



भारत सरकार
कौशल विकास और उद्यमशीलता मंत्रालय
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



Skill India
कौशल भारत - कुशल भारत



MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP

ANNUAL REPORT 2023-2024





NARENDRA MODI
Prime Minister

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

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सत्यमेव जयते

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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 Occupation 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	Crafts 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

1. INTRODUCTION

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

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

This year marks MSDE's tenth successful year since its inception in 2014. Initially established as the Department of Skill Development under the Ministry of Sports & Youth Affairs on 31st July 2014, it was later notified as the Ministry of Skill Development & Entrepreneurship on 9th 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)
- National Skill Development Corporation (NSDC)
- National Council for Vocational Education and Training (NCVET)
- Jan Shikshan Sansthan (JSS)
- National Institute for Entrepreneurship & Small Business Development (NIESBUD)
- Indian Institute of Entrepreneurship (IIE)
- Directorate General of Training (DGT)

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 nine years.

While skill development is crucial, its impact remains limited unless accompanied by 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.

1.2 Construction of 'Kaushal Bhawan' in New Moti Bagh, New Delhi

The Ministry of Skill Development and Entrepreneurship (MSDE), along with its associated organizations—the Directorate General of Training (DGT), National Council for Vocational Education and Training (NCVET), and National Skill Development Corporation (NSDC)—was previously housed in separate buildings.

To foster seamless interaction and collaboration, a decision was made to consolidate these major organizations under a single roof. Enter 'Kaushal Bhawan,' an impressive office building located in the

heart of New Moti Bagh. Constructed by NBCC (India) Ltd., Kaushal Bhawan boasts several amenities:
Facilities: It offers parking, heating, ventilation, air conditioning, and a rainwater harvesting system.
Sustainability: Designed for a 4-star GRIHA (Green Rating for Integrated Habitat Assessment) rating, Kaushal Bhawan adheres to environmentally friendly and sustainable practices.
Additional Features: The building includes a creche, gym and yoga space, an auditorium, lifts, escalators, and a solar power system.
On 24th January, 2024; Hon'ble President of India inaugurated Kaushal Bhawan.



Figure 1.1: Inauguration of Kaushal Bhawan by Hon'ble President of India



Figure 1.2: Kaushal Bhawan Building

1.3 Allocation of Business

Under the Allocation of Business Rules, 1961, the Ministry of Skill Development and Entrepreneurship (Kaushal Vikas aur Udyamshilta 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)

1.4 Budget Allocation

1.4.1 Budget Allocation

Table no. 1.1

Demand No: 92, Ministry of Skill Development & Entrepreneurship												
Details of Budget Allocated to Ministry (Rs. In Crores)												
	BE-2023-2024			RE-2023-2024			Expenditure-2023-2024			BE-2024-2025		
	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
MSDE	3418.07	99.24	3517.31	2560.94	99.24	2660.18	2057.85	89.07	2146.92	4409.63	110.37	4520.00
Transfer to 'MUSK'	--	--	--	2333.33	--	2333.33	2333.33	0.00	2333.33	2685.64	--	2685.64
Gross	3418.07	99.24	3517.31	4894.27	99.24	4993.51	4391.18	89.07	4480.25	7095.27	110.37	7205.64
Deduct Recovery from 'MUSK'	--	--	--	-1733.33	--	-1733.33	-1733.33	0.00	-1733.33	-2685.64	--	-2685.64
Net of MSDE	3418.07	99.24	3517.31	3160.94	99.24	3260.18	2657.85	89.07	2746.92	4409.63	110.37	4520.00
<p>Note:- In RE-2023-24, ₹ 2333.33 Cr was additionally provisioned by DEA for 'Transfer to MUSK', against which ₹ 1733.33 Cr was met from 'MUSK' to finance 'Skill India Programme'.</p> <p>In BE-2024-25, ₹ 2685.64 Cr has been additionally provisioned by DEA for 'Transfer to MUSK', against which ₹ 2685.64 Cr has to be met from 'MUSK' to finance 'Skill India Programme'.</p>												

GENDER BUDGET

Table no. 1.2

(Rs. In Crores)

Demand No. 92 Ministry of Skill Development and Entrepreneurship	2022-2023 Actuals	2023-2024 Budget Estimates	2023-2024 Revised Estimated	2024-2025 Budget Estimated
Part A: 100% Women specific programs				
1. National Skill Training Institute	64.28	68.00	68.00	83.19
PART A Total:	64.28	68.00	68.00	83.19
PART B: 30% Women specific Programmes				
1. Skill India Programme	--	2278.37	1733.33	764.20
PART B Total:	--	2278.37	1733.33	764.20
Grand Total (PART A+PART B):	64.28	2346.37	1801.33	847.39
<p>* Although there is no Gender specific provisions under the schemes but the training programs being run have several dedicated women oriented programs/ incentives to encourage women participation in the skill ecosystem.</p>				

2. SKILLING AND ENTREPRENEURSHIP LANDSCAPE IN INDIA

2.1 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. Public Perception:** Skilling is often perceived as a last resort for those who haven't progressed within the formal academic system.
- 2. Fragmented Programs:** Skill development programs across more than 20 Central Government Ministries lack robust coordination and monitoring mechanisms, hindering convergence.
- 3. Assessment and Certification Complexity:** Multiple assessment and certification systems lead to inconsistent outcomes and confusion among employers.
- 4. Trainer Shortage:** Attracting industry practitioners as trainers remains a challenge.
- 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. Obsolete Curricula:** Skill curricula can be narrow and outdated.
- 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.

2.2 Incremental Human Resource Requirements (2017-22)

The National Skill Development Corporation (NSDC) commissioned Human Resource Requirement Reports to assess incremental skill needs across 24 high-priority sectors between 2013-17 and 2017-22. These reports provide sector-specific overviews, assess skill demand, identify key job roles, map supply-side infrastructure, and offer actionable recommendations. The studies involved extensive interactions with industry experts, job roles, trainees, Sector Skill Councils, and various government bodies.

The 2016 Environment Scan updated earlier findings by considering the impact of major government initiatives. It estimated an incremental human resource requirement of 103 million across the selected 24 sectors during 2017-2022.

3. POLICY INTERVENTIONS BY MSDE

3.1 National Policy for Skill Development & Entrepreneurship, 2015

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

3.1.1 Mission of NPSDE is to:

- Create a demand for skilling across the country;
- Correct and align skilling with required competencies;
- Connect the supply of skilled human resources with sectoral demands;
- Certify and assess in alignment with global and national standards; and
- Catalyse an ecosystem wherein productive and innovative entrepreneurship germinates, sustains and grows leading to creation of a more dynamic entrepreneurial economy and more formal wage employment.

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

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

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

- Launching of the Skill India Digital platform to recognise the seminal potential of digital public infrastructure in enhancing access to skilling.
- As per the provisions of NPSDE, 2015, the process of review of National Policy for Skill Development and Entrepreneurship is under progress.

3.1.4 In the area of long-term training, under Directorate General of Training (DGT), the New Age Courses are one of the newly designed courses and delivered nationwide through a network of ITIs. The objective of New Age Courses is to improve trending new age skills to cater to the needs of new age industries. There are 26 New Age Courses and some of them are Smart Agriculture (Internet of Things), Smart Healthcare (Internet of Things), Smart City (Internet of Things), wind plant technician, Drone Technician etc. Presently, there are 390 ITIs with a total of 45,900 seats that conduct training in new age courses. Also, ITIs are conducting training under Dual system of training (DST) for various Craftsmen Training Scheme (CTS) trades. DST is being implemented with an objective of increasing the employability of the ITI trainees by providing them shop floor training during the course. As on date, total 4088 MoUs have been signed under the DST by ITIs under State Directorates, NSTIs under DGT and by Industrial clusters under STRIVE Scheme. In session 2023, total 45039 trainees have been enrolled under DST.

3.2 Skill India Mission

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

- Programme/Scheme: No. of operational training centres across the country under Pradhan Mantri Kaushal Vikas Yojana (PMKVY) are 26,435, Jan Shikshan Sansthan (JSS) (including newly sanctioned) 290 and ITIs 15,024 (3,291 Government ITIs and 11,733 Private ITIs).
- In order to fulfill the current demand of skilling, MSDE has taken initiative towards the establishment of a model aspirational skill centre known as Pradhan Mantri Kaushal Kendra (PMKK) in each and every district of the country. Under this initiative, till now, 714 PMKKs have been established, out of this, 508 PMKKs are functional. Additionally, a network of 15,024 (3,291 Government ITIs and 11,733 Private ITIs) and 290 JSS training centres are functional across the country.
- NSDC under the aegis of MSDE, along with SSCs, focuses on development of skills in emerging technologies. In order to re-skill and upskill IT-professionals to be adept with the emerging technologies. NSDC has established 'Future of Work' initiative and in association with IT-ITeS Sector Skill Council (NASSCOM), and has designed and developed Qualification Packs (QPs) across 9 emerging technologies such as Cyber Security, Artificial Intelligence, Big Data Analytics, Cloud Computing, Block Chain, Robotic Process Automation, Internet of Things, Virtual Reality, and Social & Mobile Application.
- Further, to synchronize the Indian IT industry diaspora with the dynamic global market, Nasscom—a Sector Skill Council under in partnership with MeitY—launched the Future Skills Prime (FSP) platform in November 2020. This platform facilitates seamless access to both free and paid content, assessments, internships etc enabling learners to attain certification in their chosen skill sets. Future Skills is designed to encompass over 155 skills spanning across 70 job roles in 10 emerging technologies, including Artificial Intelligence, Blockchain, Big Data Analytics, Cloud Computing, Cyber Security, Internet of Things, Web and Mobile Technology, IT marketing, Robotic Process Automation, Virtual Reality, and 3D Printing. The platform offers over 480 courses across these emerging technologies and professional skills. There are over 250 courses aligned to standards/competencies relevant to market demand to enhance employability. This platform also offers courses from Industry like ER&D and BPM (Curated by Subject matter experts) to train the freshers for employment in their sector with digital skills. The goal of the program, under extension is to re-skill 1 million learners by 2027. The platform has witnessed since 2020:
 - 18.14 lakh sign-ups
 - 100 crore+ learning hours spent
 - 1.25 crore+ website visits
 - 7.29 lakh+ enrolments

- 2.99 lakh+ completions
- 1.06 crore+ digital fluency badges
- 40 percent completion rate
- 41 percent women learners

3.3 Vision Statement 2025

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

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

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

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

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

- To create a complementary and integrated ecosystem for skilling and education pathways. Three focus areas will enable this.
- Improve mobility between skilling and general education
- Promote learning-by-doing to improve employability and entrepreneurial outcomes
- Facilitate non-formal education for out-of school learners and workers

2. Strategic Priority:

- Catalyse demand for formal skills, specifically from small and informal enterprises and entrepreneurs. Three focus areas will enable this.
- Provide incentives and increase awareness to drive demand for formal skills training
- Foster models of skill provision tailored to the needs of small and informal enterprises
- Recognise skills acquired through traditional apprenticeships or other non-formal channels.

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

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

3.4 National Skill Development Mission

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

The 3rd meeting of the Steering Committee of NSDM, chaired by Hon'ble Minister of Skill Development & Entrepreneurship, was held on 04.01.2023. During the meeting, need for creating greater synergy among skill development schemes of all Ministries as well as State Governments, spending on skill development by all stakeholders, further aligning skill development efforts with market realities, international mobility of skilled workforce and fast-tracking implementation to create impact-at-scale were emphasised.

3.5 Recognition of Skills of Agniveers

- 3.5.1** The Union Cabinet approved the 'Agnipath' scheme in June, 2022 for Indian youth to serve in the Armed Forces. Under the scheme, both male and female aspirants between the age group of 17.5 to 21 years are to be recruited into the 'below the officer's rank' cadre of the three services for a period of four years as Agniveers.
- 3.5.2** MSDE collaborated with the three wings of the Armed forces to recognize the skills acquired by Agniveers during their tenure in the armed forces. The Job Roles/Skill Sets of Agniveers, while being trained and deployed with the Armed Forces were mapped with NOS, in coordination with DGT, NSDC and SSCs.
- 3.5.3** To take the initiative of skilling of Agniveers forward, DGT signed a Memorandum of Understanding (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 awarded Dual Category recognition as the Awarding Body (AB) and Assessment Agency (AA) to the 19 Institutions of three wings of Armed Forces (01 under Indian Navy, 01 under Indian Air Force and the 17 Directorates of the Indian Army). This shall enable the alignment of skill sets of various arms of the Indian armed forces to National Skills Qualification Framework (NSQF) as per the industry standards to enable them to contribute to various sectors for the economic development of the Nation post their retirement from service.
- 3.5.4** The agreements were exchanged between NCVET and the 19 Training Directorates of the three wings of the Armed forces as Awarding Bodies and also MoUs were exchanged between DGT and three wings of the Armed forces on 03.01.2023. The event was addressed virtually by Shri. Rajnath Singh, Hon'ble Minister of Defence and Shri. Dharmendra Pradhan, Hon'ble Minister of Education and Skill Development & Entrepreneurship.

3.5.5 Skill Certification of Agniveer under Flexi MoU Scheme of DGT

- i. DGT has signed MOUs with Defense forces on 26.12.2022 under its Flexi-MoU Scheme to award National Trade Certificate (NTC) to Agniveers by recognizing the skills acquired by Agniveer during the training and service.
- ii. For Indian Army, NTC will be awarded in 47 trades with the nomenclature of CTS trades, while for remaining 7 trades, NTC will be awarded with the nomenclature of trade as approved by NCVET.
- iii. For Navy, NTC will be awarded in 29 trades with the nomenclature of trade as approved by NCVET.
- iv. For Airforce, NTC will be awarded for Non-combatants Agniveers in 2 trades with the nomenclature of CTS trades.
- v. DGT has developed a dedicated portal for Flexi-MoU to onboard the Agniveer to award the NTC.

Table -3.1: Enrollment of Agniveers covered under Flexi MoU

Sl. No	Armed Forces	No. of Agniveer enrolled as on date
1.	Indian Army	70,147
2.	Indian Navy	5,300
3.	Indian Airforce	394



Figure-3.1: Skill Certification of Agniveer under Flexi MoU Scheme of DGT

3.6 Skill Universities

The National Education Policy (NEP) 2020 places significant emphasis on skilling and the 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 Honorable Minister of Skill Development and Entrepreneurship, the meeting included the participation of the Honorable Minister of State, MSDE, Chairman of NCVET, Chairman of UGC, Secretary of DoHE, Secretary of 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

Reports submitted by the three working groups were thoroughly discussed in a meeting on December 9, 2022, chaired by the Secretary (MSDE). Subsequently, another meeting was held on December 20, 2022, attended by the Secretary of MSDE, Chairman of NCVET, Chairman of UGC, and senior officers from DoHE, MSDE, UGC, AICTE, NCVET, DGT, and NSDC. During this meeting, various aspects related to enabling application-based learning at Skill Universities were deliberated.

3.7 Common Norms for Skill Development

Common Norms were introduced on July 15, 2015, to ensure uniformity and standardization across skill development programs. 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 SDPs, 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 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 consist 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 so as to bring in uniformity and standardization. It provides common input norms like: - cost norms, minimum hours of training, NSQF alignment, training infrastructure etc., common outcome norms in terms of specified wage and self-employment and commonality of process like: - fund flow mechanism, assessment norms, empanelment of TPs/ Assessors, monitoring & tracking of candidates etc. Common Norms are applicable to the Skill Development Schemes of the Government of India being implemented through various Ministries/ Departments and the State Governments are also expected to align their skill development schemes.

To facilitate aligning the various skilling schemes being run by Ministries/ Departments, ten meetings have been held on 11.12.2015, 22.03.2016, 29.09.2016, 16.02.2018, 05.11.2018, 05.08.2019, 26.02.2020, 13.11.2020, 14.03.2022 and 11.04.2023. CNC has amended the notification five times dated 20.05.2016, 28.02.2017, 31.12.2018, 11.11.2020 and 01.01.2021.

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

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

As per the decisions taken by the CNC in its 10th meeting held on 11.04.2023, the work for conducting a fresh and comprehensive exercise for determining Common Norms, covering all aspects including the cost norms was awarded to ICMAI-MARF (The Institute of Cost Accountants of India-Management Accounting Research Foundation), a non-profit Section 8 company and 100% subsidiary company of 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 under progress.

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 the vocational training including Women's Vocational Training to the employable youth in the country and to provide skilled manpower to the economy through its network of Industrial Training Institutes (ITIs) and National Skill Training Institutes (NSTIs).

In pursuance of the Cabinet Secretariat Order No. 1/21/9/2014-Cab dated 16.04.2015 & 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) & Deputy Director General (Apprenticeship Training) along with their support systems 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 labor market. Courses are available for various groups, including school leavers, 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 fulfill its mandate by heading various NSTIs/NSTI (W) and its Regional Directorates for Skill Development and Entrepreneurship (RDSDEs) to support the ITI and Apprenticeship skill ecosystem. RDSDEs coordinate with respective states under the functional guidance of DGT to achieve their desired goals. 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 required as per latest technological changes of Industries
- Designing new curricula
- Revising course curricula
- Granting affiliation
- Trade testing and Certification
- Conducting Training of Trainers for ITI Instructors under Craft Instructor Training Scheme (CITS)
- Reskill and upskill the instructors
- Reskilling and upskilling workers of Industries
- Conduct courses in participation of industry under ATS/DST/FLEXI MOU to provide industry ready work force.
- Monitor the quality of Vocational Training as well as functioning of all the vocational training schemes.
- Develop self-reading course material and blended learning materials for Vocational Training to benefit the trainees & trainers in the ITI skill ecosystem.
- Develop content and blended learning materials for Vocational Training

4.1.1 DGT as an Awarding Body and Assessment Agency for Institutes under Skill Training Ecosystem”

In pursuance to the notification of National Council for Vocational Education and Training (NCVET) as a regulator vide F. No: 32001/14/2020/NCVET/234 dated 10.06.2020; the working of the DGT has been recognized as Awarding Body and Assessment Agency for both long term and short-term Vocational Training.

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

4.1.2 Regional Directorates of Skill Development and Entrepreneurship (RDSDEs)

The Government of India, in the Ministry of Skill Development and Entrepreneurship, has had under consideration the question of further improving skill training and apprenticeship training and ensuring effective integrated development and monitoring of these programs at the state level. In this line, DGT vide its Resolution No. No.DGT-A-11018/1/2018-Adm. II. dated 14.12.2018 set up Regional Directorates of Skill Development and Entrepreneurship (RDSDEs) for each State / UT.

RDSDEs as per territorial jurisdictions given in **Annexure-1** subsume the existing activities, personnel, assets and liabilities including lands and buildings of erstwhile Regional Directorates of Apprenticeship Trainings (RDATs) located at Bhopal, Chandigarh, Chennai, Faridabad, Guwahati, Hyderabad, Kanpur, Kolkata and Mumbai. Heads of RDSDE would be known as Regional Director and there would not be any separate post of Directors for Central Field Institutes (CFIs). RDSDEs would be Attached Offices of DGT under the Ministry. Details of RDSDEs along with their territorial jurisdiction are given in **Annexure-1** and functions assigned to RDSDEs are given in **Annexure-2**.

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

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

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

- Conducts Crafts Instructor Training Scheme.
- Advanced Vocational Training Scheme.
- Craftsmen Training Courses.
- Training of Trainers Assessors Short Term Training.
- Advanced Diploma (Vocational) in IT, Networking & Cloud Computing (ADIT) at 15 NSTIs in association with IBM.

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

4.2 National Council for Vocational Education and Training (NCVET)

4.2.1 Introduction:

The NCVET has been established through the Government of India notification dated 05.12.2018 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 courses. 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, National Credit Framework (NCrF), among many others which have been notified and put on the website for use by the stakeholders in the skilling ecosystem.

4.2.1.1 Primary functions of NCVET:

As outlined in the Notification, the 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 (SIPs). Amongst others, NCVET is entrusted with responsibility for implementing the National Skills Qualification Framework (NSQF), maintaining the National Qualification Register (NQR), approval of the NSQF aligned Qualifications and National Occupational Standards (NOSs) in each Qualifications. NCVET is also responsible for monitoring, evaluation and supervision of recognized entities, and grievance redressal of the varied stakeholders.

4.2.1.2 Composition of Council for NCVET:

The Council constituted for NCVET is headed by the Chairperson & has two Executive Members, three Non-Executive Members and a Nominated Member from MSDE. The Chairperson and other Members of the Council, other than the Member nominated by the Central Government are appointed by the Central Government on the recommendations of a Selection Committee headed by the Cabinet Secretary. The Council also has a General Body chaired by Hon'ble Minister, Skill Development and Entrepreneurship with representatives from States and industry, for providing overall guidance to the NCVET.

4.2.1.3 Major Achievements:

In pursuance of the mandate given to NCVET, the achievements during the period of 01.04.2023 to 31.03.2024 are as under:

4.2.1.3.1 Qualification Approval & Alignment

- a. National Skills Qualification Framework (NSQF):** The NSQF, notified on 27.12.2013, is a competency-based framework that organises all qualifications according to a series of levels of knowledge, skills and aptitude. These levels are defined in terms of learning outcomes, which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. The NSQF is being implemented through the National Skills Qualifications Committee (NSQC). NSQC approves the qualifications submitted by various submitting Awarding bodies. NSQC has started the approval process of Qualifications from the meeting of 4th NSQC held on 26.03.2015. The first NSQC meeting under NCVET was held on 11.08.2020 and since then 36 meetings of NSQC have been held till 31.03.2024. During the year 2023, a total of 8 NSQC meetings were held. The status of NSQF alignment of qualifications, during 2023 (till 36th meeting of NSQC held on 15.03.2024) is as under:

Table-4.1

Sl.	Details of NSQF Aligned & Approved Qualifications	No. of qualifications
1	Total number of NSQF aligned & Approved qualifications.	1027

Table-4.2: Details of the Qualifications, approved in NSQCs during the year 2023-24

S. No.	NSQC Meeting	Date of NSQC Meeting	No. of Qualifications Approved
1	29 th	03.05.2023	69
2	30 th	23.06.2023	131
3	31 st	31.08.2023	207
4	32 nd	29.09.2023	118
5	33 rd	01.11.2023	67
6	34 th	31.11.2023	120
7	35 th	31.01.2024	206
8	36 th	15.03.2024	109
Total			1027

Table-4.3: 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	14
2	Level 2	226
3	Level 2.5	69
4	Level 3	1075
5	Level 3.5	43
6	Level 4	1374
7	Level 4.5	61
8	Level 5	584
9	Level 5.5	69
10	Level 6	275
11	Level 6.5	02
12	Level 7	52
13	Level 8	17
Total Active Qualifications available on NQR		3861 (Including 349 Future Qualifications aligned and approved by NCVET till March 24)
Number of Archived Qualifications		3577

b. National Skills Qualification Committee (NSQC): Consequent upon subsuming of the functions of erstwhile NSDA by NCVET and upon dissolution of NSDA effective 31.07.2020, 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 Order No. 20004/01/ 202/ NCVET dated 27.08.2021. The NSQC is now headed by the Chairperson, NCVET and comprises of representatives from Central Ministries, NITI Aayog, AICTE, UGC, CBSE, Mission Directors of selected SSDMs (on rotation), Executive Members-NCVET, DGT, nominee from MSDE (not below the rank of Joint Secretary), selected industry representative and sectoral representation from concerned submitting body of the qualifications being discussed. Eight meetings of NSQC, under NCVET, were held during the year 2023, during which a total of 1027 Qualifications were aligned to the NSQF through approval by the NSQC. These qualifications are included in the National Qualifications Register (NQR).

c. National Qualifications Register (NQR): The National Qualifications Register (NQR) is a national repository for qualifications aligned with the National Skills Qualifications Framework (NSQF). Once a qualification is approved by the National Skills Qualifications Committee (NSQC), it is uploaded to the NQR, making it publicly accessible at nqr.gov.in. The NQR categorizes qualifications sector-wise, level wise, and awarding body-wise, providing a search facility for easy access.

The NQR has recently undergone significant updates, including the addition of an 'Archive' segment. This segment stores inactive qualifications and previous versions of revised qualifications, enabling Awarding Bodies to retrieve them as needed. The ongoing archival process ensures that all qualifications, including older versions, are systematically maintained.

The NQR portal has also been revamped with enhancements to its user interface (UI) and user experience (UX). These improvements include aspirational images representing the nature of the qualifications and advanced filtering features. Users can now filter qualifications based on NSQF level, duration, Awarding Body, entry criteria, and more.

As of March 31, 2024, the NQR lists 7,438 NSQF-aligned and approved qualifications, including 349 Future Qualifications. Of these, 3,577 qualifications have been archived but can be reactivated if needed by the industry or Awarding Bodies.

4.2.1.3.2 NCVET Council Meetings

Two meetings of the Council i.e., 9th and 10th Council meeting have been conducted on 17.08.2023 and 21.02.2024 respectively, following which policy and administrative decisions were taken.

9th NCVET Council Meeting, 17th August 2023

- i. Ratified the “Guidelines on Recognition of Prior Learning (RPL)” that have been notified on 11th August 2023 by NCVET.
- ii. The Hindi translation of 1,100 NSQF-aligned and approved qualifications has been completed by the concerned Awarding Bodies out of 4,311 active qualifications.
- iii. The National Credit Framework has been approved by the Government and notified by UGC on 10th and 21st April 2023. Subsequently, NCVET has also adopted NCRF through an order issued on 12th May 2023.
- iv. The SOP prepared for assigning recognition codes to all NCVET-recognised awarding bodies and assessment agencies with the aim of ensuring proper referencing, accountability, and standardization in the skill ecosystem.
- v. In addition to the agreement signed as proof of recognition, a “Letter of Recognition” is also required to be issued to the recognized entities.
- vi. The standard format of the letters for Awarding Body (Dual), AB (Standard) & Assessment Agency has been ratified.
- vii. In-principal approval to the OEM Guidelines was granted.
- viii. The proposal to grant recognition to the selected Higher Education Institutes as Deemed Awarding Bodies of NCVET for the purpose of offering NSQF Aligned and Approved qualifications/ courses, including under the UG and PG programmes, and awarding credits and certificates/ diploma for the same under NEP 2020 and NCrF was approved.
- ix. The Standardized NCVET Certificate Templates catering to various requirements (NOS, Micro Credentials, School Boards, Upskilling, Reskilling, RPL with Upskilling) of the Indian Skill Ecosystem were approved.
- x. Administrative and financial approval to the Digital Enterprise Portal – project was granted.
- xi. The revision of the Agreement Clause for on-boarding of the total number of Assessment Agencies by a recognized Awarding Body has been approved.

10th NCVET Council Meeting, 21st February 2024

- i. The Guidelines for NSQF alignment and creditisation of Skilling & Training Courses & Qualifications of Multinational Companies (MNCs) and Leading Industry have been ratified, which was notified and published on NCVET website on 15th Nov 2023.
- ii. The SOPs for operationalization and implementation of National Credit Framework (NCRF) in Vocational Education, Training and Skilling (VETS) including in Higher Education (HE) and School Education (SE) after due Public Consultation were approved.
- iii. The Draft Guidelines on Digital Content Creation and Quality framework were approved to upload on the NCVET website for 21 days of public consultation.
- iv. The Draft Guidelines for Information & Data Security were approved to upload on the NCVET website for 21 days of public consultation.
- v. 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.

- vi. The revised Awarding Body guidelines and revised Assessment Agency guidelines were approved to upload on the NCVET website for public consultation for 21 days.
- vii. The proposal for the publication of the Guidelines (formulated and notified by NCVET) in the Official Gazette of India was approved.
- viii. The mapping of the NCO codes with the various NSQF aligned and approved qualification was ratified.
- ix. The Skills Taxonomy Categories finalized by NCVET was approved.
- x. The NSQF alignment and approval of the Qualifications and Certification of the participants at various levels for the World Skills Competition were approved.
- xi. The NSQF 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 was ratified.

4.2.1.3.3 Recognition of Awarding Bodies (AB) & Assessment Agencies (AA)

- a) **Awarding Body:** As of 31.03.2024, NCVET has granted recognition to 99 ABs (43 ABs in Standard Category and 56 in Dual Category) out of which 92 (41 ABs in Standard Category and 51 in Dual Category) have signed the agreement with NCVET (details at **Annexure 4**) and 07 (02 ABs in Standard Category and 05 in Dual Category) were issued Letter of Intent (LoI) and granted provisional recognition (details at **Annexure 5**).
- b) **Assessment Agency:** As of 31.03.2024, NCVET has granted recognition to 66 AAs out of which 62 have signed the agreement with NCVET and 04 were given provisional recognition, details are in **Annexures- 6 and 7**, respectively.

4.2.1.3.4 Formulation & Implementation of NCVET Guidelines:

- a) **Guidelines for Development, approval and usage of National Occupational Standards(NOSs) & Micro Credentials (MC):** NOS guidelines specify the standard of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Each NOS defines one key function collating the related performance criteria in relation to the specific function in the job role concerned.

With the advent of new policies like recognition of multiple awarding bodies, a need was felt to provide more flexibility in design of the qualifications. NOS approval & alignment was mandated to establish and facilitate:

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

A micro-credential certifies the achievement of a coherent set of skills and knowledge and is specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, government, or the community. They are smaller than traditional qualifications and focus on skill development opportunities not currently catered to in the regulated skilling ecosystem. Unlike traditional degrees and certificates, micro-credentials are generally offered in shorter or more flexible time spans and tend to be more narrowly focused. Micro-credentials may be composed of units (performance criteria centered around identified learning outcomes) that can be developed within a sector or across sectors, typically in multiples of 7.5 learning hours per learning day. These can be structured as a set of 4 such days (30 hours), 2 such days (15 learning hours), or 1 such day (7.5 hours) with a FastTrack assessment conducted using online tools/modes. However, based on requirements, the number of hours may vary.

Put together, these NOSs and MCs form Qualifications which are used to skill/upskill/reskill learners for a particular job role. These Guidelines have been notified vide file number 42001/02/2022/NCVET on 03.03.2023.

List of NSQC approved NOSs & MC as on 31st March 2024 is at **Annexure 8**.

b. Guidelines for Diploma Qualifications in Vocational Education, Training & Skilling developed by NCVET

The National Education Policy (NEP) 2020 aims to address many growing developmental imperatives of our country. NEP 2020 promotes the holistic development of learners through a wide choice of subjects and courses. A key feature of this policy is the removal of rigid separations among 'curricular', 'extracurricular', and 'co-curricular' activities, as well as between 'arts', 'humanities', and 'sciences', or between 'vocational' and 'academic' streams.

In absence of clear guidelines regarding the approval & alignment of Diploma Qualifications in the VET ecosystem, there was an emerging need of such guidelines especially in light of objectives set out by NEP 2020 and NCeF. Accordingly, the Guidelines on Diploma Qualifications in Vocational Education Training & Skilling have been formulated by NCVET.

The Guidelines for Diploma Qualifications in Vocational Education, Training & Skilling have been notified and published on NCVET website on 15.05.2023.

c. Guidelines for recognition of Skill Universities as Awarding Body/Assessment Agency

The NCVET has been entrusted in consultation with the Central Government to frame broad guidelines, lay down basic minimum standards or norms for recognition as Skills University.

In order to facilitate Skill Universities in developing and conducting advanced vocational education & training programs including conducting extensive research to enhance the quality and delivery of skill training, and to formulate implementable Guidelines, the MSDE, in April 2023, constituted a committee to examine various issues related to skill universities (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.

The committee after detailed deliberation worked on the formulations of

- i. Provisions of Skill Universities and development of Skill University Guidelines
- ii. Formulated an independent sub-committee for devising criteria and parameters for NAAC ranking
- iii. Formulation of Degree Apprenticeship Guidelines. (committee decided to have separate guidelines for implementation of apprenticeship in higher education and VETS)

The committee is in process of finalizing its report for submission to MSDE.

d. Guidelines for Training of Trainers (ToT)

The NCVET has been entrusted with the important function of 'frame guidelines for training and certification 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, the 'Training of Trainers' (ToT) has been established 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 Draft Guidelines for ToT was formulated after deliberations over multiple detailed consultations with stakeholders like MSDE, MSME, DGT, NIELIT, NSDC, NTTFF, CDAC and SSCs. The initial draft of the guidelines was uploaded 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 will provide 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. These guidelines may be updated as and when needed, subject to the approval of the National Council for Vocational Education and Training. The Guidelines may be referred through the following URL:

<https://ncvet.gov.in/wp-content/uploads/2024/02/ToT-Guidelines.pdf>

e. Guidelines for Training of Assessors (ToA)

Assessors play a pivotal 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.

In the absence of proper guidelines, it was observed that assessors employed in the ecosystem by various stakeholders did not always follow proper procedures for selecting trainers and assessors. This often compromised the standards of assessment, leading to a cascading effect that diluted assessment quality. Therefore, to clearly define the objectives of the ToT programs, it became imperative to formulate comprehensive guidelines for ToA to ensure the effectiveness of these initiatives in transferring knowledge and skills

These guidelines will help to establish standardized procedures and practices, ensuring consistency and uniformity in activities and operations. This standardization simplifies processes, reduces ambiguity, and enhances efficiency.

The Guidelines for ToA have been formulated after deliberations over multiple detailed consultations with stakeholders. The Guidelines for ToA have been notified and published on NCVET website on 27.03.2024. The Guidelines may be referred through the following URL:

https://ncvet.gov.in/wp-content/uploads/2024/03/ToA-Guidelines_final.pdf

f. Revision of Guidelines for Recognition and Regulation of Awarding Bodies

In pursuance of the mandate of granting recognition to Awarding Bodies (ABs) vide NCVET Notification No. SD-17/113/2017-E&PW dated 05.12.2018, NCVET had formulated the 'Guidelines for Recognition and Regulation of Awarding Bodies' (mentioned as AB Guidelines hereafter) and Operational Manual which were ratified and launched by Hon'ble Minister, Skill Development & Entrepreneurship on 27.10.2020. Since then, NCVET has been persistently and diligently following the process laid down in the NCVET recognition Guidelines for granting recognition.

The skilling ecosystem in the country is highly dynamic owing to the technological advancements and positive disruptions brought out as a result of major policy initiatives such as launch of NEP in 2020, NCrF and revised NSQF in 2023. In line with the implementation of such major policy changes in the Vocational Education, Training and Skilling (VETS) ecosystem and the feedback received from various stakeholders during consultative meetings, a need was felt to comprehensively revise the AB Guidelines 2020 with an overarching objective of ensuring high-quality VETS operations through credible and effective training, assessment and certification. Also, it is quite challenging to refer to two separate documents, namely the AB Guidelines and the Operational Manual, while seeking recognition. Thus, these guidelines are being revised as per the feedback and suggestions received from the stakeholders during the implementation.

During revision, multiple aspects of the guidelines are being discussed with the stakeholders such as further streamlining the process of recognition for awarding body, parameters for rating and shortlisting, proposing new innovative assessment methods for effective and efficient assessments, etc.

g. Revised Guidelines for Assessment Agencies (AA)

The skilling ecosystem in the country is highly dynamic due to technological advancements and positive disruptions resulting from major policy initiatives such as the launch of NEP in 2020, the NCrF, and the revised NSQF in 2023. In response to the implementation of these significant policy changes in the Vocational Education, Training, and Skilling (VETS) ecosystem, and based on feedback from various stakeholders during consultative meetings, there was a recognized need to comprehensively revise

the AA Guidelines 2020. The primary objective of this revision is to ensure high-quality assessments that uphold the credibility and effectiveness of vocational education and training programs.

The revised comprehensive “Guidelines for Recognition and Regulation of AAs” will serve as a reference point, outlining the norms of recognition and detailing the implementation process, monitoring mechanism, and repository of documentary evidence required for the initial recognition and continued affiliation of assessment agencies. These guidelines set forth governance and effective working principles in line with globally recognized accreditation standards for quality assurance, aiming to identify and sustain best-in-class AAs within the NCVET ecosystem.

The guidelines establish standards for the recognition of Assessment Agencies and provide a framework for their monitoring and evaluation. As an overarching regulator, the vision of these guidelines is to create a pool of top-tier Assessment Agencies for assessment delivery through standardized norms, continuous quality governance, and incentivization of high-performing agencies. This approach will enable these organizations to integrate effectively into the system while upholding the principles of validity, fairness, reliability, and flexibility.

Coverage of all the guidelines is displayed at **Annexure-9**.

h. Report on National Programme on Artificial Intelligence (NPAI) Skilling Framework-

- i. The National Programme on AI Skilling Framework report was approved on 25.09.2023 vide OM No. EP/21/2023-POL-CDN by MSDE and is aimed at equipping the nation with the necessary skills in Artificial Intelligence (AI) including Generative AI. This executive summary provides an overview of the key aspects covered in the document, emphasizing the critical importance of skilling.
- ii. As per recommendation, the skilling requirements in AI shall be categorized under three broad categories:
 - a. For “All”: for the end users who require basic digital literacy skills to effectively use AI interfaces, & tools, understand responsible AI practices, and navigate potential pitfalls.
 - b. For “Many”: This encompasses AI-empowered individuals who seek digital fluency to enhance productivity, utilize AI tools, and grasp AI applications in their respective fields.
 - c. For “Few”: AI-skilled professionals who possess digital mastery, encompassing technical expertise in areas like coding, data analytics, machine learning, cybersecurity, and cloud computing, information security and other related technologies, enabling them to develop AI products and solutions across domains. This also includes specialized new areas such as Explainable AI, AI in legal & legal for AI, which will be created.
- iii. The report provides high level details of the courses that are existing and the ones that may be created to meet the future demand, both in IT industry & the other business verticals. This will involve establishing AI-focused training institutions, creating partnerships with industry leaders, fostering research and development, and promoting entrepreneurship in the AI domain, together with need to Collaborate with Ed-Tech partners. Some of the areas covered are:
 - a. Introduction to AI should start from the early school levels where children can be taught AI tools and be introduced to what AI is and recognize where it is being used.
 - b. There is a large amount of course material available from various sources. Along with creation, reuse of existing content should be encouraged and multiple modes like self- paced and blended, based on the audience can be leveraged.
 - c. Every course, small or big, must have a module on Ethical AI for a minimum of 10% of its duration. Ethical considerations, transparency, fairness, and privacy must be integrated into AI training programs to ensure that AI systems are developed and deployed responsibly.

4.2.1.3.5 Other Major initiatives:

a. The National Credit Framework (NCrF):

- i. To fulfil the vision of National Education Policy 2020, of making education more holistic and effective and integrate of general (academic) education and vocational education, the Government of India had approved the constitution of a High-Level Committee, vide order dated 18.11.2021, 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 National Credit Framework (NCrF) has been jointly developed by UGC, AICTE, NCVET, NIOS, CBSE, NCERT, Ministry of Education, DGT, and Ministry of Skill Development as a comprehensive framework encompassing elementary, school, higher, and vocational education & training, integrating **all dimensions of learning i.e. academics, vocational skills and experiential learning including relevant experience and professional levels acquired.**
- iii. The High Level Committee after conductive extensive deliberation in the 12 meetings of HLC and stakeholder discussions with universities, Schools Boards, Awarding Bodies, SSCs, Secretaries of technical and vocational depts. of various states, NCF focus groups etc. and submitted its initial recommendations and on **19.11.2022, the Hon'ble Minister launched the Report of Draft National Credit Framework for public consultation** in online presence of more than 600 institutions including Universities, Colleges, School Boards and various schools, Sector Skill Councils and others. The public consultation was kept open till 30th of November 2022
- iv. The National Credit Framework is expected to fulfil the following objectives:
 - Remove hard separation between General and Vocational education
 - Establish equivalence between General and Vocational education and training/ skilling
 - Enable mobility between and within General and Vocational education and training/ skilling
 - Enables provisions for Lifelong Learning through Multiple Entry and Exit Options
 - Integrate Education, Skilling, and Work Experience
- v. The Report of the NCrF as finalized by the High-Level Committee duly signed by all members has been notified by UGC on 10.04.2023. The NCrF was adopted by NCVET on 12.05.2023.
- vi. 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 Vocational Education, Training and Skilling (VETS) vide letter no. 5-1/2023-U1A-Part (1) dated 10.05.2023 with chairperson UGC as the chairman and Chairperson NCVET as co-chair along with other representatives. Subsequently, the HLC constituted three subcommittees to formulate the SOP for implementation of NCrF in school, Higher and Vocational Education headed by chairperson CBSE, member Secretary AICTE and Executive Member NCVET respectively.
- vii. The SOP for implementation of NCrF in School Education, Higher Education as well as Vocational Education, Training and Skilling (VETS) was placed for public consultation from 28.06.2023 to 25.01.2024. The inputs recieved after public consultation were suitably incorporated in the SOPs and the same has been finalized by all the 3 sub-committees and submitted to HLC.
- viii. The HLC has finalized the recommendations and the final SOP are in process of being notified.



Figure 4.1: Dr. N.S. Kalsi, Chairperson NCVET addressed principals of the engineering, polytechnic institutes during Vikasit Bharat event at Mumbai to aware about NEP2020, NCrF, NSQF

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

- i. NCVET is developing a flexible plug and play model of modules and sub-modules of Employability Skills (ES)/ Soft Skills (SS)/ Life Skills (LS).
- ii. A committee was constituted as per the decision of NSQC comprising of members from UGC, AICTE, NCVET, NCERT, DGT, NSDC, and representatives from the select SSCs, ABs including some expert organizations like QUEST ALLIANCE, UNICEF, and Wadhvani Foundation. Various skills and competencies, including higher order skills, aligned to various NSQF levels were identified and finalized. The Council was apprised about this development in the 9th Council meeting that was held on 17.08.2023. The 50 sub-modules under 9 modules have been put across 4 variants of different NCrF/ NSQF Levels. The variants of NSQF/NCrF are mentioned below:
 - a. The skills have been covered in Basic level ES/SS/LS - would cater to NCrF/NSQF Level 1 and 2 and level 2.5 in some cases.
 - b. Intermediate ES/SS/LS - NCrF/NSQF Level 2.5, 3, 3.5, 4
 - c. Advance ES/SS/LS - NCrF/NHEQF Level 4, 4.5, 5, 5.5, 6
 - d. Higher Order ES/SS/LS - NCrF/NHEQF Level 6, 6.5, 7, 8

The components to be covered under content of the Employability Skills are Curricula, classroom training content as well as e-learning content (Basic, Intermediate, Advanced and Higher Order) in a modular manner such that multiple combinations are deployable in a plug and play format.

- iii. The Model Curriculum of 50 sub-modules for the above mentioned four have been developed with the support of the stakeholders and the organisations such as CII, Media SSC, Management SSC, NASSCOM SSC, Wadhvani Foundation, NIESBUD etc. These have been vetted of the curricula by Subject Matter Experts from the stakeholders and organisations like TISS, CII, Banks, SSC's, Universities, Media companies, CDAC etc.
- iv. To facilitate a standardised development of the content (including the e-learning content and classroom training content) of the modules/sub-modules, a proposal for funding the project under SANKALP scheme was presented before Project Approval Board (PAB) MSDE, along with the Concept note and the same has been approved by the competent authority on 17.11.2023.
- v. Accordingly, three RFPs (constituting 3 modules each) were published on e-GeM portal on 22.12.2023 to select the GeM registered content development agencies for the development of the

deliverables mentioned in the scope of work which involves development in a time bound manner without compromising the quality to enable the stakeholders to implement the same from the next session. The high level scope consists of:

- vi. Validation of Model curriculum, development of Classroom training based content based on model curriculum consisting of learner's workbook; and learning resources/aids for all the sub modules, development of e-learning content in English and Hindi based on the model curriculum for all the sub modules, Training Manual and Instructional strategy, trainer slides, basic assignments, tutorials for all the sub modules, Assessment Manual and strategy, practical assessments, and evaluation keys for all the sub-modules.
- vii. The requisite number of the bids have been received by NCVET. A Technical Evaluation Committee has been formed by NCVET comprising members from MSDE, NIOSUGC, IGNOU, AICTE, NIC, CBSE, NIESBUD, SSC to ensure the selection of a qualified and capable development agency to develop a comprehensive and good quality content aligned with the identified learning outcomes for the employability skills framework. Initial scrutiny of the documents has been done and as approved by the TEC, the deficiencies have been uploaded on GM portal for the bidders to submit the same.
- viii. The content developed for Employability Skills will be made available/ implemented across all stakeholders including School Education, Higher Education as well as Vocational Education, Training & Skilling ecosystems free of cost, therefore it has to be of high quality and standards. Hence, agencies will be selected through an open tending process on e-GeM on the basis of Quality Cost Based System (QCBS), with Technical: Financial weightage as 60:40. The NCVET/ MSDE shall have complete ownership and control over all the content developed during the project and shall have the IPR for the content so developed.

c. Long Term Training (LTT) and ShortTerm Training (STT) Certificates as approved by NCVET Council, Uniform Certificate with Unique Coding for Skill Trainings

- i. In pursuance of the Gazette Notification No. SD-17/113/2017-E&PW, NCVET has been conceptualising and developing custom made certificates to the dynamic needs of the industries and miscellaneous stakeholders in the VETS ecosystem to bring in standardisation in the certification process.
- ii. The certificates are embedded with a unique code indicating the year of issuance, State/ UT of training, Awarding Body category and code, qualification name, 'Skill India' logo may be prominently displayed, name of the assessment agency, Certificate number, signify a commitment to standardization. NCVET Certificates, issued by various Awarding Bodies, have begun circulation within the skill ecosystem, emphasizing transparency. The details of all the 18 certificate templates approved in NSQC are given below:
 - Armed Forces (Tri Services)
 - National Apprentice Certificate (NAC)
 - National Trade Certificate (NTC)
 - Dual System of Training under CTS
 - Flexi MoU under CTS
 - Certificate For Skill Competency STT
 - National Craft Instructor Certificate
 - Certificate for Skill Competency - Short Term Training (STT)
 - Certificate for National Occupational Standards
 - Certificate for Micro Credential
 - Certificate for Upskilling
 - Certificate for Reskilling
 - Certificate for Recognition of Prior Learning
 - Certificate for Recognition of Prior Learning with Upskilling
 - Certificate for National Apprenticeship Optional Trade

- Certificate for University
 - Certificate for School Board
 - Diploma/Advance Diploma
- iii. The PM Vishwakarma Scheme was launched by the Hon'ble Prime Minister on 17th September 2023 to improve the quality as well as the reach of the products and services of traditional artisans and craftspeople. Accordingly, four (04) certificates were designed for issuance. The details of the certificates are given below:
- Certificate of Skill Competency for Trainer
 - Certificate of Skill Competency for Assessor
 - Certificate of Honour for Skill Competency
 - Certificate for Recognition of Prior Learning with Upskilling
- iv. World Skills Competition and India Skills competition were also brought in the ambit of NCrF and NSQF. Accordingly, four (04) certificates were designed. Details of the certificates are given below:
- Certificate for India Skills- National
 - Certificate for India Skills- Pre-National
 - Certificate for India Skills- State Level
 - Certificate for India Skills- District Level

PM Vishwakarma Certificates



INDIA SKILLS Certificates



Skill Certificates





Figure 4.2: Uniform Certificates

d. National Classification of Occupation (NCO) Codes

- i. One of the main objectives of National Classification of Occupations is to identify the occupations and jobs existing in the economy so that the gaps between the demand and supply of the skilled manpower may be ascertained. Based on such data, policy to address skill gaps which includes designing required VET & skilling programs is drafted and implemented. Classification of occupations helps in mapping of domestic job roles of any country with corresponding international job roles classified under similar nature enhancing the international mobility of learners. Therefore, classification of occupations plays a major role in VET & Skill Development policy of any nation.
- ii. As a standard practice of NSQF alignment, all Qualifications are required to be mapped to a NCO code given by Ministry of Labour & Employment (MoLE). Mapping of NCO with Qualifications is a standard exercise. However, during the implementation certain anomalies in assignment of NCO codes to the Qualifications were observed as follows:
 - a. Non-Assignment of Code
 - b. Incorrect Assignment of NCO Codes
 - c. Non-Availability of Codes for futuristic job roles, Industry 4.0 etc.
 - d. Multiple Codes mapped to a single Qualification
 - e. Assigning Codes to New Age Qualifications
 - f. Assigning Codes to Rationalised Qualifications with Electives
 - g. Lack of Clarity amongst Awarding Bodies about the concept of NCO Codes, its importance & relevance and its overall application
- iii. To address the issues listed above, the National Skills Qualification Committee (NSQC) in its 26th Meeting proposed to form a committee on mapping of qualifications with NCO codes under the chairpersonship of Executive Member, NCVET with members from Ministry of Labour & Employment (MoLE), MSDE, UGC, AICTE, NCVET, DGT, NSDC and select Awarding Bodies and accordingly, the 'Committee on Mapping of Qualifications with NCO Codes' was formed.
- iv. An extensive exercise in consultation with all the Awarding Bodies was undertaken to identify and rectify the NCO codes of all the existing NSQF aligned & approved qualifications. The capacity building workshops were also held by MoLE for all the NCVET recognised Awarding Bodies.
- v. As per the mandate of the committee and based on extensive consultations and mapping exercise, a detailed Report on mapping of qualifications with NCO Codes has been prepared along with a Handbook with detailed instructions for correct and easy mapping of qualifications across sectors. The Report contains various recommendations of the committee along with the use cases & process flow charts for easy allocation of NCO Codes. The Report on the Mapping of NCO Codes with the Qualifications was submitted before the NSQC Committee in the 31st NSQC held on 31.08.2023. The Report of the Committee is available at: <https://hcvet.gov.in/wp-content/uploads/2023/10/Report-on-Mapping-of-Qualifications-with-NCO-Codes.pdf>

e. Digilocker - Central Skill Certificate Repository:

Taking a step forward towards making India digitally empowered under the Digital India campaign, NCVET has established a National Skill Certificates Repository in collaboration with Digilocker. This central skill repository, hosted by Digilocker, will integrate all NCVET-recognized Awarding Bodies (ABs) to digitally store all skill certificates issued by them. To formalize this arrangement, a Memorandum of Understanding (MoU) was signed between NCVET and Digilocker on World Youth Skills Day, 2021. The central skill repository provides a permanent, safe, and authentic record of all skill certificates. This will enable learners to access their certificates digitally anytime and anywhere, eliminating the

risk of losing or damaging the physical certificates. A digitally stored skill certificate in this repository will be legally equivalent to the original. It will also facilitate online, quick, and reliable verification of certificates by stakeholders such as employers, educational institutions, banks, and government agencies. Verifiers will have access to authentic documents at reduced costs and time. Additionally, the central skill repository will enhance transparency and safety through a secure and reliable digital gateway. It will also support the implementation of the Unified Credit Framework and Unified Bank of Credits. As of 31.03.2024, 47 Awarding Bodies have already been registered on Digilocker.

f. SAMRIDH: Project inputs to KPMG Project on Job Growth in India's Renewable Energy Sector

As part of the India@2047 plan for a 'future-ready India' to mark the 100th year of Indian Independence, it is paramount to focus on preparing the workforce for future jobs and catalyzing economic growth through reskilling, upskilling, training, education, and training-of-trainers initiatives. Necessary actions are required to foster innovation through research and development and to embed future skilling needs across engineering, management, and vocational education and training. This will help in developing an 'Aatmanirbhar' ecosystem.

With a broader vision of meeting the demands for skilled manpower in a sustainable and futuristic way, catalyzing economic growth, and establishing India as a leader in the green economy, the Future Energy framework 'SAMRIDH' was initiated. This framework aims to create an adequate pool of skilled manpower across various sectors. It focuses on identifying technological shifts and resulting future skilling needs along the skills value chain while developing a policy framework to address skill gaps arising from future demands. The emphasis is on empowering youth by imparting future skills, as well as upskilling and reskilling the existing workforce to maintain their relevance.

A task force comprising key stakeholders from the Ministry of Education, MSDE, All India Council for Technical Education (AICTE), and NCVET was constituted under the guidance of the Hon'ble Minister of Education and Skill Development & Entrepreneurship to strategically drive this endeavor.

Overall recommendations:

Suggestions on courses/ programs and industry tie ups on courses through primary and secondary research, which included study of International Best Practices was worked upon and detailed out. Also, recommendation of a medium term action plan for the Ministry and other key stakeholders was provided. Recommendation include:

- Action plan for key stakeholders including Ministry, AICTE, NCVET and implementing agencies
- Sector specific content strategy, and course recommendations for Swayam, Skill India portal
- Specific recommendation on setting up of Industry, Academia collaborations and setting up of SOPs and working groups to drive the change

g. Restructuring/rationalising DGT (CITS/CTS) Qualifications:

Almost all the qualifications of the DGT are aligned to the NSQF. However, to enable their integration with the emerging national format for developing qualifications, the DGT qualifications (152 CTS and 55 CITS) have been restructured and rationalised in the form of National Occupation Standards (NOS). Further, the duration of the ITI programs have 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, 152 Craftsman Training Scheme (CTS) Qualifications and 55 Craft Instructor Training Scheme (CITS) Qualifications duly restructured and rationalized have been uploaded on the National Qualifications Register (NQR) portal as approved by the NSQC in its 31st meeting held on 31.08.2023.

h. 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. The details of steps undertaken is as below:

i. Regularization of NSQC and fast tracking of the approval process:

The qualification approval process has been streamlined to a maximum of 60 days upon receipt of complete docket from the Awarding Body. Also, the NSQC date has fixed to be conducted on last Thursday of every month.

ii. Standardized templates of qualification file (06)

Qualification file template for generic qualifications/job-roles, Heritage/ traditional Qualifications, NOS, Micro-credentials, OEM based Qualifications and Defence Qualifications have been developed and standardized.

iii. Expansion of Scope: The NSQC now has made provisions for approval of NOS, Micro-Credential (MCr) and in process of approving Nano-Credentials (NCr).

iv. Uniform certificate template for standardization in certificates issued to students/learners in various skilling programs have been designed and approved. As on date 18 types of certificate templates have been standardized which include:

1. Armed Forces (Tri-Services)
2. National Apprentice Certificate (NAC)
3. National Trade Certificate (NTC)
4. Dual System of Training under CTS
5. Flexi MoU under CTS
6. Skill Competency Certificate (STT)
7. National Craft Instructor Certificate
8. Skill Competency Certificate (STT)
9. National Occupational Standards Certificate
10. Micro Credential Certificate
11. Upskilling Certificate
12. Reskilling Certificate
13. Recognition of Prior Learning (RPL) Certificate
14. RPL with Upskilling Certificate
15. National Apprenticeship Optional Trade Certificate
16. University Certificate
17. School Board Certificate
18. Diploma Certificate

Apart from the above, customized certificates for World Skills and PM Vishwakarma Scheme have been developed and approved by NCVET for issuance to trained candidates.

v. Revision of Occupational Map (OM):A new revised template for occupational map has been developed and shared with all ABs for authentic & market validated occupational maps providing for verified vertical & horizontal progression avenues to a learner.

vi. Promoting Indian Language:It has been mandated that all qualifications/NOS/MCr/NCr will now be mandatory submitted in both English and Hindi Language.

vii. Approval on file or urgent approvals: Cases where it is required to NSQF align and approve a qualification/NOS/MCr on an immediate/urgent basis due to any justified reasons, provision for on-file approval has been prescribed. In such cases, the process is fast tracked, however no step of the process is skipped. Also, the AB is required to submit the details of the learning material in such cases.

viii. Inclusion of Employability Skills Module:It has been decided that mandatory common NOSs on employability skills be included in all qualifications during their approval & alignment with NSQF.

Accordingly, NOSs and Curriculum of duration 30, 60, 90 & 120 hrs have been developed. Keeping in line with the future of work requirements these employability skills are further being rationalized and by adding higher order skills

ix. Flexibility to Industries:

- provision of dynamic qualifications
- Electives option in Skill Courses
- NSQF alignment of Qualifications from MNCs/OEMs
- Approval of qualification of future and emerging skills
- Approval of Multiskilling and Cross Sectoral Qualifications

x. Archival of Qualification: A new segment of 'Archive' has been added to the current architecture of NQR to store the inactive Qualifications and enable the Awarding Bodies to retrieve the same as per the requirement, following due procedure. **As on date, 3577 such qualifications have been archived on NQR portal.**

xi. Capacity Building initiative for recognized Awarding Bodies: It has been observed that the recognized awarding bodies face certain hinderance with various processes of NCVET primarily related to NSQF alignment and approval. To help the ABs function seamlessly, NCVET has provisioned for a capacity building initiative, once a month to clear any doubts that the ABs may have. This enables in consolidation of time and effort for not only NCVET but also the ABS.

i. 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 sub sectors, and developing National Occupational Standards (NOS) / Micro-credential and qualifications corresponding to these skills. These qualifications are aligned with the NSQF and approved by the National Skill Qualification Committee (NSQC). NCVET-recognized Awarding Bodies have already developed and aligned 434 qualifications that are future-oriented.
- iii. This initiative also aims to equip the workforce with the necessary skills to thrive in industries and Original Equipment Manufacturers (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 work force to lead on the global stage.

j. Project Punah Sthapan

- i. The project "Punah Sthapan" was undertaken by Indian Army to become recognised Awarding bodies (Dual) and align all their skill qualifications with National skills, qualification framework (NSQF) and undertake training in NSQF aligned and approved qualifications. NCVET had wholeheartedly supported with hand holding Indian Army in their project.
- ii. Accordingly, 19 Institutions of the Tri Services of India i.e. Indian Navy, Indian Air Force and the 17 Directorates of the Indian Army were recognized as an Awarding Body (Dual) and formally affiliated to the skill ecosystem under the project 'Punah Sthapan'.
- iii. 274 Qualifications of Indian Armed Forces (Tri-Services) including 191 Qualifications of Indian Army (17 directorates), 55 qualifications of Indian Air Force and 28 Qualifications of Indian Navy have since been NSQF (National Skill Qualification Framework) aligned and NSQC (National Skill Qualification Committee) approved.

k. Development of NCVET Digital Enterprise Portal:

- i. NCVET initiated the prescribed process through GeM for the development of a robust IT application-enabled portal as a single-window platform for the smooth execution of its responsibilities, free from

human interference. The digital platform will oversee the regulation of all entities within the skill development ecosystem, encompassing activities such as recognition, approval of qualifications, monitoring, grievance resolution, grading, and rating. This portal will enable NCVET to gather, analyze, and review secondary data from stakeholders, facilitating better governance and quicker decision-making.

- ii. M/s Deloitte Tohmatsu India LLP was on boarded through the GeM portal via bid number GeM/2022/B/2162439 dated 09.05.2022 for the design of IT systems and setting up a Programme Management Unit (PMU) for NCVET. M/s Deloitte has prepared the scalable and flexible system architecture and the RFP for on boarding the System Integrator for the development and implementation of the Digital Enterprise Portal.
- iii. The RFP for selection of System Integrator developed by M/s Deloitte had been and floated on GeM vide bid no. GeM/2023/B/3299991 dated 23.03.2023 after due approval. As per the GeM procedure based on QCBS method, Tata Consultancy Services (TCS) has been selected H1 bidder. TCS has been on boarded as System Integrator for Development and implementation of DEP on 10.11.2023 and development of the DEP portal is under progress on a Fast track mode.

I. National Qualification Register (NQR):

NSQF alignment and approval of qualifications is a dynamic process. The qualifications aligned and approved by the NSQC are then listed in the National Qualification Register (NQR), which is the national public repository of all qualifications aligned to NSQF. As on 31.03.2024, 7438 (including 349 Future Qualification) NSQF aligned and approved qualifications are listed in NQR and out of which, 3577 qualifications have been archived and are available in 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.

m. Promotion of use of Indian Languages in VET domain:

NCVET has taken several initiatives to promote the use of Indian languages in VET to achieve the objectives of NEP 2020. These initiatives include:

- i. Encouraging Awarding Bodies to develop VET content in Indian languages.
- ii. Ensuring availability of already approved qualifications and related curricula in Hindi or in other Indian Languages also along with English, as per applicability. 60% of active qualifications have already been translated and are available in bilingual.
- iii. NCVET officials participated in the 3rd All India Official Language Conference organized by the Department of Official Language, Ministry of Home Affairs, Government of India in Pune on September 14-15, 2023. The conference emphasized the use of Hindi and other Indian languages in education.
- iv. Under the guidance of Ministry of Education, Government of India, NCVET and CIIL organised a two-day “Technology & Bharatiya Bhasha Summit” on 30.09.2023– 01.10.2023, in collaboration with various educational bodies like UGC, AICTE, etc. to explore how technology can be harnessed to promote and utilize Indian languages. Technical experts, researchers, startups, and policymakers participated in the event, showcasing a collaborative effort to promote education in Indian languages. Dr. Nirmaljeet Singh Kalsi, Chairperson, NCVET presided over a crucial session entitled “Technology and Indian Languages.” The session showcased the critical role that technology plays in advancing the use of Indian languages across various sectors.
- v. On the birth anniversary of Mahakavi Subramanya Bharati (December 11), the Bharatiya Bhasha Utsav was celebrated with great enthusiasm in NCVET. During the festival, various events were organized, including a Hindi workshop, the “Meri Matribhasha Mere Hastakshar” campaign, and a multilingual cultural program.

n. Rajbhasha:

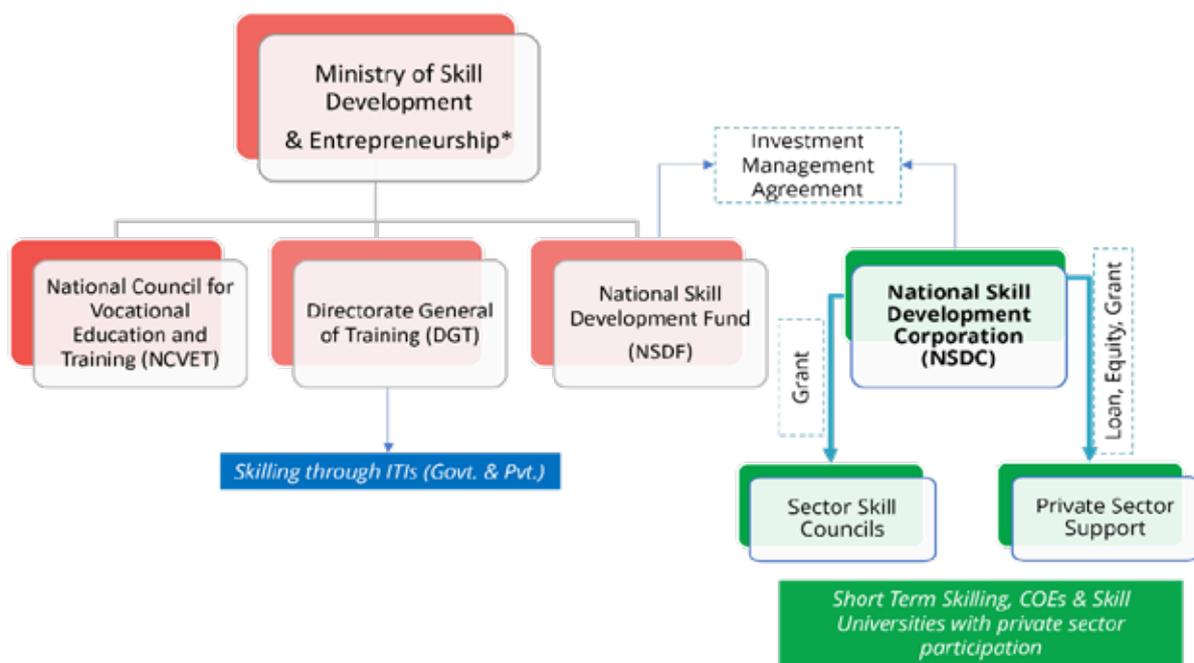
In compliance with the Official Language Policy of the Union, continuous efforts are being made to increase the use of Official Language in NCVET. Official Language Implementation Committee has been constituted in the office and meetings of the committee are held regularly. This year meetings

of the committee were held on 30.06.2023, 29.09.2023, 20.12.2023 and 19.03.2024. Hindi Workshops are regularly organized in the office to train the officers and employees of NCVET to do their official work in Hindi. This year Hindi workshops were organized on 11.12.2023, 29.02.2024 and 27.03.2024. One Hindi Typist (DEO) has been engaged in NCVET from 19.06.2023 and one Consultant (Official Language) from 01.12.2023. New website of the Council is designed in bilingual format and all Minutes of Council Meetings of NCVET, all Minutes of NSQC Meetings and all Policies and Guidelines issued by NCVET for regulation and operation of skill ecosystem etc. are available in bilingual format. All the computers/laptops in the office are equipped with the facility to work in both English and Hindi languages and the facility of bilingual work has also been made available on the new computers purchased during the period. Two concerned officers of NCVET participated in the 3rd All India Official Language Conference organized by the Department of Official Language, Ministry of Home Affairs at Pune on 14-15 September, 2023. Hindi Pakhwada is organized in the NCVET every year in the month of September with the objective of encouraging the officers and employees of NCVET to use the official language Hindi. This year 07 competitions were organized during Hindi Pakhwada. Officers and employees participated enthusiastically in these competitions. The winning officers and employees who got first, second and third place in these competitions were honored with cash prizes of Rs. 3000/-, Rs. 2000/- and Rs. 1000/- respectively along with a certificate. NCVET is a member of Town Official Language Implementation Committee (North Delhi). Last meeting of the TOLIC held on 17.11.2023 was attended by the concerned officers of NCVET. The above efforts being made to increase the use of official language in NCVET are leading to a significant increase in the use of official language Hindi in the NCVET.

4.3 National Skill Development Corporation (NSDC)

4.3.1 The NSDC, established 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), with the Ministry of Finance playing a pivotal role in its creation. 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.



*Other bodies under the Ministry include Indian Institute of Entrepreneurship (IIE) and National Institute of Entrepreneurship and Small Business Development (NIESBUD)

Figure 4.3: Major Organisations of MSDE

NSDC is the principal architect of skilling ecosystem in India. It aims to become “World’s largest platform for Skills, Jobs, and Entrepreneurship”. To achieve this, the organization is guided by “4Is”, which are the core values, that are:

- Impact (planet, people and prosperity)
- Inclusivity (gender, economic, social, cultural, geographic, linguistic, and technological)
- Innovation (digital first, impact accounting, and social capital)
- Integrity (trust and transparency).

NSDC's mission is to Skill and reskill/upskill 25 Mn Individuals, skill and reskill/upskill 15 Mn from disadvantaged socio-economic groups and operationalise 50K skill centres by 2025.

NSDC's target audience includes unemployed youth, school dropouts, underprivileged communities, and individuals seeking to enhance their employability through skill development programmes. It also caters to the needs of industries and employers by providing a skilled workforce to meet their requirements.



4.3.2 NSDC's Key Role in the Skilling Ecosystem

NSDC has assumed a multifaceted role in advancing India's skilling landscape. Primarily, NSDC acts as a catalyst in both formulating and executing policies effectively. It plays a pivotal role in establishing essential frameworks, such as monitoring mechanisms, assessment protocols, and standardization procedures for job roles and curricula. Rather than being an actual operator in the space, NSDC facilitates initiatives that can potentially have a multiplier effect.

Strategic engagements with diverse stakeholders including engagement with state governments, entities of the Government of India, international agencies, industries, corporates, non-profits and academia, NSDC endeavors to synergize skilling initiatives across varied geographies.



Core activities of NSDC includes:

Scheme implementation:

- **National Apprenticeship Promotion Scheme:** Engaged nearly 3 million apprentices with 0.25 million registered establishments since 2018-19.
- **Pradhan Mantri Kaushal Vikas Yojana:** Enrolled 2.3 million candidates, trained 0.84 million as of May 2024.
- **Pradhan Mantri Kaushal Kendra:** Establishes Model Training Centres in every district for high-quality, industry-driven skill training.
- **PM Vishwakarma Scheme:** Supports traditional artisans and craftspeople, with 0.45 million registered and 0.43 million trained as of May 2024.
- **Skill India Digital Hub:** An API-based platform integrating all skilling initiatives, offering courses, job opportunities, and support for entrepreneurship with over 8.8 lakh app downloads and 82 lakh registered candidates.
- **NSDC International:** Facilitated deployment of over 58,000 candidates across multiple countries including Israel, UK, Germany and Gulf Cooperation Council (GCC) to name a few.
- **NSDC Academy:** Established in 2023 to provide industry-aligned courses, enhancing students' employability by bridging the skill gap between education and industry demands.
- **Industry Partnerships and Corporate Social Responsibility:** Collaborated with 64 partners, 574 training partners, and operates 1,019 training centres to facilitate skill training under initiatives like "Skill India Mission".
- **Skill Impact Bond:** India's first development impact bond, leveraging private sector capital to benefit 50,000 young Indians, with 60% women, through outcome-based financing and skilling initiatives.

Figure 4.4: Key roles of NSDC

- **Sector Skill Councils:** Develop National Occupational Standards and Qualification Packs to address skill gaps and industry needs, with 36 SSCs established.
- NSDC's purview also encompasses the management of prestigious events like IndiaSkills and WorldSkills competitions further elevating the nation's skill ecosystem.
- Additionally, its proactive involvement in grassroots activities, entrepreneurship programmes, and liaison with political representatives underscores its commitment to fostering comprehensive skill development nationwide.

4.4 Sector Skill Councils (SSC)

- A. The SSC are set up as autonomous, industry led bodies and are registered as section 8 companies 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.
- B. SSC functions as defined by the National Skill Development Policy, 2015, developed as part of the Skill India Mission, are as follows:
- Identification of skill development needs including preparing a catalogue of types of skills, range and depth of skills to facilitate individuals to choose from them.
 - Development of a sector skill development plan and maintain skill inventory.
 - Determining skills/competency standards and qualifications and getting them notified as per NSQF.
 - Standardization of affiliation, accreditation, examination and certification process in accordance with NSQF as determined by NSQC. May also conduct skill based assessment and certification for QP /NOS aligned training programmes.
 - Participation in the setting up of affiliation, accreditation, examination and certification norms for their respective sectors.
 - Plan and facilitate the execution of Training of Trainers along with NSDC and States.
 - Promotion of academies of excellence.
 - Will lay special emphasis on the skilling needs of ST/SC, differently abled and minority populations
 - SSCs shall ensure that the persons trained and skilled in accordance with the norms laid down by them are assured of employment at decent wages.
- C. All SSC are to showcase their achievements in their functions through Annual Business Plan submitted to NSDC every year. The significant parameters and the achievements in FY 2023-24 for the SSCs are as follows:
- **Training of Trainers & Assessors:** SSC during the year have created a pool of nearly 50 thousand trainers and over 16 thousand assessors
 - **Industry- funded trainings:** Almost 1.2 lakh candidates were trained through funding from Industry
 - **Job aggregation:** SSCs have aggregated over 21 lakh jobs through their industry partners
 - **Apprenticeship engaged through industry partners:** A total of 9.31 lakh apprentices have been aligned through optional trades
 - **Establish Centre of Excellence:** SSCs have identified nearly 200 premier institutes as CoEs so far.
 - **Adherence to good governance practices**



Figure 4.5: LG Hope Technical Skill Academy, CoE of Electronics Skill Council of India



Figure 4.6: TE Connectivity India Pvt. Ltd, Satara Maharashtra, CoE of Automotive Skill Development Council

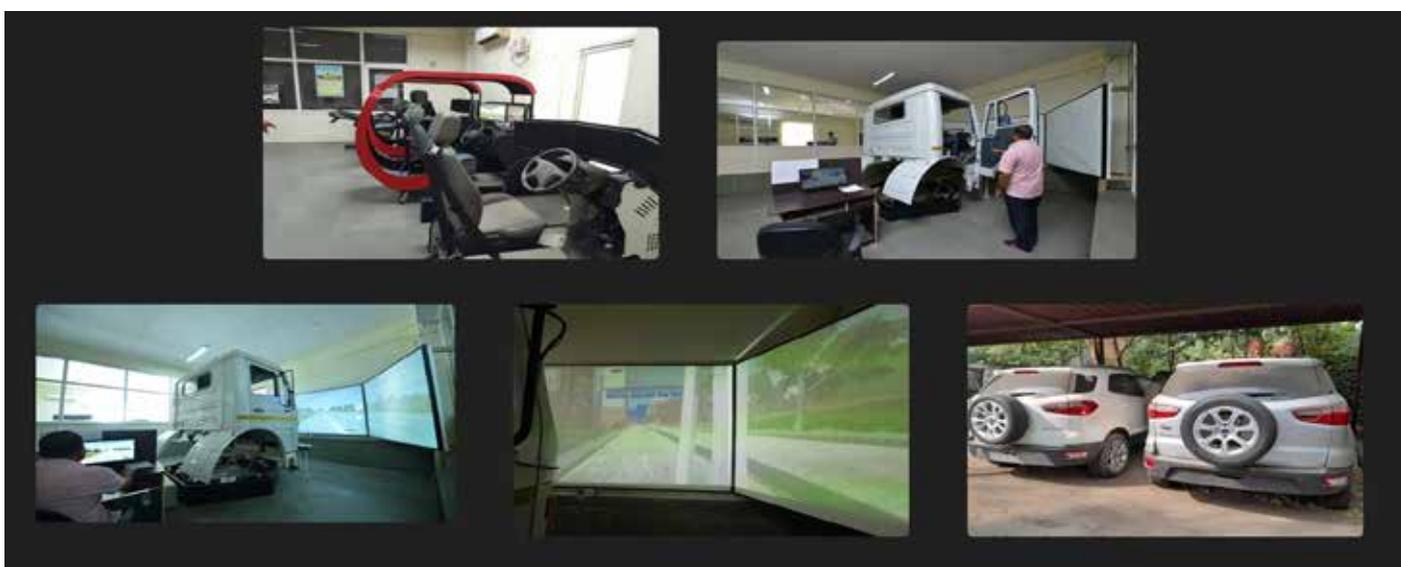


Figure 4.7: LMV, HMV Simulator and Left-Hand Drive LCV, CoE of Logistics Sector Skill Council, Ajmer, Rajasthan

The table below has the list of active Sector Skill Councils is at **Annexure 10**.

4.5 National Skill Development Fund (NSDF)

The 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. 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. The present composition of the Board of Trustees of NSDF is as under:

- i) Secretary, MSDE (Chairperson and Trustee);
- ii) Shri Anurag Goyal, Senior Adviser, NITI Aayog (Trustee);
- iii) Shri Bhushan Kumar Sinha, Joint Secretary, DFS, MoF (Trustee);
- iv) Shri T.V. Mohandas Pai (Trustee) (Representative from Industry);
- 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.

The accounts of the Trust are subject to statutory audit by a Chartered Accountant for each financial year, as directed by the Government of India. The Trust has engaged IFCI Ltd. to undertake oversight activities for NSDC in accordance with the Investment Management Agreement (IMA) between NSDC and NSDF. The Monitoring Agency provides 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 the Income Tax Act, which allows the Trust to work more effectively in the skill development sector by providing tax incentives to donors of funds.

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

Introduction

The NIESBUD, Noida, Uttar Pradesh, is an organization under the administrative control of the Ministry of Skill Development and Entrepreneurship, engaged in training, consultancy, research, 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. It began operations 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.

Major Activities during Financial Year 2023-2024

From April 2023 to March 2024, NIESBUD conducted 4,903 programs across various categories focused on simulation, support, and sustenance of entrepreneurship development. A total of 122,563 participants attended these programs.

Table-4.4: Details of Training and Participants during FY 2023-24

Total No. of Trainings and Participants from April, 2023 to March, 2024			
Sl. No.	Programme Type	No. of Programmes	No. of Participants
1.	Entrepreneurship Awareness Programmes (EAP)	1715	42895
2.	Entrepreneurship Development Programmes (EDP)	1073	26830
3.	Entrepreneurship cum Skill Development Programmes (ESDP)	598	14943
4.	International Training Programme (ITP)	9	232
5.	Management Development Training Programme (MDP)	104	2610
6.	Trainers of Training Programme (ToT)	59	1474
7.	Workshops	69	1714
8.	Meta (Session on Digital Marketing)	720	18000
9.	Jan Bhagidari Activities	300	7500
10.	Participation in G20 Summit	2	15
11.	Participation in Swachta Campaign	254	6350
Total		4903	122563

The above data depicts the number of training programmes and participants for various projects and schemes from April, 2023 to March, 2024.

The key training activities conducted by the Institute in F.Y. 2023 – 24 are mentioned below:

- **Entrepreneurship Awareness Programme:** NIESBUD has conducted 1715 Entrepreneurship Awareness Programmes to create awareness among the youth for pursuing entrepreneurship as a viable career option. A total number of 42895 participants attended these awareness programmes.
- **Entrepreneurship Development Programme:** The Institute has conducted a total number of 1073 Entrepreneurship Development Programmes in order to promote self-employment and entrepreneurship among the budding and existing entrepreneurs to set up and scale up their enterprises in an effective manner respectively. The programmes were attended by 26830 participants.
- **International Training Programme (ITP):** The Institute has conducted ITEC Programmes sponsored by the Ministry of External Affairs (MEA). The three weeks ITEC training programs namely ESB-TP, PMTC, ILOGE & WEDP with 232 participants has been conducted during FY 2023-24.



Figure 4.8: ITEC Programmes sponsored by the Ministry of External Affairs (MEA)

- **Management Development Training Programme (MDP):** NIESBUD has conducted 104 Management Development Programmes. A total number of 2610 participants attended these development programmes.
- **Trainers of Training Programme (ToT):** The Institute has successfully conducted 59 ToT and trained 1474 participants.
- **Workshop:** NIESBUD has conducted 69 workshops for enhancing the entrepreneurial skills. A total numbers of 1714 participants attended these workshops.
- **DGR (Directorate General Resettlement):** NIESBUD has conducted 20 training programs with 609 participants during the period.
- **JSS (5 Days EDP):** The Institute has conducted 133 EDP training programs and trained 4,072 participants.
- **SANKALP:** The Institute has imparted training to 4475 through 179 programmes from April to December 2023 under the capacity building programme.
- **Participation in G20 Summit at Bhubaneswar, Odisha and Pune:** The G20 Education Working Group Meeting was held at (IMMT), Bhubaneswar, Odisha and Pune. The trainees of NIESBUD exhibited their products in the exhibition of the G20 Summit at Bhubaneswar and Pune.
- **Jan Bhagidari:** 332 activities were conducted and through which total number of 7500 participants participated in Jan Bhagidari.
- **Participation in WSHG Workshop at Khunti, Jharkhand:** The President of India, Smt. Droupadi Murmu inaugurated the Women Self Help Group Workshop organized by the Union Ministry of Tribal Affairs at Khunti, Jharkhand on May 25, 2023. The Institute organized an Entrepreneurship Awareness Programme in the workshop for the visitors.



Figure 4.9: WSHG Workshop at Khunti, Jharkhand

- **Content Development:** NIESBUD has developed the course content for the NCVET on the subject of Entrepreneurship.
- **PM Vishwakarma- Participants and Facilitator Manual:** NIESBUD has developed the Participants and Facilitator Manual for PM Vishwakarma Scheme on entrepreneurship. NIESBUD has conducted 02 training programmes under it and trained 68 trainees.
- **PMJANMAN:** MSDE through its autonomous institute NIESBUD and IIE is implementing the skilling and entrepreneurship component of Pradhan Mantri Janjati Adivasi Nyay Maha Abhiyaan (PM-JANMAN) - scheme of Ministry of Tribal Affairs for upliftment of Particularly Vulnerable Tribal Groups (PVTGs). The project is being undertaken as Special Project under Pradhan Mantri Kaushal Vikas Yojana (PMKVY). The project is being implemented with support of Tribal Cooperative Marketing Development Federation of India (TRIFED) in 18 States and one Union Territory across the country. The Institute has conducted training for 4951 beneficiaries under PMJANMAN till 31.03.2024.
- **Rashtriya Udyamita Vikash Pariyojana (RUVV) -** MSDE has collaborated with Ministry of Housing and Urban Affairs (MoHUA) to train PM-SVANidhi beneficiaries through pilot project- Rashtriya Udyamita Vikash Pariyojana. The pilot project is being undertaken through NIESBUD and IIE in 10 districts across the country. The training under this project includes one week of class room program and 21 weeks of mentoring and hand-holding support.

NIESBUD is implementing the pilot project in 6 districts namely Sambalpur (Odisha), Varanasi & Kanpur (Uttar Pradesh), Indore & Bhopal (Madhya Pradesh) and Bharatpur (Rajasthan). The program has an outlay to train 1025 beneficiaries of PM SVANidhi under **Rashtriya Udyamita Vikash Pariyojana** Pilot Project and 11000 under SANKALP Scheme



Figure 4.10: Launch of RUP in Sambalpur, Odisha

- **Flexi MoU:** The Institute has conducted evaluation study on Flexi MoU and submitted report to the Ministry.
- **Other Activities:** NIESBUD has conducted 61 training programmes under DST, Ministry of Railway, Himachal Pradesh Kaushal Vikas Nigam (HPKVN), Directorate of Technical Education (DTE), Rajasthan and DICs and trained 1547 trainees.

1.0 Projects

i. Strengthening Entrepreneurial Climate through Capacity Building, Incubation Support, Mentoring and Handholding under SANKALP Scheme

The Institute with the support of SANKALP Programme of MSDE is implementing a project for strengthening the entrepreneurship ecosystem to different marginalized sections of the society. Under this initiative, NIESBUD has covered 23,765 beneficiaries out of a target of 24,600 beneficiaries. The project aims at creating, fostering and promoting the spirit of entrepreneurship among the various target groups through Capacity Building, Incubation Support, Mentoring and Handholding.

The project has following components:

- Entrepreneurship Development Programme (EDP) which will target 6000 youths in 9 states.
- Entrepreneurship cum Skill Development Programme (ESDP) for 3000 girls from Kasturba Gandhi Balika Vidyalya (KGBV) in 8 states.
- ESDP for 3000 participants from Tribal community in 7 states.
- Incubate 1000 incubates in NIESBUD Noida through ESDP.
- Capacity Building of 2000 existing enterprises for scaling up in Noida and Dehradun.
- Entrepreneurship Awareness Programme (EAP), EDP and mentoring support restoring livelihood op-

portunity for Migrants in 5 states and Training of 600 Master Trainers as local resource for entrepreneurship promotion in 5 states.

ii. Entrepreneurship Development among Jail Inmates

NIESBUD has implemented a project to promote entrepreneurship development among 460 jail inmates, focusing on value-added skill upgradation, product innovation and development, and strengthening the Livelihood Business Incubation Centre in jails across Uttar Pradesh.



Figure 4.11: Visit of NIESBUD officials at Jails of Uttar Pradesh

iii. National Level Content Development on Entrepreneurship

With the support of MSDE, NIESBUD is developing content on entrepreneurship education to be used by the government in various Entrepreneurship Development Programmes. This initiative aims to bring uniformity and standardization to entrepreneurship education and achieve measurable learning outcomes.

The goal of developing this content is to standardize entrepreneurship courses to maintain quality across entrepreneurship development programs nationwide. The content will address the training needs of first-generation entrepreneurs, including learners from ITIs, polytechnics, JSS, unemployed youth, and community women.

In this context, a National Level Consultation Workshop on content development for entrepreneurship was held by the Institute on 14.09.2022. The workshop saw participation from 20 eminent experts from academia, industry, financial institutions, RBI, NGOs, and entrepreneurs. The curriculum has been developed, and the first draft of the content has been circulated to experts for review.

iv. Organising Workshops in Artisan Melas and Haats

NIESBUD has implemented a project to organize workshops for capacity building and to provide entrepreneurial knowledge to artisans during Melas and Haats. A total of 9 pilot workshops for 592 artisans (out of a planned 10) have been completed on various topics, based on the needs and requirements of the participants. The project is sponsored by MSDE.



Figure 4.12: Workshop to artisans during the Melas and Haats.

v. Creating Entrepreneurial Climate through Training of Trainers and Entrepreneurship Development Programme in Jan Shikshan Sansthan (JSS)

The Institute has implemented a project for Creating Entrepreneurial Climate through Training of Trainers and Entrepreneurship Development Programme in JSS for 5667 beneficiaries.

vi. Pilot Project for Entrepreneurship Development Program in 10 States

The Institute has implemented a Pilot Project for the Entrepreneurship Development Program in 10 states, targeting 5,000 beneficiaries. The project aims to create, foster, and promote the spirit of entrepreneurship among the target groups through Entrepreneurship Development Programs, mentoring, and handholding support.

vii. Study of Flexi MoU Scheme of DGT

Flexible Memorandum of Understanding or Flexi-MoU is a scheme of DGT running under the Craftsman Training Scheme. It is designed to cater to the needs of both industry as well as trainee, allowing industries to train candidates as per their skill set requirements and providing trainees with an industry environment aligned with the market demand and latest technology to undergo training. The scheme was introduced in the year 2014 and the scheme guidelines were revised in the year 2016 and 2019.

The DGT has assigned NIESBUD with the task of conducting an assessment Study of the Flexi MOU Scheme of DGT.

The objectives of the study are as following:

- Analysis of the effectiveness of the Flexi-MoU Scheme and its impact;
- To provide recommendations for modifications/ revision of guidelines and feedback for enhancing better implementation of the scheme;
- To provide the feedback for improvements in Technical and Vocational Education and Training (TVET Ecosystem) from the perspective of the Flexi-MoU Scheme;
- Strengthening of the existing Flexi-MoU Scheme of DGT.

viii. Session on Digital Marketing by META:

META has trained 18000 participants on digital marketing.

- A Letter of Intent (LoI) has been signed between NIESBUD and META to run a National campaign on Facebook to drive awareness on the partnership with NIESBUD and inspire entrepreneurs to leverage digital learning resources which will have huge impact on beneficiaries trained by NIESBUD.

The major points of focus are:

- i. Entrepreneurship Training resources: In today's digital age, it is crucial for businesses to adapt and leverage technology effectively. Meta has designed a comprehensive entrepreneurship training program tailored to the needs of entrepreneurs in different stages of business development. These programs will cover essential skills such as how to build and grow your business using Facebook, WhatsApp, and Instagram.
- ii. Learning Management System: Meta Small Business Academy (MSBA) is a one-stop shop where entrepreneurs can learn about various tools in a self-paced manner. In the first phase, the resources are available in seven languages and will expand to other languages in due course.

2.0 Cluster

The Institute is implementing 2 clusters i.e. Kullu Handloom Cluster and Solan Pine Needle Cluster, sponsored by Himachal Pradesh Rural Livelihood Mission. In the first phase the Institute is conducting a baseline survey for preparation of Diagnostic Study Report (DSR).

4.7 Indian Institute of Entrepreneurship (IIE), Guwahati

4.7.1 Introduction

The IIE is an ISO 9001:2015 certified autonomous organization located at Lalmati, Basistha Chariali, National Highway-37, Bypass, Guwahati, with an infrastructure of approximately 77,000 square feet. It functions as the national apex body for entrepreneurship development through training, research, and consultancy services, with its headquarters in Guwahati, Assam. IIE began operating as an independent institute on 01.04.1994, having been established by the erstwhile Ministry of Industry, Department of SSI & ARI, Government of India. It came under the Ministry of Micro, Small and Medium Enterprises (MSME) in 2007 and is currently under the Ministry of Skill Development and Entrepreneurship (MSDE).

4.7.2 Training Programmes

The Institute organises training programmes for prospective entrepreneurs, students, teachers and development functionaries. These programmes are classified as: Entrepreneurship Development Programmes (EDP); Entrepreneurship cum Skill Development Programmes (ESDP); Management Development Programmes (MDP) and other programmes including Entrepreneurship Orientation Programmes (EOP), Training of Trainers (TOT), Faculty Development Programmes (FDP), Business Incubation Training, etc. During FY 2023-24 (upto March, 2024), 2554 programmes were carried out benefiting 82676 participants.

Table-4.4.1: Details of Training organized and trainees trained for the month of 01.04.2022 to 31.03.2024 (Cumulative)

Program Category Wise IIE Training Data for F/Y 2023-2024 (1st April 23 to 31st March 24)					
Sl No.	Programmes	No. of Training Programme	Female	Male	Total Participants
1	Entrepreneurship Development Programme(s)	88	1218	1546	2764
2	Skill Development Programme(s)	1792	29717	12944	42661
3	Entrepreneurship Skill Development Programme(s) (Skill & DC-MSME)	204	4904	302	5206

4	EAP	270	19150	6539	25689
5	FDP	26	212	292	504
6	MDP	29	499	221	720
7	RPL	19	475	85	560
8	OTHERS (ToT/Workshop/Training on Business Plan etc.)	126	4207	365	4572
TOTAL		2554	60382	22294	82676

4.7.3 Major Activities during FY 2023-24

4.7.3.1 Skill Development Training Programme (Recognition of Prior Learning) under PMKVY

Under PMKVY, the IIE has allocated 30 target under the Handicraft and Carpet Sector Skill Council in Jorhat district of Assam. The Institute has successfully trained 30 beneficiaries in the month of March, 2024 in Bamboo Work Artisan job role. The main objectives of the program is to bridge the skill gap, maximizing employment opportunities, fostering Entrepreneurship and enhancing local industry growth.

4.7.3.2 SANKALP Project.

IIE has received allocation from MSDE 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 139 ESDTP training program for 3500 participants till March, 24 in various job roles in Assam.



Figure 4.13: Beneficiaries through SANKALP Project

4.7.3.3 SAMARTH Scheme

The Institute has submitted a proposal to the Ministry of Textiles for empanelment as a training provider under the Samarth scheme and has received the project. The Institute has enrolled 1,030 candidates, and a total of 40 training programs are ongoing. Out of these, 4 training programs have been completed, and 73 candidates have been certified.



Figure 4.14: Training by under SAMARTH Scheme

4.7.3.4 STRIVE Scheme-Establishment of Entrepreneurship Development Cell

IIE has received allocation from DGT under the STRIVE scheme to establish Entrepreneurship Development Cell in 107 NSTIs and ITIs of Northeastern region through Entrepreneurship Awareness Programme (EAP), Entrepreneurship Development Programme (EDP) and Faculty Development Programme (FDP), mentoring and handholding. In this regards, the Institute has successfully conducted 118 nos of EAP where 5162 Candidates participated, 2 nos of FDP where 39 participants participated and 4 nos of EDP where 100 trainee rained.

4.7.3.5 ENTREPRENEURSHIP DEVELOPMENT PROGRAMME UNDER PM DAKSH

IIE, under the aegis of the National Backward Class Finance and Development Corporation, has implemented Entrepreneurship Development training for backward class youth under the PM DAKSH (Pradhan Mantri Dakshta Aur Kushalta Sampann Hitagrahi) scheme. The objective of this training program is to uplift backward class youth by equipping them with skills to generate sustainable livelihoods and become self-reliant. IIE has successfully trained 649 beneficiaries through 22 Entrepreneurship Development Programs at various locations in Assam and Tripura.

4.7.3.6 Pradhan Mantri Kaushal Vikas Yojana (PMKVY 4.0)

IIE secured ₹50,000 from the Ministry of Skill Development & Entrepreneurship for implementing short-term skill development training in the North Eastern Region of India under the Pradhan Mantri Kaushal Vikas Yojana 2023 scheme. The Institute successfully enrolled 50,000 candidates, trained 17,749, and certified 4,345 across NER in various job roles. Additionally, the Institute collaborated with 157 organizations and institutes to successfully implement the scheme.

4.7.3.7 Startup Village Entrepreneurship Programme (SVEP)

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

The state-wise list of major activities carried out in the SVEP Project till March 2024 are presented below:

A. CHHATTISGARH:

SVEP Software Training Programme and Preparation of Detailed Project Report (DPR) in Chhattisgarh State

The training programme was undertaken in 8 blocks of Chhattisgarh State in which software training was undertaken by IIE Team related to enterprise, household and stratified survey. The training programme included 2 days' software training programme and one-day focus group discussion with the block and district team which was helpful in identifying the potential prospects available in the respective blocks which in turn highlighted the enterprises that could be set up in the block.



Figure 4.15: SVEP software training programme in Makdi Block in Chhattisgarh State

B. MEGHALAYA:

End Term Evaluation survey and report preparation for Mairang C&RD Block in Meghalaya State

Meghalaya State Rural Livelihoods Society (MSRLS) had issued a work order to Indian Institute of Entrepreneurship (IIE) for the compilation of a report related to end-term evaluation survey for Mairang C&RD Block in Meghalaya State. The IIE team had conducted a Focus Group Discussion (FGD) along with the Block and the District team on evaluation-related topics.



Figure 4.16: SVEP software training programme in Mairang Block, Meghalaya state

Preparation of Diagnostic Study Report (DSR) in 3 blocks of Meghalaya:

For preparation of DSR, baseline survey along with FGD with the District and Block officials was undertaken in the following blocks:

1. Resubelpara C&RD Block North Garo Hills district (Artisanal Cluster)
2. Wapung C&RD Block – East Jaintia Hills (Handloom cluster)
3. Pynursla C&RD Block – East Khasi Hills district (Handloom cluster)

Implementation of 2 SVEP blocks in Meghalaya State:

In 2 SVEP blocks, Detailed Project Reports (DPRs) were submitted to MSRLS for Rongram and Mawkyrwat block in Meghalaya. One mentor for each block was recruited for carrying out all the activities related to implementation. The approval of the DPRs is awaited.

C. PUNJAB:

END TERM EVALUATION STUDY-SUNAM BLOCK, PUNJAB

For conducting the End Term Evaluation, IIE team visited Punjab State Rural Livelihood Mission Block Office and conducted a meeting with Block team for understanding their role (the trainings they attended; how they supported the CRP-Eps and enterprises; how they maintained financial records/ MoM) and challenges during their engagement with SVEP. The training was attended by 9 CRP-Eps wherein the questionnaires were thoroughly discussed and post training Focus Group Discussion was undertaken and baseline survey was carried out.

D. TRIPURA:

IMPLEMENTATION OF MED BLOCKS

For implementation of Micro Enterprise Development (MED) in the State of Tripura, two activities were undertaken in the initial phase containing the introductory meeting with DMMU and BMMU officials. In the month of February 2024, programme on concept seeding and awareness was taken up with the members of CLFs and CRP-Eps. The implementation will be undertaken in Killa RD, Tepania RD and Amarapur RD Blocks.

E. WEST BENGAL:

In the state of West Bengal, the **End Term Evaluation Study** has been completed in the following blocks:

1. Bolpur-Sriniketan
2. Simlapal
3. Patharpratima
4. Nandigram I

DPR preparation has been completed in the following blocks:

1. Sitalkuchi
2. Matiali

CRP-EP Selection Process has been completed in the following blocks:

1. Mayureswar-II
2. Sitalkuchi
3. Matiali

BRC-EP Coordinator Identification has been completed in the following blocks:

1. Simlapal
2. PatharPratima

Mentor and Block support is ongoing in the following blocks:

1. Mayureswar II
2. Sitalkuchi
3. Goghat II
4. Matiali
5. Suti I
6. Nabagram
7. Ketugram I
8. Hili
9. Matigara
10. Islampur
11. Alipurduar I

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

The Department of Biotechnology (NER-BPMC), Ministry of Science & Technology, Government of India, sanctioned the multi-institutional project titled "Catalyzing Complementary Olericulture in Assam, Arunachal Pradesh, and Nagaland for Livelihood Security" on 01.10.2021. The project aims to enhance livelihood security in these states by providing high-quality seeds and seedlings of both indigenous and commercial vegetables. It will employ innovative Hi-Tech Mini Plug Nursery techniques alongside conventional methods and promote bio-entrepreneurship within the seed supply chain. To support this, IIE is conducting market research to assess the demand and supply situation in the seed chain. Additionally,

the development of training manuals for EDP/MDP/ESDP programs focused on bio-entrepreneurship in seed supply chain development is ongoing.



Figure 4.17: MDP at Seujmukhi FPC, Darrang (Assam)

4.7.3.9 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 Farmer Producer Organizations (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:

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

4.7.3.10 SC-ST Hub Project (3rd Phase)

The SC-ST Hub is an initiative of the Government of India aimed at developing a supportive ecosystem for SC/ST entrepreneurs. IIE has been conducting a series of comprehensive residential capacity-building training programs for aspiring and budding SC/ST entrepreneurs. This project is sponsored under the National Scheduled Castes and Scheduled Tribes Hub (NSSH) Scheme of the Ministry of Micro, Small & Medium Enterprises (MSME). The 3rd phase of the project, sanctioned on July 5, 2022, received approval from NSSH for conducting five skill training programs covering 125 beneficiaries from SC-ST communities. The five training programs, conducted, included Sericulturist, Jacquard Weaver-Handloom, Engraving Artisan (Metal Handicrafts), Handmade Gold and Gem-Set Jewellery Polisher and Cleaners, and Beekeeper.

4.7.3.11 FFPO Project

The National Agricultural Cooperative Marketing Federation of India (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 Cluster Based Business Organization (CBBO) for Assam. This project focuses on strengthening the fisheries sector in the state. IIE's role is to create two new Farmer Producer Organizations (FFPOs) and revitalize 23 existing ones across four districts in Assam.

Key activities under this FPO project are as follows:

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



Figure 4.18: Catching of fishes at Mangaldai Pioneer FCS Ltd, Darrang

4.7.3.12 Pilot Project on Entrepreneurship Development in Six Temple Towns

MSDE is implementing a Pilot Project on Entrepreneurship Promotion and Mentoring of Micro and Small Businesses in six temple towns namely Bodh Gaya, Haridwar, Kollur, Pandharpur, Puri, and Varanasi. IIE is implementing the project in three Holy Cities i.e. Bodh Gaya, Kollur and Puri.

The objective of the project is to enhance the entrepreneurial activities, entrepreneurship promotion and mentoring of micro and small businesses/enterprises of the select cities through resumption of existing livelihood activities and/or by supporting existing enterprise to scale up.



Figure 4.19: Stakeholder Meet at Bodh Gaya

4.7.3.12.1 Activities done under this project till March, 2024

i. Awareness programme:

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

ii. Entrepreneurship cum Skill Development Programme:

- In Bodh Gaya, 939 beneficiaries got training under this project through 39 EDP, 13 ESDP and 8 Mentoring sessions.
- In Kollur, 494 beneficiaries got training under this project through 14 ESDP.
- In Puri, 2780 beneficiaries got training under this project through 39 EDP and 22 ESDP and 18 mentoring sessions.

iii. Credit linkages:

- In Bodh Gaya, 341 beneficiaries received credit linkage and 262 self-funded enterprises have been developed.
- In Kollur, 270 beneficiaries received credit linkage and 269 self-funded enterprises have been developed.
- In Puri, 461 beneficiaries received credit linkage and 190 self-funded enterprises have been developed.

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

The Micro Small Enterprises – Cluster Development Program (MSE-CDP) under the MSME, Government of India (GoI) envisages measures for capacity building, technology up gradation of the enterprises, improved credit delivery, marketing support, setting up of Common Facility Centre (CFC) etc, based on a diagnostic study carried out in consultation with cluster units and their collectives. IIE, Guwahati at the aegis of Development Commissioner Micro, Small & Medium Enterprises (DCMSME), Government of India has been implementing various cluster development activities through IIE in entire NER namely:

1. Cashew Nut Processing Cluster, West Garo Hills, Meghalaya
2. Okhrey Carpet Making Cluster, West Sikkim, Sikkim
3. Baktawng Wood Carpentry Cluster, Mizoram
4. Kakopathar Bamboo Incense Stick Making Cluster, Tinsukia, Assam
5. Greater Imphal Jewellery Cluster, Manipur
6. 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 Common Facility Centre (CFC) out of which three CFCs have been completed.



Figure 4.20: CFC, Sikkim



Figure 4.21: CFC, Mizoram

4.7.3.14 Care Giving Project

The Care Giving Project is sponsored by the North Eastern Council (NEC) and monitored by the Indian Institute of Entrepreneurship (IIE), Guwahati, focusing on the elderly healthcare sector. NEC aims to create an ecosystem where individuals can age gracefully and live with dignity, emphasizing the protection, care, and welfare of the elderly. The project seeks to bridge the gap between formal institutionalized healthcare systems and informal care, providing quality care services to the elderly, particularly in the North-Eastern Region (NER). The scheme will be implemented by eight caregiving agencies with the expertise to meet the needs of the aging population in NER.

A total of over nine batches, comprising 253 candidates, have been trained across these eight centers under a curriculum designed by industry experts in home healthcare and geriatric care. Additionally, over 307 candidates have been placed within their respective states and abroad. Assessments are conducted physically at the centers using questionnaires prepared according to Elderly Healthcare Standards.



Figure 4.22: Training centre, Nagaland



Figure 4.23: Training centre, Arunachal Pradesh



Figure 4.24: Training centre, Mizoram

4.7.3.15 The Pradhan Mantri Van Dhan Yojana (PMVDY) under Pradhan Mantri Jan Jatiya Vikas Mission (PMJVM).

PMVDY under PMJVM is a flagship program of the Ministry of Tribal Affairs, Government of India. It was launched in Assam on 05.11.2019 and is being implemented in the state by the Assam Plain Tribes Development Corporation Limited (APTDC), with the Department of Tribal Affairs as the nodal agency and the Tribal Co-operative Marketing Development Federation of India (TRIFED) as the sponsoring agency. The Indian Institute of Entrepreneurship (IIE) has been engaged by the implementing agency as the resource agency to ensure effective and efficient implementation of the scheme in the state.

The scheme aims to uplift the livelihoods of tribal communities by enabling them to achieve sustainable livelihoods through the value addition of Minor Forest Produce (MFP) and by providing a Minimum Support

Price (MSP) for these products. To achieve this, tribal beneficiaries belonging to Self-Help Groups (SHGs) are identified through baseline surveys, and SHGs in nearby areas are registered to form a Van Dhan Vikas Kendra Cluster (VDVKC), each comprising approximately 300 beneficiaries.

The PMVDY project has been implemented in the state in four phases. Each phase involves the sanctioning of VDVKCs, which are then made operational through training, capacity building, production, and marketing of the products.

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

IIE signed an MoU with the Directorate of Employment, Skill Development, and Entrepreneurship (DESDE), Government of Nagaland, in January 2022 for the project “Setting Up of an EDC in Nagaland.” The EDC has been completed and has been functional since 18.10.2022. A stakeholders’ meeting was organized, along with two Awareness and Outreach programs in Nagaland. Additionally, a Training of Trainers program was conducted on the IIE campus for 19 beneficiaries.

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

SFURTI is a flagship scheme of the Ministry of MSME, Government of India. The key objective of the scheme is to organize traditional industries and artisans into collectives to enhance their competitiveness and provide support for their long-term sustainability and economy of scale. The scheme funds both hard and soft interventions for artisans and producers in traditional industry clusters. IIE Guwahati is one of the nodal agencies for the scheme. Through SFURTI, IIE Guwahati has developed 61 clusters across India, with the majority—54 clusters—located in Northeast India (Assam, Tripura, Meghalaya, Manipur, Nagaland, and Arunachal Pradesh). The scheme includes provisions for Common Facility Centres, machinery and toolkits, skill training, product development, design development, and technology upgradation.

During FY 2023-24 (up to March), a total of twelve clusters have been made functional. These include four clusters in Assam, three in Meghalaya, one in Manipur, one in Nagaland, one in Tripura, one in Bihar, and one in Odisha. These twelve clusters have benefited 7,095 traditional artisans and producers from marginalized communities, including women, farmers, SC, ST, and OBC groups.

The following are some significant events and developments at the SFURTI clusters implemented by IIE: -

- A. IIE** signed a Memorandum of Understanding (MoU) with the Toys and Naga Tribal Jewellery Cluster of Dimapur, Nagaland, under SFURTI, on 16.05.2023. The MoU was established to implement cluster activities sanctioned under SFURTI by the Ministry of MSME. The project includes developing a Common Facility Centre with modern machinery to assist cluster artisans in diversifying from traditional toys and dolls to the manufacturing of educational toys for preschool children, such as cotton spinning books, puzzles, shoe lacing, alphabet and numeral sets, names of pets with pictures, wild animals, birds, various tribal dolls, jumping mats, and more. These products will be crafted from clay, fabric, bamboo, and will include school bags, handmade cotton spinning handkerchiefs, and other craft items. Additionally, the cluster will promote Naga tribal jewellery and accessories, including necklaces, tassel earrings, bead earrings, brass bracelets, hair accessories, and contemporary fusion beadwork in jewellery. The implementing and technical agencies are **Native Products Industrial Co-Operative Society Ltd, Dimapur, Mind Blowers Club, Dimapur, and Bhasvisya Learning India Pvt Ltd.**
- B. Khudani Agro Cluster**, situated at Kudhani block of Muzaffarpur district of Bihar is developed with 501 litchie producers. Muzaffarpur litchi is famous worldwide for its unique taste and quality. The cluster has been made functional and it has started manufacturing pulp by processing litchie, which is a highly perishable commodity. The cluster has also commenced trial production of other food products like Pickle, Juice and banana chips. The cluster aims to transform the way agriculture is looked at in Bihar which has very low value addition and processing at collective level. Under the project, a pulp and juice line, a fruit jam line, a retort packaging line, a pet bottle manufacturing line, a pickle line, a **makhana** processing line and a potato and banana chips has been developed as a comprehensive value addition set up for the farmers of the block. The cluster has been implemented by HPGVS (Hanuman Prasad Gramin Vikash Sangsthan) and a farmer producer company of 501 farmers as shareholders. The farmers belong to the Kudhani block of Muzaffarpur district of Bihar.
- C. Rengam Hand-loom Ready-made Apparel making Cluster, Majuli** is a cluster of 764 hand-loom artisan of the world famous river island Majuli in the district of Majuli in Assam. The cluster was sanctioned in the year 2022 by Ministry of MSME. The beneficiaries of the cluster are women tribal hand-loom artisans that are also highly effected by flood and river erosion of the **Majuli** river island. Under the

project, a Common Facility Centre has been developed at the village Kamalabari in Majuli in which modern jacquard looms, apparel and garment manufacturing machines has been provided. The CFC will enable the artisans to diversify from their current traditional textile to make value added items and fashion products and garments that will enable them to go from local market to regional market and metropolis. The river island also attracts a large number of foreign and domestic tourists that will also be a buyer as well as promoter of the products of the cluster. The project is implemented by Rengam Industrial Woman Co. Ltd.



Figure 4.25: Rengam Hand-loom Ready-made Apparel making Cluster, Majuli

- D. West Tripura Bamboo Mat Cluster, West Tripura, Agartala** is a cluster of 543 bamboo mat artisans of West Tripura district of Tripura. A large majority of, 282 artisans are from OBC category. The remaining artisans also belong to marginal category rural household that derives supplementary income by making bamboo mats. Previously these mats used to be sold in bulk to traders in Tripura. The SFURTI intervention helped the cluster to develop one Common Facility Centre (CFC) at Dudhpatil village at Ranirgaon and 9 other spoke centres in and around the CFC in the same locality. The cluster has been implemented by Tripura Bamboo Mission (TBM), an initiative of the Government of Tripura under the aegis of IIE as Nodal Agency and School-net India Limited (Formerly IL&FS) as the Technical Agency. Ranirgaon Bamboo Craft Welfare Society, the Special Purpose Vehicle of the Cluster has been taking care of the various common facility centers that have been developed under the SFURTI Project.

Through the project 586 number of tools and advanced machinery like Bamboo Cross Cutting Machine, Belt Sander machine, Dyeing Vessel, Industrial Sewing machine, electronic vehicle machine, Hand-loom for Bamboo mat weaving, Computer with design software, digital camera, hand drills etc. has been provided at the Hub Center and 9 Spokes units. This has enhanced artisans' skills to develop new product development like Bamboo mat-based utility Bag, Wall hanging, Dining Table Mat, Utility Boxes, Room Divider, Door & Window Curtains. Yoga mat is highly demand product of the cluster and popular in regional and domestic market.

- E. Baghara Traditional Dress Making Cluster** is located in the Morigaon District of Assam. The Implementing Agency of the Cluster is ICCO, the cluster is technically guided by School Net India Limited under IIE as Nodal Agency. Baghara Traditional Dress making Co-operative Society Limited is the Special purpose vehicle of the cluster. Through the SFURTI activities, the artisans have upgraded their technologies, looms, machinery and acquired advanced jacquard loom weaving, natural dyeing, cutting, tailoring and garment manufacturing, Eri-yarn spinning etc. The cluster has shown a success in adoption to new technology and techniques with full ownership of women artisans. The SPV of the cluster, namely Baghara Traditional Dressmaking Cluster Cooperative Society has also developed a brand for their product under the name UGHA.



Figure 4.26: Shri Dharmendra Pradhan, Hon'ble Minister, MSDE, GoI's interacting with women artisan of the cluster in presence of Secretary, MSDE, GoI at Kaushal Bhawan, New Delhi



Figure 4.27: Artisan at work at the CFC of the cluster

The artisans have gained the confidence to move forward and participate in international fairs, such as the India Textile Sourcing Fair in Delhi, in addition to various local fairs. They have also received spot orders for exports from buyers in Germany. This exemplifies India's story of moving from local to global and embracing the "Vocal for Local" initiative.

F. Bamboo Handicraft and Naga Traditional Dress Cluster is located in the Dimapur District of Nagaland. The cluster is implemented by Naga Women's Welfare Society, technically guided by EPCH and IIE as the Nodal Agency. The cluster has women artisans; most women are from scheduled tribe. Through the project, a common facility center with modern amenities, tools, equipment and upgraded handlooms, loin looms and bamboo handicraft machineries has been commissioned for use of the artisans. In fact, the CFC is constructed with modern architectural aesthetics but incorporating traditional Naga architectural styles using bamboo and cane as material for construction. The CFC due to its unique design and appeal has become an attraction of international tourists coming to Nagaland. The CFC is aiding greatly towards production of diversified modern lifestyle-oriented products from traditional handloom and handicraft, which have made its foray into the export market. **The cluster is producing Bamboo Baskets, Cane Baskets, Containers, Curtain, Cushion Cover, ladies Stole, Pen stands, Runner, Shopping bags, Table mats, throw, Tray, Wall hanging, Wooden bowls, Wooden Plates.**



Figure 4.28: A view of the CFC of the cluster developed under SFURTI scheme at Dimapur, Nagaland



Figure 4.29: Finished Product Display of the Cluster at CFC



Figure 4.30: Finished Product Display cum retail space at the CFC



Figure 4.31: Export ready and diversified hand-craft products of the cluster developed under Soft Intervention of SFURTI

G. Organic Green Tea Cluster, Dhemachi is located in the Dibrugarh District of Assam. Organic Small Tea Growers Association is the implementing Agency, the cluster is technically guided by Assam Don Bosco University with IIE as Nodal Agency. There are 700 farmers associated with the cluster, mostly from OBC Category. The Ministry of MSME, has approved Rs. 245.99 Lakhs for the Tea Cluster in Dibrugarh. The beneficiaries have received training on the processing of green tea, organic green tea and organizing buyer-seller meet. They have started participating in national as well as international expo, **Exhibition cum Sales Fair of MSME Products, organised by DIC, Tinsukia etc.**

4.7.3.18 Entrepreneurship cum Skill Development Programme sponsored by DC- MSME, Govt. of India, FY- 2023-24:

Indian Institute of Entrepreneurship (IIE), Guwahati has received sanctions in August 2023 for 185 numbers of Entrepreneurship cum Skill Development Programmes (ESDP) under the components of Entrepreneurship & Skill Development Program, Management Development Program and Entrepreneurship Awareness Programmes sponsored by the Development Commissioner-Ministry of Micro Small & Medium Enterprises (MSME), during FY- 2023-24 to be conducted in the NER states. IIE will be implementing 65 E-SDPs, 30 Management Development Programs and 90 Entrepreneurship Awareness programs respectively in the IIE Business Incubation Centres and State Offices of IIE covering all the NER states of Assam, Nagaland, Arunachal Pradesh, Manipur, Meghalaya, Tripura, Sikkim and Mizoram.

The Training Programme will be conducted in the North East Region only with the maximum possible number of participants from SC, ST, OBC, Women, PH and Minority categories.

Currently, as of March'2024, 65 ESDPs, 90 EAPs and 27 MDP have been implemented successfully.

4.7.3.19 Project Name: Establish, Develop and Manage Entrepreneurship Development Centre and Incubation Centre in The Educational Institute of North Eastern Region

Objective:

- Set up and manage 30 EDC and 4 Incubation Centres.
- Identify 200 trained Entrepreneurship Educators from HEIs of NER.
- Conduct quality, structured 90 Entrepreneurship Awareness Camp and 90 Entrepreneurship Development Program in 30 identified districts of NER.
- Introduction of Entrepreneurship as subject in these 30 target districts HEIs.
- Identify train and mentor 4000 plus youth from the region to peruse entrepreneurship as career.
- Fund top 50 start-up identified from the region with Rs 5 Lakh grant and create convergence opportunities with other relevant government schemes.

Activities up to March 2024

- Identification and selection of 27 Host Institution (HI) of EDCs have been completed

- Initial Soft intervention of two “5 Days Residential Faculty Development Programme” for the faculties/teachers of Host institutes has been completed where **45** participants from Universities, Technical Institutions and Colleges have participated.
- Additionally, 22 Host Institutes of EDCs have conducted target district level “5 Day Non Residential FDPs” at the respective EDCs. A total of 420 faculties/mentors have been trained through these FDPs.
- As a part of capital intervention under the project, 27 EDCs have been provided with fully furnished rooms including chairs, tables, cabinets, computer, printers, overhead projectors etc.



Figure 4.32: Faculty Development Programme in North East Region’s Educational Institutions

4.7.3.20 ASPIRE: A Scheme for Promotion of Innovation, Rural Industries & Entrepreneurship

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 designed 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 through the setup of LBIs. Additionally, it aims to encourage innovative business solutions to address unmet social needs and enhance the competitiveness of the MSME sector through innovation.

The MSME Ministry has entrusted the implementation of the ASPIRE scheme to Mentor Institutes (MIs), which are national or state-level institutions with expertise and 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.

During FY 2023-2024, IIE Guwahati received a total of 27 applications from various states and Union Territories of India under the ASPIRE initiative. Out of these applications, the Ministry has approved three proposals for setting up LBIs, which are as follows:

1. IIT Jodhpur, Rajasthan
2. Professor Jayashankar Telangana State Agricultural University, Telangana
3. JKK Munirajah College of Agricultural Science, Tamil Nadu

The Ministry has allocated Rs 453.98 lakhs for the aforementioned LBIs. Currently, IIE Guwahati serves as the mentor for six HIs, including the newly approved LBIs mentioned above. Additionally, there were other LBIs sanctioned in the FY 2022-2023

1. Gauhati University, Assam
2. North Eastern Handicrafts & Handlooms Development Corporation (NEHHDC), Guwahati, Assam
3. Ghani Khan Choudhury Institute of Engineering & Technology, Malda, West Bengal

4.7.3.21 Rashtriya Udyamita Vikash Pariyojana (RUVV) on pilot basis for the beneficiaries of PM SVANidhi scheme Sponsored by Ministry of Skill Development and Entrepreneurship, Government of India

The project is a collaborative initiative of MSDE and MoHUA, Government of India. It aims to set up 4 Udyamita Kendras in the Municipal Corporations/Boards of four districts: Kamrup, Dibrugarh, Cachar, and East Khasi Hills. The project includes a comprehensive 22-week training and capacity-building program and the creation of a pool of 25 trainers from these districts. These trainers will be trained by IIE to offer mentoring and handholding services to the beneficiaries under the project. IIE will conduct a 3-day Residential Training of Trainers (TOT) program for these 25 mentors. The initiative has an outlay to train 1,025 beneficiaries of the PM SVANidhi scheme in the field of entrepreneurship.

Training of Trainer; ToT for RUVV mentors:

A three-day Training of Trainers program was conducted at the IIE Campus from February 14, 2024, to February 16, 2024. A total of 25 trainers from the four target districts were trained at IIE, Guwahati.

Mobilization of the beneficiaries for Capacity building training program:

The selection of the beneficiaries was made by the respective municipal bodies, represented by their City Project Managers and assisted by the Community Organizers. The beneficiaries were PM SVANidhi Loan beneficiaries (with PMS ID No) and at-least 40 % Women beneficiaries were selected from each location.

7 Day Capacity building program for PM SVANidhi Beneficiaries:

The 7 Day Capacity building program includes a “3 days theory program” followed by “4 days practical session” which includes one field visit and 2 days of DPR preparation. A total of 20 such capacity building programmes were conducted in 4 target districts on various dates starting from 20th Feb 2024 till 31st March 2024 covering a target beneficiary number 1025.

Development of Study material/ handbook for the beneficiaries:

Handouts/reference books in regional languages, namely, Bengali, Assamese and Khasi along with English have been developed for the beneficiaries.

21 Weeks of Handholding and Support program:

- Hand Holding and support program for the beneficiaries are targeted to achieve the following deliverables:
- Udyam Registration
- Participation in trade fair & exhibition
- Trade license, GST / PAN registration
- Help in business plan preparation
- Help in digital payment, Loan application filling linkage with online marketing
- Legal compliances

I. Collaborations

IIE Guwahati and IIT Guwahati signed MoU on 23.08.2023. This MoU will promote knowledge sharing between the two Institutes to conduct entrepreneurship development programmes in the North East Region.

To strengthen skilling ecosystem & entrepreneurship development in the North East Region, IIE inked MoU with IIT Guwahati in the presence of Hon'ble Union Minister of Education, Skill Development & Entrepreneurship, Hon'ble MoS Education, Secretary SD&E, Secretary Education & Chairman UGC at Akhil Bhartiya Shiksha Samagam 2023.

- ##### **II. IIE signed a MoU with Meghalaya State Rural Livelihoods Society (MSRLS) on 30.06.2023 at Meghalaya State Secretariat, Shillong for promoting entrepreneurship in the rural areas in Meghalaya through implementation of the Start-up Village Entrepreneurship Programme (SVEP) and promotion of both artisan and sectoral cluster.**

Under the agreement, IIE as a National Resource Organisation (NRO) of the Start-up Village Entrepreneurship Programme (SVEP), the sub scheme of the National Rural Livelihoods Mission (NLRM), with the core objective of promoting employment opportunities in rural India, will particularly develop self-employment avenues for unemployed rural youths in the State of Meghalaya.

- III. To impart Skill Development Training to 10000 youths of Bodoland Territorial Region (BTR), IIE signed a MoU with BTC on 28.06.2023.
- IV. IIE signed an MoU with Toys and Naga Tribal Jewellery Cluster of Dimapur Nagaland, under SFURTI, on 16.05.2023. The MoU will promote play school for children learning items like: cotton spinning books, puzzles, shoe lacing, alphabet and numerals, names of pets with pictures, wild animals, Birds, various tribal dolls, jumping mats etc. These products will be made by clay, clothes fabric and bamboo crafts including school bags and **handmade** cotton spinning handkerchiefs and craft. The MoU will also promote Naga tribal jewelry and accessories, Necklace, Tassel earrings, Beads earrings, Brass bracelet, Hair accessories and all contemporary fusion beads works in jewelry. IIE is the Nodal agency for the SFURTI cluster for 61 approved clusters across India. Native Products Industrial Co-Operative Society Ltd, Dimapur, Mind Blowers Club, Dimapur and Bhavisya Learning India Pvt Ltd are the Special Purpose Vehicle (SPV), Implementing and Technical agency respectively.
- V. To commemorate International Women's Day 2024 – IIE, NABARD, Arunachal State Rural Livelihood Mission and Arunachal Rural Bank entered into a quadripartite agreement at Itanagar for jointly promoting women entrepreneurship in Arunachal Pradesh.

4.8 National Instructional Media Institute (NIMI)

4.8.1 Introduction

NIMI, formerly known as the Central Instructional Media Institute (CIMI), was established in December 1986 by the Government of India as a subordinate office under the Directorate General of Employment and Training (DGE&T), Ministry of Labour & Employment. It was set up with the assistance of the Federal Republic of Germany through GTZ (German Agency for Technical Cooperation) as the executing agency.

Currently, NIMI operates as an autonomous institute under the DGT, having gained its autonomous status on April 1, 1999. It is a premier institute for providing content and instructional material for the vocational ecosystem, catering to a wide range of institutions, especially ITIs, and various skill development institutes. To extend its reach, NIMI also offers digital content through the Bharat Skill portal, which is available for free download. NIMI serves as the nodal organization for developing Instructional Media Packages (IMPs), including digital content and question banks for assessments across different vocational courses. The content is developed based on a thorough assessment of trainee requirements and understanding levels, following the curriculum provided by the DGT.

Additionally, NIMI offers services related to the facilities, infrastructure, and competencies required to design, develop, produce, and disseminate instructional media for both long and short-term courses. For practical use, NIMI has developed a mock test application with performance assessment analytics. Besides creating IMPs, NIMI is also responsible for developing question banks (QBs) used in the assessment of CTS, CITS, and ATS schemes. It handles the translation of content and QBs into Hindi and other regional languages and develops digital content to cater to new-age learners and enhance accessibility in line with advancing technology.



Figure 4.33: Release of NIMI Books (100 Titles) in 12 Regional Languages by Hon'ble PM on 3rd Anniversary of NEP 2020 at New Delhi

4.8.2 Vision

NIMI envisions setting global benchmarks in vocational education and training as a nodal organization for the development of instructional media packages, including digital content, ensuring its availability for the entire skill ecosystem in our country and making a global impact. NIMI is also exploring the development of VR and AR-based content for various trades to create an experiential learning environment for trainees.

In response to the nation's need to leverage its demographic dividend, NIMI is adopting innovative techniques for knowledge dissemination and content relevant to Industry 4.0. NIMI acts as a catalyst in revamping the learning mechanism within the skill ecosystem by incorporating blended learning techniques into its content development. This includes providing e-learning materials for trainees and trainers and integrating QR codes, 2D, and 3D models into the regular content framework. To meet the diverse needs of the population and address the skill-based requirements of remote areas, NIMI also develops content in various regional languages, in addition to Hindi, to enhance understanding and knowledge dissemination among trainees.

4.8.3 Major Activities

The major activity of NIMI is to develop books and instructional materials for NSQF-compliant courses under the Craftsmen Training Scheme (CTS) and Craft Instructor Training Scheme (CITS) in 13 regional languages.

NIMI has developed 177 titles covering 65 trades under CTS. Additionally, supporting material has been created in 130 titles covering workshop calculation and science, engineering drawing, and employability skills. NIMI has also translated course content into 561 titles in 12 regional languages.

These trade books are available in several Indian languages, including Hindi, Tamil, Marathi, Gujarati, Oriya, Telugu, Kannada, Malayalam, Punjabi, Bengali, Urdu, and Assamese.

4.8.4 Non-Core Activities

In addition to its core activities, NIMI has embarked on various initiatives to further enrich the skilling ecosystem.

The Mahatma Gandhi National Fellowship (MGNF) is a flagship program initiated by MSDE to strengthen the ecosystem of decentralized skill development governance. The primary purpose of the MGNF programme is to enhance district skill administration and the District Skill Committees (DSCs). The fellowship is a 2-year certificate in Public Policy and Management offered by participating IIMs. It is a blended academic program combining classroom exposure to key public policy concepts with practical experience in district administration.

MSDE launched the MGNF programme in March 2020, funded under SANKALP, with NIMI as the implementation partner and IIM Bangalore as the academic partner for Phase 1. The pilot phase of the MGNF programme began in March 2020 with 74 fellows across 6 states and concluded in March 2022 with 69 fellows. Phase 2 of the programme commenced in October 2021, with 661 Fellows covering 665 districts across 33 states and Union territories of India. NIMI continues as the implementation partner, with 9 IIMs serving as academic partners.

In the programme's overall framework, MSDE is the apex body responsible for policy formulation and funding, while IIMs are the academic partners, SSDMs are the state nodal agencies, and NIMI is the implementation partner. NIMI is responsible for HR implementation, including travel arrangements, stipends, and other financial activities; monitoring and performance evaluation; and providing logistical and administrative support.

Skill Strengthening for Industrial Value Enhancement (STRIVE): NIMI has been tasked with developing digital content for five popular trades, and work is currently underway.

To make apprenticeships more aspirational and to promote their adoption in industries, the government has introduced several reforms in the apprenticeship sector. These reforms align with MSDE's vision of reaching 1 million apprentices by the end of FY 2024.

In line with this, MSDE, in collaboration with NSDC, SSC, and NIMI, has planned to conduct 250 apprenticeship advocacy workshops. Each workshop will span two days—one day for establishments such as industries and key industry stakeholders, and one day exclusively for students. The workshops will focus on improving brand recall and expanding the reach of apprenticeships on both the supply and demand sides. Stakeholders will be provided with detailed information on existing schemes such as the National Apprenticeship Promotion Scheme (NAPS), National Apprenticeship and Training Scheme (NATS), and National Employability Enhancement Scheme (NEEM).

The workshops will be organized under the overall guidance of MSDE and NSDC, with NIMI, MSME Development Institutes, and state regional directorates (RDSDEs) responsible for implementation. NIMI will serve as the monitoring body. Funds for this activity will be routed through the STRIVE project under Result Area 4 (RA-4), which aims to conduct effective capacity-building and communication activities to raise awareness and understanding of apprenticeship training among industry, communities, and training providers. The total budgeted outlay for conducting these 250 workshops is Rs. 5.25 crore.

The states and the union territories have been pooled into three different categories based on the SME population. An infographic is represented below basis the allocation of workshops for each state and union territory.

The number of workshops that have been completed till March 2024 are 103

Online Counseling & Admissions (CITS, CTS, ADIT, DET TN, RPL CITS Admissions) CBT Examinations (CTS, CITS, ADIT, RPL, Flexi MoUs, PSA Oxygen Plant), Mobile Applications (Bharat Skill Question Bank, NIMI Mock Test Ver 2.0, AITT Attendance, SANKALP-MGNF, ITI Inspection), Web portals for ITI Affiliations, Instructor Admissions, Short term courses.

Providing assistance to DGT for various activities

Piloting Virtual reality (VR) in 05 Govt. ITI covering Fitter, Welder, Electrician and Automobile trades in the State of Maharashtra, Uttar Pradesh, Assam, Andhra Pradesh and Odisha

Exploring collaboration with SSCs, IGNOU, NCERT, PSSCIVE and others to develop content on various qualifications

Creation of Skill Labs for Vocational Education and Training (VET)

BISAG-N for DTH TV based distance education - NIMI is sharing the digital content to BISAG-N for live streaming the content in DIGISHALA channel (from 7 pm to 8 pm), Doordarshan free dish channel, Jio TV and NIMI Digital learning Youtube channel under PM-eVidya scheme from 16th May 2022.

Different Project implemented under STRIVE project :

- Developing Digital content (Video, 2D & 3D animation) for 05 popular trades
- IMPs development for 50 popular trades including supporting material
- Implementing Training of Trainers(ToT)- Drone Technology for 548 ITI trainers
- Implementing Training of Trainers(ToT)- Employability Skills for 3236 trainers
- Implementing 250 Apprenticeship workshops across the country to create awareness
- Piloting VR in 05 Govt. ITI covers 05 state to assess the applicability of VR in skill training
- Lab upgradation in 10 National Skill Training Institutes to create a better training facility
- Self Defence Training conducted for 1120 female trainees at 5 NSTIs.

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

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. From April 2015 CSTARI is under DGT, MSDE.

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



Figure 4.34: CSTARI Kolkata

Activities of Research Wing are:

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

Activities of Training Wing are:

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

Activities Carried Out

Following activities carried out by Research Section:

- Two newly developed curriculum “Artificial Intelligence Programming Assistant” and “Cyber Security Technician” under CTS have been approved in 35th NSQC meeting hosted by NCVET on 31st January 2024.
- Trade committee meeting conducted at Chennai for revision of the trade curriculum Plumber under CTS and accordingly submitted to CD section for approval.
- Conducted trade committee meeting at Srinagar for 08 CTS curricula based on skill demand of J&K.
- Trade committee meeting conducted at CSTARI for designing of 04 courses of Power sector under STC and 03 courses on IT & ITeS section.
- Trade committee meeting conducted at Tata technology, Pune for designing of IIoT curriculum and revision of 04 courses under CTS.
- Trade committee meeting conducted at NSTI Chennai for revision of Mechanic Electric Vehicle and Basic designer and virtual verifier curriculum under CTS.
- Newly designed trade of Semiconductor technician under CTS submitted to CD section for approval.
- 1305 NOSs have been developed for 55 CITS and 155 CTS curricula.
- 05 courses under CTS, 01 course under CITS and 01 course under STC have been designed which are approved by NCVET.
- 06 courses under CTS have been revised based on inputs from different stakeholders.
- Employability skills of 60 hours duration (2nd year module) has been designed.
- Curriculum of Training Methodology of CITS has been modified (Future skills incorporated) as advised by NCVET.
- 55 CITS curricula along with Qualification Files (QFs) modified as per NCrf guidelines in line with NEP 2020.
- Hindi translation of 55 updated CITS curricula have been carried out.
- 08 courses under Flexi MoU and 02 courses under CTS have been developed and submitted to NCVET for approval.
- Development of 08 courses under CTS for J&K state is in progress.
- Eligibility criteria of 04 Visually impaired trades under CTS changed as per recommendation of TCM members.
- Development of Industrial IoT (IIoT) under CTS and revision of Plumber and 3D Printing curricula under CTS is in progress with recommendation of Tata tech.
- Development of new age courses viz., Semiconductor technician, Domestic robo, Blockchain, waste to wealth, etc. is in progress.
- CTS – ATS mapping has been carried out and accordingly development of 15 new ATS curricula is in progress.
- Trade committee meetings have been conducted for 12 curricula at various places including CSTARI.

Activities carried out by Training wing: -

Table-4.5: Details of all the training programmes conducted at CSTARI in 2023-24

(Till 31st March, 2024)

Regular Training Program				
Sl. No.	Course Name	No. of Course	No. of participants	Remarks
1	ToT Employability Skill (ES)	11	358	All State
2	ToT Employability Skills -II	7	210	KERALA, Telangana, Karnataka and Gujarat
3	NIPUN for FSSAI Officers	1	26	FSSAI
4	OMTI	3	53	WB & Jharkhand, Odisha, Northeast
5	ToT Pedagogy	5	62	All State
6	ToT Soft Skills	1	25	All State
7	EOM	2	17	ASSAM
8	TCIP	5	119	ASSAM / Other State
9	Training Methodology	2	14	All State
10	Induction Training Programme For SSA (DR)	2	58	EPFO
11	Leadership Development-Higher Productivity	1	25	HAL NASIK
12	MDP	2	25	All State
13	TFDP	2	59	Assam
Total		44	1059	
ToT Employability Skill- Strive Training Program				
Sl. No.	Course Name	No. of Course	No. of participants	Remarks
1	ToT Employability Skill (ES)- Strive	90	2586	All States

Special Training Program apart from the regular training program:

- A 5-day off-campus training program on ToT Employability Skills started in collaboration with NIMI, Quest Alliance and TATA Strive. A total of 2586 nos of ITI/NSTI Trainers / Instructors have been trained till now across the country and these pools of Trainers can be subsequently engaged for Training other Trainers / Instructors of Employability Skills in the states.
- Conducted an induction training program for newly recruited officials of Employees' Provident Fund Organisation (EPFO), East Zone, Kolkata from 03/10/2023 – 07/10/2023 and 30 participants were trained.
- A 1-week training program on Trainers Competency Improvement Programme (TCIP) was conducted with 20 participants in on-campus mode and participants were from Meghalaya state.

- A 1-week training program on ToT Pedagogy was conducted with 21 participants in on-campus mode and participants were from Meghalaya state.
- A 3-day Tailor made training program on “Organizing & Managing Training Institute (OMTI)” conducted for the 20 numbers of Principals / Vice-Principals / Sr. Instructors of Don Bosco group across the country.
- A two weeks training program conducted for the 27 numbers of newly joined officers / officials of Food Safety and Standards Authority of India (FSSAI).
- Conducted various In-house training as per schedule and conducted off campus training programs based on requests for faculty and principals on training methodologies, ToTs, Managerial and supervisory development programs.



Figure 4.35: Inauguration of Training program by Shri N. R. Aravindan, Director, CSTARI Kolkata

- CSTARI conducted Employability Skills training on revised syllabus for various levels for Master Trainers, training of trainers (ToT) covering NSTIs, NSTI(W)s, IToTs and ITIs.
- Total participants trained 3246 nos.

Key Meetings Conducted / attended in offline and online mode:

In the 34th NSQC meeting two newly developed curriculum Data Annotation Assistant and 5G Network Technician under CTS approved. The revised tool list of all the three existing IoT syllabus i.e. IoT Technician (Smart Agriculture), IoT Technician (Smart Healthcare) and IoT Technician (Smart City) are also approved.

- Trade Committee meeting for the curriculum Semiconductor Technician under CTS held at CSTARI on 29.11.2023.
- Conducted Expert committee meeting on 20.09.2023 for discussions on eligibility criteria of 05 nos. of courses for Visually impaired trades under CTS.
- Trade Committee meeting convened on 09.09.2023 at CSTARI Kolkata for a newly designed curriculum on Cyber Security Assistant and Artificial Intelligence Programming Assistant under CTS.
- Trade Committee meeting convened on 28.08.2023 at NIMI Chennai for revision of Advanced CNC machining Technician and newly designed trade of CAM Programmer.
- Trade Committee meeting was held on 11.07.2023 at CSTARI for revision of CTS curriculum of Aeronautical Structure & Equipment Fitter. Various trade/ industry experts like Dassault Aviation, HAL Nasik, Ray-Q, Defsys, Indian Air force, experts from DGT field institutes, etc. were actively present in the meeting and Tata Tech aviation experts participated through VC.



Figure 4.36: Trade Committee meeting of the Trades for the Visually Impaired candidates.

- Conducted Trade Committee meeting on 18th – 19th May 2023 at NSTI(V) Hyderabad for the long-term course on “5G Network Technician” and “Data Annotation Assistant”.
- Trade Committee meeting for developing Short Term course on Engineering Drawing (ED) of 240 Hrs. for CTS courses was held on 14th March 2023.
- Trade Committee meeting for Revision for RPA/Drone Pilot was held on 08th February 2023 at Hyderabad and for IoT (Smart Agriculture, Smart Healthcare, Smart City) on 16th & 17th March 2023 at Bangalore and to be forwarded for final approval.

Other Activities: -

All the Officers, Staff and Trainees of CSTARI Kolkata observed Janjatiya Gaurav Divas, Bhartiya Bhasha Utsav, Meri Maati Mera Desh campaign, Special Campaign for Disposal of Pending Matters, Hindi pakhwara and celebrated International Women' Day.

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-proof curriculum development.

4.10 Directorate of Jan Shikshan Sansthan (DJSS)

4.10.1 Introduction

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

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

DJSS was assigned the following functions:

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

Role of Directorate of Jan Shikshan Sansthan

MSDE vide office order No.F.3/1/2019-JSS (MSDE) dated 10th July 2019 assigned the following role to DJSS:

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

4.10.2 Activities undertaken from April 2023 to March 2024

1. Entrepreneurship Development Programme: Five days Entrepreneurship Development Programme was completed by NIESBUD in which a total of 3,952 JSS beneficiaries were trained in 126 batches. Entrepreneurship Development Program conducted by NIESBUD was based on employability, entrepreneurship and life skills. The topics covered in the EDP includes:

- Motivation and SWOT analysis
- Important aspects of Entrepreneurship and Entrepreneurship development.
- Business ideas & interests
- PMEGP and its benefits
- Market Survey
- Enterprise Management
- Financial & Digital literacy
- Opportunity Identification
- Financial management

2. Capacity Building Workshop: Three Days Capacity Building Workshop was conducted by The National Skill Development Corporation (NSDC) who selected the Institute of Rural Management Anand (IRMA) as the training partner in which 900+ participants were trained at different locations. The participants

of the workshop were the Directors and other staff members of JSSs. The topics covered in the Capacity Building Workshops conducted by IRMA includes:

- i. Perspectives of Development
 - Sustainable Development Perspectives
 - Happiness: A Need or A Want
 - ii. Human Resource Management
 - Group Dynamics
 - Team Building
 - Stress and Conflict Management
 - iii. Motivation, Communication and Leadership
 - Team Building & Motivation
 - Effective Communication
 - Developing Leadership Traits
 - iv. Project Management
 - Strategic Program Planning
 - Effective Program Monitoring
 - Microsoft Projects (software)
 - v. Data and Fund Management
 - Financial Planning & Fund Management
 - PFMS (software)
 - vi. Enterprise Development
 - Challenges & Opportunities in ED
 - SHGs, FPOs, Sanghas, etc.
 - Rural Credit and Market Linkage
 - vii. Stakeholders Management
 - Communication and Relations
 - Documentation of activities for advocacy
 - Community Feedback
- 3. Revised JSS Guidelines** have been approved by the Hon'ble Minister, MSDE and the same were circulated to all the JSSs throughout the country.
 - 4. PM Vishwakarma (PMV) Training:** JSSs, as part of the convergence, are implementing the flagship scheme of the Government, namely PM Vishwakarma (PMV). Training under PMV has been started at 78 JSSs all over India under various trades of the Scheme by the end of March 2024.
 - 5. Labour Day** was celebrated on 01.05.2023 over the country by 221 Jan Shikshan Sansthan (JSSs) in which more than 18,500 beneficiaries participated in the activities organised by JSSs.
 - 6. International Yoga Day:** 21.06.2023 was celebrated as International Yoga Day BY 216 JSSs all over the country with an involvement of more than 20,000 candidates.
 - 7. Meri Maati Mera Desh:** Independence Day was celebrated on 15.08.2023 over the country by 251 Jan Shikshan Sansthan (JSSs) in which approximately 42,834 beneficiaries participated in almost 947 activities organised by JSSs.

8. Kaushal Deekshant Samaroh–Annual Skill Convocation Ceremony was organised by MSDE on 12.10.2023. Shri Narendra Modi, Hon’ble Prime Minister addressed students live at the said event. Shri Dharmendra Pradhan, Hon’ble Union Minister for Education and Skill Development and Entrepreneurship and Shri Rajeev Chandrasekhar, Hon’ble Minister of State for Skill Development & Entrepreneurship and Electronics & Information Technology graced the event. Shri K Sanjay Murthy, Secretary, Department of Higher Education, Ministry of Education; Shri Sanjay Kumar, Secretary, Department of School Education & Literacy; Shri Atul Kumar Tiwari, Secretary, Ministry of Skill Development and Entrepreneurship; Shri Nirmaljeet Singh Kalsi, Chairman, National Council for Vocational Education and Training (NCVET); Prof. T. G. Sitharam, Chairman, AICTE; Prof. M. Jagadesh Kumar, Chairman, UGC; other officials, dignitaries and students were also present on the occasion.



Figure 4.37: Kaushal Deekshant Samaroh

All India toppers and high achievers across various skill initiatives of MSDE were felicitated at the function. Toppers of ITIs/NSTI, PMKVY & Special Projects, NIESBUD & IIE, Jan Shikshan Sansthan and Apprentices of Skill India International received their certificates.

272 JSS also organised the event at their centres and sub centres across the country. A total of 62,030 beneficiaries attended the convocation physically at various JSS centres and 90,558 beneficiaries attended it virtually through youtube link. Also, 51,688 beneficiaries were certified on the day of convocation at different JSS centres and sub centres.





Figure 4.38: Convocation at Jan Shikshan Sansthan

- 9. The Apna Chandrayaan Program:** was attended by all the JSSs to celebrate the momentous event on 17.10.2023 virtually.
- 10. Integrity Pledge:** All the JSSs participated and took the Integrity Pledge in the Vigilance Awareness Week October, 2023 for "Corruption free India for a Developed Nation" at their respective centres and sub-centres involving more than 18,000 participants.
- 11. Celebration of National Unity Day and Pledge taking on Skill India Digital portal:** All 288 JSSs across India celebrated Rashtriya Ekta Diwas/ National Unity Day on 31.10.2023 and took the pledge on the Skill India Digital portal.
- 12. Memorandum of Understanding (MoU) titled "Building Alliances to Shape the Future of Skill Development":** The MoU signing ceremony was held on 09.11.2023 and was attended by the JSSs all over the country virtually. It is an endeavour to strengthen India's skill ecosystem and empower our youth with the necessary skills to thrive in the dynamic world of work.
- 13. Constitution Day:** Jan Shikshan Sansthan across the country actively participated and observed the Constitution Day on 26.11.2024, in which more than 38,000 participants took pledge.
- 14. Har Ghar Tirangaa:** Under Azadi Ka Amrut Mahotsav (AKAM), 280+ JSS across the country organised programmes to promote the Har Ghar Tiranga Campaign from August 13-15, 2023 in their operational areas. JSSs organised rallies, distributed flags, selfie with Tiranga and aware the local community of the importance of the National Flag. More than one lakh persons were mobilised / participated in the events. The staff of Directorate of JSS was also participated in the Har Ghar Tiranga campaign
- 15. Janjatiya Gaurav Diwas 2023:** 15th November, the birth anniversary of Bhagwan Birsa Munda, the legendary freedom fighter and tribal leader of the country, was observed as Janjatiya Gaurav Divas to commemorate the contributions of tribal communities in national history and culture, and motivate the coming generations for protecting our cultural heritage and national pride. 3rd Janjatiya Gaurav Divas 2023 was celebrated during the period commencing from 15.11.2023 and leading up to 26.11.2023 to coincide with the Constitution Day across the country.

All the JSSs participated in the celebrations of the Janjatiya Gaurav Diwas by undertaking such activities as (i) inauguration or foundation stone laying for infrastructure projects or disbursement of benefits targeting the tribal population undertaken with STC funds; (ii) launch of initiatives/schemes (iii) capacity building activities for sector specific matters oriented towards tribal population (iv) public awareness campaigns in areas with predominantly tribal population on various schemes and other initiatives of your Ministry/Department to enable them to benefit from the scheme; (v) documentation of best practices, success stories, innovative initiatives, digitization and database management (vi)

maintenance of disaggregated data of ST beneficiaries of schemes and analysis thereof so as to ensure that the benefits reach them.

16. Swachhata Campaign 3.0: 345 events were created by 288 JSSs on the Swachhata Hi Seva portal, demonstrating their commitment to cleanliness and sanitation in November 2023. 24,377 beneficiaries participated in the Swachhata events.

17. Swachh Diwali Shubh Diwali events were celebrated by 287 JSS all over India and pledge was taken on <https://pledge.mygov.in/swachh-diwali-shubh-diwali/> portal.

18. Review meetings at Kaushal Bhawan: A comprehensive physical Review meeting of all the JSSs regarding various aspects of performance of JSSs was held under the Chairmanship of **Shri Atul Kumar Tiwari** Secretary, MSDE on **6th-8th December 2023** at Kaushal Bhawan, Delhi.

Table-4.6: Schedule of Review meetings

Date	Slot	States /UTs (Number of JSSs)	Number of JSSs
Day 1: 06.12.2023	Slot 1: 09:00 to 11:45 hrs	Gujarat(9), Rajasthan(8) and some districts of Uttar Pradesh(15)	32
	Slot 2: 12:00 to 14:45 hrs	Remaining districts of Uttar Pradesh (32)	32
	Slot 3: 15:00 to 17:45 hrs	Delhi(3), Uttarakhand(8), Punjab(2), Ladakh(2), Jammu and Kashmir(1), Himachal Pradesh(11), Haryana(4) and Chandigarh(1)	32
Day 2 07.12.2023	Slot 1: 09:00 to 11:45 hrs	Madhya Pradesh(27) and Telangana(6)	33
	Slot 2: 12:00 to 14:45 hrs	Bihar(21) and Jharkhand (12)	33
	Slot 3: 15:00 to 17:45 hrs	Andaman and Nicobar(1), Assam(5), Manipur(4), Meghalaya(1), Mizoram(1), Nagaland(2), Tripura(2) and West Bengal(8)	24
Day 3 08.12.2023	Slot 1: 09:00 to 11:45 hrs	Karnataka(12), Kerala(9), Tamil Nadu(8), Goa(1), Lakshadweep(1)	31
	Slot 2: 12:00 to 14:45 hrs	Dadra Nagar Haveli and Daman and Diu(2), Andhra Pradesh(6) and Maharashtra(21)	29
	Slot 3: 15:00 to 17:45 hrs	Odisha (28), Chhattisgarh (14)	42
		Total	288



Figure 4.39: Review meeting of all the JSSs

19. Zonal Conferences and Capacity Building Workshops: were conducted in four batches at four different locations. The JSSs had been divided into four batches based on their locations in order to ensure uniformity in the entire process of capacity building and review meeting. The brief overview of all the zonal conference organised under four batches is given at **table-4.6 below:**

Table-4.6

Batch	Date	Location	Participants JSSs	Organised by
I	March 13-14, 2024	Hyderabad, Telangana	77 Jan Shikshan Sansthans from - Telangana (6), Andhra Pradesh (6), Tamil Nadu (9), Chhattisgarh (13), some JSSs of Madhya Pradesh (14) and Odisha (29)	NIESBUD, Noida
II	March 14-15, 2024	Udaipur, Rajasthan	71 Jan Shikshan Sansthans from - Ladakh (2), Jammu & Kashmir(1), Himachal Pradesh(11), Chandigarh (1), Punjab(2), Uttarakhand(8), Haryana(4), Delhi(3), Rajasthan(9) and some JSSs of Uttar Pradesh(30)	NIESBUD, Noida
III	March 18-19, 2024	Cuwahati, Assam	73 Jan Shikshan Sansthans from - Bihar (21), Jharkhand (13), West Bengal (7), Assam (5), Manipur (4), Meghalaya (1), Mizoram (1), Nagaland (2), Tripura (2) and remaining JSSs of Uttar Pradesh (17).	IIE, Guwahati

IV	March 21-22, 2024	Goa	69 Jan Shikshan Sansthan from - Maharashtra (21), Goa (1), Gujarat (8), Karnataka (12), Kerala (9), Andaman & Nicobar (1), Lakshadweep (1), Daman (1), Dadra & Nagar (1), Some JSSs of Madhya Pradesh (14)	NIESBUD. Noida
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20. International Women's Day: was celebrated on 8.03.2024 over the country by 216 Jan Shikshan Sansthan (JSSs) in which approximately 29,000 beneficiaries participated in the various activities organised by JSSs.

Table-4.7: Beneficiaries trained by JSSs during 2023-24

(i) Coverage of Beneficiaries

Year	Target	Enrolled	Trained	Assessed	Certified
2023-24	5,22,000	507415	506398	504961	504335

(ii) Gender-wise coverage

Enrolled				Assessed			
Male	Female	Trans gender	Total	Male	Female	Trans gender	Total
104199	403090	126	507415	103478	401357	126	504961

(iii) Social Status of Trained Beneficiaries

SC	ST	OBC	Minority	Others	Total
121964	73932	185589	46441	79489	507415
24%	15%	37%	9%	16%	

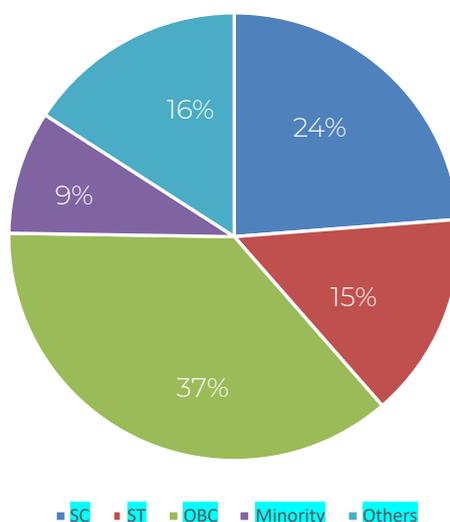


Chart 4.1: Social Status wise beneficiaries under JSS Scheme

5. SCHEMES & INITIATIVES

A. SCHEMES & INITIATIVES THROUGH NSDC

5.1 Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

5.1.1 Background

PMKVY was launched as a pilot scheme in 2015 to encourage and promote skill development in the country by providing free short-duration skill training programs and incentivizing them with monetary rewards for youth obtaining skill certification. During its pilot phase, around 19.86 lakh candidates were trained/oriented across the country.

Due to its successful first year of implementation, the Union Cabinet approved the scheme for another four years under PMKVY 2.0 (2016-20), aiming to train one crore youth with an outlay of Rs. 12,000 crores. Approximately 110 lakh candidates were trained/oriented across the country during this phase.

The third phase of the flagship scheme, Pradhan Mantri Kaushal Vikas Yojana (PMKVY 3.0), was launched in January 2021. Incorporating lessons from PMKVY 1.0 and PMKVY 2.0, PMKVY 3.0 was introduced with a robust set of guidelines, emphasizing an increased role of District Skill Committees (DSCs) for addressing skill gaps and assessing demand at the district level. As of 31.03.2024, 7.37 lakh candidates have been trained/oriented across the country.

PMKVY 4.0 was announced in the Union Budget 2023-24 with the aim of skilling lakhs of youth and providing training in courses related to Industry 4.0, AI, robotics, mechatronics, IoT, and drones. PMKVY 4.0 has received the approval of the EFC and is awaiting Cabinet approval. However, the Department of Expenditure, Ministry of Finance, has granted permission to release funds under PMKVY 4.0 with the condition of early Cabinet approval. As of 31.03.2024, 5.43 lakh candidates have been trained/oriented under PMKVY 4.0.

5.1.2 Pradhan Mantri Kaushal Vikas Yojana (1,2,3,4)- An Overview

5.1.2.1 PMKVY, a flagship scheme of the MSDE has been implemented with an objective to train 1.32 Crore prospective youths under Short Term Training (STT), Recognition of Prior Learning (RPL) and Special Projects across the country.

5.1.2.2 PMKVY has two components as per following details-

- **Centrally Sponsored Centrally Managed (CSCM) or 'Central Component'** being implemented by the National Skill Development Corporation (NSDC)
- **Centrally Sponsored State Managed (CSSM) or State Component** being implemented by State Skill Development Missions of the States/ UTs

5.1.2.3 The first and fourth phase of the scheme (i.e., PMKVY 1.0 and PMKVY 4.0) have been implemented under the Central Component, while the other two phases (i.e., PMKVY 2.0 and PMKVY 3.0) were implemented under both the Components.

5.1.2.4 Under all the four phases of PMKVY (i.e., PMKVY 1.0, 2.0, 3.0 and 4.0) total 1.42 Crore candidates have been trained/oriented, and 1.13 Crore are certified across the country. Total reported placement (under STT and Special Projects) is 24.39 lakh as per details on Skill India Portal till 31.03.2024.

5.1.2.5 MSDE has **disbursed** a total fund of **Rs. 10,570.18 crore** for implementation of PMKVY across the country out of which **Rs. 9,803.23 crore** has been **utilized** till 31.03.2024.

Table-5.1: Financial progress summary under PMKVY - Pan India (Rs. in crore)

Scheme	Central Component (CSCM)		State Component* (CSSM)		Total (CSCM+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	6,605.70	1,257.91	947.99	7,868.93	7,533.69
PMKVY 3.0	644.87	428.29	122.96	68.90	767.83	497.19
PMKVY 4.0	598.42	597.87	-	-	598.42	597.87
Total	9,189.31	8,806.34	1,380.87	1,016.89	10,570.18	9,803.23
*Scheme was implemented under State Component during PMKVY 2.0 and PMKVY 3.0 only						

Data till 31.03.2024

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

Table-5.2: Summary: Achievements of the Skill Development programme:

Scheme	Component	Trained				Total Certified	Total Reported Placed
		STT	RPL	Special Projects	Total Trained		
STAR	-	14,00,844	0*	0#	14,00,844	8,68,880	NA
PMKVY (1.0, 2.0,3.0 and 4.0)	CSCM + CSSM	71,62,735	67,38,194	3,66,933	1,42,67,862	1,13,73,445	24,39,929
PMKVY 1.0	CSCM	18,04,206	1,81,810	0#	19,86,016	14,51,636	2,53,296
PMKVY 2.0	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
PMKVY 3.0	CSCM	2,94,873	1,76,491	1,08,702	5,80,066	4,02,196	32,233
	CSSM	64,577	86,214	6,645	1,57,436	1,06,164	10,783
PMKVY 4.0	CSCM	3,60,872	1,51,809	30,955	5,43,636	2,55,902	2,042
Grand Total (PMKVY +STAR)		85,63,579	67,38,194	3,66,933	1,56,68,706	1,22,42,325	24,39,929

*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 was not mandatory.

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

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

Table-5.3: A summary of achievements under PMKVY 1.0 is as follows:

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

Table showing State wise training details of PMKVY 1.0 (2015-16) is at **Annexure-11**.

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

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

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

5.1.4.2 Under PMKVY 2.0, skill training was imparted in following -

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

5.1.4.3 Under **PMKVY 2.0**, total **110 lakh candidates** had been **trained** and **91.57 lakh** candidates got **certified**. A brief summary on Component and training-type wise physical progress is given below-

Table-5.4: A brief summary on Component and training-type wise physical progress

Training Type	Enrolled	Trained	Assessed	Certified	Placed
Component: CSCM					
Short Term Training (STT)	41,08,732	38,11,857	35,87,435	32,18,671	18,26,858
Special Projects (SPL)	2,32,554	2,13,844	1,82,741	1,57,100	84,324
Recognition of Prior Learning (RPL)	62,72,669	61,41,870	54,08,721	51,21,000	NA
CSCM Total	1,06,13,955	1,01,67,571	91,78,897	84,96,771	19,11,182
Component: CSSM					
Short Term Training (STT)	8,63,887	8,26,350	7,36,206	6,55,730	2,27,548
Special Projects (SPL)	6,882	6,787	6,079	5,046	2,845
CSSM Total	8,70,769	8,33,137	7,42,285	6,60,776	2,30,393
Total (CSCM+CSSM)	1,14,84,724	1,10,00,708	99,21,182	91,57,547	21,41,575

Table showing State-wise training details of PMKVY 2.0 (Central and State component) is at **Annexure-12**.

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

5.1.4.4.1 Centrally Sponsored Centrally Managed (CSCM) (Central Component): This component is implemented centrally through National Skill Development Corporation (NSDC).

Table-5.5: The progress under the CSCM component is provided below (as on 31.03.2024):

Component	Enrolled	Trained	Assessed	Certified	Placed
STT	41,08,732	38,11,857	35,87,435	32,18,671	18,26,858
RPL	62,72,669	61,41,870	54,08,721	51,21,000	NA**
SP	2,32,554	2,13,844	1,82,741	1,57,100	84,324
Total	1,06,13,955	1,01,67,571	91,78,897	84,96,771	19,11,182

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

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

Table showing State-wise progress under CSCM - PMKVY 2.0 (as on 31.03.2024) is at **Annexure-13**.

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

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

Table 5.6: physical progress under CSSM component (as on 31.03.2024):

Component	Target** (In Lakh)	Enrolled	Trained	Assessed	Certified	Placed
STT	20.18	8,63,887	8,26,350	7,36,206	6,55,730	2,27,548
SP		6,882	6,787	6,079	5,046	2,845
Total	20.18	8,70,769	8,33,137	7,42,285	6,60,776	2,30,393

*Values are basis where enrolment has been done on SDMS

** Under PMKVY 2.0, States/UTs were allowed to take up special projects upto 15% of the STT target

State-wise physical and financial details are given below.

- Table showing State wise progress under Short Term Training (STT) component of CSSM - PMKVY 2.0 (as on 31.03.2024) is at **Annexure-14**.
- Table showing State wise details of target allocation and funds disbursement under CSSM-PMKVY 2.0 is at **Annexure-15**.

5.1.5 Pradhan Mantri Kaushal Vikas Yojana 3.0 (2020-22)

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

5.1.5.1 The Prime Objectives of the PMKVY 3.0:

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

5.1.5.2 Some of the Key Features of the PMKVY 3.0:

- PMKVY 3.0 aims to benefit over 8 lakh candidates with a budget of 948.90 crores while targeting the youth in the age group of 15-45 years.
- Planning from below, with District level Plans being the fundamental instrument as the District Skill

Committees (DSCs) at district level will be focal points for implementation under the guidance of States Skill Development Missions (SSDMs). However, policy, strategic, and funding support will be extended by MSDE.

- Enhance the role of State/UT in entire implementation process of the Scheme by supporting the District Skill Committees in planning, mobilisation and counselling, aggregation of skilling schemes, monitoring and post-training employment/ self-employment, verification.
- The scheme is aligned with Common Cost Norms and National Skill Qualification Framework (NSQF)
- NSDC shall provide the IT and technical support regarding convergence with Skill India Portal (SIP) and others for the implementation of the scheme.
- Standardization and necessary reform will be made in assessment and certification by introduction of unified regulatory framework of National Council of Vocational Education and Training (NCVET)
- Under PMKVY 3.0, total 7.37 lakh candidates have been trained of which certification was achieved for 5.08 lakh candidates. Component and training type-wise physical progress summary under PMKVY 3.0 is provided below (as on 31.03.2024)

Table 5.7: Component and training type-wise physical progress summary under PMKVY 3.0 is provided below (as on 31.03.2024):

Training type	Enrolled	Trained	Assessed	Certified	Placed
CSCM Component					
Short Term Training (STT)	3,39,167	2,94,873	2,23,284	1,93,839	21,945
Special Projects (SP)	1,14,839	1,08,702	97,217	76,349	10,288
Recognition of Prior Learning (RPL)	1,77,966	1,76,491	1,43,365	1,32,008	NA
Sub Total- CSCM	6,31,972	5,80,066	4,63,866	4,02,196	32,233
CSSM Component					
Short Term Training (STT)	68,334	64,577	51,170	46,138	10,598
Special Projects (SP)	6,870	6,645	5,524	3,470	185
Recognition of Prior Learning (RPL)	87,800	86,214	63,538	56,556	NA
Sub Total-CSSM	1,63,004	1,57,436	1,20,232	1,06,164	10,783
Grand Total (CSCM+CSSM)	7,94,976	7,37,502	5,84,098	5,08,360	43,016

Note: Under PMKVY 3.0, currently no batches are undergoing

- Table showing overall State-wise training details of PMKVY 3.0 (2020-22) (Central and State component) (as on 31.03.2024) is at **Annexure-16**.
- Table showing status of PMKVY 3.0 - Centrally Sponsored Centrally Managed (CSCM) (as on 31.03.2024) is at **Annexure-17**.
- Table showing status of PMKVY 3.0 - Centrally Sponsored State Managed (CSSM) (as on 31.03.2024) is at **Annexure-18**.

Table showing State-wise status on fund release PMKVY 3.0 is at **Annexure-19**.

5.1.6. Pradhan Mantri Kaushal Vikas Yojana 4.0 (2022-26)

PMKVY 4.0, i.e., latest version of the scheme, was announced in the last Union Budget with an aim to skill lakh of youth and provide training in courses on Industry 4.0, AI, robotics, mechatronics, IoT and drones. Further, details of the trained candidates are available on Skill India Digital Hub (SIDH) for connecting with potential employers. Job Exchange Option as available on SIDH, helps in enabling candidates to search for available jobs and apply accordingly.

PMKVY 4.0 has been re-designed and some of the salient features of the PMKVY 4.0 are as follows:

- i. Customized courses with high employability and duration up-to 210 hours.
- ii. Short-Term Training (STT) to be permitted by Skill Hubs (Colleges, Schools, and Government Institutions), PMKKs and selected Training Centres (TCs) including ITIs.
- iii. Skill courses will be selected as per Industry demand, largely mapped in district Skill Development Plan.
- iv. Special Projects for identified areas and groups in agriculture, handicraft, and high-end courses.
- v. Skill India Digital Hub (SIDH) to be a single point of enrolment and provide platform for candidate training life cycle.
- vi. The scheme aims to synergize vocational and educational streams and increase network of quality training providers by increasing partnership with educational institutions. Skill Hubs can be setup in Central and State Government Schools, Higher Educational Institutes (HEIs), Colleges, and Universities (including Skill Universities) with requisite infrastructure for providing Short Term Trainings under PMKVY.
- vii. Currently, under PMKVY 4.0, total 813 NSQF aligned job roles (courses) have been approved for imparting Skill Development training. Under PMKVY 4.0, training is being imparted in 676 job roles.
- viii. Financial and physical Progress under PMKVY 4.0 (As on 31.03.2024) is given below-

Particulars	Amount (Rs. In Crore)
Fund Released	598.42
Fund Utilized	597.87
Fund Utilized %	99.99%

Table-5.8: Training type-wise physical progress summary under PMKVY 4.0 is provided below (as on 31.03.2024):

Training type	Enrolled	Trained	Assessed	Certified
Short Term Training (STT)	18,97,259	3,60,872	1,84,031	1,63,499
Special Projects (SP)	92,796	30,955	14,786	13,458
Recognition of Prior Learning (RPL)	3,71,743	1,51,809	84,547	78,945
Grand Total	23,61,798	5,43,636	2,83,364	2,55,902

- Table showing overall State-wise training details of PMKVY 4.0 (as on 31.03.2024) at **Annexure-20**.

Table-5.9: Top 5 Sectors under PMKVY 4.0 (based on enrolled numbers)

S. No	Sectors	Enrolled
1	Electronics and Hardware	4,77,074
2	IT-ITeS	2,73,520
3	Apparel	2,16,880
4	Handicrafts and Carpet	1,81,976
5	Beauty and Wellness	1,42,299

Table-5.10: Top 10 job roles (based on number of enrolled numbers) under PMKVY 4.0

S. No	Job Role	Enrolled	Trained / Oriented
1	Traditional Hand Embroiderer	1,17,340	5,233
2	Sewing Machine Operator	70,405	23,165
3	Domestic Data Entry Operator	60,500	11,840
4	Electric Vehicle Service Technician	42,666	946
5	Associate Data Entry Operator	39,579	26,821
6	Finisher & Packer	38,215	1,931
7	Self Employed Tailor	38,083	15,052
8	CCTV Installation Technician	37,595	1,947
9	Hand Embroiderer (Addawala)	37,363	6,911
10	Domestic IT Helpdesk Attendant	32,873	11,254

5.1.6.1 Training of Trainer and Assessor

The scheme envisaged the Training of Trainers and Assessors (ToT/TA) as a crucial component for skill training of youth. It aimed to create an effective and enabling ecosystem for providing quality and timely training to trainers and assessors.

A total of over 54,000 trainers and more than 12,000 assessors were certified under the scheme to conduct skill training. Compact Training Modules were developed and delivered in residential, online, and hybrid modes for Training of Trainers and Assessors. A pool of quality Master Trainers and Master Assessors has also been expanded across all NSQF-aligned job roles, ensuring geographic coverage and quality training in regional languages.

To meet the growing demand for trainers and assessors, the scheme introduced training through institutes of eminence, national training institutions, and industries. Institutes such as the Indian Institute of Technology, Guwahati, Directorate of Indian Army Veterans, Center for Research and Industrial Staff Performance (CRISP), Symbiosis Open Education Society, and Skill Universities were onboarded to conduct training with a focus on future skills.

Efforts will also be made to onboard existing trainers and assessors in the ecosystem, including teachers in schools and colleges, faculty of universities (including skill universities), ITIs, NSTIs, polytechnics, and trainers in training centers of other ministries, provided they meet the eligibility criteria.

5.1.7 Monitoring of PMKVY

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

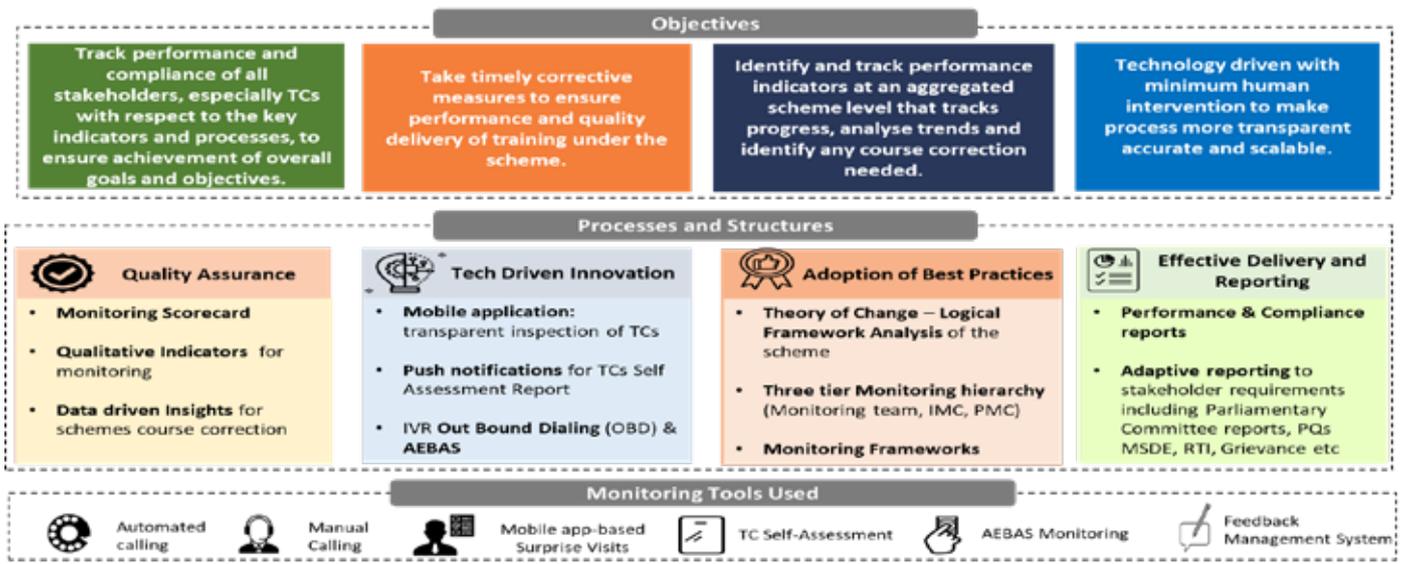


Figure 5.1: Monitoring Structure of PMKVY

5.1.7.1 Parameters for Monitoring under PMKVY:

The following parameters are checked using different monitoring tools:

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

5.1.7.2 Monitoring Tools Used:

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

- **Candidate Verification:** Automated/manual calls are made to the candidate on the mobile number provided to verify the candidates enrolled under the scheme. Additionally, call validation also helps to investigate the issues received through multiple channels like public grievance, complaint from other stakeholders etc.
- **Surprise Center Visits:** Real time surprise visits are made by NSDC/SSC staff members to check the array of scheme compliance parameters. To streamline the process and to reduce the turnaround time, a monitoring application is used for surprise visits. It provides the features to capture the images of the center along with their geo tagging, thus increases the efficiency of the whole process.

- **Virtual Verification:** It is a technology driven monitoring mechanism to virtually monitor and verify PMKVY compliance at the training center level. The training center must provide the required information along with geotagged and time stamped images through mobile application, as and when asked.
- **Daily candidate attendance monitoring through Aadhaar enabled biometric attendance system (AEBAS):** The training centers have been mandated to install AEBAS machine to keep track of candidates during the training duration. To ensure compliance to this, payment to the training centres have been linked to attendance.

5.2 Pradhan Mantri Kaushal Kendra (PMKK)

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

- Under this project, the private training partners selected through RFP, can avail a secured loan of up to Rs 70 lakhs per PMKK at a subsidized interest rate to procure and setup labs, training-relevant machinery, training aids, etc.
- PMKK centres will also be given a dedicated training mandate for three years under PMKVY Scheme, till the time the scheme exists.
- As on 31st March 2024, 818 PMKKs have been allocated covering 707 districts. Out of the 818 allocated PMKKs, 714 PMKKs have been established.

Table-5.11: PMKK centers summary (as on 31.03.2024)

Categories (in Numbers)	Achievement
Districts	785
Districts having PMKK allocated till date	707
No. of PMKK's Allocated till date	818
No. of PMKK's Established As on 31.03.2024	714

Table-5.12: PMKK centers update (under CSCM STT) summary (as on 31.03.2024):

Scheme	Enrolled	Trained	Assessed	Certified	Placed
PMKVY 2.0	16,20,435	14,51,780	13,39,125	11,67,985	7,09,255
PMKVY 3.0	2,61,433	2,27,077	1,83,517	1,61,332	21,325
PMKVY 4.0	4,96,977	1,79,577	1,06,302	94,654	1,385
Grand Total	23,78,845	18,58,434	16,28,944	14,23,971	7,31,965

Table showing State wise details of PMKKs (as on 31.03.2024) is at **Annexure-21**.

5.3 Other Skilling initiative under PMKVY

PMKVY 4.0 incorporates several innovative elements. It emphasizes on-the-job training (OJT) for practical experience and aligns with the National Education Policy (NEP) 2020 by integrating vocational education with mainstream education. The program offers training in cutting-edge courses relevant to Industry 4.0. To expand its reach, PMKVY 4.0 utilizes existing resources by establishing Skill India Centres (SICs) within reputable institutions like schools, colleges, universities, and technical institutes. The program delivers skilling through Short-Term Training (STT), Recognition of Prior Learning (RPL), and Special Projects (SP).

The Special Projects component of PMKVY 4.0 offers short-term, project-based skilling interventions. These projects address two key needs: specialized training courses not covered in regular programs and skilling

for marginalized groups and geographically disadvantaged areas. They often focus on equipping individuals with in-demand future skills through short-term training programs. For example, Special Projects might upskill an existing bicycle mechanic to repair e-bikes, an automobile mechanic to service electric vehicles, or an electrician to install solar rooftop systems. Essentially, Special Projects aim to bridge the skill gap by offering specialized training and keeping the workforce current with new technologies and tools.

Prestigious national institutions like the Indian Institutes of Technology (IIT) in Guwahati and Mandi, and National Institutes of Technology (NIT) in Rourkela and Calicut, are actively involved in implementing PMKVY 4.0. The program also extends to central government institutions such as the Central Institute of Petrochemicals Engineering and Technology (CIPET), the National Institute of Electronics & Information Technology (NIELIT), and MSME Tool Rooms, further expanding its reach. Notably, PMKVY 4.0 focuses on skilling participants for future-oriented job roles, including AI Data Engineer, Telecom Technician for IoT Devices/Systems, Drone Manufacturing and Assembly Technician, professionals in Additive Manufacturing (3D Printing), Drone Service Technicians, Electric Vehicle Service Technicians, Kisan Drone Operators, and Application Developers for Web and Mobile platforms.

The PMKVY, a flagship short-term skilling scheme by the MSDE, has been strategically aligned with the demands of the future. The program now offers training in cutting-edge job roles like AI Data Engineer, Telecom Technician for IoT Devices/Systems, Drone Manufacturing and Assembly Technician, Additive Manufacturing (3D Printing), Kisan Drone Operator, and Application Developer for Web and Mobile platforms. In just the last eight months, PMKVY 4.0 has enrolled a remarkable 3.80 lakh candidates in these new-age and futuristic job roles. Since its inception, the program has empowered over 1.45 crore individuals with job-ready skills. Notably, PMKVY 4.0 leverages the expertise of prestigious national institutes to deliver this future-oriented training. For example,

- IIT, Jammu is implementing training in Drone Manufacturing and Assembly Technician
- IIT Mandi iHub and HCL Foundation is implementing training in Telecom Technician - IoT Devices/Systems
- NIT, Rourkela is imparting in AI - Machine Learning Engineer and NIT, Arunachal Pradesh in AI - Data Scientist

Under PMKVY 4.0, Skill India Centres (SICs) have also been opened in schools, colleges, universities, etc. 1,254 schools including Kendriya Vidyalayas (KVs), Jawahar Navodaya Vidyalayas (JNVs), Cantonment Board Schools, etc. are implementing PMKVY 4.0.

- For example, KV, Tezu in Arunachal Pradesh is implementing training in Electronic Hardware Assembly Operator job role.
- PM SHRI JNV, Panchawati in Andaman and Nicobar Islands is implementing training in the new-age job role namely AR/VR Architect
- JNV, Pratapgarh in Rajasthan is imparting training in AI - Data Scientist

Skill India is supporting in the implementation of flagships schemes of the Government such as:

- MSDE is implementing skilling component under National Green Hydrogen Mission (NGHM) and PM – Surya Ghar: Muft Bijli Yojana. All the standard process of MSDE such as assessment and certification, training life cycle on SIDH, etc., will be followed.
- MSDE is implementing the skilling and entrepreneurship development component under Pradhan Mantri Janjati Adivasi Nyaya Maha Abhiyan (PM-JANMAN) through National Institute for Entrepreneurship and Small Business Development. (NIESBUD) and Indian Institute of Entrepreneurship (IIE). More than 4,500 candidates have been provided training under the scheme till now.
- MSDE is actively involved for the implementation of skilling component under the Pradhan Mantri Dakshata aur Kushalta Sampann Hitgrahi (PM-DAKSH) Yojana and National Action for Mechanised Sanitation Ecosystem (NAMASTE).

5.4 PMKVY success stories and case studies

The following case studies explore the successful implementation of Pradhan Mantri Kaushal Vikas Yojna (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: Indian Institute of Technology (Indian School of Mines) (INI)

IIT (ISM) Dhanbad, a leader in India's mining education, collaborates with PMKVY 4.0 to offer the Assistant Mine Surveyor course. Launched in April 2023, this program addresses the skill gap in the mining sector by equipping school dropouts and unemployed youth for successful careers. Meeting the high demand for skilled personnel, the course has trained over 150 candidates, with many securing placements during training.

The program leverages IIT (ISM)'s expertise, featuring renowned faculty, advanced labs with specialized LI-DAR training, and practical modules. On-the-job training (OJT), quizzes, sessional tests, and guest lectures from esteemed professionals provide comprehensive education and skill development. The success of the three inaugural batches has led to the launch of three additional ones, solidifying the program's growing impact and its contribution to participants' economic empowerment.

Case Study 2: IIT Mandi IHUB and HCI Foundation (INI)

Empowering Women Through the Drone Didi Programme at IIT Mandi

The Indian Institute of Technology (IIT) Mandi iHub has launched the innovative 'Drone Didi' program, an entrepreneurship development initiative for women in Himachal Pradesh and other states. Focused on agri-drone applications, this program is part of PMKVY 4.0 and has garnered recognition from the NSDC.

The 'Drone Didi' initiative provides comprehensive training on drone flying, securing remote pilot licenses, and agricultural drone applications such as pesticide spraying, field condition monitoring, and pollination. Participants also receive support in entrepreneurship, mentorship, and market/credit linkages. The Agriculture Skill Council of India supports this program, and the Centre for Artificial Intelligence and Robotics (CAIR) at IIT Mandi offers technical and on-the-job training.



Figure 5.2

IIT Mandi's 'Drone Didi' program stands as a transformative initiative, empowering women with cutting-edge technology and fostering an inclusive agricultural landscape. CEO Somjit Amrit emphasizes that this project is more than skill development; it is a catalyst for change, aiming for national reach and creating a skilled, self-reliant India.

The success of the 'Drone Didi' program was showcased to Smt. Droupadi Murmu, Hon'ble President, during the inauguration of the MSDE's 'Kaushal Bhavan' in New Delhi. The ceremony was attended by Shri Dharmendra Pradhan, Hon'ble Union Minister, and Shri Rajeev Chandrasekhar, Hon'ble Minister of State. The Hon'ble President highlighted the program's impact on women's empowerment in agriculture through drone automation.

Candidate Testimony: Shashi Bala, a beneficiary of the program, shared her experience: "With a background in BSc (Agriculture), I sought an exciting career path in agriculture. Learning about the 'Drone Didi' program, I decided to join. The training on drone applications, maintenance, DGCA guidelines, and business skills has been invaluable. I have also benefited from mentorship, which has been a great support in pursuing my aspirations."

Case Study 3: Directorate of Indian Army Veterans (DIAV)

The DIAV, serving as the nodal Project Implementation Agency (PIA), is spearheading numerous skill development initiatives for army veterans, prospective retirees, and their families. Among these initiatives is a program designed specifically to empower widows, spouses, and wards of serving or retired Indian

Army (IA) soldiers. This program aims to uplift morale and self-esteem by providing a platform to enhance skill sets and foster self-reliance. This initiative stands as a testament to the commitment to empowering and uplifting the lives of those connected to the Indian Army through skill development and self-reliance.

These Army Skill Training Centers (ASTCs), located in major family military stations, aim to provide skill training for 5,000 women, including widows, spouses, and wards of serving or retired Indian Army soldiers. Participants are enrolled in 15 contemporary job roles, such as Assistant Beauty Therapist and Domestic Data Entry Operator (ranging from skill level 3 to skill level 5), under the Short-Term Training (STT) component of PMKVY 4.0. Upon successful completion, participants receive NSQF-aligned certifications.

In total, 4,297 females have been enrolled in the program, with 1,436 currently undergoing training. Of the 2,734 who have completed training, 1,973 have been successfully certified. Currently, 2,752 females are enrolled, with 163 having completed training and 2,466 undergoing training. Out of those, 123 women have been successfully certified, with the rest in the certification process.



Figure 5.3

Case Study 4: Central Institute of Petrochemical Engineering & Technology (CIPET)

Established in 1968, the CIPET stands as a premier national institution in India, specializing in petrochemicals and plastics. Under PMKVY 4.0, CIPET provided industry-relevant skills tailored to meet the demands of the manufacturing sector to the youth. With a target of engaging 6,000 young individuals, CIPET has already enrolled 2,941 candidates across various job roles such as Machine Operator-CNC Turning of Plastic (Lathe), Assistant Machine Operator-Injection Moulding Plastic, and Machine Operator-Stretch Blow Moulding Plastic. Of these, 1,253 candidates have already received certification, with the remaining undergoing the certification process. Renowned for its state-of-the-art research facilities, laboratories, and industry-oriented curriculum, CIPET continues to play a vital role in shaping the skilled workforce of tomorrow.



Figure 5.4

Case Study 5: Northeastern Regional Agricultural Marketing Corporation Limited (NERAMAC)

NERAMAC Limited was incorporated in 1982 as a Government of India Enterprise. Under PMKVY, NERAMAC in collaboration with the Agriculture SSC has been conducting training of almost 40,000 candidates through 150 Farmer Producer Organisations (FPOs). There is also a huge focus on employability skills ensuring trained candidates have confidence to navigate the complexities of the modern world. NERAMAC has taken up its role as a dynamic and vibrant marketing organization essentially to support farming community of the Northeast region.

Case Study 6: Additional Skill Acquisition Program's Community Skill Parks (ASAP)

ASAP is an innovative "Community Skill Park" aimed to transform lives of youth under PMKVY. ASAP has been conducting trainings in Assistant Yoga Instructor, Fitness Trainer, Trainee - Hair Dressing, Office Assistant etc. Mohammed Rafi, a student who underwent Fitness Trainer training under PMKVY at ASAP Community Skill Park Cheriya Kalavoor, Kerala achieved the first runner-up position in the Best Lifter Men category at the "International Asian University Equipped Powerlifting Championship" at Hong Kong.



Figure 5.5

Case Study 7: Sainik Schools Nalanda, Bihar

This school has excelled in imparting skill training to drop-out candidates in future skills job-roles such

as Drone Manufacturing and Assembly Technicians, with an impressive success rate. Notably, 62% of these trainees have obtained certification and are now motivated to pursue career in the technical field, especially through the National Defence Academy (NDA). The school's emphasis on future job roles has sparked a keen interest in technology among its students.

Case Study 8: Nagaland Tool Room and Training Center (NTTC), Dimapur

Nagaland's premier technical training institute, NTTC in Dimapur, fosters industrial growth and youth employability. Equipped with advanced labs and machinery, NTTC offers PMKVY skill development programs in Four-Wheeler Service Assistant, Manual Metal Arc Welding/ Shielded Metal Arc, Welding Welder, Construction Electrician – LV, Domestic Data entry operator, Plumber - General. Chubasosang resident of Chumukedima, Nagaland, a student of PMKVY trained in Manual Metal Arc Welding says, "the market is huge for welders right now in Nagaland and that's why I chose this course."

Case Study 9: The National Small Industries Corporation Limited (NSIC), Rajpura

Established in 1955, the NSIC in Rajpura, Punjab, has a longstanding commitment to supporting Micro, Small and Medium Enterprises (MSMEs) under the Ministry of MSME. Participating in the PMKVY scheme, NSIC Rajpura successfully trained 491 candidates (out of a target of 600) in job-oriented programs like Assistant Hairdresser & Stylist, Electrician (Domestic), Hand Embroiderer (Addawala), and Electrical Technician.

Case Study 10: Directorate of Indian Army Veterans (DIAV): Training at Regimental Skill Training centers (RSTC)- Training of Trainer

RSTC 58 Gorkha Training Center, East Khasi Hills, Shillong: 261 Indian Army retirees successfully completed upskilling programs in "Security Supervisor" and "Small Poultry Farmer." Leveraging their existing skills, the classroom training equipped them to become certified Trainers and Assessors within the National Skill ecosystem.

RSTC Punjab, Ramgarh, Jharkhand: 418 veterans underwent upskilling in "Security Supervisor" and "Micro Irrigation Technician." This was followed by "Platform Skill" training to qualify them as certified Trainers or Assessors. The program further offered post-certification guidance through guest lectures on job application, recruitment processes, and soft skills development to prepare them for job interviews.



Figure 5.6

Case Study 11: Centre for Research and Industrial Staff Performance (CRISP)- Training of Trainer

The program offered a comprehensive residential training experience, equipping participants with industry-relevant skills. Delivered through well-equipped classrooms and laboratories, the program covered diverse domains such as Industrial Automation, Network System Administration, Machine Learning Engineering, Additive Manufacturing, and PLC Programming & Troubleshooting. Notably, Ajay Singh from Satna, Madhya Pradesh, successfully completed the 'Training of Trainers' program in Solar PV Installation. He now leverages his expertise by actively training others under the PMKVY scheme.

Case Study 12: Indian Institute of Technology, Jammu

IIT Jammu, a premier institution onboarded under the PMKVY scheme, offers training in future skills job roles. They conducted a training program in Drone Manufacturing and Assembly Technician, which included hands-on experience with various applications in agriculture such as crop spraying, soil and field analysis, and avoiding chemical overuse, as well as in creative fields such as filmmaking.



Figure 5.7

Case Study 13: Skill Development Institute (SDI), Bhubaneswar

Bhubaneswar's SDI empowers youth, particularly women, through technical training for enhanced employability. The PMKVY scheme allows SDI to offer courses in Customer Care, Pastry

Arts, Hospitality, Fitter, and Fabrication. Notably, a recent batch of tribal women enrolled in the traditionally male-dominated Industrial Electrician program.

Case Study 14: North-Eastern Handicrafts and Handlooms Development Corporation Limited (NEHHDC)

NEHHDC is under Ministry of Development of North-Eastern Region (DoNER), Government of India actively promotes the region's indigenous crafts. NEHHDC procures handicrafts and handlooms directly from artisans and weavers across the seven North-Eastern states. NEHHDC has been allocated about 5000 targets and is currently conducting training across all seven states of NER. The trainees and their products are marketed through Emporiums located at Shillong, Guwahati, Kolkata, New Delhi, Bangalore and through Sales Promotion Office at Chennai. Additionally, the corporation showcases the artisans' work at national and international exhibitions and trade fairs, providing them with broader market exposure.

Case Study 15: Training of 'Drone DIDI' at IIT Mandi

IIT Mandi iHub, leveraging the PMKVY scheme, launched the 'Drone Didi' program in Mandi, Himachal Pradesh. This initiative empowers women through comprehensive training in drone operation, remote pilot licensing, and agricultural applications like pesticide spraying and field monitoring. The program's success was recognized by Smt. Droupadi Murmu, Hon'ble President at the inauguration of the MSDE's 'Kaushal Bhavan' in New Delhi.

Case Study 16: Indianeers Media Private Limited

Located in Kangra, Himachal Pradesh, Indianeers Skill Academy leverages the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme to empower rural and semi-urban women. The academy's focus aligns with the region's coffee and tea production, as evidenced by their recent enrollment of 157 women candidates for the job-role of Coffee Plantation Worker.



Figure 5.8

Case Study 17: SV College of engineering, Tirupati

In accordance with the All-India Council for Technical Education (AICTE), SV College of Engineering, Tirupati, offers skill development programs in high-demand sectors. The college has enrolled a total of 258 candidates in job-oriented programs, including Additive Manufacturing (3D Printing) for the Instrumentation Sector, Application Developer (Mobile & Web) for the IT-ITeS Sector, Automotive CNC Machining Technician for the Automotive Sector, Solar PV Installer for the Green Jobs Sector, and VLSI Design Engineer for the Electronics Sector.

Case Study 18: Pradhan Mantri Kaushal Kendra (PMKK), Shimla

Established to bridge skill gaps in Himachal Pradesh, PMKK Shimla empowers youth by providing high-quality, industry-relevant skill training to enhance employability. Focusing on sectors with high job potential, such as hospitality, beauty and wellness, media, and IT, PMKK Shimla has trained over 3,500 candidates across various fields since its inception. Notably, the Graphic Designing course is in high demand due to its emergence as a promising new job role.

Case Study 19: Cantonment Board High School & Junior College, Nashik

Leveraging their well-equipped technical labs and qualified trainers, the institute is positioned to significantly expand its training offerings in similar technical job roles. Additionally, there is a strong emphasis on imparting employability skills to ensure that trained candidates have the confidence to navigate the complexities of the modern world alongside their technical proficiency.

Case Study 20: KENDRIYA VIDYALAYA BEG PUNE

The PMKVY skill training initiative bridged the gap by training underprivileged dropout candidates in creative media and entertainment roles. The program emphasized employability skills, equipping graduates with both confidence and technical proficiency. Schools further integrated this training with the existing curriculum, promoting waste recycling and environmental sustainability.

Case Study 21: BABA SAHEB DR BHIMRAO AMBEDKAR GOVERNMENT POLYTECHNIC, AURAIYA

Dr. Bhimrao Ambedkar Government Polytechnic Haidarpur Auraiya, accredited by the All-India Council for Technical Education (AICTE) under the Government of India and affiliated with the Board of Technical Education Uttar Pradesh (BTE-UP), actively participates in government initiatives to bridge the skill gap. As part of the PMKVY scheme, the institute successfully conducted two training batches, enrolling 46 candidates in job-oriented programs aligned with the local skill demands of Haidarpur in Auraiya district. These batches focused on equipping participants with the necessary skills to excel in the roles of Hindi Typist and Plumber General.



Figure 5.9

Case Study 22: Directorate of Indian Army Veterans (DIAV): Training at Regimental Skill Training centers (RSTC)- Training of Trainer

The institute empowered 10th-grade dropouts by offering six training batches in Paper Mache Artisan skills. Shubeena Akhtar, a graduate with a Master of Computer Applications (MCA) degree, has been officially certified as a Trainer of Trainers (ToT) through the program, allowing her to effectively lead these training sessions. To facilitate a well-rounded learning experience, the center boasts designated classrooms and laboratories equipped for both theoretical knowledge acquisition and practical skill development. Furthermore, the center further assists trainees in creating “Artisan Cards,” facilitating potential exports through initiatives like the Kashmir Expo.

B. SCHEMES & INITIATIVES THROUGH DGT

5.5 Craftsmen Training Scheme (CTS)

5.5.1 Introduction

The Craftsmen Training Scheme (CTS) was introduced by the Government of India in 1950 to ensure a steady flow of skilled workers across various trades for 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 Industrial Training Institutes (ITIs) across various States and Union Territories. The day-to-day administration of ITIs under the Craftsmen Training Scheme was transferred to the State Governments and Union Territory administrations in 1956. Effective April 1, 1969, financial control of the Industrial Training Institutes in both States and Union Territories was also transferred to the respective State Governments and Union Territories.



Figure 5.10: Govt ITI Palanpur, Gujarat

5.5.2 Objectives of the Scheme:

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

5.5.3 Salient Features of the Scheme

- Aspirants of age 14 years and above are eligible to seek admission in Government and Private ITIs. Admissions in Government and Private ITIs are done in the month of August every year.
- Tuition fee in the ITIs is decided by the respective State Government as deemed fit based on the recommendation of the concerned State Council for Vocational Training. Trainees are also provided with library, sports and medical facilities.
- Seats are reserved for SC/ST candidates in proportion to their population in respective State/UT. Guidelines for reserving 4% seats for persons with disability and 30% for women candidates have been issued to State Governments and these could be filled based on the general reservation policy of each State/UT and total reservation is limited to 50%. Seats are also reserved for the wards of defence personnel. Seats for OBC candidates have also been reserved in proportion to the seats reserved for them in Government Services in the respective States.
- There is a provision of second and third shifts in Government and Private ITIs with segregated timing, for optimum utilization of infrastructural facilities. They are encouraged to introduce a second shift by appointing one additional trade instructor and additional trainee kit for trainees.
- A "Placement Cell" in every Government and Private ITIs is set up to facilitate the graduates in getting placement in different industries.
- Institute Management Committee (IMCs) have been formed for ITIs' in consultation with apex Industry bodies to improve cooperation between Industry and Industrial Training Institutes (ITIs).
- All the data of ITIs and trainees are captured on NCVTMIS portal at link <https://ncvtmis.gov.in/Pages/Home.aspx>

5.5.4 Structure of Training Scheme

- Training under the scheme is imparted in 155 NSQF compliant trades. List of 155 Trades (85 Engineering, 65 Non-Engineering, 05 for Divyangs trades) under Craftsmen Training Scheme has been placed at **Annexure-22**. The period of training for various trades is 6 months, one year and two years. The entry qualification varies from class 8th class pass to class 12th class pass, depending on the trades.
- The courses have been designed to impart 70% to 80% hands-on skills and knowledge in the trades to prepare trainees for employment as a semi-skilled worker or for self-employment.
- Emphasis is on skill building as 70% to 80% of the training period is allotted to practical training and the rest to subjects relating to Trade Theory, Workshop Calculation & Science and Engineering Drawing.
- For overall personality development of trainees, the module on "Employability Skill" is taught being introduced to all the trades under CTS. The module includes topics on Introduction to Employability Skills, Constitutional values – Citizenship, becoming a Professional in the 21st Century, Basic English Skills, Career Development & Goal Setting, Communication Skills, Diversity & Inclusion, Financial and Legal Literacy, Essential Digital Skills, Entrepreneurship, Customer Service, Getting Ready for Apprenticeship and Jobs

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

Central Government:

- Framing overall policies, norms, and standards for Skill Development.

- Formulation of new training schemes for Skill Development of youth.
- Expansion of training infrastructure.
- Development / revision of course curriculum.
- Affiliation of Industrial Training Institutes.
- Trade testing & certification.
- Conducting instructor training course for serving & potential instructors of ITIs.
- Conducting courses for skill up gradation of instructor in specialized/new areas.
- Organizing vocational training programmes for women.
- Implementation of special schemes for North East States, and States affected by Left Wing Extremism (LWE).
- Skills Strengthening for Industrial Value Enhancement (STRIVE) - a new World Bank funded project.
- Bilateral agreements and cooperation in the field of vocational training, to make training at-par with international standards.

State Government:

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

5.5.6 Initiatives for Quality Improvement of ITIs

(A) Grading of ITIs:

Data Driven Grading Methodology [DDGM] in ITIs [Phase - 3]

Objective:

Grading is a method to assess the performance and quality of training being provided by the Industrial training institutes (ITIs).

Background of Previous grading System:

The MSDE has launched a firsttime grading system (Phase-1) in January 2017 and phase II grading was launched in 2019.

The methodology adopted for grading involved field visits and data validation by an external agency for the grading of ITIs. DGT awarded a contract to a third-party agency (M/s ICRA Analytics) to conduct physical verification and data collection and assign tentative grades to ITIs. ITIs will be given a final grade by the Core Grading Committee based on inputs from field visit reports, data validation reports, and the inputs of the Grievance Redressal Committee. The final grade was published on the DGT portal. Combining both Phase-I and Phase-II grades, a total of 13480 ITIs in the country have been graded.

Need of new Grading Methodology:

According to the order MSDE-35(4)/MIS ITI grading, phase-2/2018-NPIU dated November 29, 2019, the validity of the current gradings will last through the academic year 2022–2023. Hence there was a need to develop a new grading system. Subsequently, it was decided to develop a new methodology for grading all existing ITIs using the parameters/information available on the DGT MIS portal.

New Methodology for Grading of ITIs

The new Data Driven Grading Methodology (DDGM) has been adopted successfully for grading of all existing ITIs using the parameters/information available on the DGT MIS portal. To assign new grading values to ITIs, data parameters currently available in MIS portal which directly relate to the performance and quality of training in ITIs are used to grade the ITIs on a scale of 0 to 10.

Table-5.13: Following parameters used for generation of grading scores

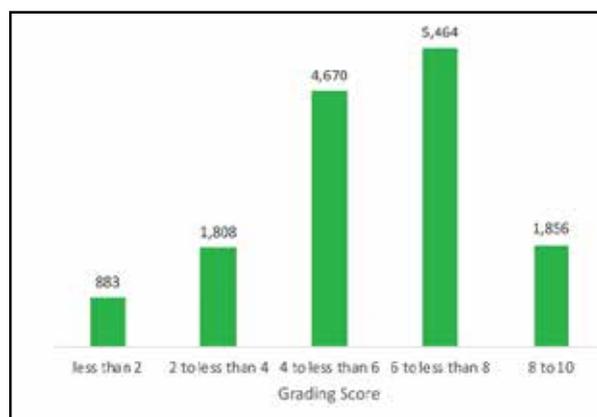
Sl. No.	Parameters	Weightage assigned (%)
1	Admission percentage	35
2	Female admission percentage	5
3	Trade Diversity (New emerging Trades /Non-Engineering Trades)	5
4	Pass percentage	35
5	Computer Based Test (CBT) examination participation percentage	5
6	Average marks percentage of all the trainees appeared in CBT exam	5
7	Dual System of Training (DST) enrolled trainee's percentage	5
8	SC/ST/PwD enrolled trainees' percentage	5

The DDGM grading system is based on the data driven parameters available on the portal with the least amount of human interference. Grading of ITIs is generated automatically. The grading is also dynamic and can improve/ go down every year depending on the performance of the ITI in the last year. It will be published on DGT MIS portal for every ITI and visible to stakeholders/public. All the information/ scores against each parameter are available in the public domain for transparency. The new methodology has been implemented for the ITIs via DGT Office Memorandum No. DGT-27/2022-ITCell dated 23.03.2023. Subsequently, via DGT Circular No. DGT-27/2022-ITCell dated 11.04.2023, DGT has generated the Grading scores for 14,681 ITIs and published the same for the information of the stakeholders.

Table-5.14: Grading Score-wise number of ITIs.

Grading Range	No. of ITIs
less than 2	883
2 to less than 4	1,808
4 to less than 6	4,670
6 to less than 8	5,464
8 to 10	1,856
Total	14,681

Chart 5.1: Number of ITIs



Under the above Grading Methodology, two levels of grievance redressal mechanism are also available with ITIs to resolve the issues related to grades assigned to ITIs. Two levels of grievance mechanism are:

- a. **Grading Grievance Redressal Committee (GGRC):** The ITIs can submit their grievances to the committee consisting of one Director level officer of DGT and State Directorate representative of the concerned State, in case they are not satisfied by the grading score.
- b. **Appellate Committee:** Appellate Committee will review the appeals raised by ITIs which are not satisfied with the draft grades approved by Grading Grievance Redressal Committee. The appellate committee is constituted of Director General (Training) as chairperson and two other officers of DDG and Director rank as members.

The ITIs were given 15 calendar days to submit their grievances regarding grading scores with evidence to DGT from the date of allocation of final grades.

Eligibility of ITIs for affiliation

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

(A) Constitution of Standing Committee on Accreditation & Affiliation (SCAA): For ease of doing business, abolition/dramatic reduction of various committees under MSDE has been undertaken. The Standing Committee on Accreditation & Affiliation constituted with revised ToR as follows:

- a. Scrutinize the proposals for grant of affiliation /de-affiliation received from various State/UT directorates.
- b. Grant of Affiliation to the ITIs which have fulfilled the affiliation norms.
- c. De-affiliation of ITIs which have failed to abide by the affiliation norms.
- d. Re-affiliation of ITIs meeting the affiliation norms.
- e. Review of affiliation/Re-affiliation norms

(B) Constitution of State Skill Development and Entrepreneurship Committee: Decentralization of power had always been high on the agenda of MSDE. State Skill Development and Entrepreneurship Committee (SSDEC) had been established vide letter DGT-35/4/1/Secy (MSDE)/2022 dated 28.03.2022 by MSDE with an objective to take decisions based on the state specific needs related to affiliation, de-affiliation, admissions, introduction of short-term courses etc. of the ITIs.

(C) School ITIs: In the blocks, where no ITIs are present, trainees have to travel long distances to acquire new skills. To ease out of difficulties faced by trainees of these areas, DGT has introduced a provision of the School ITIs, according to which now Government High schools can also run CTS courses in their campuses using the infrastructure of the school.

(D) Polytechnic ITIs: For enhancing the capacity of training with minimum investment and at the same time to promote optimum utilization of resources, the Ministry of Skill Development and Entrepreneurship (MSDE) and All India Council for Technical Education has decided that vocational training may be provided by using existing infrastructure, facilities in Polytechnics.

In response of which DGT has allowed Polytechnics to run CTS courses from academic session 2019 in the spare capacity of polytechnics vide reference to letter MSDE-07/11/2015-CD dated 07.08.2018 and AICTE letter 2-2/D-NSQF/U. S Infra/2016 dated 05.12.2018.

Total 50 affiliations have been given to ITIs to run in the spare capacity of Polytechnic/ Engineering colleges.

(E) Introduction of Drone related courses in ITIs: Looking at the potential of drone industry to provide job opportunity in huge numbers in the coming future, DGT has allowed ITIs to run drone related courses in ITIs from session 2022 and till now 148 ITIs have been given affiliations.

5.5.7 Industry Connect

(a) Flexi MoUs under CTS

The scheme enables industries to train candidates according to their specific skill set requirements and provides trainees with an environment aligned with market demand and the latest technology. Designed to meet the needs of both industries and trainees, this Employer-Skinner model allows prospective employers (industries) with established infrastructure, robust training facilities, and trained faculty to conduct in-house skilling, thereby producing industry-ready trainees.

The scheme offers flexibility for industries to create tailored and customized courses with market-relevant content that meets industry requirements. These courses, developed by the Industrial Training Partner (ITP), focus on industrial training and have high employment potential. For sectors such as IT/ITeS, purely online courses may also be developed. Training duration, including both classroom and industry components, ranges from 6 months to 24 months (2 years). The ITP is responsible for training, while assessment is conducted jointly by the ITP and the Directorate General of Training (DGT). Practical and formative assessments are handled by the industry, while the Computer-Based Test (CBT) is conducted by the DGT. The ITP must ensure the placement of at least 50% of the successful trainees.

Participating entities must enter into an agreement or Memorandum of Understanding (MoU) with the

DGT as an Industrial Training Partner (ITP). ITPs can include industries/organizations, industry clusters/associations, or skill universities. They have the flexibility to select trainees based on their criteria in addition to the prescribed criteria. Admission timing and training cycles are kept flexible. Trainees benefit from industry-relevant courses with high employment potential, interactions with experienced industry experts/professionals, and exposure to industry shop floors and the latest equipment. Graduating trainees are industry-ready, with experience in best practices and familiarity with the latest machines, tools, and equipment.

Following MoUs have been signed under the revised scheme guidelines released in February 2019: Maruti Suzuki India Limited, Gurugram

1. Centurion University of Technology and Management Odisha
2. Suzuki Motors, Gujarat
3. NMDC Chhattisgarh,
4. Kaushalya Kameshewar, Jharkhand
5. GTTC Bengaluru
6. Navgurukul Bengaluru
7. Ordnance Factory Board, Kolkata, Ministry of Defence, Govt. of India
8. LAVA International Ltd., Noida
9. Paytm Flexi MoU
10. Toyota Kirloskar Motor Pvt. Ltd
11. Medhavi Skills University, Sikkim
12. BSA Corporation Ltd
13. India Army
14. Indian Navy
15. Indian Air Force



The MoUs mentioned at serial numbers 14, 15, and 16 have been signed with the Armed Forces to award the National Trade Certificate (NTC) to Agniveers joining under the Agnipath Scheme, recognizing the skills acquired by Agniveers during their training and experiential learning.

Furthermore, 26 NSQF-compliant courses have been developed in collaboration with ITP to emphasize industrial training and enhance employment potential. The list of courses is enclosed as **Annexure 23**.

(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 the industry. It facilitates industry linkages and offers hands-on experience to trainees with the latest or updated technologies used in industry.

Under the DST scheme, courses are conducted to meet the skilled workforce requirements of industries, ensuring that trainees who are awarded the National Trade Certificate (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 used in the industry, DGT encourages ITIs to participate in the DST program so that these trainees are industry-ready.

Under the DST scheme, On-the-Job Training (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 Dual System of Training has been expanded to include all trades, including those in the service sector and new and emerging sectors. All these courses are NSQF-aligned.

Duration of Training

1. Duration of industrial training' as indicated in **table-5.15** below:

Table-5.15

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

To bring more industries under the ambit of DST, the condition of minimum 200 employees being employed by participating industries has been revised for both engineering and non-engineering trades. These guidelines are now further modified as at **table-5.16** below:

Table-5.16

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

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

As of December 2023, a total of 4,088 MoUs have been signed under the DST scheme by ITIs under State Directorates, NSTIs under DGT and by industrial clusters under STRIVE scheme. The details are given at **table-5.17** below:

Table-5.17

S. No	Category of MoUs under DST	No. of MoUs signed
1	Between National Skill Training Institutes under DGT and Industry Organizations	270
2	Between Govt & Private ITIs of State & UT and Industry Organizations	3728
3	Between Industry Clusters and ITI (Under STRIVE Scheme)	90
Total		4088

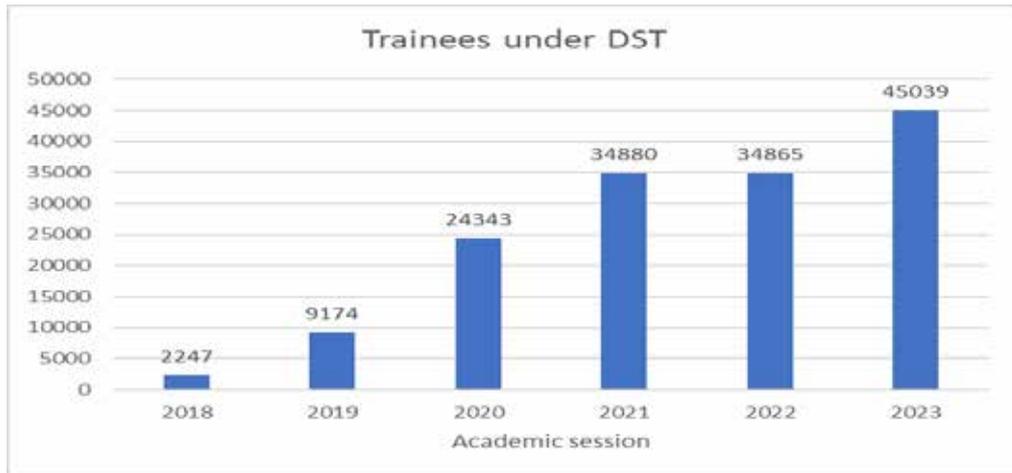


Chart 5.2: Growth of training under DST

5.5.8 CTS Analytics

(a) Growth of ITIs in the country

The ITIs plays a vital role in growth of GDP of the country in terms of providing skilled manpower to the industry. CTS was initiated, in 1950 by establishing about 50 ITIs for imparting skills in various vocational trades to meet the skilled man power requirement for industrial growth of the country. Several new Private ITIs were established in 1980's in southern states mostly in Kerala, Karnataka and Andhra Pradesh, from where trained craftsmen found placement in the Gulf countries. In year 1980, there were 831 ITIs and the number of Training Institutes rose to 15,016 in year 2023.

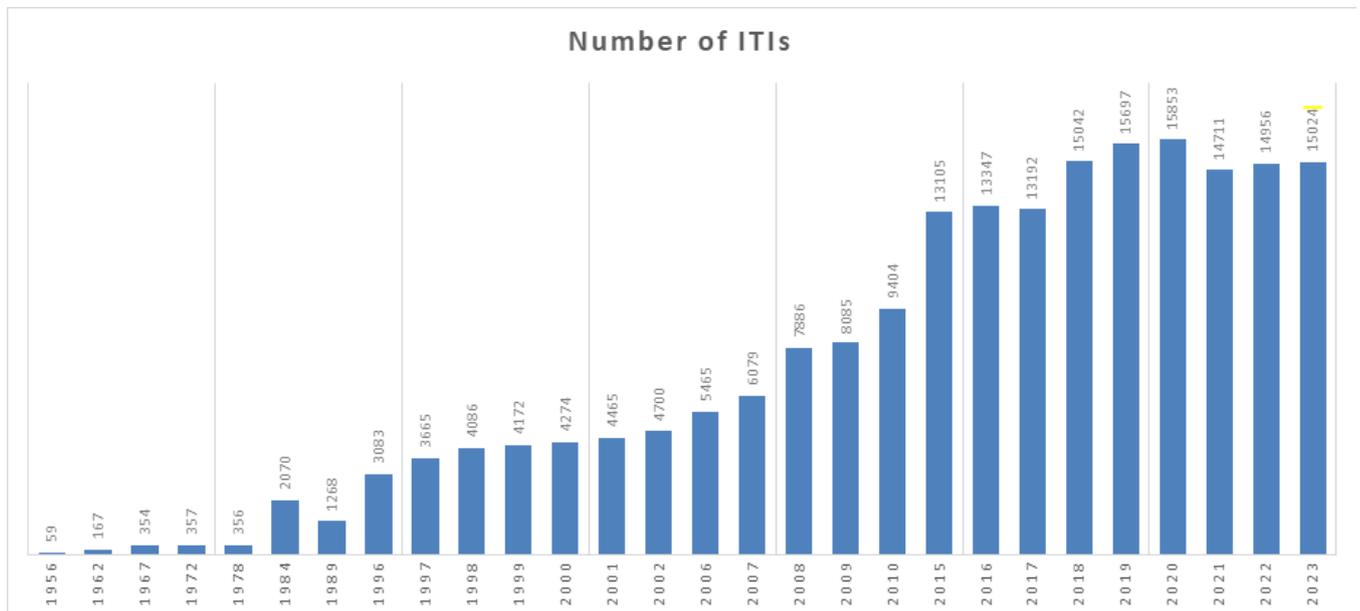


Chart 5.3: Growth of ITIs in the country

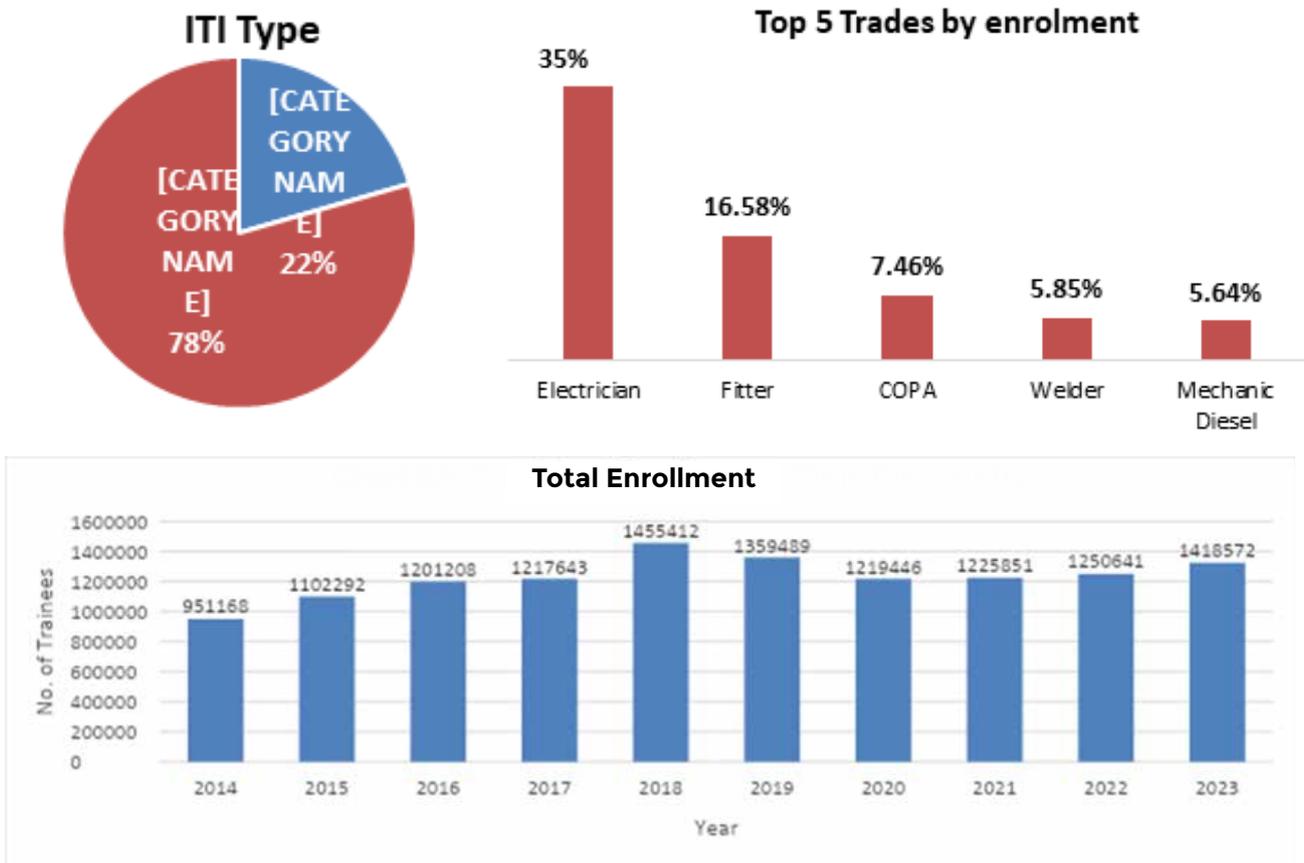


Chart 5.4: Growth of Enrollment in ITIs in the country

5.5.9 New Initiatives

(a) New Age Courses

Presently, training courses under CTS are being offered through a network of 15,024 ITIs (Govt. 3,291 + Private 11,733) located all over the country with total seating capacity 26.29 lakhs in session 2023 with an objective to provide skilled workforce to the industries in 155 NSQF compliant trades under CTS. Following 26 new age trades as per industry 4.0 has been introduced in ITIs under CTS to meet the growing demands from industries:

- Additive Manufacturing Technician (3D Printing)
- 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 Effects



- Small Hydro Power Plant Technician
- Smartphone Technician Cum App Tester
- Software Testing Assistant
- Solar Technician (Electrical)
- Technician Mechatronics
- Wind Plant Technician
- 5G Network Technician
- Computer Aided Manufacturing (Cam)
- Data Annotation Assistant

MSDE has requested through letter no. DGT-35/4/1/Secy (MSDE)/2022 dated 28.03.2022 to all State/UT to constitute a State Skill Development & Entrepreneurship committee (SSDEC) for scaling -up of skill development activities on a fast track. DGT has empowered the SSDEC to allow Short Term Training (STT) courses to run in ITIs. ITI can run NSQF compliant Short-Term courses having duration of 240 hours with a flexibility of $\pm 20\%$ duration. These short term courses can be opted from National Qualification Register (NQR) portal <https://www.nqr.gov.in/> or non NSQF short term courses as per local demand/industry needs.

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

Table-5.18: List of STT Courses

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

8	Diesel Engine Electronics Diagnostic Technician	Automotive	240	5
9	Digital Fashion Portfolio Designing	Apparel	720	5
10	Operation and Maintenance of PSA Oxygen Plant	Capital Goods & manufacturing	180	4
11	Operation and Maintenance of Respiratory Equipment	Electronics & Hardware	190	3
12	Professional Make-up Artist & Hair Stylist	Beauty & Wellness	480	5
13	Senior Nail Technician	Beauty & Wellness	320	5
14	Senior Spa Therapist	Beauty & Wellness	480	5

Introduction of Drone related courses in ITIs: DGT has allowed ITIs to run drone related courses in ITIs from session 2022. Affiliations have been granted to ITIs to run short term Drone courses from session 2022. Till now 116 affiliations have been granted in the following two drone courses, details are at table-5.19 below:

Table-5.19

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

Table-5.20: State-wise status of ITIs granted the affiliation in short term Drone courses from session 2022:

Sl. No.	Name of the State/UT	Total
1	Andhra Pradesh	10
2	Arunachal Pradesh	05
3	Assam	02
4	Bihar	30
5	Chandigarh	01

6	Gujarat	20
7	Himachal Pradesh	09
8	Maharashtra	12
9	Manipur	01
10	Punjab	05
11	Uttar Pradesh	15
12	Uttarakhand	06
Total		116

Affiliations have been granted to ITIs to run long term Drone courses from session 2023. Till now 32 affiliations have been granted in the two drone courses as at **table-5.21** below:

Table-5.21

Sl. No.	Trade Name	Duration	NSQF Level	Entry Qualification
1	Remotely Piloted Aircraft (RPA)/ Drone Pilot	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	6 months (600 hours)	4	Passed 10th class examination with Science and Mathematics or with vocational subject in same sector or its equivalent.

Table-5.22: State-wise status of ITIs granted the affiliation in long term Drone courses from session 2023:

Sl. No.	State/ UTs	No. of ITIs
1	Jharkhand	6
2	Madhya Pradesh	2
3	Odisha	13
4	The Dadra and Nagar Haveli and Daman and Diu	1
5	West Bengal	10
Grand Total		32

5.5.10 Curriculum Reforms

Keeping pace with market demand and advancement in technology, DGT updates the curricula regularly. New trades are also introduced and obsolete trades are removed from the scheme. These activities are carried out through a well-established system of trade committees. Trade committees suggest changes in curriculum, requirement of equipment, duration, pedagogy, assessment systems; modern ways of training including distance education, technology enabled training and identifying infrastructure improvements etc. Trade committees have representation from industry, field institutes of DGT, State Governments.

In view of NEP 2020, DGT has restructured and rationalized all the qualifications under CTS in line with school education and higher education system from notional training hours from 1600 hours to 1200 learning hours. This comprises 120 hours of employability skills in one-year course/first year of two-year course and 60 hours advanced employability skills in the second year of two-year course. Further, additional 150 hours of mandatory OJT for better industry alignment for job readiness or group projects. In addition, trainees will opt for 240 hours (one language course through NIOS for 10th /12th class certificate along

with ITI certification or for an add-on short term course of up to 240 hours). Accordingly, 152 CTS and 55 CITS courses have been restructured and realigned with NEP 2020.

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

National Occupational Standards (NOSs) on Employability Skills with 120 hours and 60 hours have been developed and approved in the 20th NSQC meeting on 30.06.2022 for implementation in ITIs from the session 2022-23 consisting of the following modules.

Table-5.23: Module of Employability Skills

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

Simplification of WCS & ED syllabus of maximum 40 hours and merging with Trade Theory subject for all engineering trades.

5.5.11 Integration of Vocational Training with Academic Education

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

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

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

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

An MoU has been signed between National Institute of Open Schooling (NIOS) under Ministry of Education and DGT under MSDE on 07.12.2021 for the benefit of ITI trainees through development of linkages between school education and vocational education/ skilling.

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

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

Table-5.24: Criteria for Transfer of Credit (ToC)

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

Under this provision 1,032 Govt. ITIs/NSTIs have been accredited as NIOS study centers.

5.5.12 Reforms in Affiliation Process:

To increase the efficient and transparent management of ITI ecosystems, guidelines have been laid down for Online Inspection of ITIs for accreditation and affiliation, online inspections were carried out.

Table-5.25: Achievements for the session 2023:

New ITIs Affiliated	116
Existing ITIs Affiliated (Addition of Trades/Units)	317
Total increase in units	1748
Total increase in seating capacity	34188

5.6 Crafts Instructor Training Scheme (CITS)

5.6.1 Introduction

Training of Trainer (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 Women & 14 General) & 121 Institute for Training of Trainers (IToTs) (110 State Govts & 11 Private 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.

Table-5.26: Trained under CITS from 2018-19 to 2022-23

Academic Years	Total Trained	Women Trained	Percentage of Women Trained
2018-19 to 2022-23	44702	16283	36.42

Table-5.27: Enrolment data under CITS for the session 2023-24

Academic Year	Trainees Enrolled	Women Enrolled	Percentage of women Enrolled
2023-24	10208	4200	41.14

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 the year 2019. Under RPL - CITS, exams are conducted by DGT to certify instructors already working in the ITIs. This recognition of prior learning enables the qualified instructors to obtain requisite certification.

This recognition of prior learning enables the qualified instructors to obtain requisite certification. A total of 8,407 instructors have been certified under RPL-CITS since the year 2019.

In the year 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. The scheme to convert Government ITIs to IToTs is an ongoing scheme and approval for affiliations are being conveyed, on receipt of the proposal(s) from the States.

Table-5.28: Enrolment data under CITS during the past five years in NSTIs & IToTs

Year	Total Seating Capacity	Trainees Trained/ Enrolled
2019-20	11555	8805
2020-21	12765	9068
2021-22	12993	8139
2022-23	14412	9996
2023-24	17175	10208

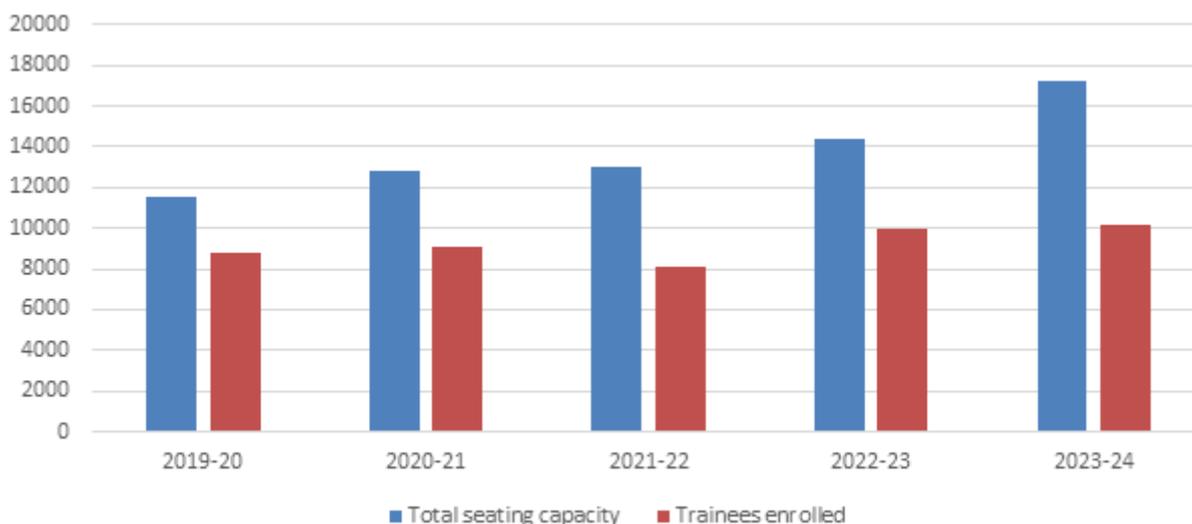


Chart 5.4: Enrolment data under CITS during the past five years in NSTIs & IToTs

5.6.2 Structure of Training Scheme

- Admission is done through Centralised Entrance Examination (All India Common Entrance Test) conducted across the country.
- The eligibility under the Craft Instructor Training Scheme programme is NTC / NAC / Diploma / Degree qualifications in relevant trade.
- The structure of training programme is as under:

Table-5.29: For Engineering trades, training is being offered in the following subjects except Draughtsman Group:

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

Table-5.30: For Engineering trades, training is being offered in the following subjects for Draughtsman Group:

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

Table-5.31: For non-engineering trades, training is being offered in the following subjects:

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

- There are a total 55 trades (38 Engineering trades and 17 non-engineering) under CITS as at table given below and CITS training is offered in 41 trades for the session 2023-24.

List of CITS Courses -

(A) Table-5.32: 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
28	Plastic Processing Operator
29	Plumber
30	Pump Operator Cum Mechanic
31	Reading of Drawing and Arithmetic
32	Sheet Metal Worker
33	Spinning Technician

Sl. No.	Name of the trade
34	Surveyor
35	Tool & Die Maker
36	Turner
37	Welder
38	Woodwork technician

(B) Table-5.33: 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-24**.

(B) List of NSTIs – General offering courses under CITS may be seen at **Annexure-25**.

Table-5.34: List of NSTI Extension Centre: Presently training is imparted in various trades under Craftsmen Training Scheme (CTS) / Short term courses in these extension centres.

Sl. No.	State	Name of Extension Centre
1	Imphal	Extension Center Manipur
2	Jammu & Kashmir	Extension Center SriNagar
3	Ladakh	Extension Center Leh

(A) List of Government Institute for Training of Trainers (IToTs) offering courses under CITS may be seen at **Annexure-26**.

(B) List of Private IToTs offering courses under CITS may be seen at **Annexure-27**.

5.6.3 New Initiatives for trainees:

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

To meet the aspirations of ITI trainees to pursue higher education, MSDE has signed MoU with IGNOU and NIOS. The summary of activities under these provisions is at **table-5.35** below:

Table-5.35 below:

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

5.6.3.2 Curriculum reforms

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

5.6.3.3 Industry connect in NSTIs

- A total of 270 new MoUs have been signed by various NSTIs under DST/ OJT under various schemes. These MoUs are aimed at improving the hands-on-training to the 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 Doc Ltd., Skoda Auto, Pidilite etc.
- Other some prominent MoUs/partnerships are:
 - a. MoU between NSTI-Kanpur and Dassault Aviation and Hindustan Aeronautics Limited respectively. For Dassault Aviation, the MoU was for AS&EF course under CTS and for HAL, CNC Machines were received under CSR (worth Rs. 2.87 crore).
 - b. MoU with SAP India Pvt. Ltd. to create a chain of learning to reach the youth and providing them exposure to Data Science (Artificial Intelligence – Machine Learning) and help enhancing their employability.
 - c. Partnership with CISCO: 6 NSTIs were shortlisted to bring the benefits of digital technology across these NSTIs. The NSTIs were equipped with state-of-the-art Cisco Connected Classroom solution, leveraging Cisco's Collaboration solutions like Cisco TelePresence and Cisco WebEx, to offer a next-generation digital learning experience to make interactive learning (virtual Classroom), a routine part of their lives.
 - d. Partnership with Microsoft – NASCOMM Foundation: Through this partnership, foundation will train candidates under the Microsoft Training Assistant (MTA) programme (3 months duration) in select ITIs and NSTIs.

5.6.3.4 Advanced Diploma (Vocational)

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

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,' NSQF Level 6. The duration of the course is 2 years, with the first batch graduating in March 2020. In the 2022-24 session, 318 trainees (189 male and 129 female) are undergoing training in 15 National Skill Training Institutes (NSTIs), including 5 NSTIs exclusively for women.

5.6.3.5 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 latest equipment and machinery, enabling them to gain real-world experience and proficiency required in the industry.
- 3. Certification:** Upon successful completion of a short-term training program at an NSTI, participants receive a certification 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, working professionals etc. 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/ departments collaborating with NSTIs are Indian Space Research Organisation (ISRO), Oil and Natural Gas Corporation (ONGC), Naval Dockyard, Mazgaon Dockyard, Hindustan Aeronautics Limited (HAL), Furnitures and Fittings Sector Skill Council, Pidilite etc.

Details of Short-term Training Programs conducted in NSTIs may be seen at Annexure-28.



Figure 5.11 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



Figure 5.12: Short term training in AC DC Motor Controls and Drives at NSTI Ramanthapuram in April 2023 in collaboration with ASHLESHA Pvt. ITI

5.6.3.6 Assessment and Certification

- The NCVET with the powers conferred to it under chapter III functions and powers of the council Para 16 (1), vide F.No: 32001/14/2020/ NCVET/234, dated 10.06.2020 has recognized DGT as an 'Awarding Body' and 'Assessment Agency' for training in ITIs and NSTIs/IToTs with respect to all qualifications created by DGT and approved by NCVET for the purpose.
- The All India Trade Tests (AITT) are conducted for the various schemes run by the DGT. The Trade Testing Cell of DGT is entrusted with this responsibility. Admission, Hall Ticket generation, Result Declaration and issuance of marksheets & Certificates are done through NCVTMIS portal (<https://ncvtmis.gov.in>) w.e.f. admission session August 2014. The examinations conducted are tabulated at **table-5.36** below:

Table-5.36

Sl. No.	Name of the Scheme / Tests	Year 2023	
		Trades	Test
1	All India Trade Test for CTS	152	2
2	All India Trade Test for CITS	55	2
3	All India Trade Test for CTS under DST	17	2
4	All India Trade Test for CTS (Flexi- MoU)	18	On Demand
5	All India Trade Test of Craftsmen for the Centre of Excellence (CoE) Scheme (BBBT & Advance Modules)	08 sectors	2
6	All India Trade Test for Apprentices under Designated Trades	266	2

- The All India Trade Tests are conducted in online as well as conventional mode. The theoretical portion of the examination is conducted through Computer Based Test (CBT) and the Practical are conducted in conventional mode.
- National Trade Certificates (NTCs) are awarded to the successful candidates of AITT or CTS. National Trade Certificate is a recognized qualification for recruitment to relevant posts and services in Central/ State Government/Private establishments in India.
- E-Certification has been introduced to make the system faster and overcome the pendency of the

certificates. Now Marksheets/ NTC/National Craft Instructor Certificate (NCICs)/National Apprenticeship Certificate (NAC) are being issued through NCVT MIS Portal. The details of different Trade Tests conducted under the aegis of NCVT in the year 2023 are given in the above table.

- DGT Service Desk (<https://dgt.gov.in/servicedesk/users/index.php>): For assisting Trainees/ITIs special portal has been launched where they can raise query and seek information related to admission, examination, certification, result declaration etc.
- Trainee Profile verification before Hall Ticket (HT): This module is created in which trainee verify his profile and check their Name, Father's/Mother's name, Date of birth, & Photograph, they can raise grievances related to his profile before HT generation. This will help them to get correct HT before examination.
- CBT examination under all the schemes is being conducted with the help of the State Directorate and appointed exam agency at around 1241 centers. DGT is also using the infrastructure of good ITIs for conducting CBT examinations. Exam agency has the capacity of conducting CBT of approximately 1.2 lakh trainees daily.

5.6.3.7 Reforms in Examination

- Change in Examination pattern: From conventional mode (OMR based) examination mode has been changed to Computer Based Test (CBT), resulting in reduced result processing time.
- Removed the fear of examination among the trainees by simplifying the examination pattern with one Trade Theory examination and one Practical examination instead of two Trade Theory and two Practical examinations in the past.
- Results declaration on the NCVT MIS Portal and notification to the concerned stakeholders on the portal. Additionally, reports related to eligible candidates, candidates appeared, and candidates pass & failed information is made available on State/UT directorate login ID.
- To bring more transparency through ease of doing business reports like trainees admitted, results, topper list, hall ticket generation, mark sheets and certificates etc. made available in the DGT MIS portal through the state login itself to get up-to-date reports/data analytics to the States/UTs and ITI's.
- Implemented a new process for Profile verification of trainees before the hall ticket generation to reduce the efforts involved in complaints regarding profile correction after the certificates are generated.
- In order to reduce the time gap for the states to upload the practical marks, an additional process has been implemented in the portal to upload the practical marks directly by the examiner within 48 hours and approved by the nodal ITIs and States on time to avoid any mistakes in mark upload later.
- Provision made in the portal for generation and correction of legacy certificates (NCIC/NTC/NAC/COE) – paper certificate to digitally signed, QR code enabled e-certificate.
- Trainees' empowerment has been done by allowing the trainees to download the hall tickets, mark sheets, consolidated mark sheets, certificates etc. directly from the DGT MIS public portal
- Provision to see the CBT answer sheets, absent/present status, CBT examination centers of the trainees in the trainee profile page on DGT MIS Portal to bring in transparency and reduce grievances.
- Grievance redressal system for legacy certificates created, call centre & Help Desk has been created within the DGT system for timely resolution of issues.
- Efforts have been made to issue the training calendar in advance before the session starts and hall tickets are issued 10 days in advance before the examination starts and results to be declared within 10 days instead of 30-45 days in the past.
- **Year-Round provision to raise a grievance for correction in Certificate on the NCVT MIS Portal:** The Grievance module for profile correction in certificates has been made open for trainees from session 2014 to 2022 in year 2023 allowing individuals to raise online grievances at any time during the year. This has eliminated the need for trainees to make physical visits for corrections, thus minimizing human interaction.
- **"Instant gratification" of online fee payment within 2 hours:** For online payment made for CBT fees, all cases of pending payments are cleared (accepted or rejected) by the Payment Gateway (CC Avenue) in 2 hours, and emails are sent to the ITIs. This feature has been implemented since 2023 and has greatly reduced grievances and reconciliation of online payment.

- **Auto Profile Photo Rotation mechanism for photographs on Hall Tickets (HTs):** This feature has been implemented in 2023, where the system auto corrects the tilted photographs of trainees in their profile, at the time of generation of Hall Tickets, thereby reducing grievances related to photograph corrections.

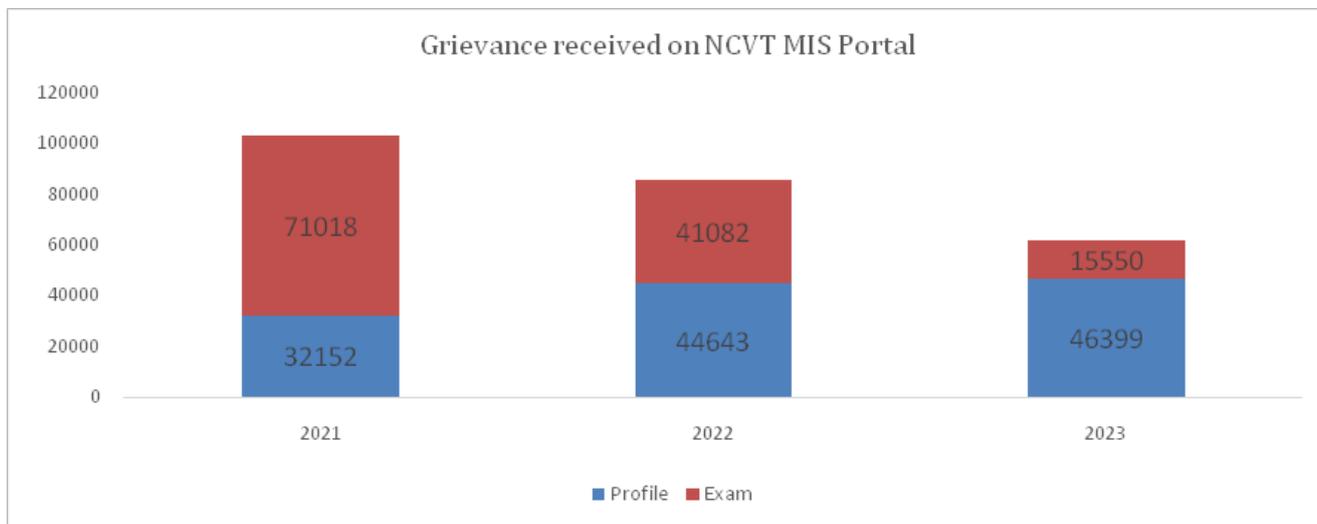


Chart 5.5: Year Wise Grievances received on the NCVT MIS Portal

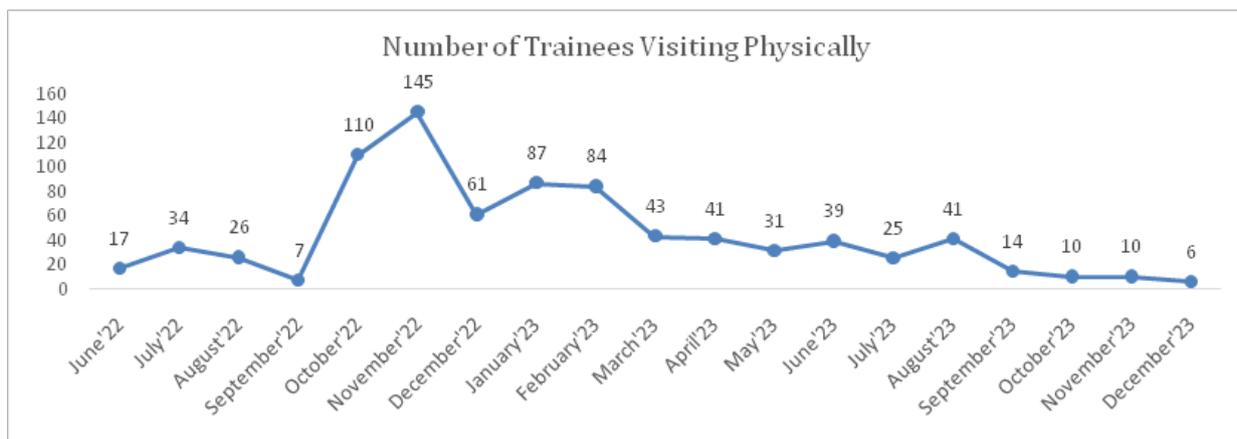


Chart 5.6: Number of Trainees Visiting Physically at DGT



Figure 5.13: CBT examination under CTS

5.6.3.8 Summary of examinations held under DGT in 2023:

CTS Scheme and DST Scheme:

- a. **February 2023**- Supplementary examinations for the Engineering Drawing / Practical of Failed/left-over trainees were conducted to resolve discrepancies of Feb 2022 exam who were not able to sit in examination due to non-payment of CBT fees.
- b. **July to August 2023 (Mains)**-The All India Trade Tests (both Practical and Theory) Examinations-Mains were conducted pan India for about 18 lakh CTS trainees of ITIs and NSTIs. The Practical Examinations were held in conventional mode and theory in CBT mode.

The result pass percentage this year had been 88 % (around 14 lakh trainees declared passed (out of 16 lakhs appeared). Further, about 8 Lakh trainees have been issued National Trade Certificates, on completing their course duration and made available to the job market.

- c. **December 2023**: - Supplementary and Leftover Examination for about 3.6 lakh trainees from Session 2018 to 2022 has been conducted at pan India level.
- d. **March 2024**: - Supplementary and Leftover Examination for about **44.9 thousand** trainees of semester pattern from Session 2017 to 2019 has been conducted at pan India level

CITS Scheme

AITT for CITS examination for session 2022-23 successfully conducted between 31.07.2023 to 08.08.2023 for 8607 eligible trainees.

Centre of Excellence (COE) Scheme:

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

- i. Total 709 nos. of trainees participated in the examination held in the month of April 2023
- ii. Total 676 nos. of e- certificates have been issued to the passed-out trainees.
- iii. Total 857 nos. of trainees participated in the examination held in the month of October 2023 and
- iv. E-certificate generated for 435 nos. of passed out trainees.

Flexi Mou Scheme

a) Maruti Suzuki India Ltd. (MSIL)

- **March 2023**: Conducted the examination for 1094 trainees for various Session (2020 to 2022) and 1045 trainees declared pass.
- **July 2023**: Conducted the examination for 1289 trainees for various Session (2020 to 2022) and 1240 trainees declared pass.
- **November 2023**: Conducted the examination for 963 trainees for various Session (2020 to 2022) and 934 trainees declared pass.
- **February 2024**: Conducted the examination for 466 trainees for various Session (2020 to 2022) and 437 trainees declared pass.

b) Toyota Kirloskar Motor Pvt. Ltd.

- **March 2023**: Conducted the examination for 63 trainees and 60 trainees declared pass.
- **August 2023**: Conducted the examination for 57 trainees and 25 trainees declared pass.
- **November 2023**: Conducted the examination for 150 trainees and 139 trainees declared pass.
- **December 2023**: Conducted the examination for 156 trainees and 126 trainees declared pass.
- **February 2024**: Conducted the examination for 97 trainees for and 87 trainees declared pass.

c) NMDC Steel Limited (NSL)

- **June 2023**: Conducted the examination for 97 trainees for Session 2022 and 89 trainees declared pass.

d) CENTURION UNIVERSITY OF TECHNOLOGY & MANAGEMENT (CUTM)

- **Sep 2023:** Conducted the examination for 257 trainees and 07 trainees declared pass.

e) Suzuki Motor Gujarat Private Limited (SMG)

- **March 2024:** Conducted the examination for 102 trainees and declaration of result is awaited.

5.6.3.9 IT Activities in DGT

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

5.6.3.10 Digital Skilling Initiatives



Figure 5.14: BHARATSKILLS PORTAL (<https://bharatskills.gov.in>)

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

Table-5.37: Content Available in Bharatskills portal

Sl.No.	Scheme	e-books	Question Bank	e-Learning courseware
1	Craftsmen Training Scheme (CTS)*	695 in 69 trades	260 for 104 trades	79 popular trades
2	Craftsmen Instructor Training Scheme (CITS)	109 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)	75	8	-

*Books are available in 13 languages - English, Hindi, Oriya, Tamil, Marathi, Gujarati, Bengali, Telugu, Punjabi, Kannada, Urdu, Assamese, Malayalam.

Table-5.38: Participant-wise details of digital platforms

Sl. No.	Portal / App	No of Participants
1	Bharatskills - Mobile friendly site	60,09,165 (unique IPs)
2	Bharatskills Mobile App users	26,87,506
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	16,28,680 (trainees attempted 3,28,86,060 tests)
Total		1,04,99,268

More than 3.15 crore hits with 60.09 Lakh unique users on Bharatskills portal (<https://bharatskills.gov.in>) (as on 31st March 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.

5.6.3.11 Digitization of DGT Office:

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

Table-5.39: Administrative Set up:

S. no	Website/URL	Description	Managed By
1	DGT Skill Attendance https://cndgt.dgtskillattendance.ac.in/	To monitor the regular attendance of trainees under CITS and CTS in NSTI-14, NSTI(W)-19 and IToTs-48 At present 85 NSTI/NSTI(w) / IToTs with about 15000 candidates are registered in the portal.	IT Cell of DGT Hosted by NICSI
2	DGT BAS Attendance Portal https://cndgt.attendance.gov.in	The DGT portal manage attendance of DGT employees (Government & Non-Government) including all field institutes/offices — 64 locations.	IT Cell of DGT Hosted by NIC
3	SPARROW https://sparrow-dgt.eoffice.gov.in	All the employees upto VI level (590) have been onboarded on SPARROW portal for online APAR process. Also, last 10 years manual APARS of all officers are being uploaded on SPARROW.	IT Cell of DGT Hosted by NIC
4	e-Office https://msde-eoffice.gov.in	All the employees across all 55 DGT offices have been onboarded on e-Office portal for online office-related works.	IT Cell of DGT Hosted by NIC
5	e-Publishing & E-procurement Portal	Management of all the EoI/Tenders pertaining to DGT	IT Cell of DGT Hosted by NIC
6	PRAYAS Darpan Portal (https://prayas.darpan.nic.in/Login.aspx)	DARPAN, a Dashboard for Analytical Review of Projects Across Nation, transform complex government data into compelling visuals. It gives the administration a tool, which is needed to deliver real-time, dynamic project monitoring without coding or programming through web services. It enhances the analytical capabilities through data collection by consolidating multiple data sources into one centralized, easy-to-access platform. It immediately identifies trends and quickly drilldowns into data to gain enhanced perspectives of the district level projects. DARPAN displays information in an objective and quantifiable way that helps the administration to see and understand not only its success, but also its pain points and areas in need of improvement. DARPAN is meant to provide administration, at a glance, the status of different departmental activities with an architecture for presenting dash board in respect to the monitoring of schemes upto the district level. The Important fact of the architecture of the dash board is that it has been hosted on common framework for the entire country. Currently, DGT has hosted CTS Scheme on PRAYAS DARPAN portal. The real time data is being pushed on the portal via APIs. The visualization of CTS data has also been completed for PRAYAS portal.	IT Cell of DGT Hosted by NIC

Table-5.40: DGT IT-Cell In-house Development

Sl. No.	Website/URL	Description	Managed By
1	DGT Website and Employee Corner https://dgt.gov.in	Website provides complete information about DGT, Schemes, latest orders, press releases etc. Employee corner profiles of all the employees under DGT. Also provides a platform to all employees to raise their transfer requests, grievances, upload news events etc. for social media.	IT Cell of DGT Hosted at NIC Cloud
2	BharatSkills https://bharatskills.gov.in	It is a Central Repository for skills (Learning Management System) which provides NSQF curriculum course material, videos, question banks and mock test, eLearning courses etc. under CITS, CTS and apprenticeship. It also provides links to various Learning portals of MoU partners of CISCO NetAcademy, IBM Skillsbuild, AWS, Microsoft, Wadhvani Foundation, Future Skills Right Network (Erstwhile Quest Alliance), Adobe etc, all at no cost.	IT Cell of DGT Hosted at NIC Cloud
3	Bharat Skills Forum https://bskillforum.bharatskills.gov.in	A new feature called the Bharatskills Forum has been added to the Bharatskills learning platform developed by DGT that allows sharing of books, notes, videos, question bank, etc., and other relevant skill-related content for learners. This facility shall act as a digital warehouse for the skilling community by allowing sharing of contents in various forms like handwritten trainers' or trainees' notes, PDFs, scanned copies, or recorded videos in any language.	IT Cell of DGT Hosted at NIC Cloud
4	DGT Flexi MoU Portal (https://fleximou.dgt.gov.in/)	The scheme portal is designed to cater to the digital needs of both industry as well as trainees. The portal allows industries to register and train candidates as per their skill set requirements and provides trainees with an industry environment aligned with the market demand and latest technology to undergo training.	IT Cell of DGT Hosted at NIC Cloud
5	Various webforms to collect data from ITIs regarding events and government campaigns, etc. [https://events.dgt.gov.in]	The portal collects the various data from ITIs across India regarding various events like PARIKSHA PE CHARCHA (PCC) 2023, International Yoga Day 2023, Har Ghar Tiranga Campaign, Meri Maati Mera Desh, 2nd Kaushal Deekshant Samaroh (Skill Convocation Ceremony), Bhartiya Bhasha Utsav 2023, etc.	IT Cell- DGT hosted at NIC Cloud
6	33 NSTI websites (https://dgt.gov.in/central-institutes-lists)	Central Management Websites for all the 33 NSTIs (with common templates). Currently, IT Cell manages the regular maintenance of these websites.	IT Cell- DGT hosted at NSTI Chennai servers
7	22 RDSDE Websites (https://dgt.gov.in/rsde-lists)	Central Management Websites for all the 22 RDSDEs (with common templates). Currently, IT Cell manages the regular maintenance of these websites.	IT Cell- DGT hosted at NSTI Chennai servers
8	DGT Service Desk (https://dgt.gov.in/servicesdesk/)	The portal created to track and resolve the various complaints of CTS trainees.	IT Cell-DGT hosted at NIC Cloud



Figure 5.15: Flexi MoU portal (<https://fleximou.dgt.gov.in>)

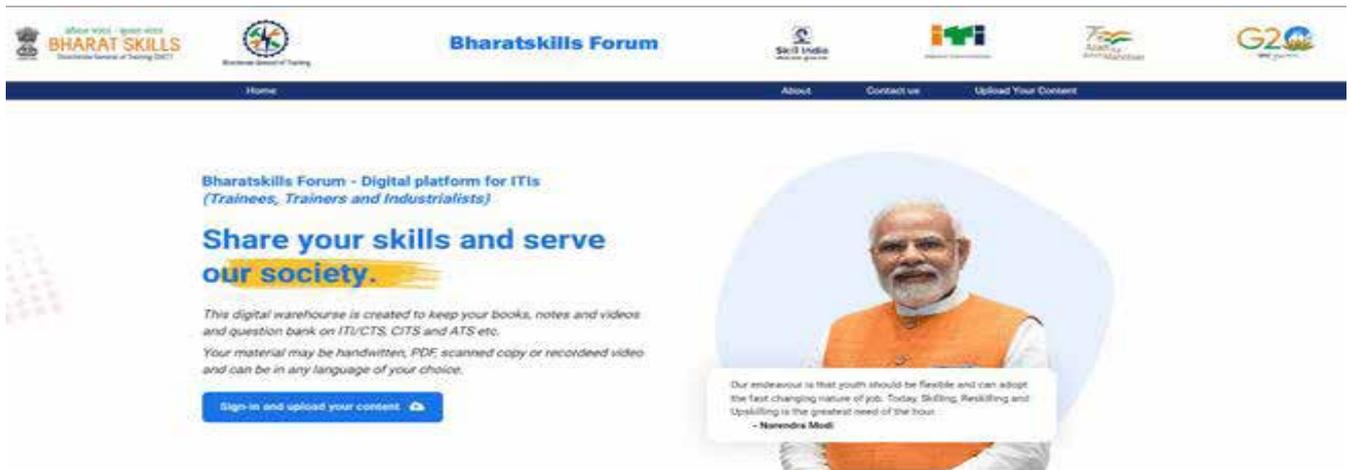


Figure 5.16: Bharatskills forum (<https://bskillforum.bharatskills.gov.in>)

Table-5.41: Management of Online portals for ITI Management system

Sl. No.	Website/URL	Description	Managed by:
1.	National Council for Vocational Training (NCVT) https://ncvtmis.gov.in	This portal is a one-stop information source for all institutes and courses under the purview of the NCVT. The portal manages ITIs candidate's registration, training, examination and certification under CTS. At present, about 15000 ITIs and 25 lakhs trainees are registered on the portal.	Wipro/ DGT hosted at NIC Cloud
2.	Skill India Digital (SID) portal (https://www.skillindiadigital.gov.in/home)	SID is envisioned as a citizen-centric platform, ensuring that the citizen is at the centre of all the services available on the platform. SID 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 SID Portal is currently in process.	DGT-NSDC Hosted by NSDC

3.	Apprenticeship portal https://apprenticeshipindia.gov.in	Portal manages apprenticeship registration, Training, examination and certification under NAPS for Designated and optional trades.	IBM-TNT / DGT-NSDC Hosted by NSDC
4.	Apprenticeship Mela Portal https://dgt.gov.in/appmela [The portal is discontinued from October 2023, owing to its migration to https://apprenticeshipindia.gov.in]	Portal manages apprentice and establishment registration, display of mela centre locations and coordinators, vacancies of establishments for Designated and optional trades.	IT Cell- DGT hosted at NIC Cloud

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

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

5.7 Other IT initiatives

- One Click Implementation: One click implementation process has been incorporated for the trainees where they can register for class 12th equivalency programmes under the National Institute of Open Learning (NIOS), graduate-level courses under Indira Gandhi National Open University (IGNOU) and apprenticeship training with industries with a single click from the trainee profile in the DGT MIS (<https://ncvtmis.gov.in>).
- Management of all Domains and Sub-domain for DGT
- DGT in social media like twitter, Press release (PIB).
- Implementation of ASN number at NSTI Chennai server. Now DGT has 256 public IPs for its websites/ Portal's activities.
- Implementation of DGT- eHRMS. Instance created, boarding of employees in progress.
- SMS gateway for NCVT MIS and Bharatskills to provide skilling information to trainees, with registration on the DLT platform as per new TRAI guidelines under TCCCPR 2018. Exemption of 5 paisa per SMS for Sender IDs from TRAI.
- Updating of Darpan Dashboard for Ministry through Web API, <https://msde.dashboard.nic.in/DashboardF.aspx>

Launch of the new digital lesson for Employability Skills Curriculum

The new digital lesson for employability skills was launched at Bharatskills platform [<https://bharatskills.gov.in/employability-skills/>] at FRSN India 's 'Future Skills Forum' at India Habitat Centre, New Delhi. The Hon'ble Minister of Skill Development and Entrepreneurship spoke about the transformative power of skilling in boosting employability, shaping India's future and preparing a 21st century workforce.

5.7.1 DGT in the Digital Technology Area partnering with Technology companies

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 is given at **table 5.42** below.

Table-5.42: Trainees trained under these MoUs (As on 08.02.2024)

S. No.	Industry Partner	Trainees Trained
1	IBM Skill Build	14,12,303
2	CISCO Net Academy	24,152
3	Quest Alliance	6,37,576
4	Microsoft Digital Skills Program	39,222
5	SAP	1,110
6	Adobe India	24,360
Total		21,38,723

- I. Initiatives with IBM, extended the MoU for 4 years up to 26th September 2024
- A. Two Year Advanced Diploma (Vocational) in IT, Networking & Cloud Computing (NSQF Level 6- 370 Trainees in 2019-21 batch completed training at 16 NSTIs and 318 are undergoing training in 2022-24 session). Details in table-5.42 below:

Table-5.43

Batch No	Month of Launch	No. of NSTIs	No. of Trainees
1st Batch	February 18	1	19
2nd Batch	September 18	5	69
3rd Batch	November 19	16	370
4th Batch (ongoing)	April 22	15	318

- B. **Train the Trainer Campaign (in Basic Artificial Intelligence)** 7 NSTI locations - 10100 ITI instructors from over 900 it is
- C. **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)

II. Initiatives with CISCO, extended the MoU for 2 years - up to June 2024

- Basic IT Skills for all ITI Instructors – 1-week virtual classroom – Open for all Instructors
- Cisco Certified Entry Level Network Associate (CCNA): 1-week classroom – 6 NSTIs
- Cisco Certified Network Associate (CCNA) (\$300 worth): 2-week classroom – 6 NSTIs
- CCNA labs set up at 06 identified NSTIs with complete Networking and Collab equipment, Webex services activated @ ~ Rs. 2.5 Crores.
- Total 30 Master Trainers trained from NSTIs in IT Essential and 14 Trainers in CCNA

- Digital skills through CISCO Net Academy Online Courses- Total of 6171 trainees completed courses under new age skills like Python, Cybersecurity, IoT etc.



Figure 5.17:Digital skills through CISCO Net Academy Online Courses

III. Initiatives with Future Right Skill Network (Erstwhile Quest Alliance), extended the MoU 3 years up to Feb. 2027)

Table-5.44: Details of Achievements:

Activities		Achievements
Content Creation and Dissemination - Digital Employability Skills ("ES")		<p>Outreach -</p> <p>20 States, 1,361 Network ITIs, Trainees Trained: 830,408(Cumulative since 2019) ongoing in 2023 Session</p> <p>QUESTAPP + Bharat Skills Portal Outreach – 5,06,049 (Cumulative)</p> <p>ES Content Development</p> <p>Print Content</p> <p>ES student workbook in Hindi & English for long term and short-term courses are completed and deployed (30,60,90 & 120)</p> <p>ES Student workbook in English & Hindi for Year 2 CTS (60Hrs Advanced) are completed and Deployed.</p> <p>ES facilitator Handbook</p> <p>Digital Content</p> <p>ES Digital lessons in English for year 1 developed – 159 /159</p> <p>ES Digital lessons in Hindi for year 1 developed – 102 /138</p> <p>ES Digital Assessment in English for year 1 – 116/116</p> <p>ES Digital Assessment in Hindi for year 1 – 96/96</p> <p>ES Digital course for Trainers – 8/8</p> <p>ES Digital Content for Year 2 in English (Advanced) – 12/28</p> <p>Total Digital Lessons produced – 493/545</p> <p>Question Bank</p> <p>Question for year 1 ES content was developed and shared</p>
Training of Trainers - ongoing	Principal Orientation/ Training	<p>1104 oriented</p> <p>430 trained</p>
	Training of Trainers - ES	<p>289 MTs trained</p> <p>4133 trained</p> <p>2485 trainers trained on ES under WB STRIVE Project</p>
	Placement Officers training	<p>543 trained and overall 38% of the students placed,</p> <p>100% Alumni and Family meet organized</p>
Modern Employability Skills Labs		<p>15 NSTIs completed and Upcoming in : 4 women ITIs</p> <p>Infrastructure & Faculty Support for Employability skills & IT literacy for trainees.</p>
ICT Infra Labs at ITIs		<p>14 Labs setup at NSTIs</p> <p>75 labs in State Govt. ITIs</p>
Mobile Phone Libraries		<p>22 libraries (NSTIs + ITIs) have been set up for girl students for online classes</p> <p>Useful to trainees who cannot afford computer/ Smart phone for online classes and online learning modules.</p>

IV. Initiatives with Amazon Web Services (AWS) up to 28th February 2024

- Amazon Internet Services Private Limited (AISPL) has collaborated with DGT on 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 the 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.
- 12 NSTIs are onboarded as AWS Academies in which the training will soon start for NSTI trainees in Cloud computing, AI, etc.



Figure 5.18: Exchange of MoU between DGT and AWS India in the august presence of Hon'ble Minister MSDE, Secretary MSDE and other dignitaries at New Delhi on 27-08-2023

V. Initiatives with Microsoft India up to 15th May 2024

- Microsoft India has collaborated with DGT to implement capacity building training programs for the students of NSTIs & ITIs in the future, 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 viz., AI/ Cloud
- Cyber Security skilling

Under Breadth, 60 Hours courses are being run in ITIs [Target of 8000 students] model and under Depth model, 320 hours courses are being run in NSTIs [Target of 1000 students].

Table-5.45: Details of training under Breadth & Depth Model (Status as on 31.03.2024):

Institute Type	Target	Institutes started	Students in Training	Students Trained	Number of batches
ITIs	8000	46	3,911	2,296	145
NSTIs	1000	14	1,276	0	35
Total	9000	60	5,187	2,296	180



Figure 5.19: 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 27.08.2023

VI. Initiatives with ETS India up to 24th July 2024

- ETS India has proposed to provide the TOEIC Bridge online learning and practice course for self-learning by 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 who will further train.

VII. Initiatives with Wadhvani Foundation (WF) up to 03rd October 2024

- The objective of MOU is to mutually concur and develop AND/OR use the already developed content from Wadhvani Foundation for imparting skill development training and achieve superior outcomes of placement, retention and progression of students through the digital training and assessment of appropriate Employability Skills, 21st Century Skills and Life Skills, in addition to horizontal domain skills.
- The learning experience including content and services part is being taken care by the Foundation and DGT is enabling outreach, awareness and release of the digital skilling content and services to students / beneficiaries / trainees and trainers, through the ITI network.
- 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 will 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 [URL: <https://bharatskills.gov.in/content/dgt-wadhvani/>]
- 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.



Figure 5.20: 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

5.8 Events

5.8.1 Second Kaushal Deekshant Samaroh 2023 [12th October 2023]

On 12th October 2023 [Thursday], the second Kaushal Deekshant Samaroh” – A Skill Convocation Ceremony aimed at not only boosting the morale of trainees in the entire skilling ecosystem but also inspiring them to work towards the vision of building an Aatmanirbhar Bharat was celebrated. Union Minister for Education, Skill Development and Entrepreneurship Shri Dharmendra Pradhan along with Minister of State for Skill Development and Entrepreneurship Shri Rajeev Chandrasekhar, felicitated and honored with convocation certificates 100 selected toppers from the skill ecosystem, in New Delhi. Secretary, Higher Education Shri K. Sanjay Murthy; Secretary, Skill Development Shri Atul Tiwari, Chairman AICTE, Shri Jagadesh Kumar and senior officials of Skill Development Ministry were also present on the occasion.

- The MSDE convened this ceremony across 14000+ ITIs for candidates who cleared the All-India Trade Test (CBT) under CITS for session 2022. The results of the All-India Trade Test (AITT-2022) were declared on 13th August 2023. The result percentage this year has been 88% (around 14 lakh trainees declared pass out of 16 lakh trainees appeared). 51 toppers from CTS as well as CITS Scheme were felicitated in this event.



Figure 5.21: Second Kaushal Deekshant Samaroh 2023

5.9 Schemes for Upgradation of ITIs

5.9.1 Upgradation of 1396 ITIs Through Public Private Partnership (PPP)

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

Salient Features / Achievements: Upgradation of 1396 ITIs Through PPP

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

5.9.2 Enhancing Skill Development Infrastructure in North Eastern States and Sikkim

The ESDI scheme was launched in 2011 with an objective of enhancing access and reach of ITIs in NE Region and Sikkim with a planned outlay of Rs. 420.24 Crores 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. 285.27 crore out of total central allocation of Rs. 386.88 crore has been released to eight States of Assam, Arunachal Pradesh, Nagaland, Mizoram, Manipur, Tripura & Sikkim. The component wise coverage under the scheme is given at **table-5.46** below:

Table-5.46

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

8	Tripura	1	Indra Nagar	1	Belonia	3	Gandacharra, Kanchanpur, Santirbazar
	Total	22		28		34	

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.
- Centre to State share funding is 90:10 for establishment of new ITIs only.

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.

5.10 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 Skill Development Centres (SDCs) in LWE districts to make the youth of these districts employable through their skill development.

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

- New ITI creation in 48 LWE-affected districts (20 ITIs @Rs. 5.32 crore and 28 ITIs @Rs. 7.34 crore per ITI).
- For better industry linkage, Institute Management Committee (IMC) to be formed with the chairman from industry to run each ITI, and each IMC will be provided with Rs. 1 crore with 100% central assistance.
- 61 Skill Development Centers (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 Left Wing Extremism” are given at **table-5.47** below:

Table-5.47

S I . 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, Rajnandgaon, Narayanpur, Sukma, & Surguja,	7	Bastar, Bijapur, Dantewada, Kanker, Narayanpur, Rajnandgaon, & Surguja
4	Jharkhand	16	Bokaro, Chatra, Dumka,, East Singhbhum, Garhwa, Gumla, Giridih, Hazaribagh, Khunti, Latehar, Lohardaga, Palamau, Ranchi, Ramgarh, Simdega, & West Singhbhum	10	Bokaro, Chatra, East Singhbhum, Garhwa, Gumla, Hazaribagh, Latehar, Lohardaga, Palamau, and West Singhbhum
5	Madhya Pradesh	2	Balaghat and Mandla	1	Balaghat
6	Maharashtra	2	Gadchiroli and Gondia		

7	Orissa	6	Deogarh, , Gajapati, Koraput, Malkangiri, Rayagada, Sambalpur	5	Deogarh, Gajapati, Malkangiri, Rayagada, and Sambalpur
8	Telangana	1	Khammam	1	Khammam
9	Uttar Pradesh	1	Sonbhadra	1	Sonbhadra
10	West Bengal	1	Jhargram (Erstwhile – Paschim Midnapur (Lalgarh Area))		
	Total	48		31	

Salient Features / Achievements: Skill development in LWE

- Construction of 36 ITIs (out of 48) and 60 SDCs (out of 61) has been completed; and of 12 ITIs and 1 SDCs is underway
- 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 and 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.



Figure 5.22: ITI Bhabhandi, Bihar constructed under the LWE scheme



Figure 5.23: ITI Barkote, Odhisa constructed under LWE Scheme



Figure 5.24: ITI Girdih, Bihar constructed under LWE scheme



Figure 5.25: SDC Jimpeta, Rayagaya constructed under LWE Scheme

5.11 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 are set to become a demand center for its

expertise and best performance in training.

Salient Features / Achievements: Model ITIs

- 35 ITIs have been identified in 29 States and UTs for this scheme with an empowered structure for efficient functioning
- 78% of the allocated funds has been released under the scheme.
- Civil upgradation is complete in 14 ITIs and Machinery upgradation is done in 7 ITIs
- Centre to State share funding is 75:25 and 90:10 for NE States

As per evaluation of the scheme it has been observed that the intervention has brought a positive impact on Overall Seat Utilization, Pass out % & Placement. The sunset date of the scheme is 31 March 2024. Currently, 35 existing Government ITIs of 29 States are covered under the scheme. So far, an amount of Rs.178.08 crore (including State Share) has been released to 29 States for upgradation of 35 ITIs into Model ITIs under the scheme.



Figure 5.26: ITI Gurugram upgraded under Model ITI Scheme



Figure 5.27: ITI Namchi, Sikkim upgraded under Model ITI Scheme

The State/ UT – wise coverage of ITIs under the scheme is placed at **Annexure-29**.

5.12 Skills Strengthening for Industrial Value Enhancement (STRIVE)

STRIVE programme is a World Bank assisted, Government of India project with the objective of improving the relevance and efficiency of skills training provided through ITIs and apprenticeships with a total outlay of Rs.2,200 crores. The financial agreement was signed between Government of India and International Development Association (IDA) on 19th December 2017 and the closing date of the project is 31st May 2024 (post extension of 18 months).

STRIVE is an outcome focused project, marking a shift in Government's implementation strategy in vocational education and training from inputs to results. It is aimed at institutional reforms and improving quality & market relevance of skill development training programs in long term vocational education training. It shall incentivize ITIs (500 ITIs) to improve overall performance including apprenticeship by involving SMEs, business associations and industry clusters (100 ICs).

5.12.1 STRIVE covers the following 4 result areas:

- Result Area-1: Improved Performance of it is
- Result Area-2: Increased Capacities of State Governments to support ITIs and Apprenticeship Training
- Result Area-3: Improved Teaching and Learning
- Result Area-4: Improved and Broadened Apprenticeship Training

Table-5.48: Key Performance Indicators for FY 2022-23

Indicators	Target	Achievement
Result Area 1		(%)
Female trainee enrollment	15%	20.37%
Result Area 2		(NOs)
Tracer Study (Pilot)	1	1
Tracer Study (General)	15	14*
Instructor vacancy reduction (by 20%)	15	17
Career Progression Plan - CPP (Model)	1	1
Career Progression Plan – CPP (State)	15	9**
Result Area 3		(%)
Female apprentices engaged by industry clusters (ICs)	12%	28.41%

* Tracer study is pending for State Steering Committee's approval in 03 States .

** CPP approval is pending in 01 State and under development in 06 States

5.12.2 Under Result Area 3

- Curricula and learning material is being developed in blended mode by NIMI for 5 popular CTS trades (against a target of 4) - Fitter, Electrician, Mechanic Diesel, Welder and Cosmetology.
- AR / VR lab set up in 5 Govt. ITIs as pilot
- Upgradation and redevelopment of content done in 50 CTS trades.
- Translation of NIMI books done in 12 regional languages
- Entrepreneurship Awareness Program (EAP) and Entrepreneurship Development Program (EDP) by NIESBUD
- 463 trainers through various NSTIs have been equipped with expertise in Drone technology and Drone operating courses.
- Upskilled 2,373 candidates in essential Employability Skills so far.
- Conducted Capacity Building programme for 120 officials at Indian Institute of Management, Kozhikode.
- 23 NSTIs have strategically procured advanced machinery and equipment for upgrading labs.
- Live streaming of skill contents in two TV channel through BISAG-N. NIMI provides content for BISAG-N, airing on DGISHALA and Doordarshan with one hour daily.
- 1120 female trainees across 5 NSTIs have trained in Self-defense training.

5.12.3 Key Achievements:

The project was rated Satisfactory by the World Bank in their latest Review Mission	DGT has successfully achieved disbursement linked results (DLRs) of USD 78.09 million and claimed the same from World Bank
As on date 500 ITIs and 90 Industry Clusters have been selected from 34 States/UT under STRIVE	National Tracer Study of STRIVE ITI graduates commenced; Study completed and report finalization underway

5.12.4 Status of Fund Flow:

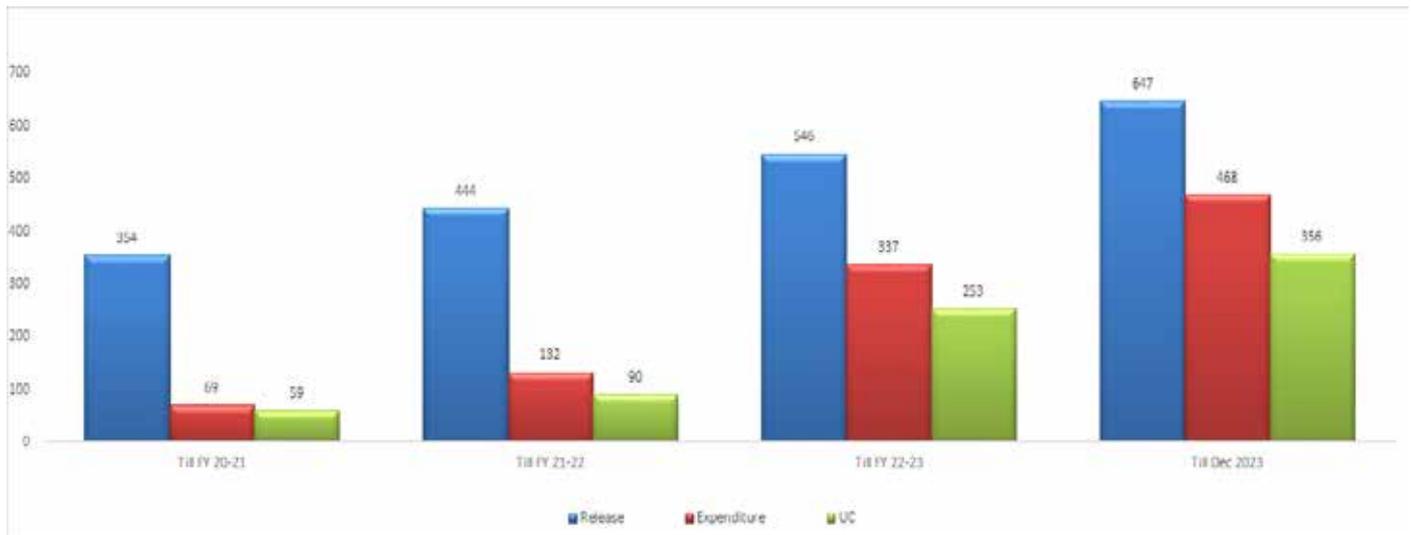


Chart 5.7: Fund Release, Expenditure and Utilization Certificate (Rs. in Crore)

- Growth has been observed in fund release (18%), expenditure (39%), and utilization (41%) in comparison to last FY.
- 11% of the total fund disbursed is being utilized mainly in activities like upgradation of NSTIs, setting up of AR-VR labs in 5 Government ITIs, training of trainers, content development and in conducting entrepreneurship awareness workshops in ITIs (by NIESBUD).

5.12.5 Environment & Social Inclusivity and its impact in STRIVE ITIs

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

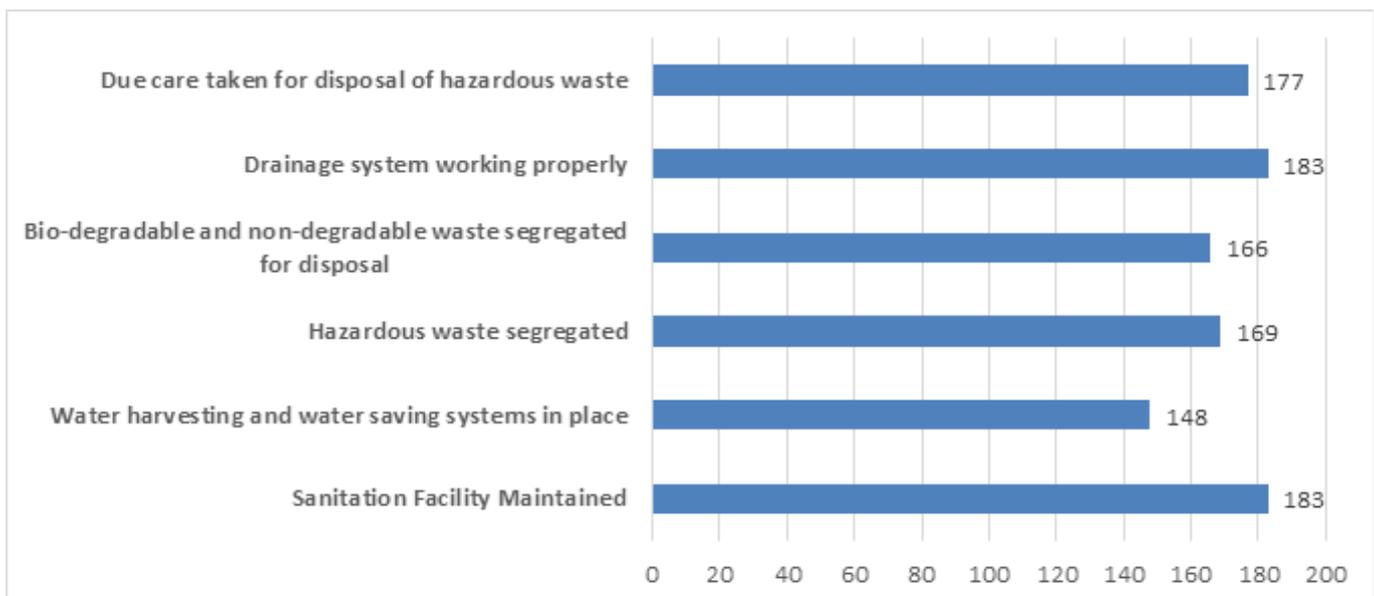


Chart 5.8: Availability of basic amenities in ITIs

- **Facilities provided to PwD candidates:** Most of the ITIs have provided appropriate infrastructure for PwD trainees with accessible toilets, ramps. Number of ITIs with the facilities provided by them are presented in the chart below:
- **Initiatives to increase enrolment of females and other vulnerable groups:** The ITIs have introduced

courses popular amongst female trainees to encourage female enrolment in the ITIs, provided stipend and noon meal. Number of ITIs along with the initiatives undertaken by them are depicted in the chart below:

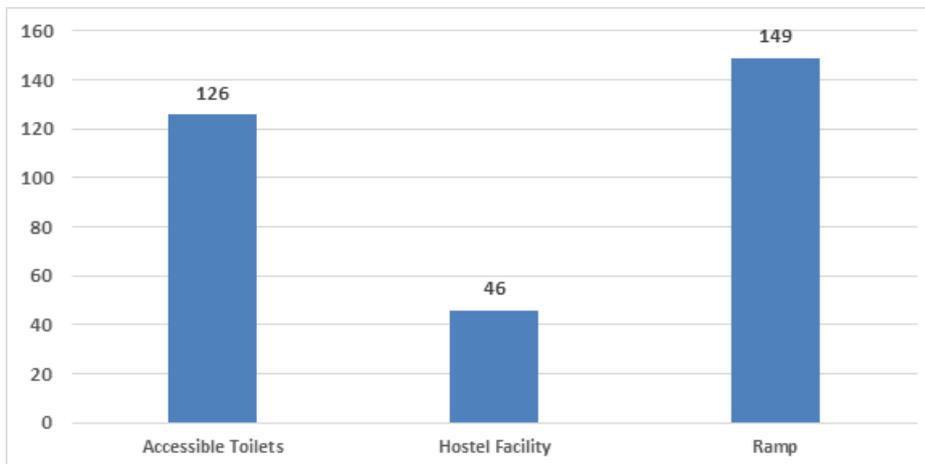


Chart 5.9: Facilities for Candidates with Disability (Divyang)

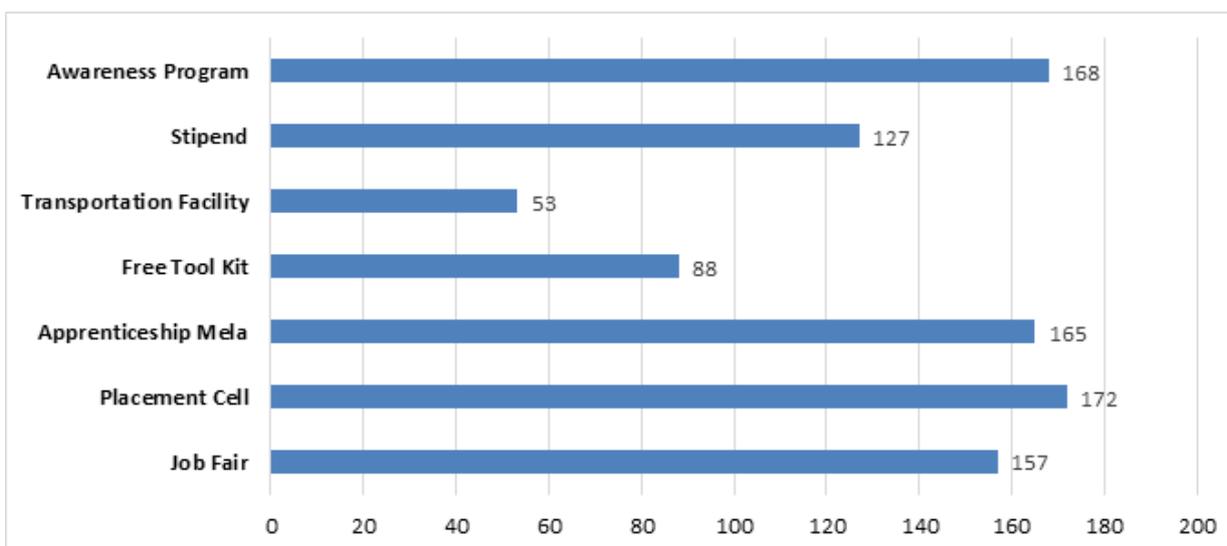


Chart 5.10: Initiatives by ITIs to enroll female and other vulnerable candidates

5.12.6 Best Practices on Environmental Aspects:

All the ITIs have followed best practices on environmental aspects such as plantation drive, formation of eco-clubs, provision of waste management etc.



Figure 5.28: Maintaining a clean and green environment

5.12.7 Best Practices being followed at STRIVE it is



Figure 5.29: Installation of Solar Panels in ITI Barabanki, Uttar Pradesh



Figure 5.30: Apprenticeship Mela at ITI Solapur, Maharashtra

5.13 Scheme of Polytechnics

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

- **Setting up new Polytechnics in unserved and underserved districts of States/UTs:** Under this Sub Scheme, new Polytechnics are set up by the State Governments/Union Territories in un-served and underserved districts with financial assistance from Government of India limited to Rs. 12.30 Crore per Polytechnic to meet the capital costs of establishing a Polytechnic.
- **Constructing Women Hostels in selected Polytechnics of States/UTs:** The sub-scheme envisages to enhance women enrolment in Polytechnics, through construction of women's hostels in selected Polytechnics. Under the sub-scheme financial assistance limited to Rs. 1.00 crore for each polytechnic is provided for the construction of 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.
- **Community Development through Polytechnic (CDTP):** This sub-scheme envisages launching non-formal, short-term, employment-oriented skill development programmes, through Polytechnics, NSTIs and ITIs, for the marginalized section of the society, to enable them to obtain gainful self/wage employment.

Salient Features / Achievements: Scheme of Polytechnics

- Component 1 Establishment of new Polytechnics: 124 (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.

5.14 Apprenticeship Training under the Apprentices Act, 1961

5.14.1 Background

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

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

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

5.14.2 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 Apprentices Act, 1961 in the country.

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

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

- Section 2 (d) of the Apprentices Act, 1961 clearly defines the "Appropriate Government" for exercise of control of Central and State Governments over various establishments for providing apprenticeship training.
- Establishments coming under the central government's jurisdiction, responsibility for monitoring of the implementation of designated trades has been given to the DGT and its 22 RDSDEs and the responsibility for monitoring of the implementation of optional trades has been given to NSDC and SSCs. Accordingly, CEOs of all the SSCs have been nominated as Joint Apprenticeship Advisors (JAA).
- For all establishments coming under the state government's jurisdiction, the State Apprenticeship Advisers (SAA), the SSDMs are responsible for implementation of both designated and optional trades.
- As per the Rule 7-B of Apprenticeship Rules, 1992, it is obligatory on the part of enterprises having a manpower strength of 30 or more to engage apprentices in a band of 2.5% to 15% of their total manpower strength (including contractual staff). Smaller enterprises having a manpower strength ranging from 4 to 29 employees are also permitted to engage apprentices in a band of 2.5% to 15% though this provision is voluntary for them. A contract of apprenticeship training is being signed between the establishments and apprentices before starting the training programme {sub-rule (1) of 7B}.
- As per Rule 11 of the Apprenticeship Rules, 1992 establishments are liable to pay stipend to apprentices which ranges from Rs. 5,000 to 9,000 per month depending on the type of course and category of the apprentices.
- As per Section 30 of the Act (Offences and Penalties), provisions have been made to issue Show Cause Notices to all such establishments not complying with the provisions of the above Act and Rules there on. Defaulters are liable for a Rs. 500 per shortfall of apprenticeship per month for first three months and thereafter, Rs.1,000 per month till such number of seats are filled up.

5.14.4 Roles and responsibilities of implementing, monitoring, and promoting agencies:

MSDE: MSDE, being custodian of Apprentices Act, 1961, is responsible for overall regulation, management and monitoring of NAPS-2.

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

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.

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

5.14.5 Apprenticeship Training:

- i. **Eligibility criteria for apprenticeship:** The candidate, not less than 14 years of age (18 years for trades in hazardous industries), must possess educational and physical standards as prescribed for respective trades for joining the apprenticeship training. The educational qualification varies from class 5th pass to class 10th pass, depending upon the entry-level qualification requirement for relevant trades as prescribed in curriculum of respective trade.
- ii. **Categories of apprentices:** Presently, two central ministries namely Department of Higher Education, Ministry of Education (MoE) and MSDE are implementing apprenticeship training in the country.

Table-5.49: Categories of apprentices

S. No.	Nomenclature as per the apprentices Act, 1961	Qualification	Ministry responsible for apprenticeship
1.	Graduate Apprentices	Degree in Engineering or non-engineering or pursuing Degree in Engg. or non-engg.	Department of Higher Education, MoE
2.	Technician Apprentices	Diploma in Engineering or non-engg. or pursuing Diploma in Engg. or non-engg.	
3.	Technician (Vocational) apprentices	12 th Class with Vocational subject.	MSDE
4.	Trade Apprentices	8 th , 10 th , 12 th , ITI, and in some trades B.Sc.	
5.	Optional Trade apprentices	5 th , 8 th , 10 th , 12 th , 12 th Class with Vocational subject, Degree in Engg., Or non-engg, Diploma in Engg. or non-engineering	MSDE/ Department of Higher Education, MoE

Source: OM dated 16th June 2023

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

- **Designated Trade** means any trade or occupation or any subject field in engineering or non-engineering or technology or any vocational course which the Central Government, after consultation with the Central Apprenticeship Council, may, by notification in the Official Gazette, specify as a designated trade for the purposes of this Act.
- **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 On-the-Job-Training (OJT)/Practical Training at workplace in the industry. Basic training is an essential component of apprenticeship training for those who have not undergone any institutional training/skill training before taking up on-the-job-training/practical training. Apart from basic training, there is a component of on-the-job training which is performed in the establishments and undertaken by the establishment itself.
- **Duration of Apprenticeship training:** Duration of apprenticeship training depends on 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:

Table-5.50: Stipend rate for apprentices

S. No.	Category	Prescribed minimum amount of stipend Rate
1.	School pass-outs (Class 5th – Class 9th)	Rs. 5,000 per month
2.	School pass-outs (class 10th)	Rs. 6,000 per month
3.	School pass-outs (class 12 th)	Rs. 7000 per month
4.	National or State Certificate holder	Rs. 7000 per month
5.	Technician (vocational) apprentice / Vocational Certificate holder or Sandwich Course (Students from Diploma Institutions)	Rs. 7,000 per month
6.	Technician apprentices or Diploma holder in any stream / Sandwich Course (students from degree institutions)	Rs. 8,000 per month
7.	Graduate apprentices or Degree apprentices/ degree in any stream	Rs. 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.

The cutoff date for the quarter is the fixed date each quarter that serves as the basis for initiating AITT exam-related activities. Candidates whose contracts will complete on or before the cutoff date are eligible to register for the respective quarterly AITT exam. Additionally, supplementary candidates, failed candidates from any previous AITTs, absent candidates from previous AITTs, and candidates whose contracts are completed but who did not register for any previous AITTs are also eligible to appear for the exam.

Based on the list of registered candidates, fee payment is processed through a payment gateway, and hall tickets are then generated. The National Instructional Media Institute (NIMI), set up by the Government of India as a subordinate office under the Directorate General of Employment and Training (DGE&T), provides question papers to the CBT exam agency. The CBT exam agency conducts the theory exams for all registered candidates in the districts, based on the exam center choices selected by the candidates.

After the theory exam is completed, the results are processed and published on the candidate login of the apprenticeship portal (<http://www.apprenticeshipindia.gov.in>). The online portal allows apprentices to download their mark sheets and certificates at their convenience.

5.14.6 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, Assistant Apprenticeship Advisers (AAAs), NSDC, SSCs, TPAs and other stakeholders. The apprenticeship portal (www.apprenticeshipindia.gov.in) captures data by age, gender, caste, State/ UT, district, sector, course (job role), training duration amongst others. A step-by-step guide for the apprenticeship portal for apprentices and establishments is available in the form of user manuals and instructional videos on the apprenticeship portal.

5.14.7 Initiatives for enhancing apprenticeship opportunities for youth

5.14.7.1 Policy level reforms

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

- **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.

5.14.7.2 Amendments in the Apprenticeship Rules, 1992

- Comprehensive amendments in the Apprenticeship Rules, 1992 were 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.

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

- The MSDE launched the NAPS on 19.08.2016 to provide financial incentive to the establishments undertaking apprenticeship programmes under the Apprentices Act, 1961.
- 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.

5.14.7.4 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 North-East Region.

5.14.7.5 Progress made under NAPS since its inception:

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

Table-5.51: Progress made under NAPS since its inception:

Year	New apprentices enrolled during the year (in lakh)	Establishments registered on the portal
2016-17	1.11	17,608
2017-18	1.61	40,018
2018-19	1.98	60,590
2019-20	2.06	74,598
2020-21	3.08	1,26,054
2021-22	5.90	1,47,656
2022-23	7.39	1,69,699
2023-24 (Till 31.03.2023)	9.31	2,21,365

Source: www.apprenticeshipindia.gov.in

5.14.7.6 Status of Apprentices enrolled under Designated Trades (DT) and Optional Trades (OT)

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

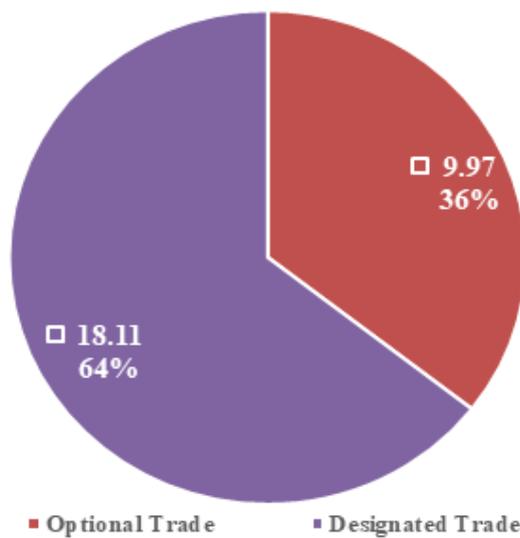


Chart 5.11: Apprentices enrolled under Designated Trades (DT) and Optional Trades (OT) (data in Lakhs)
(Source: apprenticeshipindia.gov.in)

It has been observed that apprentices' engagement under optional trades has increased significantly over the years as compared to designated trades. The apprentices enrolled under optional trade has increased from 15,192 in FY 2018-19 to 6,88,843 in FY2023-24. Hence apprentices have shown preference to services sector trades as compared to manufacturing related trades over the years.

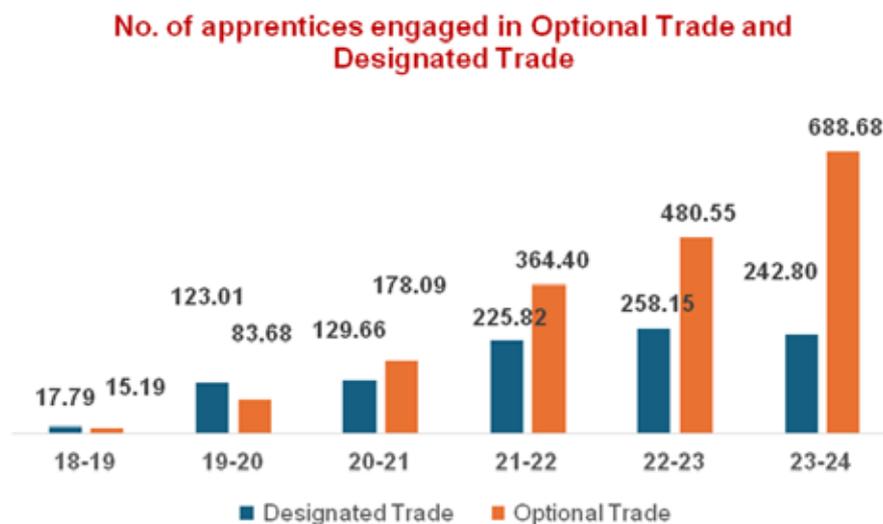


Chart 5.12: Preference of optional trades over designated trades (Data in thousands)
(Source: www.apprenticeshipindia.gov.in)

5.14.7.7 Simplification reforms to streamline the implementation of NAPS in 2023-24

The Ministry is striving to train 47 lakh youth under apprenticeship training through NAPS, in line with the announcement made during the Budget speech for 2023-24. The MSDE has taken several steps, in consultation with various stakeholders, to simplify the portal and processes and to revise the NAPS guidelines to increase the number of establishments and apprentices. Fourteen (14) Office Memorandums (OMs) have been issued up to December 2023. These OMs aim to make the process of apprenticeship engagement easier. The key simplification reforms undertaken to streamline the implementation of NAPS-2 are as follows:

- **Direct Benefit Transfer (DBT)**

DBT under NAPS-2 was launched on 11-08-2023 by Hon'ble Minister of Skill Development and Entrepreneurship. The launch of DBT under NAPS is crucial in realizing the scaling up of Apprenticeship in the country and offers a streamlined and transparent disbursement process, ensuring that apprentices receive the Government's share of stipend directly in their bank accounts.



Figure 5.31: Launch of DBT under NAPS by Shri Dharmendra Pradhan, Hon'ble Minister of Skill Development and Entrepreneurship

- **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 Public Sector Undertakings (PSUs), are not eligible for funding support under NAPS2

- **Enhanced Portal Functionalities**

- ▶ To address the demand-supply mismatch, an integration of online systems of ITI ecosystem and apprenticeship portal has been made.
- ▶ An arrangement for profile completion of candidates based on eKYC and for establishments based on PAN/GST integration, have been made to generate contracts and remove duplicates on the portal.
- ▶ Functionality of 2-Factor Authentication for all stakeholders has been incorporated.
- ▶ Arrangement for grievance redressal through online system and Toll-Free Helpline Number has been made.
- ▶ A dashboard has been created on apprenticeship portal to monitor the progress of apprenticeship training on various parameter at State/District level.

5.14.7.8 Initiatives taken towards ramping up of apprenticeship engagement include:

To achieve the ambitious target set in the Budget announcement 2023-24, Ministry has initiated multi-pronged approach to ramp up the apprenticeship ecosystem and synchronize apprenticeship engagement at State level as well as with various Central Ministries. Following are the activities performed during current FY 2023-24:

❖ Chintan Shivir

During the event “Launch of DBT on 12th August 2023 under National Apprenticeship Promotion Scheme (NAPS)”, the MSDE also organized the Chintan Shivir on “Enhancing Apprenticeship Engagement” to elevate the uptake of apprenticeship programs among all stakeholders. A core facet of this session is to amplify the role and responsibility of various entities, including other central and state governments, industry bodies, and the private sector. The Chintan Shivir was divided in three breakout sessions themed on Stakeholder Convergences to Make Apprenticeship Aspirational, Strategies and Practices to promote Quality Apprenticeship, and Creating a Diverse and Inclusive Apprenticeship Ecosystem with the deliberations on Fostering dialogue exchange on apprenticeship, Increase uptake of apprenticeship, Quality enhancement, and Necessity of equal opportunities for all, including marginalized, unserved, and underserved communities from various backgrounds and geographies.



Figure 5.32: Glimpse of Chintan Shivir

❖ MoU Signing with Common Service Centre (CSC)

Ministry has signed an MoU with Common Service Centres (CSCs) on 31.08.2023 in the presence of Hon'ble Minister of State, MSDE to scale up apprenticeship training framework in rural areas. As a part of the partnership, CSCs will engage 40,000 apprentices annually, extending opportunities to youth from nearby areas of local CSCs including students from ITIs and beneficiaries of JSS. These apprenticeship trainings will improve digital literacy, nurture rural entrepreneurship, and spur inclusive socio-economic growth in the aspiring apprentices. As per the order issued on 27.10.2023, the Vice President, CSC has been appointed as Joint Apprenticeship Advisor to onboard 40,000 Village Level Entrepreneurs (VLEs) on apprenticeship portal.



Figure 5.33: MoU Signing with Common Service Centre (CSC)

❖ Working closely with CPSUs to increase apprenticeship training:

Since CPSUs have a key role and responsibility in promoting hiring of certified skill manpower across the value chain impacted by them, CPSUs/CPSEs have been requested to enhance penetration of apprentices in their workforce- directly and through their respective central ministries. DO letter from the Secretary, MSDE was sent on 9th May 2023 to 23 Ministries and to CMDs of CPSUs. MSDE is engaging with Central Public Sector Units (CPSUs) continuously with the top management of CPSUs to engage more apprentices and also encourage their contractors and the entire chain of dealers / suppliers to engage apprentices. Letters have been sent to 230 central PSUs, Central Ministries, regulators, and Chief Secretaries of all States. CPSUs' participation is being envisaged in the apprenticeship awareness workshops and in monthly apprenticeship Mela throughout the country. A meeting with CPSU SPOCs were also organized on 17th January 2024 to discuss the goal of engaging 11 lakhs apprentices as well as the Current Landscape Assessment, Challenges and Solutions, Opportunities for Enhancement, Support from MSDE and Collaborative Learning.



Figure 5.34: Meeting with CPSUs at Kaushal Bhawan, New Delhi

❖ Cluster Based Approach for Apprenticeship Engagement

To enhance apprenticeship engagement through a focused approach in top performing States (Maharashtra, Gujarat, Tamil Nadu, Andhra Pradesh, Haryana, Karnataka, UP, Telangana, West Bengal, MP, Delhi, Kerala and Assam), high potential Industry clusters have been identified and mapped with apprenticeship advisers of the district. To bring the awareness among the stakeholders including cluster SPOCs, physical workshops have been organized in these States. Under the chairpersonship of Secretary MSDE, the first Cluster Meeting for Gujarat, Delhi and Haryana was held on 22nd December 2023 at Kaushal Bhawan New Delhi, in which 100+ participants from State Directorates, Industry Clusters, RDSDEs, Sector Skill Councils, TPAs etc. participated. States through AAAs and Principals of nodal ITIs have been requested to assist the Clusters in conducting awareness campaigns to ensure structured and sustained initiatives for creating awareness among the industries and cohort of candidates/students about apprenticeship training.



Figure 5.35: Apprenticeship Training Promotion in Maratha Association of Small Scale Industries & Agriculture



Figure 5.36: Cluster Meeting with Stakeholder from Gujarat, Delhi and Haryana at Kaushal Bhawan, New Delhi

❖ International Presence

A webinar on ‘South South Triangular Cooperation (SSTC)’ project activity regarding sharing of successful practices in apprenticeship with South Africa, China and Ethiopia was conducted on 26th Oct 2023. This webinar was organized by ILO and saw participation from China, Ethiopia, and South Africa. In the webinar, Ministry presented good practices in apprenticeship training of the country.

❖ Progress Monitoring

Apprenticeship monitoring through Apprenticeship Advisors (RDSDEs, JAAs, SAAs, AAAs at district level) 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.

5.14.7.9 Focusing on outreach programs for apprenticeship training

❖ Awareness Workshops:

MSDE has undertaken various awareness and advocacy interventions (events, workshops, Apprenticeship Pakhwara etc.) to promote apprenticeship training across the country. These workshops have now been institutionalized in the form of calendarized events across the country. Total 257 workshops have been organized across the country during January 2023 to March 2024. The workshop also focuses to mobilize students from educational institutions other than ITIs. State wise workshops detail is attached as Annexure-30.

Glimpse of Awareness workshops on apprenticeship training



Figure 5.37: Apprenticeship Awareness Workshop in Guwahati, Assam



Figure 5.38: Apprenticeship Awareness Workshop in Kargil, J&K

❖ Pradhan Mantri National Apprenticeship Mela (PMNAM)

Ministry of Skill Development & Entrepreneurship (MSDE), Govt. of India has been organizing Apprenticeship Melas across the nation for providing suitable training to skilled and unskilled youth of the country in the establishments. With this initiative the Government is ensuring a parallel growth in the private/ industrial sector. One such Mela has been conducted on 21.04.2022 across the country in more than 700 locations. During the Apprenticeship Mela held on 21st April 2022, the Hon'ble Minister (MSDE) declared that there will be PM-National Apprenticeship

Mela as a monthly event which will be organized every 2nd Monday of the month in 1/3rd districts of all States/ UTs. Seventeen such Melas have been conducted since its inception June 2022 to March 2024 across 3, 921 locations wherein 29,279 establishments and 4,90,280 candidates participated. During current financial year 2023-24, PMNAM has been conducted across 2,048 locations, wherein 13,752 establishments and 2,02,458 candidates participated.



Figure 5.39: Glimpse of PMNAM

5.14.7.10 Impact created by apprenticeship training:

- i. **Overall Growth:** Continuous growth in number of apprentices can be depicted from the graph given below after implementing various initiatives by MSDE (Figure 3). The new apprentices engaged under NAPS has increased from 1,11,423 apprentices in FY 2016-17 to 9,31,406 apprentices in FY 2023-24.

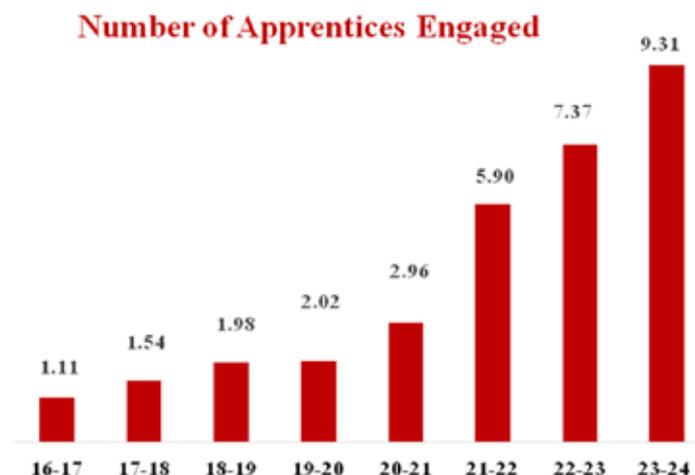


Chart 5.13: New Apprentices engaged under NAPS over the years (Data in Lakhs)

(Source: www.apprenticeshipindia.gov.in)



Figure 5.40: Apprentices on the job training

ii. **Growth of women candidates in apprenticeship training:** The series of reforms undertaken by the government are reflected in the growth in number of women participation in apprenticeship training. The participation of women apprentices under apprenticeship training which was 7.74% during the year 2016-17 has observed a growth to 20.77% during the year 2023-24

No. of Women Apprentices Engaged

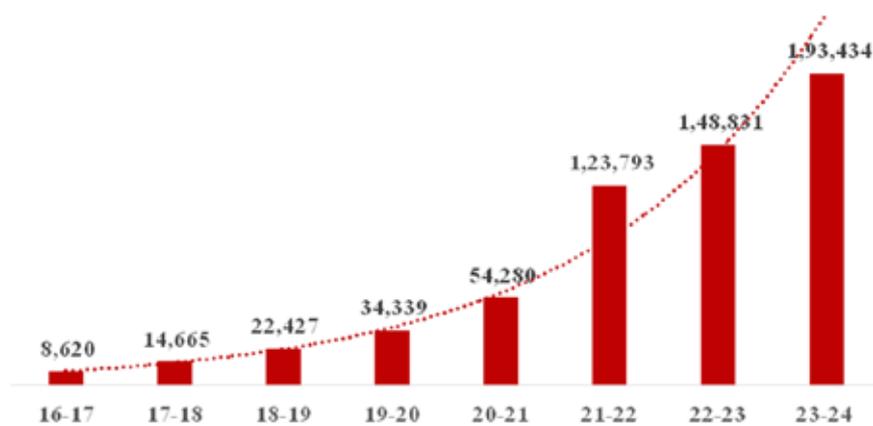


Chart 5.14: Percentage of Women apprentices enrolled in Apprenticeship Training

(Source: www.apprenticeshipindia.gov.in)

- iii. **Distribution of apprentices by educational qualification:** It has been observed that class 12th pass and above (including ITI graduates) constitute 54.69% of total apprentices engaged followed by 18.78% apprentices having class 8th pass/class 10th pass but below class 12th pass. Nearly 1.74% apprentices are class 5th pass to below class 8th pass. Hence, it can be seen that apprenticeship training is the preferred choice of progression for ITI passed candidates (refer table 5.48).

Table-5.52: Distribution of apprentices on the basis of education qualification from FY 2018-19 to FY 2023-24

Education Group	Total No. Apprentice Engaged	Percentage of Apprentice Engaged
Class 5 Pass to below Class 8 Pass	47,430	1.7%
Class 8 Pass / Class 10 Pass but below class 12 Pass	5,35,471	19.1%
Class 12 Pass and Above (Including ITI candidates)	22,27,376	79.2%
Total	28,10,277	

Source: www.apprenticeshipindia.gov.in

- iv. **Distribution of SC, ST, OBC, General Apprentices as per Engagement:** It has been observed that there is an increase in the participation of candidates from SC, ST and OBC categories in apprenticeship training. Apprenticeship training has been useful for candidates from all sections of society. As depicted in table 5.49, a total of 3,37,269 (12%) apprentices from SC, 1,25,683 (5%) from ST and 8,08,636 (29%) apprentices from OBC engaged under apprenticeship since FY 2018-19 to FY 2023-24.

Table-5.53: Distribution of SC, ST and OBC

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
Grand Total	8,08,636	3,37,269	1,25,683	12,71,588

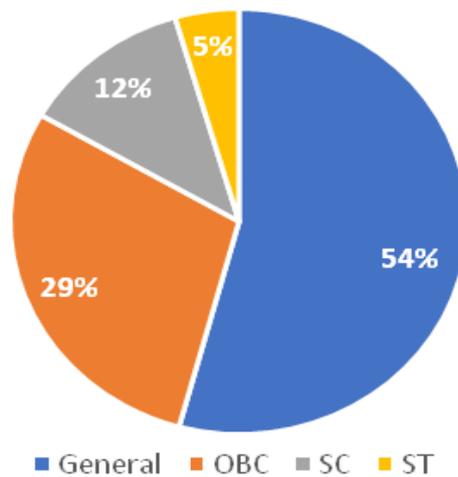


Chart 5.15: Category wise apprentices engaged from FY 2018-19 to FY 2023-24.

Source: www.apprenticeshipindia.gov.in

- v. **Top Trades under NAPS:** The trades engaging maximum number of apprentices are Electrician (2,14,271) followed by fitter (2,06,676), Retail Trainee Associate (1,59,266), Assembly Line Operator (86,276), Computer Operator and Programming Assistant (68,551). The top ten trades under NAPS in which maximum number of apprentices are engaged are given in **table 50**.

Table-5.54: Top Ten Trades in Apprenticeship Training during FY 2018-19 to FY 2023-24)

S. No.	Trade Name	Trade Type	No. of Apprentices Engaged
1	Electrician	Designated Trade	2,14,271
2	Fitter	Designated Trade	2,06,676
3	Retail Trainee Associate	Optional Trade	1,59,266
4	Assembly Line Operator	Optional Trade	86,276
5	Automotive Assembly Operator	Optional Trade	79,769
6	Computer Operator and Programming Assistant	Designated Trade	68,551
7	Automotive Assembly Technician	Optional Trade	63,975
8	Welder (Gas and Electric)	Designated Trade	61,527
9	Mechanic Diesel	Designated Trade	54,983
10	Auto Component Assembly Fitter	Optional Trade	52,005
Grand Total			10,47,299

Source: www.apprenticeshipindia.gov.in

- vi. **Top States participating under NAPS:** Maharashtra stands first among the States in engaging apprentices. The state engaged 6,83,861 apprentices followed by Gujarat (3,83,361), Tamil Nadu (2,58,590), Haryana (2,49,201), Karnataka (2,23,864), Uttar Pradesh (2,15,937). Table 8 shows the top ten states engaging apprentices since FY 2016-17 to FY 2023-24. The detailed state-wise apprentices engaged since inception of NAPS is given at Annexure-31.

Table-5.55: Top Ten States engaging Apprentices from FY 2016-17 to FY 2023-24

S. No.	State	Apprentices Engaged
1	Maharashtra	7,06,549
2	Gujarat	3,40,766
3	Tamil Nadu	2,63,121
4	Haryana	2,23,806
5	Karnataka	2,12,667
6	Uttar Pradesh	2,00,389
7	Telangana	1,33,533
8	West Bengal	89,457
9	Madhya Pradesh	78,648
10	Delhi	72,649
	Grand Total	23,21,585

Source: www.apprenticeshipindia.gov.in

- vii. **Bringing greater transparency with DBT in NAPS:** On 21.04.2022, Hon'ble Minister of Skill Development and Entrepreneurship announced the introduction of DBT under NAPS-2. As per this directive, the establishments have to transfer the stipend share directly to the bank account of apprentices. Government of India will then directly transfer its contribution of 25% of stipend up to Rs 1,500 per apprentice per month under NAPS in the bank account of apprentices.

In this context, a pilot was rolled out 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 (2023-24). Since the PAN India rollout of online DBT under NAPS-2, an amount of Rs. 276.48 Crore has been released through online DBT upto March 2024 through 19,31,520 transactions.

Table-5.56: Month wise online DBT Status

Month	DBT paid for month for candidates	DBT Amount paid for the month (in Cr.)
July-23	1,66,264	24.69
August-23	2,17,726	28.82
September-23	2,23,372	31.76
October-23	2,34,770	33.64
November-23	2,43,263	34.19
December-23	2,66,732	38.22
January-24	2,83,407	40.50
February-24	2,94,469	42.12
March-24	17,517	2.54
Total	19,31,520	276.48

Source: www.apprenticeshipindia.gov.in

C. OTHER SCHEMES AND INITIATIVES:

5.15 Skill Loan Scheme:

A Skill Loan Scheme was launched by the Hon'ble Prime Minister on 15.07.2015 with a view to support youth who wish to go through skill training programmes in the Country. This Skill Loan Scheme replaced earlier Indian Banks Association (IBA) Model Loan Scheme for Vocational Education and Training. Bank of India has been the first bank to notify such a skill loan scheme. The important features of the Scheme, inter-alia, are as follows:

- Any Indian National who has secured admission in a course run by ITIs, Polytechnics or in a school recognised by Central or State education Boards or in a college affiliated to recognised university, training partners affiliated to NSDC, SSCs, State Skill Mission, State Skill Corporation can avail loan for the purpose.
- No processing fee is charged by Banks.
- Amount of loan ranges from Rs. 5,000 to Rs.150, 000/- depending on the course; and is having a repayment period of 3 to 7 years.
- Simple rate of interest @ 11% and 12% per annum is charged during the period of study.
- No minimum course duration.
- No specific restriction with regard to age.
- Risk of banks covered through Credit Guarantee Fund Scheme for Skill Development (CGFSSD) under the scheme of CGFSSD, interest rate to be charged by Member Lending Institution (MLI) should not be more than 1.5% per annum over Base Rate.
- Borrower must enter into an agreement with National Credit Guarantee Trustee Company (NCGTC) for providing guarantee against default in repayment of the loan extended by lending institutions.
- The fund shall provide guarantee cover to the extent of 75% of the amount in default.
- The loan is sanctioned without any collateral security or third-party guarantee

Further, the scheme is under review to broaden the number of beneficiaries.

Table-5.57:

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

5.16 Indian Institutes of Skills (IISs)

- a) IISs are being established in the country to enhance training standards beyond the current programmes available in the skill eco-system and to provide 'hands on skills' training to trainees in specialised areas in collaboration with industry, catering to local/ regional industry requirements.
- b) Pursuant to the decision taken in the Cabinet Meeting held on 24.10.2018, it was decided to set up IISs at three locations, namely, Maharashtra (Mumbai), Gujarat (Ahmedabad) and Uttar Pradesh (Kanpur) in Public Private Partnership (PPP), which will be explored for promotion of IIS at selected locations based on demand and available infrastructure.
- c) The IISs will conduct NSQF compliant 2-year diploma courses in identified sectors/domains. Such courses will have a mix of conventional and more advanced areas providing vertical mobility to trainees. This way, trainees of vocational training system can aspire to become supervisors/managers in their respective fields.

- d) IISs will impart higher level training programmes, which will facilitate vertical mobility of trainees providing them academic equivalence for progression and the programmes will define career pathways for trainees and in turn will lead to creation of sectoral experts.
- e) It will provide opportunity to aspiring students across the country to have access to highly skilled training, and enhance the scope of accountability through its linkage with industry and global competitiveness across sectors. By leveraging advantages of private sector enterprise and public capital in terms of Government land, it would create new institutes of expertise, knowledge and competitiveness.
- f) For IIS, an Inter-Ministerial Empowered Committee (IMEC) on setting up of IIS has been constituted under the Chairmanship of Secretary, MSDE. First meeting of the Empowered Committee was held on 20.12.2018. So far, six meetings of IMEC have been held. The last meeting of IMEC was held on 01.04.2021.
- g) The major functions of Empowered Committee are: To decide on matters such as setting parameters and criteria for selection of private partners; Selection and setting up of IISs as per place/location/trade, need for viability gap funding of government, subject, expertise and commitment of private partner; and Allocation of land as per guidelines, details of governance mechanism for each IIS, applicable rules and agreements and all other aspects of regulation and monitoring of the scheme.
- h) A brief information on the progress made so far towards establishment of IIS at Mumbai, Ahmedabad and Kanpur are as under:
 - i. **IIS Mumbai:** At present land for setting up of IIS at Mumbai has been identified and Tata Education and Development Trust (TEDT) has been selected as private partner for establishment of IISs. The foundation stone for the IIS, Mumbai was laid by the Hon'ble Minister for Skill Development and Entrepreneurship on 11th September, 2019 in the presence of high level dignitaries. Operations Agreement for establishing IIS at NSTI, Mumbai has been signed amongst MSDE, DGT and TATA IIS on 11.11.2020. Also, Green Zone Clearance for the project has been received from Govt. of Maharashtra and the Land License Agreement has been signed between NSTI, Mumbai and TATA IIS on 22.09.2021. Further, TATA IIS has taken possession of the campus site in Mumbai and the construction is in full swing. The construction activities for first phase are expected to be completed by May 2024.
 - ii. **IIS Ahmedabad:** The private operating partner selected for establishing IIS at Gandhinagar/Ahmedabad is TEDT. The land was provided by Government of Gujarat at Nasmed, Gandhinagar/Ahmedabad. On 15.01.2020, Shri Amit Shah, Hon'ble Home Minister, Government of India laid the foundation stone of Indian Institute of 195 ANNUAL REPORT 2022-23 Skills (IIS) at Gandhinagar/Ahmedabad in the presence of Hon'ble Minister of Skill Development and Entrepreneurship, Shri Ratan Tata, Chairman Tata Trust and other senior dignitaries of Gujarat Government and MSDE. The Operations Agreement for IIS, Ahmedabad was signed by MSDE, Government of Gujarat and TATA IIS on 28th February 2022. The construction is in full swing. The construction activities for first phase are expected to be completed by May 2024.
 - iii. **IIS Kanpur:** Cabinet approved setting up of 3 IIS at Ahmedabad, Mumbai and Kanpur on PPP modes. The Tata Education and Development Trust has been chosen as the private partner for the establishment of IIS in Mumbai and Ahmadabad. The construction of the building designated for the IIS in Kanpur has been undertaken within the NSTI-Kanpur Campus by the DGT, MSDE, and it was inaugurated virtually by Hon'ble Prime Minister on 21.02.2024. To facilitate the operationalization of the IIS in Kanpur, a tripartite MoU has been signed between IIT-Kanpur, DGT, and MSDE in November, 2023. IIT, Kanpur, will support as a knowledge partner for the operation and management of the IIS in Kanpur.

5.17 Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP)

5.17.1 Introduction

SANKALP is a World Bank aided scheme, which was launched in January 2018 with the objective to decentralize skilling initiatives in the ecosystem, strengthen institutional mechanisms for skill development and increase access to quality and market-relevant training for youth across the country. SANKALP aims to bring convergence, infuse quality in skill development programmes, making them market-relevant and accessible while ensuring private participation in the context of short-term training.

SANKALP is an outcome-oriented project aligned with the overall objectives of the National Skill Development Mission (NSDM). It is designed to enhance the proficiency of the existing system to manage skill development initiatives and develop targeted pilots to evolve scalable solutions to different challenges in the ecosystem. These outcomes are measured through the Results Framework and Disbursement Linked Indicators (DLIs) agreed between MSDE and the World Bank.

Result Areas: SANKALP has three key result areas viz: (i) Institutional Strengthening at Central, State & District level; (ii) Quality Assurance of skill development programmes; and (iii) Inclusion of marginalised population in skill development programmes.

Disbursement Linked Indicators (DLI): SANKALP is a strategic reforms programme in skill development, and the loan disbursement from the World Bank is against the achievement of results. The DLIs are supplemented with a Verification protocol that defines how achievement against each DLI is to be measured.

- **DLI 1:** Trainees who have successfully completed the National Skill Qualification Framework (NSQF) -aligned market-relevant short-term SD programmes and were certified.
- **DLI 2:** Percentage of graduates who are wage employed or self-employed within six months of completing short-term SD programmes.
- **DLI 3:** NSQF aligned QPs translated into a model curriculum, trainers guide, and teaching-learning resource packs.
- **DLI 4:** Number of trainers and assessors trained/retrained.
- **DLI 5:** Improved states' performance on institutional strengthening, market relevance of SD programmes, and access to and completion of training by marginalised populations.
- **DLI 6:** Increase in the percentage of women participating in SD programmes (certified)(not including self-employment and RPL).
- **DLI 7:** Improved service delivery at the Gram Panchayat (GP) level by linking skill certified individuals to local employment.
- **DLI 8:** Strengthened capacity of District Skills Committee (DSC) to implement short-term skill programmes.

Financial: SANKALP is a World Bank loan assisted scheme. According to the agreement signed between the Government of India and the World Bank, the first tranche loan amount was USD 250 million (equivalent to Rs. 1650 crore). The total funds disbursed by the World Bank till March 2024 amount to USD 214.45 million or Rs. 1,606.16 crore. As on 31st March 2024, total expenditure incurred is INR 960.93 crores, which includes Rs. 301.24 crore that has been released to 31 States/UTs as State Incentive Grants (SIG), including INR 11.18 crores to aspirational districts.

5.17.2 SANKALP Impact:

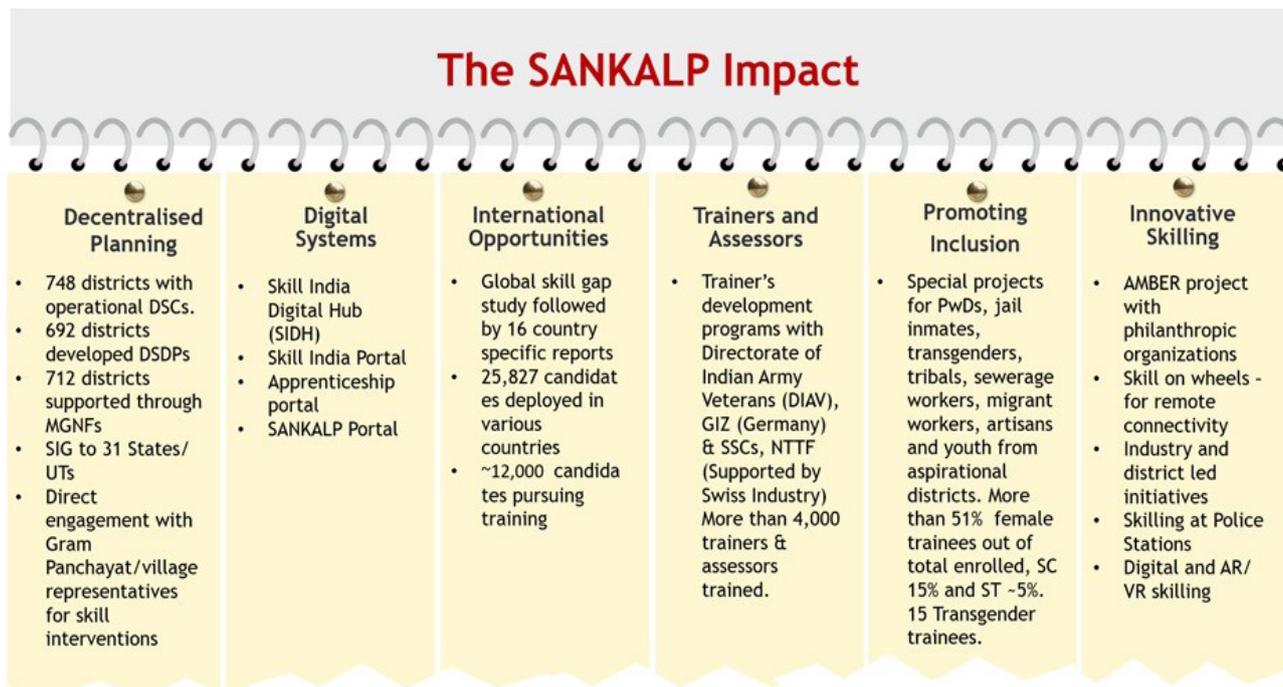


Figure 5.41: SANKALP Impact

The SANKALP project has made significant strides in decentralized planning for skill development, with 749 districts establishing DSCs and commencing regular meetings. 695 districts formulated their District Skill Development Plans (DSDPs) for 2022-23. Moreover, Mahatma Gandhi National Fellows (MGNFs) supported in Skilling Initiatives and preparation of DSDPs in more than seven hundred districts across 31 States/UTs.

5.17.3 Important projects under SANKALP

The list of projects under national component of the programme is as follows:-

a) **Launch of Skill India Digital Hub**

Launched on 13th September 2023, Skill India Digital Hub is a Digital Public Infrastructure (DPI) for skilling, education, employment, and entrepreneurship ecosystem of India. Driven by the vision to make skill development more innovative, accessible, and personalized in its embodiment, focusing on digital technology and Industry 4.0 skills, the state-of-the-art platform is aimed at facilitating lifelong learning, career advancement and hiring of skilled manpower. The platform aligns perfectly with the vision articulated in the G20 framework for building DPI and the digital economy to promote digital skills and digital literacy.

The platform is available both as web and mobile applications and till March 2024, and as reported by NSDC on SIDH portal, the mobile-App has been downloaded more than six lakh times.





Figure 5.42: Launch of Skill India Digital at the hands of Hon Shri Dharmendra Pradhan, Minister for Education, Skill Development and Entrepreneurship

b) Mahatma Gandhi National Fellowship (MGNF)

MSNF was launched as a two-year academic programme that combines classroom sessions at IIM with intensive field immersion at the district level. It promoted decentralized skill planning & management by placing the Fellows to assist the DSC. The Fellows got an opportunity to identify challenges in the district skill ecosystem and to work closely with the district administration to help address them. It provided an opportunity for young, dynamic individuals to promote skill development.

With the success in the first phase, where sixty-nine Fellows were engaged in sixty-nine districts across six states, MSDE expanded the programme in Phase II, in which nine IIMs came onboard as academic partners - IIM Ahmedabad, IIM Bangalore, IIM Jammu, IIM Kozhikode, IIM Lucknow, IIM Nagpur, IIM Ranchi, IIM Udaipur, and IIM Visakhapatnam. The two years MGNF Phase-II was inaugurated on 25th October 2021 by Sh. Dharmendra Pradhan, Honourable Minister of Education & Minister of Skill Development & Entrepreneurship.

Under Phase II, 657 fellows were engaged, out of which, 581 MGN Fellows completed the programme. During their tenure, MGNFs provided catalytic support to the DSC in development of DSDPs.



Figure 5.43: MGN Fellow submitting DSDP to District Collector



Figure 5.44: DSC Meeting

c) International Workforce Mobility

MSDE through NSDC is implementing a project namely “International Workforce Mobility” to identify international opportunities for the Indian workforce. As part of this initiative, multiple interventions have been undertaken including studies to facilitate demand assessment, profiling & interventions required in various destination countries to enable mobility of trained and certified Indians, strengthening skill institutions to match global/ destination country standards, establishing branch offices in identified destination countries, advocacy & branding, and development of training/course materials.

d) Entrepreneurship promotion

In partnership with NIESBUD, a project under SANKALP was launched to promote entrepreneurship through Capacity Building, Incubation Support, Mentoring and Handholding training to 24,600

candidates. The Project was implemented in Assam, Andhra Pradesh, Bihar, Chhattisgarh, Delhi, Haryana, Himachal Pradesh, Jharkhand and Kerala, Madhya Pradesh, Maharashtra, Odisha, Rajasthan Telangana, Uttar Pradesh, Uttarakhand and West Bengal. A total of 23,825 candidates have been trained. In phase II of the project, 23,114 candidates have so far been trained against a target of 24000.



Figure 5.45: Glimpse of Entrepreneurship Training

e) **Cluster-Based Model for Training of Trainers**

In line with its vision to create a pool of highly skilled trainers, a project under SANKALP was instituted at Aurangabad, Maharashtra, in partnership with Maharashtra State Skill Development Society (MSSDS), Automotive Skills Development Council (ASDC), and Indo-German Programme for Vocational Education and Training (GIZ-IGVET). Under the pilot seventy-five trainers in three trades: CNC Programming and Operations, Advanced Welding Technologies and Robotic Technology and Operations were trained at Aurangabad.

In Phase 2, against a training target of two hundred trainers, 189 trainers have been trained and certified at Pune in five job roles adding Quality Control and Advanced Automotive technologies trades. Pune was selected as the location for training, as it an automotive cluster.

As a knowledge partner, GIZ, played a key role in developing the concept of the TOT and bringing all the stakeholders together for the implementation process. GIZ also supported the project in bringing in German expertise, thereby adding value to curriculum, on-the-job training etc. GIZ also collaborated with the Indo German Chamber of commerce (IGCC) to provide an Indo-German dual Certification.



Figure 5.46: Cluster-Based Model for Training of Trainers

f) **AMBER (Accelerated Mission for Better Employment & Retention)**

AMBER aims at developing and implementing a scalable and sustainable model of skill development, leading to improved employment prospects and retention. The project is being implemented under the aegis of SANKALP, by NSDC in partnership with Generation India Foundation, which is contributing philanthropic funding to the tune of 50% of overall project cost. Project locations are spread across 101 districts of 23 States in India.

Up to March 2024, a total of 34,021 candidates were enrolled, 26,246 were trained and 16,333 candidates have been certified under the project. The placement rate is 75% for the batches that have completed 90 days since results declared.



Figure 5.47: Capacity Building Workshop for Training Partners



Figure 5.48: Activities in AMBER Batches



Figure 5.49: AMBER Certification

g) **Jeevika project with Hero MotoCorp**

MSDE in partnership with ASDC and Hero MotoCorp is implementing a project for upgrading the training infrastructure of existing Skill Development Centers (SDCs) with BS VI technology and develop a comprehensive short-term training program on Two-Wheeler preventive maintenance & repair. The project includes upgradation of 5 SDCs and setting up four new SDCs. Further, the project will skill train 720 candidates including workers from local garages, which do not have access to the latest infrastructure and technical training. Project is being implemented in the states of Chhattisgarh, Gujrat, Jharkhand, Kerala, Maharashtra, Odisha, Tamil Nadu and Uttar Pradesh. As on 31.03.2024, a total of 258 candidates have been trained as part of the project.



Testimonies

Name : Nrendar kumar
 Home Location : Modinagar Job
 Location :Noida Sector 58 Job
 Designation: Service Adviser Dealership
 Name: Singla auto Agencies



It was wonderful facilities at KIET, I really learnt a lot at this centre. Continuous assessment from HMCL made me more confident. It is really helpful initiative by ASDC for a mediocre. I think, this scheme is must for candidates from poor background. I am very thankful to ASDC for this act.

Figure 5.50: Glimpse of Jeevika project with Hero MotoCorp

h) **Sarathi project with Bridgestone**

MSDE in partnership with ASDC is implementing a project Sarathi in association of Bridgestone tyres to create a pool of trained Commercial Vehicle Drivers across India and promote road safety. In addition, the project also aims to enhance the employability of youth from marginalized sections in India and improve their livelihood. The project envisages to address the three critical components through

structured training. MSDE has matched the funds provided by Bridgestone Tyres to train additional 540 HMV drivers under Sankalp initiative. Project is being implemented in the states of Odisha, Telangana, and Maharashtra. As on 31.03.2024, a total of 102 candidates have been trained in the project.



Figure 5.51: Glimpse of Sarthi project with Bridgestone

i) RPL Programme with NDMC

MSDE is supporting NDMC in certifying/ upskilling its contractual staff and other staff engaged in works. The project was implemented by 18 SSCs/ Training Providers to enhance the efficiency of the people through this project. Recognition of Prior Learning (RPL) with bridge course helped in certification of prior skills on jobs which the people have been doing for years. It also provided exposure to digital literacy, entrepreneurial opportunities, technical skills, and motivation to do better through the skill certificate. Against the target of 25,000 beneficiaries, 25,035 candidates have been trained and certified as part of the project.



Figure 5.52: Glimpse of RPL Programme with NDMC

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

Skill and Entrepreneurship Development of Women in Golden Grass Crafts project was launched in collaboration between MSDE, DSC Kendrapara & State Institute for Development of Arts and Crafts

(SIDAC) Government of Odisha. Its primary aim is to provide skill training and market linkages to 3,000 women artisans in golden grass craft in thirty-five villages of Kendrapara block in Odisha. The project with a duration of 24 months, aimed at imparting entrepreneurship training to sixty women artisans and introduces technology that optimises their work process and improves their income and standard of living. At the end of the project, 3,128 women artisans have completed Basic - Intermediate and Advance Skill Training.



Figure 5.53: Glimpse of Golden Grass Craft in Kendrapara, Odisha

k) Skill Training of Sewerage Workers in Punjab

The project for “Skill Training of sewerage workers” was launched on 10th August 2021 in partnership with Punjab Skill Development Mission (PSDM), Punjab Water Supply and Sewerage Board (PWSSB) and Municipal Corporation (MC) of Patiala. It aimed to skill two hundred sewerage workers in Mechanised cleaning and bring more safety and reforms in how sanitation work is conducted.

Classroom training has been completed for 200 candidates and OJT has been completed by 197 candidates. A total of 57 Jetters, 35 grabbers and 100 winches have been procured as part of the project.



Figure 5.54: Glimpse of Skill Training of Sewerage Workers in Punjab

l) **AVSAR Project**

MSDE & NSDC partnered with Amrita Vishwa Vidyapeetham to implement the “Avsar” project. This project aimed at incorporating the vision of ‘Inclusive growth with innovative methods of knowledge dissemination. This Project also aims to facilitate skill training and boost employment prospects for women & marginalized communities. The project target is to certify 4,500 Candidates in the states of Gujarat, Himachal Pradesh Kerala, Odisha, Tamil Nadu, Uttar Pradesh, and Uttarakhand. As part of the project, a total of 4,468 women and transgender people were trained and 3,495 have been certified.



Figure 5.55: Glimpse of AVSAR Project

m) **Upskilling of artisans and weavers in Maharashtra**

With an aim to upskill and increase the technical knowledge of 2,000 artisans and weavers in North-eastern Mumbai, the MSDE has partnered with Handicraft and Carpet Skill Council (HCSSC). The initiative focuses on north-eastern parts of Mumbai, including Mankhurd - Shivajinagar, Govandi, Ramabai Nagar Ghatkopar, with a view to ensure that the handicrafts industry has the skills it needs to prosper in the current business environment. The initiative primarily focuses on aligning the competencies of the unorganized workforce in the handicrafts sector to the standardized NSQF while also increasing their technical and marketing knowledge, teaching innovative designs and techniques to promote handmade products and crafts, providing digital literacy and soft skills.

n) **Skill Training in traditional tribal Arts for the youth of Eastern Nagaland**

MSDE in partnership with the Skill Development department and Department for Development of Underdeveloped Areas (DUDA) of Govt. of Nagaland is implementing a project to promote tribal traditional arts. The project involves skill training of 825 tribal candidates in six districts of Eastern Nagaland.

o) **Inclusive Academy for Trainers and Master Trainers**

The objective of the programme being implemented in association with Skill Council of Persons with Disability (SCPWD) is to improve the quality of training imparted to PwD candidates by empowering the trainers with adequate training. With this, MSDE envisions to introduce them to the changing landscape of training in the country, and to mainstream PwD professionals as trainers and master trainers to improve the quality and reach of PwD training. This in turn is aimed to improve learning outcomes for better employment opportunities and to make them Atmanirbhar so that they can lead a dignified life.

Under this project, 25 Master Trainers are targeted to be trained who will then impart training to 150 PwD Trainers. Till 31st March 2024, a total of 16 Master Trainers and 50 PwD trainers have been trained and certified.

p) **Capacity building of MSDE officials on Sexual Harassment of Women at Workplace Act, 2013**

To create awareness about the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013, the MSDE, in partnership with UN Women, an organisation affiliated with the United Nations, successfully completed training session for more than 680 MSDE officials till date including 357 officials trained in FY 2023-24. The training provided a concise explanation of sexual harassment and tried to raise participants' awareness of the complaint procedure.

This initiative is part of MSDE's commitment to empower women as equal partner in the country's inclusive growth.



Figure 5.56: Glimpse of Awareness Training on Sexual Harassment of Women at Workplace

5.17.4 State component under SANKALP

The State component of SANKALP aims towards 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.

All States/ UTs had submitted their consent for participation in SANKALP to MSDE. Also, as per the World Bank requirement, MSDE had onboarded an external agency to establish the baseline of States/ UTs before implementing SANKALP on the State Incentive Grant (SIG) matrix. It was the first of its kind exercise wherein states' systems' maturity to implement skill development schemes, market relevance of skilling development in the states, and accessibility of those programmes was assessed.

In order to receive grants under SANKALP, the participating State/ UT is required to submit a detailed proposal under SANKALP with a list of activities that State/ UT plans to undertake, aligned to the three result areas of SANKALP, namely (i) institutional strengthening at State and District level; (ii) improved quality and market relevance of skill development Programmes, and (iii) improved access to and completion of skills training for female trainees.

The progress over the SIG Baseline score is monitored yearly. Only those States/ UTs that have achieved a minimum of 15% improvement over their performance gap are eligible for the subsequent release of funds from MSDE under SANKALP.

MSDE has released Rs. 301.24 crore under SANKALP to States/ UTs (as of 31st March 2024), including under Aspirational Skilling Abhiyan (ASA) for skill development initiatives in aspirational districts. Ten States have reported expenditure of more than 75% and accordingly based on their proposals, Rs. 13.85 crore released to seven states (Karnataka, Odisha, Sikkim, Tripura, Meghalaya, Mizoram and Nagaland) as part of SIG 2. Further, proposals have been received from 3 States (Assam, Mizoram and Rajasthan) amounting to Rs. 75.34 crore.

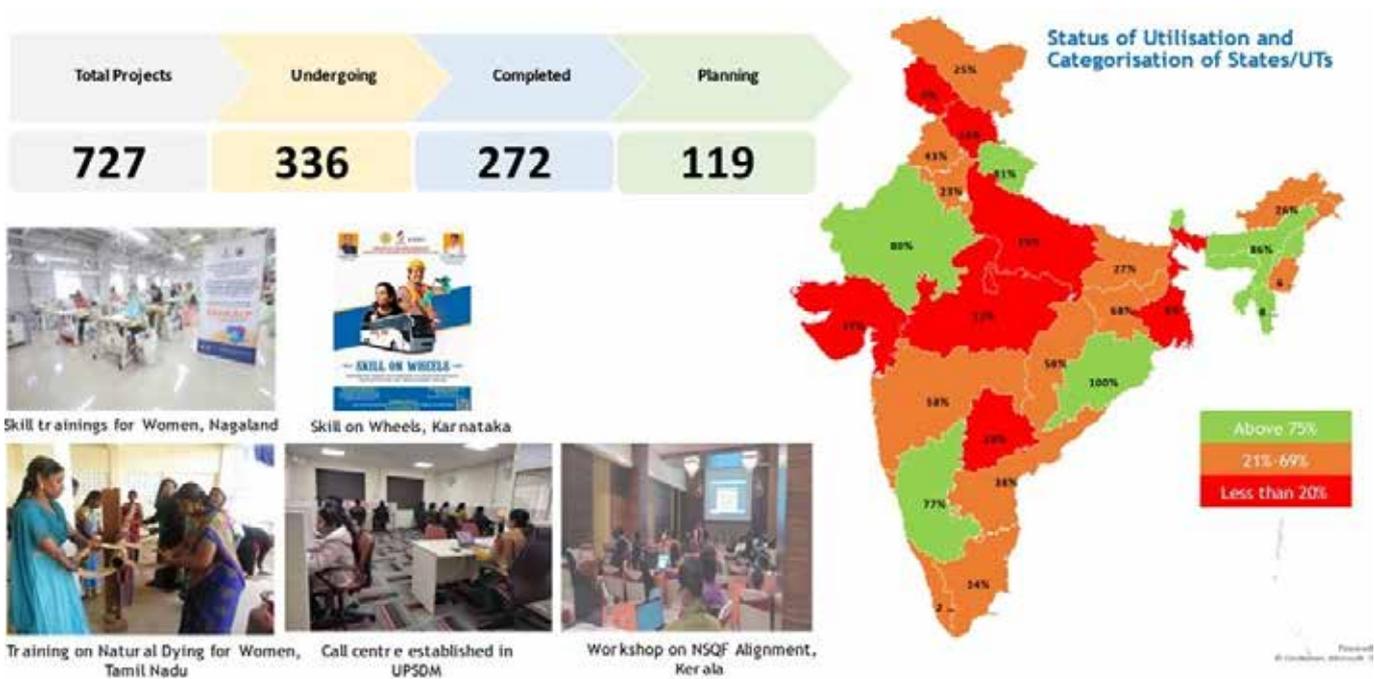


Figure 5.57: SANKALP Implementation under State Component

5.18 Jan Shikshan Sansthan (JSSs)

5.18.1 BACKGROUND

The Scheme of Support to JSS [NGOs] for Skill development is a Scheme of its kind which helps the marginalized, disadvantaged and under served 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 upto 8th and school dropouts upto 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.

5.18.2 Rationale and Approach

5.18.2.1 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 on 2nd of July, 2018.

5.18.2.2 The scheme aims to increase household income by promoting self/wage employment through skill development training. The skill training is low-cost, flexible, and highly accessible to Women, Scheduled Caste [SC], Scheduled Tribe [ST], Other Backward Classes [OBCs], minorities, and any other disadvantaged groups of society.

5.18.2.3 The strength of the scheme is its community connect and involvement of local administration, village functionaries and other key stakeholders. It enables effective mobilization of infrastructure, resources and beneficiaries under the JSS Scheme.

5.18.3 Stakeholders of the Scheme

5.18.3.1 The key stakeholders of the scheme are the target beneficiaries, Parent Body, JSS, Board of Management (BOM), local industries/ other employers, members of Panchayati Raj Institutions (PRIs), key local community members and state/district-level representatives, etc.

5.18.3.2 The scheme is implemented through JSSs which are functioning under the aegis of respective parent bodies. The parent body should register the JSS as a separate NGO under the Societies Registration Act, 1860. These JSSs receive financial assistance in the form of Grants-in-Aid (GIA) from the Government of India for imparting skill training to the assigned target

5.18.4 Objectives of the JSS Scheme

The objectives of the scheme are as under:

- a) To impart skill development training in non-formal mode to non-literates, neo-literates, persons having rudimentary level of education upto 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.

5.18.5 Guiding Principle for the programme

The programme aims to provide skill training to the target groups in an integrated manner, on the following principles:

- a) Non/Neo-literate/ school dropouts must have continuous access to skill opportunities throughout her/his life;
- b) The skill training programme should have a local market demand and lead to enhancement of income;
- c) Programmes are diversified, flexible and adaptable to varying needs and situations;
- d) The skilling programme should be of comparatively low cost with ease of accessibility
- e) The skilling courses should be aligned with the National Standard Qualification Framework (NSQF);
- f) The skill training courses shall be conducted with the support of the local community at the door-steps of the beneficiary.

5.18.6 Key Steps in the Skill Training programme

5.18.6.1 Course-selection: The courses are planned based on local market demand and beneficiaries' need assessment, through the door-to-door surveys. Courses with maximum wage/ self-employment opportunities are selected. To maintain uniformity and skill standards, all the courses are aligned to NSQF standards. Digital Literacy and employability skills are also incorporated in the course curriculum. Courses on local traditional skills are also promoted.

5.18.6.2 Beneficiary enrolment: JSSs create on-ground awareness about the course, counsel the beneficiaries concerning their area of interest, and undertake skill mapping accordingly. Program staff are deployed in each JSS to assist beneficiaries in choosing appropriate courses for them. The JSSs follow Aadhaar based enrolment system.

5.18.6.3 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 National Council of Vocational Education & Training (NCVET) has approved 15 Qualifications /Courses for JSS Scheme which have been aligned with NSQF levels 2 and 3. Further, DJSS has adopted 13 new-age courses. The training will be imparted in these 28 qualifications/job roles by JSSs from FY 2024-25.

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

5.18.6.4 Training process: The training begins with the selection of course and creation of batch consisting of 20 beneficiaries. The methodology of teaching includes both theoretical (30%) and practical (70%)

learning. Livelihood experience, market exposure and systematic evidence-based assessment systems are included in the courses to make learning more effective.

5.18.6.5 Training assessment: The assessment of JSS beneficiaries will be conducted by DJSS through a pool of assessors consisting of experienced resource persons selected from the neighbouring JSSs. The assessment is divided into three parts: theory (20%-30%), practical (60%-70%) and viva (10%- 20%). The evidence-based Assessment system and Online Certification promote credibility of skill training for placement and ensure transparency in assessment. The online certificate has a QR Code, and logos of JSS and Skill India Mission.

5.18.7 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 (uptoRs.50Lakhs).
- ii. The upper limit of the age group of target beneficiaries of JSS has been raised from 15-35 to 15-45 years to provide an opportunity to a larger group.
- iii. The participation of the women members in the Board of Management has been increased
- iv. The annual recurring Grants-in-Aid to the JSSs has been enhanced from Rs.30 lakh to Rs.50 lakh per annum.
- v. Course fee waiver for the SC, ST, Divyangjan & BPL category beneficiaries, and for the general category the JSSs can charge a nominal fee not exceeding Rs 100 per beneficiary
- vi. Establishment of a Livelihood cell at each JSS to encourage beneficiaries for wage I self-employment among the beneficiaries. The livelihood cell will be linked with the National/State portal for the promotion of employment and Job Mela etc.
- vii. Development of Common Branding Guidelines for JSSs
- viii. Development of a web-based MIS portal for Jan Shikshan Sansthan to bring transparency 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 were 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.

5.18.8 Progress of Jan Shikshan Sansthan during

5.18.8.1 During FY 2018-19 to FY 2023-24

The JSS have trained 26.36 lakh beneficiaries between FY 2018-19 to FY 2023-24. The major beneficiaries of the scheme were women, which constituted 82% of the total beneficiaries trained by the JSS during the said period. The coverage of beneficiaries' social categorywise is SC(24%), ST(15%), OBC(37%), Minorities(9%) and General (16%).

5.18.8.2 During FY 2023-24

The action plan of 290 JSSs with a total annual training target of 5,22,000 beneficiaries for the financial year 2023-24 was approved by the Ministry. Accordingly, these Jan Shikshan Sansthan have enrolled 507415 beneficiaries and trained 506398 beneficiaries till May 2024. 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 (79.43%).

Similarly, beneficiaries of other social stratatoo have been covered. This consists of 74.5% beneficiaries belonging to BPL, 84.3% belonging to SC/ ST/ OBC/ minority community. The majority of the beneficiaries belong to the age group of 15-25(53.3%) with a rudimentary level of education (53.82%). The total number of enrolled, trained, assessed, and certified is given in Table 5.54 and a detailed break-up of the beneficiaries enrolled during the current financial year on gender, socio-economic status, age group and educational level is given below in Table 5.55, Table 5.56, Table 5.57, Table 5.58 and Table 5.59 respectively.

Table-5.58: Number of enrolled, trained assessed and certified beneficiaries

Total No. of JSSs	Total Target	Enrolled	Trained	Assessed	Certified
290	522000	507415	506398	504961	504335

Table-5.59: Gender-wise Enrolled Beneficiaries

No.of male beneficiaries Enrolled	No.of female Beneficiaries Enrolled	No.of Transgender beneficiaries Enrolled	Total
104199	403090	126	507415

Table-5.60: Economic Status of Enrolled Beneficiaries

APL	BPL	Total
129634	377781	507415

Table-5.61: Social Status of Enrolled Beneficiaries

SCs	STs	OBC	Minorities	Gen.	Total
121964	73932	185589	46441	79489	507415

Table-5.62: Age Group of Beneficiaries

FY\Age Group	15-18Years	19-25Years	26-35Years	above35Years	Total
2023-24	65921	204619	153567	83308	507415

Table-5.63: Educational Status of Beneficiaries

Non-Literates	Neo-Literates	RudimentaryLevel	12thDropouts	Total
19781	85425	273102	129107	507415

D. ACTIVITIES FOR THE BENEFIT OF PERSONS WITH DISABILITIES:

5.19 Directorate General of Training (DGT)

A) DGT under MSDE offers vocational training through a network of more than 15000 ITIs (Govt. & Private) in 157 NSQF compliant trades including following 05 trades specially for Divyangs under CTS.

Table-5.64: Divyang Trades 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 10 th class examination (Candidate should be Visually impaired &OD)	Level - 3	1 Year (1200 Hr.)	2018
2	Cutting and Sewing (VI & OD)	Passed 8 th class examination (Candidate should be of visually impaired & OD)	Level - 3	1 Year (1200 Hr.)	2018
3	Desktop Publishing Operator (VI &OD)	Passed 10 th class examination or its equivalent. (Candidate should be of low Vision &OD)	Level - 3	1 Year (1200 Hr.)	2018
4	Hair and Skin Care (VI &OD)	Passed 10 th class examination (Candidate should be of visually impaired &OD)	Level - 3	1 Year (1200 Hr.)	2018
5	Metal Cutting Attendant (VI)	Passed 10 th class examination with Science and Mathematics or its equivalent (Candidate should be visually impaired).	Level - 3	2 Years (2400 Hr.)	2018

B) DGT has taken following initiatives to encourage Divyangs candidates towards skilling under CTS:

- i. 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 Craftsmen Training Scheme.
- iii. For engineering trade, candidates are being trained in "Psycho-motor skill" covering the topics such as Braille & Arithmetic with G.K., Craft & Book Binding, Mobility & Daily Living.
- iv. For visually impaired candidates, user friendly tools, equipment and measuring instruments such as Braille system based micro meter, 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
- v. DGT has enhanced the reservation of PWD quota in year 2019 from 3 % to 4 % for the five (5) for categories of benchmark disabilities under Craftsmen Training Scheme. Job roles of each trade under CTS have been analysed and then suitability criteria has 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. **(table 5.65)**. The revised brake up of PWD quota for the five (5) for categories of benchmark disabilities under Craftsmen Training are as follows:

Table-5.65:

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, DGT has made trade eligibility of bench mark disabilities as per RPWD Act, 2016 in admission to ITIs and NSTIs under CTS (Copy enclosed).

- C) **Felicitation of Toppers:** Following two topper diyang trainees of 2023 Pass-outs were felicitated on the event of Second Skill Convocation Ceremony (Kaushal Deekshant Samaroh) for the ITI Students on 12.10.2023. In this event, Hon'ble PM gave his address virtually and this felicitation of two PwD trainees was done by Hon'ble Minister of SDE and Hon'ble Minister of State of SDE:

Table-5.66: Details of the Toppers:

S. No	Name of Trainee	Trade	State	Age (in Yrs)	Gender	Name of ITI
1	Prashant Uikey	Computer Operator & Programming Assistant (VI)	Madhya Pradesh	23	Male	Govt ITI Jabalpur, MP
2	Jayanta Panja	Metal Cutting Attendant (VI)	West Bengal	19	Male	Ramakrishna Mission Blind Boy's Academy, West Bengal

- D) No 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 2023-24.

Table-5.67: 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		12,50,640	4,882	0.39%
2023		14,38,503	5,049	0.35%

5.20 Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

- i. From policy angle, there are following guidelines under PMKVY 4.0, from the perspective of PwD:-
 - a) Special Projects are project-based short-term skilling initiatives that primarily meet the skilling needs of marginalized and vulnerable groups, difficult geographies and specialized training courses which are likely to be offered outside of regular short-term skilling programmes.
 - b) Boarding and Lodging and transport facilities shall be provided to special groups (Women and PwD) and Special Areas, as defined in Common Norms, for training within and outside Special Areas.
 - c) Conveyance facility will be permissible for Women and PwDs in case of Non-Residential training as per Common Norms.
 - d) Additional Support to PwD candidates (to be paid to Training Providers) Rs. 5,000/- towards assistive devices, aid and appliances.
- ii. During FY 2023-24, Rs.4,91,500.69 was utilised during the training of PwD candidates.
- iii. During FY 2023-24, so far as beneficiaries with disabilities under PMKVY is concerned, a total of 1880 such candidates enrolled and 300 were trained thereof.
- iv. Rs. 502 Cr has been released under PMKVY 4.0 for FY 2023-24.

5.21 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, Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Classes (OBCs), minorities, and any 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, the JSSs will not charge any fee from the beneficiaries belonging to SC, ST, Divyangjan and economically weaker sections of the society, i.e., the BPL category.

Table-5.68: Beneficiaries trained under PwD (Divyangjan) Category

FY	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Total
Divyangjan Trained	318	1897	1025	1250	2745	1701	8936
Total Trained	1,67,283	4,15,332	3,59,796	4,61,996	7,26,284	5,06,078	26,36,769
Percentage of PWD Trained/ Total Trained	0.19%	0.46%	0.28%	0.27%	0.38%	0.34%	0.34%

5.22 National Apprentice Promotion Scheme (NAPS)

Table-5.69: Details of PwD Beneficiaries through NAPS

FY	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Total
Divyangjan Trained	36	689	749	2012	1662	1559	6707
Total Trained	35,333	2,06,903	3,07,742	5,90,189	7,38,704	9,31,406	28,10,277
Percentage of PWD Trained/ Total Trained	0.10%	0.33%	0.24%	0.34%	0.22%	0.17%	0.24%

5.23 Skill Acquisition and Knowledge Awareness of Livelihood Promotion (SANKALP):

- A project namely “Inclusive Academy for Training and Master Trainers” to develop a pool of Persons with Disabilities for the short term training ecosystem is being implemented by MSDE in partnership with Skill Council for Persons with Disability (SCPwD). The project involves training of 150 PwD professionals as Trainers and 25 professionals as Master Trainers. Based on the learnings from the project, a trainer academy will be exclusively developed for training of PwD trainers. A total of 16 Master trainers and 69 PwD Trainers have been trained till March,2024.
- There is no specific budget provision for PwD under SANKALP. However, a project amounting to Rs.1.09 crore has been approved to SCPwD for training of Master Trainers and PwD Trainers.

6. Competition & Awards

6.1 WORLDSKILLS

Under the aegis of MSDE, Skills Competition is held every two years at the Regional and the National level by National Skill Development Corporation. Skilled youth from across the nation from different States and Regions compete against each other in their respective skills in Regionals & National Level (IndiaSkills) Competition. The winners of the IndiaSkills further nurture their skills over the next one year and prepare themselves to represent India at WorldSkills Competition. NSDC has been leading the country's participation at the WorldSkills International competitions (equivalent of Olympic Games for Skills) since 2011. More than 100+ corporates have supported WorldSkills/India Skills through direct sponsorship, providing trainers/jury members, setting up Centers of Excellence and other training support.

6.1.1 WorldSkills Competition

WorldSkills Competition, organized by WorldSkills International, is the largest skill competition in the world, conducted in more than 60 skills, held once every two years. India became a member of WorldSkills in 2007 and currently, it has 86 member countries. WorldSkills competitions not only set 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:

- I. Construction and Building Technology
- II. Transportation and Logistics
- III. Manufacturing and Engineering Technology
- IV. Information and Communication Technology
- V. Creative Arts and Fashion
- VI. Social and Personal Services

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 and Regions compete against each other in their respective skills in Regionals & National Level (IndiaSkills) Competition. Winners of IndiaSkills further enhance their skills and prepare to represent India at the WorldSkills Competition.

NSDC has been leading the country's participation at the WorldSkills Competitions since 2011.

The most recent edition (46th edition) of the WorldSkills Competition took place in 2022 in a decentralized format across fifteen (15) countries in Europe, Asia, and the USA. In 2022, India secured the 11th position, marking its best performance ever at a WorldSkills Competition, by winning two (2) silver medals, three (3) bronze medals, and thirteen (13) medallions for excellence. The winners were felicitated by Hon'ble Minister, Shri Dharmendra Pradhan, at an event held on 17th Oct 2023 at Kaushal Bhawan, New Delhi.

6.1.2 WorldSkills Competition 2024

The 47th edition of the WorldSkills Competition will take place in Lyon, France, in September 2024. More than 1,400 competitors from over 65 countries are expected to participate in the event.

6.2 National Award to Teachers, 2023 (National Award for Excellence in Vocational Training & Entrepreneurship Development)

Kaushalacharya Awards in respect of MSDE has now been merged with National Teachers Awards from 2023 onwards. The process regarding National Award to Teachers was conducted through the MHA's National Awards Portal (www.awards.gov.in) and nominations were sought under different categories of award instituted by PMKVY, DGT and Entrepreneurship (ENP) in respect of skill development and entrepreneurship for honouring the Skill Trainers/Master Trainers. The total number of 25 awards categories under the National Award to Teachers, 2023 were identified for this year.



Figure 6.1: Hon'ble Prime Minister's Interaction with winners of NTA, 2023



Figure 6.2: Winners of NTA, 2023

7. International Engagements

7.1 International Cooperation:

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

7.2. International Skill Engagements

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

7.2.1 MDSE-Australia:

An MoU for Cooperation in Vocational Education and Training between MSDE and Department of Education, Skills and Employment, Government of Australia was signed on 03.06.2020 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. Several meetings have been held to plan implementation of the MoU between Hon'ble Minister of SDE and Secretary, SDE with the Australian authorities. A Ministerial Delegation led by Shri Dharmendra Pradhan, Hon'ble Minister of Education and Skill Development & Entrepreneurship visited Australia from 21st-24th August 2022 to discuss mutual interests and strategic priorities in education, skilling and research. The visit aimed to strengthen Indo-Australian ties and explore avenues of collaboration and cooperation in in the field of education and skill development.

The Government of India and the Government of Australia have established a Taskforce on Education Qualifications Recognition to strengthen arrangements for the recognition of Australian and Indian qualifications to enhance two-way mobility, wherein Ministry of Education, Government of India is the Co-chair for the Task Force. MSDE as one of the members of the Task Force participated in the Task Force meetings resulting in the finalization and signing of The Mechanism for the Mutual Recognition of Qualifications between Australia and India on 02.03.2023.

The First meeting of the Australia India Education Skill Council (AISEC) was held in Gandhinagar, Gujarat, on 6th and 7th November and many short-term and long-term goals emerged out of it. Ongoing discussions are being held with Australia for early implementation of the goals identified therein.



Figure 7.1: First Meeting of Australia India Education Skill Council (AISEC)

7.2.2 MDSE-Denmark:

An MoU for cooperation in the field of skill development, vocational education and entrepreneurship was signed between MSDE and Ministry of Children and Education, Kingdom of Denmark on 03.05.2022. The Joint Letter of Intent was signed between MSDE and the Ministry of Children and Education, Government of Denmark on 08.10.2021 for expansion of bilateral cooperation in the field of Skill Development & Entrepreneurship and the same was exchanged during the visit of the Danish Prime Minister to India on 09.10.2021. The agreement provides for constitution of a Joint Working Group (JWG) which can be a mechanism to hold regular discussions under the scope of the agreement. Ongoing discussions are being held with the Danish side for early constitution of the JWG and subsequently hosting of its meeting. MSDE hosted meeting with Denmark's Minister of Higher Education and Science on 06.03.2024 to discuss mobility of skilled workers to Denmark.



Figure 7.2: Meeting with Delegation from Denmark

7.2.3 MSDE- France:

An MOU between MSDE and French Ministry of Education, Higher Education and Research of the Government of France was lapsed in October 2019. An Administrative Agreement between MSDE and Ministry of Education and Youth, Government of French Republic for cooperation in skill development and vocational training was also lapsed in August 2022. The said Administrative Agreement (AA) was renewed in November 2022 for a period of two years. The areas of cooperation include promoting and facilitating skill development and vocational training programs of Indian candidates in French vocational institutes and corporate houses in mutual interest such as in automotive, aerospace, energy, technology, tourism, sustainable urban development, beauty and wellness, textiles, and construction sectors. Negotiations to extend the AA is continuing.

7.2.4 MSDE-Germany

Prime Minister of India and the German Chancellor signed an MoU in November, 2014 for bilateral cooperation on Vocational Education and Training (VET). This was followed by a new MoU signed on 05.10.2015 for cooperation in the area of SD&VET between MSDE and Federal Ministry of Education and Research (BMBF) and Federal Ministry of Economic Cooperation and Development (BMZ).

On expiry of this MoU, a new version of this MoU as Joint Declaration of Intent (JDol) between MSDE and BMBF and BMZ was signed on 01.11.2019 in New Delhi valid till 31.10.2023. Twelve JWG's have been held under this cooperation so far. The last JWG meeting was held on 07.12.2022. As the arrangements have expired, there has been a continuous dialogue with Germany for re-drafting the JDol to make it more relevant to the present needs of the country. Meeting was held with German State Secretary, Ms. Leonie Gebers on 31.01.2024.



Figure 7.3: Meeting with Ms. Leonie Gebers, German State Secretary

Further the Second phase of the Indo-German Programme for Vocational Education and Training (IGVET) by the GIZ successfully concluded in 2024. Under this phase one and two of the project, GIZ has been supporting 80+ industry clusters across 12 Indian states and offer cooperative training courses in 41 job roles across 16 sectors. The third phase of the programme with a focus on Green skills under implementation in India.

BMBF has funded a project on Strengthening Vocational Education and Training in Industrial Clusters in North India (SINADE) through a bottom-up approach. The project is strengthening industrial approaches on dual VET in various clusters such as Automotive Components Manufacturers (ACMA) in Delhi, Pune, Chennai, Lucknow, Nagpur Auto and Engineering Cluster. Under this project, training of local TVET managers from several clusters has been conducted.

JDol on Skills for Sustainable Growth was signed with MSDE and BMZ, Siemens Ltd India on 01.11.2019 valid till 31.10.2023. GIZ and Siemens India, in coordination with DGT under the aegis of MSDE are implementing IGNITE (Indo-German Initiative for Technical Education) project. Through the project interventions, employability of VET trainees of the trades (viz electrician, fitter, electronics mechanic, turner and machinist) has improved in different clusters in India.

BMBF is funding research project called 'QuallIndia-Quality Analysis in Indian Vocational Education and Training Institutions, with a focus on Industrial Training Institutions and Polytechnic Colleges'. The project is implemented in cooperation with four Indian universities, Indian Institute of Management (IIM) Bangalore, Indira Gandhi National Open University (IGNOU), Jawaharlal Nehru University, and National University of Education Planning and aims to develop a demand-oriented quality model adapted to the national context.

iMOVE is working closely with NSDCI for international mobility and have connected them with industries and German service providers for development of modern learning methods and curricula. Recently, an event was organised by iMOVE in Germany in collaboration with BIBB with a focus on future skills, migration and mobility with a participation of more than 1,000 participants focused on new Skilled Immigration Act in Germany.

7.2.5 India-Japan:

Japan- India Institute for Manufacturing (JIM)/Japan Endowed Courses (JEC): The Japan-India Institute for Manufacturing (JIM) and Japan Endowed Courses (JEC) Schemes are part of joint governmental initiatives of the Government of India and the Government of Japan for skilling the manufacturing-related human resources in India. For the purpose a Memorandum of Cooperation (MoC) was signed between MSDE and the Ministry of Economy, Trade and Industry (METI) of the Government of Japan in November 2016 (valid upto 10.11.2026) with the goal to 'Train 30,000 floor shop leaders and engineers to Japanese standards in the next ten years. At present, there are 19 JIMs and 7JECs in operation in various locations in the country.

Technical Intern Training Programme (TITP): MSDE signed a Memorandum of Cooperation (MoC) with the Ministry of Justice, the Ministry of Foreign Affairs and the Ministry of Health, Labour and Welfare of Japan on Technical Intern Training Programme (TITP). Under the programme, selected candidates shall

undergo three to five years of On the Job Training (OJT), after which they will be required to return to India and utilize the skills acquired in Japan. NSDC being the monitoring agency has empaneled 35 Sending Organizations (SOs) under the TITP and 1417 interns have so far been placed in Japan through these SOs.

Specified Skilled Worker Programme (SSW): Consequent upon the Cabinet approval, an MoC between the Government of India and the Government of Japan on a basic framework for partnership for proper operation of the system pertaining to “Specified Skilled Worker” (SSW) was signed on 18.01.2021. Under this MoC, three Joint Working Group Meetings between India and Japan have been held on 02.08.2021, 19.04.2021 and 03.08.2022. Under the SSW Programme a total of 52 candidates have been sent to Japan. Out of the 12 sectors covered under SSW, two more sectors have been opened by Japan, namely construction and accommodation, apart from existing nursing care and agriculture. NSDC International Limited (NSDCI) has started 4 (four) new Japanese Language training center in Greater Noida, Hyderabad, Uttarakhand, and SIIC-Varanasi in different sectors

7.2.6 MSDE-Qatar:

An MoU for Cooperation in skill development and mutual recognition of qualifications to facilitate skill training and employment of certified Indian work force in Qatar was signed between MSDE and the Government of the State of Qatar valid from June 2016 for a period of 03 years, with the provision of automatic extension for further three years each time upon expiry.

7.2.7 MSDE-United Arab Emirates:

An MoU was signed between MSDE and The National Qualifications Authority, UAE on 29.04.2016 valid for three years to collaborate in the area of mutual recognition of qualifications. This collaboration will specifically benefit Indians who aspire to work overseas. The first JWG meeting was held on 29.04.2016. A pilot program to operationalize the bench marking of 16 UAE skill qualifications to 13 Indian skill qualifications in construction sectors has been successfully conducted. The MoU has a provision of automatic extension and therefore remains active.

7.2.8 MSDE-United Kingdom:

The UK India Education Research Initiative (UKIERI) was started in April 2006 with the aim of enhancing educational, research and skill initiative links between Govt of India and the UK. UKIERI is funded and supported by Government of UK and from India. So far three phases have been completed under UKIERI. 7 projects have been initiated jointly under MSDE-UKIERI Skills Thematic Institutional Partnership in multi-dimensional areas like Curriculum Development, Training of trainers (TOTs), Persons with Disabilities (PWDs) etc.

To further strengthen these efforts, an MoU was signed between the MSDE and the Government of UK in the Field of Skill Development, Vocational Education and Training on 17.04.2018 for a period of three years. This MoU has been renewed upto 12.08.2024. The activities planned/under taken include counseling and career guidance, integrating vocational education at school level, design course curriculum for service sector trades, training of trainer sand master trainers, promoting use of new age technology in skill delivery, gender and disability inclusion work under Skills for Jobs, and India-UK Knowledge Exchange on Skills & Vocational Education, Policy support to MSDE’s Apprenticeship Division, work with National Council for Vocational Education and Training (NCVET) to develop guidelines for Awarding & Assessment bodies, partnership with WHO-India on capacity building of front-line health workers, knowledge sharing webinars with UK experts on advance technologies such as Building Information Management (BIM), assessment and Certification, studies on productivity benefits of Apprenticeship sand future of job roles in BFSI and Bio-CNG sectors.

A Joint Steering Committee (JSC) with representation from Indian and UK side exist to guide implementation of the G2G initiatives. The Committee held three meetings.

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

7.2.9 MSDE Italy:

On 02.11.2023, a Migration and Mobility Partnership Agreement has been signed in Rome between Government of India, anchored by the MEA and the Government of the Republic of Italian Republic for mobility of students, academics and Researchers and for work reasons. MSDE hosted meeting with Mr. Plenipotentiary Luigi Maria Vignali Hon'ble Minister, Italy and DG for Migratory Policies and Italians Abroad on 29th February '24. The first India-Italy MMPA JWG has been planned wherein the visa quotas for skilled workers mentioned in the MMPA will be discussed along with an implementation mechanism



Figure 7.4: Meeting with Mr. Plenipotentiary Luigi Maria Vignali, Hon'ble Minister, Italy

7.2.10 MoUs under consideration:

MoUs for cooperation regarding skill development is under consideration with Singapore, Kingdom of Saudi Arabia, and Malaysia.

7.3 India's G20 Presidency:

MSDE contributed to the successful conduct of India's G20 Presidency by contributing to the Education and Employment tracks to which MSDE has been recognized as a stakeholder. The meetings of the Education and Employment Working Group meeting were held across the country, under the G20 Forum. The brief about the activities is as follows:

7.3.1 Education Track:

Ministry of Skill Development & Entrepreneurship (MSDE) was entrusted as role-leader for the third priority area: 'Building Capacities, promoting Life-long learning in context of Future of Work' in G20 Education Working Group (EdWG) meetings. Here's an overview of the activities:

1. First EdWG Meeting (Chennai, January 31st - February 2nd, 2023):

- MSDE actively participated in the meeting.
- Secretary, MSDE chaired and moderated a Panel Discussion on ‘Emerging Technologies to Provide Skill Education and Training’ at a seminar organized by the Indian Institute of Technology (IIT), Madras.
- A 3-day skills exhibition on “Digital Education Initiatives and Enabling Digital Technologies” was held at IIT Chennai, attracting over 7,000 visitors.



Figure 7.5: Skill India Pavilion at the Exhibition on “Digital Education Initiatives and Enabling Digital Technologies” at IIT Madras Research Park

2. Second EdWG Meeting (Amritsar, March 15th - 17th, 2023):

- A skills exhibition showcasing the Skill India Digital Portal was organized at IIT Ropar, drawing more than 5,000 visitors.

3. Precursor Events to third EdWG Meeting (Bhubaneswar, April 27th - 29th, 2023):

- Webinars on ‘Megatrends shaping future of work’ and ‘Foundational skills and lifelong learning’ garnered significant views and impressions.
- Jan Bhagidari Programme in Odisha engaged students in various activities emphasizing youth and women-led initiatives.
- Theme-based conferences and a workshop with Singapore addressed critical aspects of future work dynamics.
- A seminar featuring eminent speakers explored building capacities and promoting lifelong learning.
- A skills exhibition on ‘Future of Work’ at IMMT Bhubaneswar attracted delegates, government representatives, students, and industry professionals.

7.3.2 Employment Track:

In the realm of employment, the Ministry of Labour and Employment (MoLE) invited MSDE to contribute to the G20 Employment Working Group (EWG), particularly focusing on ‘Addressing Global Skill Gaps’. Following is a glimpse of MSDE’s involvement:

1. First EWG Meeting (Jodhpur, February 2nd - 4th, 2023):

- MSDE chaired & moderated a Panel Discussion (Special Event) on the inaugural day of first EWG

meeting on 'Exploring strategies for global skills and qualifications harmonization'.

- Secretary, MSDE also presented a presentation on 1st Priority Area: "Addressing Global Skill Gaps".



Figure 7.6: Panel Discussion on 'Exploring strategies for global skills and qualifications harmonization'

2. Second EWG Meeting (Guwahati, April 3rd - 5th, 2023):

- MSDE contributed to finalizing the draft communiqué and provided inputs on the Ministerial Declaration.

3. Third EWG Meeting (Geneva, May 31st - June 2nd, 2023):

- MSDE actively participated in shaping the vision of the EWG through deliberations on the draft Ministerial Declaration and Outcome Documents.

Both tracks underline India's commitment to fostering skills, promoting lifelong learning, and bridging global skill gaps in the evolving landscape of work and employment.

7.4 India International Skills Center (IISC):

MSDE initially conceived IISCs to offer skill training and certification in line with global standards. The primary objective of IISCs was to prepare individuals for overseas employment by functioning as training, counseling, and resource centers. The pilot phase of IISCs, conducted until 02.07.2018, involved the establishment of centers across different states, including 26 centers in Jharkhand, through the NSDC to implement the PMKVY and Pravasi Kaushal Vikas Yojana (PKVY) schemes for youth seeking global job opportunities. In view of the disruption caused by COVID Pandemic, the centers continued to function till 2022. During this pilot phase, both domain skill training meeting international standards and Pre-Departure Orientation Training (PDOT) were provided to candidates. This phase focused on addressing the requirements of international migration, such as securing meaningful employment, acclimatization in foreign destinations, and emergency support, requires a comprehensive support structure.

7.5 Skill India International Centre (SIIC):

In pursuance of the budget Announcement for F.Y. 2023-24 and 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. Through the SIICs ethical skilling, recruitment, and migration from India to the other countries can be

ensured. ITIs, SDI and other private partners.

The centres will have services such as mobilization, counselling, skill training, pre-departure orientation, foreign language training, assessment, certification, placement and immigration and post- placement support. Two SIICs are currently operational- one at Varanasi and the other one at SDI, Bhubaneswar.



Figure 7.7: HVAC Lab at SIIC Varanasi



Figure 7.8: Plumbing Lab at SIIC Varanasi



Figure 7.9: Electrical Labs at SIIC Varanasi.



Figure 7.10: Automotive Lab at SIIC Varanasi



Figure 7.11: Media Lab at SIIC Bhubaneswar



Figure 7.12: Automotive Lab at SIIC Varanasi

7.6 NSDC International Ltd:

NSDC International Limited has been established by NSDC as a 100% subsidiary to drive international collaboration initiatives for skill development. The objectives include skilling and placement of certified Indian workers across over-seas markets, establish training and testing institutions in overseas and Indian markets to support international mobility of Indian workforce, provide Technical Advisory Services to overseas governments/ agencies on skill development and education and partner with International Institutions for knowledge exchange & capacity building. The team also monitors the B2B MoUs/ Agreements signed by NSDC with countries such as Kingdom of Saudi Arabia (KSA), United Arab Emirates (UAE), Germany, Australia, Sweden, Russia and Finland for cooperation in skill sector including workforce mobility. So far 58,000+ candidates have been placed across GCC, UK, Japan, Germany, Australia, Finland and Israel across 12 sectors.

International Engagements of NSDC/NSDCI.

7.6.1 GCC Engagement-

A total of 46,000+ candidates have been placed across 17 sectors in GCC countries, promoting ethical and legal recruitment practices. NSDC has started employer paid model with reputed employers like Adecco, EFS, Sodexo, VFS, Leminar Global, etc. and has also setup Visa Facilitation centre in partnership with VFS at Varanasi.

Project TEJAS (Training for Emirates Jobs and Skills):

NSDCI launched TEJAS to train, certify and place 10,000 Indian workers in Gulf Cooperation Council countries (GCC) over one year. NSDCI has partnered with some of the largest employers to aggregate demand. Several recruitment drives have been conducted, out of which 3713 candidates were selected and 3640 candidates have been deployed.

Kingdom of Saudi Arabia (KSA) Engagement:

NSDC with TakaMol Holding, a semi-government holding company (under the umbrella of the Ministry of Labor - KSA), has been implementing an SVP in India. Presently, seven international test centres across Delhi, Mumbai, Kerala and Bengal are accredited and undertaking candidates' skill tests and assessments. Additionally, six centres across UP, Bihar and Telangana have been recommended to TakaMol for their review.

7.6.2 Malaysia Engagement

NSDCI in collaboration with Indian High Commission, Malaysia, has foraged into Malaysia. NSDCI has signed two MoUs in February 2023 with Kuala Lumpur & Selangor Indian Chamber of Commerce & Industry and Malaysian Indian Restaurant Owners Association (PRIMAS) - The collaboration is to establish a collaboration framework under which both parties intend to participate in the recruitment of skilled and certified workers across identified job roles from India to Malaysia.

7.6.3 Australia

NSDC International Limited (NSDCI) has signed an agreement with Perdaman Global Services Pty Ltd (PGS) on 28.10.2022, to promote International Workforce Mobility of skilled and certified Indian candidates to Australia. PGS has aggregated the demand in different job roles including HD Maintenance Technician Fitter in Coal Mining Industry, Chef, Cooks, Tilers, Estimators with NSDCI. NSDCI through its empanelled partners are sourcing the suitable candidates as per the job description for interviews.

7.6.4 United Kingdom

Ireland Healthcare Project – NSDC International is working with CPL Healthcare (Ireland based Recruiter) for generating employment opportunities for skilled Indian healthcare professionals. NSDCI has signed partnership agreement for 1.25 lakh crore workers with Care England for care worker in UK. Total of more than 1,500 nurses (at IELTS level 7) has been placed in UK.

7.6.5 Israel

NSDC has facilitated recruitment of 9,000+ construction workers for Israel providing with visa facilitation in multiple cities of Uttar Pradesh and Haryana. Further, it has organised chartered flights for movement of workers to Israel.

7.6.6 Germany

NSDC has initiated German language training program through German agency Auxila for placement of 1,000 nurses in Germany – the first 2 batches cleared A1, A2, and B1 language of proficiency in record 3 months. It has also started German language training programs with German language certification agencies Goethe, Telc, etc.

7.6.7 Finland

NSDC has initiated Finnish language training for care workers for Finland.

7.6.8 Japan

NSDC has placed 1,400+ Technical Interns in Japan (eligibility 12th Pass) and have started Japanese language training centres started across country. NSDC organized two Business Matchmaking Seminars at Osaka and Tokyo on 21.11.2023. These seminars served as a pivotal platform to enlighten stakeholders and industry leaders about the immense potential of Indian candidates in the global job market.

7.6.9 Pre-Departure Orientation Training (PDOT):

Given the need to orient potential migrant workers with regards to language, culture, do's and don'ts in the destination country, the emigration process and welfare measures, PDOT programme was launched in collaboration with Ministry of External Affairs (MEA) under Pravasi Kaushal Vikas Yojna (PKVY). Through the 14 NSDC empaneled training PDOT centers over 1,11,008 (nos.) candidates have been trained and certified under PDOT, PKVY.

7.6.10 Technical Advisory:

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

8. 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/ Organisations/ Departments.

8.1 Constitution of Capacity Building Unit in MSDE

As per the advisory by CBC, a standing unit namely Capacity Building Unit (CBU) for MSDE was created on 17.01.2022. 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.

8.2 Launch of Annual Capacity Building Plan and Induction Training Module of MSDE by Hon'ble Minister, MSDE

To enable the government officials with competence to become future ready and for efficient public service delivery, the MSDE along with CBC has launched the 'Annual Capacity Building Plan (ACBP)' along with the 'Know Your Ministry Induction Module' of MSDE on 23.08.2023. Shri Dharmendra Pradhan, Hon'ble Union Minister for Education and Skill Development & Entrepreneurship launched these initiatives, encapsulating the key element of citizen centricity.



Figure 8.1: Launch of Annual Capacity Building Plan and Induction Training Module of MSDE

The event was graced by the esteemed presence of Shri Rajeev Chandrasekhar, Hon'ble Minister of State, Skill Development and Entrepreneurship, Electronics and IT; Shri Atul Kumar Tiwari, Secretary, MSDE; Shri

Sanjay Kumar, Secretary, DoSEL; Shri K. Sanjay Murthy, Secretary, DoHE, MoE; Dr. Nirmaljeet Singh Kalsi, Chairman, NCVET; Shri Praveen Singh Pardeshi, Member (Administration), CBC; Dr. R. Balasubramaniam, Member (HR), CBC and Shri Shyama Prasad Roy, Secretary, CBC.

8.3 Brief Note on ‘Know Your Ministry Induction Training Module’ of MSDE

To improve the day-to-day functioning of the MSDE, by giving officials first-hand experience of the working of the flagship schemes, a first of its kind, digital Induction Training Module of the Ministry titled Know Your Ministry - Induction Module of MSDE, has been developed in collaboration with the CBC. This four-hours duration digital, interactive e-learning training module is made available on iGoT Mission Karmayogi platform (www.igotkarmayogi.gov.in/) in both English and Hindi language, for self-paced learning of the learners. It will also help the young joiners, officials and stakeholders of Ministry in understanding the functioning of the Ministry thus enabling each of them to be an effective contributor in the value chain.

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
- Details about key mandate, basic functioning, key processes, roles and responsibilities of various Divisions and Organizations under the Ministry

This holistic Induction Module should also enable the learners to assess their understanding through an assessment.



Figure 8.2: Know Your Ministry-Induction Module

8.3.1 Course Overview

The Induction Training Module is divided under three topics as explained below.

Topic 1: Ministry of Skill Development and Entrepreneurship – An Overview (Duration: 1 hrs)

This topic provides an overview and gives an insight about the inception, significance, primary roles, objectives, Vision, Mission & key initiatives of the MSDE. This topic consists of the following: -

- About MSDE – History, Inception of MSDE, Key Roles of the Ministry, its significance, Vision, Mission, Mission Statement 2025
- Overview of NSDM - Introduction, Goals, Sub-missions
- Organogram of the Ministry
- Brief description of various Organizations/Institutes as well as Divisions under the Ministry.
- Brief overview of key Schemes and Projects under the Ministry.
- Check your knowledge questions in between to enhance learners' engagement.

Topic 2: Organisations and Division of MSDE – Elaborated (Duration: 3 hrs)

This topic gives elaborated and detailed information about various Divisions of MSDE as well as various attached offices/Institutes of the Ministry viz. DGT, CSTARI, NIMI, NIESBUD, IIE, NSDC, SSCs and NCVET. Learner can choose the topic of his choice, finish it and come back to the home screen or go to another module. Also, 'Check your knowledge' questions are provided after each Division/ Organization /Institute module for enhanced learners' engagement. Each Division/Organization/Institute's module covers the following aspects: -

1. Introduction
2. Key Mandate
3. Organogram
4. Objectives
5. Stakeholders
6. Key Processes, Schemes and Policies
7. Portals dealt by the Division/Institute
8. Check your knowledge question related to the topic

Topic 3: Assessment (10 check your knowledge questions)

It consists of 10 questions to test the understanding of the learners of the content covered in the induction training module. The learners must score 70 percent to pass this assessment. On successful completion of the assessment, Learners gets a Certificate of Completion.

8.4 Brief Note on 'Annual Capacity Building Plan (ACBP)' of MSDE

MSDE has been chosen as one of the pilot Ministries by CBC to design its ACBP. The ACBP of MSDE is a comprehensive strategic document that outlines key strategic areas that require intervention within the Ministry and its organizations, and provides a macro picture of year-wise capacity building initiatives that cater to those areas. The ACBP includes the annual training plan and broad calendar to be undertaken by the leading training institutions selected by the Ministry/ Department/ Organisation. The ACBP plan for MSDE has been developed in close coordination and consultation with the Capacity Building Commission as well as with all Divisions/Organizations in the MSDE and subsequent to a detailed Training Needs Analysis (TNA) of all officials (Organization wise and Designation wise). It envisages the systematic development of the competencies of the MSDE officials under following three areas: -

- a. **Domain area competencies** which are related to knowledge and expertise related to the sector, Division, and the respective focus areas,
- b. **Behavioural competencies** which are related to behaviour and soft skills,
- c. **Functional competency** which includes cross-cutting needs across Ministries/Departments/ Organisations (MDOs) which is related to functional aspects of the Division such as administration, financial planning, communication, legal, stakeholder management, technological know-how and other such broad areas of expertise.

This ACBP is designed to help in rolling out various capacity building interventions for the officers under MSDE ecosystem in a regularized and planned manner.

9. Activities of Parliament Division

9.1 Introduction:-

Parliament Unit 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.

9.2 Roles and Responsibilities:-

The major roles and responsibilities of the Parliament Unit, inter-alia includes, handling of Parliament Questions; matters related to introduction of Government Bills/ Amendments, Private Member Bills, Cut Motions etc.; coordination relating to laying of Annual Reports of various bodies under the ambit of MSDE in Parliament; matters related to Department Related Standing Committee of MSDE (i.e. Standing Committee on Labour, Textiles and Skill Development), other Parliamentary Committees and Consultative Committee of MSDE; handling of Parliamentary Assurances; various matters raised under Rule 377 in 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.

9.3 Details of important activities undertaken in Parliament Unit from 01.02.2023 to 21.03.2024:-

Table: 9.1: Meetings of the Ministry held with Standing Committee on Labour, Textiles and Skill Development:

S. No.	Date	Meeting Subject/ Venue
1	20.02.2023	Oral Evidence of the Representatives of MSDE on “Demands for Grants (2023-24)” at Parliament House Annexe.
2	22.05.2023	Examination of ‘Implementation of Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) Project’.
3	16.10.2023	Examination of ‘Implementation of Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) Project’.

Table: 9.2: Meetings of the Ministry held with other Parliamentary Committees:

S. No.	Date	Meeting Subject/ Venue
1	17.02.2023	Briefing by the representatives of Ministry of Skill Development and Entrepreneurship on the subject ‘Measures undertaken to secure representatives of OBCs in employment and for their welfare in PSUs and other organisations under Ministry of Skill Development and Entrepreneurship’.
2	07.08.2023	Examination of the subject – “Skill Development Programmes for Women” – Briefing by the Representatives of the Ministry of Women & Child Development and the Ministry of Skill Development and Entrepreneurship
3	14.12.2023	Examination of the subject – “Skill Development Programmes for Women” – Oral Evidence of the Representatives of the Ministry of Women & Child Development and the Ministry of Skill Development and Entrepreneurship

Table: 9.3: Parliament Questions dealt in last three Sessions i.e. Budget, Monsoon and Winter Session of 2023:

S. No.	Session	Lok Sabha	Rajya Sabha	Total
1	Budget Session	117	42	159
2	Monsoon Session	48	29	77
3	Winter Session	59	27	86

Table: 9.4: 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 2022-23	18.12.2023	20.12.2023
2	IIE	FY 2022-23	18.12.2023	20.12.2023
3	NIMI	FY 2022-23	18.12.2023	20.12.2023
4	NSDA/NCVET	FY 2022-23	18.12.2023	20.12.2023

The Annual Report of MSDE for the year 2022-23 was furnished to both the Houses of Parliament for distribution amongst the Hon'ble Members of the Parliament.

10. Activities of Rajbhasha (OL) Division

The MSDE is committed to ensuring progressive use of Hindi in government work. Keeping in mind the annual program issued by the Department of Official Language, Ministry of Home Affairs, Government of India, during the year 2023-2024, every possible effort was made by the Ministry for the implementation of the Official Language Act, 1963 and the Official Language Rules, 1976 made under it. The OL Section of this Ministry is entrusted with the work of translation as well as implementation and propagation of the Official Language Policy of the Union and its attached/subordinate offices and autonomous organizations.

Mechanism for implementation and translation: The facility to work in bilingual mode is available on all the computers of the Ministry. Adequate Hindi dictionaries/ glossaries have been provided to the officers/ employees of the Ministry. Continuous efforts are made to increase the use of Hindi in government correspondence. The Officers/employees of the Ministry were given incentive awards for original noting and drafting in Hindi. Joint Secretary (Official Language) and Assistant Director (Official Language) participated in the meeting of the Central Official Language Implementation Committee. To ensure progressive use of Hindi during the year, a consolidated Hindi progress report and annual evaluation report were sent to the Department of Official Language regularly every quarter. Hindi translation of Various documents received by the sections of the Ministry such as background notes, skills exchange programs with different countries, agreements, annual reports, materials related to Parliamentary Standing Committees, answers to parliamentary questions, standard forms/formats, letters etc. was made available.

Several initiatives have been taken to increase the progressive use of Hindi in the Ministry. The details of these measures are briefly as follows:-

1. The First meeting of the Hindi Advisory Committee (HAC) of the Ministry

For the effective implementation and review of the Official Language Policy of the Central Government, the Hindi Advisory Committee of the MSDE has been constituted this year and its first meeting was held on 01.08.2023 at 6 pm in the Parliamentary Annexe Room-C, New Delhi. It was organized under the chairmanship of Shri Dharmendra Pradhan, Hon'ble Minister and under the vice-chairmanship of Shri Rajeev Chandrasekhar, Hon'ble Minister of State. A PPT based on the efforts being made to increase the progressive use of Hindi in the Ministry was demonstrated before the Committee. Many suggestions were given by the honorable members to increase the use of Hindi in the Ministry. The members present in this meeting were assured that a library will soon be established in the newly constructed Kaushal Bhawan of the Ministry. This committee includes 15 non-government members (6 Honorable MPs and 9 Hindi scholars) and 14 government members.



Figure 10.1: First Meeting of HAC held on 01.08.2023 at Parliamentary Annexe Building, New Delhi

2. Implementation of Section 3(3) of the Official Language Act, 1963

In order to ensure compliance with the Official Language Policy of the Government of India, all documents falling under Section 3(3) of the Official Language Act, 1963 are being issued in both Hindi and English languages. The Checkpoints have been set up in the Ministry to ensure Hindi correspondence in the functioning of Central Government offices located in Regions 'A', 'B' and 'C'. The annual program and other orders/instructions issued by the Department of Official Language were circulated with instructions regarding compliance in all sections of the Ministry and its attached, subordinate offices and autonomous organizations.

3. Official Language Implementation Committee (OLIC)

The OLIC has been constituted in the Ministry with the Joint Secretary (Coordination and Official Language) as its Chairman. This committee reviews the progressive use of Hindi from time to time and prepares an action plan for effective implementation of the 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 organize meetings of the OLIC regularly.

4. Hindi Day and Fortnight

On 14.09.2023, an appeal was issued by the MSDE for the officers/employees of the Ministry to gradually increase the use of Hindi in government work. During the Hindi Fortnight organized from 14.09.2023 to 28.09.2023, various competitions like Hindi debate and poetry recitation competitions were organized in the Ministry in which officers/employees of all sections participated. A total of 10 winners were declared in the competitions organized during the Hindi Fortnight. Cash prizes and certificates were presented by Shri Rajeev Chandra shekhar, Hon'ble Minister of State for Skill Development and Entrepreneurship.



Figure 10.2: A Glimpse of Hindi Day and Fortnight

5. Conducting inspection and workshops for progressive use of Hindi

In order to monitor the implementation of the Official Language Policy, all sections of the Ministry were inspected during the year and a total of 10 Zones (06 'A' and 04 'C') of various subordinate/attached offices were also inspected to assess implementation of the policies on Official Language. Reports of these inspections were prepared and sent to the concerned offices. Further, follow-up action was taken related to the assurances given during the inspections of the Parliamentary Committee on Official Language. The Instructions were given to all the offices under the ambit of MSDE to comply with the instructions and other recommendations given from time to time by the Parliamentary Official Language Committee. In the current financial year a Hindi workshop was organized at NSTI Dehradun.

11. Special Campaign 3.0

(2nd Oct – 31st Oct, 2023)

The Special Campaign for Disposal of Pending Matters was organized in two phases—Preparatory Phase from 15.08.2023 to 30.09.2023 and Implementation Phase from 02.10.2023 to 31.10.2023. The Department of Administrative Reforms and Public Grievances (DARPG) was designated as the Nodal Department for the campaign. The objectives of the campaign were to minimize pendency, institutionalize swachhata, strengthen internal monitoring mechanism, train officers of MSDE and its various organizations in records management, digitize physical records for improved records management.

11.1 Preparatory Phase

The Special Campaign was preceded by Preparatory Phase from 15.08.2023 to 30.09.2023. The focus of the campaign was field/ outstation offices in addition to the Ministries/ Departments and their attached/ subordinate offices. During this phase, the Ministry sensitized the officers, mobilized the ground functionaries for the Campaign, appointed Nodal Officers, identified pendency in identified categories as given in paragraph below, finalized the Campaign sites, identified scraps and redundant materials and completed laid down procedures for their disposal.

Parameters for the Special Campaign focused on liquidating pendency in the Hon'ble MPs References, References from the State Government, Inter- Ministerial References (Cabinet Note), Parliamentary Assurances, PMO references, Public grievances and PG Appeals. Accordingly, the information on the following parameters was collected during the preparatory phase:

- Number of pending References from Hon'ble MP's
- Pending references from the State Governments
- Pending Inter- Ministerial References (Cabinet Note)
- Parliamentary Assurances pending more than 3 months.
- Pending PMO references
- Number of Rules/ Processes identified for simplification
- Pending public grievances and Appeals (CPGRAMS as well as grievances received from other sources)
- Record Management
- Identification of Cleanliness Campaign sites
- Space management planning
- Scrap Disposal

11.2 Implementation Phase

All out efforts were made to dispose of all identified references during the Special Campaign from 2nd October - 31st October, 2023. Progress was reported daily on SCDPM portal. The Special Campaign was used to improve records management. Overall cleanliness of Government offices by removing redundant scrap material and obsolete items and enhancing work place experience was undertaken during the campaign phase. The best practice evolved during the campaign is documented on the portal for future reference.

On 01.10.2023, the Ministry organized 1,345 Swachhata Hi Seva events, with an impressive total of 76,759 participants. During the period 02.10.2023 to 31.10.2023, total 8354 outdoor cleanliness Campaigns were organised. Total 4579 physical files were reviewed and weeded out. To minimize the pendency of public grievances, a focussed campaign to achieve the target of zero grievances was carried out under the monitoring of Secretary and all the grievances which were pending at the start of campaign disposed off. Besides the same, 414 Grievance Appeals were also disposed off during the campaign. Revenue of Rs. 20,94,013/- was generated from scrap disposal and 660 sq. feet area was also freed.

11.3 Stakeholders of MSDE

The Special Campaign 3.0 was successfully implemented in MSDE with the great efforts of various stakeholders viz the Ministry, 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.

Shri Atul Kumar Tiwari, Secretary MSDE, took an in-depth review meeting to meticulously evaluate the progress achieved during Special Campaign 3.0.



Figure 11.1: Review Meeting of Special Campaign 3.0

11.4 Before and After Photographes



Figure 11.2: RDSDE/NSTI MUMBAI Cleanliness Drives SPECIAL CAMPAIGN 3.0



Figure 11.3: The women tribe at NSTI Jammu Hostel restored 400 square meters of pristine space



Figure 11.4: Inspiring unity! 40 female candidates from National Skill Training Institute (Women) Shimla lead the way with a campus-wide cleanliness drive by cleaning classrooms and corridor as well.

11.5 Best Practices



Figure 11.5: 23 Feet Height Scrap Elephant Sculpture filled with 30000 Used Plastic Water Bottles by Students of ITI Berhampur, Odisha



Figure 11.6: NSTI (W), Bengaluru beautified the walls through paintings by trainees as a part of art and craft work under the Special Campaign 3.0



Figure 11.7: Conversion of Scrap Vehicle into Eco-Friendly Vehicle Battery Electrical Vehicle by Govt Model ITI, Hosur Road, Bengaluru.



Figure 11.8: Government Model Industrial Training Institute on Hosur Road, Bangalore, undertook a commendable initiative by effectively utilizing waste materials in the electric sector as part of the Special Campaign 3.0. This initiative involved repurposing waste wood door frames, showcasing creative and eco-friendly approach.. The institute's electrician trainees for the academic year 2022-2023 have developed an innovative Model Electric Control Panel Demo Training Kit.



Figure 11.9: Government Model Industrial Training Institute on Hosur Road, Bangalore, took significant strides in environmental conservation during its Special Campaign3.0. The institute was constructing artificial recharge pits in 25 different locations across its campus in October 2023. These pits have a remarkable capacity, collectively holding approximately 12 million litres of rainwater, which accounts for about 10% of the annual rainfall. Consequently, the ITI would have 25 percolation wells capable of conserving around 3.2 million litres of rainwater, contributing substantially to sustainable water management efforts.

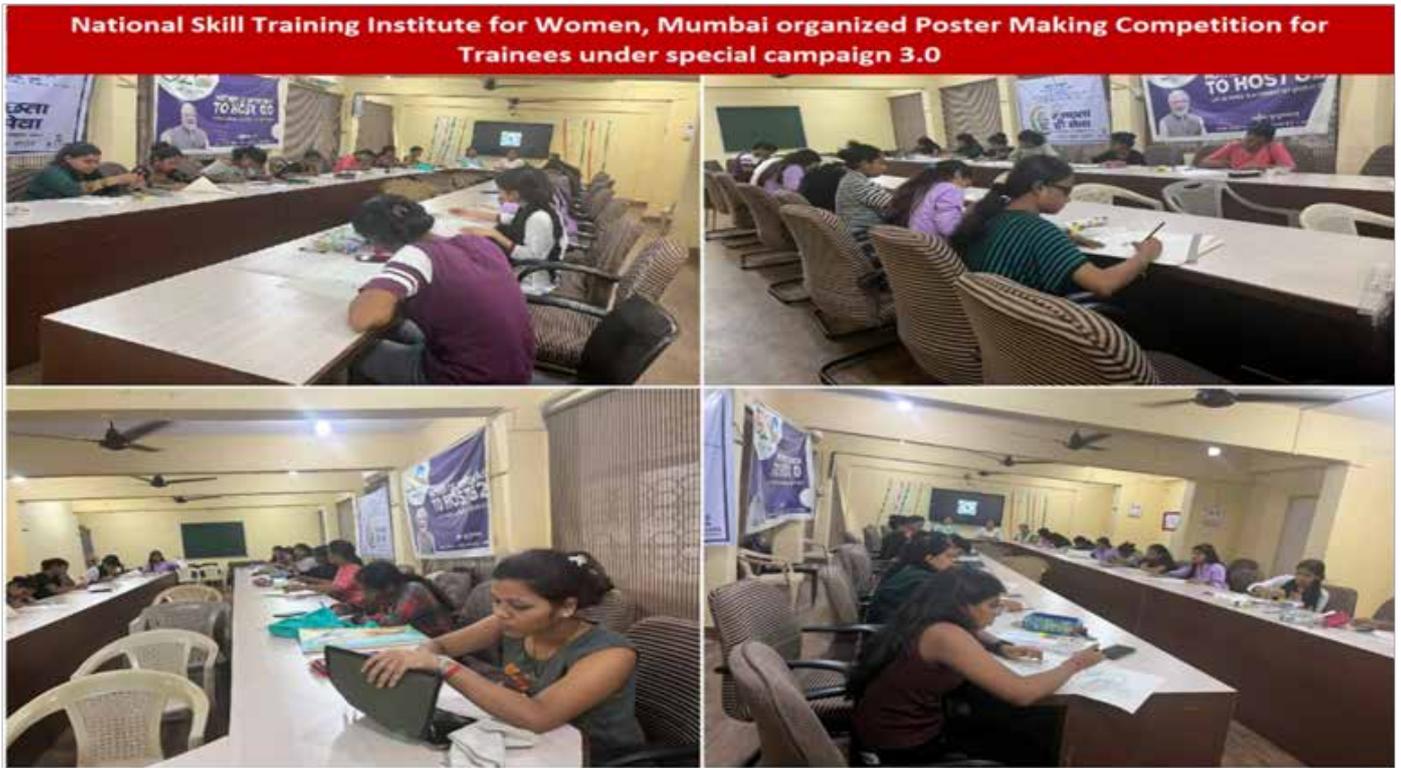


Figure 11.10: National Skill Training Institute for Women, Mumbai organized Poster Making Competition for Trainees under Special Campaign 3.0.



Figure 11.11: IIE Guwahati Van Dhan Schemes Office Cleanliness Drives.

12. Right to Information (RTI) Cell

During the FY 2023-24, the Ministry received a total of 1164 RTI Applications and 80 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 the 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, and IIE, Guwahati under the Ministry have been aligned with DOPT's – RTI online Portal.

13. Public Grievances Cell

The Ministry is implementing the Centralized Public Grievances Redress and Monitoring System 7.0 (CPGRAMS7.0), an updated version of CPGRAMS, an online grievance redressal mechanism, developed and monitored by the Department of Administrative Reforms and Public Grievances (DAR&PG). During the Financial Year 2023-24, this Ministry received a total of 2497 grievances (including 183 brought forward from previous FY) out of which 2350 grievances were disposed of. The grievances received on the CPGRAMS 7.0 portal of the Ministry are being taken up with the concerned Divisions/ Last Mile Grievance Redressal Officer(s) for examination, speedy redressal and updation in the Grievance Portal. The grievances which are not related to this Ministry are forwarded to the concerned Ministries/ Departments under intimation to the applicant.

14. Activities of Vigilance Division

As per directions/guidelines of CVC manual, Vigilance Division in the MSDE has been setup 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 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.

During the period under report, sustained efforts were continued to tone up the vigilance administration and 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.

Details of the Complaints and cases dealt in the Vigilance Division during the period is as under:

Complaints (last five years)		Complaints (2023-2024) *		Disciplinary cases (last five years)		Disciplinary cases (2023-2024) *	
Dealt	Dispose of	Dealt	Dispose of	Dealt	Dispose of	Dealt	Dispose of
19	19	35	33	16	06	12	04

* including opening balance and new cases

The MSDE and its organizations observed Vigilance Awareness Week from 30th October to 5th November, 2023, on the theme “**Say no to corruption; commit to the Nation/ भ्रष्टाचार का विरोध करे; राष्ट्र के प्रति समर्पित रहे**” with the primary aim to promote integrity, transparency and accountability in public life. During this period, in order to sanitize and create awareness amongst the employees of the MSDE and its organizations, different activities, viz. solemnizing of Integrity Pledge, competitions, short seminars and interactive sessions were held which received huge support and active participation from its employees. Further, following interactive sessions by the expert of the respective filed were also conducted during the Vigilance Week:

- Complaint handling policy including PIDPI and how to conduct investigation
- Role of IO/PO in conducting inquires
- Public Procurement
- Ethics and Governance
- Systems and Procedures of the organization
- Cyber hygiene and Security

Three competitions were also conducted during the Vigilance Week in the Ministry in which 15 participants (5 winners in each competition) were awarded prize & certificate by the Secretary, MSDE.

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 & Dual)
5	Annexure – 5	List of Awarding Bodies (Standard & Dual) that were issued Letter of Intent (LoI) and granted provisional recognition by NCVET
6	Annexure – 6	List of Assessment Agencies
7	Annexure – 7	List of Assessment Agencies that were issued Letter of Intent (LoI) and granted provisional recognition by NCVET
8	Annexure – 8	Details of NOSs approved
9	Annexure – 9	Details of Guidelines
10	Annexure – 10	List of active Sector Skill Councils
11	Annexure – 11	State wise training details of PMKVY 1.0 (2015-16)
12	Annexure – 12	State-wise training details of PMKVY 2.0(Central and State component)
13	Annexure – 13	State-wise progress under CSCM - PMKVY 2.0 (as on 31.03.2024)
14	Annexure – 14	State wise progress under Short Term Training (STT) component of CSSM - PMKVY 2.0 (as on 31.03.2024)
15	Annexure – 15	State wise details of target allocation and funds disbursement under CSSM-PMKVY 2.0
16	Annexure – 16	Overall State-wise training details of PMKVY 3.0 (2020-22) (Central and State component) (as on 31.03.2024)
17	Annexure – 17	PMKVY 3.0 - Centrally Sponsored Centrally Managed (CSCM) (as on 31.03.2024)
18	Annexure – 18	PMKVY 3.0 - Centrally Sponsored State Managed (CSSM) (as on 31.03.2024)
19	Annexure – 19	State-wise status on fund release PMKVY 3.0
20	Annexure – 20	Overall State-wise training details of PMKVY 4.0 (as on 31.03.2024)
21	Annexure – 21	State wise details of PMKKs (as on 31.03.2024)
22	Annexure – 22	List of 155 NSQF Complaint Trades under Craftsmen Training Scheme
23	Annexure – 23	List of 26 NSQF Complaint Flexi MoU Trades under Craftsmen Training Scheme
24	Annexure – 24	List of National Skill Training Institutes (NSTIs) for Women offering courses under CITS
25	Annexure – 25	List of National Skill Training Institutes (NSTIs)) – General offering courses under CITS
26	Annexure – 26	List of Government Institute for Training of Trainers (IToTs) offering courses under CITS
27	Annexure – 27	List of Private Institute for Training of Trainers (IToTs) offering courses under CITS
28	Annexure – 28	Short-term Training Programs conducted in NSTIs
29	Annexure – 29	State/ UT – wise coverage of ITIs
30	Annexure – 30	State wise details of workshops organized in the country
31	Annexure – 31	State-wise apprentices engaged under NAPS since its inception FY 2016-17 to FY 2023-24

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, 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	Tamil Nadu Puducherry, Andaman & Nicobar Islands	NSTI Chennai NSTI (W) Trichy
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	Lucknow (Currently working at Kanpur)	Uttar Pradesh [Excluding Ghaziabad and Gautam Buddha Nagar districts]	NSTI Kanpur NSTI(W) Allahabad
21	RDSDE West Bengal	Kolkata	West Bengal	NSTI Kolkata NSTI(W) Kolkata
22	RDSDE Delhi	Delhi (Currently working at Faridabad)	Delhi Haryana [Faridabad and Gurugram Districts only] Uttar Pradesh [Ghaziabad and Gautam Buddha Nagar Districts only]	NSTI(W) Noida

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 instructors 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 Industrial Training Institutes (ITIs) (400 Govt. and 100 Pvt) to be selected under STRIVE, spread over to 36 States and Union Territories.
 - Coordination with the State Project 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 Union Territories.
 - Coordination with the State Apprenticeship Management Committees (SAMCs) on the Progress and Process of Apprenticeship programmes under STRIVE.
 - G) Upgradation of Model ITIs
 - Review of progress of implementation quarterly which include fund released vs. utilized
 - Submission of audit report to DGT
 - Review of civil works, procurement of tool & equipments, progress in trainees data: enrollment, drop-outs, pass-outs and placement
 - H) Upgradation of 1396 Government ITIs through Public Private Partnership.

- Review of progress of implementation quarterly which include 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 apprentices' undergone training in
- State Sector and Private Establishments on the apprenticeship portal.
- Coordination with ITIs for uploading of hall ticket eligibility criteria on NCVT portal.
- Coordination with State Directorates for examination 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.

III. Handling of Court Cases of All Scheme (Legal Cell)

Handling of Court cases of all Schemes. Coordination with legal cell of DGT Hqrs. for the same.

IV. Coordination the activities of Prime Minister Kaushal Kendra (PMKK) Prime Minister Kaushal Vikas Yojana (PMKVY) Centres.

V. Coordination with Central/State Ministries / Departments for Central / State Sector schemes on Skill Development and Entrepreneurships such as DDU-GKY and NULM etc.

VI. Coordination with District Skill Nodal Centre and District Skilling Committee under the Chairmanship of District Collectors in the State

VII. Scheme of Polytechnic

- Setting up of new polytechnic in un-served and under-served districts
- Construction of women hostel in existing 500 polytechnics
- Upgradation of 500 existing polytechnics
- Community Development through polytechnics

VIII. Coordination with Skill Universities under Central/State Government Act for various activities.

IX. Supervision of all activities of NSTI Extension Centres/ Apprenticeship Cell wherever it exists.

Any other functions:- As may be assigned by the Government in the Ministry of Skill Development and entrepreneurship 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	https://nstiwpatna.dgt.gov.in
2	Goa	NSTI(W) Goa	NSTI(W) Goa, ITI campus, COE Building, Farmagudi Ponda,Goa- 403401	https://nstiwoa.dgt.gov.in
3	Gujarat	NSTI(W) Vadodara	Shanti Nagar, b/h Tarsali ITI, Tarsali, Vadodara, Gujarat -390009	https://nstiwwa-dodara.dgt.gov.in
4	Haryana	NSTI(W) Panipat	Near N F L, G T Road, Panipat, Haryana- 132103	https://nstiwpani-pat.dgt.gov.in
5	Himachal Pradesh	NSTI(W) Shimla	SIEMAT Building, Adjacent to DIET Campus, Shamlaghat, Shimla, H.P - 171011	https://nstiwwhimla.dgt.gov.in
6	Jammu	NSTI(W) Jammu	Bhour, Chatha Road, Neer Teen Palace, P.O Bhour, Dist. Jammu - 180003	https://nstijammu.dgt.gov.in
7	Jharkhand	NSTI Jamshedpur	Govt. Polytechnic Campus, Adityapur, Jamshedpur, Jharkhand- 832109	https://nstijamshed-pur.dgt.gov.in
8	Karnataka	NSTI Bengaluru	FTI Campus, Beside ESIC Hospital- Peenya, Outer Ring Road, Yeshwanthpur, Bengaluru, Karnataka -560022	https://nstibengaluru.dgt.gov.in
		NSTI (W) Bengaluru	Lakkasandra, Hombegowda Nagar, Bengaluru, Karnataka- 560029	https://nstibengaluru.dgt.gov.in
9	Kerala	NSTI(W) Trivandrum	Opp: Block Office, Kazhakuttom (PO), Trivandrum, Kerala- 695582	https://nstiwwtrivandrum.dgt.gov.in
		NSTI Calicut	Govinda Puram, Kozhikode, Kerala -673016	https://nsticalicut.dgt.gov.in
10	Madhya Pradesh	NSTI(W) Indore	NSTI(W), Sukhliya Road, Nanda Nagar, Indore, M.P. -452011	https://nstiwindore.dgt.gov.in
11	Maharashtra	NSTI Mumbai	V.N. Purav Marg, Mumbai, Maharashtra-400022	https://nstimumbai.dgt.gov.in
		NSTI(W) Mumbai	Kashinath Dhuru Marg, Agar Bazar, Dadar (West),Mumbai, Maharashtra - 400028	https://nstiwwmumbai.dgt.gov.in
12	Meghalaya	NSTI(W) Tura	Dakopgre, West Garo Hills, Tura, Meghalaya - 794101	https://nstiwtura.dgt.gov.in
13	National Capital Region	NSTI(W) Noida	D-1, Sector 1, Noida U.P - 201301	https://nstiwnoida.dgt.gov.in/
14	Odisha	NSTI Bhubaneswar	5 th Floor, Dharmapada, Bhavan, (NSIC-IMDC Building), IDCO Plot No. 6, Mancheswar Industrial Area, Bhubaneswar, Odisha -751010	https://nstibhubaneswar.dgt.gov.in

15	Punjab	NSTI Ludhiana	Gill Road, Near Arora Palace, Ludhiana, Punjab-141003	https://nstiludhiana.dgt.gov.in
		NSTI(W) Mohali	Govt. Women ITI Campus Neelapur, Rajpura, Distt- Patiala, Punjab-140401	https://nstimohali.dgt.gov.in
16	Rajasthan	NSTI(W) Jaipur	Opposite KV No 03, Jhalana Doongri, Jaipur, Rajasthan - 302017	https://nstiwayjaipur.dgt.gov.in
		NSTI Jodhpur	Heavy industrial area, near Saras dairy, Jodhpur, Rajasthan-342005	http://nstijodhpur.dgt.gov.in
17	Tamil Nadu	NSTI(W) Trichy	COE Building, Govt. ITI Campus, Thiruvermbur, Trichy, Tamil Nadu-620014	https://nstiwaytrichy.dgt.gov.in
		NSTI Chennai	10, Alandur Road, CTI Campus, Guindy, Chennai, Tamil Nadu -600032	https://nstichennai.dgt.gov.in
18	Telangana	NSTI Hyderabad (Vidyanagar)	Shivam Road, Hyderabad, Telangana-500007	https://nstiwhyderabad2.dgt.gov.in
		NSTI Hyderabad (Ramanthapur)	Uppal Road, Ramanthapur, Hyderabad, Telangana-500013	https://nstiwhyderabad1.dgt.gov.in
		NSTI (W) Hyderabad (Vidyanagar)	NSTI Vidyanagar campus, Shivam Road, Hyderabad, Telangana -500007	https://nstiwhyderabad.dgt.gov.in
19	Tripura	NSTI(W) Agartala	PN Complex, Gurkhabasti Agartala, Tripura - 799001	https://nstiwayagartala.dgt.gov.in
20	Uttar Pradesh	NSTI Kanpur	Udyog Nagar, near CTI Chouraha, Sanjay Nagar, Kanpur, Uttar Pradesh-208022	https://nstikanpur.dgt.gov.in
		NSTI(W) Allahabad	8, Master Zahurul Hasan Rd, Old Katra, Prayagraj, Uttar Pradesh-211002	https://nstiwallahabad.dgt.gov.in
21	Uttarakhand	NSTI Haldwani	Tehri Pulia Nainital Road, Haldwani, PO Kathgodam, Distt. Nainital - 263126, Uttarakhand	https://nstihaldwani.dgt.gov.in
		NSTI Dehradun	Green Park Niranjanpur, Dehradun-248171, Uttarakhand	https://nstidehradun.dgt.gov.in
22	West Bengal	NSTI Howrah	NSTI Kolkata, Dasnagar, Howrah, Kolkata -711105	https://nstihowrah.dgt.gov.in
		NSTI(W) Kolkata	NSTI(W), CP-16, Sector-V, Salt Lake, Kolkata-700091	https://nstiwaykolkata.dgt.gov.in

Annexure-4

List of Awarding Bodies (Standard & Dual)

I) List of Awarding Bodies (Standard)

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

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	Leather Sector Skill Council	SSC
38	Centurion University, Odisha	Pvt
39	Medhavi Skill University, Sikkim	Pvt.
40	Safety Skill Dev Foundation, Gujarat	Pvt.
41	Confederation of Indian Industry (CII)	Pvt.

II) **List of Awarding Bodies (Dual)**

S. No.	Name	Type of Entity {Sector Skill Council (SSC)/ Govt./ Pvt.}
1	Central Institute of Petrochemical Engineering (CIPET), Chennai	Central Govt.
2	National Institute of Electronics and Information Technology, Delhi	Central Govt.
3	National Film Development Corporation, Mumbai (NFDC)	Central Govt.
4	Indira Gandhi National Open University (IGNOU)	Central Govt.
5	Jan Shikshan Sansthan (JSS)	Central Govt.
6	The National Institute of Open Schooling (NIOS)	Central Govt.
7	National Academy of RUDSETI, Karnataka	Central Govt.
8	Broadcast Engineering Consultants India Limited (BECIL)	Central Govt.
9	Indian Institute of Technology (IIT) Guwahati	Central Govt.
10	Central Board of Secondary Education (CBSE)	Central Govt.
11	Maharshi Sandipani Rashtriya Ved Vidya Pratishthan	Central Govt.
12	The Institute of Cost Accountants of India (ICAI)	Central Govt.
13	Centre for Development of Advanced Computing (CDAC)	Central Govt.
14	Indian Jute Industries' Research Association (IJIRA)	Central Govt.
15	MSME Technology Centre	Central Govt.
16	Indian Air Force	Indian Airforce
17	Indian Navy	Indian Navy
18	Directorate General of Armoured Corps	Indian Army
19	Corps of Military Police	Indian Army
20	Directorate General of Artillery	Indian Army
21	Army Medical Corps	Indian Army
22	Remount Veterinary Corps	Indian Army
23	Directorate General of Army Air Defence	Indian Army
24	Electrical & Mechanical Engineering	Indian Army
25	Directorate General of Army Aviation	Indian Army
26	Corps of Signals	Indian Army
27	Corps of Engineers	Indian Army
28	Directorate General of Mechanised Infantry	Indian Army
29	Directorate General of Infantry	Indian Army

30	Army Ordinance Corps	Indian Army
31	Army Service Corps	Indian Army
32	Army Intelligence Corps	Indian Army
33	Army Physical Training Corps (APTC)	Indian Army
34	Directorate General of Army Education Corps	Indian Army
35	State Council for Technical Education & Vocational Training (SCTEVT), Odisha	State Govt.
36	Additional Skill Acquisition Programme, Kerala (ASAP)	State Govt.
37	Karnataka Skill Development Corporation	State Govt.
38	Maharaja Ranjit Singh Punjab Technical University (MRSPTU)	State Govt.
39	Gujarat Council of Vocational Training	State Govt.
40	International Automobile Centre of Excellence (iACE)	Quasi Govt., State Govt.
41	Shri Vishwakarma Skill University (SVSU), Haryana	State Govt.
42	West Bengal State Council of Technical and Vocational Education and Skill Development	State Govt.
43	Haryana State Electronics Development Corporation Limited (HAR-TRON)	State Govt.
44	Maharashtra state board of skill vocational education and training	State Govt.
45	Chhattisgarh Swami Vivekanand Technical University (CSVТУ)	State Govt.
46	UP Skill Development Mission (UPSDM)	State Govt.
47	Tamil Nadu Skill Development Corporation	State Govt.
48	Nettur Technical Training Foundation (NTTF), Karnataka	Pvt
49	HCL Technologies	Pvt.
50	Mewar University	Pvt.
51	Ganpat University	Pvt.

Annexure-5

List of Awarding Bodies (Standard & Dual) that were issued Letter of Intent (LoI) and granted provisional recognition by NCVET

- I) **List of Awarding Bodies (Standard) 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	Microsoft	Pvt.
2	Institute of Civil Engineers Society	Pvt.

- II) **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	National Institute of Wind Energy Ministry of New & Renewable Energy, Government of India	Central Govt.
2	The National Institute for Entrepreneurship and Small Business Development (NIESBUD)	Central Govt.
3	Centre for Research and Industrial Staff Performance (CRISP), Bhopal	State Govt.
4	IBM	Pvt.
5	Bajaj Finserv	Pvt.

Annexure-6

List of Assessment Agencies (AA)

S. No.	Name
1	Skill Mantra Edutech. Consulting India Pvt. Ltd.
2	Trendsetter Skill Assesors Pvt. Ltd.
3	MSAG Skill India LLP
4	Navriti technologies Pvt. Ltd.
5	IRIS Corporate Solutions Pvt. Ltd.
6	SP Institute
7	SHL India
8	Federation of Indian Women Enterprises
9	TAG Assessors Guild Private Ltd.
10	Asset Authors Pvt Ltd (A2PL)
11	Radiant Infonet Pvt. Ltd.
12	Brisk Mind Pvt. Ltd.
13	Eduvantage Pvt. Ltd.
14	I Assess Consultants LLP
15	Indore Skill Assessment Services Pvt. Ltd.
16	Knowledge Partner Technologies
17	Rational Multi Skill
18	Prima Competencies Pvt. Ltd.
19	Mercer Mettl
20	Diversified Business Solutions Pvt. Ltd.
21	Ginger Webs Pvt. Ltd.
22	Proximo Education Society
23	Palmary Projects & Services Pvt. Ltd
24	CEE Vision Technologies Pvt. Ltd
25	Vedokt Skill & Consulting Pvt. Ltd.
26	IVintage Solutions Pvt. Ltd.
27	Independent Qualitative Assessors Glide Pvt Ltd
28	Cleveratti Skills Pvt. Ltd.
29	Demorgia Consulting Services Pvt. Ltd.
30	Sai Graphics Assessment Body Pvt. Ltd.
31	E&E Skill Pvt. Ltd./ Invigilate Technologies Pvt. Ltd.
32	Methods Apparel Consultancy India Pvt. Ltd.
33	PVR Skill Central Pvt. Ltd.
34	Hemsen Exim LLP
35	MASCOT Upgrade Skill and Knowledge Pvt. Ltd.
36	Amrit Skill Dev Pvt. Ltd
37	India Skill Pvt. Ltd.

38	Integrated Learning Solutions Pvt. Ltd. (Wheebox)
39	Sai Skill Technology Pvt. Ltd.
40	InTouch Professional Services Pvt. Ltd.
41	Ajoooni Skills India Pvt. Ltd.
42	elitmus Evaluation Pvt. Ltd.
43	Shiksha Bharti
44	Vistaskills
45	NSDOS
46	Yuva Skills Foundation
47	ACE Assessment Pvt. Ltd.
47	Swargiya Shrimati Durga Devi Charitable Trust
49	Udhyog Vikas Sansthan
50	Khwaspuria Advisory Pvt. Ltd.
51	Agam Skills & Consulting Pvt. Ltd. (Consortium)
52	Kreonz ADS Private Limited (Consortium)
53	Krenoz Global Services
54	Five Elements Business Solutions Pvt. Ltd.
55	Testkit Skills Pvt. Ltd. (Consortium)
56	LEAD Assessment Service Pvt. Ltd.
57	S3 Assessors India
58	TCS iON
59	Karpaga Assessment App Matrix Services Pvt. Ltd. (KAAM)
60	SVC Skill Assessments Private Limited (Consortium)
61	Livecore Testing Services SPV Pvt. Ltd.
62	Formac Software Services Pvt Ltd.

Annexure-7

List of Assessment Agencies that were issued Letter of Intent (LoI) and granted provisional recognition by NCVET

S. No.	Name
1	Pearson VUE
2	Merindyne Skill India Pvt Ltd.
3	Odisha Institute for Social Development (OISD)
4	Garment Exporters and Manufacturers Association (GEMA)

Annexure-8

Details of NOSs approved

SL No	Qualification Name	NSQF Level	Awarding Body
1	Fishing Net Maker	2.5	Agriculture SSC
2	Fishing Net Maker	3	Agriculture SSC
3	Tailor (Darzi)	2.5	Apparel SSC
4	DARZI	3	Apparel SSC
5	Computer Aided Product Design	5.5	Automotive SSC
6	Product Reverse Engineering	5.5	Automotive SSC
7	Industrial Robotic System Planning	5.5	Automotive SSC
8	Industrial Robotic System Integration	5.5	Automotive SSC
9	Fundamentals of Connected Vehicle (V2X) Technology	5.5	Automotive SSC
10	Fundamentals of Low Cost Automation in Manufacturing Process	5.5	Automotive SSC
11	Foundation course in Data Analysis (Manufacturing)	5.5	Automotive SSC
12	Advanced Course in Data Analysis (Manufacturing)	5.5	Automotive SSC
13	IIOT Application in Predictive Maintenance (Manufacturing)	5.5	Automotive SSC
14	IIOT Application in Cyber Security (Manufacturing)	5.5	Automotive SSC
15	Fundamentals of Electric Vehicle Battery Pack Design	5.5	Automotive SSC
16	Fundamentals of Electric Vehicle Powertrain Design	5.5	Automotive SSC
17	Foundation course in Flex Fuel Engine Design	5.5	Automotive SSC
18	Fundamentals of Automotive Functional Safety Design	5.5	Automotive SSC
19	Fundamentals of BFSI	4.5	Bajaj Finserv
20	Assistant Barber - Salon Services	2.5	Beauty and Wellness SSC
21	Assistant Hairdresser	2.5	Beauty and Wellness SSC
22	Foundation Course in Wellness Nutrition	2.5	Beauty and Wellness SSC
23	ASSISTANT HAIR DRESSER	3	Beauty and Wellness SSC
24	Assistant Barber	3	Beauty and Wellness SSC
25	Armourer	2.5	Capital Goods SSC
26	Blacksmith (Lohar)	2.5	Capital Goods SSC
27	Hammer and Tool Kit Maker	2.5	Capital Goods SSC
28	Locksmith	2.5	Capital Goods SSC
29	Gantry Crane Operator	4	Capital Goods SSC
30	Advanced Armourer	3	Capital Goods SSC
31	Advanced Blacksmith	3	Capital Goods SSC

32	Hammer And Toolkit Maker	3	Capital Goods SSC
33	Locksmith Advanced	3	Capital Goods SSC
34	Brick Mason- Basic	2.5	Construction SSC
35	Concrete Mason- Basic	2.5	Construction SSC
36	Plaster Mason- Basic	2.5	Construction SSC
37	Tile Mason- Basic	2.5	Construction SSC
38	Masonry (Earthquake-Resistant Buildings)	3.5	Construction SSC
39	Brick Mason	3	Construction SSC
40	Concrete Mason	3	Construction SSC
41	Plaster Mason	3	Construction SSC
42	Tile Mason	3	Construction SSC
43	Employability NOS for 2nd year of CTS	4	Directorate General of Training
44	Foundation Program on Nano Science & Technology	6	Electronics SSC
45	Advanced Program on Nano Science and Technology	6.5	Electronics SSC
46	Industrial Safety for Semiconductor Manufacturing -Electrical	5	Electronics SSC
47	Industrial Safety for Semiconductor Manufacturing -Hazchem	5	Electronics SSC
48	Essential Fundamentals of IoT	4	Electronics SSC
49	Clean-Room Operations (for semiconductors)	4	Electronics SSC
50	Boat Maker	2.5	Furniture and Fitting SSC
51	Carpenter	2.5	Furniture and Fitting SSC
52	Boat Maker	3	Furniture and Fitting SSC
53	Carpenter	3	Furniture and Fitting SSC
54	Goldsmith(Sunar)	2.5	Gems and Jewellery SSC
55	Senior Goldsmith Sunar	3	Gems and Jewellery SSC
56	Assaying and Hallmarking of Gold Jewellery/ Artefacts	4	Gems and Jewellery SSC
57	Basic program on Hand block printing (Upskilling)	4	Handicraft and Carpet Sector Skill Council (HCSSC)
58	Advanced program on Hand block printing (Upskilling)	4	Handicraft and Carpet Sector Skill Council (HCSSC)
59	Team and work area management (Upskilling)	3	Handicraft and Carpet Sector Skill Council (HCSSC)
60	Basic program on Traditional hand embroidery (Upskilling)	4	Handicraft and Carpet Sector Skill Council (HCSSC)
61	Advanced program on Traditional Hand Embroidery (Upskilling)	4	Handicraft and Carpet Sector Skill Council (HCSSC)
62	Traditional Basket Maker	2.5	Handicraft and Carpet Sector Skill Council (HCSSC)
63	Coir Weaver	2.5	Handicraft and Carpet Sector Skill Council (HCSSC)

64	Traditional Broom Maker	2.5	Handicraft and Carpet Sector Skill Council (HCSSC)
65	Traditional Toy Maker	2.5	Handicraft and Carpet Sector Skill Council (HCSSC)
66	Potter (Kumhar) including traditional ceramics and terracotta product maker	2.5	Handicraft and Carpet Sector Skill Council (HCSSC)
67	Traditional Malakar	2.5	Handicraft and Carpet Sector Skill Council (HCSSC)
68	Traditional Mat Weaver	2.5	Handicraft and Carpet Sector Skill Council (HCSSC)
69	Basic Sculptor and stone artist (Moortikar)	2.5	Handicraft and Carpet Sector Skill Council (HCSSC)
70	Traditional Leather Toy Maker	2.5	Handicraft and Carpet Sector Skill Council (HCSSC)
71	Traditional Glass Toy Maker	2.5	Handicraft and Carpet Sector Skill Council (HCSSC)
72	Traditional Soft Toy Maker	2.5	Handicraft and Carpet Sector Skill Council (HCSSC)
73	Traditional Wooden Toy Maker	2.5	Handicraft and Carpet Sector Skill Council (HCSSC)
74	Advanced Potter (Kumhar)	3	Handicraft and Carpet Sector Skill Council (HCSSC)
75	Advanced Sculptor and Stone Artist (Moortikar)	3	Handicraft and Carpet Sector Skill Council (HCSSC)
76	Creative Basket Maker	3	Handicraft and Carpet Sector Skill Council (HCSSC)
77	Creative Broom Maker	3	Handicraft and Carpet Sector Skill Council (HCSSC)
78	Creative Coir Weaver	3	Handicraft and Carpet Sector Skill Council (HCSSC)
79	Creative Glass Toy Maker	3	Handicraft and Carpet Sector Skill Council (HCSSC)
80	Creative Soft Toy Maker	3	Handicraft and Carpet Sector Skill Council (HCSSC)
81	Creative Leather Toy Maker	3	Handicraft and Carpet Sector Skill Council (HCSSC)
82	Creative Wooden Toy Maker	3	Handicraft and Carpet Sector Skill Council (HCSSC)
83	Creative Malakkar	3	Handicraft and Carpet Sector Skill Council (HCSSC)
84	Creative Mat Weaver	3	Handicraft and Carpet Sector Skill Council (HCSSC)
85	Programming with Python	4	Hartron
86	Java Web Development with AI	4.5	HCL Ltd
87	Full Stack Java Development with AI	5	HCL Ltd
88	Data Engineering with Analytics and Visualization	5	HCL Ltd
89	Basic Health and Wellness Skills (middle school)	1	Healthcare SSC

90	Basic Health and Wellness Skills (Secondary school)	2.5	Healthcare SSC
91	Basic Health and Wellness Skills (Sr. Secondary school)	3.5	Healthcare SSC
92	NOS- HYC/N3112: Conduct Electric Vehicle Charging and battery swapping activities at Retail Outlet (Fuel Station)	3	Hydrocarbon SSC
93	Shoemith (Cobbler)	2.5	Leather SSC
94	Shoemith	3	Leather SSC
95	Pharmacovigilance Case- Processing (Incidents /adverse event using software including AI tools)	5.5	Life Science SSC
96	Aggregate Report writing for Regulatory Compliance	5.5	Life Science SSC
97	Foundation in Semiconductor IC Design	4	Medhavi Skill University
98	Archival Conservator	4	Media SSC
99	Microsoft Azure Fundamentals	5	Microsoft
100	Azure AI Fundamentals	5	Microsoft
101	Azure Data Fundamentals	5	Microsoft
102	Microsoft Security, Compliance, and Identity Fundamentals	5	Microsoft
103	Microsoft Power Platform Fundamentals	4.5	Microsoft
104	Microsoft 365 Fundamentals	4.5	Microsoft
105	Microsoft Dynamics 365 Fundamentals (CRM)	5	Microsoft
106	Microsoft Dynamics 365 Fundamentals (ERP)	5	Microsoft
107	Azure Administrator Associate	6	Microsoft
108	Azure Solutions Architect Expert	7	Microsoft
109	Azure Developer Associate	6	Microsoft
110	Azure Database Administrator Associate	6	Microsoft
111	Azure AI Engineer Associate	6	Microsoft
112	Azure Data Engineer Associate	6	Microsoft
113	Power BI Data Analyst Associate	6	Microsoft
114	Microsoft Office Specialist Associate-Microsoft Word (Office 2019)/(Microsoft 365 Apps)	5	Microsoft
115	Microsoft Office Specialist Associate-Microsoft Excel (Office 2019)/(Microsoft 365 Apps)	5	Microsoft
116	Microsoft Office Specialist Associate-Microsoft PowerPoint (Office 2019)/(Microsoft 365 Apps)	5	Microsoft
117	Microsoft Office Specialist Associate- Microsoft Outlook (Office 2019)	5	Microsoft
118	Microsoft Office Specialist Associate	5	Microsoft
119	Microsoft Office Specialist Expert-Microsoft Word Expert (Office 2019)/(Microsoft 365 Apps)	5	Microsoft
120	Microsoft Office Specialist Expert-Microsoft Excel Expert (Office 2019)/(Microsoft 365 Apps)	5	Microsoft

121	Microsoft Office Specialist Expert-Microsoft Access Expert (Office 2019)	6	Microsoft
122	Microsoft Office Specialist Expert (Office 2019)/(Microsoft 365 Apps)	6	Microsoft
123	Microsoft Certified Educator	5	Microsoft
124	Course on Computer Concepts	2	NIELIT
125	Cloud Computing with AWS and Azure	5	NIELIT
126	Google Cloud Platform (GCP) Essentials	5	NIELIT
127	Informatica Cloud Essentials	5	NIELIT
128	Data Analysis with Python and SQL	5	NIELIT
129	Essentials of Data Warehousing	5	NIELIT
130	Essentials of Big Data	5	NIELIT
131	Cyber Security for Cloud Infrastructure	5	NIELIT
132	Vulnerability Assessment and Penetration Testing and IAM Essentials	5	NIELIT
133	New Technologies Introduction	5	NIELIT
134	Risk Control and Internal Audit - IT	5	NIELIT
135	IT Professional Skills	5	NIELIT
136	Fundamental for IoT for Home Automation	4	SCTVET Odisha
137	Green Logistics Practices	4	Skill Council for Green Jobs
138	Machine Learning Pipeline on AWS (Basic)	5	SSC NASSCOM
139	Essentials of solution development in IT	5	SSC NASSCOM
140	Overview of Robotic Process Automation	4	SSC NASSCOM
141	IT Marketing Foundational Course	4	SSC NASSCOM
142	Blockchain Foundation	4	SSC NASSCOM
143	Cybersecurity Foundation	4	SSC NASSCOM
144	Information Security Policy Review	5	SSC NASSCOM
145	Information Security Device Management	5	SSC NASSCOM
146	Information security policy audit	5	SSC NASSCOM
147	Application security testing	5	SSC NASSCOM
148	Concepts of Natural Language Processing	5	SSC NASSCOM
149	Concepts of Computer Vision	5	SSC NASSCOM
150	Linux administrator for datacenter (OEM- Red Hat)	5	SSC NASSCOM
151	Software container administrator specialist (OEM- Red Hat)	5	SSC NASSCOM
152	Python Developer (OEM- Red Hat)	4	SSC NASSCOM
153	Cloud Essentials (OEM- Red Hat)	3	SSC NASSCOM
154	Data Analytics – Google	4.5	SSC NASSCOM
155	Digital Marketing & E-commerce – Google	4.5	SSC NASSCOM
156	Project Management –Google	5	SSC NASSCOM
157	UX Design – Google	4.5	SSC NASSCOM

158	Cybersecurity Analysis -IBM	5	SSC NASSCOM
159	Data Analysis – IBM	4.5	SSC NASSCOM
160	DevOps programming-IBM	5	SSC NASSCOM
161	Full Stack Software Development – IBM	5	SSC NASSCOM
162	Data Engineering – IBM	5	SSC NASSCOM
163	Data Science – IBM	5	SSC NASSCOM
164	Woven Fabric Testing -Physical	4.5	Textile SSC
165	Weaving Process Evaluation	5	Textile SSC
166	Washerman (Dhobi)	2.5	Tourism SSC
167	LAUNDRY ASSOCIATE	3	Tourism SSC

Details of Micro-credentials

SI No	Qualification Name	NSQF Level	Awarding Body
1	Quality and Price Risk Management of Agro Commodities for Farmers	3	Agriculture SSC
2	Quality Assurance in Grain Storage	3.5	Agriculture SSC
3	Basics of Agri Commodity Market	4	Agriculture SSC
4	Price Risk Management in Agri Commodities for FPO	4	Agriculture SSC
5	Practicing one health approach (livestock)	4	Agriculture SSC
6	Basics of Menstrual Hygiene Management	2	Domestic worker SSC
7	Basics of CT/PT (Community Toilet/Public Toilet) Hygiene maintenance	2	Domestic worker SSC
8	Basic Sanitization and Infection Control at Workplace	2.5	Healthcare SSC
9	First Aid Care	2.5	Healthcare SSC
10	Basic Infection Control at Healthcare Setup	3	Healthcare SSC
11	Concepts of Green Hydrogen	3	Healthcare SSC
12	Station Operations:Green Hydrogen Fuelling	3	Healthcare SSC
13	Basic Cardiopulmonary Life Support	4	Healthcare SSC
14	Fundamentals of Green Hydrogen Storage & Transportation	4	Healthcare SSC
15	Green Hydrogen Vehicle Maintenance	4	Healthcare SSC
16	Green Hydrogen Pipeline Operations	4	Healthcare SSC
17	Emergency Communication Practices (Energy Sector)	5	Healthcare SSC

18	Green Hydrogen Refuelling Station Design	6	Healthcare SSC
19	Fundamentals of Disaster Management – (Oil & Gas)	3.5	Hydrocarbon SSC
20	Green Hydrogen Fuel Transportation (Driver)	3.5	Hydrocarbon SSC
21	Advance course on Green Hydrogen	4.5	Hydrocarbon SSC
22	Introduction to Electric Vehicles	4	IACE
23	Essential Concepts for school student (Medicine and Vaccine)	1	Life Science SSC
24	Essential Guidelines on safe keeping medicines at home	1	Life Science SSC
25	Safety precautions against transmissible infections	1	Life Science SSC
26	Foundation Skill for Retail Cashier	4	Life Science SSC
27	Order Management	4	Life Science SSC
28	Foundation for Pharma Sales and Marketing	4.5	Life Science SSC
29	Product promotion with Registered Medical Practitioners	4.5	Life Science SSC
30	Managing Point of Sales (POS)	4.5	Life Science SSC
31	Payment and Transaction Management	4.5	Life Science SSC
32	Retail Chemist Prescription Audit	5	Life Science SSC
33	Retail Pharmacy Management and Sales	5	Life Science SSC
34	Basics of Clinical Data Management	5	Life Science SSC
35	Advanced Data Capture Techniques in Clinical Data Management	5	Life Science SSC
36	Clinical Data Validation and Quality Control	5.5	Life Science SSC
37	Clinical Data Reporting and Analysis	5.5	Life Science SSC
38	Introduction to AI in Logistics	3.5	Logistics SSC
39	Licensee – Security Services	5	Management SSC
40	Retail Services –Luxury Segment	4.5	Medhavi Skill University
41	Luxury Brand Management	5	Medhavi Skill University
42	Biomedical Waste Management-Nursing and Paramedical Staff	4.5	Skill Council for Green Jobs
43	GHG Accounting and Sustainability Reporting	6	Skill Council for Green Jobs
44	Fundamentals of Financing for Green Hydrogen Project	6	Skill Council for Green Jobs
45	Overview of instrumentation and control for green hydrogen plant	6	Skill Council for Green Jobs
46	Essentials of Self-Defence	2	Sports SSC
47	Fundamentals of Physical Fitness	2	Sports SSC
48	Fundamentals of Special Population Fitness	2	Sports SSC
49	Fundamentals of Strength and Conditioning	2	Sports SSC
50	Fundamentals of Yoga	2	Sports SSC
51	Fundamentals of Sports Injury Prevention & First Aid	3	Sports SSC

52	Technology and Business Fundamentals	4	SSC NASSCOM
53	Soft skills interpersonal Relations	4	SSC NASSCOM
54	AWS Cloud Practitioner Essentials (Basic)	4	SSC NASSCOM
55	Architecting on AWS (Basic)	4	SSC NASSCOM
56	Developing on AWS (Basic)	4	SSC NASSCOM
57	Service Now System Administrator	5	SSC NASSCOM

Annexure-9

Details of Guidelines

Sr. No.	Name of Guidelines	Date of Notification
1.	Report on National Credit Framework	12.05.2023
2.	Guidelines on Creditisation of Skilling & Training courses & Qualification of Multinational Companies and Leading Indian Enterprises	01.12.2023
3.	Guidelines for Diploma Qualifications in Vocational Education, Training & Skilling	15.05.2023
4.	Guidelines for Training for Trainers	01.02.2024
5.	Guidelines for Training of Assessors	27.03.2024
6.	Guidelines for Recognition of Prior Learning	11.08.2023
7.	Report on National Credit Framework	12.05.2023

Annexure-10

List of active Sector Skill Councils

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

Annexure-11

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

S. No.	State Name	Enrolled	Trained	Assessed	Certified	Placed
1	Andaman And Nicobar Islands	194	194	164	20	-
2	Andhra Pradesh	1,36,635	1,36,635	1,34,154	1,08,651	18,629
3	Arunachal Pradesh	1,017	1,017	881	611	88
4	Assam	33,408	33,408	32,395	19,668	3,694
5	Bihar	92,047	92,047	90,492	60,655	12,047
6	Chandigarh	5,052	5,052	4,996	3,975	396
7	Chhattisgarh	37,302	37,302	36,730	26,110	1,351
8	Delhi	1,05,772	1,05,772	1,04,724	70,882	5,244
9	Goa	499	499	499	284	213
10	Gujarat	43,999	43,999	43,313	31,092	3,152
11	Haryana	86,446	86,446	83,472	63,104	8,278
12	Himachal Pradesh	22,891	22,891	22,377	17,966	2,158
13	Jammu And Kashmir	18,102	18,102	17,958	12,904	274
14	Jharkhand	28,773	28,773	28,722	21,454	1,855
15	Karnataka	77,051	77,051	75,742	55,979	13,877
16	Kerala	15,339	15,339	15,098	11,572	1,487
17	Ladakh	75	75	75	-	-
18	Madhya Pradesh	1,68,898	1,68,898	1,66,685	1,25,348	22,709
19	Maharashtra	1,09,435	1,09,435	1,07,479	77,605	10,844
20	Manipur	1,603	1,603	1,577	1,195	499
21	Meghalaya	1,899	1,899	1,554	480	110
22	Mizoram	1,030	1,030	1,030	694	93
23	Nagaland	1,271	1,271	1,271	838	77
24	Odisha	61,357	61,357	59,940	40,811	10,430
25	Puducherry	7,301	7,301	7,221	6,288	904
26	Punjab	84,620	84,620	83,172	63,220	10,630
27	Rajasthan	1,33,587	1,33,587	1,32,538	1,03,646	13,224
28	Sikkim	886	886	856	409	13
29	Tamil Nadu	1,69,214	1,69,214	1,65,039	1,29,083	44,752
30	Telangana	1,08,931	1,08,931	1,07,219	86,252	20,923
31	The Dadra And Nagar Haveli And Daman And Diu	488	488	488	343	207
32	Tripura	15,140	15,140	14,930	10,664	5,235
33	Uttar Pradesh	2,72,373	2,72,373	2,67,625	2,01,421	24,403
34	Uttarakhand	14,301	14,301	14,108	9,985	1,180
35	West Bengal	1,29,080	1,29,080	1,26,963	88,427	14,320
	Grand Total	19,86,016	19,86,016	19,51,487	14,51,636	2,53,296

Annexure-12

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

S. No.	State / UT	Short Term Training (STT) (including Special Projects (SP))			Recognition of Prior Learning (RPL)		Grand Total	
		Trained	Certified	Placed	Oriented	Certified	Trained / Oriented	Certified
1	Andaman And Nicobar Islands	2,741	1,975	124	56	52	2,797	2,027
2	Andhra Pradesh	1,66,273	1,42,936	91,589	1,34,337	1,15,180	3,00,610	2,58,116
3	Arunachal Pradesh	32,536	26,704	13,288	40,652	33,115	73,188	59,819
4	Assam	1,50,425	1,20,628	60,808	5,04,185	3,72,642	6,54,610	4,93,270
5	Bihar	2,67,042	2,17,361	1,12,993	2,34,463	1,98,110	5,01,505	4,15,471
6	Chandigarh	13,488	11,134	5,813	6,972	5,957	20,460	17,091
7	Chhattisgarh	85,363	64,709	25,812	47,838	33,352	1,33,201	98,061
8	Delhi	1,72,365	1,46,078	72,455	2,05,076	1,69,892	3,77,441	3,15,970
9	Goa	3,248	2,223	891	5,538	4,664	8,786	6,887
10	Gujarat	1,44,793	1,18,871	65,373	1,88,026	1,59,248	3,32,819	2,78,119
11	Haryana	3,04,181	2,58,336	1,49,424	2,34,511	1,98,494	5,38,692	4,56,830
12	Himachal Pradesh	68,161	57,273	24,076	44,972	38,122	1,13,133	95,395
13	Jammu And Kashmir	1,19,517	1,04,010	51,309	1,43,927	1,24,525	2,63,444	2,28,535
14	Jharkhand	85,092	64,890	26,748	1,45,941	1,26,528	2,31,033	1,91,418
15	Karnataka	1,45,325	1,22,038	58,960	2,60,821	2,15,603	4,06,146	3,37,641
16	Kerala	74,248	58,251	24,099	1,46,505	1,18,037	2,20,753	1,76,288
17	Ladakh	2,174	1,671	944	93	74	2,267	1,745
18	Lakshadweep	150	79	-			150	79
19	Madhya Pradesh	4,06,824	3,38,910	1,94,858	2,76,212	2,23,377	6,83,036	5,62,287
20	Maharashtra	2,38,270	1,85,225	69,061	8,14,879	6,71,992	10,53,149	8,57,217
21	Manipur	43,247	36,354	15,383	37,252	31,801	80,499	68,155
22	Meghalaya	28,163	23,427	13,246	13,192	11,939	41,355	35,366
23	Mizoram	22,012	17,720	9,291	3,430	3,115	25,442	20,835
24	Nagaland	22,014	17,080	5,968	12,966	11,234	34,980	28,314
25	Odisha	1,38,974	1,14,664	59,736	3,26,992	2,61,082	4,65,966	3,75,746
26	Puducherry	14,719	13,091	9,292	5,304	4,399	20,023	17,490
27	Punjab	2,32,493	2,03,092	1,16,041	89,328	71,906	3,21,821	2,74,998
28	Rajasthan	3,52,403	3,07,143	1,69,875	5,65,219	5,17,387	9,17,622	8,24,530
29	Sikkim	9,395	7,821	3,502	1,704	1,482	11,099	9,303
30	Tamil Nadu	2,33,195	1,94,284	1,23,880	3,18,056	2,71,980	5,51,251	4,66,264
31	Telangana	1,65,436	1,41,918	90,315	1,26,177	1,05,052	2,91,613	2,46,970

S. No.	State / UT	Short Term Training (STT) (including Special Projects (SP))			Recognition of Prior Learning (RPL)		Grand Total	
		Trained	Certified	Placed	Oriented	Certified	Trained / Oriented	Certified
32	DNHDD**	5,074	4,163	2,578	4,289	3,903	9,363	8,066
33	Tripura	39,008	32,097	12,984	79,505	57,022	1,18,513	89,119
34	Uttar Pradesh	7,27,709	6,02,669	3,11,015	8,64,959	7,37,207	15,92,668	13,39,876
35	Uttarakhand	1,15,439	93,261	50,655	59,323	48,140	1,74,762	1,41,401
36	West Bengal	2,27,341	1,84,461	99,189	1,99,170	1,74,387	4,26,511	3,58,848
	Total	48,58,838	40,36,547	21,41,575	61,41,870	51,21,000	1,10,00,708	91,57,547

*DNHDD-The Dadra And Nagar Haveli And Daman And Diu

Annexure-13

State-wise progress under CSCM - PMKVY 2.0 (as on 31.03.2024)

S No.	State / UT	Short Term Training (STT) (including Special Projects (SP))			Recognition of Prior Learning (RPL)		Grand Total	
		Trained	Certified	Placed	Oriented	Certified	Trained / Oriented	Certified
1	Andaman And Nicobar Islands	1,500	1,405	124	56	52	1,556	1,457
2	Andhra Pradesh	1,23,106	1,07,532	70,761	1,34,337	1,15,180	2,57,443	2,22,712
3	Arunachal Pradesh	18,235	15,212	6,829	40,652	33,115	58,887	48,327
4	Assam	1,18,628	94,658	47,163	5,04,185	3,72,642	6,22,813	4,67,300
5	Bihar	2,59,162	2,13,552	1,12,776	2,34,463	1,98,110	4,93,625	4,11,662
6	Chandigarh	7,345	6,039	2,669	6,972	5,957	14,317	11,996
7	Chhattisgarh	72,083	56,840	22,179	47,838	33,352	1,19,921	90,192
8	Delhi	1,49,995	1,27,008	68,242	2,05,076	1,69,892	3,55,071	2,96,900
9	Goa	1,515	1,015	815	5,538	4,664	7,053	5,679
10	Gujarat	96,114	81,031	48,199	1,88,026	1,59,248	2,84,140	2,40,279
11	Haryana	2,70,716	2,33,151	1,42,166	2,34,511	1,98,494	5,05,227	4,31,645
12	Himachal Pradesh	52,339	45,064	21,982	44,972	38,122	97,311	83,186
13	Jammu And Kashmir	99,037	85,582	46,992	1,43,927	1,24,525	2,42,964	2,10,107
14	Jharkhand	63,164	48,789	23,777	1,45,941	1,26,528	2,09,105	1,75,317
15	Karnataka	1,28,502	1,08,068	57,567	2,60,821	2,15,603	3,89,323	3,23,671
16	Kerala	49,886	40,382	19,204	1,46,505	1,18,037	1,96,391	1,58,419
17	Ladakh	2,174	1,671	944	93	74	2,267	1,745
18	Madhya Pradesh	3,72,884	3,15,048	1,87,258	2,76,212	2,23,377	6,49,096	5,38,425
19	Maharashtra	1,70,451	1,26,220	61,023	8,14,879	6,71,992	9,85,330	7,98,212
20	Manipur	21,799	17,677	5,600	37,252	31,801	59,051	49,478
21	Meghalaya	14,109	12,062	5,910	13,192	11,939	27,301	24,001
22	Mizoram	9,537	7,960	2,751	3,430	3,115	12,967	11,075
23	Nagaland	7,970	5,811	2,122	12,966	11,234	20,936	17,045
24	Odisha	1,30,772	1,08,589	59,128	3,26,992	2,61,082	4,57,764	3,69,671
25	Puducherry	7,424	6,485	4,607	5,304	4,399	12,728	10,884
26	Punjab	1,86,917	1,64,731	91,847	89,328	71,906	2,76,245	2,36,637
27	Rajasthan	3,23,167	2,86,154	1,69,712	5,65,219	5,17,387	8,88,386	8,03,541
28	Sikkim	5,962	5,155	2,602	1,704	1,482	7,666	6,637
29	Tamil Nadu	1,88,790	1,57,518	1,06,986	3,18,056	2,71,980	5,06,846	4,29,498

S No.	State / UT	Short Term Training (STT) (in- cluding Special Projects (SP))			Recognition of Prior Learning (RPL)		Grand Total	
		Trained	Certified	Placed	Oriented	Certified	Trained / Oriented	Certified
30	Telangana	1,42,210	1,23,858	81,589	1,26,177	1,05,052	2,68,387	2,28,910
31	The Dadra And Nagar Haveli And Daman And Diu	2,817	2,441	1,808	4,289	3,903	7,106	6,344
32	Tripura	22,514	18,689	9,822	79,505	57,022	1,02,019	75,711
33	Uttar Pradesh	6,41,898	5,35,821	2,98,229	8,64,959	7,37,207	15,06,857	12,73,028
34	Uttarakhand	67,384	53,773	32,862	59,323	48,140	1,26,707	1,01,913
35	West Bengal	1,95,595	1,60,780	94,937	1,99,170	1,74,387	3,94,765	3,35,167
Total		40,25,701	33,75,771	19,11,182	61,41,870	51,21,000	1,01,67,571	84,96,771

Annexure-14

State wise progress under Short Term Training (STT) component of CSSM - PMKVY 2.0 (as on 31.03.2024)

S No.	State/UTs	Enrolled	Trained	Assessed	Certified	Placed
1	Andaman And Nicobar Islands	1,259	1,241	779	570	-
2	Andhra Pradesh	49,207	43,167	39,937	35,404	20,828
3	Arunachal Pradesh	14,361	14,301	12,939	11,492	6,459
4	Assam	32,766	31,797	29,434	25,970	13,645
5	Bihar	8,239	7,880	4,456	3,809	217
6	Chandigarh	6,924	6,143	5,677	5,095	3,144
7	Chhattisgarh	13,972	13,280	10,837	7,869	3,633
8	Delhi	24,270	22,370	20,775	19,070	4,213
9	Goa	2,139	1,733	1,490	1,208	76
10	Gujarat	52,721	48,679	41,986	37,840	17,174
11	Haryana	36,175	33,465	28,860	25,185	7,258
12	Himachal Pradesh	17,012	15,822	13,582	12,209	2,094
13	Jammu And Kashmir	20,611	20,480	19,902	18,428	4,317
14	Jharkhand	22,944	21,928	17,960	16,101	2,971
15	Karnataka	17,011	16,823	15,913	13,970	1,393
16	Kerala	25,159	24,362	20,111	17,869	4,895
17	Lakshadweep	150	150	124	79	-
18	Madhya Pradesh	34,729	33,940	28,667	23,862	7,600
19	Maharashtra	69,511	67,819	64,376	59,005	8,038
20	Manipur	21,457	21,448	20,067	18,677	9,783
21	Meghalaya	14,147	14,054	12,742	11,365	7,336
22	Mizoram	12,496	12,475	10,785	9,760	6,540
23	Nagaland	14,100	14,044	12,422	11,269	3,846
24	Odisha	8,791	8,202	6,841	6,075	608
25	Puducherry	7,467	7,295	7,033	6,606	4,685
26	Punjab	47,255	45,576	43,157	38,361	24,194
27	Rajasthan	30,191	29,236	23,221	20,989	163
28	Sikkim	3,456	3,433	3,086	2,666	900
29	Tamil Nadu	47,770	44,405	40,662	36,766	16,894
30	Telangana	26,457	23,226	20,543	18,060	8,726
31	The Dadra And Nagar Haveli And Daman And Diu	2,334	2,257	2,095	1,722	770
32	Tripura	16,793	16,494	14,978	13,408	3,162
33	Uttar Pradesh	88,081	85,811	75,891	66,848	12,786
34	Uttarakhand	48,509	48,055	44,394	39,488	17,793
35	West Bengal	32,305	31,746	26,563	23,681	4,252
Total		8,70,769	8,33,137	7,42,285	6,60,776	2,30,393

Annexure-15

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

State/UT	Initial Physical Targets	Revised Physical Targets	Financial Progress (In Rs. Crore)		
			Fund Allocation	Revised allocation	Total Fund Released
Andaman & Nicobar Islands	4,108	2,583	6.33	5.27	2.11
Andhra Pradesh	64,610	54,166	94.74	79.56	54.93
Arunachal Pradesh	29,510	14,434	43.27	32.46	32.34
Assam	47,258	31,193	72.76	63.81	54.85
Bihar	89,665	34,000	138.06	112.89	36.82
Chandigarh	10,288	6,522	15.84	13.31	10.16
Chhattisgarh	48,532	15,980	71.17	53.38	35.58
Dadra & Nagar Haveli and Daman & Diu	8,000	6,140	12.32	11.16	4.11
Delhi	81,657	58,000	124.72	97.39	33.70
Goa	46,951	30,942	72.29	56.89	10.70
Gujarat	77,825	64,205	119.83	98.86	64.62
Haryana	56,038	38,560	86.28	70.11	36.57
Himachal Pradesh	49,499	40,012	76.21	63.51	21.56
Jammu & Kashmir	47,302	23,240	72.83	59.90	33.05
Jharkhand	57,670	40,000	88.79	73.99	29.60
Karnataka	94,164	54,000	138.08	103.34	21.44
Kerala	71,456	35,611	110.01	88.01	32.55
Lakshadweep	4,018	1,800	3.70	3.70	1.23
Madhya Pradesh	84,058	54,065	123.26	92.45	34.05
Maharashtra	1,67,127	1,28,747	257.33	214.44	97.27
Manipur	32,472	22,763	50.00	43.75	41.60
Meghalaya	33,642	14,673	51.80	43.79	31.77
Mizoram	36,671	9,444	56.46	44.91	29.89
Nagaland	33,021	13,928	50.84	42.37	42.37
Odisha	58,046	46,954	89.37	74.75	27.71
Puducherry	10,619	7,703	15.57	11.68	11.35
Punjab	55,029	47,256	80.69	67.50	62.40
Rajasthan	64,526	41,000	94.62	70.97	26.19
Sikkim	34,348	3,598	7.54	6.15	5.28
Tamil Nadu	1,40,881	67,000	206.59	154.94	68.86
Telangana	59,611	44,383	91.78	71.13	31.55
Tripura	37,062	20,869	54.07	40.84	24.82

State/UT	Initial Physical Targets	Revised Physical Targets	Financial Progress (In Rs. Crore)		
			Fund Allocation	Revised allocation	Total Fund Released
Uttar Pradesh	1,42,550	90,809	209.04	156.78	106.84
Uttarakhand	48,238	32,000	74.27	61.99	61.99
West Bengal 1,23,550		75,082	190.23	133.16	38.05
Total	20,50,000	12,71,662	3050.69	2419.14	1257.91

Annexure-16

Overall State-wise training details of PMKVY 3.0 (2020-22) (Central and State component) (as on 31.03.2024)

S No.	State / UT	Short Term Training (STT) (including Special Projects (SP))			Recognition of Prior Learning (RPL)		Grand Total	
		Trained	Certified	Placed	Oriented	Certified	Total Trained / Oriented	Total Certified
1	Andaman And Nicobar Islands	319	167	-	604	404	923	571
2	Andhra Pradesh	14,305	9,870	1,422	6,012	4,575	20,317	14,445
3	Arunachal Pradesh	4,477	2,982	638	5,144	3,189	9,621	6,171
4	Assam	24,428	14,693	2,755	8,294	5,511	32,722	20,204
5	Bihar	32,302	22,386	2,815	7,363	4,755	39,665	27,141
6	Chandigarh	862	540	152	566	439	1,428	979
7	Chhattisgarh	8,383	4,774	979	479	289	8,862	5,063
8	Delhi	8,332	5,694	650	11,030	8,055	19,362	13,749
9	Goa	444	292	1	336	247	780	539
10	Gujarat	13,330	9,804	764	21,247	17,422	34,577	27,226
11	Haryana	14,463	9,264	1,279	11,894	7,940	26,357	17,204
12	Himachal Pradesh	7,807	5,899	951	4,910	3,512	12,717	9,411
13	Jammu And Kashmir	22,534	16,784	2,073	7,197	6,363	29,731	23,147
14	Jharkhand	10,786	6,499	858	3,623	2,141	14,409	8,640
15	Karnataka	18,395	12,225	1,388	15,646	11,278	34,041	23,503
16	Kerala	13,403	9,334	799	5,079	3,654	18,482	12,988
17	Ladakh	977	520	119			977	520
18	Lakshadweep	120	52	-			120	52
19	Madhya Pradesh	45,884	29,582	4,278	10,256	7,521	56,140	37,103
20	Maharashtra	32,346	20,971	1,045	22,358	16,270	54,704	37,241
21	Manipur	4,726	2,754	212	3,559	2,298	8,285	5,052
22	Meghalaya	2,504	1,257	252	2,197	1,627	4,701	2,884
23	Mizoram	3,523	1,610	298	2,271	1,149	5,794	2,759
24	Nagaland	2,152	1,169	136	3,939	2,743	6,091	3,912
25	Odisha	17,984	10,387	900	7,910	5,334	25,894	15,721
26	Puducherry	1,688	1,418	308	1,315	1,084	3,003	2,502
27	Punjab	15,683	11,710	2,242	13,017	7,271	28,700	18,981
28	Rajasthan	24,697	18,065	2,919	18,262	14,412	42,959	32,477
29	Sikkim	1,622	1,145	427	196	175	1,818	1,320

S No.	State / UT	Short Term Training (STT) (including Special Projects (SP))			Recognition of Prior Learning (RPL)		Grand Total	
30	Tamil Nadu	22,471	16,549	3,704	16,730	12,759	39,201	29,308
31	Telangana	15,608	11,183	1,729	6,504	4,505	22,112	15,688
32	The Dadra And Nagar Haveli And Daman And Diu	281	202	32	2	2	283	204
33	Tripura	3,748	2,471	463	2,330	1,579	6,078	4,050
34	Uttar Pradesh	50,861	35,626	3,464	31,454	22,614	82,315	58,240
35	Uttarakhand	9,384	6,298	762	4,457	3,314	13,841	9,612
36	West Bengal	23,968	15,620	2,202	6,524	4,133	30,492	19,753
Total		4,74,797	3,19,796	43,016	2,62,705	1,88,564	7,37,502	5,08,360

Annexure-17

PMKVY 3.0 - Centrally Sponsored Centrally Managed (CSCM) (as on 31.03.2024)

S. No.	State / UT	Short Term Training (STT) (including SP)			Recognition of Prior Learning (RPL)		Grand Total	
		Trained	Certified	Placed	Oriented	Certified	Trained / Oriented	Certified
1	Andaman & Nicobar Islands	172	79	-	4	4	176	83
2	Andhra Pradesh	10,884	7,691	964	3,683	2,840	14,567	10,531
3	Arunachal Pradesh	3,282	2,141	328	439	331	3,721	2,472
4	Assam	21,176	12,478	1,816	3,664	2,091	24,840	14,569
5	Bihar	29,693	21,360	2,732	5,774	3,949	35,467	25,309
6	Chandigarh	670	380	79	366	264	1,036	644
7	Chhattisgarh	7,134	4,004	429	429	289	7,563	4,293
8	Delhi	6,497	4,123	443	9,511	6,978	16,008	11,101
9	Goa	204	107	-	116	90	320	197
10	Gujarat	9,813	7,020	194	14,647	12,569	24,460	19,589
11	Haryana	12,089	7,767	1,105	7,849	6,687	19,938	14,454
12	Himachal Pradesh	7,248	5,425	951	3,270	2,297	10,518	7,722
13	JammuAnd Kashmir	21,825	16,422	2,073	7,197	6,363	29,022	22,785
14	Jharkhand	10,030	5,989	678	1,358	809	11,388	6,798
15	Karnataka	13,739	9,106	1,051	10,074	7,951	23,813	17,057
16	Kerala	11,065	7,553	149	2,424	1,758	13,489	9,311
17	Ladakh	977	520	119			977	520
18	Madhya Pradesh	42,920	27,403	3,390	8,214	6,277	51,134	33,680
19	Maharashtra	24,998	16,286	815	15,352	11,628	40,350	27,914
20	Manipur	4,049	2,209	-	988	324	5,037	2,533
21	Meghalaya	1,975	899	46	62	60	2,037	959
22	Mizoram	3,106	1,359	170	363	173	3,469	1,532
23	Nagaland	1,912	1,005	115	3,939	2,743	5,851	3,748
24	Odisha	15,623	8,886	685	4,745	3,298	20,368	12,184
25	Puducherry	1,402	1,201	148	515	357	1,917	1,558
26	Punjab	13,629	9,925	1,052	8,625	3,883	22,254	13,808
27	Rajasthan	20,560	14,733	2,919	11,879	10,107	32,439	24,840
28	Sikkim	1,240	912	245	196	175	1,436	1,087
29	Tamil Nadu	16,596	11,738	1,962	9,360	7,265	25,956	19,003
30	Telangana	12,894	9,175	1,449	5,293	3,769	18,187	12,944
31	*DNHDD	31	12	-	2	2	33	14

S. No.	State / UT	Short Term Training (STT) (including SP)			Recognition of Prior Learning (RPL)		Grand Total	
		Trained	Certified	Placed	Oriented	Certified	Trained / Oriented	Certified
32	Tripura	2,967	1,833	243	627	562	3,594	2,395
33	Uttar Pradesh	43,884	30,863	3,123	25,981	19,461	69,865	50,324
34	Uttarakhand	8,668	5,869	691	3,021	2,521	11,689	8,390
35	West Bengal	20,623	13,715	2,069	6,524	4,133	27,147	17,848
Total		4,03,575	2,70,188	32,233	1,76,491	1,32,008	5,80,066	4,02,196
*DNHDD- The Dadra And Nagar Haveli And Daman And Diu								

Annexure-18

PMKVY 3.0 - Centrally Sponsored State Managed (CSSM) (as on 31.03.2024)

S. No.	State / UT	Short Term Training (including SP)			Recognition of Prior Learning		Grand Total	
		Trained	Certified	Placed	Oriented	Certified	Trained / Oriented	Certified
1	Andaman And Nicobar Islands	147	88	-	600	400	747	488
2	Andhra Pradesh	3,421	2,179	458	2,329	1,735	5,750	3,914
3	Arunachal Pradesh	1,195	841	310	4,705	2,858	5,900	3,699
4	Assam	3,252	2,215	939	4,630	3,420	7,882	5,635
5	Bihar	2,609	1,026	83	1,589	806	4,198	1,832
6	Chandigarh	192	160	73	200	175	392	335
7	Chhattisgarh	1,249	770	550	50	-	1,299	770
8	Delhi	1,835	1,571	207	1,519	1,077	3,354	2,648
9	Goa	240	185	1	220	157	460	342
10	Gujarat	3,517	2,784	570	6,600	4,853	10,117	7,637
11	Haryana	2,374	1,497	174	4,045	1,253	6,419	2,750
12	Himachal Pradesh	559	474	-	1,640	1,215	2,199	1,689
13	Jammu And Kashmir	709	362	-			709	362
14	Jharkhand	756	510	180	2,265	1,332	3,021	1,842
15	Karnataka	4,656	3,119	337	5,572	3,327	10,228	6,446
16	Kerala	2,338	1,781	650	2,655	1,896	4,993	3,677
17	Lakshadweep	120	52	-			120	52
18	Madhya Pradesh	2,964	2,179	888	2,042	1,244	5,006	3,423
19	Maharashtra	7,348	4,685	230	7,006	4,642	14,354	9,327
20	Manipur	677	545	212	2,571	1,974	3,248	2,519
21	Meghalaya	529	358	206	2,135	1,567	2,664	1,925
22	Mizoram	417	251	128	1,908	976	2,325	1,227
23	Nagaland	240	164	21			240	164
24	Odisha	2,361	1,501	215	3,165	2,036	5,526	3,537
25	Puducherry	286	217	160	800	727	1,086	944
26	Punjab	2,054	1,785	1,190	4,392	3,388	6,446	5,173
27	Rajasthan	4,137	3,332	-	6,383	4,305	10,520	7,637
28	Sikkim	382	233	182			382	233
29	Tamil Nadu	5,875	4,811	1,742	7,370	5,494	13,245	10,305
30	Telangana	2,714	2,008	280	1,211	736	3,925	2,744
31	DNHDD*	250	190	32			250	190

S. No.	State / UT	Short Term Training (including SP)			Recognition of Prior Learning		Grand Total	
		Trained	Certified	Placed	Oriented	Certified	Trained / Oriented	Certified
32	Tripura	781	638	220	1,703	1,017	2,484	1,655
33	Uttar Pradesh	6,977	4,763	341	5,473	3,153	12,450	7,916
34	Uttarakhand	716	429	71	1,436	793	2,152	1,222
35	West Bengal	3,345	1,905	133	0	0	3,345	1,905
Total		71,222	49,608	10,783	86,214	56,556	1,57,436	1,06,164
*DNHDD- The Dadra And Nagar Haveli And Daman And Diu								

Annexure-19

State-wise status on fund release PMKVY 3.0

S. No	State	Fund Approved in Principle (Rs. In Crores)	Funds Released (Rs. In Crores)
1	Andaman & Nicobar Islands	0.56	0
2	Andhra Pradesh	8.21	2.46
3	Arunachal Pradesh	2.77	4.18
4	Assam	12.50	3.75
5	Bihar	15.77	0
6	Chandigarh	0.56	0.17
7	Chhattisgarh	4.86	0
8	Dadra and Nagar Haveli and Diu	0.83	0
9	Delhi	5.40	1.62
10	Goa	0.77	0
11	Gujarat	11.34	1.91
12	Haryana	6.57	1.97
13	Himachal Pradesh	2.12	0
14	Jammu and Kashmir	3.06	0
15	Jharkhand	5.95	0
16	Karnataka	11.06	24.03
17	Kerala	6.75	2.03
18	Lakshadweep	0.36	0
19	Madhya Pradesh	11.87	3.56
20	Maharashtra	20.05	39.25
21	Manipur	2.75	0.82
22	Meghalaya	2.16	1.10
23	Mizoram	1.75	1.23
24	Nagaland	2.28	0.69
25	Odisha	7.83	0
26	Puducherry	0.77	0.23
27	Punjab	6.06	19.46
28	Rajasthan	12.19	0
29	Sikkim	1.21	0.36
30	Tamil Nadu	13.98	0
31	Telangana	8.58	3.97
32	Tripura	2.54	0.92
33	Uttar Pradesh	27.91	8.37
34	Uttarakhand	2.93	0.88
35	West Bengal	12.78	0
36	Ladakh	0.13	0
	Total	237.21	122.96

Annexure-20

Overall State-wise training details of PMKVY 4.0 (as on 31.03.2024)

S. No.	State / UT	Short Term Training (STT) (including Special Projects)			Recognition of Prior Learning (RPL)		Total	
		Trained	Certified	Reported Placed	Oriented	Certified	Trained / Oriented	Certified
1	Andaman And Nicobar Islands	168	114	0	500	0	668	114
2	Andhra Pradesh	28,813	15,443	423	3,663	2,658	32,476	18,101
3	Arunachal Pradesh	4,054	560	0	89	11	4,143	571
4	Assam	23,427	8,690	0	15,031	7,526	38,458	16,216
5	Bihar	20,115	9,082	0	3,739	1,735	23,854	10,817
6	Chandigarh	330	170	0			330	170
7	Chhattisgarh	8,136	4,531	584	185	64	8,321	4,595
8	Delhi	6,507	2,730	0	4,189	2,937	10,696	5,667
9	Goa	58	26	0	125	0	183	26
10	Gujarat	13,586	4,001	0	6,483	4,427	20,069	8,428
11	Haryana	16,690	8,908	0	11,095	3,592	27,785	12,500
12	Himachal Pradesh	4,229	2,284	0	1,095	691	5,324	2,975
13	Jammu And Kashmir	20,939	10,802	234	7,926	3,546	28,865	14,348
14	Jharkhand	6,829	3,611	0	1,991	1,386	8,820	4,997
15	Karnataka	7,986	2,899	0	5,228	3,140	13,214	6,039
16	Kerala	7,822	3,231	0	1,004	615	8,826	3,846
17	Ladakh	445	164	0	0	0	445	164
18	Lakshadweep	0	0	0			0	0
19	Madhya Pradesh	25,730	12,721	675	9,176	4,898	34,906	17,619
20	Maharashtra	25,257	9,589	0	10,545	5,149	35,802	14,738
21	Manipur	2,412	471	0	467	38	2,879	509
22	Meghalaya	1,498	256	0	1,005	761	2,503	1,017
23	Mizoram	2,092	637	0	1,467	204	3,559	841
24	Nagaland	2,460	979	0	1,371	217	3,831	1,196
25	Odisha	15,286	8,435	0	6,550	3,219	21,836	11,654
26	Puducherry	1,290	810	0	296	172	1,586	982
27	Punjab	11,177	4,753	0	1,178	322	12,355	5,075
28	Rajasthan	16,410	7,773	0	7,296	2,842	23,706	10,615
29	Sikkim	2,802	643	0			2,802	643
30	Tamil Nadu	23,447	11,282	0	11,074	6,802	34,521	18,084
31	Telangana	12,119	7,082	0	3,321	2,755	15,440	9,837

S. No.	State / UT	Short Term Training (STT) (including Special Projects)			Recognition of Prior Learning (RPL)		Total	
32	DNHDD*	301	96	0	0	0	301	96
33	Tripura	2,884	1,261	0	2,197	1,342	5,081	2,603
34	Uttar Pradesh	51,542	21,937	126	21,139	11,137	72,681	33,074
35	Uttarakhand	7,349	2,864	0	4,309	3,156	11,658	6,020
36	West Bengal	17,637	8,122	0	8,075	3,603	25,712	11,725
Total		3,91,827	1,76,957	2,042	1,51,809	78,945	5,43,636	2,55,902
DNHDD* The Dadra and Nagar Haveli and Daman and Diu								

Annexure-21

State wise details of PMKKs (as on 31.03.2024)

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 31.03.2024
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

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 31.03.2024
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
	Total	785*	707	818	714

*Districts which are newly formed have been mapped and added taking the updated count of Districts in India to "785"(<https://lgdirectory.gov.in/globalviewdistrict.do>)

Annexure-22

List of 155 NSQF Complaint Trades (85 Engineering Trades + 65 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

16	Electronics Mechanic	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
17	Electroplater	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
18	Fitter	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
19	Foundryman	Passed 10th class examination	3	One year	2022
20	In Plant Logistics Assistant	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
21	Industrial Painter	Passed 10th class examination or its equivalent.	3	One year	2022
22	Industrial Robotics & Digital Manufacturing Technician	Class X Pass plus simultaneously enrolled for class XII through NIOS or Class XII pass or ITI plus class X	3	One year	2022
23	Information and Communication Technology System Maintenance	Passed 10th Class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
24	Information Technology	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
25	Instrument Mechanic	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
26	Instrument Mechanic (Chemical Plant)	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
27	Interior Design and Decoration	Passed 10th class examination with Science & Mathematics or its equivalent	3	One year	2022
28	Laboratory Assistant (Chemical Plant)	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
29	Lift and Escalator Mechanic	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
30	Machinist	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
31	Machinist Grinder	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
32	Maintenance Mechanic (Chemical Plant)	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
33	Manufacturing Process Control and Automation	Class X Pass plus simultaneously enrolled for class XII through NIOS or Class XII pass or ITI plus class X	3	One year	2022

34	Marine Engine Fitter	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
35	Marine Fitter	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
36	Mason (Building Constructor)	Passed 8th class examination	3	One year	2022
37	Mechanic Agricultural Machinery	Passed 10th class examination with Science and mathematics	4	Two Years	2022
38	Mechanic Auto Body Painting	Passed 10th class examination or its equivalent.	3	One year	2022
39	Mechanic Auto Body Repair	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
40	Mechanic Auto Electrical and Electronics	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
41	Mechanic Consumer Electronic Appliances	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
42	Mechanic Diesel	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
43	Mechanic Electric Vehicle	Class X Pass plus simultaneously enrolled for class XII through NIOS or Class XII pass or ITI plus class X	4	Two Years	2022
44	Mechanic Lens/ Prism Grinding	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
45	Mechanic Machine Tool Maintenance	Passed 10th Class Examination with Science and Mathematics or its equivalent	4	Two Years	2022
46	Mechanic Mining Machinery	Passed 10th Class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
47	Mechanic Motor Vehicle	Passed 10th Class examination with Science and Mathematics or its equivalent	4	Two Years	2022
48	Mechanic Tractor	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
49	Mechanic Two and Three Wheeler	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
50	Operator Advance Machine Tool	Passed 10th Class examination with Science and Mathematics	4	Two Years	2022
51	Painter (General)	Passed 10th class examination.	4	Two Years	2022
52	Plastic Processing Operator	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022

53	Plumber	Passed 8th class Examination	3	One year	2022
54	Pump Operator Cum Mechanic	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
55	Refractory Technician	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
56	Refrigeration and Air Conditioner Technician	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
57	Rubber Technician	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
58	Sheet Metal Worker	Passed 8th class examination	3	One year	2022
59	Small Hydro Power Plant Technician	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2023
60	Solar Technician (Electrical)	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
61	Spinning Technician	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
62	Stone Mining Machine Operator	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
63	Stone Processing Machine Operator	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
64	Surveyor	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
65	Technician Electronics System Design & Repair	a) 10th Class Passed b) Lateral Entry: Direct 2nd Year admission for NTC Passed Out (Two Years Courses) In Electronics & Hardware Sector or IoT Group of trades.	4	Two Years	2022
66	Technician Mechatronics	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
67	Technician Medical Electronics	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
68	Technician Power Electronic Systems	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
69	Textile Mechatronics	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
70	Textile Wet Processing Technician	Passed 10th class examination with Science and Mathematics	4	Two Years	2022

71	Tool & Die Maker (Dies & Moulds)	Passed 10th Class examination with Science and Mathematics or its equivalent	4	Two Years	2022
72	Tool & Die Maker (Press Tools, Jigs & Fixtures)	Passed 10th Class with Science and Mathematics under 10+2 system of education or its equivalent	4	Two Years	2022
73	Turner	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
74	Vessel Navigator	Passed 10th Class with Science and Mathematics or its equivalent	4	Two Years	2022
75	Warehouse Technician	Passed 10th class examination.	3	One year	2022
76	Weaving Technician	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
77	Welder	Passed 8th class examination	3	One year	2022
78	Welder (Fabrication & Fitting)	Passed 8th class examination	3	One year	2022
79	Welder (GMAW & GTAW)	Passed 8th class examination	3	One year	2022
80	Welder (Pipe)	Passed 8th class examination	3	One year	2022
81	Welder (Structural)	Passed 8th class examination	3	One year	2022
82	Welder (Welding & Inspection)	Passed 8th class examination	3	One year	2022
83	Wind Plant Technician	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2023
84	Wireman	Passed 8th class examination	3	Two Years	2022
85	Computer Aided Manufacturing (CAM) Programmer	Passed 10th class examination	3.5	One Year	2023

ii) **Non-Engineering Trades: 65**

Sl. No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year Revision
1	Agro Processing	Passed 10th Class examination or its equivalent	3	One year	2022
2	Baker & Confectioner	Passed 10th class examination or its equivalent	3	One year	2022
3	Bamboo Works	Passed 8th Class Examination	3	One year	2022
4	Catering & Hospitality Assistant	Passed 10th class examination or its equivalent.	3	One year	2022
5	Computer Aided Embroidery & Designing	Passed 10th class examination or its equivalent	3	One year	2022
6	Computer Hardware & Network Maintenance	Passed 10th Class examination with Science and Mathematics or its equivalent	3	One year	2022

7	Computer Operator and Programming Assistant (COPA)	Passed 10th class examination	3	One year	2022
8	Cosmetology	Passed 10th class examination or its equivalent	3	One year	2022
9	Dairying	Passed 10th class examination or its equivalent	3	One year	2022
10	Data Entry Operator	Passed 10th class examination	3	6 months	2022
11	Database System Assistant	Passed 12th class examination with Science & Mathematics or equivalent.	4	One year	2022
12	Dental Laboratory Equipment Technician	Passed 10th class examination or its equivalent	4	Two Years	2022
13	Desktop Publishing Operator	Passed 10th class examination or its equivalent.	3	One year	2022
14	Digital Photographer	Passed 10th class examination or its equivalent.	3	One year	2022
15	Dress Making	Passed 08th class examination	3	One year	2022
16	Driver cum Mechanic	Passed 8th Class Examination	3	6 months	2022
17	Drone Technician	Passed 10th Class Examination with Science and Mathematics or its equivalent	3	6 months	2022
18	Early Childhood Educator	Passed 10th class examination or its equivalent	3	One year	2022
19	Fashion Design and Technology	Passed 10th class examination or its equivalent	3	One year	2022
20	Fiber to Home Technician	Passed 10th Examination OR Passed in Level 3 Short term course related to fiber technology with two years relevant experience.	3	6 months	2022
21	Finance Executive	Passed 10th class examination or its equivalent	3	One year	2022
22	Fire Technology and Industrial Safety Management	(a).Passed class 10th class Examination or its equivalent. (b).The minimum physical requirements are i. Height - 165 cm ii. Weight - 52 kg iii. Chest - Normal 81 cm - Expanded 85 cm A registered MBBS doctor must certify that the candidate is medically fit to undertake the course	3	One year	2022
23	Fireman	Passed class 10th Class Examination or its equivalent.	3	6 months	2022
24	Floriculture & Landscaping	Passed 10th class examination or its equivalent	3	One year	2022

25	Food and Beverages Service Assistant	Passed 10th class examination or its equivalent	3	One year	2022
26	Food Beverage	Passed 10th Class examination with Science and Mathematics or its equivalent	3	One year	2022
27	Food Production (General)	Passed 10th class examination or its equivalent.	3	One year	2022
28	Footwear Maker	Passed 8th Class Examination	3	One year	2022
29	Front Office Assistant	Passed 10th class examination or its equivalent.	3	One year	2022
30	Fruits and Vegetables Processing	Passed 10th Class examination with Science and Mathematics or its equivalent	3	One year	2022
31	Geo-Informatics Assistant	Passed 12th class examination with Mathematics in matriculation or its equivalent	4	One year	2022
32	Geriatric Care Aide	Passed 10th class examination or its equivalent	3	One year	2022
33	Health Sanitary Inspector	Passed 10th class examination or its equivalent	3	One year	2022
34	Health, Safety and Environment	Passed class 10 Examination or its equivalent. The minimum physical requirements are i. Height - 165 cm ii. Weight - 52 kg iii. Chest - Normal 81 cm - Expanded 85 cm. A registered MBBS doctor must certify that the candidate is medically fit to undertake the course.	3	One year	2022
35	Honey Processing Technician	Passed class 10 the examination	3	6 months	2022
36	Horticulture	Passed class 10th examination or its equivalent	3	One year	2022
37	Hospital Housekeeping	Passed 10th class Examination or its equivalent.	3	One year	2022
38	Housekeeper	Passed 10th class Examination or its equivalent.	3	One year	2022
39	Human Resource Executive	Passed 10th class examination or its equivalent.	3	One year	2022
40	IoT Technician (Smart Agriculture)	Passed 10th class examination with Science and Mathematics or its equivalent	3	One year	2022
41	IoT Technician (Smart City)	Passed 10th class examination with Science and Mathematics or its equivalent	3	One year	2022
42	IoT Technician (Smart Health Care)	Passed 10th class examination with Science and Mathematics or its equivalent	3	One year	2022

43	Leather Goods Maker	Passed 8th Class Examination	3	One year	2022
44	Marketing Executive	Passed 10th class examination or its equivalent	3	One year	2022
45	Milk and Milk Product Technician	Passed 10th class examination or its equivalent	3	One year	2022
46	Multimedia, Animation & Special Effects	Passed 10th class examination or its equivalent.	3	One year	2022
47	Photographer	Passed 10th class examination or its equivalent.	3	One year	2022
48	Physiotherapy Technician	Passed 10th class examination or its equivalent	3	One year	2022
49	Radiology Technician	Passed 10th Class examination with Science and Mathematics or its Equivalent.	4	Two Years	2022
50	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
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 10 th class examination	3.5	One Year	2023

iii) **Divyang Trades : 05**

S I . No.	Name of the Trade	Entry Qualification	N S Q F 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-23

List of 26 NSQF Complaint Flexi MoU Trades under Craftsmen Training Scheme

Sl. No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year NSQF approval	for ap-
1	Amanat cum Surveyor	Passed 10th Class examination	4	One Year	2022	
2	Assembly Technician (Automotive)	Passed 10th Class examination or its equivalent	4	Two Years	2022	
3	Automotive Body Painter	Passed 10th Class examination or its equivalent	4	One Year	2019	
4	Automotive Body Repairing Technician	Passed 10th Class examination or its equivalent	4	One Year	2019	
5	Automotive Manufacturing Technician	Passed 10th Class examination or its equivalent	5	Two Years	2019	
6	Automotive Paint Technician	Passed 10th Class examination or its equivalent	4	Two Years	2022	
7	Automotive Servicing & Repairing Technician	Passed 10th Class examination or its equivalent	5	Two Years	2019	
8	Automotive Weld Technician	Passed 10th Class examination or its equivalent	4	Two Years	2022	
9	Barefoot Technician	Passed 10th Class examination	4	Two Years	2022	
10	Crane Operator (Integrated Steel Plant)	Passed 8th Class examination or its equivalent	4	Six Months	2020	
11	Electrician (Integrated Steel Plant)	Passed 10th Class examination with science and Mathematics or its equivalent	4	One Year	2020	
12	Fintech Sales Executive	Passed 10th Class Examination, possessing a smart phone to attend classes & complete tasks assigned	3	Six Months	2022	
13	Fitter (Integrated Steel Plant)	Passed 10th Class examination with science and Mathematics or its equivalent	4	One Year	2020	
14	Fitter (OF)	NCVT qualified Govt Employees	4	One Year	2020	
15	Grinder (OF)	NCVT qualified Govt Employees	4	One Year	2020	
16	Light Vehicle Operator (Integrated Steel Plant)	Passed 5th Class examination or its equivalent	3	Six Months	2020	
17	Machinist (OF)	NCVT qualified Govt Employees	4	One Year	2020	
18	Mechatronics Technician	Passed 10th Class examination or its equivalent	4	Two Years	2022	
19	Mine Surveyor	Passed 10th Class examination	4	Two Years	2022	
20	Office Management (Integrated Steel Plant)	Passed 10th Class examination or its equivalent	3	Six Months	2020	
21	Smart Manufacturing Operator (Electronics)	Passed 10th Class examination with Aptitude test	4	Two Years	2022	
22	Software Programmer (Web Developer)	Passed 10th Class Examination with Aptitude Test	4	One Year	2022	

23	Technician - Plant Maintenance	Passed 10th Class with Science and Mathematics or its equivalent	5	Six Months	2021
24	Turner (OF)	NCVT qualified Govt Employees	4	One Year	2020
25	Welder (Integrated Steel Plant)	Passed 8th Class examination or its equivalent	3	Six Months	2020
26	Welder (OF)	NCVT qualified Govt Employees	4	One Year	2020

Annexure-24

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-25

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-26

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 Davangare, 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, Ambarnath, Thane, Maharashtra
30	Maharashtra	Government	Govt. IToT, Nagpur, Maharashtra

Sl. No.	State	Institute Type	Name of IToTs
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
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, Barbil kendu-jhar
41	Odisha	Government	Govt. Institute for Training of Trainers, Bhubaneswar
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

Sl. No.	State	Institute Type	Name of IToTs
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
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, Mallepally
95	Telangana	Government	Govt. Institute for Training of Trainers, G Nizamabad
96	Telangana	Government	Govt. Institute for Training of Trainers, Old City

Sl. No.	State	Institute Type	Name of IToTs
97	Telangana	Government	Govt. Institute for Training of Trainer, Shantinagar, Mallepally
98	Telangana	Government	Govt. Institute for Training of Trainers, Mancherial
99	Telangana	Government	Govt. Institute for Training of Trainers, (Boys) Warangal
100	Tripura	Government	Govt. Institute for Training of Trainers, Khumulwng
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-27

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	Khattuji IToT, Fazilka, Punjab
9	Punjab	Private	Saraswati IToT, Bhatinda, Punjab
10	Rajasthan	Private	Bagar IToT, Jhunjhunu, Rajasthan
11	Uttar Pradesh	Private	Syadwad IToT, Baghpat, Uttar Pradesh

Annexure-28

Short-term Training Programs conducted in NSTIs

S I . No.	Name of Institute	Prominent Courses	Prominent Industries/ Instiutes/ Organisations collaborated	Duration of the course	No. of participants
1	NSTI Bengaluru	1. Basic Hydraulic and Pneumatic Controls 2. Programming & Operation on Turning & Milling Centre 3. ISRO Technical Training Programs 4. Programming & Operation on Turning & Milling Centre 5. Mechatronics 6. CATIA	1. Naval Dockyard 2. ONGC 3. ISRO 4. Naval Ship Repair Yard 5. South Western Railway	03 Days to 02 Weeks	860
2	NSTI Calicut	1. Advance Refrigeration and Air Conditioning 2. Solar PV Installar & maintenance 3. Basic PLC programming	1. ISRO 2. AVTS as per demand of local industries/ trainees	01 Week	357
3	NSTI Chennai	1. Basics of Pneumatic, Electro Pneumatic and Hydraulic System 2. Diagnosis, Repair & Maintenance of CRDI Diesel Engine 3. Electro - Pneumatic Automation With PLC	1. Integral Coach Factory Chennai 2. NSRY, NAVAL Base Karwar 3. Army Base Workshop, Delhi Cantt., 4. 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)	1. Basic Programming on CNC Horizontal and/ or Vertical Milling Machine 2. Welding Technology and Basics of Advanced welding 3. Industrial Hydraulic and Pneumatic Controls 4. Metrology and Engineering Inspection 5. AutoCAD basics and modelling softwares	1. ONGC 2. Visakhapatnam Steel Plant 3. Naval Armament Depot 4. Naval Dockyard Mumbai 5. Rashtriya Ispat Nigam Limited, Visakhapatnam	01 Week to 12 Weeks	1732

6	NSTI Jodhpur	1. Precision Assembly for Fitters	1. ISRO	01 Week	35
7	NSTI Mumbai	1. Industrial Automation with Electro-Hydraulics and Electro-Pneumatics 2. Advanced Welding (TIG, MIG & SAW) 3. Preventive Maintenance of Machine Tools, Bearing & Lubrication 4. PLC Controller & SCADA	1. Mazagon Dock Shipbuilders Ltd., Mumbai 2. Naval Ship Repair Yard, Karwar 3. ISRO 4. Bharatiya Reserve Bank Note Mudran (P) Ltd	01 Week	83
8	NSTI (W) Hyderabad	1. Drafting, Cutting and Stitching of dress 2. Professional Beauty Therapy (Advanced) 3. Hand Embroidery (Basic)	1. Indian Army Camp - Mahdipatnam 2. 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	1. Soft Skills and MS Office 2. Corel Draw 3. Domestic Plumber	1. Pidilite 2. AVTS as per demand of local industries/ trainees	02 Weeks to 04 Weeks	296

Annexure-29

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

Annexure-30

State wise details of workshops organized in the country

Sl. No	Name of the State	No. of Workshops Organized
1	Andhra Pradesh	9
2	Arunachal Pradesh	8
3	Assam	11
4	Bihar	13
5	Chhattisgarh	11
6	Goa	1*
7	Gujarat	11
8	Haryana	7
9	Himachal Pradesh	4
10	Jharkhand	8
11	Karnataka	10
12	Kerala	5
13	Madhya Pradesh	18
14	Maharashtra	12
15	Manipur	5
16	Meghalaya	4
17	Mizoram	4
18	Nagaland	5
19	Odisha	10
20	Punjab	8
21	Rajasthan	11
22	Sikkim	2
23	Tamil Nadu	13
24	Telangana	11
25	Tripura	3
26	Uttar Pradesh	25
27	Uttarakhand	4
28	West Bengal	8
29	Andaman and Nicobar	1*
30	Chandigarh	1*
31	Dadra and Nagar Haveli and Daman and Diu	1*
32	Delhi	4
33	Jammu and Kashmir	6
34	Lakshadweep	1*
35	Ladakh	1*
36	Puducherry	1
Grand Total		257

Annexure-31

State-wise apprentices engaged under NAPS since its inception FY 2016-17 to FY 2023-24

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	Grand Total
1	Andaman And Nicobar Islands	-	-	-	-	3	9	41	48	101
2	Andhra Pradesh	6,028	6,076	5,986	3,862	4,395	15,501	16,453	21,751	80,052
3	Arunachal Pradesh	4	1	2	-	3	18	42	65	135
4	Assam	570	1,068	1,516	2,204	2,452	14,006	9,660	8,178	39,654
5	Bihar	2,663	6,074	5,923	1,162	1,237	6,476	5,545	5,326	34,406
6	Chandigarh	48	130	129	346	280	813	668	1,231	3,645
7	Chhattisgarh	1,142	934	1,895	5,637	1,653	2,660	4,881	5,261	24,063
8	Delhi	1,073	1,410	2,057	5,119	7,784	17,767	15,830	15,993	67,033
9	Goa	199	246	334	1,720	2,033	3,432	4,407	11,902	24,273
10	Gujarat	14,431	16,623	47,571	45,130	56,900	69,573	76,234	83,611	4,10,073
11	Haryana	5,186	17,683	20,408	18,995	32,090	42,193	62,874	66,471	2,65,900
12	Himachal Pradesh	968	1,650	1,572	1,911	1,767	5,666	6,827	10,182	30,543
13	Jammu And Kashmir	451	230	345	305	260	832	989	849	4,261
14	Jharkhand	4,371	4,593	5,405	2,137	5,034	8,258	9,151	11,827	50,776
15	Karnataka	9,097	10,447	9,575	13,815	17,276	41,990	58,651	78,497	2,39,348
16	Kerala	2,687	4,315	4,309	3,899	6,425	8,979	11,277	13,085	54,976
17	Ladakh	-	-	-	-	6	18	28	66	118
18	Lakshadweep	5	-	-	-	18	4	9	6	42
19	Madhya Pradesh	3,857	5,019	6,691	6,959	9,519	17,090	21,205	22,704	93,044
20	Maharashtra	25,174	35,139	35,249	36,635	71,441	1,46,890	1,86,026	2,63,239	7,99,793
21	Manipur	8	5	39	16	11	90	32	18	219
22	Meghalaya	3	-	3	51	105	117	181	212	672
23	Mizoram	1	-	-	4	1	4	4	12	26
24	Nagaland	24	4	4	14	1	27	22	15	111
25	Odisha	2,938	3,890	4,024	3,518	3,936	8,296	10,466	10,733	47,801
26	Puducherry	266	328	378	480	299	1,090	1,343	2,442	6,626
27	Punjab	2,423	1,754	2,046	2,858	4,458	11,658	15,368	14,767	55,332
28	Rajasthan	1,994	3,098	3,533	4,076	6,411	9,481	15,205	18,210	62,008
29	Sikkim	33	22	5	128	162	308	202	298	1,158
30	Tamil Nadu	5,981	10,219	9,103	13,606	24,911	49,962	72,329	1,01,519	2,87,630
31	Telangana	5,129	4,812	5,802	9,687	13,995	38,551	31,831	37,662	1,47,469
32	The Dadra And Nagar Haveli and Daman And Diu	68	121	102	97	597	1,283	1,006	2,873	6,147
33	Tripura	12	45	158	437	255	244	368	382	1,901
34	Uttar Pradesh	11,784	14,269	18,846	12,637	19,957	38,040	56,959	71,378	2,43,870
35	Uttarakhand	1,038	1,623	2,303	2,607	4,360	9,986	16,441	21,020	59,378
36	West Bengal	1,769	2,526	3,090	6,185	7,371	18,791	26,104	29,497	95,333
	Grand Total	1,11,425	1,54,354	1,98,403	2,06,237	3,07,406	5,90,103	7,38,659	9,31,330	32,37,917



सत्यमेव जयते

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MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

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