>	

#### Salient Features/Achievements: Skill Development in LWE

- Construction of 36 ITIs (out of 48) and 60 SDCs (out of 61) has been completed
- Out of the total allocated fund of Rs.401.28 Crores, Rs.308.35 Crores (including state share) has been released till March 2024.
- Center to State share funding is 75:25 for ITI&SDC; 100:0 for IMC

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.



*Fig. 5.43: Government ITI Kongpokpi, under ESDI*



*Fig. 5.44: Govt. ITI Binpur, Jhargram, Manipur West Bengal under LWE*

#### 5.3.4. Upgradation of Government ITIs to 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 relationships by engaging with local industry. The total budget outlay of the scheme is Rs. 238.08 Crores. Model ITIs were setup to become a demand center for its expertise and best performing institute for training.

### Salient Features/Achievements: Model ITIs

- 35 ITIs were identified in 29 States and UTs for this scheme with an empowered structure for efficient functioning
- 83.22% of the allocated funds was released under the scheme.
- Civil upgradation is complete in 14 ITIs and Machinery upgradation is done in 7 ITIs
- Centre to States 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 a positive impact on Overall Seat Utilization, Pass out % & Placement. The sunset date of the scheme was 31 March 2024 with a revised total cost of Rs. 238.08 Crore. So far, an amount of Rs.192.65 crore (including State Share) has been released to 29 States for upgradation of 35 ITIs into Model ITIs under the scheme.



*Fig. 5.45: ITI Gurugram upgraded*



*Fig. 5.46: ITI Namchi, Sikkim upgraded ITI under Model ITI Scheme*

The State/ UT – wise coverage of ITIs under the scheme is placed at Annexure-17.

### 5.3.5. Best Practices on Environmental Aspects:

All ITIs have confirmed to have taken up several initiatives towards creating clean and green environment and promote social inclusion. Some of the common activities reported in area of environmental management and social inclusion are given below:

- i. Installation of rainwater harvesting systems for water storage, solar panels for electricity generation at ITI level was done by many ITIs across the States/ UTs.
- ii. Awareness programs were conducted by ITIs with the help of Forest Department / NGOs to convey the importance of safeguarding the environment at all places including the classrooms, labs and even houses.
- iii. Waste management including the collection, processing, treatment and recycling of dry and wet waste, hazardous waste.
- iv. Cleanliness drives across the ITI campuses and villages/ towns were conducted by States/ UTs to spread awareness.
- v. Gender sensitization and self-defence training were conducted across the ITIs by the Police/ Health Dept. in the States/ UTs.
- vi. Parents of the female trainees were counselled to encourage their wards to peruse higher education and career.

- vii. Sanitary napkin vending machines and incinerators were installed for female trainees/ trainers.
- viii. Separate women's cells constituted in ITIs and committees were constituted in ITIs to prevent sexual harassment of woman at workplace for the benefit of the female trainees/ trainers.
- ix. Some of the ITIs installed ramps, wheelchairs, toilets with special arrangements to increase participation of persons with disabilities in ITI trainings.
- x. States reserved admission criteria for female, PwDs, EWS, Tribal and other marginalized groups to increase their participation. Stipends were given to trainees to increase participation.
- xi. States organized events on special occasions such as International Women's Day, International Day for Persons with Disabilities, Annual Sports Day/ Week etc. and encouraged female/ PwD/ SC/ ST trainees to participate.
- xii. Installation of fire safety equipment, first aid kits, safety gears (shoes, gloves, hooks etc.) at ITI level was done by many ITIs across the States/ UTs
- xiii. Awareness sessions about Occupational Safety and Health were conducted by ITIs in close coordination with Fire Safety and other departments for trainees and trainers.
- xiv. Regular monitoring of health of the trainees/ trainers through medical camps.
- xv. Mental health awareness camp, Anti-Drug and HIV aids awareness camps were organized by Health/ Police/ Social Welfare Dept in the States/ UTs.
- xvi. States have organized apprenticeship melas, job fairs, mock interviews and conducted placement drives to increase employment among trainees.
- xvii. States have organized events like Innovation Fest, Trash to Triumph, Waste to Wealth



*Fig. 5.47: Maintaining a clean and green environment*

## 5.4. 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/UTs 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 a women's hostel.
- **Upgrading infrastructure in selected Polytechnics of States/UTs:** Under this sub-scheme, financial assistance up to Rs.2.00 Crore per Polytechnic is provided by the Government of India to upgrade the infrastructure facilities of existing Polytechnics.

#### **Salient Features /Achievements: Scheme of Polytechnics**

- Component 1 Establishment of new Polytechnics : 159 (out of 295) Polytechnics are under construction
- Component 2 Construction of Women Hostel : 351 (out of 499) Women Hostels have been constructed
- Component 3 Upgradation of 500 Polytechnics : 105 (out of 500) Polytechnics have been upgraded.
- Component 4 Community Development Through Polytechnics : 14.93 Lakh have been trained.

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

### **5.5. Apprenticeship Training Under the Apprentices Act, 1961**

#### **I. Background**

In the Indian context, the Apprentices Act, 1961 and the Apprenticeship Rules, 1992 were enacted with the objective to meet the demand of skilled workforce, to promote industrial economy and to provide experiential learning opportunities to the youth. The Act regulates and promotes apprenticeship training in the country by utilizing the facilities available in the industry for imparting practical training with a view to meet the requirements of skilled manpower for industry.

Apprenticeship training is a structured system of learning that integrates theoretical knowledge with hands-on, practical training in real-world work environments. This approach equips individuals with industry-relevant skills, enhancing their employability and preparing them for careers in both traditional and emerging sectors. By providing an opportunity to earn a stipend while gaining valuable experience, apprenticeships serve as a compelling alternative to conventional education, offering a practical pathway to personal and professional growth.

#### **II. 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:

- To regulate and promote the apprenticeship training in the industry.
- 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 Apprentice Act, 1961 in the country.

### III. Compliances Under the Apprentices Act, 1961 and Apprenticeship Rules 1992

On the advice of the CAC, changes have been made over time in the apprenticeship norms including amendment of the Apprentices Act in 2014 and changes in the Apprenticeship Rules in 2015 and 2019 to build market relevance and promote off take of Apprenticeship. Amendment to the Rules is also carried from time to time with the approval of the CAC and is notified through the Gazette of India. Some of the important provisions/compliances[1] of above Act and Rules are as under:

- a) The Act specifies the minimum **age for apprentices**. No upper age is specified. The apprentice must be at least 14 years old to be eligible for an apprenticeship. However, for certain hazardous trades, the minimum age limit is 18 years.
- b) The duration of the apprenticeship is specified under the contract and must be in line with the guidelines of the Act. The **training duration** depends on the trade and could range from 6 months to 3 years.
- c) The Act mandates that apprentices must be paid a **stipend**, which must not be less than the amount prescribed by the government under the Rule 11 of Apprenticeship Rules, 1992. The minimum stipend rate was last notified in the year 2019.
  - i. The stipend rate is fixed and is as per the educational qualifications prescribed for the trade.
  - ii. The minimum educational qualification required by a person to undergo training is 5th standard.
  - iii. Basis, the prescribed educational qualification for a trade, the minimum stipend rate ranges from Rs 5,000 per month to Rs 9,000 per month for the first-year training.
  - iv. A hike of 10% to stipend and 15% to stipend is for the second and third year of training respectively.

### IV. Roles and Responsibilities of Implementing, Monitoring, and Promoting Agencies

The successful implementation of the NAPS-2 relies on the coordinated efforts of multiple agencies at national, state, and sectoral levels. These agencies play pivotal roles in implementing, monitoring, and promoting the scheme to ensure its objectives are achieved. From regulatory oversight and policy guidance by the MSDE to operational execution by Regional Directorates, State Apprenticeship Advisers, and SSCs, each stakeholder contributes to creating an inclusive and efficient apprenticeship ecosystem.

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

**State Apprenticeship Advisers (SAAs):** The SAAs act as implementing, monitoring, and promotion authorities 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”.

**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.

**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 SSCs 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 NAPS-2.

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

**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 youths for apprenticeship training, besides participating in promotion of the scheme.

In summary, the roles and responsibilities of implementing, monitoring, and promoting agencies are intricately aligned to build a robust framework for apprenticeship training. By fostering collaboration among key stakeholders such as MSDE, RDSDEs, SAAs, NSDC, SSCs, State governments, and TPAs, the scheme ensures seamless execution and scalability. These collective efforts aim to empower establishments and youth alike, driving skill development and enhancing employability on a national scale.

### V. Comprehensive Overview

The Apprenticeship Training program under the Apprentices Act, 1961, serves as a cornerstone for skill development and employability in India. By offering structured training through Designated and Optional Trades, the program equips apprentices with practical, industry-relevant skills. Supported by initiatives like the NAPS-2 and the integration of advanced digital tools, the program emphasizes accessibility, efficiency, and inclusivity. The comprehensive framework includes eligibility criteria, training structures, stipends, assessments, and certification, ensuring a streamlined and impactful learning experience for apprentices nationwide.

**Eligibility criteria for apprentices:** 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 10<sup>th</sup> pass, depending upon the entry-level qualification requirement for relevant trades as prescribed in curriculum of respective trade.

**Categories of Apprentices:** There are the following six categories of apprentices:

**Tab. 5.43:** Categories of Apprentices

1	Trade apprentices (also includes fresher apprentices)	Designated Trade Apprentices
2	Technician(vocational) apprentices	
3	Technician apprentices	
4	Graduate apprentices	
5	Optional Trade apprentices	
6	Degree apprentices	

**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 CAC, 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

**Structure of training:** Apprenticeship Training consists of Basic Training and 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 OJT/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.

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

**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:

**Tab. 5.44: Stipend Rate for Apprentices**

S. No.	Category	Prescribed minimum amount of stipend Rate
1	School pass-outs (Class 5th – Class 9th)	₹ 5,000 per month
2	School pass-outs (class 10th)	₹ 6,000 per month
3	School pass-outs (class 12th)	₹ 7000 per month
4	National or State Certificate holder	₹ 7000 per month
5	Technician (vocational) apprentice / Vocational Certificate holder or Sandwich Course (Students from Diploma Institutions)	₹ 7,000 per month
6	Technician apprentices or Diploma holder in any stream / Sandwich Course (students from degree institutions)	₹ 8,000 per month
7	Graduate apprentices or Degree apprentices/ degree in any stream	₹ 9,000 per month

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

**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 is conducted by the establishments engaging the apprentices and theory paper are conducted by DGT/SSC as per the norms prescribed by them.

**All India Trade Test (AITT):** AITT is conducted for non-ITI/ fresher apprentices in designated trade. AITT which was previously conducted in half yearly mode has now been shifted to quarterly mode. In FY 2024-2025 (till 31.12.2024), AITT 118[2], AITT 119 and AITT 120 have been conducted with CBT on 09-07-2024, 26-09-2024 and 18-12-2024 respectively.

Cut-off date is fixed every quarter and serves as a basis for initiating AITT exam related activities. For all

candidates whose contracts will be completing on or before the cut-off date, would be eligible to register for the respective quarterly AITT exam. Also, supplementary candidate/ failed candidates in any previous AITTs, absent candidates in any previous AITTs and candidates whose contract is completed but not registered in any previous AITTs are also eligible to appear for exam.

Post completion of theory exam, exam result is processed, and result is published in the candidate login of apprenticeship portal (<http://www.apprenticeshipindia.gov.in>). The online portal facility allows the apprentices to download their mark sheets and certificates at their convenience.

**Apprenticeship Portal to Trace Apprenticeship Lifecycle:** A national portal, ([apprenticeshipindia.gov.in](http://www.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, SAAs, AAAs, NSDC, SSCs, TPAs and other stakeholders. The apprenticeship portal ([www.apprenticeshipindia.gov.in](http://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.

## VI. 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:

- 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.
- 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.
- 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.
- 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.
- 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.
- Allowing employers/establishments to engage apprentices from other States also in their establishments.
- Allowing employers to formulate their own policies on requirement of apprentices.
- Removing stringent penalty clauses like imprisonment by financial penalties only.

- Allowing industries to out-source basic training to fresher candidates so that they are free from burden of creation of infrastructure for classroom training for apprentices.

## **VII. 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:

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

The design and implementation of both NAPS (2016) and NAPS-2 (2021) are firmly rooted in the Apprentices Act, 1961 and the Apprenticeship Rules, 1992, which provide the enabling legal framework to standardize, regulate, and promote apprenticeship training across the country. The amendments made to the Act in 2014—such as the introduction of Optional Trades, enhanced flexibility for employers to determine curriculum and training period, and digitization of processes—directly enabled the structure and operational flexibility introduced under NAPS. Similarly, the 2019 amendments to the Rules, including the revised stipend structure linked to educational qualifications and the broadened mandatory engagement threshold (from establishments with 40 to those with 30 employees), created the foundational reforms that allowed NAPS and NAPS-2 to scale apprenticeship outreach. These provisions empowered smaller enterprises and MSMEs to participate in the scheme and facilitated the integration of newer categories like Degree Apprentices. NAPS-2 further builds on this by focusing on simplification, digital governance, and improved incentive mechanisms, all made possible through the foundational legal mandates. Thus, the Apprentices Act and Rules are not only compliance tools but act as the legislative scaffolding that gives shape, continuity, and adaptability to both NAPS and its evolved version, NAPS-2.

[1] Important provisions/ compliances have been separately discussed in Section 5: Apprenticeship Training

[2] ATT 118 – Number denotes test number



# 6

## Other Schemes and Initiatives



### 6.1. Model Skill Loan Scheme:

A Skill Loan Scheme was launched by the Hon'ble Prime Minister on 15th July 2015 with a view to support youth who wish to go through skill training programmes in the country. To ensure access to institutional credit to aspirants to pursue skill courses, especially higher end, fee-based skilling courses for new age skills, the scheme has been modified and notified in Gazette of India date 9th July, 2024. The salient features of the modified Credit Guarantee Fund Scheme for Skill Development (CGFSSD) are:

- The maximum loan limit has been increased from Rs. 1.5 lakh to Rs. 7.5 lakh. The minimum and maximum loan limit under the Scheme now are Rs. 5 thousand /- and Rs. 7.5 lakh respectively, without any collateral security and/or third-party guarantee.
- Inclusion of NBFC/NBFC-MFIs in addition to Schedule Banks as the eligible lending institutions under the scheme.
- The interest Rate to be charged by the Member Lending Institutions should not be more than 1.5% per annum over External Benchmark Lending Rate (EBLR) for Scheduled Banks, and 21% per annum for NBFC/ NBFC-MFIs.
- Eligible borrowers with Indian Nationality who meet the eligibility criteria with minimum qualifications to undergo skill training for the NSQF aligned courses and/or the Non-NSQF aligned courses by the training entities onboarded on the MSDE's SIDH platform
- The fund provides guarantee cover to the extent of 70-75% of the amount in default
- The claim payout to an eligible lending institution for initial years to be capped at 20% of the total disbursement made by the institution under the scheme during a year.
- No processing fee is to be charged by the banks. The tenure of repayment of the loan under the Scheme is as under.

Amount of Loan	Tenure
Loan Upto Rs. 50,000	up to 3 years
Loans between Rs. 50,000 to Rs 1 Lakh	up to 5 years
Loan above Rs. 1.00 Lakh	up to 7 years

The progress made under the scheme as on 30th November 2024 is as under

Number of Loans Guaranteed	Amount of Loans Guaranteed (in Rs. Cr.)	Member lending institutions (MLIs) Registered
10,710	123.71	22

## 6.2. Indian Institutes of Skills (IISs)

The Union Cabinet in October, 2018, had approved the setting up of three Indian Institute of Skills at Mumbai, Ahmedabad and Kanpur under PPP Mode. These IISs are being setup as State-of-art skill institutions considering the best practices from internationally renowned Skill Institutions.

The RFP were invited from industry partners for setting up and running of the 3 IISs. The Tata Education and Development Trust was selected as private partner for setting up of 2 IISs at Mumbai and Ahmadabad under PPP model. However, there was no response received from the Industry for IIS-Kanpur. Tata Indian Institute of Skills (TIIS) was established by Tata Trusts in March 2020 under the Companies Act with the primary objective of setting up of IISs at Mumbai and Ahmedabad and building an industry-ready workforce. Tata IIS aspires to be a premier training institution in the country, equipped with world-class vocational training facilities. The institute provides training in highly specialised areas such as factory automation, digital manufacturing, mechatronics, artificial intelligence, data analytics, and additive manufacturing, catering to services, manufacturing, and other emerging businesses.

TIIS Mumbai occupies over 4 acres of land within the NSTI campus in Chunabhatti, Mumbai, while TIIS Ahmedabad is spread over 20 acres of land in Nasmed, Gandhinagar, made available by the Government of Gujarat. The overall planned construction area is approximately 5 lakh sq ft for both campuses in Mumbai and Ahmedabad.

While the construction for the campuses was ongoing, Tata IIS had already launched five short-term courses — Industrial Robotics with Fanuc India, Industrial Automation with SMC India, and two culinary courses and a core housekeeping course with Taj Skyline in various partner locations.

First phase of construction of new campuses of both Institutes has been completed. In the first phase, 10 labs are envisaged, out of which 6 have been set up. While construction in Phase I does not include hostels, alternate accommodation arrangements have been made outside the campus in both Mumbai and Ahmedabad. The annual intake capacity for Phase-I of the two campuses will be 2500+ trainees per year

The Courses have commenced from 25th June, 2024 in IIS-Mumbai and from 1st July, 2024 in IIS-Ahmedabad campuses. The initial launch intake was 83 students in Mumbai and 96 students in Ahmedabad in the following six (06) courses: Advance Industrial Automation & Robotics, Industrial Automation and Fundamentals, Advance ARC Welding Techniques, Additive Manufacturing, Electric Vehicle Battery Specialist, and 2&3 Wheeler EV Technician.

The IIS-Mumbai campus was inaugurated virtually by the Hon'ble Prime Minister on 9th October 2024. The passing out ceremony for the 1st batches of both campuses was held on 23rd October 2024. As per the Operations Agreement, IIS Mumbai and IIS Ahmedabad are envisaged with a mandate to run new age courses, with performance outcomes such as:

- Minimum of 5,000 students passing out every year, five years after commencement of operations;
- Campus placement of at least 70% of the trainees on monthly median salary/income level based on current levels of wages for comparative positions, and
- Provision of a skill wage premium, befitting a high-quality aspirational skill institution.

## 6.3. Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP):

### I. Introduction:

SANKALP is a World Bank loan assisted and centrally sponsored scheme of the MSDE. Key objectives under SANKALP were to address the ongoing challenges like infusing quality in skill development programmes, making







them market-relevant and accessible in the context of short-term training. The Scheme was launched in January, 2018, with an implementation period up to March, 2023. However, implementation period of the scheme has been extended until March, 2025.

SANKALP is an outcome-oriented scheme, measured through the Results Framework and Disbursement Linked Indicators (DLIs) agreed between MSDE and the World Bank.

SANKALP has three key result areas viz: (i) Institutional Strengthening at Central, State & District level; (ii) Quality Assurance of skill development programmes; and (iii) Inclusion of marginalized population in skill development programmes.

### SANKALP has two major components, namely, State and National

1. As part of the State component, funds are released to the States/ UTs for implementation of various initiatives under SANKALP. Further, States add their matching share against the release of Central Share (in the ratio of 90:10 for North-Eastern & Himalayan states; 100% for UTs and 60:40 for other States). As on 31st December 2024, MSDE has sanctioned projects worth Rs.495.29 Cr. to 32 States/ UTs [Rs.474.42 Cr. as State Incentive Grant (SIG) and Rs.20.87 Cr. for Aspirational districts and special projects] which includes both central and state contribution.
2. As part of the National component, various initiatives/ projects/ pilots have been taken up by MSDE through its institutions, viz NIESBUD, NIMI, NSDC, IIE, NCVET and SSCs. As on 31st December 2024, projects amounting to Rs.1,174.72 crore have been sanctioned and out of this, an expenditure of Rs.786.97 crore has incurred. A description of some of the major projects undertaken is given in the succeeding paras.

	<b>Decentralised Planning</b>	<ul style="list-style-type: none"> <li>731 MGNFs were deployed, 776 DSCs formed, prepared 726 DSDPs and preparation of SSDP underway</li> <li>State incentive grant to 32 States/ UTs</li> <li>Direct engagement with Gram Panchayat/village representatives for skill interventions</li> </ul>
	<b>Data and Digital Systems</b>	<ul style="list-style-type: none"> <li>Skill India Digital Hub</li> <li>Apprenticeship portal</li> <li>SANKALP Portal</li> </ul>
	<b>International Mobility</b>	<ul style="list-style-type: none"> <li>Global skill gap study followed by 16 country specific reports</li> <li>More than 25,000 candidates deployed in various countries</li> </ul>
	<b>Strengthened Trainer and Assessors</b>	<ul style="list-style-type: none"> <li>Trainer's development programs with Directorate of Indian Army Veterans (DIAV), &amp; SSCs, Nettur Technical Training Foundation (NTTF)</li> </ul>
	<b>Inclusive Skilling</b>	<ul style="list-style-type: none"> <li>Special projects for PwDs, Jail inmates, Transgenders, Tribals, Sewerage workers, Migrant workers, Artisans and youth from Aspirational districts</li> </ul>
	<b>Innovative Skilling</b>	<ul style="list-style-type: none"> <li>AMBER project with philanthropic organizations</li> <li>Skill on wheels for remote connectivity</li> <li>Simulated Skill e-Lab including AR/VR Content</li> </ul>

*Fig. 6.1: Key Themes / Projects under National Component of SANKALP*

## II. Important Projects Under SANKALP

The major projects under National Component of the scheme are as follows:

**Setting up of Vocational Skill Labs in 400 Jawahar Navodaya Vidyalaya (JNVs) and 200 Eklavya Model Residential Schools (EMRSs):** The NEP 2020 underscores integration of skill development with mainstream education, emphasizing the importance of equipping students with practical skills alongside traditional academic learning. To strengthen this integration, a comprehensive project has been initiated by MSDE under SANKALP to establish vocational skill labs in 400 JNVs and 200 EMRSs across the nation. These



skill labs will be developed with state-of-the-art equipment, aligning with contemporary job roles specified by the CBSE. The NSDC is the key implementing agency for the project. Two tripartite MoUs have been signed between: (i) MSDE- Navodaya Vidyalaya Samiti- NSDC and (ii) MSDE- National Education Society for Tribal Students-NSDC, for the implementation of this project, marking a significant step towards realizing the objectives outlined in the NEP 2020. The Agency for supply and installation of equipment has been onboarded, a total of 106 labs have been established and the process for establishment of remaining labs is expected to be completed by 31st March 2025.

**National Skill Gap Study for High Growth Sectors:** The objective of the study is to conduct a comprehensive demand side assessment framework, including an in-depth analysis of the following seven key sectors: Agriculture, Livestock, Textiles, Auto, Green Energy, IT & ITes and Retail. The proposed framework for skill gap assessment can be regularly updated to forecast skill needs in alignment with the emerging needs of the economy will be developed under the study. Further, to maintain consistency and standardization, the study also aims at conducting skill demand assessments at the sectoral and state level. The study is being undertaken by the National Council for Applied Economic Research (NCAER) and draft framework for skill demand assessment is presently under review by MSDE.



*Fig. 6.2: Review of Interim Report Findings of National Skill Gap Study on High Growth Sectors, 12th August 2024*

**Creation of Simulated Skill Training Packages (Skill E-Labs) for Vocational Education and Training (VET):** The objective of this project was to develop six Skill e-Labs to facilitate immersive and interactive learning. The project was implemented by NIMI. The skill e-labs cover Solar Technician and Electronic Mechanic trades and the content developed for the labs includes six demonstration videos, six simulation exercises, two augmented reality exercises and one virtual reality exercise. The content is accessible in English and Hindi. A pilot project to evaluate the effectiveness of the content was undertaken in 2 NSTIs (NSTI Dehradun and NSTI Mumbai) and 2 govt. ITIs (ITI Jhajjar and ITI Bicholim). The project covered training of 160 students and 16 instructors. A comprehensive impact assessment study was also undertaken under the project and the findings have been presented before MSDE. The findings and recommendations will enable DGT and MSDE to evaluate the feasibility of scaling up the use of technology and integration of AR/VR tools as a part of the training pedagogy.

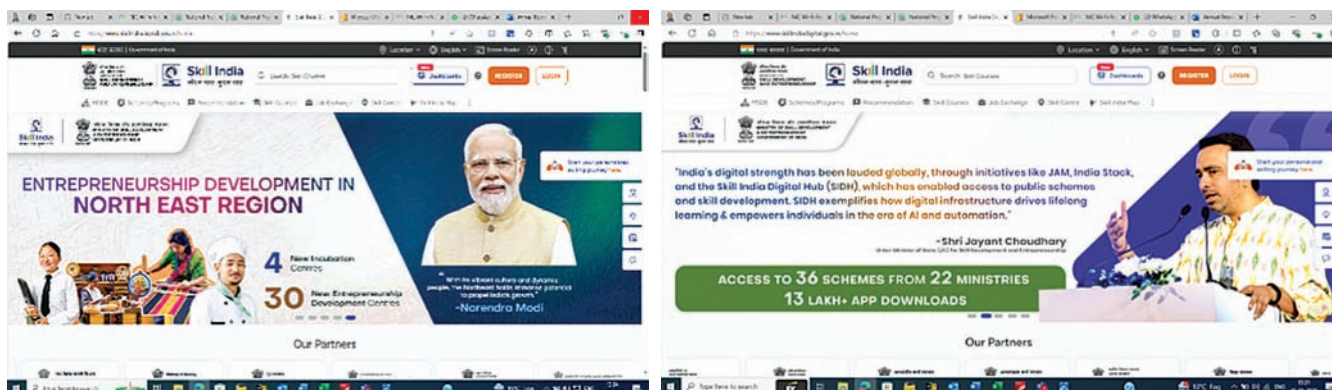


*Fig. 6.3: Pilot Demonstration of the Skill Training Packages, NSTI Mumbai, June, 2024*



*Fig. 6.4: Review of Impact Assessment Findings of the Simulated Skill Training Packages, 19th December, 2024*

**Skill India Digital Hub (SIDH):** SANKALP has supported multiple IT initiatives of MSDE that includes SIDH. As the Digital Public Infrastructure (DPI) for Skilling, Education, Employment, and Entrepreneurship, SIDH serves as a comprehensive information gateway for all government initiatives in these domains. SIDH currently hosts more than 5,000 courses available across multiple sectors. In terms of learning, participants have completed 3 crore+ minutes of e-learning, showcasing dedication and active involvement.



*Fig. 6.5: Skill India Digital Hub (SIDH) portal*

**“Techbridge” Skill development for Semi-conductor excellence:** The project aims at providing comprehensive training in semiconductor chip design. NSDC is the implementing agency for the project. The project shall cover 15,000 students (with 40% women participation). The program consists of 130 total training hours, including 25 hours of theory and 105 hours of practical. As of 31st December, 2024, a total of 11,435 candidates have been enrolled, 8,407 have completed the training and 3,028 candidates are undergoing training.

**Strengthening Entrepreneurial Climate through Capacity Building, Mentoring and Handholding:** The project aimed to promote entrepreneurship through capacity building, incubation support, mentoring and handholding training to 63,600 candidates in three phases. The project was executed by NIESBUD and a total of 54,316 beneficiaries have been trained and certified under the project.

**Comprehensive Entrepreneurship & Skill Development Training Program for Tribal Artisans & Micro Entrepreneurs Across North Eastern States:** The project aims at enhancing the entrepreneurial skills of beneficiaries of the PMVDY under the Ministry of Tribal Affairs and SFURTI scheme under Ministry of MSME, providing a comprehensive 30-day Entrepreneurship and skill development training program. The project was undertaken by IIE and focused on areas, such as, product development, financial management, and marketing. The target of the project was to support 10,000 tribal artisan and micro-entrepreneur beneficiaries from 400 PMVDY and SFURTI clusters within the North-Eastern States towards self-employment, economic growth, and individual enterprise development, through identification of skill gaps and provision of toolkits. A



total of 10,000 artisans from identified clusters have been enrolled and 9,441 artisans have been trained as part of this initiative.



*Fig. 6.6: Entrepreneurship and skill development programme in North East Region*

**YUVA Phase II:** The project aimed to strengthen community-oriented policing by reaching out to the marginalized sections of the society and making themselves more accessible to the citizens. The project was implemented by NSDC and the target group includes juvenile in conflict with law, jail inmates, victims of crime, school dropouts and extremely poor people in the vicinity of police station. The project primarily included training in self-employment-based job roles, such as, retail sales, solar PV project helper, make-up artist, general duty assistant, four-wheeler service technician etc. The total target under the project was to provide training to 10,000 persons and a total of 10,056 candidates have been successfully trained & certified out of which more than 60% are women.







*Fig. 6.7: Glimpse of YUVA-II Project*

**Upskilling of Artisans and Weavers in the traditional and heritage crafts clusters of Northeastern Mumbai:** The project aims upskilling of 2,000 artisans and weavers in the traditional and heritage crafts clusters of North-Eastern Mumbai. The project has been implemented by Handicraft and Carpet Sector Skill Council (HCSSC). A total of 2,049 artisans were enrolled, 2,040 trained, 1,924 assessed and 1,764 women artisans have been certified under the project.



*Fig. 6.8: Upskilling of artisans and weavers in the traditional and heritage crafts clusters of North-Eastern Mumbai.*



**JEEVIKA:** The project aims enhancing the training infrastructure at SDCs according to BS VI technology and short-term skill training of 720 candidates on the maintenance and repair of two and three wheelers. This training targeted the workers from local motor garages who lack access to the latest infrastructure and advanced technical training. The project has been implemented by Automotive Skills Development Council (ASDC) in collaboration with Hero MotoCorp. Nine skill training centers have been upgraded and total 720 candidates have been trained as part of the project.



*Fig. 6.9: Training in maintenance and repair of two and three wheelers under JEEVIKA*

**Skill Training, Certification & Placement program for Persons with Disabilities (PwDs):** The project focuses on delivering skill training and securing job placements for PwDs in eight states, namely Bihar, Haryana, Jammu & Kashmir, Madhya Pradesh, Odisha, Rajasthan, Uttarakhand, and Uttar Pradesh. The project is being implemented by the Skill Council for Persons with Disability (SCPwD). The training of 1,214 PwD candidates has been completed out of which 1,087 candidates have been certified as part of the project.



*Fig. 6.10: Certificate and placement letter Distribution at Ganderbal J&K*



*Fig. 6.11: Certificate Distribution at Haldawani by Director SANKALP*



*Fig. 6.12: Domain training to PwDs in Raigada Odisha*



*Fig. 6.13: Certificate and placement letter Distribution at Haldawani UK*



**Self Defense training for 10,000 women employees of Central Ministry and associated offices in Delhi NCR:** The project aims to impart self-defense training to 10,000 females to equip them with skills and confidence to deal with unforeseen situations and defend themselves physically and mentally in a situation that could potentially be dangerous or life-threatening. The project is being implemented by Sports, Physical Education, Fitness & Leisure Sector Skills Council (SPEFL). So far, 10,093 females have been imparted training across central government Ministries, schools, colleges, ITIs, and NSTIs.



*Fig. 6.14: Self Defence training imparted across central government Ministries, schools, colleges, ITIs, and NSTIs as part of SANKALP*

**National Life Savior** - MSDE has onboarded Sports, Physical Education, Fitness & Leisure Skills Council (SPEFL) to undertake the project, National Life Savior force, (RashtriyaApada Mitra) project aims to empower 10,000 youth, including girls, boys, and transgender individuals, by providing specialized training in lifeguard and first aid techniques. This initiative focuses on upskilling existing swimmers in the coastal and hill regions of Assam, Goa, Himachal Pradesh, Kerala, Maharashtra, Sikkim, Tamil Nadu and Uttarakhand,

These trained individuals can be mobilized during emergencies, such as, natural calamities or disasters. Their data will be maintained by the respective District Magistrates (DM) and State Disaster Units, ensuring their availability for rapid activation within minutes during critical situations. This initiative enhanced community resilience and also strengthened disaster management capabilities in the targeted regions. As of 31st December 2024, a total of 9,174 candidates have been trained in the aforementioned states.



*Fig. 6.15: Specialized training in lifeguard and first aid techniques to girls, boys, and transgenders under National Life Savior project*

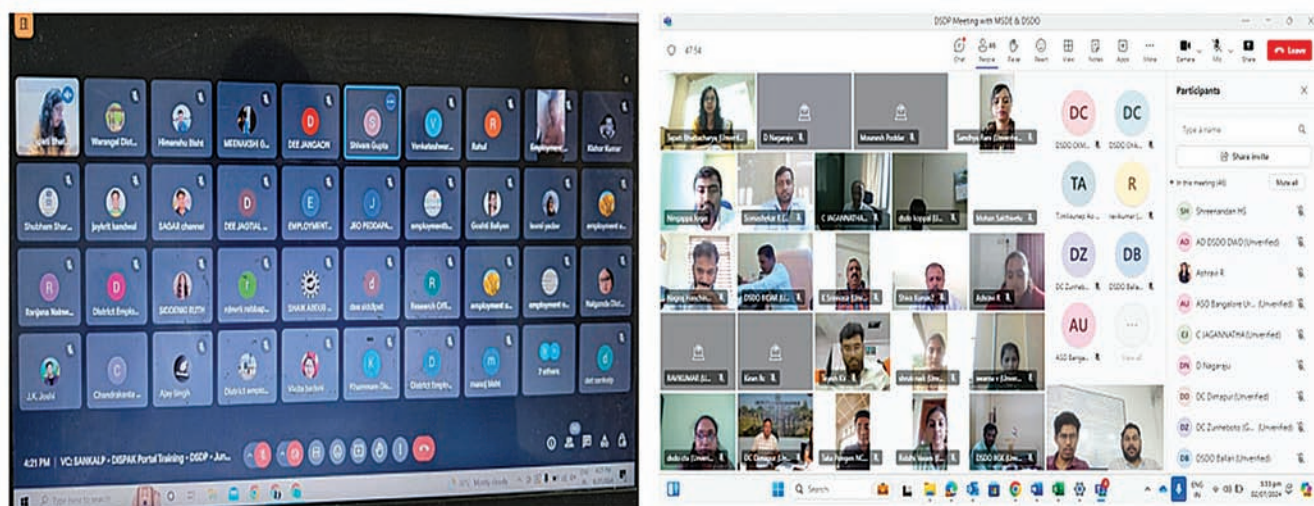


**Accelerated Mission for Better Employment & Retention (AMBER) Project** MSDE has funded AMBER project aiming towards improved employment and retention of candidates post completion of short-term skill development training program. The project will cover 30,000 candidates. As on 31st December 2024, a total of 31,608 candidates have been trained, 21,364 candidates have been certified, and 13,752 candidates have been placed under the project.



*Fig. 6.16: Practical training as part of AMBER project under SANKALP*

**Capacity Building of the District Skill Committee (DSC):** MSDE has undertaken multiple workshops with DSC members for developing District Skill Development Plan (DSDP). One National level meeting with States and UTs was held on 6th June 2024, followed by month-long virtual workshops engaging DSC members from 711 districts and 1,110 officials. An online workshop for state SPOCs was organized by MSDE during November 2024 to facilitate the preparation of State Skill Development Plans (SSDPs). With the online intervention SANKALP team could successfully facilitate institutionalization of DSCs, development of DSDPs and State Skill Development Plan (SSDP).



*Fig. 6.17: Workshops with DSC members for developing District Skill Development Plan (DSDP)*

**Enabling Micro-Entrepreneurs at Gram Panchayat Level:** The project is being implemented by NSDC across six states, namely, Andhra Pradesh, Assam, Madhya Pradesh, Maharashtra, Odisha, and Uttar Pradesh. The primary objective under the project is to enhance service delivery by equipping the workforce at the Gram Panchayat (GP) level with essential skills. It aims to improve employability through skill development, foster economic growth via a skilled workforce, promote innovation, advance social inclusion and gender equality, and establish a self-sustainable model through effective partnerships. As on 31st December 2024, a total of 38,883 candidates have completed their training and 20,959 have been certified in the project.



## Upskilling of 3,000 women food handlers for the job role of “Millet Food Processor” in Jharkhand:

The project is being implemented by Food Industry Capacity and Skill Initiative (FICSI), to upskill 3,000 women food handlers in Jharkhand for the job role of “Millet Food Processor.” This program focuses on enhancing the capabilities of women in millet-based food production, aligned with the Government’s emphasis on promoting millets as a nutritious and sustainable food choice. Through specialized training in processing, packaging, and marketing millet-based products, the initiative aims to create entrepreneurial opportunities and boost local economies. By empowering women with skills and knowledge, this project also contributes to gender inclusivity, improved livelihoods, and the broader goals of sustainable development. As on 31st December 2024, a total of 3,000 candidates have been trained against a target of 3,000 and 1,766 candidates have been certified under the project.



Fig. 6.18: Kit Distribution



Fig. 6.19: Certificate distribution

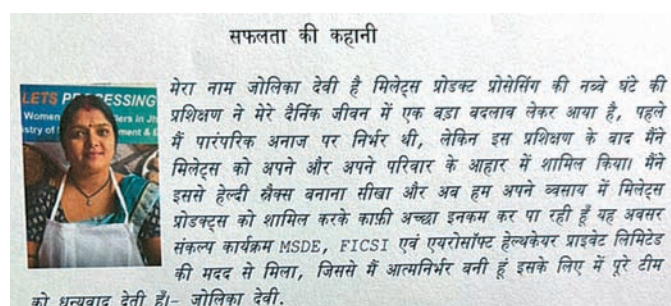
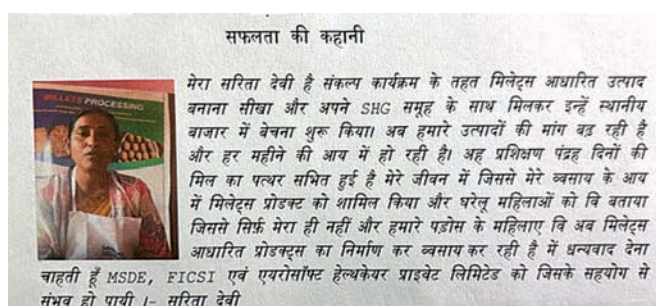
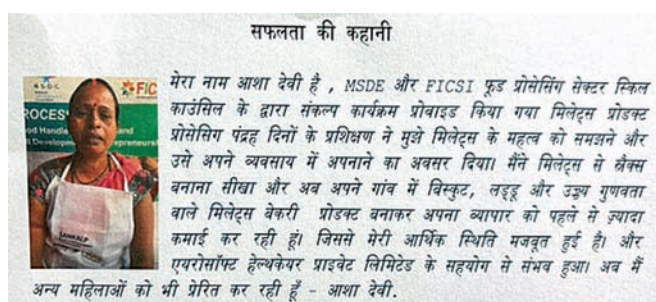


Fig. 6.20: Testimonials of success stories

### III. SANKALP Impact:

The SANKALP program has strengthened the skill ecosystem by fostering decentralized planning through the formation of DSCs and the creation of District and State Skill Development Plans. It has established a robust national digital infrastructure via the SIDH platform to streamline skill development efforts. Over 5 lakh youth have benefited from pilot skill training programs under the National and State Components of SANKALP. These programs are focusing on wage and entrepreneurship opportunities, with an emphasis on inclusivity for women, transgender individuals, jail inmates, tribals, sewerage workers, migrant workers, PwDs, artisans, and youth from aspirational districts. By strengthening institutional mechanisms at both state and district levels and promoting convergence across stakeholders, SANKALP has enhanced governance and accountability in skill



development. Additionally, its focus on quality assurance through capacity building and innovation has ensured impactful and sustainable outcomes.

#### **IV. State component under SANKALP:**

The State component of SANKALP aims at strengthening of skill development ecosystem by supporting States/UTs in building their capacities. This component is funded out of 50% of the World Bank loan to the Government of India and applicable State contribution.

**State Incentive Grant (SIG):** To qualify for these grants, States must submit a detailed proposal, including an activity-wise budget. A baseline assessment was conducted for all States/UTs before SANKALP's implementation. Initial fund allocations were based on population and the backwardness index. Subsequent releases were dependent upon States/UTs demonstrating a 15% improvement over their baseline scores. MSDE has sanctioned State Incentive Grants to 32 States/UTs amounting to Rs. 474.42 crore as per the action plan submitted by the State/UT.

**Aspirational Skilling Abhiyan (ASA):** Under the SANKALP scheme, each of the 112 Aspirational Districts have been approved a financial grant of Rs 10 lakh. A total of Rs. 20.87 crore for 112 aspirational districts has been sanctioned. This funding was aimed at enhancing skill development initiatives within these districts as part of the Aspirational Skilling Abhiyaan.

District Skill Committees (DSCs) have been institutionalized in 776 districts across the country.

**District Skill Development Plan (DSDP):** MSDE has undertaken six regional workshops with States to handhold them in finalizing District Skill Development Plan. As on 31st December 2024, a total of 726 DSDP's have been submitted on SANKALP portal. MSDE is also handholding the capacity of the states to prepare their State Skill development plan (SSDP), which is currently underway.

**Initiatives under State Component:** More than 740 projects have been implemented by States under the SANKALP's State Component. These projects include strengthening of institutions, monitoring of the projects in the State and development of IT systems, Placement linked Skill development and Entrepreneurship development programs, Skill gap and Impact/tracer studies, Initiatives to enhance quality of Trainers and assessors and innovative skilling projects such as mobile skill vans etc. To promote inclusion, States have reported various initiatives for marginalized groups, including skilling programs for women, transgender individuals, persons with disabilities (PwDs), and SC/ST communities.

#### **SANKALP -- Glimpses of activities under State Component**



**Fig. 6.21: Himachal Pradesh: Programs focused on Skill Upgradation for local youth and workers. Design Intervention and marketing initiatives for state-specific arts and crafts.**



**Fig. 6.22: Assam: Karagar se Karigar - Short term skill training for the jail inmates of various jails of Assam**





**Fig. 6.23: Maharashtra: Comprehensive Training in Women Entrepreneurship to empower women in the state**



**Fig. 6.24: Specialized Skill Training for Transgenders, fostering inclusivity in skilling initiatives**



**Fig. 6.25: Mizoram: Targeted skill and entrepreneurship training for prison inmates and individuals recovering from substance abuse, conducted at correctional centers**



**Fig. 6.26: Odisha: Training of Women Self-Help Group (WSHG) members by NEISBUD, resulting in the completion of training for WSHG members facilitating linkages with Amazon, Flipkart, and Villa Mart e-commerce platforms**



**Fig. 6.27: Uttarakhand: "Skill on Wheels" program for the job role Plastic Waste Segregator**



**Fig. 6.28: Punjab: A special initiative to train 409 jail inmates across six prisons in the state.**



**Fig. 6.29: Jammu & Kashmir: 876 Women Candidates were upskilled and trained through Central University of Jammu and University of Kashmir**



**Fig. 6.30: Jammu & Kashmir: Skill training activities implemented through District Skill Committees**

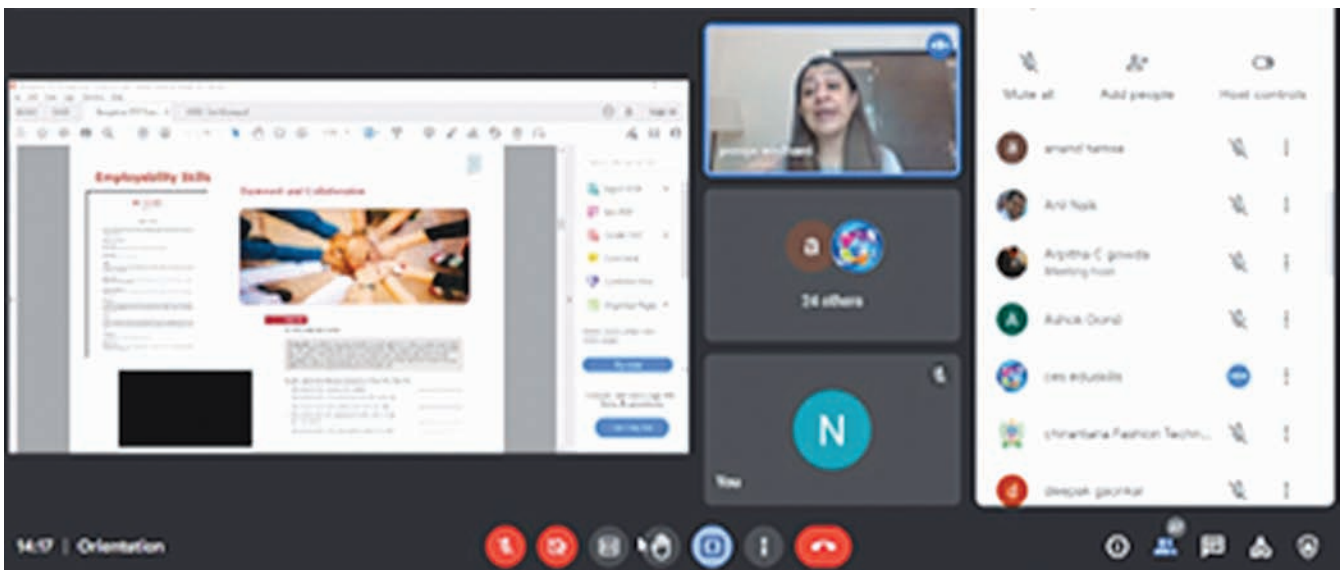




*Fig. 6.31: Nagaland: Accelerated access to skill development through Mobile Skill Morung*



*Fig. 6.32: Gujarat: Creating a Roadmap for Developing Trained Manpower for Drone Sector*



*Fig. 6.33: Karnataka: Training of 500 trainers in English Language, 21st Century Skills and life Skills undertaken. State has prepared the manual and digital content for the soft skills training programme.*



*Fig. 6.34: Karnataka: Mobile Training Centres- Skill on Wheels are established, and training programmes are being conducted in Kalaburagi, Haveri and in the Aspirational Districts of Yadgir & Raichur.*



*Fig. 6.35: Mobile Training Centres now being operated in Mangalore and Udupi Districts, 200+ Candidates Trained.*

Karnataka: Seven language labs have been acoustically designed and set up with audio and video classroom facilities, digital workstations, and quality instructors. These labs aim to support and motivate students from ITIs in districts such as Bengaluru, Mandya, Koppal, Chamarajanagar, Yadgir, Chitradurga, and Dakshina Kannada, providing them with opportunities to achieve proficiency in English language. Over 1,400 candidates have been trained as part of this initiative.

## 6.4. PM Vishwakarma Scheme

### I. Background:

PM Vishwakarma was launched by Hon'ble Prime Minister on 17th September 2023. The scheme aims at upskilling the Vishwakarma with the knowledge of modern tools and techniques coupled with credit support for expanding their business. The objective of the PM Vishwakarma Scheme is to bring सम्मान, सामर्थ्य and समृद्धि to the Vishwakarma

The scheme is being conjointly implemented by three Ministries i.e., Ministry of Micro, Small and Medium Enterprises (MSME), MSDE, and Department of Financial Services (DFS), Ministry of Finance. MSDE is responsible for implementation of Skilling Component of the Scheme.

A three-tier Implementation Framework has been conceptualized i.e., National, State and District level. At the national level there is National Steering Committee, at State level it is the State Monitoring Committee (SMC) and at district it is District Implementation Committee (DIC), for implementation of PM Vishwakarma.

A total of 18 trades (28 sub-trades) are getting covered under PM Vishwakarma Scheme. The list of 18 trades is as follows- Tailor, Mason, Carpenter, Malakaar, Barbers, Basket Maker/ Basket Weaver: Mat maker/ Coir Weaver/ Broom maker, Washerman, Sculptor, Potter, Fishing Net Makers, Blacksmith, Goldsmith, Cobbler, Hammer and Tool Kit Maker, Doll & Toy Maker, Armourer, Boat Maker and Locksmith. List of trades and sub-trade is at Annexure-19.

As on 31<sup>st</sup> December 2024, the Application status and Level 1, 2 and 3 verification status on pan India basis along with candidates successfully registered is as follows:



- Total Application: 2,45,83,990
- Level 1 verification: 1,76,85,410
- Level 2 verification: 69,90,709
- Level 3 verification: 26,56,440
- No. of candidates for whom the candidate id is generated/successfully registered: 26,56,185

## II. Training Overview:

To promote onboarding of government training centres under the scheme, a mobilisation advance of INR 2 Lakh per centre per trade is provisioned as CAPEX advance for ensuring centre readiness.

Toolkit booklets have been prepared for all trades in 12 languages like English, Hindi, Bengali, Marathi, Gujarati, Kannada, Odia, Punjabi, Assamese, Marathi, Tamil etc. The PDF version of toolkits is now available on PM Vishwakarma knowledge center. [<https://pmvishwakarma.gov.in>]

Trainee and Trainer Handbooks: Trainer and Trainer handbooks are available for all the trades and they are now available in the regional languages too.

Videos for Toolkit usage: More than 230 videos developed across 27 trades (English and Hindi) and uploaded 400+ videos on MSME YouTube channel.

QR code for toolkit videos is given below:

**Annexure I**

Sl. No.	Topic/Tool	QR Code Title	QR code
1.	Boring Block with Punches	Scan the QR code to watch a video on Boring Block with Punches	
2.	Grooving / Forming Block	Scan the QR code to watch a video on Grooving / Forming Block	
3.	Digital Vernier Caliper	Scan the QR code to watch a video on Digital Vernier Caliper	
4.	Digital weighing balance	Scan the QR code to watch a video on Digital weighing balance	
5.	Gas Micro Torch with refilling cylinder	Scan the QR code to watch a video on Gas Micro Torch with refilling cylinder	
6.	Micro Motor with accessories	Scan the QR code to watch a video on Micro Motor with accessories	

**Annexure I**

Sl. No.	Topic/Tool	QR Code Title	QR code (s)
1.	Machine Spinning	Scan the QR code to watch a video how to use Spinning Machine	
2.	Coir Mat Frame	Scan the QR code to watch a video how to use Coir Mat Frame	
3.	Professional Pliers, Aluminium Wires, Heavy Duty Snippers, Measuring Tape, Needle and cotton threads	Scan the QR code to watch a video how to use Professional Pliers, Aluminium Wires, Heavy Duty Snippers, Measuring Tape, Needle and cotton threads	

**2.3 Useful Tools For Tailoring**

**Domestic Motorised Sewing Machine**

**Specifications:**  
Type of Machine - Lockstitch Machine  
Max Sewing Speed - 5000 (stitch/min)  
Machine Type - Motor Operated  
Number of Needles - 1  
Number Of Threads - 2

**Usage & Benefits:**  
To stitch different kinds of garments at a faster speed as compared to the manual sewing machine.

**Step 1:** Familiarize yourself with the machine's controls and buttons  
**Step 2:** Thread the machine.  
**Step 3:** Adjust the thread tension.  
**Step 4:** Adjust the stitch length.  
**Step 5:** Test the machine.  
**Step 6:** Sew your garment.  
**Step 7:** Finish your garment.

**Bobbin & Bobbin Case**

**Specifications:**  
A high quality bobbin case and durable aluminum bobbins.

**Usage & Benefits:**  
Bobbin holds lower thread, and stitches form by looping it with the top thread from the needle.

Click/Scan the QR code to watch a video on how a bobbin functions

**Tool Kit**

**Maintenance**

1. Store the torch at less than ambient temperature below 50°C. (Fig. 2.5.A)  
2. Purge the torch of all butane and air before filling and refilling. (Fig. 2.5.B)

**Multiple Choice Questions**

1. Why the micro torch is preferred over conventional domestic cylinder torch set up?  
a) It's safe & portable  
b) It's costly  
c) It's bigger in size  
d) It need special environment

2. Which gas is commonly used in refill gas cylinder used for Micro torch?  
a) Oxygen  
b) Argon  
c) Butane  
d) Nitrogen

**Recap**

• Micro torch is very cost effective, portable instrument used for soldering of different electronic parts / components. The use of micro torch is highly recommended because of its safety aspects over conventional domestic cylinder torch set up used by goldsmiths. It comes with a portable refill gas cylinder which offers flexibility to goldsmiths to offer their services at customer's site. It gives smaller solder joint & has an adjustment feature to set the size of flame depending on type & quantity of the metal to be joined.

Scan the QR code to watch a video on Gas Micro Torch with cylinder

**Directions for Use**

**Shaving**

**Oil your Clipper:** Drop a few drops of oil over the blades and then run the clipper for few seconds

**Begin shaving:** Start long and finish short. If client has a sizeable beard and want to trim it down to a respectable, but still present length, start with the number 3 guard (comb)

**Switch to a lower guard:** Once you've gone over the face and neck and have a good length, trim the neck. With a lower guard, like a 1, buzz the hair from the Adam's apple to just under the jawline

**Clean up any strays:** Make sure that you get an even shave. To shave any areas below the Adam's apple, use 0 Guard

Scan the QR code to watch the video on clipper

**2.2 Oxy Gas Cutting Torch**

The Oxy-Gas Cutting Tool is a versatile system that uses a combination of oxygen and a fuel gas to generate a high-temperature flame for cutting through various types of metals.

**Safety Guidelines**

1. Do not use the tool in the presence of flammable gases or vapors
2. Keep the work area clear of flammable materials and debris
3. Keep hands and clothing away from the flame and hot metal
4. Never leave the tool unattended when it is connected to gas cylinders
5. Always wear proper Personal Protective Equipment (PPE) when using the gas cutting torch
6. Adequate fire extinguishing equipment should be readily available

Scan the QR code to watch a video on Oxy Gas cutting torch

Scan the QR code to read this e-Booklet on knowledge centre

Basic training is presently being imparted through 3,970 Training centres in 620 districts across 33 States/UTs of the country. The training has been initiated in all 18 trades under PM Vishwakarma. As on 31<sup>st</sup> December, 2024, the total number of pre-assessed candidates (eligible for toolkit) are 18, 63, 371 and the number of trained and assessed candidates are 15, 64, 228. Details given at Annexure - 20.



*Fig. 6.36: Basic Training being imparted to candidates*

PM Vishwakarma Scheme provides provisioning for stipend to compensate wage loss, Boarding & Lodging and Transport allowance for the candidates undergoing training. A DBT disbursement of<sup>1</sup> 433 crore has been made to 10,74,100 candidates as of 31st December 2024

SMS are sent to candidates at various stages of training life cycle i.e. at the time of enrollment, during the training and on completion of final assessment. More than 25 lakh text messages have been sent to candidates in 12 different languages at various stages of the scheme.



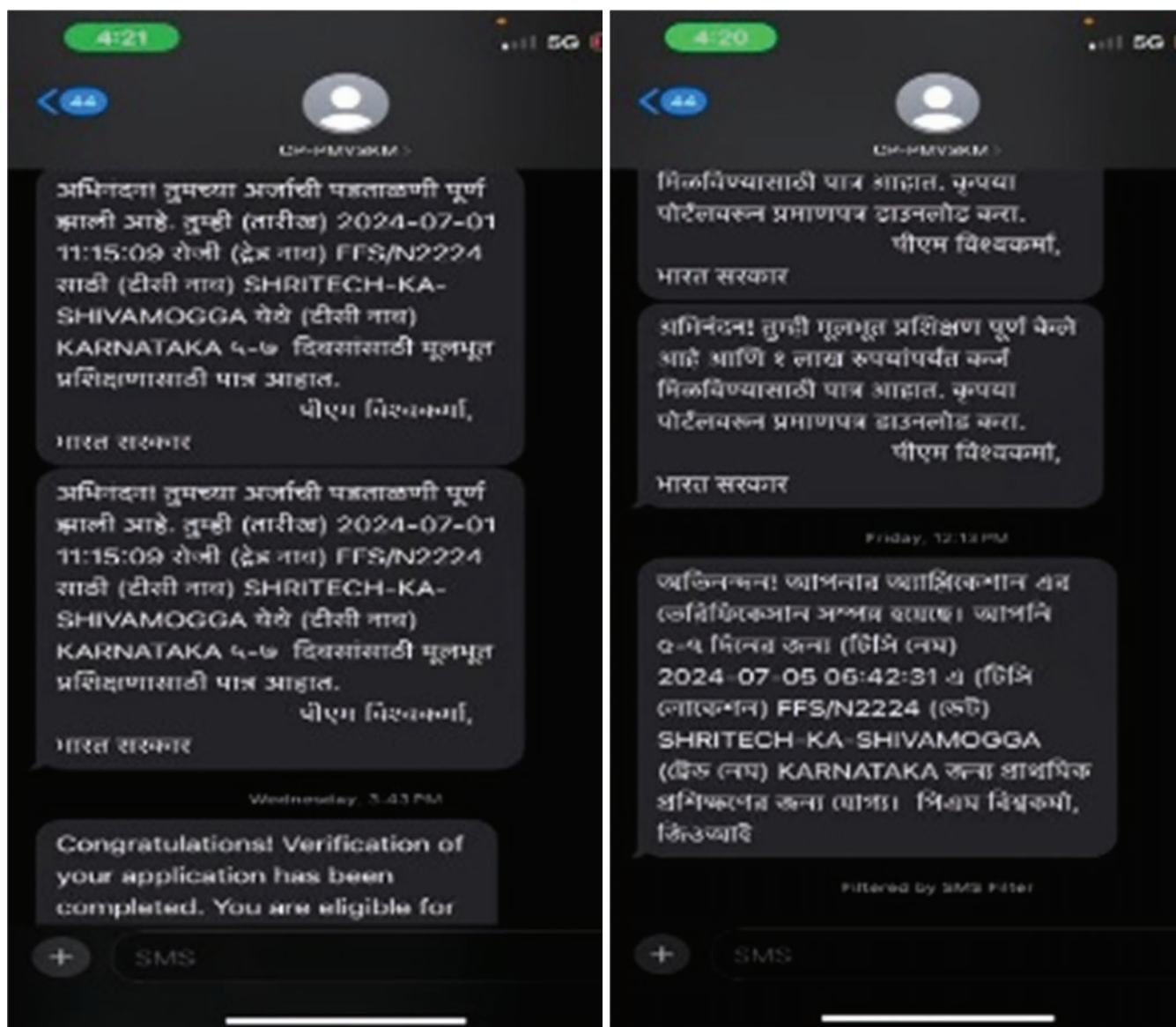


Fig. 6.37: Screenshots of SMS's sent to candidates

### Role of District Coordinators:

The District Coordinators under PM Vishwakarma scheme are responsible for ensuring smooth implementation of the scheme at district level. Their key roles include

- Create awareness about scheme benefits amongst Vishwakarma
- Assist Vishwakarma with query redressal.
- Monitor training quality through regular visits of training centre in respective districts
- Provide support to improve functioning of training centres.
- Work closely with local agencies such as RDSDE, State Engagement team NSDC and GM DIC to coordinate scheme related activities effectively.
- Collect and share regular updates with district authorities, RDSDE and NSDC.

### PM Vishwakarma Helpdesk:

NSDC has set up a dedicated helpdesk for the PM Vishwakarma scheme, staffed by 20 trained call executives



and 1 team lead to assist beneficiaries and training partners. The team handles DBT related inquiries, provides accurate information as per scheme guidelines, and supports scheme implementation. The helpline number is **1800-569-1565** displayed on the NSDC homepage under “**Helpline**” section

### **Advanced Training:**

Advanced Training under the PM Vishwakarma scheme is to deepen the entrepreneurial knowledge of artisans and craftspeople, enabling them to transition from self-employment to entrepreneurial growth. The process of content curation for advanced training has been successfully completed through close collaboration with industry experts and SSCs. This collaborative approach ensures that the training modules are industry-relevant and aligned with the latest market requirements. In parallel, the process of identifying training centres is currently underway.

### **Training of Trainers, Assessors and Master Trainers**

- i. PM Vishwakarma Scheme envisaged Training of Trainers, Assessors and Master Trainers as a crucial component to ensure quality and timely training of potential Vishwakarma. To promote on-boarding of trainers and assessors from the government training institutes INR 1,500/- per day remuneration is finalised for the trainers and Rs. 2,000/- for conducting the assessment by the same trainers.
- ii. Residential Training of 5 days for Master Trainer and Assessors conducted by industry professionals and trade experts in NIESBUD, NAC, and IIE. Online training for 3 days for existing trainers post necessary verification of credentials.
- iii. Training for 3 days in Common modules such as digital literacy, financial literacy, self-employment, marketing & branding followed by 2 days of training on domain/trade and modern tools under the scheme.
- iv. A total of over 30,000 Trainers, Assessors and Master Trainers have been certified under the scheme. This accomplishment highlights the program's focus on enhancing the quality of training in various districts.



*Fig. 6.38: Snapshots from PMV trainings*

### **Guru ka Samman**

The PM Vishwakarma Scheme envisages the preservation of cultural practices, generational skills and guru-shishya Parampara apart from providing an identity and recognition to Vishwakarmas.

Keeping in view this aspect of the Scheme, four Guru ka Samman events have been organised in order to recognize and felicitate 94 community leaders and trade experts in states of Odisha, Goa, Tripura and Uttar Pradesh.





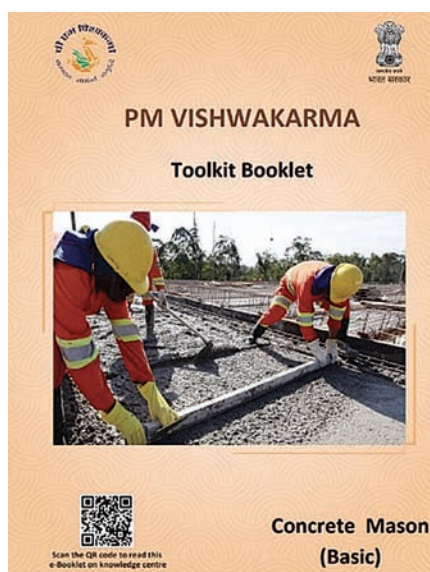
*Fig. 6.39: Glimpses of Guru ka Samman events organised in different states*

### National Teacher's Award:

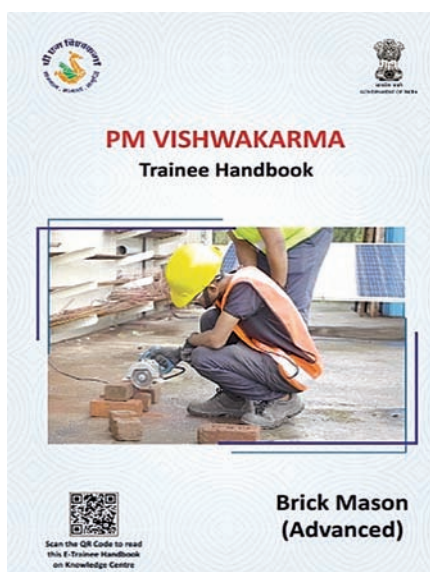
Vijay G. Chari, a PM Vishwakarma Master Trainer from South Goa district, was honoured at the National Teacher Awards ceremony by President Smt. Droupadi Murmu at Vigyan Bhawan. An ITI graduate in the Carpenter trade, Vijay has successfully trained 73 Vishwakarma's across four batches. Notably, this marks the first time a trainer from the short-term skilling ecosystem has been selected for this prestigious recognition.

### Content Creation:

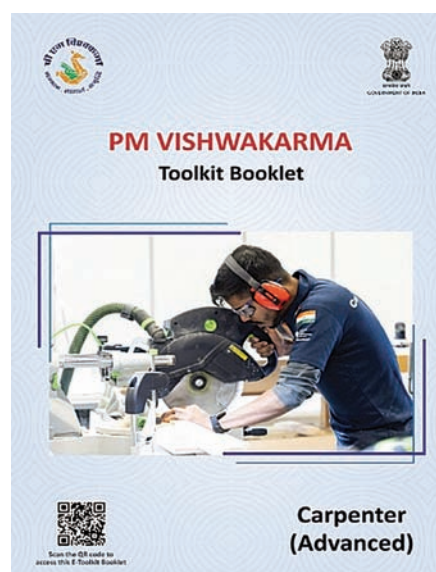
Toolkit Booklets, Trainee Handbook & Trainer Handbooks are available in 12 languages for basic training in the scheme and for advanced training content has been curated in collaboration with industries and SSCs.



*Fig. 6.40: Basic Training toolkit booklet*



*Fig. 6.41: Advanced training trainee handbook*



*Fig. 6.42: Advanced training toolkit booklet*



## PM Vishwakarma Scheme 1<sup>st</sup> Anniversary celebration event held at Wardha, Maharashtra

A mega event was organized at Wardha, Maharashtra on 20<sup>th</sup> September, 2024 to celebrate the anniversary of PM-Vishwakarma Scheme. The event was graced by Hon'ble Prime Minister; along with other dignitaries Hon'ble Minister of State (I/C), Skill Development and Entrepreneurship; Hon'ble Minister of Ministry of Micro Small and Medium Enterprises; Hon'ble Chief Minister of Maharashtra, Govt. of Maharashtra and other dignitaries

More than 50,000 beneficiaries/participants attended the event physically at Wardha. During the event, 1 Lakh basic skill training certificates were distributed to the beneficiaries



*Fig. 6.43: Glimpses of Hon'ble Prime Minister addressing the crowd and visiting the Exhibition Stall at Wardha, Maharashtra*

Parallel celebration event held at 50+500 locations on pan India basis to mark the first anniversary of the PM Vishwakarma scheme. The event held at selected 50 locations were graced by senior dignitaries, this includes Deputy Chief Ministers, Union Cabinet Ministers, Member of Parliament (M.P), State Cabinet Ministers, Member of Legislative Assembly (MLAs), Lieutenant Governor (LG), Speaker/ Deputy Speakers of State Assemblies, Dignitaries like LG, Speaker, Deputy Speaker of State Assemblies, Mayors, District Collector, Zila Parishad Members etc.

Approx. 90,000 beneficiaries attended the event across 500+50 locations, and 25,000+ certificates were distributed. The anniversary event held at Wardha was telecasted live across these 500+50 locations.





*Fig. 6.44: Glimpses of PM Vishwakarma Anniversary event at various locations across India with felicitation of Vishwakarmas*



**Kaushal Samvaad on World Youth Skills Day:** Shri Jayant Chaudhary, Minister of State (I/C) for Skill Development and Entrepreneurship attended an open house, “Kaushal Samvaad”, to celebrate World Youth Skills Day, which is recognised globally by the United Nations. During the Samvaad, he interacted and felicitated candidates, trainers and Vishwakarma Gurus of the different schemes and programmes of MSDE. The day also commemorated the 10th-year celebrations of the SIM.



*Fig. 6.45: Glimpses of Hon'ble Minister's interaction on World Youth Skills Day*

### III. 6.5.3. Success Stories:

- i. **Centre Name:** Govt ITI Wokha,  
**State:** Nagaland  
**TCID:** TC246584  
**Trade:** Carpenter

Mhonthung, a 30-year-old man from Wokha district, Nagaland, had long struggled to make a name for himself despite his exceptional skills and creativity in woodwork. He owned a wood shop where he sold wood per square foot and occasionally took orders for furniture. However, he found it challenging to expand his business beyond this. Things changed when he learned about the PM Vishwakarma Scheme, through a friend who works at Govt ITI Wokha.

Encouraged by the possibilities, Mhonthung decided to apply for a loan under the PM Vishwakarma Scheme after successfully completing his training. He completed the necessary paperwork and was able to secure a loan of <sup>1</sup> 100,000. This loan enabled him to purchase modern equipment and raw materials, improving his production process. As a result, he began receiving orders for furniture from across his town. Mhonthung also employed a helper, allowing them to complete orders on time. His passion for building furniture has now become his business, thanks to the scheme.



Mhonthung's journey exemplifies the transformative power of the PM Vishwakarma Scheme in revitalizing traditional arts and crafts. Through determination and the right support, he not only expanded his business but also uplifted his community by creating job opportunities. Mhonthung stands as an inspiring figure for aspiring artisans, proving that with the right opportunities, dreams can indeed become a reality.

- b) **Success Story- Showkat Ahmad Teli**  
**Trade:** Carpenter  
**State:** Jammu & Kashmir

Showkat Ahmad Teli, a native of Jammu and Kashmir's Pulwama district, faced numerous challenges as a carpenter. In the face of adversity, rejection, fear, and failure, Showkat worked tirelessly to save his business. Along the way, he realized that overnight success is a myth. Driven by his passion to make an impact in the furniture and fittings industry, Showkat enrolled in the PM Vishwakarma Scheme. There, he undertook training on the essential skills needed to enhance his productivity and create innovative designs from traditional craftsmanship. This training not only improved his productivity but also boosted his income and strengthened the local economy.



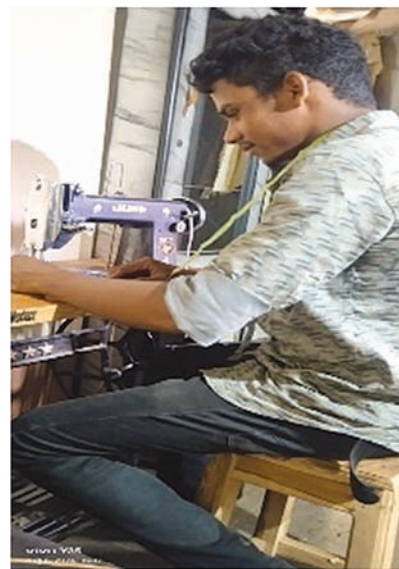
Determined to prove his mettle, Showkat immersed himself in learning the intricacies of using modern tools and equipment to craft designs that seamlessly resonate with customers in today's dynamic marketplace. Upon completing the training, Showkat was ecstatic to discover that ₹ 4,000 was credited in his bank account. Additionally, he was thrilled to receive a toolkit worth Rs 15,000 which helped him a lot in his business.

- c) **Success Story-** T. GNANESHWAR  
**Training Centre:** SynchroServe Global Solutions Pvt. Ltd  
**State:** Telangana  
**Trade Name:** Tailor

T. Gnaneshwar, a dedicated tailor from Chimalpad village in Singapur Mandal, Sanga Reddy district, has been honing his craft for the past two years. Although skilled in his profession, Gnaneshwar felt that he could do more to expand his business and improve his income. His determination to grow led him to PM Vishwakarma scheme to which he enrolled in a 5-day tailoring program at a nearby training center.

During the program, Gnaneshwar gained valuable skills and insights that went beyond his expectations. The training not only enhanced his technical abilities but also provided him with marketing knowledge. A week after successfully completing the course, he received his certificate—a proud moment that marked the beginning of a new chapter in his career.

With his newly acquired skills and knowledge, Gnaneshwar applied for a loan of ₹ 1 lakh. The loan opened new possibilities for him. He plans to invest in advanced sewing machines, which will enable him to increase his production capacity and improve the quality of his work. The financial awareness training he received as part of the program has also been invaluable, equipping him with the tools to manage his finances more effectively and grow his business sustainably.



T. Gnaneshwar's story is one of ambition and resilience. By taking advantage of the opportunities provided through the Vishwakarma Scheme, he is now on a path to significantly expanding his tailoring business, enhancing his skills, and securing a brighter future for himself and his family.

- d. **Success Stories:** Thokchom Priyanka Devi  
**Centre Name:** State Institute of Rural Development, Imphal East  
**TC ID:** TC247530  
**Trade:** Traditional Malakaar (Garland)  
**State:** Manipur



Thokchom Priyanka Devi, from KoirouThongju, Part 2, Imphal East, Manipur, grew up in a BPL family. Her financial circumstances began to improve after she learned about the PM Vishwakarma Scheme from the Gram Panchayat office. Following the registration, verification, and counselling at the State Institute of Rural Development (SIRD), Manipur, Priyanka eagerly took part in a training program focused on Traditional Malakar, which involves creating artificial flowers.

She underwent the 5-day training and learnt different techniques for her own crats she has been practicing since she was a child. A memorable part of the program was meeting Mr. Ibochou Singh, Lead Bank Manager of Imphal East District, who explained the available loan facilities under the scheme.

Following the training, Priyanka received a loan of<sup>1</sup> 1 lakh from SBI, Singjamei, within 15 days, giving her a solid start in her entrepreneurial journey. With the support of the Vishwakarma Scheme, she has turned her passion into a business, providing financial support for her family. She plans to expand her business by investing in new equipment and raw materials, with the goal of becoming a successful entrepreneur.



## Activities for the benefit of persons with disabilities



**A. The DGT, under MSDE offers vocational training through a network of more than 15000 ITIs (Govt. & Private) in 166 NSQF compliant trades including following 05 trades especially for Divyang under CTS.**

Sl No	Name of the Trade	Entry Qualification	NSQF Level	Duration	Implement in year
1	Computer Operator and Programming Assistant (VI &OD)	Passed 10th class examination (Candidate should be visually impaired &OD)	Level - 3	1 Year (1200 Hr.)	2018
2	Cutting and Sewing (VI & OD)	Passed 8 <sup>th</sup> class examination (Candidate should be visually impaired & OD)	Level - 3	1 Year (1200 Hr.)	2018
3	Desktop Publishing Operator (VI &OD)	Passed 10th class examination. (Candidate should be of low vision &OD)	Level - 3	1 Year (1200 Hr.)	2018
4	Hair and Skin Care (VI &OD)	Passed 10th class examination (Candidate should be visually impaired &OD)	Level - 3	1 Year (1200 Hr.)	2018
5	Metal Cutting Attendant (VI)	Passed 10th class examination with Science and Mathematics or its equivalent (Candidate should be visually impaired).	Level - 3	2 Years (2400 Hr.)	2018

- B. The DGT has taken following initiatives to encourage Divyang candidates towards skilling under CTS:**
- i. As per the training manual, no tuition fee will be charged from Divyang trainees to take admission in ITIs/ NSTIs.
  - ii. For visually impaired, one special subject namely “Psycho-motor skill” is being conducted in place of ‘Engineering Drawing’ for the Engineering trades under CTS. “Psycho-motor skill” covers the topics such as Braille & Arithmetic with G.K., Craft & Book Binding, Mobility & Daily Living.
  - iii. For visually impaired candidates, user friendly tools, equipment and measuring instruments such as Braille system based micrometer, Micro meter outside, depth gauge steel rule, jigs and fixtures for holding the jobs & simplify the drilling process are used in engineering trades for PwD candidates
  - iv. The DGT has enhanced the reservation of PwD quota in year 2019 from 3 % to 4 % under the CTS. Job roles of each trade under CTS have been analysed and then suitability criteria have been identified & mentioned in the curricula for PwD candidates such as Locomotor Disability, Leprosy Cured, Acid Attack, Blindness, Hard of Hearing, Autism, Intellectual disabilities & Mental Illness to take admission in

ITIs and NSTIs. The revised brake up of PwD quota for the five (5) categories of benchmark disabilities under CTS are as follows:

**Tab. 7.2:PwD quota for 5 benchmark disabilities under CTS**

Sl. No.	Group -a (1%)	Group -b (1%)	Group -c (1%)	Group -(0.5%)	Group -e (0.5%)
	Physical Disability			Intellectual Disability	Multiple Disabilities
1	Locomotor Disability (LD)	Blindness	Deaf	Autism	Multiple Disabilities (MD)
1.1	Cerebral Palsy (CP)	Low Vision (LV)	Hard of Hearing (HH)	Intellectual Disabilities (ID)	
1.2	Leprosy Cured (LC)			Specific Learning Disabilities (SLD)	
1.3	Dwarfism (DW)			Mental Illness (MI)	
1.4	Acid Attack (AA)				

In addition, the DGT has made trade eligibility of benchmark disabilities as per the RPWD Act, 2016 in admission to ITIs and NSTIs under CTS (Copy enclosed).

- C. Felicitation of Toppers: Following two Divyang topper of 2024 were felicitated on the event of 3<sup>rd</sup> Skill Convocation Ceremony (Kaushal Deekshant Samaroh) for the ITI Students on 26.10.2024. Felicitation of these PwD trainees was done by the Hon'ble Minister of SDE(I/C):**

**Tab. 7.3:Details of the PwD toppers felicitated on 26th october 2024 - 3rd Kaushal Deekshant samaroh:**

S.No.	Subcategory	Trainee Name	Trade Name	ITI Name	State
1.	Special Toppers (Divyang)	Arindam Kar	Metal Cutting Attendant (VI)	Ramakrishna Mission Blind Boy's Academy	West Bengal
2.	Special Toppers (Divyang)	Tulsi Das	Computer Operator & Programming Assistant (VI & OD)	Special ITI for PwD Government ITI	Odisha

- D. Number. of PwD trainees trained by ITIs is included as one of the 08 parameters for grading of ITIs under Data Driven Grading Methodology (DDGM) for AY 2024-25.**

**Tab. 7.4: Details of PwD Beneficiaries:**

Scheme	CTS		
Admission Year	Total Admitted	Admitted PwD	% of PwD against total Admission
2021	12,25,851	4,853	0.40%
2022	12,50,641	4,882	0.39%
2023	14,18,572	5,049	0.35%
2024	14,46,327	4,057	0.28%



## 7.2. Jan Shikshan Sansthan (JSS)

The objective of the scheme is 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, SC, ST, OBCs, minorities, and other disadvantaged groups of society.

The target beneficiaries of the scheme are non-literates, neo-literates and persons having rudimentary level of education (70%), school dropouts up to class 12th (20%), and graduates (10%) in the age group of 15-45 years. Age relaxation is given to Divyangjan and other deserving cases, especially women.

Furthermore, as per JSS scheme guidelines, the JSSs do not charge any fee from the beneficiaries belonging to SC, ST, Divyangjan and economically weaker sections of the society, i.e., the BPL category.

**Tab. 7.5: Beneficiaries trained under PwD (Divyangjan) Category (Data till 14th January 2025)**

<b>Financial Year (FY)</b>	<b>FY 2018-19</b>	<b>FY 2019-20</b>	<b>FY 2020-21</b>	<b>FY 2021-22</b>	<b>FY 2022-23</b>	<b>FY 2023-24</b>	<b>FY 2024-25</b>	<b>Total</b>
Divyangjan Trained	318	1,897	1,025	1,250	2,745	1,701	527	9,463
Total Trained	1,67,283	4,15,332	3,59,796	4,61,996	7,26,284	5,07,337	2,19,681	28,57,709
Percentage of PwD Trained/ Total Trained	0.19%	0.46%	0.28%	0.27%	0.38%	0.34%	0.24%	0.33%

# 8

## Competition & Awards



Under the aegis of MSDE, Skills Competitions are held every two years at the regional and the national levels by NSDC. Skilled youth from across the nation from different States and regions compete against each other in their respective skills in regional & 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 coordinating the country's participation at the WorldSkills International competitions since 2011. More than 100 Corporates have supported WorldSkills/India Skills through direct sponsorship, providing trainers/jury members, setting up CoE and other training support

### 8.1. India Skills Competition

IndiaSkills Competition is the country's biggest skill competition and is a gateway to participate in WorldSkills Competitions. Under the aegis of MSDE, Skills Competition (IndiaSkills) is conducted at the District, State, Regional and the National level. Skilled youth from across the nation, representing different States compete against each other in their respective skills in the Competition. IndiaSkills Competition 2023-24 was held from 15th to 19th May 2024 at Yashobhoomi, Dwarka, New Delhi. More than 900 Competitors from more than 30 States/UTs participated in 61 Skills during ICS 2023-24. Winners of IndiaSkills enhance their skills and prepare further to represent India at the WorldSkills Competition.

### 8.2. World Skills Competition (WSC)

WSC, organized by WorldSkills International, is the largest skill competition in the world. It is conducted once every two years covering more than 60 skills. WSC is the biggest skill competition globally and provides a platform to showcase the proficiency in skills, which inspires young competitors to reach new heights. India became a member of WorldSkills in 2007 and currently, it has 86 member countries. WSC not only sets a benchmark for excellence but also offer an objective evaluation of vocational skills. The Competition is conducted in over 60 skills, under six skill categories as under:

- Construction and Building Technology
- Transportation and Logistics
- Manufacturing and Engineering Technology
- Information and Communication Technology
- Creative Arts and Fashion
- Social and Personal Services

NSDC has been coordinating the country's participation at the WorldSkills Competitions since 2011. The most recent edition (47th edition) of the WorldSkills Competition took place in 2024 in Lyon, France from 10<sup>th</sup> to 15<sup>th</sup> September. India participated in 52 skills and secured 13th position, winning four Bronze medals in Patisserie and Confectionery, Industry 4.0, Hotel Reception, and Renewable Energy. In addition to these victories, India

earned 12 Medallions of Excellence, showcasing the country's skill and innovation across various trades. Competing against over 70 countries, the Indian delegation's success is a testament to their training and strong industry support. The winners were felicitated by Shri Jayant Chaudhary, Minister of State (I/C), MSDE, and Minister of State, Ministry of Education, at an event held on 24<sup>th</sup> October 2024. Shri Jayant Chaudhary awarded cash prizes to medal and medallion winners as well as to experts, who trained them.



*Fig. 8.1: Shri Jayant Chaudhary, Hon'ble MoS(IC), MSDE, felicitates WorldSkills 2024 winners and experts.*

### **8.3. National Award to Teachers, 2024 (National Award for Excellence in Vocational Training & Entrepreneurship Development)**

The Kaushalacharya Awards in respect of MSDE has now been merged with National Teachers Awards from 2024 onwards. The process regarding National Award to Teachers was conducted through the MHA's Rashtriya Puraskar Portal ([www.awards.gov.in](http://www.awards.gov.in)) and nominations were sought under different categories of award instituted by PMKVY, DGT and ENP in respect of skill development and entrepreneurship for honouring the Skill Trainers/Master Trainers. The total number of 16 awards were conferred from this Ministry under the National Award to Teachers, 2024.



# 9

## International Engagements Of MSDE



### 9.1 International Cooperation:

India aims to position itself as the “Skill Capital” of the world by leveraging its youthful workforce and enhancing skill standards to meet global skill gaps. Efforts are focused on transforming India into a source of quality talent, enabling Indians at home and abroad to access global skilling and upskilling opportunities, and fostering an internationally benchmarked skills ecosystem.

MSDE is at the helm of India’s efforts to provide international level skilling to India’s youth and position India as global source for quality talent. MSDE actively enhances India’s role as a global skill development leader through various international collaborations:

- a. **Bilateral Government-to-Government MoUs:** MSDE has established MoUs with Australia, Denmark, Germany, Japan, Qatar, Singapore and United Arab Emirates (UAE). These agreements facilitate technical exchanges, collaborative training programs, qualification recognition, and the sharing of best practices, all designed to support the global mobility of the Indian workforce.
- b. **Migration and Mobility Partnerships:** Through the Ministry of External Affairs, MSDE supports the Migration and Mobility Partnership Agreements (MMPA) and Labour Mobility Agreements (LMA) with countries such as France, the UK, Germany, Austria, Australia, Italy, Denmark, Japan, Portugal, Mauritius, Israel, Taiwan, and Malaysia. MSDE’s role in these agreements could include language training, upskilling/ reskilling, pre-departure and post-arrival training, skill assessment, certification recognition, vocational training, and knowledge exchange on skill development.
- c. **Skill Provisions in Free Trade and Economic Agreements:** MSDE collaborates with the Ministry of Commerce and Industry to include skill development provisions in FTAs and Comprehensive Economic Partnerships (CECA).
- d. **High-Level International Dialogues:** MSDE also participates in high-level international dialogues, such as the World Economic Forum and the India-EU Common Agenda on Migration and Mobility (CAMP) and other bilateral and multilateral discussions, which pave the way for furthering international partnerships and improving governance related to migration and skill mobility.

### 9.2. International Skill Engagements:

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

#### 9.2.1 India-Australia

MSDE engages with Australia through the following institutional mechanisms:

- a. On 03.06.2020, **MSDE signed an MoU for cooperation in vocational education and training** with Department of Education, Skills and Employment, Government of Australia 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 26.11.2020.

- b. Ministry of Education (MoE), India established a Taskforce on Education Qualifications Recognition to strengthen arrangements for the recognition of Australian and Indian qualifications to enhance two-way mobility. MSDE is a member of this group chaired by MoE. On 2 March 2023, a MoU on the **Mechanism for Mutual Recognition of Educational Qualifications (MRQ)** was signed with the Department of Education of Australia, as a follow up to the Task Force. Under the MoU 6 Priority sectors have been identified for cooperation namely Agriculture, Healthcare, Green Jobs, Automotive and Mining.
- c. Established in 2011, the **Australia-India Education and Skills Council (AIESC)** guide the strategic direction of the education, training and research partnership between the two countries. The Council is co-chaired by Hon'ble Minister of Education, India and Education and Skills Ministers, Australia. The 1<sup>st</sup> AISEC was held in Gandhinagar, Gujarat, from 6-7 November 2023. The 2<sup>nd</sup> meeting of the AISEC held on 24<sup>th</sup> October 2024 wherein a 3-member delegation headed by Joint Secretary, MSDE along with delegation from Ministry of Education participated.
- d. An **Australia-India Critical Skills Project on Agriculture** was started in 2023. Under the project, five (5) Qualification Packages and 20 NOS have been developed and approved by NCVET for the agriculture sector. The project concluded in June 2024 and a round-table meeting chaired by Secretary MSDE on 18 June 2024 to discuss its outcomes and way forward was held at Kaushal Bhawan with Australian counterparts.

### High-Level Visits

- (a) MSDE participated in the **Australia-India Industry Skills Partnership Summit** held from 07-10 April, 2024, in collaboration of the Australian Trade and Investment Commission (Austrade), the Australian Department of Employment and Workplace Relations and the CII. The Summit was launched by Australia's Hon'ble Minister for Skills and Training, Brendan O' Corner with Secretary, MSDE participating in the said Summit.
- (b) A courtesy meeting was held between the Hon'ble Minister of State (I/C) for Skill Development and Entrepreneurship with the **Australian High Commissioner to India and Bhutan** on 15 July 2024 at Kaushal Bhawan, Delhi to discuss potential skill partnerships across different identified sectors.



*Fig. 9.1: Courtesy meeting between Hon'ble MoS(I/C) for Skill Development and Entrepreneurship and Australian High Commissioner to India and Bhutan*



- (c) Hon'ble MoS(I/C) Skill Development and Entrepreneurship also held a meeting with Australia's Assistant Minister for Immigration the Hon Matt Thistlethwaite MP on 14 October 2024 at Kaushal Bhawan, Delhi to discuss the Australia and India's close people to people connections.



*Fig. 9.2: Hon'ble MoS(I/C) for SDE meeting Australia's Assistant Minister for Immigration*

## 9.2.2 India-Denmark

On 3 May 2022, **MSDE signed an MoU with Denmark's Ministry of Children and Education** on cooperation in the field of skill development, vocational education and entrepreneurship. A JWG under the said MoU has been constituted on both sides in 2024. Discussions are ongoing with the Danish side for convening the JWG meeting at an early date.

### High-level Meetings

- (a) On 6 March 2024, MSDE hosted a meeting with Denmark's Minister of Higher Education and Science to discuss skills cooperation to enable workforce mobility to Denmark.



*Fig. 9.3: MSDE hosted Denmark's Minister of Higher Education and Science*



- (b) On 26 June 2024, a meeting was held between Hon'ble MoS(I/C) for SDE with HE Danish Ambassador to India to discuss skills collaboration between the two countries.



*Fig. 9.4: Hon'ble MoS(I/C) for SDE with HE Danish Ambassador to India*

- (c) Ministry of Skill Development and Entrepreneurship also hosted a team from the Danish National ID Centre (NIDC). The NIDC team were introduced to the skill and VET ecosystem of India, with detailed discussions around VET framework, accreditation processes, industry engagement and curriculum innovation.

### 9.2.3 India-Germany

On 24 October 2024, **MSDE and Germany's Federal Ministry of Education and Research (BMBF) and Federal Ministry of Economic Cooperation and Development (BMZ)** renewed their cooperation by signing the MoU on cooperation in the field of Skill Development and Vocational Education and Training. A JWG for the renewed MoU on Cooperation in the field of Skill Development and Vocational Education and Training between India and Germany has been constituted on both sides in 2024. Previously 13 meetings have been held under this JWG.

#### High Level Meetings

- a) On 30 January 2024, a meeting was held between Shri Atul Kumar Tiwari, Secretary, MSDE and a **German delegation headed by Ms. Leonie Gebers, State Secretary, Federal Ministry for Labour and Social Affairs** at Kaushal Bhawan, Delhi to discuss potential cooperation between India and Germany.



*Fig. 9.5: Meeting between Secretary MSDE and a German delegation led by State Secretary, Federal Ministry for Labour and Social Affairs.*

- b) On 02 August 2024 a courtesy meeting was held between **Hon'ble MoS(I/C) for SDE and HE Ambassador of Germany to India** at Kaushal Bhawan, New Delhi to discuss the skill cooperation between India and Germany.
- c) On 25 October 2024, **Hon'ble MoS (I/C) for SDE** participated in the **Indo-German Inter-Governmental Consultations (IGC)** held at the level of Hon'ble Prime Minister and Hon'ble German Chancellor, wherein MSDE's newly signed MoU on Cooperation in the fields of Skill Development and Vocational Education and Training was exchanged in the presence of Hon'ble Prime Minister and Hon'ble German Chancellor.



*Fig. 9.6: Exchange of India-Germany MoU on 25<sup>th</sup> October 2024*

- d) On 24 October 2024 (i.e. a day prior to the 7<sup>th</sup> IGC), **a meeting was co-chaired by Hon'ble Minister SDE** with German Federal Minister of Education and Research (BMBF) Ms. Stark-Watzingerabout and Parliamentary State Secretary to the German Federal Minister for Economic Cooperation and Development (BMZ) Dr. Barbel Kofler to sign the MoU and discuss way forward.
- e) On 24 October 2024, the Hon'ble MoS(I/C) for SDE also participated in **the bilateral meeting** under the Ministerial Track held under the 7<sup>th</sup> Indo-German IGC namely the Mobility and People to People Ties Track, being **led by Hon'ble Minister of Labour and Employment**.
- f) On 04<sup>th</sup> February 2025, Hon'ble MoS Jayant Chaudhary met a delegation led by Dr. Nicole Hoffmeister-Kraut, Minister of Economic Affairs, Labour & Tourism from Baden-Württemberg region in Germany including representatives from the Industry and Chambers, to discuss potential areas for partnerships in skill development and vocational training.

## 9.2.4 India-Israel

In November 2023, Israel and India (through Ministry of External Affairs) signed a **Framework Agreement on Facilitating Temporary Employment of Workers in Specific Labor Market Sectors in Israel**.

- a) Under the framework agreement, **two Implementation Protocols have been signed between MSDE and the Population Immigration Agency (PIBA), of Israel**, namely: Implementation Protocol A in the Construction Sector and Implementation Protocol B in the Care Giver Sector.



- b. Under Protocol A, a demand of **10,000 construction** workers was received from Israel in four job roles: Framework (3,000 positions), Iron Bending (3,000 positions), Plastering (2,000 positions) and Ceramic Tiling (2,000 positions). As on 11 February 2025, a total of **6,694 candidates have migrated to Israel** for work through the G-2-G route. Under Protocol B, a demand for **5,000 caregivers** was received from PIBA. The recruitment process is in process.

#### High level meetings:

- a. On 12 February 2025 Hon'ble Minister of State (I/C) for Skill Development and Entrepreneurship, Shri Jayant Chaudhary, held a meeting with Mr. Nir Barkat, Hon'ble Minister of Economy and Industry of Israel to discuss strengthening collaboration in skill development, innovation and technology.



*Fig. 9.7: Hon'ble Minister of State (I/C) for SDE hosted Hon'ble Minister of Economy and Industry of Israel*

### 9.2.5 India-France

The MSDE-France Administrative Arrangement on Cooperation in the field of Skill Development and Vocation Training expired on 21 August 2024. Both sides are currently negotiating a renewed MoU.

A meeting was held between the **Hon'ble Minister of State (I/C) for Skill Development and Entrepreneurship** with the **Dr. Theierry Mathou H.E. French Ambassador to India** on 06 February, 2025 at Kaushal Bhawan, Delhi to discuss progress in MoU on Cooperation in the field of Skill Development and Vocation Training and other collaborations in skill development and vocational training.

### 9.2.6 India-Japan

- a) On 11 November 2016, a **Memorandum of Cooperation (MoC) on Manufacturing Skill Transfer Promotion Programme** signed between MSDE and Ministry of Economy, Trade and Industry of Japan to support Japanese companies to train skilled workers to Japanese standards in manufacturing. The MoU is active till November 2026. Japanese companies (such as Maruti, Toyota, Daikin, Toshiba etc) established 40 Japan-India Institutes of Manufacturing (JIM) in India and introduced 11 Japanese Endowed Courses (JEC) in Indian Engineering Colleges (such as by Mitsubishi Electric, Panasonic India, Maruti Suzuki etc).
- b) On 17 October 2017, **MSDE and Japan's Ministry of Justice, Ministry of Foreign Affairs, and Ministry of Health, Labour and Welfare (MHLW)** signed a MoC on the Technical Intern Trainee Program (TITP) for the mobility of Indian trainees to Japan. So far, **23 Sending Organizations** are currently empaneled under TITP by NSDC. **1,808 technical interns have been deployed** to Japan in the manufacturing, healthcare, construction, textile, and agriculture and food sectors.



- c) On 18 January 2021, an MoC for Specified Skill Workers (SSW), was **signed between MEA and Japan's Immigration Service Agency** for the employment of skilled workers from India across 12 sectors, now expanded to 16 sectors. From the India side, MSDE is responsible for skill assessments and language training under this MoC. MSDE appointed NSDC has the implementing agency.

### High Level Meetings

- (a) On 19 July 2024, Secretary MSDE hosted, a delegation led by the Vice Governor, Osaka Prefecture, Japan to expand the cooperation in the field of human resources.



*Fig. 9.8: MSDE hosted a delegation from Osaka Prefecture, Japan*

- (b) The Ministry hosted delegation(s) from Hokkaido and Tottori Prefectures of Japan at Kaushal Bhawan on 24 January 2025 and 28 January 2025 respectively to explore skilling opportunities and discussion ongoing collaborations between India and Japan.
- (c) Further, MSDE also participated in the discussion with delegation(s) of Osaka and Tottori Prefectures, Japan hosted by Ministry of External Affairs on 27 January 2025 wherein similar discussions took place.



*Fig. 9.9: The Ministry hosted delegation from Hokkaido Prefecture of Japan*

## 9.2.7 India-Singapore

- a. On 05 September 2024, a renewed **India-Singapore MoU on Educational Cooperation and Skills Development** was signed during the Hon'ble PM's visit to Singapore. A JWG under the said MoU has been constituted on both sides in 2024. Discussions are ongoing for convening the JWG meeting at an early date.

### High Level Delegation:

- (a) **Hon'ble MoS(I/C) for SDE met with Singapore's High Commissioner to India** on 16.07.2024 ahead of finalization of the India-Singapore MoU on Educational Cooperation and Skills Development
- (b) On 4 November 2024, **Secretary, MSDE held a meeting with Dr Beh Swan Gin, Permanent Secretary for Ministry of Trade and Industry (MTI), Singapore** to discuss their concept proposal for an India Singapore Skills Cooperation.



*Fig. 9.10: Secretary, MSDE hosted Permanent Secretary for Ministry of Trade and Industry (MTI), Singapore*

- (c) Hon'ble Minister of State (I/C) for Skill Development and Entrepreneurship, Shri Jayant Chaudhary had a courtesy meeting with His Excellency, **Mr. Tharman Shanmugaratnam, President of Republic of Singapore**, in New Delhi on **16 January 2025** wherein they shared insights regarding education and skill related interventions and discussed potential areas of cooperation leveraging each other's TVET ecosystem.

## 9.2.8 Other International Skill Engagements:

The following are the brief details of engagements with other foreign countries:

### Austria

On 21 November 2024, Hon'ble Minister of State (I/C) for Skill Development and Entrepreneurship, Shri Jayant Chaudhary chaired a meeting with an industry delegation from Austria, headed by Vice President, Tyrolian Chamber of Commerce in Austria at Kaushal Bhawan, Delhi to discuss potential partnerships in skill development and entrepreneurship between India and Austria.





*Fig. 9.11: MSDE hosted industry delegation from Austria*

### **European Union High Level Dialogue on Migration and Mobility and Workshop on Return and Readmission**

MSDE participated in the 8th European Union High Level Dialogue on Migration and Mobility (HLDMM) followed up a Workshop on Return and Readmission during 28-29<sup>th</sup> November 2024 in Brussels, Belgium. During the meetings, both sides *inter-alia* discussed various aspects of role of skill-based migration between India and European Union countries.

### **Italy**

Secretary, MSDE hosted a visiting Italy team headed by Minister Plenipotentiary, Mr. Luigi Maria Vignali, Director General for Italian Citizens Abroad and Migration Policies on 20.02.2024 at Kaushal Bhawan, Delhi to explore potential collaborations in skill development.



*Fig. 9.12: Exploring potential collaborations in skill development with Italy*



## Malaysia

On 22 August 2024, Hon'ble Minister of State (I/C) for Skill Development and Entrepreneurship, Shri Jayant Chaudhary held a courtesy meeting with Malaysian Minister of Human Resources, Mr. Steven Sim in Kaushal Bhawan, Delhi. Mr. Steven Sim was a part of High level delegation with H.E. Prime Minister of Malaysia Anwar Ibrahim state visit to India.

## Netherlands

Secretary (MSDE) held a courtesy meeting with H.E. Ambassador of Netherlands Marisa Gerards and Ms. Sandra Kalidien, the newly appointed Education and Science Counsellor. As the Netherlands looks to expand its engagement with India in this space, the meeting marked the beginning of a promising dialogue on skill development collaboration.



*Fig. 9.13: Secretary (MSDE) held a courtesy meeting with H.E. Ambassador of Netherlands*

## Qatar

On 4 June 2016, MSDE and Qatar's Ministry of Education and Higher Education signed an MoU for Cooperation in Skill Development and Recognition of Qualifications. The MoU is auto-renewed every 3 years.

## Russia

Secretary, MSDE participated in the 25<sup>th</sup> India-Russia Intergovernmental Commission for Trade, Economic and Scientific and Cultural Cooperation (IRIGC-TEC) co-chaired by External Affairs Minister and 1<sup>st</sup> Deputy Prime Minister of Russia on 12 November 2024 to *inter alia* discuss the way forward for skill cooperation.

On 13 November 2024, to further explore the skill cooperation between India and Russia, Secretary MSDE, hosted a delegation from St Petersburg, Russia headed by Mr. Sergei Leonovich Markov, First Deputy Chairman of the St Petersburg Committee for External Relations at Kaushal Bhawan.





*Fig. 9.14: Secretary, MSDE met with First Deputy Chairman of the St. Petersburg Committee for External Relations*

A 20-member delegation from Government, Industry and academia of the Russian Federation, led by Ms Margarita Skvortsova, Deputy Director, Department of State Policy in the field of Secondary Vocational Education and Vocational Training, Ministry of Education of the Russian Federation visited India to understand the intricacies of the skilling ecosystem in India. During their visit, the delegation visited three training centres in India, namely NSTI in Kanpur, IIS in Mumbai and IIS Ahmedabad, and held bilateral meetings with MSDE.



*Fig. 9.15: MSDE hosted a delegation from Russia to discuss skill cooperation between India and Russia*

## Tanzania

Secretary, MSDE hosted **Tanzania's Permanent Secretary, Ministry of Education, Science and Technology**, Ms. Carolyn Nombo and her team on 14 January 2025 who were on a benchmark visit to India. During the



discussions, both sides explored sharing India's best practices, deploying skilled trainers, and strengthening exchange programs under the ITEC initiative to enhance Tanzania's skilling ecosystem.



*Fig. 9.16: MSDE hosted delegation from Tanzania*

## United Kingdom

On 29 May 2024, Secretary MSDE hosted the Chief Scientific Advisor of the Government of Wales and his delegation to discuss partnerships in Technical and Vocation Education and Training and Entrepreneurship at Kaushal Bhawan, New Delhi.



*Fig. 9.17: Secretary, MSDE hosted the Chief Scientific Advisor of the Government of Wales*

## World Economic Summit 2025

Hon'ble Minister of State (I/C) for Skill Development and Entrepreneurship, Shri Jayant Chaudhary represented India as a part of a high-level delegation comprising of key ministers and representatives, at the **55<sup>th</sup> Annual Meetings of the World Economic Forum (WEF) Summit** held in Davos, Switzerland from 20 - 24 January 2025.



Hon'ble Minister participated in a series of panel discussions and roundtables on key topics such as preparing the workforce for the evolving technological landscape, envisioning a future-ready workforce, strengthening economic relations, driving investments, and exploring the impact of AI adoption in emerging markets.

Additionally Hon'ble Minister held bilateral Government-to-Government (G2G) meetings with counterparts from countries such as Switzerland, Israel, Denmark and Liechtenstein; and several Government-to-Business (G2B) engagements with business leaders from Meta, Schneider, PepsiCo and Siemens, among others.



*Fig. 9.18: of the Indian Pavillion at the World Economic Forum, 2025*



*Fig. 9.19: Shri Jayant Chaudhary, MoS (IC), MSDE, at the WEF 2025 panel discussion on “Reskilling for the Intelligent Age.”*

## United Arab Emirates

On 29 April 2016, an MoU was signed between MSDE and the National Qualifications Authority, UAE for cooperation in skill development and recognition of qualifications. A pilot program to align 18 Indian NSQF standards to UAE's 14 skills in the automotive and construction sectors has been successfully conducted.

## United States of America

A India-US Working Group on Education and Skill Development was established in 2023. Four Sub-committees have been formed under the Working group, MSDE is the lead for the sub-group 'Skilling and Vocational Educational Committee'.

## Skill India International Centers:

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 MSDE is setting up SIICs'.

A total of 30 such centers have been envisioned across the country. The SIICs will help in creating a 'Trusted workforce supply chain' by ensuring skilled mobility from India in a fair and transparent manner.

As on date, 02 SIICs have been established in Varanasi, Uttar Pradesh and Bhubaneswar, Odisha. The Project Steering Committee (PSC) has approved the establishment of additional 05 SIICs. PSC has also approved the funding for capital and operating expenditure towards these 07 SIICs. The work on establishment of these approved 05 SIICs is in progress.

# 10

## Capacity Building Unit, MSDE



The Government of India has constituted Capacity Building Commission (CBC) with a view to drive standardization and harmonization across the Indian civil services landscape. CBC has been set up under 'Mission Karmayogi' - a National Programme for Civil Services Capacity Building (NPCSCP), to enhance and sharpen the capacities of civil servants who work across various government Ministries/ Organizations/ Departments.

### 10.1 Constitution of Capacity Building Unit in MSDE

In line with the transformative vision of Mission Karmayogi, Capacity Building Units (CBUs) have been established as critical and enduring institutional structures within each Ministry, Department, and Organization (MDO). These units are entrusted with the responsibility of designing, implementing, and overseeing capacity-building initiatives tailored to the specific needs of their respective MDOs. CBUs act as the backbone for fostering a culture of continuous learning, skill enhancement, and professional growth among civil servants.

As per the advisory by CBC, a standing unit namely 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.

**Tab. 10.1: Constitution of Capacity Building Unit (CBU), MSDE**

#### CAPACITY BUILDING UNIT(CBU), MSDE

S. No	Name and Designation	Organization/Institute	CBU Role
1)	Ms. Hena Usman, Joint Secretary	MSDE	Chairperson
2)	Sh. Pritam Dutta, Director	MSDE	Member
3)	Sh. Harsh Vardhan Sharma, Deputy Director	MSDE	Convener
4)	Sh. Sanjay Saggu, Assistant Director	DGT	Member
5)	Sh. Indu Bhusan Lenka, Deputy Secretary	DJSS	Member
6)	Sh. T Ragulan, Joint Director, CSTARI	CSTARI	Member
7)	Sh. Nirmalya Nath, Deputy Director	NIMI	Member
8)	Ms. Poonam Sinha, Director	NIESBUD	Member
9)	Sh. Lalit Sharma, Director	IIE	Member
10)	Sh. Purnendu Kant, Director	NCVET	Member
11)	Sh. Mahendra Singh Payaal	NSDC	Member

## 10.2 Launch of Annual Capacity Building Plan and Induction Training Module of MSDE by Hon'ble Minister, MSDE

On 23rd August 2023, the MSDE unveiled its Annual Capacity Building Plan (ACBP), a significant milestone in its journey toward enhancing the skills and capabilities of civil servants. This strategic initiative aligns with the overarching goals of Mission Karmayogi, emphasizing a systematic, structured approach to capacity building within the Ministry.

This ACBP will help in rolling out various capacity building interventions for the officers under MSDE ecosystem in a regularized and planned manner



*Fig. 10.1: MSDE's Annual Capacity Building Plan*

On the same day, MSDE launched the Know Your Ministry (KYM) Module, an innovative digital e-learning Induction Training Module designed to familiarize officials with the Ministry's vision, mission, structure, and key initiatives. This interactive induction course has been developed to provide comprehensive insights into the functioning of MSDE, making it an essential resource for onboarding new officials and enriching the knowledge of existing staff. The module is live on iGOTKarmayogi Platform in bilingual (English and Hindi).

This four-hour module has been met with significant success, with over 1,000 officials completing the course within the first few months of its launch. It plays a pivotal role in building institutional knowledge, fostering a deeper understanding of the Ministry's operations, and preparing civil servants to contribute effectively.

It covers the following topics: -

- Vision-mission and structure of the Ministry
- Key roles and responsibilities of the Ministry
- Flagship schemes and policies of the Ministry
- Digital portals and dashboards of the Ministry
- Mapping of key divisions of the Ministry and their responsibilities



- In detail information about key mandate, basic functioning, key processes, roles and responsibilities of various Divisions and Organizations under the Ministry
- Assessment for the learners

This holistic Induction Module will also enable the learners to assess their understanding through an assessment



Fig. 10.2: MSDE's Induction Training Module Live on iGOT portal

### 10.3. Events and Initiatives:

#### a) Onboarding of MSDE Officers on iGOT platform and creation of MDO Admins for respective originations and institutes:

MSDE has achieved 100 percent onboarding of its officials from all Divisions and Departments on iGOT Mission Karmayogi Portal. Further, for enhanced and decentralised monitoring of progress of learning by officials from respective departments, Nodal admins of each Department and Institute on iGOT has been made.

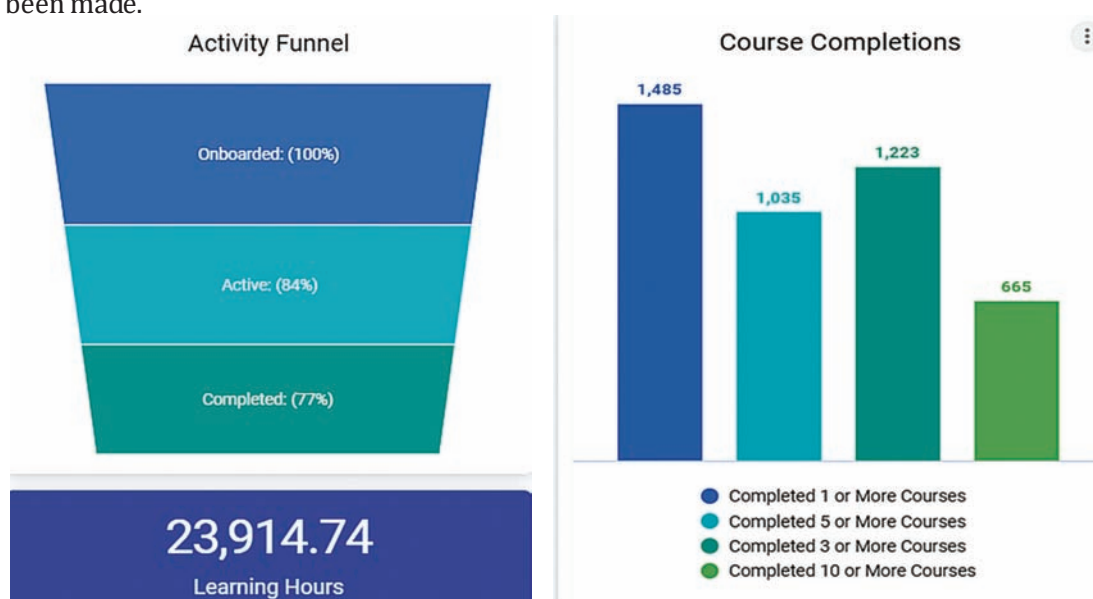


Fig. 10.3: MSDE's Onboarding of officials on iGOTKarmayogi Portal, course completion status and Top Courses consumed by MSDE officials

b) **Incentives for the Top Karmayogi of the Ministry:**

In order to encourage officers to take full advantage of the capacity building courses/modules available on iGOT Karmayogi Portal, Ministry vide its OM dated 14.08.2024 has devised suitable incentives to encourage MSDE officials. The key incentives included Public Acknowledgment through social media platforms of MSDE, Meet and Greet with the Hon'ble Minister /Secretary, MSDE, Recognition and Awards, Display of their Success Stories and Immersion Training/Visit.



Fig. 10.4: Display of MSDE Monthly Karmayogi Toppers on MSDE website and MSDE Media handles

c) **National Learning Week – KarmayogiSaptah**

The Hon'ble Prime Minister, Shri Narendra Modi launched the “**KarmayogiSaptah**” – National Learning Week (NLW) – on October 19, 2024, at Dr. Ambedkar International Centre in New Delhi. In his address, the Prime Minister emphasized the transformative potential of Mission Karmayogi in developing human resources to drive national progress. He highlighted the importance of innovative thinking, technology integration, and citizen-centric governance. The PM underlined the dual opportunities presented by Artificial Intelligence (AI) and Aspirational India, urging civil servants to leverage AI for transformative change while adopting a feedback-driven, collaborative approach to governance.

In line with these objectives, the MSDE organized several **workshops and events** during the NLW. MSDE officials attended the Live webinar on “Viksit Bharat 2047” on iGOTKarmayogi Portal by Sh. BVR Subrahmanyam, CEO NIT Aayog. This notable session, which was chaired by the Secretary, MSDE,



Sh. Shri Atul Kumar Tiwari, was followed by an insightful SamuhikCharcha on 'Viksit Bharat-2047' where the vision for a developed India by 2047 was passionately discussed explored strategies for a developed India by its centenary of independence. The event included spirited discussions on aligning National priorities with sustainable growth, innovation, and skill development to achieve a self-reliant and prosperous India.



*Fig. 10.5:: Webinar and SAMUHIK Charcha on Viksit Bharat by CEO NITI Aayo*

**d) Meet and Greet event with Secretary MSDE :**

The “Meet and Greet” with the Secretary, MSDE event was organized on October 25, 2024, recognizing “Adarsh Karmayogi” awardees for their exceptional learning achievements on the iGOTplatform. This initiative celebrates employees who exemplify dedication, skill, and commitment to MSDE’s mission. Such engagements aim to foster a positive and collaborative work environment while acknowledging individual excellence.



*Fig. 10.6: Meet and Greet event of Top Karmayogi of MSDE with the Secretary*





- e) **Testimonials of MSDE officials during National Learning Week 2024:** During the National Learning Week, MSDE officials shared their learning experiences on the courses of iGOT portal through various video Testimonials which were shared by MSDE, CBC and iGOT media handles.



*Fig. 10.7: Testimonial of MSDE officers during National Learning Week*

- f) **Know Your Ministry Induction Module:** The holistic “Know Your Ministry Induction Module” continues to empower officials by providing a comprehensive overview of MSDE’s mission, structure, and flagship programs. This interactive E-learning course has already benefited over 1,000 participants, enhancing their understanding of the Ministry’s role in shaping India’s vision of “Viksit Bharat 2024.”



*Fig. 10.8: MSDE Induction Training Module on iGOT Karmayogi Platform*

- g) **Courses Recommended by MSDE through iGOT portal CBP Module:** In line with MSDE Annual Capacity Building Plan, MSDE CBU has regularly identified and recommended the courses for MSDE officials. These courses were also recommended through iGOT CBP module through respective Nodal Admin of various Departments and Institutes of MSDE.

**Tab. 10.2: List of Courses recommended by MSDE from iGOT Portal for MSDE officials**

Phases	Courses Recommended through iGOTKarmayogi Platform
First Phase	Yoga Break at Workplace Prevention of Sexual Harassment of Women at Workplace Stay Safe in Cyber Space Code of Conduct for Government Employees Know Your Ministry Induction Module of MSDE Orientation Module on Mission LiFE Introduction to Emerging Technologies.
Second Phase	Training Module on Swachata Hi Seva - 2024 Self-Leadership PM Gati shakti Data Driven Decision Making for Government Government e-Marketplace
Third Phase	Public Governance Models Conduct Rules Procurement of Goods and Services Stay Safe in Cyber Space Know Your Ministry Induction Module of MSDE Overview of Viksit Bharat 2047
Fourth Phase	Understanding Mission Karmayogi

- h) **Accreditation of Central Staff Training and Research Institute (CSTARI):** The CSTARI located in Kolkata, West Bengal, is currently undergoing the process of obtaining **accreditation with the National Standard for Civil Services Training Institutes (NSCSTI)**. This accreditation aims to recognize CSTARI as a premier institution that upholds the highest standards in civil services training. Once accredited, CSTARI will be better positioned to deliver enhanced training programs, promote excellence in skill development, and contribute significantly to capacity-building initiatives for civil servants across the country.



**Fig. 10.9: NSCSTI framework for Accreditation of Civil Service Training Institutes**



**i) Launch of MSDE Quarterly New Letter “KarmayogiPratibimb”:**

The Secretary, MSDE, along with senior officers of the Ministry, on 13<sup>th</sup> November 2024 launched the first edition of the quarterly newsletter of MSDE’s capacity building interventions under Mission Karmayogi: KarmayogiPratibimb. This newsletter highlights the key initiatives undertaken and progress achieved by the Ministry under Mission Karmayogi. This shall also highlight the learning experience of Aadarsh Karmayogi of the Ministry.



*Fig. 10.10: Launch of KarmayogiPratibimb -Quarterly CBU Newsletter of MSDE*



*Fig. 10.11: KarmayogiSaptah Newsletter of MSDE*



**j) Prevention of Sexual Harassment (POSH) Training Workshop:**

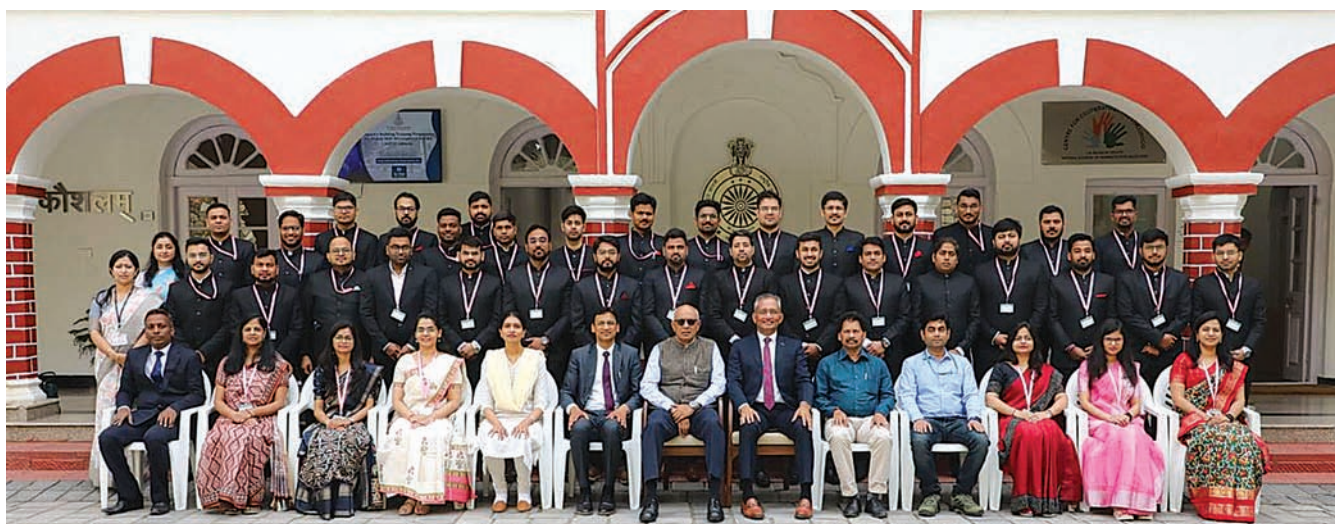
A capacity building cum sensitization workshop on 9th December 2024 was organized for all the contractual official staff of MSDE where in the officials have undertaken iGOTKarmayogi Portal course on POSH at Workplace. The course sensitized the officials about POSH Act, Internal Complaint Committee, She Box, Grievance Redressal Mechanism and tested the understanding by asking questions from real life examples



*Fig. 10.12: POSH training workshop for MSDE officials*

**k) Training of MSDE officers at Lal Bahadur Shastri National Academy of Administration (LBSNAA):**

The Capacity-Building Program for Indian Skill Development Service (ISDS) officers of MSDE was organised at Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie from 15-26<sup>th</sup> April 2024. The training program was inaugurated by Shri Atul Kumar Tiwari, Secretary, MSDE, and Dr. K P Krishnan, Former Secretary, Government of India, who emphasized the crucial role of ISDS in leveraging India's demographic dividend for Viksit Bharat 2047. The inaugural session also highlighted the Ministry's firm dedication to strengthening the ISDS cadre, equipping them with the necessary skills and perspective to advance the transformative objectives of Skill India and Viksit Bharat.



*Fig. 10.13: Inaugural of Training of ISDS officers at LBSNAA*

1) **Training of Master Trainers under RashtriyaKarmayogi Large-Scale Jan Seva Programme:**

The Capacity Building Commission (CBC) conducted the Master Trainers' training for Phase-1 of the RashtriyaKarmayogi Large-Scale Jan Seva Programme. This was held from 6th to 18th January 2025 in New Delhi. The behavioural training is designed to foster Seva Bhava—the spirit of selfless service—and promote a citizen-centric approach to governance. Through their role as Master Trainers, the participants will help spread the principles of Seva Bhava across the civil services, contributing to the success of this transformative vision. Shri Atul Kumar Tiwari, Secretary, MSDE, also addressed participants, offering insights that inspired a sense of purpose and dedication.



*Fig. 10.14: Shri Atul Kumar Tiwari, Secretary, MSDE, addressing the participants at the Rashtriya Karmayogi Large Scale Jan Seva Program*

- Overall Details of all organizations under MSDE may be seen at **Annexure-21**



## Activities of Parliament Division



Parliament Unit deals with all parliamentary matters related to MSDE and is a nodal division within the Ministry for handling all matters received from Lok Sabha Secretariat/ Rajya Sabha Secretariat/ Ministry of Parliamentary Affairs. Parliament Unit ensures timely completion of all parliamentary matters in coordination with various concerned wings/divisions under the Ministry.

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 the Lok Sabha and by way of Special Mention in the Rajya Sabha; laying of Statements against the Action Taken Reports/ Notes on Standing Committee Report, and other miscellaneous matters.

i. **Meetings of the Ministry held with Standing Committee on Labour, Textiles and Skill Development:**

S. No.	Date	Meeting Subject/ Venue
1	19.11.2024	Oral Evidence of the Representatives of MSDE on “Demands for Grants (2024-25)” at Parliament House Annexe.

S. No.	Date	Meeting Subject/ Venue
1	19.01.2024	Briefing by the representatives of MSDE before Committee on Empowerment of Women at Diu on the subjects 'Women Entrepreneurs: Prospect & Challenges" and "Skill Development Programmes for Women".
2	20.02.2024	Briefing by the Representatives of the MSDE before the Committee on Government Assurances, Rajya Sabha at Lucknow in connection with examination of Assurance given in the Rajya Sabha in reply to USQ 118 dated 02.02.2022 regarding "National Policy on Skill Development"



**iii. Meeting of the Consultative Committee for Ministry of Skill Development and Entrepreneurship:**

S. No.	Date	Meeting Subject/ Venue
1	12.12.2024	11th Meeting of Consultative Committee (1st of 18th Lok Sabha) held in Parliament House Annexe (Extension Building), New Delhi on the subject "The Emerging New Age Skill Ecosystem".

**iv. Parliament Questions dealt in last three Sessions i.e. Interim Budget, Budget Session and Winter Session of 2024:**

S. No	Session	Lok Sabha	Rajya Sabha	Total
1	Interim Budget Session	23	8	31
2	Budget Session	81	30	111
3	Winter Session	72	42	114

**v. 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 2023-24	16-12-2024	18.12.2024
2	IIE	FY 2023-24	18.12.2024	18.12.2024
3	NSDA/NCVET	FY 2023-24	16-12-2024	18.12.2024
4	NIMI	FY 2023-24	*	19.12.2024

*\*The relevant documents were furnished during the Winter Session, 2024 and it is likely to be laid on appropriate day during the forthcoming Budget Session, 2025.*

The Annual Report of MSDE for the year 2023-24 was furnished to both the Houses of Parliament for distribution amongst the Hon'ble Members of the Parliament.

# 12

## Activities of the Rajbhasha (OL) Division



### Official Language Section - Progressive Use of Hindi

The MSDE is committed to follow the various guidelines issued by the Department of Official Language in relation to promotion of use of official language. In view of the annual programme issued by the Department of Official Language, Ministry of Home Affairs, Government of India, during the year 2024-2025, every effort has been made by the Ministry to implement the Official Languages Act, 1963 and the Official Language Rules, 1976 framed under it. This section has been entrusted with the task of translation work as well as implementation and dissemination of the Official Language Policy of the Union in the Ministry and its attached/subordinate offices and autonomous organizations. With a view to ensuring proper implementation of the Official Language Policy of the Union, various orders/instructions issued by the Department of Official Language from time to time have also been implemented by the Ministry.

**Mechanism for implementation and translation of Official Language:** Facility to work in bilingual form has been provided on all the computers of the Ministry. Adequate English-Hindi dictionaries/glossaries have been made available to the officers/staff of the Ministry. Continuous efforts are made to promote the use of Hindi in official correspondence. Incentive awards were given to the officers/staff of the Ministry for noting and original drafting in Hindi. Joint Secretary (Official Language) and Deputy Secretary (Official Language) attended the meeting of the Central Official Language Implementation Committee. Consolidated Hindi progress reports and annual evaluation reports were regularly sent to the Department of Official Language to ensure progressive use of Hindi during the year. Hindi translation of various documents received by the sections of the Ministry, such as, background notes, exchange programmes on skills training with various countries, agreements, annual reports, material related to Parliamentary Standing Committees, answers to Parliamentary questions, standard forms/formats, letters etc. were made available.

Several steps have been taken to promote progressive use of Hindi in the Ministry. The details of these steps are summarised below:-

#### 1. Reconstitution of Hindi Advisory Committee of the Ministry

For effective implementation and review of the Official Language Policy of the Government of India, the Hindi Advisory Committee is being reconstituted under the Chairmanship of Hon'ble Minister of State (Independent Charge) for Skill Development and Entrepreneurship.

#### 2. Implementation of Section 3(3) of the Official Languages Act, 1963

To ensure compliance with the Official Language Policy of the Government of India, all documents under Section 3(3) of the Official Languages Act, 1963 are being issued both in Hindi and English. Check-points have been set up in the Ministry to ensure Hindi correspondence in the functioning of offices located in Regions 'A', 'B' and 'C' of the Central Government. The Annual Programme and other orders/instructions issued by the Department of Official Language have been circulated to all sections of the Ministry and its attached, subordinate offices and autonomous organizations with instructions regarding compliance.

### **3. Official Language Implementation Committee**

Official Language Implementation Committee (OLIC) has been constituted in the Ministry with Joint Secretary (Official Language) as its Chairperson. This Committee reviews the progressive use of Hindi from time to time and prepares action plan for effective implementation of Official Language Policy. Meetings of this Committee have been held regularly. Subordinate/attached offices and autonomous organizations of the Ministry have also been directed to hold meetings of the Official Language Implementation Committee regularly.

### **4. Hindi Day and Pakhawada**

On 14th September, 2024, Hon'ble Minister of State (Independent Charge) for Skill Development and Entrepreneurship issued an appeal to the officers/employees of the Ministry to gradually increase the use of Hindi in official work. In the Hindi Pakhawada programme organized in the Ministry from 14 September 2024 to 28 September 2024, a total of 5 competitions were organized, such as, essay, Hindi note and drafting, Vakyansh Pratiyogita, Rajbhasha / Hindi general knowledge and Hindi knowledge (for DEO), in which officers / employees of all categories participated. In the competitions organized during the Hindi Pakhawada, a total of 19 winners were awarded cash prizes and certificates by the Secretary of the Ministry of Skill Development and Entrepreneurship. On this occasion, a Hindi noting/drafting workshop was also organized.

### **5. Organizing inspections and workshops for progressive use of Hindi**

With an aim of overseeing the implementation of the Official Language Policy, all sections of the Ministry were inspected during the year and a total of 06 offices of various subordinate / attached offices were inspected. These include three B region and three 'C' region offices. The report of these inspections was prepared and sent to the concerned offices. Apart from this, follow-up action was taken regarding the assurances given during the inspections of the Parliamentary Official Language Committee. All the offices under the control of MSDE were directed to comply with the instructions and other recommendations given by the Parliamentary Official Language Committee from time to time. Hindi workshops were also organised during the inspections in Gandhinagar, Vadodara, Mumbai, Bengaluru, Guwahati and Trichy during the current year.



# 13

## Right to Information (RTI) Cell



During the period from 01.01.2024 to 31.12.2024, Ministry received a total of 1,205 RTI Applications and 39 First Appeals through electronic (RTI- MIS portal) as well as physical mode. Central Public Information Officers (CPIOs) and First Appellate Authorities (FAAs) in the Ministry have been designated and revised periodically for an effective implementation of the RTI Act, 2005. The updated list of CPIOs/ FAAs of the Ministry is uploaded on the Ministry's website. The Attached Office-DGT and the Autonomous Bodies- NIESBUD, IIE, Guwahati under the Ministry have been aligned with DOPT's – RTI online Portal.

# 14

## Public Grievances Cell



Ministry is implementing the Centralized Public Grievances Redressal 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 from 01.01.2024 to 31.12.2024, this Ministry received a total of 5,657 grievances (including 91 brought forward from previous FY) out of which 5,279 grievances were disposed of.

# 15

## Activities of Vigilance Division



As per directions/guidelines of Central Vigilance Commission (CVC)'s manual, Vigilance Division in the MSDE was set-up since inception of the Ministry. The Vigilance Division in the Ministry functions as per the guidelines and manuals prescribed by the CVC & DoP&T under the overall supervision of Secretary, MSDE who, in turn, is assisted by a Chief Vigilance Officer (CVO) in the rank of Joint Secretary/ Additional Secretary, a Deputy CVO in the rank of Deputy Secretary/ Director in the Ministry. An Under Secretary and other supporting staff assist the CVO/ Deputy CVO.

During the period under report, sustained efforts were continued to tone up the vigilance administration to maintain integrity and professional discipline amongst the employees of the Ministry, both at the headquarter and in the attached and subordinate offices as well as autonomous organizations.

MSDE and its organizations observed Vigilance Awareness Week from 28th October to 3rd November, 2024, on the theme "Culture of Integrity for Nation's Prosperity/सत्यनिष्ठा की संस्कृति से राष्ट्र की समृद्धि" with the primary aim to promote integrity, transparency and accountability in public life. During this period, in order to sensitize and create awareness amongst the employees of MSDE and its administrative controlled organizations, different activities/ programmes, such as, solemnizing of Integrity Pledge and competitions were organized. In the said activities/programmes huge number of employees had participated and, winners were awarded prize & certificate by Secretary, MSDE.



# 16

## Skilling and Entrepreneurship Landscape in India



### 16.1. Challenges in Skilling and Entrepreneurship Landscape in India

Skills and knowledge play pivotal roles in economic growth and social development for any country. Nations with higher skill levels and better standards adjust more effectively to challenges and opportunities in both domestic and international job markets. According to the NSSO 2011-12 (68th round) report on the Status of Education and Vocational Training in India, approximately 2.2% of individuals aged 15-59 reported receiving formal vocational training, while 8.6% received non-formal vocational training. While the exact magnitude of the challenge remains a topic of debate, there is no denying its formidable nature.

Here are some of the challenges within India's skilling and entrepreneurship landscape:

1. **Making Skill Aspirational:** Many people still see skill development as a second option, not a first choice.
2. **Fragmented Programs:** Skill development programs run by over 20 Central Government Ministries often work in isolation, with weak coordination and monitoring. This lack of alignment makes it difficult to bring all efforts together.
3. **Assessment and Certification Complexity:** Multiple assessment and certification systems lead to inconsistent outcomes and confusion among employers.
4. **Trainer Shortage:** There is a persistent shortage of qualified trainers. To achieve our skilling goals, we need to build a strong pool of dedicated trainers.
5. **Demand-Supply Mismatch:** Discrepancies exist between skill supply and demand at both sectoral and spatial levels.
6. **Limited Mobility:** Transitioning between skill-based and higher education programs is often difficult.
7. **Apprenticeship Coverage:** Apprenticeship programs have low coverage.
8. **Dynamic Curriculum Alignment:** Curricula are outdated. While the business environment is evolving rapidly, curriculum redevelopment remains slow. Industries are not deeply involved in updating the curriculum.
9. **Gender Disparities:** The declining labor force participation rate among women affects skill development.
10. **Unorganized Sector Employment:** Non-farm, unorganized sector jobs lack productivity incentives for skilling.
11. **Entrepreneurship Education Gap:** Entrepreneurship is inadequately integrated into formal education.
12. **Startup Challenges:** Lack of mentorship and limited access to finance hinder startup success.
13. **Innovation Impetus:** Innovation-driven entrepreneurship needs greater emphasis.
14. **Wage Premium:** Skilled workers often lack assured wage premiums.

## 16.2. Noteworthy Events & Campaigns:

### A. Swachhata Hi Seva (SHS) Campaign (17<sup>th</sup> Sep. to 2<sup>nd</sup> Oct, 2024) & 'Ek Ped Maa Ke Naam' Initiative:

- Swachhata Hi Seva (SHS) campaign was initiated by Government of India to promote sanitation and hygiene, encourage and engage community people in the cleanliness drive, to give them a sense of ownership and responsibility. SHS 2024 campaign was observed from 17<sup>th</sup> September, 2024 to 2<sup>nd</sup> October, 2024 to commemorate the 10th anniversary of the launch of Swachh Bharat Mission in the Ministry. This year's theme for SHS 2024, "SwabhavSwachhata, SanskaarSwachhata, mainly emphasized to work on three key pillars:
  - (i) Cleanliness Target Unit (CTU)
  - (ii) Swachhata Mein Jan Bhagidari
  - (iii) Safai Mitra Suraksha Shivirs
- All the organizations under the Ministry were advised to celebrate the SHS 2024 as per the guidelines circulated by the nodal Ministries, i.e. MoHUA and DDWS.
- Jan Shikshan Sansthan, as part of the 'Ek Ped Maa Ke Naam' initiative and the Swachhata Hi Seva 2024 campaign from 15<sup>th</sup> September to 2<sup>nd</sup> October 2024, have collectively planted more than 11,700 trees across the country. The effort was carried out with the objective of promoting environmental sustainability and community involvement in the Swachhata mission. A total of 1,413 events were conducted by the JSSs all over the country, of which 847 events focused on Swachhata Mein Jan Bhaagidari, a mass awareness program engaging communities in the cleanliness drive. Additionally, 505 Critical Target Units (CTUs) were identified and cleaned by JSSs. 61 Safai Mitra Suraksha Shivirs were also organized to promote the safety and well-being of sanitation workers.



Fig. 16.1: Glimpses from Swatchta hi Seva Campaign

- On 17<sup>th</sup> September, 2024, Shri Atul Kumar Tiwari, Secretary, MSDE administered “Swachhata Pledge”, to all the officers/ officials of the Ministry in Kaushal Bhawan Auditorium.
- On 19<sup>th</sup> September, 2024, Shri Jayant Chaudhary, Minister of State (I/C) MSDE, called for nationwide cleanliness & behavioral change at Swachhata Hi Seva event at Kaushal Bhawan in joint collaboration with SULABH International. A series of competitions for sanitation clubs from various Delhi University colleges were also held at the event in Kaushal Bhawan. These competitions aimed to inspire innovation & excellence in sanitation practices, contributing towards building a cleaner & healthier environment.
- In accordance with the guidelines of Swachhta Hi Seva, 2,216 Cleanliness Target Unit (CTU)/ Black spot were identified by the Ministry and its attached/subordinate and autonomous organizations. MSDE identified a CTU/Black Spot at Netaji Nagar Market. MSDE recorded removal of 08 tonnes garbage with combined efforts from MSDE officials and Sulabh International volunteers. Massive participation of 130 people was noticed at Netaji Nagar CTU led by Secretary, MSDE. Besides the same, NDMC park at Netaji Nagar has also been duly cleaned and beautified. The initiative, under this year’s theme of ‘ SwabhavSwachhata, Sanskar Swachhata, included the removal of dry & wet garbage, waste picking, clearing debris & sanitizing the area. NDMC also supported with 10 small trucks, deployed to collect the garbage. This effort reflects MSDE’s strong commitment to the Swachh Bharat mission, moving towards a cleaner and greener India.
- Further, Ministry organized the SAFAIMITRA SURAKSHA SHIVIR at Kaushal Bhawan. The Shivar was visited by Secretary, MSDE, Shri Atul Kumar Tiwari, along with other senior officials of the Ministry. In this Shivar, 130 safaimitras availed free medical health check-up facilities. The event was organized in collaboration with an expert team from Max Hospital, Vaishali, and Antara Homecare, along with MSDE. A special session on common diseases and the necessary precautions was also conducted to educate the participants. Together, we continue to strive for a cleaner, safer, and more empowered India.
- A cleanliness drive under the “Shramdaan” (Voluntary Service), as a tribute to the father of the Nation “Mahatma Gandhi” on the occasion of his birth anniversary on 2nd October, 2024, was also organized at KAUSHAL BHAWAN. During the campaign senior officers/ officials of the Ministry voluntarily participated in the drive. A deep cleaning drive at Kaushal Bhawan has also been assured during the campaign.
- Swachhta awareness amongst street food vendors has also been spread. Benefits of SWACHHATA have also been duly delivered to Auto rickshaw drivers. In collaboration with Swiggy, MSDE organized Swachhata awareness amongst fruit and edible items vendors of Sarojini Nagar Market. Secretary, MSDE led this campaign and had the fruit and edible items vendors of Sarojini Nagar Market area been sensitized about serving fresh, clean and healthy food items.
- MSDE with the tremendous support of its organizations namely, DGT, NIESBUD, IIE, etc., have completed around 2,831 events under the theme “Swachhata Mein Jan Bhagidari” for SHS 2024 and has identified around 2,216 CTUs and cleaned them. Photographs on some of the above activities undertaken by MSDE and its organizations are also attached.





**Fig. 16.2: Hon'ble Minister of State (I/C) Shri Jayant Chaudhary planted a tree under the “Ek Ped Maa Ke Naam” campaign at JSS, Ranchi. On this occasion, the Minister expressed his commitment towards environmental protection and linked this campaign with the Prime Minister’s ‘Swachhata Hi Seva’ campaign.**



**Fig. 16.3: Many dignitaries including Minister of State for Skill Development and Entrepreneurship, Shri Jayant Chaudhary and Minister of State for Defence, Shri Sanjay Seth took the Swachh Bharat Pledge in Ranchi under the “Swachhata Hi Seva 2024” campaign.**



**Fig. 16.4: Secretary, MSDE along with the officers, officials and staff of MSDE took oath on “Swachhata Hi Seva 2024” at Kaushal Bhawan, New Delhi.**





**Fig. 16.5: Secretary, MSDE in a SwachhtaHiSeva event.**



**Fig. 16.6: Shri. Jayant Chaudhary, Hon'ble Minister of State (I/C) MSDE, calls for nationwide cleanliness & behavioral change at SwachhtaHiSeva event at Kaushal Bhawan .**



**Fig. 16.7: As part of the Swachhta Hi Seva Sankalp, MSDE officials and staff, in collaboration with Sulabh International, actively participated in a comprehensive cleanliness drive at the black spot in Netaji Nagar.**



**Fig. 16.8: MSDE's initiative, under this year's theme of SwachhtaSwabhav, Swachhta Sanskar, included the removal of dry and wet garbage, waste picking, clearing debris, and sanitizing the area**





**Fig. 16.9:** Students and faculty of Pradhan Mantri Kaushal Vikas Kendra Perambalur, Tamil Nadu, took a commendable step towards community service by actively participating in the SwachhataHiSeva2024 campaign. As part of MSDE's ongoing initiatives, they contributed to cleaning the campus and black spots of the Perambalur Government Headquarters Hospital.



**Fig. 16.10:** Under the Swachhata Hi Seva programme, a bicycle rally was organised under the joint aegis of JSS Surguja, Chhattisgarh and District Administration, Surguja Municipal Corporation Ambikapur and District Sanitation Committee. Collector Surguja, all officers and employees of the district, freedom fighters and children in large numbers participated in this rally. About 1,520 people actively participated in this event.





**Fig. 16.11:** A drawing competition organized at ITI Mundi, Madhya Pradesh under the Swachhta Hi Seva Abhiyan, the theme of which was Prakriti-Swachhta, Sanskar-Swachhta. The aim of this competition was to make children aware of freedom and green environment.



**Fig. 16.12:** Empowered female candidates of JSS, Lakshadweep, led the way in the Swachhata Hi Seva campaign. Their active participation reflects the spirit of cleanliness and community engagement, showing that even the islands of Lakshadweep are united in the mission for a cleaner, greener India.





*Fig. 16.13: Mass cleaning activities were carried out at NSTI/RDSDE-TN, Chennai, under the Swachhata Hi Sewa2024 Program, demonstrating our dedication to promoting cleanliness and environmental sustainability. This initiative aims to foster a sense of responsibility towards maintaining hygiene and a clean environment among the community members. Participants actively cleaned black spots, cleared debris, cleaned the surroundings and planted trees, contributing to a healthier and more aesthetically pleasing campus*

As part of the Swachhta Hi Seva campaign 2024, the MSDE organized the SAFAIMITR SURAKSHA SHIVIR at Kaushal Bhawan. The Shivir was visited by Secretary, MSDE, Shri Atul Kumar Tiwari, along with other senior officials of the Ministry. In this Shivir, 130 safaimitras availed free medical health check-up facilities.





**Fig. 16.14:** The IIE in Meghalaya led a Cleanliness and Tree Plantation (CTU) Drive at Mawpat as part of SwachhtaHiSeva2024 campaign and cleared out some prominent black spots. This initiative brought together local communities and volunteers to contribute to a cleaner and greener environment.



**Fig. 16.15:** ITI Berhampur's "Green Skills for Waste to Wealth" initiative under the leadership of Dr Rajat Panigrahi featured on the UNESCO-UNEVOC website as a promising practice. This recognition highlights the innovative work in turning waste into valuable creations, fostering sustainability & skill development.



**Fig. 16.16:** Special Campaign 4.0 at NSTI Panipat with a vibrant wall painting initiative.





*Fig. 16.17: As part of Special Campaign 4.0, talented trainees designed beautiful wall art for the hostel common room, staircase, and gallery. This initiative not only enhances the aesthetics of our space but also fosters creativity and teamwork among the trainees.*





*Fig. 16.18: Updates from NSTI Noida Contributing to the Special Campaign 4.0 reviewing physical files and admission forms for CITS to ensure efficiency and streamline processes.*



As part of Special Campaign 4.0, Shri Atul Kumar Tiwari, Secretary, MSDE5.8, conducted a thorough inspection of office premises. During the inspection, he engaged with the officers and staff, discussing the importance of cleanliness and maintaining a tidy work environment.



## **B. Special Campaign 4.0 (2<sup>nd</sup> Oct-31<sup>st</sup> Oct, 2024)**

The Special Campaign for Disposal of Pending Matters was organized in two phases—Preparatory Phase from 16th September, 2024 to 30th September, 2024 and Implementation Phase from 2nd October, 2024 to 31st October 2024. The Department of Administrative Reforms and Public Grievances (DARPG) was designated as the nodal department for the campaign. The special Campaign aims at saturation of Swachhata in all offices of all Ministries/ Departments including their attached/ subordinate offices/ PSUs autonomous organizations by improving overall cleanliness of Government offices and enhancing experience of common public with Government of India. The focus of the campaign, this year, was field/ outstation offices responsible for service delivery or having public interface in addition to Ministries/ Departments and their attached/ subordinate offices/ PSUs/ autonomous organizations.

### **i. Preparatory Phase**

The Special Campaign was preceded by Preparatory Phase from 16th September, 2024 to 30th September, 2024. 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 Notes)
- Parliamentary Assurances pending for 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

### **ii. Implementation Phase**

All out efforts were made to dispose of all identified references during the Special Campaign from 2nd October - 31st October, 2024. Progress was reported daily on SCDPM portal. The Special Campaign was used to improve records management. Secretary, MSDE addressed all the senior officers and nodal officers of the Ministry to reduce these on a day-to-day basis. A workshop with National Archives of India, was also organised on 27th September, 2024 to sensitize the officers of Ministry and attached field offices on the necessity of Record Management.

MSDE including all its attached offices and autonomous organizations resolved to reduce the pendency in number of references from Members of Parliament, Public Grievances and Public Grievance Appeals. Around



500 Public Grievances & Public Grievance Appeals have been disposed off. As a part of Special Campaign, overall cleanliness of Government offices by removing redundant scrap material and obsolete items and enhancing work place experience was undertaken during the campaign phase. About 21,087 Square feet of space has been freed due to weeding out of files. The best practice evolved during the campaign is documented on the portal for future reference

The Special Campaign 4.0 helped to bring about greater degree of awareness to maintain clean office environment and the need for overall environmental protection. MSDE is committed to achieve the targets identified during the preparatory phase.

### iii. Stakeholders of MSDE

The Special Campaign 4.0 was successfully implemented in MSDE with the great efforts of various stakeholders viz, NIESBUD, IIE, NIMI, CSTARI, DGT, NSDC, DJSS and 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.

## C. Events and Activities undertaken by DGT:

### i. Pariksha Pe Charcha 2024 (27th January 2024)



### ii. International Yoga Day 2024 (21<sup>st</sup> June 2024)







### iii. Independence Day (15th Aug 2024)



### iv. 3<sup>rd</sup> Kaushal Deekshant Samaroh 2024 (26<sup>th</sup> October 2024)

The 3<sup>rd</sup> 'Kaushal Deekshant Samaroh' (Annual Skill Convocation Ceremony) on 26<sup>th</sup> October 2024 was organised by DGT under MSDE. Union Minister of State (I/c), MSDE, Shri Jayant Chaudhary, graced the event.







#### v. World Youth Skills Day (July 2024)





vi. International Women's Day (8<sup>th</sup> March 2024)







## D. Events celebrated by JSS:

### i. International Yoga Day

All the JSSs across the country celebrated International Yoga Day on June 21, 2024 with enthusiasm. Proper branding of the event was done at various JSS centers. Various yoga exercises and activities were conducted by the JSSs with the involvement of approximately 27,000 participants.



*Fig. 16.19: Celebration of International Yoga Day by the JSS*

### ii. Celebration of Constitution Day

The Constitution Day was celebrated across all the Jan ShikshanSansthan wherein each of the participant tool pledged to uphold the Indian Constitution and organised various related activities and competitions. For instance, JSS Peeragarhi celebrated the Constitution Day at its Nihal Vihar, Jwala Puri, and Sultan Puri centres, with a strength of over 50 participants at each centre. JSS Peeragarhi also organised a Poster Making Competition for the participants as a part of the celebration.





*Fig. 16.20: Celebration of Constitution Day by the JSS*

### iii. Har Ghar Tiranga

'Har Ghar Tiranga' was celebrated throughout the JSS ecosystem from August 9, 2024, to August 15, 2024. In this regard, all the JSSs celebrated the event by hoisting National Flag at their respective centres. JSS Bokaro organised an exhibition of products created by their beneficiaries.



*Fig. 16.21: Celebration of Har Ghar Tiranga by the JSSs*

### A. NCVET Events

#### i. Activities of NCVET during Swachhata Hi Seva (SHS) 2024

##### • JanBhagidari

All the NCVET recognised entities were advised to conduct appropriate events during the SHS 2024 campaign. More than 50 events created on SHS 2024 portal.





- **General Cleanliness Drives**

Common wealth Games Park, opposite Leela Palace taken up for cleanliness drive on 20<sup>th</sup> September, 2024. Besides this, special deep cleaning drives had been conducted in the NCVET office and common areas including Toilets, Staircases, lift lobbies and balconies of the 4th floor at Kaushal Bhawan.



*Fig. 16.22: Cleanliness drive opposite Leela Palace, Delhi*

- **CTUs**

**Place identified for CTU :** Area in front of Sarojini Nagar metro station entry gate. Cleanliness activities were organised in two phases. Recognised entities also implemented their own cleanliness drives in the CTUs identified by them.



*Fig. 16.23: Cleanliness drive at Sarojini Nagar, Delhi*

- **Safaimitra Suraksha Shivirs :**

Housekeeping staff & MTS (09) have been given Safai Suraksha Training on 27<sup>th</sup> September 2024, conducted by Health Care SSC & Home Management & Caregivers SSC during the campaign period.



*Fig. 16.24: Safai Suraksha Training*



- **Ek Ped Ma Ke Naam on 24<sup>th</sup> September, 2024**

Under Swachhta Hi Seva 2024 Abhiyaan, executive members of NCVET, Director (Administration) and other officials/staff planted trees at Kaushal Bhawan and Sami Pavarti Commonwealth Park under the program 'Ek Peds Maa Ke Naam'.



*Fig. 16.25: Ek ped Maa ke naam event*

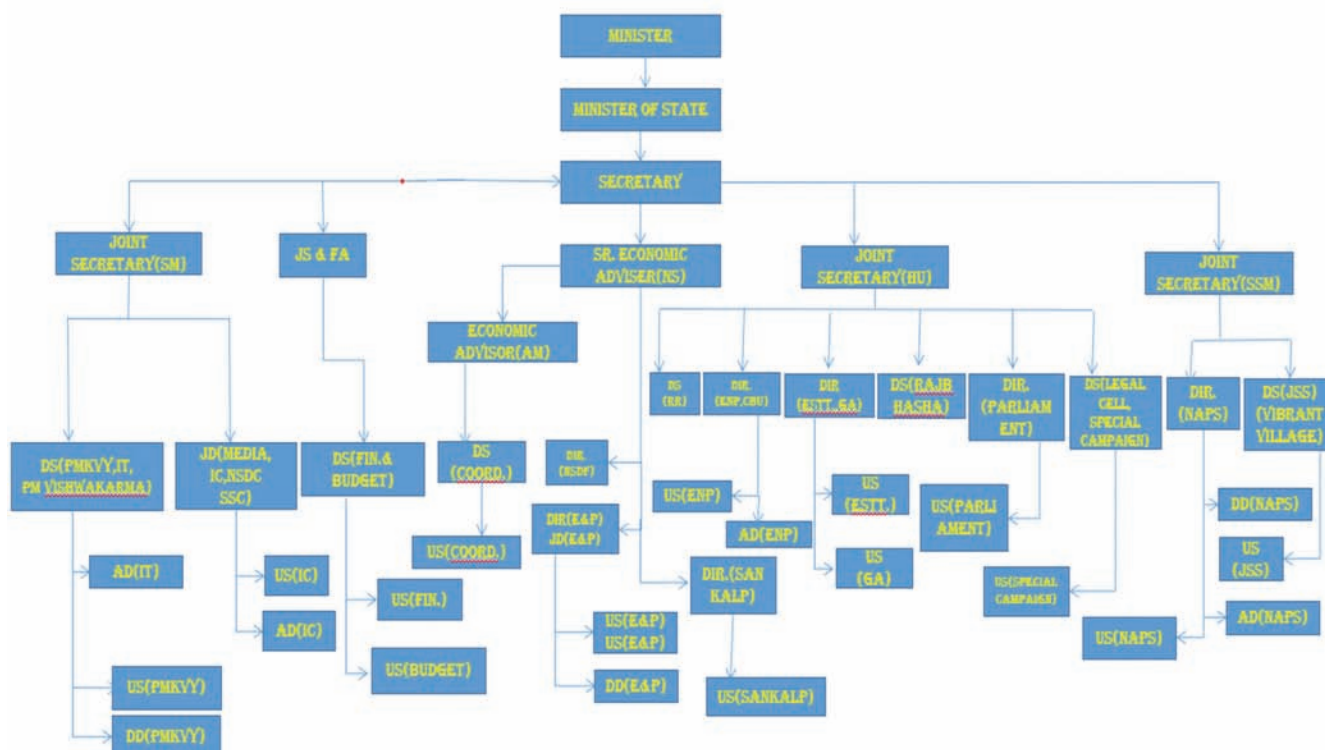
X Handle: <https://x.com/NCVETIndia?t=26nZlenuJQbjEiPayXobCg&s=09>

LinkedIn page : <https://www.linkedin.com/company/national-council-for-vocational-education-and-training/>

Facebook page: <https://www.facebook.com/profile.php?id=100067093713284&mibextid=ZbWKwL>

# 17

## Organization Chart of MSDE





# 18

## Allocation of Business



Under the Allocation of Business Rules, 1961, the MSDE (Kaushal Vikas aur Udhyaamshilta Mantralaya) is responsible for the following affairs of the Central Government:

1. **Skill Development Framework:** Coordinating with relevant stakeholders to evolve an appropriate skill development framework. This includes bridging the gap between demand and supply of skilled manpower through vocational and technical training, skill upgradation, and fostering innovative thinking.
2. **Skills Mapping and Certification:** Mapping existing skills and ensuring their certification.
3. **Youth Entrepreneurship Education:** Expanding youth entrepreneurship education by forging strong partnerships between educational institutions, businesses, and community organizations. Setting national standards for entrepreneurship education.
4. **Coordination for Skill Development:** Ensuring effective coordination in skill development efforts.
5. **Market Research and Training Curriculum:** Conducting market research and devising training curricula for important sectors.
6. **Industry-Institute Linkage:** Facilitating collaboration between industries and educational institutions.
7. **Public-Private Partnerships:** Encouraging partnerships with industries requiring skilled manpower.
8. **Policy Formulation:** Developing broad policies related to market requirements and skill development across other Ministries/Departments.
9. **Soft Skills Policies:** Framing policies related to soft skills.
10. **IT and Computer Education:** Promoting large-scale skill development in Information Technology and computer education.
11. **Academic Equivalence:** Ensuring equivalence of skill sets with academic qualifications.
12. **Industrial Training Institutes (ITIs):** Overseeing work related to ITIs.
13. **National Skill Development Organizations:**
  - National Skill Development Corporation (NSDC)
  - National Skill Development Agency
  - National Skill Development Trust
14. **Skilling for Entrepreneurship in Science and Technology**
15. **Institutes for Entrepreneurship and Small Business Development:**
  - National Institute for Entrepreneurship and Small Business Development (NOIDA)
  - Indian Institute of Entrepreneurship (Guwahati)

# 19

## Budget Allocation



Tab. No. 18.1(₹in crores)

	BE-2024-2025			RE-2024-2025			Expdr (upto 31.12.24)			BE-2025-2026		
	Rev.	Cap.	Total	Rev	Cap	Total	Rev	Cap	Total	Rev	Cap	Total
MSDE	4,409.63	110.37	4,520.00	3,240.85	59.98	3,300.83	1,243.94	55.21	1,299.15	6,017.04	83.06	6,100.10
Transfer to 'MUSK'	2,685.64	—	2,685.64	2,318.00	—	2,318.00				2,200.00	—	2,200.00
Gross	7,095.27	110.37	7,205.64	5,558.85	59.98	5,618.83	1,243.94	55.21	1,299.15	8,217.04	83.06	8,300.10
Deduct Recovery from 'MUSK'	-2,685.64	—	-2,685.64	-2,318.00	—	-2,318.00				-2,200.00	—	-2,200.00
Net of MSDE	4,409.63	110.37	4,520.00	3,240.85	59.98	3,300.83	1,243.94	55.21	1,299.15	6,017.04	83.06	6,100.10

### Gender budget

Tab. No. 18.2( in Crores)

	2023-24 Actuals	2024-2025 Budget Estimates	2024-2025 Revised Estimates	2025-2026 Budget Estimates
Part A: 100% Provision Towards Women National Skill Training Institution	28.17	83.19	83.58	104.17
PART A Total :	28.17	83.19	83.58	104.17
PART B: Pro Women (at least 30% of provision) 1.Skill India Program	236.22	764.2	659.47	625.59
PART B Total :	236.22	764.2	659.47	625.59
Grand Total (PART A + PART B) :	264.39	847.39	743.05	729.76



# 20

## Annexures



Sl No	Annexure	Subject
1	Annexure – 1	Details of RDSDEs along with their territorial jurisdiction
2	Annexure – 2	Broad Functions / Activities of RDSDEs
3	Annexure – 3	State-wise presence of NSTIs/NSTIs(W)
4	Annexure – 4	List of Awarding Bodies (Standard) with whom the agreement was signed by NCVET
5	Annexure – 5	List of Awarding Bodies (Dual) that were issued Letter of Intent (LoI) and granted provisional recognition by NCVET
6	Annexure – 6	List of Assessment Agencies with whom the agreement was signed by NCVET
7	Annexure – 7	List of active 36 Sector Skill Councils
8	Annexure – 8	Overall State-wise training details of PMKVY 4.0 (as on 09.01.2025)
9	Annexure – 9	State wise details of PMKKs (as on 31.12.2024):
10	Annexure – 10	List of 166 NSQF Complaint Trades (85 Engineering Trades + 76 Non-Engineering Trades+ 05 trades for Divyang under Craftsmen Training Scheme
11	Annexure – 11	List of 27 NSQF Complaint Flexi MoU Trades under Craftsmen Training Scheme
12	Annexure – 12	List of National Skill Training Institutes (NSTIs) for Women offering courses under CITS
13	Annexure – 13	List of National Skill Training Institutes (NSTIs) – General offering courses under CITS
14	Annexure – 14	List of Government Institute for Training of Trainers (IToTs) offering courses under CITS
15	Annexure – 15	List of Private Institute for Training of Trainers (IToTs) offering courses under CITS
16	Annexure – 16	Short-term Training Programs conducted in NSTIs
17	Annexure – 17	State/ UT – wise coverage of ITIs
18	Annexure – 18	State-wise apprentices engaged under NAPS since its inception FY 2016-17 to FY 2024-25 (till 31-12-2024)
19	Annexure – 19	List of trades and sub-trades
20	Annexure – 20	Trade wise number of Candidates Trained and Assessed
21	Annexure – 21	Overall Details of all organization under MSDE

## Annexure-1

### 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 and 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 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	TamilNadu Puducherry, Andaman & Nicobar Islands	NSTI Chennai NSTI (W) Trichy



Sl. No.	Name of RDSDE	Headquarters	Territorial Jurisdiction (Names of States/UTs)	Names of Central Field Institutes (CFIs) under RDSDE
18	RDSDE Telangana	Hyderabad	Telangana	NSTI (Vidyanagar) Hyderabad NSTI (Ramanthapur) Hyderabad NSTI (W) Hyderabad
19	RDSDE Uttarakhand	Dehradun	Uttarakhand	NSTI Dehradun NSTI Haldwani
20	RDSDE Uttar Pradesh	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 Haryana [Faridabad and Gurugram Districts only] Uttar Pradesh [Ghaziabad and Gautam Buddha Nagar Districts only]	Delhi NSTI(W) Noida

## Annexure-2

### Broad Functions / Activities of RDSDEs

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

##### A. Craftsmen Training Scheme

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

##### 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 in-structors of the State(s)

##### D. Apprenticeship Training Scheme

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

##### E. National Apprenticeship Promotion Scheme

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

##### F. Skill Strengthening for Industrial Value Enhancement Operation (STRIVE)

- Physical Progress and Financial Utilization with respect to the ITIs
- (400 Govt and 100 Pvt) to be selected under STRIVE, spread over to 36 States and Union Territories.
- Coordination with the State Project Implementation 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 UTs.
- Coordination with the State Apprenticeship Management Committees (SAMCs) on the Progress and Process of Apprenticeship programmes under STRIVE.

**G. Upgradation of Model it is**

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

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

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

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

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

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

The activities & responsibilities for this Scheme are as follows:

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

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

Infrastructure to be created for:-

- 47 Industrial Training Institutes (ITIs) @ one ITI per district
- 68 Skill Development Centres (SDCs) @ two SDCs per district The responsibilities of

this Scheme may be as follows:

- Scrutiny of proposal received.
- Monitoring the status of construction new ITIs and Skill Development Centers
- 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 ap- prentices' 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 center mapping, hall ticket generation and uploading of marks of Practical and Engineering Drawing on NCVT portal.
- Supervision/coordination regarding Engineering Drawing examination checking at district Nodal ITI & uploading these marks in time bound manner.
- Coordination with Trade Testing Cell at DGT as well as with States for smooth conducting of Trade Tests.

### **20. Handling of Court Cases of All Scheme (Legal Cell)**

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

### **21. Coordination of the activities of PMKK and PMKVY Centres.**

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

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

### **24. 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

### **25. Coordination with Skill Universities under Central/State Government Act for various activities.**

### **26. Supervision of all activities of NSTI Extension Centres/ Apprenticeship Cell wherever ii exists.**

Any other functions:- As may be assigned by the Government in the MSDE from time to time.



### Annexure-3

#### State-wise presence of NSTIs/NSTIs(W)

Sl. No.	State Name	Name of Unit	Address of Institute	Website address
1	Bihar	NSTI(W) Patna	WITI Campus, Dighaghat, Patna, Bihar - 800011	<a href="https://nstiwpatna.dgt.gov.in">https://nstiwpatna.dgt.gov.in</a>
2	Goa	NSTI(W) Goa	NSTI(W) Goa, ITI campus, COE Building, Farmagudi Ponda, Goa- 403401	<a href="https://nstiwgoa.dgt.gov.in">https://nstiwgoa.dgt.gov.in</a>
3	Gujarat	NSTI(W) Vadodara	Shanti Nagar, b/h Tarsali ITI, Tarsali, Vadodara, Gujarat -390009	<a href="https://nstiwwa-dodara.dgt.gov.in">https://nstiwwa-dodara.dgt.gov.in</a>
4	Haryana	NSTI(W) Panipat	Near N F L, G T Road, Panipat, Haryana- 132103	<a href="https://nstiwpani-pat.dgt.gov.in">https://nstiwpani-pat.dgt.gov.in</a>
5	Himachal Pradesh	NSTI(W) Shimla	SIEMAT Building, Adjacent to DIET Campus, Shamlaghat, Shimla, H.P – 171011	<a href="https://nstiwwhimla.dgt.gov.in">https://nstiwwhimla.dgt.gov.in</a>
6	Jammu	NSTI(W) Jammu	Bhour, Chatha Road, Neer Teen Palace, P.O Bhour, Dist. Jammu-180003	<a href="https://nstijammu.dgt.gov.in">https://nstijammu.dgt.gov.in</a>
7	Jharkhand	NSTI Jamshedpur	Govt. Polytechnic Campus, Adityapur, Jamshedpur, Jharkhand- 832109	<a href="https://nstijamshed-pur.dgt.gov.in">https://nstijamshed-pur.dgt.gov.in</a>
8	Karnataka	NSTI Bengaluru	FTI Campus, Beside ESIC Hospital- Peenya, Outer Ring Road, Yeshwanthpur, Bengaluru, Karnataka -560022	<a href="https://nstibengaluru.dgt.gov.in">https://nstibengaluru.dgt.gov.in</a>
		NSTI (W) Bengaluru	Lakkasandra, Hombegowda Nagar, Bengaluru, Karnataka- 560029	<a href="https://nstibengaluru.dgt.gov.in">https://nstibengaluru.dgt.gov.in</a>
9	Kerala	NSTI(W) Trivandrum	Opp: Block Office, Kazhakuttom (PO), Trivandrum, Kerala- 695582	<a href="https://nstiwttrivandrum.dgt.gov.in">https://nstiwttrivandrum.dgt.gov.in</a>
		NSTI Calicut	Govinda Puram, Kozhikode, Kerala -673016	<a href="https://nsticalicut.dgt.gov.in">https://nsticalicut.dgt.gov.in</a>
10	Madhya Pradesh	NSTI(W) Indore	NSTI(W), Sukhliya Road, Nanda Nagar, Indore, M.P. -452011	<a href="https://nstiwindore.dgt.gov.in">https://nstiwindore.dgt.gov.in</a>
11	Maharashtra	NSTI Mumbai	V.N. Purav Marg, Mumbai, Maharashtra-400022	<a href="https://nstimumbai.dgt.gov.in">https://nstimumbai.dgt.gov.in</a>
		NSTI(W) Mumbai	Kashinath Dhuru Marg, Agar Bazar, Dadar (West), Mumbai, Maharashtra-400028	<a href="https://nstiwmumbai.dgt.gov.in">https://nstiwmumbai.dgt.gov.in</a>
12	Meghalaya	NSTI(W) Tura	Dakopgre, West Garo Hills, Tura, Meghalaya – 794101	<a href="https://nstiwtura.dgt.gov.in">https://nstiwtura.dgt.gov.in</a>
13	National Capital Region	NSTI(W) Noida	D-1, Sector 1, Noida U.P - 201301	<a href="https://nstiwnoida.dgt.gov.in/">https://nstiwnoida.dgt.gov.in/</a>

Sl. No.	State Name	Name of Unit	Address of Institute	Website address
14	Odisha	NSTI Bhubaneswar	5th Floor, Dharmapada, Bhavan, (NSIC-IMDC Building), IDCO Plot No. 6, Mancheswar Industrial Area, Bhubaneswar, Odisha -751010	<a href="https://nstibhubaneswar.dgt.gov.in">https://nstibhubaneswar.dgt.gov.in</a>
15	Punjab	NSTI Ludhiana	Gill Road, Near Arora Palace, Ludhiana, Punjab-141003	<a href="https://nstiludhiana.dgt.gov.in">https://nstiludhiana.dgt.gov.in</a>
		NSTI(W) Mohali	Govt Women ITI Campus Neelpur, Rajpura, Distt- Patiala, Punjab-140401	<a href="https://nstimohali.dgt.gov.in">https://nstimohali.dgt.gov.in</a>
16	Rajasthan	NSTI(W) Jaipur	Opposite KV No 03, JhalanaDoongri, Jaipur, Rajasthan – 302017	<a href="https://nstiwaypur.dgt.gov.in">https://nstiwaypur.dgt.gov.in</a>
		NSTI Jodhpur	Heavy industrial area, near Saras dairy, Jodhpur, Rajasthan-342005	<a href="http://nstijodhpur.dgt.gov.in">http://nstijodhpur.dgt.gov.in</a>
17	Tamil Nadu	NSTI(W) Trichy	COE Building, Govt. ITI Campus, Thiruvermbur, Trichy, Tamil Nadu- 620014	<a href="https://nstiwaytrichy.dgt.gov.in">https://nstiwaytrichy.dgt.gov.in</a>
		NSTI Chennai	10, Alandur Road, CTI Campus, Guindy, Chennai, Tamil Nadu -600032	<a href="https://nstichennai.dgt.gov.in">https://nstichennai.dgt.gov.in</a>
18	Telangana	NSTI Hyderabad (Vidyanagar)	Shivam Road, Hyderabad, Telangana-500007	<a href="https://nstihyderabad2.dgt.gov.in">https://nstihyderabad2.dgt.gov.in</a>
		NSTI Hyderabad (Ramanthapur)	Uppal Road, Ramanthapur, Hyderabad, Telangana-500013	<a href="https://nstihyderabad1.dgt.gov.in">https://nstihyderabad1.dgt.gov.in</a>
		NSTI (W) Hyderabad (Vidyanagar)	NSTI Vidyanagar campus, Shivam Road, Hyderabad, Telangana -500007	<a href="https://nstiwhyderabad.dgt.gov.in">https://nstiwhyderabad.dgt.gov.in</a>
19	Tripura	NSTI(W) Agartala	PN Complex, Gurkhabasti Agartala, Tripura – 799001	<a href="https://nstiwayagartala.dgt.gov.in">https://nstiwayagartala.dgt.gov.in</a>
20	Uttar Pradesh	NSTI Kanpur	Udyog Nagar, near CTI Chouraha, Sanjay Nagar, Kanpur, Uttar Pradesh- 208022	<a href="https://nstikanpur.dgt.gov.in">https://nstikanpur.dgt.gov.in</a>
		NSTI(W) Allahabad	8, Master Zahurul Hasan Rd, Old Katra, Prayagraj, Uttar Pradesh-211002	<a href="https://nstiwallahabad.dgt.gov.in">https://nstiwallahabad.dgt.gov.in</a>
21	Uttarakhand	NSTI Haldwani	Tehri Pulia Nainital Road, Haldwani, PO Kathgodam, Distt. Nainital - 263126, Uttarakhand	<a href="https://nstihaldwani.dgt.gov.in">https://nstihaldwani.dgt.gov.in</a>
		NSTI Dehradun	Green Park Niranjanpur, Dehradun-248171, Uttarakhand	<a href="https://nstidehradun.dgt.gov.in">https://nstidehradun.dgt.gov.in</a>
22	West Bengal	NSTI Howrah	NSTI Kolkata, Dasnagar, Howrah, Kolkata -711105	<a href="https://nstihowrah.dgt.gov.in">https://nstihowrah.dgt.gov.in</a>
		NSTI(W) Kolkata	NSTI(W), CP-16, Sector-V, Salt Lake, Kolkata-700091	<a href="https://nstiwaykolkata.dgt.gov.in">https://nstiwaykolkata.dgt.gov.in</a>



## Annexure-4

### i. List of Awarding Bodies (Standard) with whom the agreement was signed by NCVET

S. No.	Name	Type of Entity {Sector Skill Council (SSC)/ Govt./ Pvt.}
1	Beauty and Wellness Sector Skill Council	SSC
2	Electronics Sector Skill Council	SSC
3	Skill Council for Green Jobs	SSC
4	Handicrafts and Carpet Sector Skill Council	SSC
5	Automotive Skills Development Council	SSC
6	Food Industry Capacity and Skill Initiative	SSC
7	Rubber, Chemical & Petrochemical Skill Development Council	SSC
8	Sports, Physical Education, Fitness and Leisure Skills Council	SSC
9	Management and Entrepreneurship and Professional Skills Council	SSC
10	Apparel Made-Ups and Home Furnishing Sector Skill Council	SSC
11	Capital Goods & Strategic Skill Council	SSC
12	Media and Entertainment Skill Council	SSC
13	Power Sector Skill Council	SSC
14	Textile Sector Skill Council	SSC
15	Agriculture Skill Council of India	SSC
16	Hydrocarbon Sector Skill Council	SSC
17	Healthcare Sector Skill Council	SSC
18	Paints and Coatings Sector Skill Council	SSC
19	Construction Skill Development Council of India	SSC
20	Instrumentation Automation Surveillance & Communication Sector Skill Council	SSC
21	Telecom Sector Skill Council	SSC
22	Tourism and Hospitality Skill Council	SSC
23	Indian Plumbing Skills Council	SSC
24	Furniture and Fittings Skill Council	SSC
25	Domestic Workers Sector Skill Council	SSC
26	National Association of Software and Service Companies (NASSCOM)	SSC
27	Logistics Sector Skill Council	SSC
28	Aerospace and Aviation Sector Skill Council	SSC
29	Gem and Jewellery Skill Council of India	SSC
30	Skill Council for Persons with Disability	SSC
31	Infrastructure Equipment Sector Skill Council	SSC
32	Indian Iron and Steel Sector Skill Council	SSC
33	Skill Council For Mining Sector	SSC

<b>S. No.</b>	<b>Name</b>	<b>Type of Entity {Sector Skill Council (SSC)/ Govt./ Pvt.}</b>
34	Banking, financial services and insurance (BFSI) SSC	SSC
35	Life Sciences Sector Skill Development Council (LSSSDC)	SSC
36	Retailers Association's Skill Council of India (RASCI)	SSC
37	Centurion University, Odisha	Pvt
38	Medhavi Skill University, Sikkim	Pvt.
39	Safety Skill Dev Foundation, Gujarat	Pvt.
40	Leather Sector Skill Council	SSC
41	Confederation of Indian Industry (CII)	Pvt.
42	Microsoft	Pvt.
43	Institute of Civil Engineers Society	Pvt.
44	Career Park Trust	Pvt.
45	Samadhan Samiti	Pvt.

**ii. List of Awarding Bodies (Dual) with whom the agreement was signed by NCVET**

<b>S. No.</b>	<b>Name</b>	<b>Type of Entity {Sector Skill Council (SSC)/ Govt./ Pvt.}</b>
1	Central Institute of Petrochemical Engineering (CIPET), Chennai	Central Govt.
2	Additional Skill Acquisition Programme, Kerala (ASAP)	State Govt.
3	National Institute of Electronics and Information Technology, Delhi	Central Govt.
4	National Film Development Corporation, Mumbai (NFDC)	Central Govt.
5	Karnataka Skill Development Corporation	State Govt.
6	Indian Air Force	Indian Airforce
7	Indian Navy	Indian Navy
8	Directorate General of Armoured Corps	Indian Army
9	Corps of Military Police	Indian Army
10	Directorate General of Artillery	Indian Army
11	Army Medical Corps	Indian Army
12	Remonnt Veterinary Corps	Indian Army
13	Directorate General of Army Air Defence	Indian Army
14	Electrical & Mechanical Engineering	Indian Army
15	Directorate General of Army Aviation	Indian Army
16	Corps of Signals	Indian Army
17	Corps of Engineers	Indian Army
18	Directorate General of Mechanised Infantry	Indian Army
19	Directorate General of Infantry	Indian Army



<b>S. No.</b>	<b>Name</b>	<b>Type of Entity {Sector Skill Council (SSC)/ Govt./ Pvt.}</b>
20	Army Ordinance Corps	Indian Army
21	Army Service Corps	Indian Army
22	Army Intelligence Corps	Indian Army
23	Army Physical Training Corps (APTC)	Indian Army
24	Directorate General of Army Education Corps	Indian Army
25	Directorate of Special Operations and Diving (DSOD), Indian Navy	Indian Navy
26	State Council for Technical Education & Vocational Training (SCTEVT), Odisha	State Govt.
27	Indira Gandhi National Open University (IGNOU)	Central Govt.
28	Jan ShikshanSansthan (JSS)	Central Govt.
29	The National Institute of Open Schooling (NIOS)	Central Govt.
30	National Academy of RUDSETI, Karnataka	Central Govt.
31	Broadcast Engineering Consultants India Limited (BECIL)	Central Govt.
32	Shri Vishwakarma Skill University (SVSU), Haryana	State Govt.
33	West Bengal State Council of Technical and Vocational Education and Skill Development	State Govt.
34	Haryana State Electronics Development Corporation Limited (HARTRON)	State Govt.
35	Nettur Technical Training Foundation (NTTF), Karnataka	Pvt
36	Indian Institute of Technology (IIT) Guwahati	Central Govt.
37	International Automobile Centre of Excellence (iACE)	Quasi Govt. , State Govt.
38	Central Board of Secondary Education (CBSE)	Central Govt.
39	Mewar University	Pvt.
40	Maharaja Ranjit Singh Punjab Technical University (MRSPTU)	State Govt.
41	Maharshi Sandipani Rashtriya Ved Vidya Pratishthan	Central Govt.
42	Ganpat University	Pvt.
43	Gujarat Council of Vocational Training	State Govt.
44	The Institute of Cost Accountants of India (ICAI)	Central Govt.
45	Maharashtra state board of skill vocational education and training	State Govt.
46	Chhattisgarh Swami Vivekanand Technical University (CSVТУ)	State Govt.
47	UP Skill Development Mission (UPSDM)	State Govt.
48	Centre for Development of Advanced Computing (CDAC)	Central Govt.
49	Tamil Nadu Skill Development Corporation	State Govt.
50	Indian Jute Industries' Research Association (IJIRA)	Central Govt.
51	HCL Technologies	Pvt.
52	MSME Technology Centre	Central Govt.
53	Karmayogi Bharat	State Govt.
54	Indian National Space Promotion and Authorization Centre (IN - SPACE)	State Govt.

<b>S. No.</b>	<b>Name</b>	<b>Type of Entity {Sector Skill Council (SSC)/ Govt./ Pvt.}</b>
55	State Council for Vocational Training, uttarpradesh	State Govt.
56	IT Development Agency (ITDA), Govt. of Uttarakhand	State Govt.
57	Lamrin Tech Skills University Punjab	Pvt.
58	National Institute of Wind Energy Ministry of New & Renewable Energy, Government of India	Central Govt.
59	Centre for Research and Industrial Staff Performance (CRISP), Bhopal	State Govt.
60	Open Network for Digital Commerce (ONDC)	Pvt.
61	The National Institute for Entrepreneurship and Small Business Development (NIESBUD)	Central Govt.
62	Bajaj Finserv	Pvt.
63	Footwear Design & Development Institute	Central Govt.
64	Delhi Metro Rail Academy (DMRA)	Central Govt.
65	Sri Sri University	Pvt.
66	Divya Yog Mandir Trust (DYMT)	Pvt.

## Annexure-5

**List of Awarding Bodies (Dual) that were issued Letter of Intent (LoI) and granted provisional recognition by NCVET**

S. No.	Name	Type of Entity {Sector Skill Council (SSC)/ Govt./ Pvt.}
1	IBM	Pvt.
2	Skill Development Department, Govt. of Sikkim	State Govt.
3	National Institute of Technical Teachers Training and Research, Chandigarh	Central Govt.
4	Hindustan Aeronautics Limited	Central Govt.
5	National Institute for Geo-informatics Science and Technology, Survey of India (NIGST)	Central Govt.
6	National Institute of Social Defence, Ministry of Social Justice and Empowerment	Central Govt.
7	The Institute of Engineers	Pvt.
8	Skill Development Network (SDN) - Implementing Wadhwani Skills Initiatives	Pvt.
9	Vidya Bharti Akhil Bhartiye Shiksha Sansthan	Pvt.
10	Indian Institute of Banking & Finance (IIBF)	Pvt.
11	Maharashtra State Skills University, Mumbai (MSSU)/ Ratan Tata Maharashtra State Skills University, Mumbai (RTMSSU)	State Govt.



## Annexure-6

### List of Assessment Agencies with whom the agreement was signed by NCVET

1	Skill Mantra Edutech. Consulting India Pvt. Ltd.	Standalone
2	Trendsetter Skill Assesors Pvt. Ltd.	Standalone
3	MSAG Skill India LLP	Standalone
4	Navriti technologies Pvt. Ltd.	Standalone
5	IRIS Corporate Solutions Pvt. Ltd.	Standalone
6	SP Institute	Standalone
7	SHL India	Standalone
8	Federation of Indian Women Enterprises	Standalone
9	TAG Assessors Guild Private Ltd.	Standalone
10	Asset Authors Pvt Ltd (A2PL)	Standalone
11	Radiant Infonet Pvt. Ltd.	Standalone
12	Brisk Mind Pvt. Ltd.	Standalone
13	Eduvantage Pvt. Ltd.	Standalone
14	I Assess Consultants LLP	Standalone
15	Indore Skill Assessment Services Pvt. Ltd.	Standalone
16	Knowledge Partner Technologies	Standalone
17	Rational Multi Skill	Standalone
18	Prima Competencies Pvt. Ltd.	Standalone
19	Mercr-Mettl (Induslynk Training Services Pvt. Ltd.)	Standalone
20	Diversified Business Solutions Pvt. Ltd.	Standalone
21	Ginger Webs Pvt. Ltd.	Standalone
22	Proximo Education Society	Standalone
23	Palmary Projects & Services Pvt. Ltd.	Standalone
24	CEE Vision Technologies Pvt. Ltd.	Standalone
25	Vedokt Skill & Consulting Pvt. Ltd.	Standalone
26	IVintage Solutions Pvt. Ltd.	Standalone
27	Independent Qualitative Assessors Glide Pvt. Ltd.	Standalone
28	Cleveratti Skills Pvt. Ltd.	Consortium
29	Demorgia Consulting Services Pvt. Ltd.	Standalone
30	Sai Graphics Assessment Body Pvt. Ltd.	Standalone
31	E&E Skill Pvt. Ltd./ Invigilate Technologies Pvt. Ltd.	Consortium

32	Methods Apparel Consultancy India Pvt. Ltd.	Standalone
33	PVR Skill Central Pvt. Ltd.	Standalone
34	Hemsen Exim LLP	Standalone
35	MASCOT Upgrade Skill and Knowledge Pvt. Ltd.	Standalone
36	Amrit Skill Dev Pvt. Ltd.	Standalone
37	India Skill Pvt. Ltd.	Standalone
38	Integrated Learning Solutions Pvt. Ltd. (Wheebox)	Standalone
39	Sai Skill Technology Pvt. Ltd.	Standalone
40	InTouch Professional Services Pvt. Ltd.	Standalone
41	Ajooni Skills India Pvt. Ltd.	Standalone
42	elitmus Evaluation Pvt. Ltd.	Standalone
43	Shiksha Bharti	Standalone
44	Vistaskills	Consortium
45	NSDOS	Standalone
46	Yuva Skills Foundation	Standalone
47	ACE Assessment Pvt. Ltd.	Standalone
47	Swargiya Shrimati Durga Devi Charitable Trust	Standalone
49	Udhyog Vikas Sansthan	Standalone
50	Khwaspuria Advisory Pvt. Ltd.	Standalone
51	Agam Skills & Consulting Pvt. Ltd. (Consortium)	Consortium
52	Kreonz ADS Private Limited (Consortium)	Consortium
53	Krenoz Global Services	Standalone
54	Five Elements Business Solutions Pvt. Ltd.	Standalone
55	Testkit Skills Pvt. Ltd. (Consortium)	Consortium
56	LEAD Assessment Service Pvt. Ltd.	Standalone
57	S3 Assessors India	Standalone
58	TCS iON	Standalone
59	Karpaga Assessment App Matrix Services Pvt. Ltd. (KAAM) - (HireMee)	Standalone
60	SVC Skill Assessments Private Limited - Consortium Name	Standalone
	(Stallion Veritas Certification Pvt Ltd) - Previous Name	
61	Livecore Testing Services SPV Pvt. Ltd.	Consortium
62	Formac Software Services Pvt. Ltd.	Standalone

## Annexure-7

### List of active 36 Sector Skill Councils (SSCs)

S. No.	Name of the SSCs
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 (BFSI) Sector Skill Council of India
6	Beauty and Wellness Sector Skill Council
7	Capital Goods & Strategic Skill Council
8	Construction Skill Development Council of India
9	Home Management and Care Givers Sector Skill Council
10	Electronics Sector Skills Council of India
11	Food Industry Capacity and Skill Initiative
12	Furniture & Fittings Skill Council
13	Gems & 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
22	Life Sciences Sector Skill Development Council
23	Logistics Sector Skill Council
24	Management and Entrepreneurship and Professional Skills Council
25	Media and Entertainment Skills Council
26	Power Sector Skill Council
27	Retailers Association's Skill Council of India
28	Rubber, Chemical and 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 & Hospitality Skill Council
36	Water Management & Plumbing Skill Council



## Annexure-8

### Overall State-wise training details of PMKVY 4.0 (as on 09.01.2025)

State / UT	Enrolled	Trained	Ongoing	Assessed	Certified
Andaman And Nicobar Islands	1,663	1,517	70	1,036	996
Andhra Pradesh	76,751	63,691	3,472	40,587	35,649
Arunachal Pradesh	15,449	13,357	786	6,273	5,277
Assam	1,28,752	1,08,295	5,291	60,987	56,259
Bihar	1,33,866	1,09,039	16,092	60,397	54,394
Chandigarh	1,420	878	116	717	649
Chhattisgarh	27,403	23,698	1,339	14,739	13,286
Dadar and Nagar Haveli	828	771	-	743	695
Daman and Diu	939	937	-	608	265
Delhi	24,860	19,985	1,706	12,809	11,777
Goa	443	419	-	337	331
Gujarat	64,762	57,693	1,552	34,402	32,168
Haryana	1,11,657	93,786	10,705	57,039	51,603
Himachal Pradesh	30,242	21,843	4,676	14,646	13,115
Jammu And Kashmir	1,20,710	1,05,880	4,398	76,706	69,544
Jharkhand	39,730	35,901	2,232	21,675	20,441
Karnataka	85,301	57,810	21,201	32,604	29,700
Kerala	22,045	17,610	1,985	9,400	8,355
Ladakh	1,036	743	14	544	471
Lakshadweep	120	120	-	-	-
Madhya Pradesh	3,29,906	2,68,608	32,093	1,50,276	1,37,167
Maharashtra	1,23,033	98,986	11,468	53,688	48,248
Manipur	25,992	19,063	4,987	8,311	7,637
Meghalaya	11,295	9,558	753	4,796	4,408
Mizoram	10,880	9,452	1,041	4,274	4,094
Nagaland	11,829	9,894	915	5,119	4,736
Odisha	53,670	45,195	2,823	27,777	25,822
Puducherry	4,520	3,837	231	2,634	2,459
Punjab	1,26,131	1,11,192	8,276	83,125	75,011
Rajasthan	3,32,387	2,80,387	25,859	1,93,828	1,75,840
Sikkim	6,018	5,659	-	1,644	1,544
Tamil Nadu	1,32,101	1,09,746	12,221	73,528	67,737
Telangana	41,614	33,319	2,478	22,513	20,795
Tripura	22,115	17,775	1,036	10,639	9,901
Uttar Pradesh	5,76,631	4,71,202	66,699	3,04,175	2,77,498
Uttarakhand	48,585	44,623	2,099	26,757	25,032
West Bengal	66,785	56,193	4,130	29,673	26,906
<b>Grand Total</b>	<b>28,11,469</b>	<b>23,28,662</b>	<b>2,52,744</b>	<b>14,49,006</b>	<b>13,19,810</b>

## Annexure-9

### State wise details of PMKKs (as on 31.12.2024):

S. No.	State/UT	No. of Districts*	No. of Districts having PMKK allocated till date	PMKK's Allocated till date	PMKK's Established As on 31.12.2024
1	Andaman and Nicobar Islands	3	2	2	2
2	Arunachal Pradesh	25	20	20	7
3	Andhra Pradesh	26	13	25	23
4	Assam	35	33	33	28
5	Bihar	38	38	49	47
6	Chandigarh	1	1	1	1
7	Chhattisgarh	33	27	27	22
8	Dadra & Nagar Haveli and Daman & Diu	3	2	2	2
9	Delhi	11	11	11	8
10	Goa	2	2	2	1
11	Gujarat	33	33	35	28
12	Haryana	22	21	25	24
13	Himachal Pradesh	12	12	12	11
14	Jammu Kashmir	20	19	20	18
15	Ladakh	2	2	2	2
16	Jharkhand	24	24	24	20
17	Karnataka	31	30	37	32
18	Kerala	14	14	20	20
19	Lakshadweep	1	1	1	0
20	Madhya Pradesh	55	51	52	52
21	Maharashtra	36	36	50	44
22	Manipur	16	16	16	13
23	Meghalaya	12	8	8	6
24	Mizoram	11	6	6	3
25	Nagaland	16	11	11	3
26	Odisha	30	29	30	26
27	Puducherry	4	4	4	4
28	Punjab	23	22	24	22
29	Rajasthan	50	33	35	32
30	Sikkim	6	4	4	3
31	Tamil Nadu	38	33	40	37
32	Telangana	33	31	33	29
33	Tripura	8	8	8	6
34	Uttar Pradesh	75	75	89	81
35	Uttarakhand	13	13	13	13
36	West Bengal	23	22	47	44
	<b>Total</b>	<b>785</b>	<b>707</b>	<b>818</b>	<b>714</b>

## Annexure-10

### List of 166 NSQF Complaint Trades (85 Engineering Trades + 76 Non-Engineering Trades+ 05 trades for Divyang under Craftsmen Training Scheme

#### i. Engineering Trades: 85

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	Wood Work Technician	Passed 8th class examination	3	One year	2023
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



Sl. No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year Revision
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

Sl. No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year Revision
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

Sl. No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year Revision
53	Plumber	Passed 8thclass 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	10th Class Passed 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



Sl. No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year Revision
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
85	Computer Aided Manufacturing (CAM) Programmer	Passed 10th class examination	3.5	One Year	2023

## ii. Non-Engineering Trades: 76

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

Sl. No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year Revision
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 Height - 165 cm	3	One year	2022

Sl. No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year Revision
		Weight - 52 kg Chest - Normal 81 cm - Expanded 85 cm A registered MBBS doctor must certify that the candidate is medically fit to undertake the course			
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 Height - 165 cm Weight - 52 kg 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 10th examination or its equivalent	3	One year	2022



Sl. No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year Revision
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	Drone Pilot (Junior)	Passed 10th Class Examination with Science and Mathematics or its equivalent	3	6 months	2023
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

Sl. No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year Revision
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
64	5G Network Technician	Passed 12th class examination with Physics and Mathematics or with vocational subject in same sector or its equivalent.	4.5	One Year	2023
65	Data Annotation Assistant	Passed 10th class examination	3.5	One Year	2023
66	Cyber Security Assistant	10th Class Passed	3.5	One Year	2024
67	Artificial Intelligence Programming Assistant	Passed 10th class examination	3.5	One Year	2024
68	Semiconductor Technician	Passed 12th class examination with science (physics & Mathematics) or equivalent	4.5	One Year	2024
69	Basohli Painting Artist	Passed 10th class examination	3.5	One Year	2024
70	Carpet Weaving Artisan - Handloom	Passed 10th class examination	3.5	One Year	2024
71	Hand Embroidery Artisan	Passed 10th class examination	3.5	One Year	2024
72	Shawl Weaving Artisan	Passed 10th class examination	3.5	One Year	2024
73	Wood Carving Artisan	Passed 10th class examination	3.5	One Year	2024
74	Paper Mache Artisan	Passed 10th class examination	3.5	One Year	2024
75	Traditional Phulkari Artisan	Passed 10th class examination	3.5	One Year	2024
76	Nursery & Orchard Technician	Passed 10th class examination	3.5	One Year	2024

### iii. Divyang Trades : 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 8th class 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



## Annexure-11

### List of 27 NSQF Complaint 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 as- signed	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

Sl. No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year for NSQF approval
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
27	Vehicle Technician	Passed 10th Class examination or its equivalent	4	Two Years	2024

## Annexure-12

### List of National Skill Training Institutes (NSTIs) for Women offering courses under CITS

SL No.	State	Name of NSTIs (Women)
1	Bihar	National Skill Training Institute for Women, Patna
2	Goa	National Skill Training Institute for Women, Goa
3	Gujarat	National Skill Training Institute for Women, Vadodara
4	Haryana	National Skill Training Institute for Women, Panipat
5	Himachal Pradesh	National Skill Training Institute for Women, Shimla
6	Jammu	National Skill Training Institute for Women, Jammu
7	Karnataka	National Skill Training Institute for Women, Bangalore
8	Kerala	National Skill Training Institute for Women, Trivandrum
9	Madhya Pradesh	National Skill Training Institute for Women, Indore
10	Maharashtra	National Skill Training Institute for Women, Mumbai
11	Meghalaya	National Skill Training Institute for Women, Tura
12	Punjab	National Skill Training Institute for Women, Mohali
13	Rajasthan	National Skill Training Institute for Women, Jaipur
14	Tamil Nadu	National Skill Training Institute for Women, Trichy
15	Telangana	National Skill Training Institute for Women, Hyderabad
16	Tripura	National Skill Training Institute for Women, Agartala
17	Uttar Pradesh	National Skill Training Institute for Women, Allahabad
18	Uttar Pradesh	National Skill Training Institute for Women, Noida
19	West Bengal	National Skill Training Institute for Women, Kolkata



## Annexure-13

### List of National Skill Training Institutes (NSTIs) ) – General offering courses under CITS

Sl. No.	State	Name of NSTIs (General)
1	Jharkhand	National Skill Training Institute, Jamshedpur
2	Karnataka	National Skill Training Institute, Bengaluru
3	Kerala	National Skill Training Institute, Calicut
4	Maharashtra	National Skill Training Institute, Mumbai
5	Odisha	National Skill Training Institute, Bhubaneswar
6	Punjab	National Skill Training Institute, Ludhiana
7	Rajasthan	National Skill Training Institute, Jodhpur
8	Tamil Nadu	National Skill Training Institute, Chennai
9	Telangana	National Skill Training Institute, Hyderabad (Ramanthapur)
10	Telangana	National Skill Training Institute, Hyderabad (Vidyanagar)
11	Uttar Pradesh	National Skill Training Institute, Kanpur
12	Uttarakhand	National Skill Training Institute, Dehradun
13	Uttarakhand	National Skill Training Institute, Haldwani
14	West Bengal	National Skill Training Institute, Howrah

## Annexure-14

### List of Government Institute for Training of Trainers (IToTs) offering courses under CITS

SL No.	State	Institute Type	Name of IToTs
1	Andhra Pradesh	Government	Govt. Institute for Training of Trainers, New Gajuwaka, Visakhapatnam
2	Chhattisgarh	Government	Govt. Institute for Training of Trainers, Mana
3	Chhattisgarh	Government	Govt. Institute for Training of Trainers, Raipur
4	Haryana	Government	Govt. IToT Haryana, Govt. of Haryana
5	Himachal Pradesh	Government	Govt. Institute for Training of Trainers, Nalagarh
6	Himachal Pradesh	Government	Govt. Institute for Training of Trainers, Shahpur
7	Himachal Pradesh	Government	Govt. Institute for Training of Trainers, Shamshi
8	Himachal Pradesh	Government	Govt. Institute for Training of Trainers, Mandi
9	Himachal Pradesh	Government	Govt. Institute for Training of Trainers, Paplog
10	Himachal Pradesh	Government	Govt. Institute for Training of Trainers, Dadasiba
11	Himachal Pradesh	Government	Govt. Institute for Training of Trainers, Bilaspur
12	Jammu & Kashmir	Government	Govt. Institute for Training of Trainers, Srinagar
13	Jammu & Kashmir	Government	Govt. Institute for Training of Trainers, Jammu
14	Jammu & Kashmir	Government	Govt. Institute for Training of Trainers, Udhampur
15	Jammu & Kashmir	Government	Govt. Institute for Training of Trainers, Anantnag
16	Jharkhand	Government	Govt. IToT, General Ranchi, Jharkhand
17	Jharkhand	Government	Govt. IToT, Mahuadanr, Latehar, Jharkhand
18	Jharkhand	Government	Govt. IToT, Hazaribagh, Jharkhand
19	Jharkhand	Government	Govt. IToT, Chaibasa, Jharkhand
20	Karnataka	Government	Govt. IToT Malavalli (Karnataka)
21	Karnataka	Government	Govt. IToT Davangere, Karnataka
22	Karnataka	Government	Govt. Institute for Training of Trainers, Honnavar
23	Karnataka	Government	Model Govt. Institute for Training of Trainers, Hosur Road, Bangalore
24	Madhya Pradesh	Government	Govt. IToT Bhopal
25	Madhya Pradesh	Government	Govt. Institute for Training of Trainers, Jabalpur
26	Maharashtra	Government	Govt. IToT, Amravati, Maharashtra
27	Maharashtra	Government	Govt. IToT, Aurangabad, Maharashtra
28	Maharashtra	Government	Govt. IToT, Nanded, Maharashtra
29	Maharashtra	Government	Govt. IToT, Ambernath, Thane, Maharashtra
30	Maharashtra	Government	Govt. IToT, Nagpur, Maharashtra
31	Maharashtra	Government	Govt. IToT, Nashik, Maharashtra
32	Maharashtra	Government	Govt. IToT, Kolhapur, Maharashtra
33	Maharashtra	Government	Govt. IToT, Aundh, Pune, Maharashtra
34	Odisha	Government	Govt. ITOT, Talcher, Odisha (Biju Patnaik)
35	Odisha	Government	Govt. Institute for Training of Trainers, Cuttack

Sl. No.	State	Institute Type	Name of IToTs
36	Odisha	Government	Govt. Institute for Training of Trainers, Balasore
37	Odisha	Government	Govt. Institute for Training of Trainers, Berhampur
38	Odisha	Government	Govt. Institute for Training of Trainers, Hirakud
39	Odisha	Government	Govt. Institute for Training of Trainers, Rourkela
40	Odisha	Government	Govt. Institute for Training of Trainers, Barbilkendu- jhar
41	Odisha	Government	Govt. Institute for Training of Trainers, Bhubaneshwar
42	Odisha	Government	Govt. Institute for Training of Trainers, Jajpur
43	Odisha	Government	Govt. Institute for Training of Trainers, Bhawanipatna Kalahandi
44	Odisha	Government	SIPT Pattamundai
45	Odisha	Government	MITI Cuttack
46	Odisha	Government	Govt. Institute for Training of Trainers, Talcher
47	Odisha	Government	Govt. Institute for Training of Trainers, Takatpur
48	Odisha	Government	Govt. Institute for Training of Trainers, Jharsuguda
49	Odisha	Government	Govt. Institute for Training of Trainers, Malkangiri
50	Punjab	Government	Govt. Institute for Training of Trainers, Lalru
51	Punjab	Government	Govt. IToT, Patiala, Punjab
52	Punjab	Government	Govt. IToT, Bathinda, Punjab
53	Punjab	Government	Govt. IToT, Ludhiana, Punjab
54	Punjab	Government	Govt. IToT, Ropar, Punjab
55	Punjab	Government	Govt. IToT, Hoshiarpur, Punjab
56	Punjab	Government	Govt. IToT, Pathankot, Punjab
57	Punjab	Government	Govt. IToT, Ferozpur, Punjab
58	Punjab	Government	Govt. IToT (W), Patiala, Punjab
59	Punjab	Government	Govt. IToT (W), Jalandhar Punjab
60	Punjab	Government	Govt. IToT (W), Amritsar, Punjab
61	Rajasthan	Government	Govt. Institute for Training of Trainers, Dausa
62	Rajasthan	Government	Govt. Institute for Training of Trainers, Karauli
63	Rajasthan	Government	Govt. Institute for Training of Trainers, Ajmer
64	Rajasthan	Government	Govt. Institute for Training of Trainers, Alwar
65	Rajasthan	Government	Govt. Institute for Training of Trainers, Banswara
66	Rajasthan	Government	Govt. Institute for Training of Trainers, Baran
67	Rajasthan	Government	Govt. Institute for Training of Trainers, Barmer
68	Rajasthan	Government	Govt. Institute for Training of Trainers, Bharatpur
69	Rajasthan	Government	Govt. Institute for Training of Trainers, Bhilwara
70	Rajasthan	Government	Govt. Institute for Training of Trainers, Bikaner
71	Rajasthan	Government	Govt. Institute for Training of Trainers, Bundi
72	Rajasthan	Government	Govt. Institute for Training of Trainers, Chittorgarh
73	Rajasthan	Government	Govt. Institute for Training of Trainers, Churu



Sl No.	State	Institute Type	Name of IToTs
74	Rajasthan	Government	Govt. Institute for Training of Trainers, Dhaulpur
75	Rajasthan	Government	Govt. Institute for Training of Trainers, Dungarpur
76	Rajasthan	Government	Govt. Institute for Training of Trainers, Hanumangarh
77	Rajasthan	Government	Govt. Institute for Training of Trainers, Jaipur
78	Rajasthan	Government	Govt. Institute for Training of Trainers, Jaisalmer
79	Rajasthan	Government	Govt. Institute for Training of Trainers, Jalor
80	Rajasthan	Government	Govt. Institute for Training of Trainers, Jhalawar
81	Rajasthan	Government	Govt. Institute for Training of Trainers, Jhunjhunu
82	Rajasthan	Government	Govt. Institute for Training of Trainers, Jodhpur
83	Rajasthan	Government	Govt. Institute for Training of Trainers, Kota
84	Rajasthan	Government	Govt. Institute for Training of Trainers, Nagaur
85	Rajasthan	Government	Govt. Institute for Training of Trainers, Pali
86	Rajasthan	Government	Govt. Institute for Training of Trainers, Pratapgarh
87	Rajasthan	Government	Govt. Institute for Training of Trainers, Rajsamand
88	Rajasthan	Government	Govt. Institute for Training of Trainers, Sawai Madhopur
89	Rajasthan	Government	Govt. Institute for Training of Trainers, Sikar
90	Rajasthan	Government	Govt. Institute for Training of Trainers, Sirohi
91	Rajasthan	Government	Govt. Institute for Training of Trainers, Sri Ganganagar
92	Rajasthan	Government	Govt. Institute for Training of Trainers, Tonk
93	Rajasthan	Government	Govt. Institute for Training of Trainers, Udaipur
94	Telangana	Government	Govt. Institute for Training of Trainers, Malleshwaram
95	Telangana	Government	Govt. Institute for Training of Trainers, G. Nizamabad
96	Telangana	Government	Govt. Institute for Training of Trainers, Old City
97	Telangana	Government	Govt. Institute for Training of Trainer, Shantinagar, Malleshwaram
98	Telangana	Government	Govt. Institute for Training of Trainers, Mancherla
99	Telangana	Government	Govt. Institute for Training of Trainers, (Boys) Warangal
100	Tripura	Government	Govt. Institute for Training of Trainers, Khumlung
101	Tripura	Government	Govt. Institute for Training of Trainers, Bishramganj
102	Tripura	Government	Govt. Institute for Training of Trainers, Kamalpur
103	Tripura	Government	Govt. Institute for Training of Trainers, L.T. Valley
104	Uttar Pradesh	Government	Govt. IToT Lucknow (State Staff Training and Research Centre), Uttar Pradesh
105	Uttar Pradesh	Government	Govt. IToT, Pandunagar-Kanpur, Uttar Pradesh
106	Uttar Pradesh	Government	Govt. IToT, Saket-Merut, Uttar Pradesh
107	Uttar Pradesh	Government	Govt. IToT, Karondi-Varanasi, Uttar Pradesh
108	Uttar Pradesh	Government	Govt. IToT, Chargaon-Gorakhpur, Uttar Pradesh
109	Uttar Pradesh	Government	Govt. IToT, C.B. Ganj- Bareilly, Uttar Pradesh
110	Uttar Pradesh	Government	Govt. IToT, Jhansi, Uttar Pradesh

## Annexure-15

### List of Private Institute for Training of Trainers (IToTs) offering courses under CITS

Sl. No.	State	Institute Type	Name of IToTs
1	Haryana	Private	S. Gita Ram IToT, Matloda, Hisar, Haryana
2	Haryana	Private	SBS IToT, Kalanwali, Sirsa, Haryana
3	Haryana	Private	SDM IToT, Hisar, Haryana
4	Haryana	Private	SR IToT, Ambala, Haryana
5	Himachal Pradesh	Private	Modern Pvt.IToT, Kangra, Himachal Pradesh
6	Odisha	Private	Centurion ITOT, Jatni, Khurda, Odisha
7	Punjab	Private	Jain IToT, Fazilka, Punjab
8	Punjab	Private	KhattujiIToT, Fazilka, Punjab
9	Punjab	Private	Saraswati IToT, Bhatinda, Punjab
10	Rajasthan	Private	Bagar IToT, Jhunjhunu, Rajasthan
11	Uttar Pradesh	Private	SyadwadiToT, Baghpat, Uttar Pradesh

## Annexure-16

### Short-term Training Programs conducted in NSTIs

Sl . No.	Name of Institute	Prominent Courses	Prominent Industries/ Instiutes/ Organizations collaborated	Duration of the course	No. of participants
1	NSTI Bengaluru	Basic Hydraulic and Pneumatic Controls Programming & Operation on Turning & Milling Centre ISRO Technical Training Programs Programming & Operation on Turning & Milling Centre Mechatronics CATIA	Naval Dockyard ONGC ISRO Naval Ship Repair Yard South Western Railway	03 Days to 02 Weeks	860
2	NSTI Calicut	Advance Refrigeration and Air Conditioning Solar PV Installer & maintenance Basic PLC programming	ISRO AVTS as per demand of local industries/ trainees	01 Week	357
3	NSTI Chennai	Basics of Pneumatic, Electro Pneumatic and Hydraulic System Diagnosis, Repair & Maintenance of CRDI Diesel Engine Electro - Pneumatic Automation With PLC	Integral Coach Factory Chennai NSRY, NAVAL Base Karwar Army Base Workshop, Delhi Cantt, Indian Coast Guard, BMU, Kasimedu	01 Week to 02 Weeks	149
4	NSTI Hyderabad (Ramanthapuram)	1. AC-DC Motor Controls	1. AVTS as per demand of local industries/ trainees	01 Week	41
5	NSTI Hyderabad (Vidyanagar)	Basic Programming on CNC Horizontal and/ or Vertical Milling Machine Welding Technology and Basics of Advanced welding	ONGC Visakhapatnam Steel Plant	01 Week to 12 Weeks	1732



Sl. No.	Name of Institute	Prominent Courses	Prominent Industries/ Institutes/ Organizations collaborated	Duration of the course	No. of participants
		Industrial Hydraulic and Pneumatic Controls Metrology and Engineering Inspection AutoCAD basics and modelling softwares	Naval Armament Depot Naval Dockyard Mumbai Rashtriya Ispat Nigam Limited, Visakhapatnam		
6	NSTI Jodhpur	1. Precision Assembly for Fitters	1. ISRO	01 Week	35
7	NSTI Mumbai	Industrial Automation with Electro-Hydraulics and Electro-Pneumatics Advanced Welding (TIG, MIG & SAW) Preventive Maintenance of Machine Tools, Bearing & Lubrication PLC Controller & SCADA Note Mudran	Mazagon Dock Shipbuilders Ltd, Mumbai Naval Ship Repair Yard, Karwar ISRO Bharatiya Reserve Bank (P) Ltd	01 Week	83
8	NSTI (W) Hyderabad	Drafting, Cutting and Stitching of dress Professional Beauty Therapy (Advanced) Hand Embroidery (Basic)	Indian Army Camp - Mahdipatnam AVTS as per demand of local industries/ trainees	02 Weeks to 04 Weeks	142
9	NSTI (W) Mumbai	Personal Grooming and Personality Development (PGDP)	Central Industrial Security Force Unit JWC, Mumbai Association Name "SANRAKSHIKA"	01 Week	20
10	NSTI (W) Noida	Capacity Building of Trainers and Beauty Culture	JSS Noida, CISF Gautam Buddha Nagar	04 Weeks	25
11	NSTI (W) Trivandrum	Intranet based IoT and its applications	ISRO	01 Week	16
12	NSTI (W) Vadodara	Soft Skills and MS Office Corel Draw Domestic Plumber	Pidilite AVTS as per demand of local industries/ trainees	02 Weeks to 04 Weeks	296

## Annexure-17

### State/ UT – wise coverage of ITIs

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		ITI Bangalore
15	Karnataka	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		ITI Meerut
29		ITI Varanasi
30		ITI Ayodhya
31		ITI Chandauli
32	Uttar Pradesh	ITI Basti
33		ITI Siddharthnagar
34	Uttarakhand	ITI Jagjitpur, Haridwar
		ITI Durgapur
35	West Bengal	

## Annexure-18

**State-wise apprentices engaged under NAPS since its inception FY 2016-17 to FY 2024-25 (till 31-12-2024)**

S No	State	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24	FY 24-25
1	Andaman And Nicobar Islands	-	-	-	-	3	9	41	48	97
2	Andhra Pradesh	6,028	6,076	5,986	3,862	4,395	15,501	16,453	21,751	15,060
3	Arunachal Pradesh	4	1	2	-	3	18	42	65	48
4	Assam	570	1,068	1,516	2,204	2,452	14,006	9,660	8,178	4,800
5	Bihar	2,663	6,074	5,923	1,162	1,237	6,476	5,545	5,326	4,481
6	Chandigarh	48	130	129	346	280	813	668	1,231	1,442
7	Chhattisgarh	1,142	934	1,895	5,637	1,653	2,660	4,881	5,261	4,537
8	Delhi	1,073	1,410	2,057	5,119	7,784	17,767	15,830	15,993	15,542
9	Goa	199	246	334	1,720	2,033	3,432	4,407	11,902	8,703
10	Gujarat	14,431	16,623	47,571	45,130	56,900	69,573	76,234	83,611	65,273
11	Haryana	5,186	17,683	20,408	18,995	32,090	42,193	62,874	66,471	50,243
12	Himachal Pradesh	968	1,650	1,572	1,911	1,767	5,666	6,827	10,182	6,903
13	Jammu & Kashmir	451	230	345	305	260	832	989	849	759
14	Jharkhand	4,371	4,593	5,405	2,137	5,034	8,258	9,151	11,827	6,611
15	Karnataka	9,097	10,447	9,575	13,815	17,276	41,990	58,651	78,497	69,227
16	Kerala	2,687	4,315	4,309	3,899	6,425	8,979	11,277	13,085	11,670
17	Ladakh	-	-	-	-	6	18	28	66	46
18	Lakshadweep	5	-	-	-	18	4	9	6	1
19	Madhya Pradesh	3,857	5,019	6,691	6,959	9,519	17,090	21,205	22,704	19,341
20	Maharashtra	25,174	35,139	35,249	36,635	71,441	1,46,890	1,86,026	2,63,239	2,05,633
21	Manipur	8	5	39	16	11	90	32	18	177
22	Meghalaya	3	-	3	51	105	117	181	212	188
23	Mizoram	1	-	-	4	1	4	4	12	135
24	Nagaland	24	4	4	14	1	27	22	15	13
25	Odisha	2,938	3,890	4,024	3,518	3,936	8,296	10,466	10,733	6,525
26	Puducherry	266	328	378	480	299	1,090	1,343	2,442	3,056
27	Punjab	2,423	1,754	2,046	2,858	4,458	11,658	15,368	14,767	11,493
28	Rajasthan	1,994	3,098	3,533	4,076	6,411	9,481	15,205	18,210	17,088



S No	State	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24	FY 24-25
29	Sikkim	33	22	5	128	162	308	202	298	330
30	Tamil Nadu	5,981	10,219	9,103	13,606	24,911	49,962	72,329	1,01,519	76,300
31	Telangana	5,129	4,812	5,802	9,687	13,995	38,551	31,831	37,662	23,403
32	The Dadra and Nagar Haveli and Daman and Diu	68	121	102	97	597	1,283	1,006	2,873	2,751
33	Tripura	12	45	158	437	255	244	368	382	253
34	Uttar Pradesh	11,784	14,269	18,846	12,637	19,957	38,040	56,959	71,378	59,633
35	Uttarakhand	1,038	1,623	2,303	2,607	4,360	9,986	16,441	21,020	17,289
36	West Bengal	1,769	2,526	3,090	6,185	7,371	18,791	26,104	29,497	17,730
<b>Grand Total</b>		<b>1,11,425</b>	<b>1,54,354</b>	<b>1,98,403</b>	<b>2,06,237</b>	<b>3,07,406</b>	<b>5,90,103</b>	<b>7,38,659</b>	<b>9,31,330</b>	<b>7,26,781</b>

## Annexure-19

### List of trades and sub-trades

S. No.	Name of the trade(s)
1	Fishing Net Maker
2	Tailor
3	Assistant Hairdresser
4	Assistant Barber – Salon Services
5	Armourer
6	Blacksmith (Lohar)
7	Hammer and Tool Kit Maker
8	Locksmith
9	Masons (Mistri) - Brick Mason
10	Masons (Mistri) - Tile Mason
11	Masons (Mistri) - Plaster Mason
12	Masons (Mistri) - Concrete Mason
13	Boat Maker
14	Carpenter
15	Goldsmith(Sunar)
16	Bamboo/Wood twigs - Basket Maker
17	Broom Maker
18	Coir Weaver
19	Mat Weaver, Mat maker
20	Doll & Toy Maker (Traditional) - Glass Toys
21	Doll & Toy Maker (Traditional) - Leather Toys
22	Doll & Toy Maker (Traditional) - Soft Toys
23	Doll & Toy Maker (Traditional) - Wooden Toys
24	Potter (Kumhar), including khurja, terracotta, ceramic, etc.
25	Malakar
26	Sculptor (Moortikar)/ Stone Carver/ Stone Breakers
27	Cobbler (Charmakar)/Shoesmiths/ Footwear Makers
28	Washerman (Dhobi)

## Annexure-20

### Trade wise number of Candidates Trained and Assessed

S. No.	State/UT Name	No. of Candidates Trained and Assessed
1	Andaman and Nicobar Islands	352
2	Andhra Pradesh	1,15,493
3	Arunachal Pradesh	94
4	Assam	56,953
5	Bihar	44,078
6	Chandigarh	82
7	Chhattisgarh	59,979
8	Delhi	42
9	Goa	5,348
10	Gujarat	1,55,123
11	Haryana	16,043
12	Himachal Pradesh	7,673
13	Jammu and Kashmir	1,12,942
14	Jharkhand	20,825
15	Karnataka	3,75,682
16	Kerala	5,586
17	Ladakh	1,669
18	Lakshadweep	-
19	Madhya Pradesh	1,22,181
20	Maharashtra	1,28,963
21	Manipur	2,941
22	Meghalaya	17
23	Mizoram	241
24	Nagaland	732
25	Odisha	38,596
26	Puducherry	67
27	Punjab	3,496
28	Rajasthan	1,52,693
29	Sikkim	361
30	Tamil Nadu	-
31	Telangana	48,101
32	The Dadra and Nagar Haveli and Daman and Diu	141
33	Tripura	12,561
34	Uttar Pradesh	68,086
35	Uttarakhand	7,087
36	West Bengal	-
	<b>Grand Total</b>	<b>15,64,228</b>



## Annexure-21

### Overall Details of all organization under MSDE

MDO Name	Onboarded	Active	User Completions	Total Enrolments	Total Completions
Ministry of Skill Development and Entrepreneurship (MSDE)	140	139	136	3,098	2,416
Directorate General of Training (DGT)	228	212	197	2,750	2,009
National Council for Vocational Education and Training (NCVET)	112	63	39	297	169
Indian Institute of Entrepreneurship (IIE)	138	118	110	786	563
National Institute for Entrepreneurship and Small Business Development (NIESBUD)	80	68	47	583	329
Central Staff Training and Research Institute (CSTARI)	57	55	53	581	493
National Instructional Media Institute (NIMI)	56	56	56	869	717
Regional Directorate of Skill Development and Entrepreneurship RDSDE Maharashtra	101	81	71	1,111	892
Regional Directorate of Skill Development and Entrepreneurship RDSDE West Bengal	76	64	63	775	648
Regional Directorate of Skill Development and Entrepreneurship	72	51	50	1,038	906
RDSDE Karnataka					
Regional Directorate of Skill Development and Entrepreneurship RDSDE Uttar Pradesh	60	44	44	482	357
Regional Directorate of Skill Development and Entrepreneurship RDSDE Telangana	58	56	53	781	651
Regional Directorate of Skill Development and Entrepreneurship RDSDE Rajasthan	371	267	235	1,916	1,180
Regional Directorate of Skill Development and Entrepreneurship RDSDE Punjab	47	39	38	620	487
Regional Directorate of Skill Development and Entrepreneurship RDSDE Assam	43	37	32	416	375
Regional Directorate of Skill Development and Entrepreneurship RDSDE NCR	39	37	37	541	4 5 9

<b>MDO Name</b>	<b>Onboarded</b>	<b>Active</b>	<b>User Completions</b>	<b>Total Enrolments</b>	<b>Total Completions</b>
Regional Directorate of Skill Development and Entrepreneurship RDSDE Kerala and Lakshadweep	37	37	35	679	565
Regional Directorate of Skill Development and Entrepreneurship RDSDE Tamil Nadu	34	34	33	459	373
Regional Directorate of Skill Development and Entrepreneurship RDSDE Haryana	31	31	31	474	400
Regional Directorate of Skill Development and Entrepreneurship RDSDE Uttarakhand	30	27	27	473	386
Regional Directorate of Skill Development and Entrepreneurship RDSDE Gujarat	25	25	25	360	306
Regional Directorate of Skill Development and Entrepreneurship RDSDE Madhya Pradesh	17	17	17	244	168
Regional Directorate of Skill Development and Entrepreneurship RDSDE Odisha	16	15	13	174	151
Regional Directorate of Skill Development and Entrepreneurship RDSDE Himachal Pradesh	15	10	9	77	51
Regional Directorate of Skill Development and Entrepreneurship RDSDE Bihar	11	10	10	330	233
Regional Directorate of Skill Development and Entrepreneurship RDSDE Jammu and Kashmir	11	9	9	80	67
Regional Directorate of Skill Development and Entrepreneurship RDSDE Andhra Pradesh	6	6	6	83	74
Regional Directorate of Skill Development and Entrepreneurship RDSDE Chhattisgarh	6	6	6	47	36
Regional Directorate of Skill Development and Entrepreneurship RDSDE Jharkhand	3	3	3	15	11
<b>Total</b>	<b>1,920</b>	<b>1,617</b>	<b>1,485</b>	<b>20,139</b>	<b>15,472</b>

