

**Training Module on  
Employment through Skill Training & Placement  
for  
Capacity building of field functionaries of NULM**

**National Urban Livelihoods Mission**

**Ministry of Housing and Urban Poverty Alleviation  
(MoHUPA)**

## Contents

<b>Contents</b> .....	<b>i</b>
<b>Abbreviations</b> .....	<b>iii</b>
<b>Preface</b> .....	<b>v</b>
<b>Framework for EST&amp;P Training Module Development</b> .....	<b>vii</b>
<b>Chapter I</b> .....	<b>1</b>
<b>1. Introduction</b> .....	<b>1</b>
<b>Chapter II</b> .....	<b>3</b>
<b>2. Current Scenario of Skill Development in India</b> .....	<b>3</b>
<b>Chapter III</b> .....	<b>6</b>
<b>3. Coordinated Action for Skill Development in India</b> .....	<b>6</b>
<b>3.1 Role of the Ministry of Skill Development and Entrepreneurship</b> .....	<b>6</b>
<b>3.2 National Policy on Skill Development</b> .....	<b>7</b>
3.2.1 National Skill Development and Entrepreneurship Policy 2015 .....	<b>8</b>
<b>3.3 Institutional Structures for Skills Development</b> .....	<b>10</b>
3.3.1 National Skill Development Agency.....	<b>10</b>
3.3.2 National Skill Development Corporation.....	<b>11</b>
3.3.3 Sector Skill Councils (SSC) .....	<b>11</b>
3.3.4 Ministries / Departments involved in Skills Development.....	<b>13</b>
3.3.5 State Skill Missions/Nodal Agency for Skill Development.....	<b>14</b>
3.3.6 Private Skills Training Institutions .....	<b>14</b>
3.3.7 Entrepreneurship Development Promotion Agencies .....	<b>14</b>
3.3.8 Skill Assessment & Certification Agencies .....	<b>14</b>
<b>3.4 Skills Qualification Framework</b> .....	<b>15</b>
3.4.1 Need for Skills Qualification Framework .....	<b>15</b>
3.4.2 National Skills Qualification Framework.....	<b>17</b>
3.4.3 National Occupational Standards and Related Issues.....	<b>19</b>
3.4.4 Level Descriptors .....	<b>20</b>
3.4.5 International Experience with Qualification Frameworks .....	<b>22</b>
3.4.6 Implementation schedule for NSQF.....	<b>24</b>
<b>3.5 Common Norms in Skill Development</b> .....	<b>25</b>
3.5.1 Skill Development.....	<b>25</b>
3.5.2 Skill Development Courses .....	<b>26</b>
3.5.3 Input Standards .....	<b>26</b>
3.5.4 Outcome of Skill Development.....	<b>27</b>
3.5.5 Funding Norms & Fund Flow Mechanism.....	<b>27</b>
3.5.6 Monitoring & Tracking .....	<b>27</b>
3.5.7 Advocacy & Awareness Building.....	<b>28</b>
<b>Chapter IV</b> .....	<b>29</b>
<b>4. Direct Stakeholders of Skill Development</b> .....	<b>29</b>
<b>4.1 Persons Seeking Employment</b> .....	<b>29</b>
<b>4.2 Employers</b> .....	<b>29</b>
<b>Chapter V</b> .....	<b>30</b>
<b>5. Skill Development and NULM</b> .....	<b>30</b>

<b>5.1</b>	<b>Overview of National Urban Livelihood Mission .....</b>	<b>30</b>
<b>5.2</b>	<b>Components of NULM .....</b>	<b>30</b>
5.2.1	Social Mobilisation and Institution Building.....	30
5.2.2	Capacity Building and Training .....	30
5.2.3	Employment Through Skills Training and Placement.....	30
5.2.4	Self-Employment Programme .....	30
5.2.5	Support to Urban Street vendors.....	31
5.2.6	Shelter for Urban Homeless .....	31
5.2.7	Innovative and Special Projects.....	31
<b>5.3</b>	<b>Employment through Skills Training and Placement.....</b>	<b>32</b>
5.3.1	Objectives of EST&P.....	32
5.3.2	Eligibility Criteria.....	32
<b>Chapter VI .....</b>		<b>33</b>
<b>6.</b>	<b>Key process of Skill Development under NULM at different levels .....</b>	<b>33</b>
<b>6.1</b>	<b>Central Government/NULM .....</b>	<b>34</b>
6.1.1	Coordinating Implementation.....	34
6.1.2	Fund Allocation and Fund Release .....	34
6.1.3	Capacity Building of Stakeholders.....	34
6.1.4	MIS, Monitoring & Reporting – National level.....	34
6.1.5	Documenting and Recognizing Best Practices .....	35
<b>6.2</b>	<b>State Government/SULM .....</b>	<b>35</b>
6.2.1	Preparation of skill component of Annual Action Plan .....	35
6.2.2	Awareness Generation and Demand creation.....	35
6.2.3	Skill Gap Analysis .....	36
6.2.4	Selection of Skill Training Providers (STP) .....	39
6.2.5	Selection of Certification Agencies .....	40
6.2.6	MIS, Monitoring and Reporting – State Level .....	40
6.2.7	Funding norms .....	40
6.2.8	Documenting and Recognizing Best Practices.....	40
<b>6.3</b>	<b>Urban Local Bodies/CMMU .....</b>	<b>40</b>
6.3.1	Mobilization of Candidates.....	40
6.3.2	Allotting candidates to Training Centre.....	41
6.3.3	MIS, Monitoring and Reporting – City Level .....	41
6.3.4	Facilitating Credit Linkage & Task Force.....	42
6.3.5	Reporting to SULM .....	42
<b>6.4</b>	<b>Skill Training Providers.....</b>	<b>42</b>
6.4.1	Setting up of Training Centres for Approved Courses .....	42
6.4.2	Curriculum Designing.....	42
6.4.3	Mobilisation of Candidates by STPs.....	43
6.4.4	Batch Planning in Coordination with ULBs .....	43
6.4.5	Conducting Training.....	43
6.4.6	Certification.....	44
6.4.7	Post Training Support and Tracking .....	44
6.4.8	MIS, Monitoring and Reporting – STP level.....	45
<b>6.5</b>	<b>Certification Agencies .....</b>	<b>45</b>
<b>I</b>	<b>Annexure.....</b>	<b>i</b>
i.	List of Sector Skill Councils .....	i
ii.	List of Skills Training schemes offered by various Ministries /Departments.....	iii
iii.	Level Descriptors of NSQF .....	xii
iv.	Additional information on skill training and post training support .....	xvii
<b>II</b>	<b>Reference Materials.....</b>	<b>xxx</b>

## Abbreviations

A&O	Administration & Operation
AAP	Annual Action Plan
AICTE	All India Council of Technical Education
APEL	Accreditation of Prior Experiential Learning
API	Application Program Interface
AQF	Australian Qualifications Framework
ASSOCHEM	Associated Chambers of Commerce of India
B.Voc	Bachelor of Vocations
BPL	Below Poverty Line
CA	Certification Agencies
CBO	Community Based Organisations
CBT	Capacity Building and Training
CEO	Chief Executive Officer
CIPET	Central Institute of Plastic Engineering & Technology
CLC	City Livelihood Centre
CMMU	City Mission Management Unit
CO	Community Organisers
DGET	Director General of Employment & Training
DIC	District Industries Centre
EDI	Entrepreneurship Development Institute
EST&P	Employment Through Skills and Placement
EU	European Union
FAQ	Frequently Asked Questions
GFR	General Financial Rules
GDP	Gross Domestic Product
HRM	Human Resource Management
IIE	Indian Institute of Entrepreneurship
ILO	International Labour Organisation
IT	Information Technology
ITC	Industrial Training Centre
ITES	Information technology Enabled Services
ITI	Industrial Training Institute
KVK	Krishi Vigyan Kendra
LMIS	Labour Market Information System
LWE	Left Wing Extremism
MES	Modular Employable Skills
MHUPA	Ministry of Housing and Urban Poverty Alleviation
MIS	Management Information System
MMU	Mission Management Unit
MoLE	Ministry of Labour & Employment
MoSDE	Ministry of Skill Development & Entrepreneurship
MPR	Monthly Progress Report
MSME	Ministry of Small and Medium Enterprises
NASSCOM	National Association of Software and Services Companies
NCVT	National Council for Vocational Training
NGO	Non Government Organisation
NIIT	National Institute of Information Technology

NMMU	National Mission Management Unit
NOS	National Occupational Standards
NSDA	National Skill Development Agency
NSDC	National Skill Development Corporation
NSQC	National Skills Qualification Committee
NSQF	National Skills Qualification Framework
NSRS	National Skills Recognition System
NSSO	National Sample Survey Organisation
NULM	National Urban Livelihood Mission
NVEQF	National Vocational Education Qualification Framework
NVQ	National Vocational Qualification
NVQF	National Vocational Qualification Framework
OBC	Other Backward Classes
OECD	Organisation for Economic Cooperation and Development
OJT	On the Job Training
PMEGP	Prime Minister's Employment Generation Programme
PwD	Persons with Disability
QP	Qualification Pack
RDAT	Regional Directorate of Apprenticeship Training
RO	Resource Organisations
RPL	Recognition of Prior Learning
SC	Scheduled Caste
SCVT	State Council of Vocational Training
SDIS	Skill Development Initiative Scheme
SDMS	Skill Development Management System
SGA	Skill Gap Analysis
SHG	Self Help group
SJSRY	Swarna Jayanti Shahari Rojgar Yojana
SLBC	State Level Banking Committee
SMID	Social Mobilisation and Institution Development
SMS	Short Messaging Service
SMMU	State Mission Management Unit
SSC	Sector Skill Council
ST	Scheduled Tribes
STEP-UP	Skill Training for Employment Promotion among Urban Poor
STP	Skill Training Provider
SUH	Shelter for Urban Homeless
SULM	State Urban Livelihood Mission
SUSV	Scheme for Urban Street Vendors
ToR	Terms of Reference
ToT	Training of Trainers
UGC	University Grants Commission
ULB	Urban Local Body
UT	Union Territories
VET	Vocational Education & Training
WB	World Bank

## Preface

---

India has a large working age population of 15 to 59 years of age which can make a significant contribution to the country's growth provided it is equipped to be productive. This working age population is estimated to rise by many times over the coming decades. This rise would escalate the number of people in the unorganised sector of work unless they are encouraged to acquire the right set of skills and knowledge and prepared for employability. Also this will ensure India's competitiveness in the global market.

There are likely chances of more jobs being created in the future but definitely unlikely that the employers invest in skilling the employees. Also, the employees themselves are constrained to mobilise their own resources for up-skilling themselves. Further, if the current situation is any indication then there are very few job ready workers available in the market. So, it is not only the growing young workforce that needs to be trained with the market savvy skills but also the middle-aged who lack the required competency to move up the ladder of growth. When these individuals are up-skilled in the current economic space their chances of acquiring better employment opportunity increase.

It is in this context National Urban Livelihood Mission (NULM) was launched on 24<sup>th</sup> September 2013 to cater to the needs of the vulnerable in urban areas so that they could access skilled employment opportunities and succeed in attaining better quality of life on a sustainable basis. Employment through Skills Training and Placement (EST&P) under NULM provides skill training to the urban poor so that they can set up self-employment ventures or secure salaried employment. EST&P also envisages increased participation of women, people with disabilities and other disadvantaged sections in the skilling programme.

Accordingly all States/UTs need to embark on a Mission mode approach to promote skill-training opportunities so that there is increase in productivity of workforce both in the organized and the unorganized sectors. Field functionaries including key officials and technical experts from State Mission Management Units (SMMU) and City Mission Management Units (CMMU) have major responsibility to motivate, prepare and support urban unemployed to opt for a course, take training in that course and finally sustain a career or a micro-enterprise, which would ensure their livelihood.

The field functionaries of NULM need to build their own capacity in order to help the urban poor. Firstly, they should know the nitty-gritty of the entire skilling programme of NULM as it entails not just training but also assessment and certification leading to sustainable job placement. Secondly, they have to have a fair idea of the skills that are required in the market both age-wise as well as gender-wise. Thirdly, they must be in a position to assess the competence of the training providers. Fourthly, they need to support the trainees/ beneficiaries in procuring and sharing information on the various government and private initiatives in employment.

This module describes in detail, all the sessions to be taken by the trainers to build capability of NULM field functionaries for promoting and supporting EST&P for developing skilled workers among the urban population. It illustrates the purpose and learning outcomes of each session. Besides training, it also describes the type of support that they need to offer as a follow up.

The contribution of NIESBUD, Noida is appreciated in developing this training module. This Training Module would be useful for all the stakeholders who are involved in the promotion of Skill Development for the urban poor.

### Framework for EST&P Training Module Development

<b>Name of the training module:</b>	Employment through Skills Training & Placement
<b>Type of participants:</b>	SMMU and CMMU Team and Key government officials
<b>Total Duration (days):</b>	3 days
<b>Overall Learning Objective:</b>	<ol style="list-style-type: none"> <li>1. To develop understanding about skill development, skill training, employment (both wage / self) and livelihood improvement</li> <li>2. To facilitate and provide guidance to field functionaries for effective implementation of the component with monitoring and correctional need assessment</li> </ol>

<b>Content of Training Module</b>			
<b>S. N</b>	<b>Chapter Name</b>	<b>Learning objective(s)</b>	<b>Suggested time (Hrs.)</b>
<b>1</b>	<b>Introduction to Skill Development</b>	<ul style="list-style-type: none"> <li>• To make the participants understand the concept of skill development and its role in overall economic development of the country, types of Skill development and macro level factors associated with skill development</li> </ul>	2 Hrs.
<b>2</b>	<b>Current scenario of Skill Development in India</b>	<ul style="list-style-type: none"> <li>• To make the participants aware of current scenario of skill development in India with regard to contribution to overall GDP, need to focus on skill development,</li> <li>• Skill Development Policy and the envisaged targets, list of schemes available, training institutes for skill development and indicators of successful skill development intervention with examples.</li> <li>• Global and National Best Practices in Skill Development</li> </ul>	2 Hrs.



<b>Content of Training Module</b>			
<b>S. N</b>	<b>Chapter Name</b>	<b>Learning objective(s)</b>	<b>Suggested time (Hrs.)</b>
3	<b>Coordinated action for skill development in India.</b>	<ul style="list-style-type: none"> <li>• Role of the Ministry of Skill Development &amp; Entrepreneurship</li> <li>• National Skill Development Policy</li> <li>• Institutional structure for skill development and their relationship</li> <li>• Skills qualification framework</li> <li>• Common norms in Skill Development</li> </ul>	5 Hrs.
4	<b>Direct Stake-holders in Skill Development</b>	<ul style="list-style-type: none"> <li>• Support to persons seeking employment</li> <li>• The role of employers</li> </ul>	1 Hr.
5	<b>Skill development and NULM</b>	<ul style="list-style-type: none"> <li>• Overview of NULM</li> <li>• Components of NULM</li> <li>• EST&amp;P</li> </ul>	1 Hr.
6	<b>Key processes in Skill Development under NULM</b>	<ul style="list-style-type: none"> <li>• Role and functions of NULM/MHUP</li> <li>• Role and functions of State Government/SULM</li> <li>• Role and functions of ULB/CMMU</li> <li>• Role and functions of STPs</li> <li>• Role and functions of CAs</li> </ul>	6 Hrs.
7.	<b>Feedback and Valediction</b>		1 Hr.
<b>3 Days Module</b>			<b>Total (18 Hrs.)</b>

## Chapter I

### 1. Introduction

Skills and knowledge are the driving forces of economic growth and social development of a country. In rapidly growing economies like India with a vast and ever-increasing population, the problem is two-fold. On one hand, there is a severe paucity of highly-trained quality labour, while on the other large sections of the population possess little or no job skills.

Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. As India moves progressively towards becoming a 'knowledge economy' it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment. In order to achieve the twin objectives of economic growth and inclusive development, India's Gross Domestic Product (GDP) has to grow consistently at 8% to 9% per annum. This requires significant progress in several areas, including infrastructure development, agricultural growth coupled with productivity improvements, financial sector growth, a healthy business environment ably supported by skilled workforce.

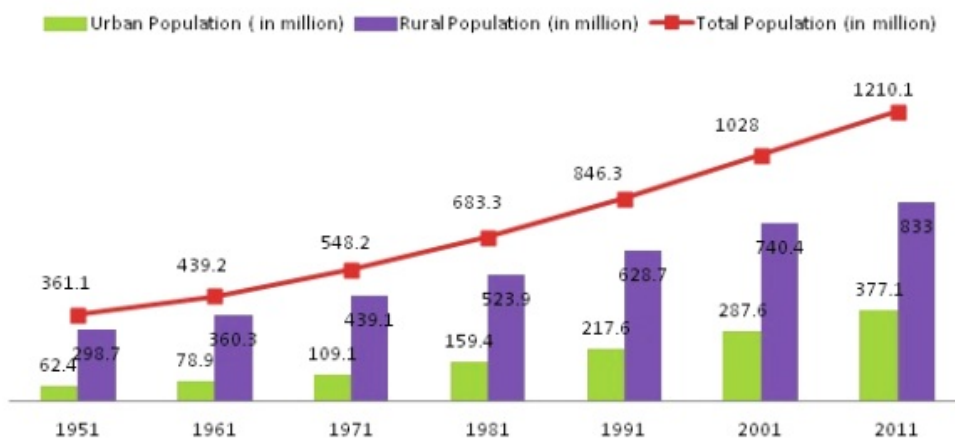
The agriculture sector accounts for about 20% of the economy. The secondary and tertiary sectors account for about 25% and 55% respectively. For the economy to grow at 8% to 9%, it is required that the secondary and tertiary sectors grow at 10% to 11%, assuming agriculture grows at 4%. In such a scenario, it is obvious that a large portion of the workforce would migrate from the primary sector (agriculture) to the secondary and tertiary sectors. However, the skill sets that are required in the manufacturing and service sectors are quite different from those in the agriculture sector. This implies that there is/will be a large skill gap when such a migration occurs, as evidenced by a shrinking employment in the agriculture sector. This scenario necessitates speedy and large-scale skill development among the workforce.

Out of the current workforce of about 459 million, only about 8%-9% are engaged in the organised/formal sector. In India, less than 5% of the workforce has undergone formal skills, as compared to 38% in Mexico, 52% in USA, 75% in Germany and 96% in South Korea. The magnitude of the challenge is further evident from the fact that about 12 million persons are expected to join the workforce every year. This emerging socio-economic scenario is poised to drive the demand for skilling India.

As the Indian economy continues to transform and mature, large scale sectoral shifts in the working population are inevitable, particularly from agriculture to other sectors of the economy. These sectors, however, require significantly different and often specialist skill sets, which require training and skill development. This skill gap needs to be addressed through comprehensive efforts, at various levels and catering to different needs of the society and industry.

Another issue to be considered while ensuring skills and livelihoods, especially for the Ministry of Housing & Urban Poverty Alleviation (MoHUPA), is the rapid urbanisation of the country and its preparedness in addressing the challenges associated with it. The Census of India figures indicate that between 1951 and 2011 the urban population in India grew 6 times from 62.4 million to 377.1 million in comparison with rural population that grew less than 3 times from 298.7 million to 833 million as depicted in the graph below.

### Growth of Urban Population Since 1951-2011 in India



The Urban Local Bodies (ULBs) have to prepare themselves to address the multiple challenges emerging out of the rapid urbanisation, including the containment of urban poverty and its related consequences.

MoHUPA had implemented skill development under the flagship Swarna Jayanti shahari Rojgar Yojna (SJSRY) Scheme to bring about socio-economic development among poor in urban areas. In September 2013, the scheme was redesigned and reconstituted as National Urban Livelihood Mission (NULM). The Skill Development component of the Mission named 'Employment Through Skills Training & Employment (EST&P)' aims to contribute to the national skill development endeavour. Detailed guidelines for the implementation of EST&P was issued vide F.No. K-14014/58(8)/2012-UPA dated on 13<sup>th</sup> December 2013. Amendments to these guidelines are issued by the Ministry as and when required and approved by competent authority.

This training manual intends to help the user with a deeper understanding of the skill development scenario and the recent developments in the sector, a brief view on NULM and its components and a detailed information on the implementation process of EST&P component with a view to help training functionaries at different levels to use the material to develop appropriate training programmes and implementation functionaries to use it as a guide.

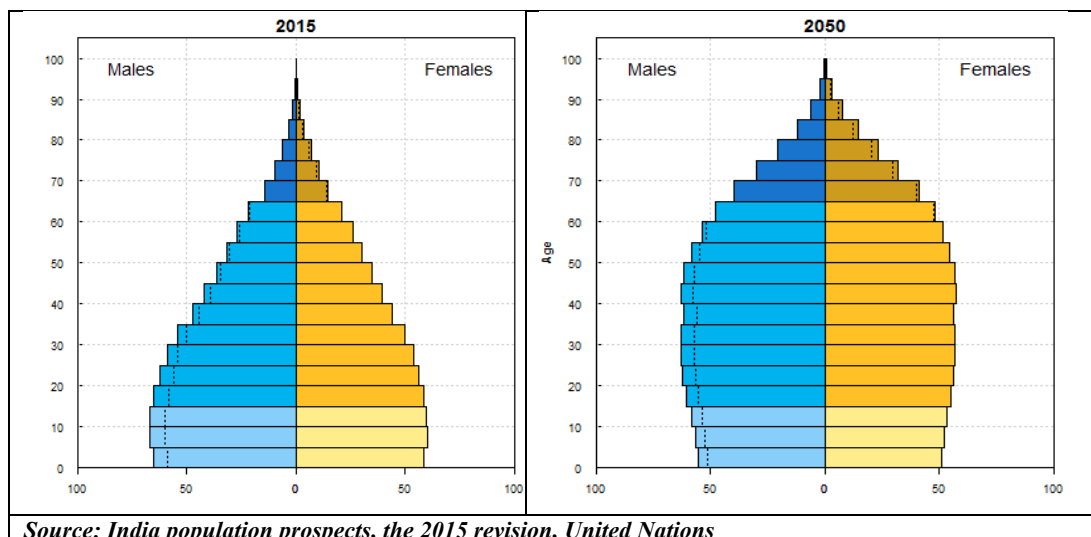
## Chapter II

### 2. Current Scenario of Skill Development in India

India has seen rapid growth in recent years, driven by the advances in new-age industries. The increase in purchasing power has resulted in the demand for a new level of quality of service. However, there is a large shortage of skilled manpower in the country. In the wake of the changing economic environment, it is necessary to focus on inculcating and advancing the skill sets of the young population of the country.

According to the Population Prospects, the 2015 revision, released by the United Nations, India is to become the world's most populous nation in less than a decade – or six years earlier than previously estimated. By 2022, India is expected to have a population of 1.4 billion, and from that point, likely to overtake China as the most populous nation of the world. The earlier estimate plugged that India's population will overtake China only by 2028.

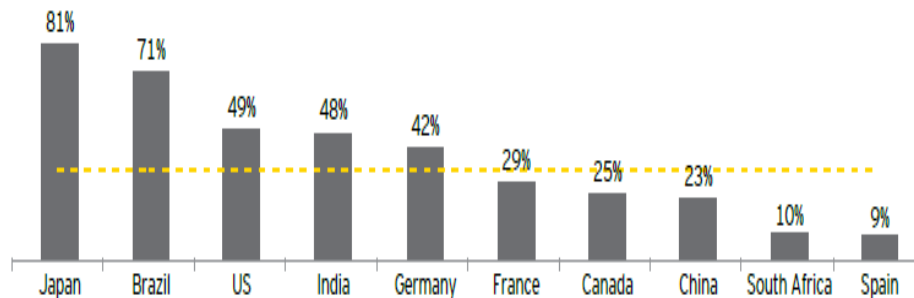
Also, the proportion of working-age population in India is likely to increase from around 58 per cent in 2001 to more than 64 per cent by 2021, with a large number of young persons in the 20-35 age group. If the bulging pyramids here below are any indication, India has the huge responsibility of seeing to that the rapidly expanding working age population in the coming decades needs to be adequately prepared with education and skills to enter the world of work with confidence, and sustain their livelihoods in a market that is constantly in a flux.



India, however, lags far behind in imparting skill training as compared to other countries. Only 10% of the total workforce in the country receives some kind of skill training (2% with formal training and 8% with informal training). Further, 80% of the entrants into the workforce do not have the opportunity for skill training.

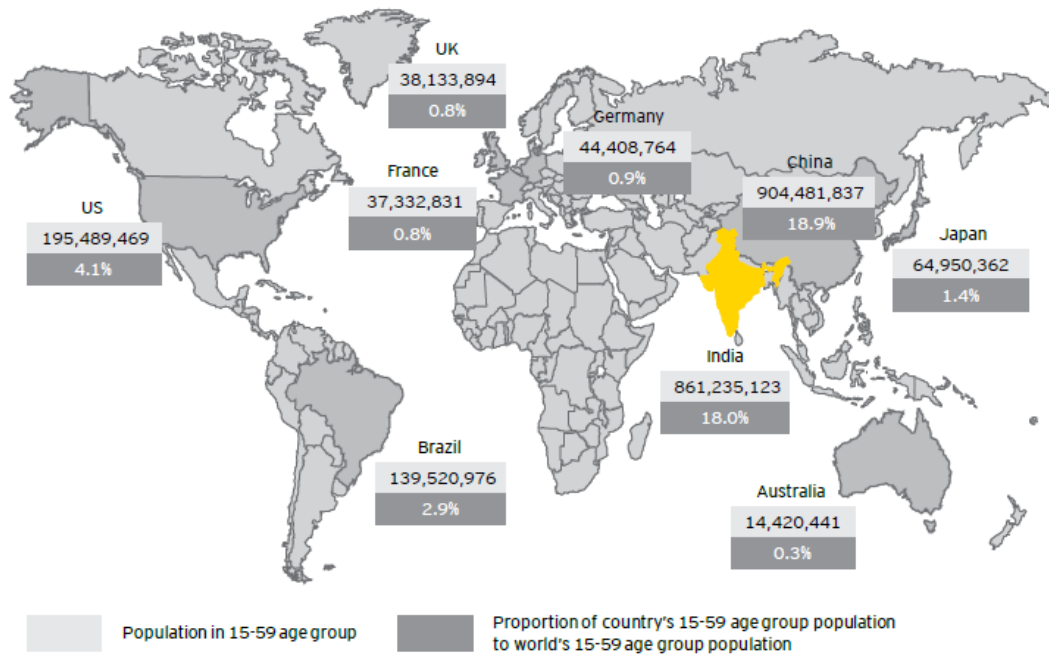
The accelerated economic growth has increased the demand for skilled manpower that has highlighted the shortage of skilled manpower in the country. Employees worldwide state a variety of reasons for their inability to fill jobs, ranging from undesirable geographic locations to candidates looking for more pay than what the employers have been offering. India is among the top countries in which employers are facing difficulty in filling up the jobs. For India, the difficulty to fill up the jobs is 48%, which is above the global standard of 34% in 2012. Unwillingness among youth to take up skill training, shortage of hard & soft skills among the trained candidates and their resultant non-employability and the employer's reluctance to pay reasonable and adequate salaries are the key reasons for employers not finding suitable candidates.

Percentage of employers having difficulty in filling jobs (2012)



As compared to western economies where there is a burden of an ageing population, India has a large workforce that is young and likely to grow in the next 20-25 years. This unique window of opportunity, widely referred to as the “demographic dividend”, signifies that a higher proportion of working age population in India is in the younger age population vis-à-vis its entire population. The result is low dependency ratio, which can provide a comparative cost advantage and competitiveness to the economy. The following chart provides a glimpse of the demographic dividend that India would be able to reap if its youth are appropriately trained and employed.

Population in 15-59 age group by 2022



India has a huge informal economy. According to the NSSO survey (2004–05), only ~6% of the total workforce (459 million) is in the organized sector. World Economic Forum reports that only 25% of the total Indian professionals are considered employable by the organized sector. The unorganized sector is not supported by any structured skill development and training for acquiring or upgrading skills. In the unorganised sector, skill formation takes place through informal channels such as family occupations, on-the-job training under master craftsmen with little linkages to formal channels of training and certification.

National policy on skill development 2009 and resultant action in terms of institutional infrastructure and financial support addressed some of the key issues plaguing skill development in the country and gave great impetus to the expansion of skill development activities in the country. While scale has been achieved to some extent, quality issues are still being sorted out with institutionalizing the National Skills Qualifications Framework and Sector Skill Councils. National Policy on Skill Development 2009 had envisaged a review of the policy after five years. The same has been initiated and a new National Policy on Skill Development and Entrepreneurship 2015 has been notified.

## Chapter III

### 3. Coordinated Action for Skill Development in India

Skill development and entrepreneurship efforts across the country have been highly fragmented till about 2009 when the first National Policy on Skill Development was formulated. As opposed to developed countries, where the percentage of skilled workforce is between 60% and 90% of the total workforce, India records a low 5% of workforce (20-24 years) with formal vocational skills. There is a need for speedy reorganization of the ecosystem of skill development and entrepreneurship promotion in the country to suit the needs of the industry and enable decent quality of life to its population.

After more than five years of application of the National Policy on Skill Development, the institutional infrastructure and funding mechanisms have been strengthened to some extent, with considerable private sector participation in the delivery of skill training through a fee based model. Even so, more than 20 Ministries/Departments continue to run 70 plus schemes for skill development in the country mainly for free or at highly subsidized cost aimed at the weaker sections. However, gaps in the capacity and quality of training infrastructure as well as outputs, insufficient focus on workforce aspirations, lack of certification and common standards and a pointed lack of focus on the unorganized sector continue to plague the sector both in the public and private domain.

Recognizing the need and urgency of quickly coordinating the efforts of all concerned stakeholders in the field of Skill Development and Entrepreneurship, Government of India notified the formation of the Department of Skill Development and Entrepreneurship (MoSDE) on 31st July, 2014 which subsequently led to the creation of the Ministry of Skill Development and Entrepreneurship on 10th Nov, 2014.

#### 3.1 Role of the Ministry of Skill Development and Entrepreneurship

Based on the mandate under the Allocation of Business Rules and taking into account the requirements of multiple stakeholders, the Ministry of Skill Development and Entrepreneurship has identified the following four outcomes to be achieved:

- Ensure youth emerging from formal education are employable with job or self-employment oriented skills
- Ensure people stuck in low income jobs and in the unorganised segments can access growth opportunities through up-skilling / re-skilling and Recognition of Prior Learning (RPL)
- Improve supply and quality of the workforce for industry, contributing to increased productivity

- Make skilling aspirational for youth

To achieve these outcomes, a framework built on five central pillars representing the core requirements for skilling has been conceived by the MoSDE – to Create a pipeline of skilled people, Correct supply for demand, Certify global/common standards, Connect supply with demand and Catalyse entrepreneurship.

MoSDE has developed the common norms on Skill Development and metrics on inputs, outcome measures and funding for skill development schemes across Central Ministries/Departments. Skill gap studies for all high priority sectors including key manufacturing sectors under Make in India have been completed for 24 sectors. Support to States has been extended via the State Skill Development Mission through funding and technical support to ramp up capacity and improve standards of skilling at the State level.

A number of other initiatives such as collaborating with other nations to adopt international best practices, revamping the vocational education framework in the country, partnering with corporate, leveraging public infrastructure for skilling, creating a pipeline of quality trainers and leveraging technology for skill training, are being pursued by the Ministry.

Further to enhance coordination, the government of India has brought the following institutions under the Ministry of Skill Development and Entrepreneurship:

- Directorate General of Employment Training - DGET (from Ministry of Labour & Employment)
- National Skill Development Agency (NSDA)
- National Skill Development Corporation - NSDC (from Ministry of Finance)

### **3.2 National Policy on Skill Development**

The first National Policy on Skill Development was drawn up and approved under the coordination of the Ministry of Labour and Employment in the year 2009 with an aim to support achieving rapid and inclusive growth. Given the paradigm shift in the skilling ecosystem in the country and the experience gained through implementation of various skill development programmes in the country, there was an imminent need to revisit the existing policy and the National Skill Development Policy 2015 to appropriately take account of progress in implementation and emerging trends in the national and international skill environment.

National Skill Development and Entrepreneurship Policy 2015 supersedes the policy of 2009. The objective of this policy is to meet the challenge of skilling at scale with speed, standard (quality) and sustainability. It aims to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link skilling with demand centres. In addition to laying down the objectives and expected outcomes, the policy also identifies the



various institutional frameworks, which will be the vehicles to reach the expected outcomes. Skill development is the shared responsibility of government, employers and individual workers, with NGOs, community based organizations, private training organizations and other stakeholders playing a critical role. The policy links skills development to improved employability and productivity to pave the way forward for inclusive growth in the country. The skill strategy is complemented by specific efforts to promote Entrepreneurship to create enough opportunities for skilled workforce.

### 3.2.1 National Skill Development and Entrepreneurship Policy 2015

The vision, mission and objective of the National Skill Development & Entrepreneurship Policy 2015 are given below. For further details refer the policy in the link provided under reference section at the end.

#### 3.2.1.1 Vision

*“To create an ecosystem of empowerment by **Skilling** on a large **Scale** at **Speed** with high **Standards** so as 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”.*

#### 3.2.1.2 Mission

*The mission is to-*

*Create a demand for skilling across the country;*

*Correct and align the 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 eco system wherein productive and innovative entrepreneurship germinates, sustains and grows leading to creation of a more entrepreneurial economy and more formal wage employment.*

#### 3.2.1.3 Objectives

1. The core objective of the Policy is to empower the individual, by enabling her/him to realize their full potential through a process of lifelong learning where competencies are accumulated via instruments such as credible certifications, credit accumulation and transfer, etc. As individuals grow, the society and nation also benefit from their productivity and growth. This will involve:

- i. Make quality vocational training aspirational for both youth and employers whereby youths sees it as a matter of choice and employer acknowledges the productivity linked to skilled workforce by paying the requisite premium.
- ii. Ensure both vertical and horizontal pathways to skilled workforce for further growth by providing seamless integration of skill training with formal education.
- iii. Focus on an outcome-based approach towards quality skilling that on one hand results in increased employability and better livelihoods for individuals, and on the other hand translates into improved productivity across primary, secondary and tertiary sectors.

- iv. Increase the capacity and quality of training infrastructure and trainers to ensure equitable and easy access to every citizen.
- v. Address human resource needs by aligning supply of skilled workers with sectoral requirements of industry and the country's strategic priorities including flagship programmes like Make in India.
- vi. Establish an IT based information system for aggregating demand and supply of skilled workforce, which can help in matching and connecting supply with demand.
- vii. Promote national standards in the skilling space through active involvement of employers in setting occupational standards, helping develop curriculum, providing gainful employment to skilled workforce with adequate compensation.
- viii. Operationalize a well-defined quality assurance framework aligned with global standards to facilitate mobility of labour.
- ix. Leverage modern technology to ensure scale, access and outreach, in addition to ease of delivering content and monitoring results.
- x. Recognise the value of on-the-job training, by making apprenticeships in actual work environments an integral part of all skill development efforts.
- xi. Ensure that the skilling needs of the socially and geographically disadvantaged and marginalized groups (like the SCs, STs, OBCs, minorities, differently abled persons etc.) are appropriately taken care of.
- xii. Promote increased participation of women in the workforce through appropriate skilling and gender mainstreaming of training.
- xiii. Promote commitment and ownership of all stakeholders towards skill development and create an effective coordination mechanism.

2. The core objective of the entrepreneurship framework is to coordinate and strengthen factors essential for growth of entrepreneurship across the country.

This would include:

- i. Promote entrepreneurship culture and make it aspirational
- ii. Encourage entrepreneurship as a viable career option through advocacy.
- iii. Enhance support for potential entrepreneurs through mentorship and networks.
- iv. Integrate entrepreneurship education in the formal education system
- v. Foster innovation-driven and social entrepreneurship to address the needs of the population at the 'bottom of the pyramid'.
- vi. Ensure ease of doing business by reducing entry and exit barriers
- vii. Facilitate access to finance through credit and market linkages
- viii. Promote entrepreneurship amongst women
- ix. Broaden the base of entrepreneurial supply by meeting specific needs of both socially and geographically disadvantaged sections of the society including SCs, STs, OBCs, minorities, differently-abled persons

### 3.3 Institutional Structures for Skills Development

#### 3.3.1 National Skill Development Agency

The National Skill Development Agency (NSDA) was notified through a gazette notification dated 6th June 2013. NSDA is an autonomous body of Ministry of Skill Development and Entrepreneurship, which will coordinate and harmonize the skill development efforts of the Government and the private sector to achieve the skilling targets of the 12th Plan and beyond and endeavour to bridge the social, regional, gender and economic divide:

- a) By ensuring that the skilling needs of the disadvantaged and marginalized groups like SCs, STs, OBCs, minorities, women and differently-abled persons are taken care of through the various skill development programmes and
- b) By taking affirmative actions as part of advocacy by the NSDA. The Central Ministries and NSDC will continue to implement schemes in their remit. The NSDA will anchor the National Skills Qualifications Framework (NSQF) and facilitate the setting up of professional certifying bodies in addition to the existing ones.

The NSDA will discharge the following functions:

- Take all possible steps to meet skilling targets as envisaged in the 12th Five Year Plan and beyond;
- Coordinate and harmonize the approach to skill development among various Central Ministries/Departments, State Governments, the NSDC and the private sector;
- Anchor and operationalize the NSQF to ensure that quality and standards meet sector specific requirements;
- Be the nodal agency for State Skill Development Missions;
- Raise extra-budgetary resources for skill development from various sources such as international agencies, including multi-lateral agencies, and the private sector;
- Evaluate existing skill development schemes with a view to assessing their efficacy and suggest corrective action to make them more effective;
- Create and maintain a national data base related to skill development including development of a dynamic Labour Market Information System (LMIS);
- Take affirmative action for advocacy;

- Ensure that the skilling needs of the disadvantaged and the marginalized groups like SCs, STs, OBCs, minorities, women and differently abled persons are taken care of; and
- Discharge any other function as may be assigned to it by the Government of India.

For further information visit the website: <http://www.nsd.gov.in/>

### **3.3.2 National Skill Development Corporation**

The National Skill Development Corporation (NSDC) is a not-for-profit company set up by the Ministry of Finance, under Section 25 of the Companies Act, now under the Ministry of Skill Development and Entrepreneurship. NSDC is a one of its kind, Public Private Partnership in India. It aims to promote skill development by catalysing creation of large, quality, for-profit vocational institutions. It has an equity base of Rs. 10 crore, of which the Government of India holds for 49%, while the private sector has the balance 51%.

NSDC provides funding to build scalable, for-profit vocational training initiatives. Its mandate is also to enable support systems such as quality assurance, information systems and train the trainer academies either directly or through partnerships. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organisations that provide skill training. It will also develop appropriate models to enhance, support and coordinate private sector initiatives. The differentiated focus for the 34 sectors currently under NSDC's purview and its understanding of their viability will make every sector attractive to private investment.

NSDC has so far prepared industry reports for 24 sectors analysing the skill gaps as well as state wise skill gap analysis reports for all states except Bihar, which is under process. All these reports can be publically accessed from the knowledge bank of NSDC website.

For further information visit the website: <http://www.nsdindia.org/>

### **3.3.3 Sector Skill Councils (SSC)**

Sector Skill Councils are set up as autonomous industry-led bodies by NSDC. They create Occupational Standards and Qualification bodies, develop competency framework, conduct Train the Trainer Programs, conduct skill gap studies and Assess and Certify trainees on the curriculum aligned to National Occupational Standards developed by them.

#### **3.3.3.1 Objective of Setting up SSC**

SSC will strive to complement the existing vocational education system for the Industry Sector in meeting the entire value chain's requirements of appropriately trained manpower in quantity and quality across all levels on a sustained and evolving basis. Thus, the SSC of every Industry sector must have the active

support of all major players of that sector, in order to be successful in its role. The SSC proposes to complement the existing vocational education system and address the skill gaps through the following activities

- a) Conducting research – Building up skill inventory database for the industry sector, skill-wise, region-wise, reviewing international trends in skill development and identifying skill gaps and technology to be taken up for teaching.
- b) Improving the delivery mechanism – Partnering with educational institutions to train trainers and upgrade skill sets of existing industry employees, and those in the industry value chain, e.g., dealer and service networks.
- c) Building quality assurance – Setting up a robust and stringent certification and accreditation process for industry sector facing skill development institutes to ensure consistency and acceptability of standards.

### **3.3.3.2 Operational Overview**

SSC proposes to complement the existing vocational education system through the following activities:

1. Conducting research
2. Improving the delivery mechanism
3. Building quality assurance

#### **Research:**

The purpose of the Research Wing of the SSC is to be the knowledge repository of the Industry Sector in the area of Skill Development. The main responsibilities of the members of this group will be research on the current requirement of skill development in the industry, review the supply of skilled personnel, identify shortfall in numbers and skill sets, identify trends and future requirements and benchmark international practices.

#### **Delivery Mechanism:**

The Delivery Mechanism function of the SSC will focus making the training delivery mechanism in the industry more robust and appropriate to the requirements of the industry. The main responsibilities of the members of this group will be to help improvise the training delivery system, develop and update training modules and impart training to trainers, institutes, and existing industry employees.

**Quality Assurance:**

The main responsibility of the Quality Assurance group of the SSC will be to evaluate the implementation of skill development for its adherence to the set standards and provide certification for the same. Apart from providing certification of skill sets to employees, trainers and sales and service centres, it will also provide accreditation to various training courses in the industry.

Till date, the NSDC Board has approved proposals for setting up 37 Sector Skill Councils and 34 SSCs have been set up so far. There are approximately 450 Corporate Representatives in the Governing Councils of these SSCs. The list of SSC's is given at **Annexure i**.

**3.3.4 Ministries / Departments involved in Skills Development**

As has been mentioned elsewhere, about 20 Ministries of the central government are involved in promoting skill development programme. These training programmes can be mainly divided into two categories.

One is relating to the specific sector in which a Ministry is engaged. Example of this type of training are the training offered by the Ministry of Agriculture, Ministry of Textile, Ministry of Tourism, etc. who offer training in the related sector. The second category is those Ministries that offer sector-neutral skill training to a segment of people like the urban or rural youth. Example of the second category is the Ministry of Rural Development, Ministry of Tribal Affairs, Ministry of Skill Development and Entrepreneurship, Ministry of Social Justice & Empowerment, etc. Ministry of Housing and Urban Poverty Alleviation also comes under this category.

Several of the Ministries of Government of India have their own skill training centres. Notable among them are the Industrial Training Institutes (ITIs) under Ministry of Skill Development and Entrepreneurship (earlier Ministry of Labour and Employment), the Krishi Vigyan Kendras (KVKs) under the Ministry of Agriculture, the tool rooms of the Ministry of Small and Medium Industries, etc that have own training centres spread across the country.

Other Ministries such as Ministry of Human Resource development, Ministry of Rural Development, etc. offer skill training through affiliated or empanelled public or private Skill Training Providers (STP).

Similarly, State governments under different departments also have their own, affiliated and/or empanelled Skill Training Providers.

A list of various skill development schemes of different ministries is placed at **Annexure ii**.

### 3.3.5 State Skill Missions/Nodal Agency for Skill Development

As part of the coordinated action towards National Skill Development, states have been setting up State Skill Development Missions or identifying a Nodal Agency to manage the activities of the State Skill Mission. Most of the states have set up the State Skill Mission or notified a nodal agency for coordination at state level.

For further details please visit

<http://www.nsda.gov.in/NSQF/nsqfIndexPage.html?name=ssdm>

### 3.3.6 Private Skills Training Institutions

Earlier skill training in the private sector was offered by the private ITIs (earlier ITCs) and NGOs at small scale for specific trades and targets groups. Such training had little relevance to the needs of the industry. Later private companies saw opportunities in the market and started training institutes; National Institute of Information technology (NIIT) and Jet King in the software and hardware in IT sector are examples of such commercial training providers in the private sector.

With the setting up of National Skill Development Corporation, huge impetus has been given to private training providers with a view to scale up with quality to meet the emerging workforce needs in different sectors. NSDC has affiliated more than 235 private Skills Training Providers in the past years and several others have entered the skill-training field seeing the emerging opportunities.

### 3.3.7 Entrepreneurship Development Promotion Agencies

Although about 93% of the workforce in India is engaged in the unorganised sector with a significant proportion involved in some kind of self-employment, the institutions promoting entrepreneurship in the country is few and far between. There are a few institutions such as Entrepreneurship Development Institute (EDI), Ahmedabad, National Institute for Entrepreneurship and Small Business Development (NIESBUD), Noida, Indian Institute of entrepreneurship (IIE), Guwahati but nothing substantial given the need.

### 3.3.8 Skill Assessment & Certification Agencies

Skill assessment and certification is in nascent development in India. Where 93% of the workforce is engaged in the informal sector with largely unskilled and semiskilled workers, generally certification has not been viewed as something critical for employment. However, the trend has been changing over the years with student demand and government's insistence on third party certification, especially in public funded skills development schemes.

Though third party certification is emerging as the norm for certification globally, there are many private and government training institutions in India that had flourished with own certification. One good example in the private sector is NIIT, whose training and certificates are valued by both the students and Industry. In the

government sector, training agencies such as CIPET offer its own certification in the specific areas of training, which are in high demand in the market.

However, with the notification of National Skills Qualification Framework (NSQF) in December 2013, it shall be mandatory for all training/educational programmes/courses to be NSQF compliant after the fifth anniversary of the date of notification and eventually all trainees should be issued certificates through agencies authorised under NSQF. The following agencies have been approved, among others, as non-statutory certification agencies.

- i. National Council for Vocational Training
- ii. State Council for Vocational Training
- iii. Sector Skill Councils set up NSDC

For specific information on the process of certification from the above agencies, please see section 6.5.

### **3.4 Skills Qualification Framework**

Through the National Policy on Skill Development, 2009, India recognized the need for the development of a national qualification framework that would transcend both general education and vocational education and training. The Policy envisioned that the framework would stimulate and support reforms in skills development and facilitate establishment of nationally standardized and acceptable, and internationally comparable qualifications. In the absence of an organization at the Central level to develop such a framework, individual Ministries started working on development of the framework, which were to subsequently be subsumed in the unified National Qualification framework, when available. The erstwhile Ministry of Labour and Employment developed the National Vocational Qualifications Framework (NVQF) and the Ministry of Human Resource Development developed the National Vocational Educational Qualification Framework (NVEQF). The Ministry of Human Resource Development also launched a pilot of the NVEQF in Haryana at the secondary school level.

Realizing the need to have a unified framework, an Inter-Ministerial Committee was formed by the Cabinet Secretariat to use the work already done by the two Ministries as the foundation of the National Skills Qualification Framework. With the formation of the National Skill Development Agency, the mandate to anchor and operationalize the NSQF to ensure that quality and standards meet sector specific requirements was transferred to the Agency.

#### **3.4.1 Need for Skills Qualification Framework**

In India, general education and vocational education & training have been operating as separate verticals, with very little interaction between the two. This has led to hesitation amongst the youth in opting for vocational education and training as it is presumed that this avenue would preclude the concerned individual from being able



to acquire higher degrees and qualifications. In order to facilitate mobility from vocational to general education, and vice-versa, a unified national qualification framework was required. The National Skill Qualification Framework (NSQF) was expected to help India make qualification processes more understandable and transparent.

The need for the NSQF arises due to the following additional reasons:

- a) Till now the focus of education and training has been almost entirely on inputs. The NSQF is based on an outcomes-based approach, and each level in the NSQF is defined and described in terms of competency levels that would need to be achieved. Job roles corresponding to each of these competency levels would be ascertained with the involvement of industry, through the respective Sector Skill Councils (SSCs).
- b) Pathways of learning and progression, especially on the vocational education and training front, are generally unclear or absent. There is no clear provision for vertical or horizontal mobility. The NSQF will make the progression pathways transparent so that institutes, students and employers are clear as to what they can or cannot do after pursuing a particular course and address the issues of inequity and disparity in qualifications.
- c) There is lack of uniformity in the outcomes associated with different qualifications across institutions, each with its own duration, curriculum, entry requirements as well as title. This often leads to problems in establishing equivalence of certificates/diplomas/degrees in different parts of the country, which in turn impacts the employability and mobility of students.
- d) The negative perception associated with vocational education and training can be significantly removed by the development of quality qualifications that also permit acquisition of higher qualifications, including degrees and doctorates.
- e) There exist a large section of people who have acquired skills in the informal sector but who do not have the necessary formal certifications to attest to their skills. As a competency-based and outcomes based qualification framework, NSQF will facilitate Recognition of Prior Learning (RPL) that is largely lacking in the present education and training scenario.
- f) Majority of Indian qualifications are not recognized internationally and vice-versa. This creates a problem for the students and workers as their international mobility is adversely affected and they often have to undergo a course again to get a qualification that is recognized in the host country. The NSQF will also help alignment of Indian qualifications to international qualifications in accordance with relevant bilateral and multilateral agreements. Many countries are already in the process of aligning their qualifications to international qualifications through qualification frameworks.
- g) The credit accumulation and transfer system that will be integrated in the

NSQF will allow people to move between education, vocational training and work at different stages in their lives according to their needs and convenience. It will be possible for a student to leave education domain, get some practical experience in industry and return to studies to gain qualifications to progress higher in her chosen career.

### **3.4.2 National Skills Qualification Framework**

National Skills Qualifications Framework is a nationally integrated education and competency based skill framework which will provide multiple pathways, horizontal as well as vertical, both within vocational education and vocational training and among vocational education, vocational training, general education and technical education, thus linking one level of learning to another higher level. There are 10 levels in the framework, with the entry level being 1, and the highest level being 10. This will enable a person to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring additional skills to further upgrade competency.

The National Skills Qualification Framework (NSQF) organizes qualifications according to a series of levels of knowledge, skills and aptitude. These levels are defined in terms of learning outcomes that the learner must possess regardless of whether they were acquired through formal, non-formal or informal learning. In that sense, the NSQF is a quality assurance framework.

The key elements of the NSQF provide:

- a) National principles for recognising skill proficiency and competencies at different levels leading to international equivalency
- b) Multiple entry and exit between vocational education, skill training, general education, technical education and job markets
- c) Progression pathways defined within skill qualification framework
- d) Opportunities to promote lifelong learning and skill development
- e) Partnership with industry/employers
- f) A transparent, accountable and credible mechanism for skill development across various sectors
- g) Increased potential for recognition of prior learning.

The qualification framework is beneficial to schools, vocational education and training providers, higher education institutes, accrediting authorities as well as industry and its representative bodies, unions, professional associations and licensing authorities. The biggest beneficiaries of such a framework are the learners who can judge the relative value of a qualification at a particular level on the framework and make informed decisions about their career progression paths.

#### **3.4.2.1 Objectives of NSQF**

The objectives of the NSQF are to provide a framework that:

- a) Accommodates the diversity of the Indian education and training systems
- b) Allows the development of a set of qualifications for each level, based on outcomes which are accepted across the nation
- c) Provides structure for development and maintenance of progression pathways which provide access to qualifications and assist people to move easily and readily between different education and training sectors and between those sectors and the labour market
- d) Gives individuals an option to progress through education and training and gain recognition for their prior learning and experiences
- e) Underpins national regulatory and quality assurance arrangements for education and training
- f) Supports and enhances the national and international mobility of persons with NSQF-compliant qualifications through increased recognition of the value and comparability of Indian qualifications.

The NSQF is a quality assurance framework - it facilitates the awarding of credit and supports credit transfer and progression routes within the Indian education and training system. It seeks to help everyone involved in education and training to make comparisons between qualifications offered in the country, and to understand how these relate to each other.

#### **3.4.2.2 Working of NSQF**

The National Skill Qualification Framework is composed of ten levels, each representing a different level of complexity, knowledge and autonomy required to demonstrate the competence commensurate for that level. Level one of the framework represents the lowest complexity while level ten represents the highest complexity. The levels are defined by criteria expressed as learning outcomes. Volume of learning denoting notional time taken to acquire qualification may also be indicated for some levels and some sectors, but it is important to note that the NSQF Levels are not related directly to years of study. They are defined by the extent of demands made of the learner in broad categories of competence, i.e. professional knowledge, professional skill, core skill and responsibility. Over a lifetime of learning, individuals will move to higher from lower levels or across levels of qualifications as they take on new learning and acquire new skills.

Each NSQF level is defined by a set of descriptors expressed as learning outcomes. The level descriptors are designed to allow broad comparisons to be made between outcomes of learning. However, it is not the case that every qualification will or should have all of the characteristics set out in the level descriptors. Each qualification at an NSQF level may be further defined with reference to curriculum, notional contact hours, subjects, duration of studies, workload, trainer quality and type of training institution, to indicate what is expected of the learner in terms of ability to do or apply at the end of the learning process. The positioning

of two or more qualifications at the same level only indicates that they are broadly comparable in terms of the general level of outcome. It does not indicate that they necessarily have the same purpose or content.

### **3.4.3 National Occupational Standards and Related Issues**

#### ***3.4.3.1 National Occupational Standards (NOS)***

NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do. These standards can form the benchmarks for various education and training programs and recruitment range of HRM practices. Just as each job role may require the performance of a number of tasks, the combination of all the NOSs corresponding to these tasks would form the Qualification Pack (QP) for that job role. The NOS and QP for each job role corresponding to each level of the NSQF are being formulated by the concerned Sector Skill Councils (SSCs). In the event of there being no SSC for a given sector, or inability on the part of the SSC to produce the NOSs/QPs in a timely manner, this responsibility may be assigned by the National Skills Qualifications Committee (NSQC) to a relevant regulatory body or other entity having experience and knowledge of the sector.

#### ***3.4.3.2 Curriculum Packages***

The competency based curriculum packages would consist of syllabus, student manual, trainers guide, training manual, trainer qualifications, assessment and testing guidelines and multimedia packages and e-material. These will be developed for each NSQF level, and where relevant, for specific Qualification Packs (QPs) identified by the SSCs. This may be done by such agencies as the Ministries/ Departments, Sector Skills Councils and Regulatory Bodies may designate, or any other body, in accordance with the NSQF. NSQF curricula should be modular, allowing for skill accumulation and facilitating exit and entry. Curricula design will also be aligned to a credit framework that reflects credits earned and competencies acquired. Training of trainers would also be aligned to the NSQF.

#### ***3.4.3.3 Industry Engagement***

Since the NSQF is based on an outcomes-based approach participation of the industry and employers is a critical prerequisite for the success of NSQF. Vocational education, vocational training general education and skill development courses will be designed, developed, delivered, and learners assessed and certified in accordance with the NSQF in consultation with SSCs, industry and employers. In addition to this, industries may also provide support in terms of providing training institutions.

#### **3.4.3.4 Horizontal and Vertical Mobility**

For horizontal and vertical mobility to take place, the following are essential:

- i. Each level is linked to the ones above and below it by a series of steps. If these steps in any industry sector or academic domain were missing, the NSQF would help identify and map these missing gaps.
- ii. These gaps would have to be filled, and the key administrative ministry, regulatory bodies already operating in that sector, the SSCs and other stakeholders being part of the NSQC, would need to be consulted in the process.
- iii. The degree of lateral mobility that is considered desirable would have to be identified by the NSQC, and the same would have to be facilitated through on-going credit accumulation and transfer.

Accordingly, the NSQF would require such regulatory institutions (e.g. UGC, AICTE, NCVT, Technical and School Boards etc.) to define each of their entry and exit parameters in terms of competencies ascribable to that level of the NSQF so that vertical progression in vocational education would be strengthened. If necessary, reservations for individuals progressing through these channels can be considered and provided for. For instance, the system would permit vocational pass outs of Class X – XII, ITIs and polytechnics to gain entry into higher education programs in vocational/technical/general education courses including degree level courses such as the Bachelor of Vocational Studies (B.Voc.), notified by the University Grants Commission. Taking into account the competencies acquired and the credits accumulated, it would also be possible to change courses, if desired. Further, persons with skills shall have the option to move between vocational education, vocational training, general and higher education or vice versa at various stages, using pathways provided by the school boards, universities and colleges. If there are “competency gaps” identified in a candidate, a “bridge course” based on modular curricula to acquire those competencies may be imparted by the receiving Institution.

#### **3.4.3.5 International Compatibility**

The NSQF will provide a means of articulation and alignment of the Indian Skill Qualification levels with those of other countries and regions. This will help in the mobility of Indian NSQF-aligned Qualification holders to work in and/or relocate to other parts of the world. The NSQF will also be the means of interface with the various geographical regional frameworks that are developing across the world.

#### **3.4.4 Level Descriptors**

Each level of the NSQF is associated with a set of descriptors made up of five outcome statements, which describe in general terms, the minimum knowledge, skills and attributes that a learner needs to acquire in order to be certified for that level.

Each level of the NSQF is described by a statement of learning outcomes in five domains, known as level descriptors. These five domains are:

- Process
- Professional knowledge
- Professional skill
- Core skill and
- Responsibility

Each of these is briefly described below:

**a) Process:** Process is a general summary of the other four domains corresponding to the level.

**b) Professional knowledge:** Professional knowledge is what a learner should know and understand with reference to the subject. It is described in terms of depth, breadth, kinds of knowledge and complexity, as follows:

- Depth of knowledge can be general or specialized
- Breadth of knowledge can range from a single topic to multi-disciplinary area of knowledge
- Kinds of knowledge range from concrete to abstract, from segmented to cumulative.
- Complexity of knowledge refers to the combination of kinds, depth and breadth of knowledge

**c.) Professional skill:** Professional skills are what a learner should be able to do. These are described in terms of the kinds and complexity of skills and include:

- Cognitive and creative skills involving the use of intuitive, logical and critical thinking
- Communication skills involving written, oral, literacy and numeracy skills
- Interpersonal skills and generic skills

**d) Core skill:** Core skills refer to basic skills involving dexterity and the use of methods, materials, tools and instruments used for performing the job, including IT skills needed for that level.

**e) Responsibility:** Responsibility aspect determines the following:

- a) Nature of working relationships.
- b) Level of responsibility for self and others
- c) Managing change
- d) Accountability for actions

The descriptors give broad, general, but meaningful, indicators of the learning outcomes at each level. The descriptors can be used in a number of ways:

- To allocate levels to learning programs and qualifications
- In validation and moderation of various qualifications and programs
- As a basis for communication with learners and other users of qualifications
- As a guide for mapping progression routes within and across the education and training sectors

- By program designers when making entry requirements and recommendations for programs

The NSQF level descriptors are placed in Annexure **iii**.

### **3.4.5 International Experience with Qualification Frameworks**

A paradigm shift from education based on inputs towards education based on learning outcomes is taking place. Outcomes-based learning is a widely used term.

The shift to learning outcomes is important for a number of reasons:

- a) It shifts focus from providers to users of education and training.
- b) By explaining what a learner is expected to know, understand or be able to do at the end of a learning process, individuals are better able to see what is offered in a particular course and how this links with other courses and programs.
- c) It increases transparency and strengthens accountability of qualifications – for benefit of individual learners and employers.

The vast majority of the world's industrialized and transition countries are reforming their qualifications, while at the same time developing frameworks to relate these qualifications to each other and to generally reflect new demands in society and the labour market. The development of these systems is often linked to changes in higher education, technical and vocational education and training (TVET) and lifelong learning.

Many countries worldwide are in the process of introducing qualification frameworks. Though the theoretical principles of all frameworks remain largely similar, the objectives of launching the frameworks vary. Whether the emphasis is on increasing the relevance and flexibility of education and training programs, easing recognition of prior learning, enhancing lifelong learning, improving the transparency of qualification systems, creating possibilities for credit accumulation and transfer, or developing quality assurance systems, Governments are increasingly turning to qualifications frameworks as a policy tool for reform. In some cases national developments are propelled by the emergence of regional frameworks (such as the European Qualification Framework). In many cases the implementation of qualification frameworks has been widely supported by international organizations and is often linked to aid money and even loans. There is increasing activity from international agencies in the area of qualifications frameworks: the Organisation for Economic Cooperation and Development (OECD), the International Labour Office (ILO), the World Bank (WB) and the European Union (EU) has current qualification framework projects.

#### **3.4.5.1 Australia**

The Australian Qualifications Framework (AQF) is a quality assured national framework of qualifications in the school, vocational education and training (VET), and higher education sectors in Australia. The AQF comprises:

- National guidelines for each of the current national qualifications issued in the senior secondary school, vocational education and training and higher education sectors
- Policies and guidelines for articulation, credit transfer and recognition of prior learning register of authorities empowered by governments to accredit qualifications
- Register of institutions authorised to issue qualifications
- Protocols for issuing qualifications, and
- A governance structure for monitoring the implementation of the AQF and for advising Ministers, including recommendations for change.

Some of the key features of the AQF are:

- Recognition of prior learning
- Seamless pathways (for enabling easy movement into and out of vocational training)
- Credit transfer

#### **3.4.5.2 Germany**

VET is regarded as the pillar of the educational system in Germany. Two-thirds of young people undergo vocational training in the dual system. This training would ideally last two to three and a half years, depending on one's occupation. It is described as a 'dual system' as training is carried out in two places of learning: at the workplace and in a vocational school. The aim of training in the dual system is to provide a broad-based basic to advanced vocational training and impart the skills and knowledge necessary to practice a skilled occupation within a structured course of training. Those completing the training are entitled to undertake skilled work in one of about 355 recognised occupations requiring formal training. The only requisite is that the student should have completed full-time schooling before commencing vocational training. The key success factor for the German system is the added focus on apprenticeship.

#### **3.4.5.3 United Kingdom**

The National Vocational Qualifications (NVQs) were created in response for the felt need for qualifications to be made flexible but rigorous and nationally recognised. NVQs are also part of 'Modern Apprenticeships', which are funded through work-based learning. The funding varies between occupational sectors and by age group. The national framework covers general secondary and tertiary education, VET, work-based learning and prior learning. Accreditation of Prior Experiential Learning (APEL) describes the process of giving formal recognition to learning that derives from personal experiences often gained in employment or



voluntary work situations. At the industry level, Sector Skills Councils (SSCs) have been licensed and social partners are also engaged. SSCs are tasked with drawing up occupational standards for their sector that will feed into the national reform of qualifications. The Government expects each SSC to draw up a Sector Skills Agreement, in which employers and unions identify skills and productivity needs in their sector and the necessary actions to meet those needs.

#### **3.4.5.4 Singapore**

The National Skills Recognition System (NSRS) is Singapore's national framework for establishing work performance standards, identifying job competencies and certifying skills acquisition. The Standards, Productivity and Innovation Board implement it with the support of the Ministry of Manpower and the Ministry of Trade and Industry. This has helped the industry train skills-standards consultants and assessors, as well as to develop On Job Training (OJT) blueprints for the skills-standards established. To assess the workers, assessment centres were set up. Workers can be certified at centralised assessment centres, workplace or a combination of both. Supporting the NSRS implementation framework are promotional activities and financial incentives for the industries. NSRS is promoted at four levels, i.e., national, industry, company and workforce, in collaboration with employer groups, industry associations, economic agencies and unions. The above is illustrative of some of the major frameworks that are available internationally for driving policy in skill development.

#### **3.4.6 Implementation schedule for NSQF**

The NSQF was notified on 27 December 2013.

In order to ensure a smooth transition, the implementation timetable for rolling out the NSQF would be as under:

- i. Immediately upon the notification of the NSQF,
  - a. All other frameworks, including the NVEQF (National Vocational Educational Qualification framework) related to the Ministry of HRD, would cease to exist, and would be superseded by the NSQF
  - b. NSQF complaint training/educational programmes/courses would be entitled to receive government funding on preferential basis.
- ii. After the third anniversary date of the notification of the NSQF,
  - a. Government funding would not be available for any training/educational programmes/course which is not NSQF-compliant
  - b. All government-funded training an educational institutions shall define eligibility criteria for admission to various courses in terms of NSQF levels
  - c. The recruitment rules of the Government of India and the public sector enterprises of the central government shall be amended to define eligibility criteria for all positions in terms of NSQF levels.

- d. State Governments shall be encouraged to amend their recruitment rules as well as those of their public sector enterprises to define eligibility criteria for all positions in terms of NSQF levels.
- iii. After the fifth anniversary date of the notification of the NSQF,
  - a. It shall be mandatory for all training/educational programmes/courses to be NSQF-compliant.
  - b. All training and educational institutions shall define eligibility criteria for admission to various courses in terms of NSQF levels.

### **3.5 Common Norms in Skill Development**

In order to bring about uniformity and standardization in the implementation of various Skill Development Schemes by different Central Ministries / Departments, the Government of India has approved constitution of a Common Norms Committee as the apex body to update and suitably revise the common norms. The terms of reference of Common Norms Committee are:

- i. To harmonize the functioning of various skill development schemes and bring about uniformity and standardization among them
- ii. To review/revise training cost for skill development programmes
- iii. To Review/revise funding norms for skill development programmes
- iv. To review/revise categorization of courses/trade for training cost
- v. To designate an agency and approve the process of empanelment of Training Providers/Assessors at the national level through the agency and validate the process to be adopted by the State Governments through that agency

The Common Norms Committee is empowered to amend/revise the schedules viz., i) Schedule of costs, ii) List of Trades as per the cost Category prescribed, iii) Categorisation of Indian Cities for Residential Training Costs and iv) Fund Flow Mechanism.

#### **3.5.1 Skill Development**

Under common norms, skill development, for the purpose of any government schemes, is defined as any domain specific demand led skill training activity leading to employment or any outcome oriented activity that enables a participant to acquire a skill, duly assessed and certified by an independent third party agency, and which enables him/her to get wage/self-employment leading to increased earnings, and/or improved working conditions, such as getting formal certification for hitherto informal skills, and/or moving from informal to formal sector jobs or pursue higher education/training.

It will fall in the categories as below:

- i. For fresh entrants to the job market, the training duration to be minimum 200 hours (including practical and/or on the job training) except where prescribed by any State.
- ii. In case of re-skilling or skill up-gradation of persons already engaged in an occupation, training programmes having a minimum duration of 80 hours of training including practical and/or on-the-job training.
- iii. In the case of persons who have acquired Skill through informal, non-formal or experiential training in any vocational trade or craft, formal recognition and certification of such skill, if necessary after imparting bridge course, to be treated as Skill Development.

Extension work, such as that carried out in the fields of agricultural and related activities, public health etc. would be recorded as an activity distinct from skill development. These would need to be programmes of durations of 32 hours or more, which leads to any economic or social benefit that may not be immediately measurable, and the Common cost norms would not be applicable to such extension work.

### **3.5.2 Skill Development Courses**

Soft skills (which would include computer literacy, language and workplace interpersonal skills relevant for the sector/trade) would be an integral part of the skills training process and must be suitably integrated into course modules of all the categories mentioned in section 3.4.1

All Skill Development courses offered under the Scheme Framework must conform to the NSQF notified on 27.12.2013, which provides for transition of all training/educational programmes/courses so as to be NSQF compliant by the third anniversary date of the notification of NSQF.

### **3.5.3 Input Standards**

While all training programmes funded under any scheme of the Government of India need to ensure that the outcomes are achieved as per these Common Norms, the following inputs may also be considered so as to ensure that adequate training infrastructure and capacity exists:

- i. The overall training infrastructure specially the training aids and equipment being as per industry benchmarks.
- ii. Trainers with suitable qualifications/experience being hired and each trainer to having undergone Training of Trainers (ToT)
- iii. Industry relevant content, appropriate to the learning groups, and conforming to the requirements of NSQF/SDIS, being used.
- iv. The student and trainer enrolment linked to Aadhaar.
- v. Assessments being video recorded if required

### 3.5.4 Outcome of Skill Development

In addition to independent third party certification of the skilled individual, the outcomes from skill programmes shall be as under:

- i. For training fresh entrants to the workforce, outcome shall be defined to include all of the following:
  - a. Employment (both wage and self) on an annual basis of at least 70% of the successfully certified trainees within three months of completion of training, with at least 50% on the trainees passing out being placed in wage employment;
  - b. Provided that the Ministries/Departments shall have freedom to alter the percentage of wage and self-employment based on specifics of the scheme that have been designed exclusively for self-employment/entrepreneurship, nature of activity, local economy, social conditions, etc.
- ii. In case of re-skilling or skill up-gradation of persons already engaged in an occupation, at least 70% of such persons shall have an increase of at least 3% in remuneration within 14 months of completion of the skill development training.
- iii. In case of persons who have acquired skills, through informal, non-formal or experiential training in any vocational trade or craft, the formal recognition and certification of such skills, (after imparting bridge courses if necessary) that provide appropriate increase in wages in the skill category of the candidate for immediate and subsequent production cycle in case of wage employment or meets the conditions under 3.5.3 iii in case of self-employment will be treated as the outcome of this effort.

### 3.5.5 Funding Norms & Fund Flow Mechanism

The Common Norms Committee will approve, periodically review and notify the funding norms and related details from time to time.

### 3.5.6 Monitoring & Tracking

Different skill training schemes shall have access to an open, common and extensible data standards to ensure that their IT systems can share data and do transactions in a scalable way. Standardized Application Program Interface (APIs) will also be defined for use in the Management Information System (MIS) of various skill-training programs. Also, the Ministry of Skill Development and Entrepreneurship shall facilitate the development of an integrated and interactive MIS based on the above standards and APIs, which should therefore be available for use, by all Ministries/Departments. This integrated MIS should serve as an aggregator from the ERP/MIS solutions of States and Ministries/Departments of specific programs.

To facilitate this, an Agency designated by the MoSDE shall put in place a system for pulling in information from different data structures and provide necessary technical support to the States/Ministries/ Departments for the required integration and seamless exchange of information. Such an interactive MIS should facilitate deeper qualitative insights, which could be used for policy formulation.

All the trainees trained under a project will be tracked for a period of one year in case of fresh entrants/14 months in case of re-skilling and upskilling from the date of completion/certification of training with respect to their career progression, retention and other parameters. An innovative system for tracking to be developed that shall use technology (web and mobile based) and has incentives for the trainees to respond to the tracking system.

### **3.5.7 Advocacy & Awareness Building**

While the MoSDE would design and launch a coordinated countrywide awareness campaign, each of the Ministries/Departments would devise a strategy to reach out to the respective target groups/beneficiaries, with special focus on sector/geographies, which are in need of skill development initiatives. The sensitization of other stakeholders, particularly employer industry, will be integral part of such campaign.

## Chapter IV

### 4. Direct Stakeholders of Skill Development

The persons seeking skill training and the industry/institutions that employs them are the direct stakeholders of skills development. Other stakeholders include the various central and state ministries engaged in providing and/or granting funds for providing skill training, National Skill Development Agency, National Skill Development Corporation, Sector Skill Councils and other certification agencies and the skill training providers, both public and private as well as financial institutions.

#### 4.1 Persons Seeking Employment

The new entrants to the labour market and those seeking re-skilling, upgrading their existing skills to enhance the income earning capacity are the main stakeholders of skill development. Persons having acquired skills through informal, non-formal, experiential learning, either through family occupations or otherwise, and wanting their skills to be recognised by formal certification are also stakeholders of skill development.

#### 4.2 Employers

Employers are the other key stakeholders in the skilling eco-system. Employers include industries, institutions, enterprises, contractors as well as individuals who seek various services such as that of a driver, maid, etc.

Although the Skill Gap Analysis conducted under the aegis of the Ministry of Skill Development and Entrepreneurship states huge requirement for skilled workforce, the same report illustrates that employer's have low willingness to pay additional wages for skilled trained workers. This trend illustrates that the skills acquired has low economic value for the candidates acquiring it.

Proactive measures and incentives have to be provided to encourage employers to value skills and pay additional wage premium to skilled persons as compared to unskilled ones.

## Chapter V

### 5. Skill Development and NULM

#### 5.1 Overview of National Urban Livelihood Mission

The National Urban Livelihood Mission aims to reduce poverty and vulnerability of the urban poor households by enabling them to access gainful self-employment and skilled wage employment opportunities, resulting in an appreciable improvement in their livelihoods on a sustainable basis, through building strong grassroots level institutions of the poor. The Mission aims to provide shelter equipped with essential services to the urban homeless in a phased manner and addresses the livelihood concerns of the urban street vendors by statutory and other activities.

#### 5.2 Components of NULM

##### 5.2.1 Social Mobilisation and Institution Building

NULM envisages universal social mobilisation of urban Self-Help Groups (SHGs) and their federations. At least one member from each urban poor household, preferably a woman, should be brought under the self-help group network in a time bound manner. These groups will serve as a support system for the poor, to meet their financial and social needs. Normally women SHGs will be formed, however male SHGs of persons with disabilities can also be formed.

##### 5.2.2 Capacity Building and Training

The key objective of this component is to transform the role of the Ministry of Housing & Urban Poverty Alleviation and State Agencies in charge of urban poverty alleviation into providers of high quality technical assistance in the fields of urban livelihoods promotion and urban poverty alleviation. The different Sub-components under CB&T are: Technical Support at National, State and City Levels and Training & Other Capacity Building Programmes for MMU and CMMUs.

##### 5.2.3 Employment Through Skills Training and Placement

This component will focus on providing assistance for development / upgrading of the skills of urban poor to enhance their capacity for self-employment or salaried employment. EST&P intends to provide skill training to the urban poor in skills that match the market demand, so that they can set up self-employment ventures or secure salaried employment. EST&P will target the urban poor, subjected to occupational vulnerability. No minimum or maximum educational qualification is prescribed for the selection of beneficiaries under EST&P. More details are in section 5.3

##### 5.2.4 Self-Employment Programme

The component will focus on financial assistance to individuals and urban poor groups for setting up self employment ventures, suited to their skill set, training, aptitude and local environment. The second dimension of this component is the support to SHGs to access credit from banks and interest

subsidy on SHG loans. Apart from this, support will also be provided to individual/group entrepreneurs, SHG members and Urban street vendors / hawkers engaged in micro enterprises. This component will also facilitate credit cards for working capital requirement of the entrepreneurs. The different Sub-components strengthening SEP component are: Individual Enterprises (SEP-I)-Loan & Subsidy; Group Enterprises (SEP-G); Interest Subsidy on SHG Loans (SHG-Bank Linkage); Credit Card for enterprise development; and Technology, Marketing and Other Support.

#### **5.2.5 Support to Urban Street vendors**

This component aims support street vendors through skilling, micro-enterprise development, credit enablement and pro-vending urban planning. This component also provides for the creation of social security options for vulnerable groups such as women, SCs/STs and minorities. Up to 5 per cent of the total NULM budget will be spent on this component. The sub-components under SUSV are: Pro-vending urban planning; Skill Development and Micro-enterprise Development support for Street Vendors; Credit-enablement of Street Vendors; Development of Vendors' Markets and; Social Security Convergence.

#### **5.2.6 Shelter for Urban Homeless**

The main objective of Scheme of Shelter for Urban Homeless (SUH) is to provide shelter and all other essential services to one of the poorest of the poor segments viz., the urban homeless. The shelters should be permanent, all-weather, 24 x 7 shelters for the urban homeless. For every one lakh urban population, permanent community shelter for a minimum of one hundred persons is proposed. Depending upon local conditions each shelter could cater to between 50 and 100 persons, and in exceptional cases below 50 persons also.

#### **5.2.7 Innovative and Special Projects**

The objective of projects under this component is to implement time-bound programmes to demonstrate approaches that may have wide implications for sustaining urban poverty alleviation efforts. Projects may include pioneering approaches, innovations to strategies under NULM, or catalyzing efforts in geographical areas. The component also promotes special projects to address livelihood issues of most vulnerable sections like physically challenged, rag pickers, domestic workers, rickshaw pullers, sanitation workers and other such vulnerable groups.

Innovative / special projects may be undertaken on a partnership mode involving CBOs / NGOs / semi-government Organisations / private sector / industry associations / government departments/ agencies / urban local bodies, national/state/city resource centres or international organisations.



## 5.3 Employment through Skills Training and Placement

### 5.3.1 Objectives of EST&P

The broad objectives of the Employment through Skill Training & Placement programme is:

- To provide an asset to the urban poor in the form of skills for sustainable livelihood
- To increase the income of urban poor through structured, market oriented certified courses that can provide salaried employment and/or self-employment opportunities which will eventually lead to better living standards and alleviation of urban poverty on a sustainable basis
- To ensure inclusive growth with increased contribution of skilled poor to the National Economy

### 5.3.2 Eligibility Criteria

The candidates selected for training under EST&P component of NULM should be from urban poor households only.

#### 5.3.2.1 *Urban poor*

- The candidate should not have undergone skill development training under SJSRY/NULM in any other trade during the last 3 years. The candidate can however be provided advanced training on the skills acquired in any previous training
- The candidate should meet the minimum qualification as per requirement of the training curriculum approved by the state executive committee.

#### 5.3.2.2 *Special groups*

- SC and ST candidates must be benefited at least to the extent of the proportion of their strength in the city/town population of poor.
- Out of the total beneficiaries for the State/UT under EST&P, minimum 30% should be for women, minimum 15% should be persons from minority communities and minimum 3% of the candidates should be persons with disabilities (PwD).
- However, based on the trade and area of implementation, if the above requirement of minimum percentage cannot be fulfilled through common training programmes, specific training programmes targeting the above vulnerable communities may be undertaken by the SULM.

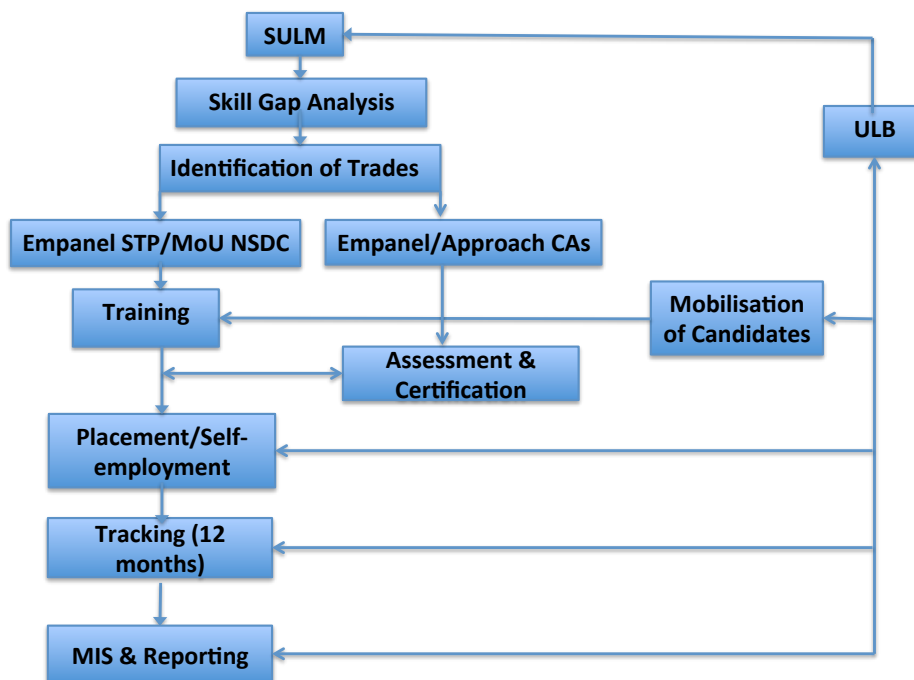
## Chapter VI

### 6. Key process of Skill Development under NULM at different levels

In order to achieve its objectives, NULM envisages three critical structures at the national, state and city levels. A National Mission Management Unit (NMMU) under the overall supervision of the Mission Director supports NULM at national level. At state level is the State Mission Management Unit and at city level there is a City Mission Management Unit (CMMU).

The overall direction of the Mission, its policy and operational guidelines are developed at the national level. Major funding for the mission is also allocated from central funds. The States are responsible for providing the state share of funds for the Mission, developing the Annual Action Plan, conducting Skills Gap Analysis and empanelling/selecting STPs and CAs for skill training and certification as well as monitoring progress and reporting, where required. The ULBs have the role of demand creation, mobilization of candidates, coordinating with skill training centres, monitoring of the program, manage MIS and reporting to SULM.

The Skill Development Process under NULM can be depicted as under:



## **6.1 Central Government/NULM**

### **6.1.1 Coordinating Implementation**

One of the responsibilities of the Ministry of Housing and Urban Poverty Alleviation is to ensure that the National Policy on Skill Development is dovetailed to meet the skill demands of its target community and ensure that the state counterparts do the same in respects of implementing the Ministry's skill development scheme.

### **6.1.2 Fund Allocation and Fund Release**

MHUPA allocates NULM funds for States / UTs based on the incidence of urban poor population. However, additional parameters like absorption capacity (based on the past trend of funds utilisation in poverty alleviation schemes) and special requirements will also be taken into consideration during the course of the year, depending on physical and financial progress.

The financing of the Mission shall be shared between the Centre and the State/UTs on the ratio of 75:25 except in North Eastern and Special Category States (Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim; Uttarakhand, Himachal Pradesh, Jammu & Kashmir), where it will be in the ratio of 90:10. In UTs without legislature, the central share will be 100% whereas UTs with legislature the Central share is restricted to 75% of the total budget.

The release of Central share to States /UTs will be done in two instalments – directly to the account of State Mission Management Units. The Central share will be released to States/UTs only after the fulfilment of the prescribed criteria regarding submission of Utilisation Certificates in accordance with the relevant GFR as well as release of matching State share for the past releases.

### **6.1.3 Capacity Building of Stakeholders**

Capacity Building & Training is a key component of NULM that aims to strengthen implementation human resource at national, state and city levels. In addition to functionaries at different levels, the EST&P components aims to provide /enhance capacity to other stakeholders in the skills eco-system such as STPs and Certification Agencies.

### **6.1.4 MIS, Monitoring & Reporting – National level**

The Ministry of Housing and Urban Poverty Alleviation (MHUPA) has designed and developed an online web based Management Information System (MIS) for the purpose of monitoring the progress of the National Urban Livelihoods Mission (NULM). The Hon'ble Minister of Housing and Urban Poverty Alleviation, Shri M. Venkaiah Naidu launched this program on January 20, 2015. In this MIS different log in accouts are provided to States, ULBs, Training Institutes, Training centres and CAs.

The ULB users enter the beneficiaries details into the system, the Training Centre, created by the Training Institute enter further details of candidates, mark the biometric/manual attendance, and after end of course send list of candidates to

certifying agencies. The Certifying Agencies award certificate to all the successful candidates online. After certification, the training center enters placement/self-employment details of candidates and track progress of the candidates.

This MIS helps the City Mission Management Unit (CMMU) to monitor the progress of the entire city, training centre wise, course and trade and batch wise. The State Mission Management Unit (SMMU) monitors the progress of all the ULBs, Training institutes and Training centres course and trade and batch wise online on a real-time basis. National Mission Management Unit (NMMU) monitors the progress of all the States and all the Training Institutes online on a real-time basis.

States and ULBs are required to use this MIS for gathering, monitoring and managing progress of the activities. Till such time the MIS is fully operational with all stakeholder entering data and managing information, States and ULBs are required to submit their progress reports online on a monthly basis and may also use this tool to monitor progress on the ground. In the spirit of proactive disclosure of information and ensuring transparency under NULM, key progress reports under EST&P will also be made available on the public domain in a timely manner.

#### **6.1.5 Documenting and Recognizing Best Practices**

The NULM/NMMU shall document good practices happening in the field nationally and internationally for learning and development. Further it will institute awards for recognizing best States / UTs, ULBs, STPs for effectively implementing schemes of NULM.

## **6.2 State Government/SULM**

The State governments /UTs play a critical role in the implementation of the mission. Establishment of the mission infrastructure at the State level is an important milestone in the effective implementation of the mission.

### **6.2.1 Preparation of skill component of Annual Action Plan**

The States and UTs are required to prepare an Annual Action Plan (AAP) for implementing NULM components in the state. The EST&P component of the Action Plan needs to be incorporated and approval should be obtained in the beginning of the year.

### **6.2.2 Awareness Generation and Demand creation**

The following strategies may be adopted by the SULM for awareness generation and creation of skill training demand from the target community.

- The SULM&ULB should conduct mass media campaigns through newspapers, radio, television, posters, wall paintings, SHG meetings, etc. on regular basis to provide information on skill training opportunities and invite applications from the prospective candidates.
- The information regarding the courses, duration, location of training, name and details of skill training providers should be available at all the Urban

Local Bodies, City Livelihood Centers and any other urban centers set-up by the government.

- The candidate should be allowed to submit ‘an intent to undertake training’ on a plain paper with basic details such as name, age, contact details, name of the training required, Aadhaar Card number or other identity document, etc. The prospective candidate can submit the intent to undertake training in physical form at designated centers or through mail or post. On submission of the Intent, the same shall be entered into a register and a receipt with unique registration number shall be issued to the applicant. This will create a Waiting List of prospective candidates for a specific training demanded by the urban poor. The ULB shall accept such intents throughout the year. This register shall be utilized for mobilization of the trainees as and when the demanded training commences in the city. The intent may be received through area offices of Municipal Corporations, Ward Offices, ULBs, Self Help Groups in the areas, Community Organizers, Area Level Federations and City Level Federations of the SHGs, office or training centres of NULM empanelled Skill Training Providers and any other NULM related institutions. The candidate should not have to travel long distances to submit ‘the intent to undertake training’.
- The SULM and ULB shall ensure that candidates enlisted in the waiting list shall be informed through available communication means like SMS, letter, Public notice, SHG, ALF, etc. regarding the commencement of training program and details of location of training centre, eligibility criteria, course duration, etc.

### 6.2.3 Skill Gap Analysis

In order to achieve NULM objectives, the trainings should be provided as per the industry demand and as per the curriculum recognized nationally. The industry demand for skill can be assessed through a comprehensive Skill Gap Analysis at city level. The Skill Gap Analysis (SGA) should provide a clear picture of the industry wise demand for trained manpower, nature of skills required, and trades to be selected for EST&P both for wage employment as well as for self-employment. The SGA should also state the nature and duration of the courses required for each trade. Such a study must have projections for a period of at least 5 years. The State Urban Livelihoods Mission (SULM) may refer the Skill Gap Analysis conducted by National Skill Development Corporation (NSDC). The SULM may take help of Sector Skill Councils of NSDC, Technical Universities, State Department of Labour and Employment, State Industries Department; Government sponsored Research Institutions, State Industries Association or any other competent agency to conduct the Skill Gap Analysis. The cost of conducting Skill Gap Analysis may be booked under the A&O Expenses of NULM.

The Skill Gap Analysis should provide demand for employment in upcoming industries and also identify the scope for setting up of self-enterprises in local area. The training should be conducted for imparting skills with highest demand in local

areas, however for candidates willing to migrate to other regions skill-training courses not identified under skill gap analysis may also be conducted.

#### **6.2.3.1 Concept of Skill Gap Analysis**

- A skill gap analysis is undertaken to identify the skills that the workforce needs, but may not have, to carry out his or her job or to perform certain tasks effectively
- By applying skill gap analysis it is possible to find out which skill and knowledge shortfalls there are in an organisation/industry/sector
- The first step in performing an analysis is to identify all the skills required by an individual to carry out his or her work and then consolidate/aggregate the same to develop industry specific skills
- The skills Gap Analysis helps governments to understand the mismatch between the skills that exist in a region and those being demanded by industry

#### **6.2.3.2 Skill Gap – a conceptual Understanding**

The phrase “skill gap” is used in the public arena with varying degrees of understanding of what ‘gap’ in ‘skills’ of the labour force actually means. In simple terms, skill gap refers to a mismatch between the demand and supply side of the labour market. A more granular approach would address the skill gap as the difference in the skills needed for a job and those possessed by a prospective worker.

#### **6.2.3.3 Skill Gap Analysis – importance**

- Provides a critical overview of the industry, allowing decision makers to determine if staff/workforce have the necessary skills to meet corporate objectives or achieve a change in strategy
- Provides an analysis of skill gaps in an organisation, department, or role
- Analysis helps policy and decision makers/companies to prioritize their training requirements and resources
- Analysis can help with the planning of recruitment and training, and it gives the government a basis for deciding which skill augmentation efforts should be undertaken

#### **6.2.3.4 Skill Gap Analysis – importance to government**

- Supporting regional economic development decision making
- Developing education policy
- Adjusting labour market instruments
- Attracting investors into a region

#### **6.2.3.5 Policy framework – Skill Gap Analysis**

- Can sectors maintain their competitive advantage and growth rate and what interventions are needed to help labour force adjust?
- Is there a match between the profile of the region and the skills available?
- Does education in the region provide the necessary skills on time and in the volume needed?

- What measures are required to adjust skills to industries or education to business?
- What measures are required to attract skills from outside the region?

#### **6.2.3.6 Skill Gap estimation**

The calculation of skill gap can be done using two approaches

- Using workforce/employer surveys to estimate skill gap in the labour force
- Using aggregate labour supply/demand indicators to compute skill gaps

A third method is a hybrid of the above two, using a mix of primary survey research coupled with labour supply/demand indicators. Majority of public policy reports, including all NSDC skill gap report, use this hybrid approach, using level of education as a proxy for skill levels.

#### **6.2.3.7 Skill gap Analysis – Current Status**

The National Skill Development Corporation under the Ministry of Skill Development and Entrepreneurship has commissioned skill gap analysis reports, classified by economic sectors as well as states and released the skill gap reports for 24 sectors, estimating that about 11.9 crore persons are required to be trained by 2022. As of now, the Skill Gap Analysis reports of the sectors given in the following para are available.

#### **6.2.3.8 Skill Gaps – sector wise coverage**

- Agriculture
- Automobile / auto components
- Banking, Financial Services & Insurance
- Beauty and Wellness
- Building, Construction & Real Estate
- Construction material & building hardware
- Domestic help
- Education and Skill Development
- Electronics & IT hardware
- Food processing
- Furniture and Furnishing
- Gems & Jewellery
- Handlooms & Handicrafts
- Healthcare
- IT & ITES
- Leather and leather goods
- Media & Entertainment
- Pharmaceuticals
- Private Security Services
- Retail

- Telecommunications
- Textiles and clothing
- Transportation Logistic warehousing and Packaging
- Travel Tourism and Hospitality

#### **6.2.4 Selection of Skill Training Providers (STP)**

EST&P will be implemented through Training Providers that are empanelled at the national level or through a validated process at the state level.

At the national level, Ministry will put in place a single process for empanelment of Training Providers/Assessors. This process would factor in sector specific issues/nuances in consultation with the related Ministries/Departments and the Sector Skill Councils.

The Ministry can enter into MOU with National level Agencies in the Skill training space like National Skill Development Corporation (NSDC), Sector Skill Councils (SSC), Autonomous Institutes under Ministries of Govt. of India, Industrial Groups for skill training and placement. Based on this MOU between MoHUPA and Agencies, the States can give them work of skill development in the respective States.

SULM may empanel private STPs through a selection process. The selection criteria should be a combination of technical qualification, experience of the organization, cost of training and any other variables that the State may identify. Strict technical assessment of STPs shall have to be undertaken by the SULM to ensure that the quality of the training is not compromised.

SULM can directly engage Training Partners of National Skill Development Corporation (NSDC) and training providers engaged by any other Government Agency for the purpose of skill training. However, the SULM will have to ensure that such Training Providers adhere to the processes, deliverables and cost norms as mentioned in the NULM guidelines.

SULMs would get their process of empanelment of Training Providers/Assessors validated by a designated agency at the national level, which will be decided by MoHUPA.

SULM may also hire services of external professional agencies, universities, academic institutes, etc. for drafting of the TOR, appraisal, evaluation and monitoring of the STPs. The cost of the same may be booked under the A&O Expenditure of NULM.

The empanelment of STPs should be valid for a period of 3 years based on satisfactory performance of the STPs.

The certification of all the trainings should be provided by external independent



agency and not by the STP.

The process for selection of STPs is provided under **Annexure iv**.

### **6.2.5 Selection of Certification Agencies**

SULMs are required to provide skill certification to candidates completing skill training under any of the following certification agencies approved under the National Skills Qualification Framework:

1. National Council for Vocational Training (NCVT)
2. State Council for Vocational Training (SCVT)
3. Sector Skill Councils (SSCs) formed under NSDC

SULMs can directly approach these agencies for certification without going through any other process of empanelment, as Government of India has approved these agencies as non-statutory certification agencies.

### **6.2.6 MIS, Monitoring and Reporting – State Level**

The SMMU at the State level will closely monitor progress of activities / targets under this component, undertake reporting through the online MIS. It will enter details of the selected Training Institutes in the MIS. Further, SULM will ensure that the Training Institutes map/create their Training centre in the MIS and the ULB users enter details of beneficiaries, create batches and link it to the relevant training centres.

### **6.2.7 Funding norms**

In the context of the approval of the Common Norms on Skill Development by the government of India, the Ministry will notify the funding norms for EST&P shortly.

### **6.2.8 Documenting and Recognizing Best Practices**

The SMMU may document good practices happening in the field and recommend ULBs/STPs for the award schemes of the central government or institute its own awards with state governments' approval and funds.

## **6.3 Urban Local Bodies/CMMU**

### **6.3.1 Mobilization of Candidates**

Mobilisation of candidates is critical for the success of the EST&P component of the NULM. In the previous STEP-UP component of SJSRY, the candidate mobilisation was left to the Skill Training Providers. It was found that the strategy was not very effective and therefore in NULM, the mobilisation of candidates is with the ULBs who will have the database of all eligible and potential candidates for skill training under EST&P.

As the courses offered by the STPs will be approved based on the skill gap analysis and job availability, it is expected that ULBs will be able to motivate potential candidates.

The ULBs are expected to use the strategies listed below:

- While deciding on the training programmes calendar for the city, the demand for particular trades as per Waiting List may be considered.
- In addition to the candidates listed in 'Waiting List', the ULB may identify candidates through other means like organizing camps, registration drives, sponsoring by SHGs, etc. However candidates registered in Waiting List will be given preference.
- If prospective candidate seeks particular skill training and the ULB does not have competent skill training providers empanelled, then the ULB in consultation with SULM and the local industry association shall arrange to provide the same.
- Before the commencement of the training, a counselling session for all the prospective candidates will be arranged. During this session the prospective candidate would be briefed in detail about the available training program, eligibility criterion, etc.
- At this stage the beneficiaries will fill application form. The form shall capture all the details such as education, BPL Status, residential address, other contact details, etc. On the basis of these documents their selection will be done for a suitable training program.
- The ULB may also provide information on EST&P to the probable candidates through Job Placement Fairs, Rozgaar Melas, etc. in the slum areas.

### **6.3.2 Allotting candidates to Training Centre**

As the candidates are mobilized by ULBs through various strategies and counselling, the candidates will be allotted to courses run in the Training Centres of approved STPs in the city.

### **6.3.3 MIS, Monitoring and Reporting – City Level**

ULB enters beneficiary's details in the MIS, create a batch for a particular course and link it to the Training Centre.

It is the responsibility of ULBs/CMMUs to monitor the progress of training in the STPs during the training period. After the candidates are placed in a job or helped to set up a micro-enterprise by the STPs, the ULB/CMMU may concurrently monitor the progress of the candidates to ensure that targets agreed to by Training centres in terms of training, job placement / self employment are met. It should also report through MIS whether the authorised certification agencies conducted the assessment and issued certificates to candidates in a timely manner.

#### **6.3.4 Facilitating Credit Linkage & Task Force**

Those candidates who successfully complete the training and wish to set up an enterprise immediately or after gaining some work experience following the training may be linked to the SEP component and provided with credit linkage.

A Task Force may be constituted at ULB level for recommending cases for individual and group enterprises for onward transmission to the banks by the ULB. The Chief Executive Officer (CEO)/ Municipal Commissioner of ULB will be responsible to constitute the Task Force and will be the Chairman of the Task force. There could be more than one task force at ULB level depending upon the size/population of the ULB.

#### **6.3.5 Reporting to SULM**

CMMU at the ULB level will closely monitor progress of activities / targets under this component, undertake monitoring and reporting to SULM in prescribed formats/MIS highlighting key issues in implementation.

### **6.4 Skill Training Providers**

#### **6.4.1 Setting up of Training Centres for Approved Courses**

The STPs are required to set up the training centres with infrastructure and manpower for the approved courses within the time frame and other conditions provided in the agreement/MoU.

#### **6.4.2 Curriculum Designing**

The skill trades identified through the skill gap analysis should have a formal standard curriculum which is designed in accordance to the demand of the industry, need for assessment and certification requirements.

Various Sector Skill Councils under NSDC have developed the National Occupational Standards (NOS). The NOS specify the standard of performance an individual must achieve for carrying out a function in the work place. The employers through the Sector Skill Councils under NDSC lay down the NOS. The NOS and identified Job Roles are in accordance to the standards prescribed under the National Skills Qualifications Framework (NSQF) as mentioned in the National Skill Policy. The SULM may consider finalizing the curriculum based on NSQF.

The states may follow the curriculum designed for Modular Employable Skill (MES) courses under the Skill Development Initiative Scheme of Ministry of Skill Development & Entrepreneurship (earlier Ministry of Labour & Employment). It has been notified by the Government of India that eventually all skill training courses, including MES, will be mapped to NOS and QP and the process of such mapping has already been started. The states are advised to be abreast with the developments in the sector and ensure that the national standards and common norms are followed.

All the standard curriculum for any training course under EST&P should be designed in consultation with a competent technical agency such as Technical University / College, Directorate of Technical Education, National Skill Development Corporation, Sector Skill Councils of NSDC, etc. Designing of curriculum should not be left on the Skill Training Provider alone. Any courses not approved by any other competent authority may be approved by the SULM in consultation with any of the above agencies so as to ensure standardization and job opportunities for trainee. The Training course modules should be in accordance to local industry demand and acceptable at state / national level. The course curriculum should be designed to ensure certification of industry standards.

#### **6.4.3 Mobilisation of Candidates by STPs**

Although the primary responsibility of mobilising the candidate is with the respective ULBs, the STPs are required to coordinate with ULBs for mobilisation of candidates.

#### **6.4.4 Batch Planning in Coordination with ULBs**

The STPs in coordination with ULBs should plan the batch sufficiently in advance for effective delivery of training.

#### **6.4.5 Conducting Training**

The STPs should ensure that the skills training is conducted as per the curriculum standards set for the course including the time allotted for theory and practical session and on the Job training.

##### **6.4.5.1 Course Duration**

It is preferred that the course duration for all the skill training programmes under EST&P would be minimum 3 months (approximately 400 hours of the technical training plus 30 hours for soft skills training) for the cost of Rs. 15,000/- (Rs. 18,000/- for North East and Special States) per candidate. However, depending on the trade and course module, SULM may define trainings with different duration. If the MES Curriculum is being followed, then the basic and advanced level skill training courses may be combined to provide 430 hours training.

##### **6.4.5.2 Soft Skills**

In addition to the basic skill training on specific skills, the training course modules should have the following modules integrated into the course curriculum.

- Soft Skills – Basic Communication skills (in English and local language), Basic computer operations (for courses other than computer training), Professional Etiquettes, etc.
- Financial Literacy – Orientation and awareness on savings, credit, subsidy, remittance, insurance and pensions.
- Other government schemes – the candidate may also be provided information regarding other government schemes (including other components of NULM) and entitlements for poverty alleviation. The ULB should facilitate access to such schemes and entitlements for the urban poor.

#### **6.4.6 Certification**

Successful candidates undertaking training under EST&P component of NULM should be awarded a certificate issued by an authorised, independent certification agency, which is competent and has acceptability in the industry. The training agency should not be entrusted with the assessment and certification of the trainees to ensure objective assessment.

The certification agency should be intimated with the details of the candidates, trade, start date and completions date of training and other details required by them giving sufficient notice so as to help the CAs plan its resources for assessment and certification in a timely manner.

For further details, please see section 6.5.

#### **6.4.7 Post Training Support and Tracking**

##### ***6.4.7.1 Post Training Support***

The STP shall work towards providing job-placement or setting up self-enterprise for all the successful candidates. It is mandatory for the STP to provide placement / self-enterprise set-up support for minimum 50% (recommended to be enhanced to 70% as per the Common Norms on Skill Development) of successfully trained candidates; inability to do so shall result in suitable penalty as provided in the terms & conditions of the contract with STPs.

**Job Placement:** on successful completion of the training, the STP shall provide the candidate placement in a suitable job within one month of completion of the training.

**Micro-enterprise:** For candidates interested in setting up micro-enterprises, the STPs shall assist in setting-up the microenterprise within 3 months of successful completion of the training. The STPs shall provide support for proposal writing, ensure credit from banks, provide support for availing subsidy to candidates regarding any of the micro-enterprise development schemes such as SEP component under NULM, Prime Minister's Employment Generation Programme (PMEGP) under Ministry of Micro, Small and Medium Enterprises (M/o MSME), Cluster Development Schemes under M/o MSME or any other such schemes.

**Financial Inclusion:** The STP shall also facilitate the opening of Basic Saving Bank Deposit account for all the candidates who do not have a bank account.

##### ***6.4.7.2 Post Training Tracking***

The STP shall be required to track the successful candidates for a period of 12 months. For the candidates provided with wage employment in any industry, information like appointment letter, pay package/ remuneration, etc. shall be entered in the MIS of NULM as per the terms and conditions of the contract with the STPs.

For the candidates interested in setting up micro-enterprises, the STP shall be responsible for providing support and track the progress of Micro-enterprise for a period of 12 months.

#### **6.4.8 MIS, Monitoring and Reporting – STP level**

According to NULM MIS, the STP has two entities, viz., the Training Institute and Training Centre. ‘Training Institute’ refers to the Training Organisation and ‘Training Centre’ to the training centre set up by the Training Institute in different cities. It is the responsibility of the Training Institute to create/map the established/existing Training centres in the MIS. Only then the training centre set up/existing in a city will be visible to the ULBs on the MIS. Once the ULB create a batch and link it to a Training Centre, the basic details of the candidates will be visible to that Training centre on MIS. The Training centre will then enter further details of the candidate including their contact details, candidate’s bank account details, status of assessment and certification, status of the placement or setting up of a micro-enterprise, etc. on the MIS.

The Training centre will mark biometric/manual attendance on MIS during training and on completion of training, send a list of candidates trained to certification agency for assessment and certification.

The training centre will ensure that candidates who have successfully completed training will be provided placement/self-employment and enter those detail in MIS, monitor and report progress.

### **6.5 Certification Agencies**

The Certification Agency (CA) should be empanelled by the SULM based on the quality, integrity and past record of the agency. However, the following agencies that have been approved as non-statutory certification agencies under NSQF can be approached directly for certification without undergoing any process of empanelment.

- i. National Council for Vocational Training (NCVT)
- ii. State Council of Vocational Training (SCVT)
- iii. Sector Skill Councils (SSCs) formed under NSDC.

The above agencies have established a detailed process for assessment and certification, including the fees charged which the Government of India has approved. Therefore, no negotiation of the certification process or fees is required with these agencies.

SULMs desiring to certify candidates under NCVT will have to notify a nodal officer in the State for interacting with Regional Directorate of Apprenticeship Training (RDAT) under MoSDE for the purpose of certification under NCVT. The nodal officer will declare Training centres of empanelled Skill Training Providers (STPs) in the State as Testing centres and furnish the list of such Testing Centres to the respective RDAT, which will recognise those centres as Direct Testing Centres within 10 days of receipt of intimation. On receipt of list of candidates to be assessed by

such Training Centres, RDAT will allot Assessing Body, which will upload the details of candidates to be assessed on the portal, and after assessment, upload the outcome of assessment on the portal. RDAT will then declare the result within three days of uploading of outcome of assessment by Assessing body and will issue certificates to Training Centres directly. It may be noted that the cost of assessment & certification is included in the training cost under EST&P. Also, no further negotiation is required on the fees prescribed for certification by NCVT as Government of India has already approved the fees.

SULMs desiring to obtain certification under Sector Skill Councils of NSDC have to follow the National Occupational Standards (NOS). Through an application to respective SSCs, STPs can obtain a login id to the Skill Development Management System (SDMS) of NSDC wherein the required details of candidates to be assessed have to be entered by them. The respective SSCs, through their login id, are alerted on the candidates to be assessed from the training centres, the batch details, date of completion of course, etc. Accordingly, SSCs allot assessment agencies from among the list of accredited assessment agencies to conduct the assessment. Assessment agencies contact the training centre, conduct the assessment and upload the assessment result in SDMS. The SSCs then authorise the certification that is uploaded in SDMS in PDF form. Such certificates can be verified for authenticity through QR codes.

The ULB / SULM through the State Level Bankers' Committee / District Level Bankers' Committee shall ensure that the certificates so issued are considered as valid document for application of Enterprise loans from Banks.

It may be further noted that according to NSQF, MES courses also need to be mapped with Qualification Packs under the NOS. Already about 200 MES courses have been mapped with QPs and remaining are in the process of being mapped. As indicated in the implementation schedule of NSQF (as referred in section 3.4.6 of this document), it is mandatory for all training /educational programmes/courses to be NSQF-compliant. Accordingly, the certificate issued to candidates successfully completing courses under EST&P should also be NSQF compliant. (<http://www.nsdcindia.org/sites/default/files/files/MEScourses-mappingwith-QP.pdf>)

## I Annexure

### i. List of Sector Skill Councils

Sl No	Name	Website
1	Automotive Skills Development Council	
2	Security Sector Skill Development Council	<a href="http://www.sssdc.in">http://www.sssdc.in</a>
3	Retailers Association's Skill Council of India	<a href="http://www.rasci.in">http://www.rasci.in</a>
4	Media & Entertainment Skill Council	<a href="http://www.mescindia.org">http://www.mescindia.org</a>
5	IT-ITeS Sector Skill Council	<a href="http://www.sscnasscom.com">http://www.sscnasscom.com</a>
6	Health Care Sector Skill Council	<a href="http://www.healthcare-ssc.in">http://www.healthcare-ssc.in</a>
7	Rubber Sector Skill Council	<a href="http://www.rsdcindia.in">http://www.rsdcindia.in</a>
8	Gems & Jewellery Skill Council of India	<a href="http://www.gjsc.org">http://www.gjsc.org</a>
9	BFSI Sector Skill Council of India	<a href="http://www.bfsissc.com">www.bfsissc.com</a>
10	Leather Sector Skill Council	<a href="http://indialeatherssc.org">http://indialeatherssc.org</a>
11	Electronics Sector Skills Council	<a href="http://essc-india.org">http://essc-india.org</a>
12	Food Industry Capacity and Skill Initiative	
13	Telecom Sector Skill Council	<a href="http://www.tsscindia.com">http://www.tsscindia.com</a>
14	Agriculture Skill Council of India	<a href="http://www.asci-india.com">www.asci-india.com</a>
15	Logistics Sector Skill Council	<a href="http://www.lsc-india.com">http://www.lsc-india.com</a>
16	Indian Plumbing Sector Skill Council	<a href="http://www.ip-ssc.com">http://www.ip-ssc.com</a>
17	Capital Goods Skill Council	<a href="http://www.cgsc.in">http://www.cgsc.in</a>
18	Construction Skill Development Council of India	<a href="http://www.csdcindia.org">http://www.csdcindia.org</a>
19	Life Sciences Sector Skill Council	<a href="http://lssdc.in">http://lssdc.in</a>
20	Indian Iron & Steel Sector Skill Council	<a href="http://www.iissc.org/">http://www.iissc.org/</a>
21	Aerospace & Aviation Sector Skill Council	
22	Skill Council for Mining Sector	<a href="http://ww.skillcms.in/">http://ww.skillcms.in/</a>



23	Power Sector Skill Council	
24	Apparel, Made-ups and Home Furnishings Sector Skill Council	<a href="http://www.sscamh.com">http://www.sscamh.com</a>
25	Beauty & Wellness Sector Skill Council	<a href="http://bwssc.in/about.html">http://bwssc.in/about.html</a>
26	Textile & Handloom Sector Skill Council	<a href="http://www.texskill.in">www.texskill.in</a>
27	Handicrafts & Carpets Sector Skill Council	<a href="http://www.hcssc.in/">www.hcssc.in/</a>
28	Tourism & Hospitality Sector Skill Council	<a href="http://thsc.in/">http://thsc.in/</a>
29	Infrastructure Equipment Skill Council	<a href="http://www.iescindia.com">www.iescindia.com</a>
30	Sports, Physical Education, Fitness and Leisure Skill Council	
31	Hydro Carbon Sector Skill Council	
32	Chemicals & Petrochemicals Sector Skill Council	
33	Coatings Sector Skill Council	
34	Management and Management Services Skill Council	

*Note: New Sector Skill Councils are being announced as and when formed. The reader is advised to keep checking the MoSDE of NSDC websites (<http://www.skilldevelopment.gov.in/>, <http://www.nsdcindia.org/>) for updates.*

**ii. List of Skills Training schemes offered by various Ministries /Departments**

Sr No	Ministry/ Department	Schemes/Programmes / Institutions having provision for Vocational Education and Training programme	Target Group	Duration of Training (long-term / Short-term)
1.	Agriculture.	<p>Training in Agricultural Extension (21 training centres), Training in use of Agricultural Implements &amp; machinery, Soil Conservation Training Centre, LFQC&amp;TI, NPPTI, Cooperative Education and Training.</p> <p>Under the University stream, various undergraduate, post-graduate and Ph.D. courses are offered (DARE).</p> <p>There is one Central Agricultural University, thirty-one State Agricultural Universities (SAUs) and four National Institutes of Indian Council of Agricultural Research having the status of Deemed University.</p> <p>ICAR also arranges need based training programmes in any of State Agricultural University or ICAR Institutes in new and emerging areas.</p> <p>CIFNET – Regular courses and special</p>	<p>Person engaged in Agricultural institutions and support services, members of cooperatives and Farmers. Under KVK, 550/589 districts are covered.</p> <p>Students with Qualifications as usual under University stream of education.</p> <p>Students with Qualifications as usual.</p> <p>Individual scientists or groups of scientists.</p> <p>10<sup>th</sup> Standard students</p>	<p>Short term courses</p> <p>U.G. courses – 4 years, P.G. courses – 2 years and Ph.D. as usual. As usual.</p> <p>One week to three months (or longer duration, as fixed).</p> <p>6-18 months</p> <p>4 weeks</p>

		training courses  CIFNET – Refresher courses	Lecturers/in-service	
2.	Food Processing Industries	<p>Grants were provided to NGOs for setting up of 326 Food Processing &amp; Training Centres (FPTCs) during 1992-93 to 2000-01.</p> <p>Institutions like Central Food Technology Research Institute, Paddy Processing Research Centre, PHTC, Council of Entrepreneurial Development Programme (EDP) are also running training courses</p> <p>Person power development in rural areas (FBTC Scheme)</p> <p>Entrepreneurship Development Programme</p> <p>Programmes for development of human resources in food processing, testing, training, quality management etc.</p>	<p>Persons living in rural areas with preference being given to women, SC, ST and other weaker sections of society</p> <p>Mainly persons in Food Processing Industry</p> <p>Open</p> <p>Open</p> <p>Candidates aspiring to be Managers, technician/technologists, and entrepreneurs</p>	<p>Short term</p> <p>Short term</p> <p>Short term</p> <p>AICTE approved diploma/degree courses” durations as usual (Long-term)</p>

3.	Health & Family Welfare	<p>Basic Training of multipurpose health worker (Female &amp; Male)</p> <ul style="list-style-type: none"> <li>· 478 ANM/ MPW(F) Training Centres</li> <li>· 28 HFWTC &amp; 30 Basic MPWA(M) Schools</li> </ul> <p>Promotional training of Female Health Assistant in 42 training centres. Training is also provided by Safdarjung Hospital, St. John Ambulance, NTCP, NPCB, NMHP, NACP, INC, CBHI, CLTRI, PWTRC, ECH etc.</p>	<p>-Educated youth with minimum 10th pass</p> <p>-Persons working in Health &amp; family Welfare programme</p>	<p>12 to 18 months</p> <p>Short term</p>
4.	Heavy Industries & Public Enterprises	Counseling, Retraining and Redeployment of Rationalized Workers of CPSEs (Formerly NRF)	Workers who opt for voluntary retirement, rendered surplus or retrenched from CPSEs	Short term courses
5.	Human Resource Development	<p>Vocationalisation of Secondary Education (6800 schools covered)</p> <p>Polytechnics (1244) + Institutions for diploma in pharmacy (415), hotel management (63), architecture (25)</p> <p>Community Polytechnic Scheme (675 CPs)</p> <p>Jan Shikshan Sansthan (157 Vocational Training Centres run by NGOs offering more than 250 courses)</p>	<p>Student having passed 10th class</p> <p>10th pass</p> <p>Poorer sections of society in both rural and urban areas</p> <p>Disadvantaged groups of adults. Priority is given to adult neo-literates/ semi-literates, SC and ST, women/girls, oppressed, migrants, slum/ pavement</p>	<p>2 years</p> <p>3 years diploma</p> <p>(3 to 6 months)</p> <p>Need Based (1- 4 weeks)</p>

		<p>Support For Distance Education &amp; Web Based Learning (NPTEL)</p> <p>National Institute of Open Schooling - Distance Vocational Education Programmes [Practical training through Accredited Vocational Institutes (AVIs)]</p> <p>Apprenticeship Training for student of +2 Vocational stream</p> <p>National Programme on Earthquake Engineering Education (NPEEE)</p>	<p>dwellers and working children</p> <p>Engineering and physical sciences under-graduates/post graduates in the country; all teachers/faculties in science and engineering Universities in India</p> <p>School leavers with 5th, 7th, 8th and 10th pass</p> <p>Students passing out of +2 Vocational stream</p> <p>Recognized engineering colleges/polytechnics and schools of architecture having related academic degree or diploma programme</p>	<p>(Designing course material – time bound project)</p> <p>6 months to 2 years.</p> <p>One year</p> <p>Faculty development through short-term crash programmes and long-term programmes</p>
6.	Information Technology	<p>DOEACC - „O“ level</p> <p>CEDTI</p>	<p>Students or working persons with 10+2 pass</p> <p>It conducts courses in the field of Electronics, Telecommunications , IT, Process Control &amp; Instrumentation</p>	<p>Flexible duration for passing examination</p> <p>Short term courses</p>
7.	Labour & Employment (DGET)	<p>Craftsmen Training Scheme (CTS) (6834 ITI/ITCs)</p> <p>Apprenticeship</p>	<p>School leavers with 8th, 10th and 12th pass</p> <p>School leavers with</p>	<p>Six months to Three years</p> <p>Six months to 4 years</p>

		<p>Training Scheme (ATS) (23,800 establishments)</p> <p>Modular Employable Skills (MES)</p> <p>Crafts Instructor Training Scheme (CITS) (6 Institutes)</p> <p>Advanced Vocational Training Scheme and Hi-tech Training Scheme (65 centres)</p> <p>Supervisory Training (2 institutes)</p> <p>Women Training Institutes (11 institutes)</p> <p>Central Staff Training and Research Institute</p> <p>Model Training Institutes and Model Industrial Training Institutes</p>	<p>8th, 10th and 12th pass or National Trade Certificate Holder</p> <p>School drop outs and Unorganized sector workers</p> <p>Instructors of ITIs/ITCs</p> <p>Industrial Workers/ Technicians</p> <p>Supervisors from Industry</p> <p>Women (School leavers, Instructors and others)</p> <p>Training Executives and Principals</p> <p>School leavers with 8th, 10th and 12th pass</p>	<p>Short term (60 hrs to 1000 hrs)</p> <p>1 year</p> <p>Short Term courses</p> <p>Long and short term</p> <p>Long and short term</p> <p>Short Term</p> <p>One to Three years</p>
8.	Rural Development	<p>National Institute of Rural Development (NIRD) Conducts about 150 programmes</p> <p>Swarnjayanti Gram Swarozgar Yojana (SGSY)</p> <p>RUDSETIS train</p>	<p>Practicing Manager in rural development</p> <p>Focus is on the vulnerable groups among the rural poor. SC/ STs would account for a minimum of 50%, women for 20% and disabled for 3% of</p>	<p>Short term Courses</p> <p>Need based short term</p> <p>Short term</p>

		about 1.25 Lakh per annum  Skill development of BPL @50000 per annum	the total swarozgaris during a year.	Short term
9.	MSME [Small Industries Development Organisation (SIDO)]	Entrepreneurship Development Programme, Entrepreneurship and Skill Development Programme (ESDP), Management Development Programme q It has 72 institutes/bodies. § SSSI – 30 § Br. SSSI- 28 § RTC – 4 § Tool Rooms – 8 § PPDC – 2	“ Workers “Educated unemployed youth “ Entrepreneurs	Both short term and long term
10.	Khadi & Village Industries Commission under Ministry of MSME	51 Training Centres run 35 types of programmes	Unemployed rural youth, In-job Artisans/Supervisors working in KVIC inst, Prospective Entrepreneurs, Beneficiaries of different Government. Schemes desirous of undertaking KVI activities.	2 months to 12 months
11.	Social Justice & Empowerment	National Institute of Mentally Handicapped, National Institute for the Orthopaedically Handicapped, Institute for Physically Handicapped, National Institute for the Hearing Handicapped, National Handicapped Finance and Development	Disadvantaged and marginalized sections of the society viz., SC, Minorities, B.C., Persons with disabilities, Aged Persons, Street children and victims of Drug Abuse etc.	<ul style="list-style-type: none"> <li>• Short term training up to six months duration</li> <li>• Orientation Programmes up to one week duration</li> </ul>

		Corporation, National Scheme of Liberation and Rehabilitation of Scavengers and their Dependents, National Scheduled Castes and Scheduled Tribes Finance and Development Corporation, Rehabilitation Council of India		
12.	Textiles	Decentralized Training Programme, 24 Weavers' Service Centres, Cooperative Training, 13 Power loom Centres, Indian Jute Industries Research Association, Central Wool Development Board, Central Silk Board, Training Centres for Handicrafts, North – eastern Handicrafts and Handlooms development Corporation  Apparel Export Promotion Council (AEPC)	Skill upgradation of Workers in textile industry  Workers in Garment Industry	<ul style="list-style-type: none"> <li>➤ Mainly short term (15 days to 3 months).</li> <li>➤ Some courses under Handicrafts are of 1 year duration.</li> </ul> 3 months to 1 year
13.	Tourism	15 Food Craft Institutes under State Governments	10th Pass	6 months – 1 year
14.	Tribal Affairs	Vocational Training Centres (VTC) in Tribal Areas. (100% central assistance is given to State/ UT / NGO for setting up VTs	Unemployed Tribal youth (Each person is given training in two trades)	6 months in VTC and 6 months with master craftsmen
15.	Urban	Urban Self	Urban Unemployed	Short term (2-6





	<p>Board (programmes are organised by voluntary organisations)</p> <p>Women Empowerment Programme in collaboration with IGNOU (Training programme on “Empowering women through SHG”)</p> <p>Kishori Shakti Yojana</p> <p>Other programmes like UDISHA, Training of Anganwadi Workers, NIPCCB, Rashtriya Mahila Kosh etc.</p>	<p>remunerative employment opportunities</p> <p>To organise women into effective Self Help Groups</p> <p>To train and equip adolescent girls to improve home based and vocational skills</p>	<p>Minimum 60 days</p>
--	--	--	------------------------

### iii. Level Descriptors of NSQF

<b>LEV EL</b>	<b>Process Required</b>	<b>Professional Knowledge</b>	<b>Professional Skill</b>	<b>Core Skill</b>	<b>Responsibility</b>
<b>Level 1</b>	Prepares person to/carryout process that are repetitive on regular basis require no previous practice	Familiar with Common trade terminology, instructional words meaning and understanding	Routine and repetitive, takes safety and security measures.	Reading and writing, addition, subtraction Personal financing, familiarity with social and religious diversity, hygiene and environment receive and transmit written and oral messages, basic arithmetic personal financing understanding of social political	No responsibility always works under continuous instruction and close supervision
<b>Level 2</b>	Prepares person to/carryout process that are repetitive on regular basis with little application of understanding, more of practice	Material Tools and application in a limited context, understands context of work and quality	limited service skill used in limited context, select and apply tools, assist in professional	Reading and writing, addition, subtraction Personal financing, familiarity with social and religious diversity, hygiene and environment receive and transmit written and	No responsibility y works under instruction and close supervision

				oral messages, basic arithmetic personal financing understanding of social political and religious diversity, hygiene and environment	
<b>Level 3</b>	person may carry out a job which may require limited range of activities routine and predictable	Basic facts, process and principle applied in trade of employment	works with no variables differentiates good and bad quality recall and demonstrate practical skill, routine and repetitive in narrow range of application	Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment	Under close supervision Some Responsibility for own work within defined limit.
<b>Level 4</b>	work in familiar, predictable, routine, situation of clear choice	factual knowledge of field of knowledge or study	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts a range of	Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment	Responsibility for own work and learning

			cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools,		
<b>Level 5</b>	job that requires well developed skill, with clear choice of procedures in familiar context	knowledge of acts, principles, processes and general concepts, in a field of work or study.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and	Desired mathematical skill, understanding of social, political and some skill of collecting and organising information, communication .	Responsibility for own work and learning and some responsibility for other's works and learning

			information		
<b>Level 6</b>	Demands wide Range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard nonstandard practices	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Reasonably good in mathematical calculation, understanding of social, political and, reasonably good in data collecting organising information, and logical communication	Responsibility for own work and learning and full responsibility for other's works and learning
<b>Level 7</b>	Requires a command of wide ranging specialised theoretical and practical skill, involving variable routine and non-routine context.	Wide ranging, factual and theoretical knowledge in broad contexts within a field of work or study	wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	good logical and full mathematical responsibility skill for output understanding of of group and social political development and natural environment good in collecting and organising, information, communication and presentation skill Exercise management and supervision in the context of work/study having unpredictable changes, responsible for development of self and others.	
<b>Level 8</b>	Comprehensive, cognitive, theoretical knowledge and practical skills to develop creative solutions, to abstract problem. Undertakes self study, demonstrates intellectual independence, analytical rigour and good communication.			Responsible for decision making in complex technical activities, involving unpredictable study/work situations. Responsible for strategic decisions in unpredictable complex situation of work/study	
<b>Level 9</b>	Advanced Knowledge and skill Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.			Responsible for decision making in complex technical activities, involving unpredictable study/work situations.	

		Responsible for strategic decisions in unpredictable complex situation of work/study
<b>Level 10</b>	Highly specialised knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.	Responsible for decision making in complex technical activities, involving unpredictable study/work situations. Responsible for strategic decisions in unpredictable complex situation of work/study

#### iv. Additional information on skill training and post training support

##### A. Selection of STPs – Basic Criteria

The Skill Training Providers need to be selected on the basis of the following basic criteria:

- Ownership & Activities
- Financial Performance
- Infrastructure
- Equipment
- Faculty
- Number of Training Centres

##### 1. Ownership & Activities:

The Institutions has to be either a partnership firm, a company registered under Company's Act 1956 or a registered society under Societies registration Act 1860 or a Company under Section 25. The Institution must be in existence for at least 3 years. The Institution must provide details of its activities. Experience of conducting Skill Development and Entrepreneurship Development is a must for being considered for short listing. Annual Reports of previous three years along with certificated of registration has to be provided along with application. Individual Proprietary firms should be discouraged.

##### 2. Financial Performance:

The Institution must have surpluses for at least 2 years in the previous three years. The Institute may also have a net-worth of at least Rs. 25,00,000/- (Rupees twenty five lakhs) and turnover of minimum Rs. 50,00,000/- ( rupees fifty lakhs) in the previous years. A consortium arrangement may be allowed to bid for the tender but the lead Institution in the consortium must fulfil criteria in terms of turnover, net-worth and surpluses.

##### 3. Infrastructure:

The Institute must have a covered area of at least 2000 sq feet housing office and lecture halls. For conducting computer related programme it must have a one or two computer labs. The lecture halls must have furniture, white boards etc. for conducting theory classes. Also LCD projector and screen are essential. For conducting specific technical programmes relevant labs and workshops should be available.

##### 4. Equipment:

For conducting practical classes relevant equipment must be available particularly for technical trades. The Institute must submit a list of equipment available so that its suitability for conducting the courses is examined. Say for conducting computer related courses at least 20 computers should be available. For being considered for conducting technical trades like electrician or generator repair



equipment and testing facility need to be available and list of equipment need to be submitted with the technical proposal.

**5. Faculty:**

The Institute must have a minimum core faculty for conducting programmes. Apart from the core faculty it must have a list of resource persons whom it proposes to engage for conducting the programme.

**6. Number of Training Centres:**

The skill-training providers with multi centres may be considered for allocation of higher no. of programmes, however, complete details of such centres including infrastructure, equipment, facility must be submitted with the technical proposals.

**B. Conduct of Training programmes**

**Name and Duration of the Trades**

Once the trades are identified, the duration of these programmes has to be decided in terms of number of hours. The total number of days could accordingly be decided. Based on availability of infrastructure and faculty, more than one programme can be run in parallel. The training programme must have a component of entrepreneurship of at least one week's duration so that those options for self-employment are guided with proper information and relevant inputs. The programme relating to soft skill like organized retail or hospitality must have inputs relating to personality development. This may include communication, customer care etc.

**Qualification and Experience of Faculty**

The faculty has to be identified for running the programmes. The following has to be kept in view. The faculty must have the minimum qualification to conducting programme experience.

The faculty must have at least 2-3 years of both practical experience and experience of conducting training programmes.

They must have excellent communication in English/Hindi/Local Language skill, so that they are able to deliver the contents effectively.

**Advertisement and Publicity**

Before start of the programme, proper advertisement may be made in the local newspapers. Wide publicity of the programme should also be given pamphlets, handbills etc. information may also be made available by the ULB/STP through colleges, schools, block offices and employment exchange. Awareness camps may also be organised for wide publicity.

### **Selection of the Participants**

Selection may be made by the ULB based on the criteria of selection prescribed by the state executive committee. Batches may be decided by the ULB in coordination with STPs depending on the qualification and aptitude of the candidate. An ideal batch could be 25-30 participants per batch. However, the maximum strength allowed in a batch should not exceed 40.

### **Syllabus**

The syllabus must be designed to have both classroom sessions and practical classes. Hand an experience must be part of the syllabus. Arrangement for internment with local industry may also be arranged. The syllabus should be NSQF compliant and industry relevant.

The training programme may have a component of Entrepreneurship of at least one week's duration so that those opting for self-employment are guided with proper information and relevant inputs.

Relevant soft skill should be integrated with the course curriculum. They may include personality development, communication, team building, time management, etc. Issues related to health care and social cohesion may also be included.

### **Examination and Certification**

Tests may be conducted at regular intervals to check the progress of the trainees so that corrective measures are taken. There should be a final assessment and certification by approved certification agencies such as National Council of Vocational Training and Sector Skill Councils, etc.

### **Inspection by Government Officials**

Government Officials of Department of Urban Poverty Alleviation or other Government Departments including officials of ULB may visit for inspection other training programmes. Such visits may be mostly unannounced so that spot checks are carried out.

### **Tracking through SMS & Telephones Calls**

Registration details of participants need to be entered in the website of the State Nodal Agency. Officials and telecallers can monitor the progress and quality of training by ringing up participants, sending SMSs and E Mails.

### **Regular Attendance Checks**

The visiting officials need to check the Attendance Register of participants. The participants need to a sign everyday and not put 'absent' or 'present'. This will ensure seriousness on the part of participants and also reduce falsification of the register by STPs. Wherever possible biometric attendance should be introduced.

### **Registration and Feedback Forms**

The participants must fill up the registration form which must information about the candidate like Name, Father Name, Address, e mail, telephone, photograph, name of the programme, date of start and finish of the programme etc. Sample Registration and Feedback forms are given as point d & e under this annexure.

### **MIS Entry**

The ULBs and State government should ensure that NULM MIS entered and updated on a regular basis.

### **Interaction with employers**

The Potential Employer and Industry Associations should be consulted in the finalization of the syllabus and they should also be invited to take **secession** and interact with the participants. That way the participants and the STP will understand the requirement of the employers. Such regular interactions will enable the participants to come up to the expectations of the employers/industry.

### **Practical session and internship**

The syllabus may include hands on training in a similar industry for some time. Also practical experience on equipment in the training institution will be useful. On the Job Training (OJT) in the relevant industry will not only impart knowledge but also inculcate a sense of discipline and exposure to work environment.

### **Rojgar mela/ Employers Meet**

Rojgar Mela/ Employers Meet may be convened at regular intervals. The employer may interview and select the trained youth and also provide feedback on how to improve the training program and what changes should be made in the training content to make them more employable. Organizing such Rojgar Melas will result in higher and better employment of the participants and also overall improvement of the training programs.

## **C. Follow up & handholding for self-employment**

### **Preparation of Schemes**

The participants opting for self-employment may be assisted in identification of their projects. And they should also be helped in preparation of their bankable project reports. The project reports may be prepared keeping in view assistance available under various schemes of the central /state govt.

### **Interaction with DIC, Bankers and other stakeholders**

Interaction should be held with District Industries Centre (DIC), Banks and other Agencies in memorandum should be field with the DIC and banker should be consulted for any changes in the project report so that it is acceptable to be bank.

Other stakeholder like municipalities or Electricity Boards needs to be approached for providing necessary infrastructure facility.

### **Bank Linkage**

The financing of the project should be finalized with the banker. Subsidies etc. available from Central /State Govt. should be taken into consideration while finalizing the requirement of loan amount. Credit requirement can be finalized with state channelizing agencies of national level Corporations like National Scheduled Caste Finance And Development Corporation, National Backward Caste Finance And Development Corporation, National Caste Minority Development And Finance Corporation and National Scheduled Tribe Finance And Development Corporation.

### **Interlinking with other Government Schemes like PMEGP, RGUMY etc.**

The trained participants can also be linked to an agency for handholding support under Rajiv Gandhi Udyami Mitra Yojna of the ministry of MSME. They can also be listed for financing under Prime Minister Employment Guarantee program (PMEGP) under this scheme. Subsidies are available and the credit requirement gets substantially reduced. The promoter contributions also limited to 10% of the project cost. There are schemes available with other Ministries also for helping new micro entrepreneurs.

### **IBA Model Loan Schemes for Vocation Education and Training**

A Scheme formulated by Indian Banks' Association for financing of skilled persons is given in point F below



Programmers Coordinator Signature

Applicant

Signature

Date.....

Date.....

**E. Feedback Form**

Name \_\_\_\_\_ of \_\_\_\_\_ the  
Programme.....Duration.....  
Place.....

Dear Participant,

We value your viewpoints about the programme. So that we can improve the quality of our programme in future.

Q1. In your view, the programme was Duration:

- (a) Shorter than required (b) Right Duration (c) Longer than required

Q2. All the topics of the syllabus were relevant and useful?

Yes/No

If no tell us the topic

Topic

Reason

.....  
.....  
.....

Q3. Please suggest addition to the syllabus to make it more useful?

.....  
.....  
.....  
.....

Q4. How were the practical sessions?

.....  
.....  
.....

Q5. Additional Comments/Suggestions.

.....

.....

.....

.....

.....

.....

Q6. How you grade the programme?

- (a) Useful
- (b) Very useful
- (c) Not useful at all

Signature

Name.....

Date.....



## **F. IBA Model loan scheme for vocational education and training**

### **1. INTRODUCTION**

Given a huge thrust on skill development in recent years, a need is felt to provide institutional credit to individuals for taking skill development courses aligned to National Occupations Standards and Qualification Packs and leading to a certificate/diploma/degree by the Training Institutes as per National Skill Qualification Framework (NSQF). Thus, “Skill Loan Scheme” has been developed to support the national initiatives for skill development.

### **2. OBJECTIVE**

Skill Loan Scheme (herein after called “Skilling Loan”) aims at providing a loan facility to individuals who intend to take up skill development courses as per the Skilling Loan Eligibility Criteria.

### **3. APPLICABILITY OF THE SCHEME**

This scheme is applicable to all member banks of IBA and any other banks and financial institutions as may be advised by the RBI. The scheme provides broad guidelines to the banks for operationalizing the skilling loan scheme and the implementing bank will have the discretion to make changes as deemed fit. The scheme may also be applicable to Microfinance Institutions (MFIs) and other financial institutions regulated by RBI.

### **4. ELIGIBILITY CRITERIA**

**4.1 Training Institutes:** Any individual who has secured admission in a course run by Industrial Training Institutes (ITIs), Polytechnics or in a school recognized by central or State education Boards or in a college affiliated to recognized university, training partners affiliated to National Skill Development Corporation (NSDC)/Sector Skill Councils, State Skill Mission, State Skill Corporation, preferably leading to a certificate /diploma/degree issued by such organization as per National Skill Qualification Framework (NSQF) is eligible for a Skilling Loan. The Government of India/ State Governments may, from time to time, notify institutes/organizations for the purpose.

**4.2 Training Courses:** Courses run by above mentioned Training Institutes (in 4.1) aligned to National Skill Qualification Framework (NSQF) shall be covered by the Skill Loan. There is no minimum course duration.

**4.3 Nationality:** The applicant should be an Indian National

**4.4 Minimum Age:** There is no specific restriction with regard to the age of the student to be eligible for skilling loan. However, if the student is a minor, while the parent executes documents for the loan, the bank will obtain a letter of acceptance/ratification from him / her upon attaining majority.

**4.5 Minimum Qualification:** As required by the enrolling institutions/organizations as per NSQF.

**4.6 Know your customer (KYC) norms:** Aadhar number will also be considered as a valid proof for KYC norms in addition to other identity and address proof as determined by respective banks/ lending institutes.

## **5. QUANTUM OF FINANCE**

Loans will be in the range of Rs. 5,000/- to Rs. 150,000/-. The estimated per month fees, based on sector & NSQF level, will be available with the NSDC. Skill loan could be availed by beneficiaries of other grant/reward based Government schemes for skill training to cover the cost of such skill training not covered under such grant/reward.

## **6. EXPENSES CONSIDERED FOR LOAN**

6.1. Tuition / course fee: Banks shall pay such tuition / course fee directly to the Training Institute.

6.2. Any other reasonable expenditure found necessary for completion of the course including but not limited to assessment fee, Examination fee, Library charges, Laboratory fee, Caution deposit, Purchase of books, equipment's and instruments (As such courses are localized boarding, lodging may not be necessary based on the cost of living in the particular area. However, wherever it has been found necessary, the same could be considered on merit).

## **7. MARGIN**

The banks/MFIs can charge a nominal margin money as down-payment from the student, to keep the student serious about the course. However, the down-payment and the amount paid as Interest during the course (Clause 11) together should not exceed 10% of the total course amount.

## **8. RATE OF INTEREST**

Interest rate to be charged linked to the base rate of banks as decided by the individual banks or at reduced rate, if an interest subsidy is provided by the Central / State Govt. to all or a class of beneficiaries proposed to be targeted. Simple Interest will be charged during the study period and up to commencement of repayment.

Note:

- Servicing of interest during study period and the moratorium period till commencement of repayment is optional for students.
- 1% interest concession may be provided by the bank, if interest is serviced during the study period and subsequent moratorium period prior to commencement of repayment.

## 9. PROCESSING CHARGES

No Processing fee will be charged by Banks/MFIs.

## 10. SECURITY

No collateral for such skilling loan will be taken. Banks have option to apply to the National Credit Guarantee Trust Company Ltd (NCGTC) for credit guarantee against defaults and NCGTC will provide such guarantee at nominal guarantee fee which shall not exceed 0.5% of the amount outstanding. Such credit guarantee cover will be for a maximum of 75% of the outstanding loan amount (including interest, if any). In special cases such as the North Eastern region (NE) and Left Wing Extremism (LWE) affected areas the percentage may be increased on the discretion of NCGTC. Banks may like a diversion on whether to pass on levy of guarantee fee to the borrower or not.

## 11. MORATORIUM PERIOD

In order to instil repayment behaviour and get some commitments from the students, the bank may have installment during the course period itself. However, the total amount paid by the student as down-payment (Clause 7) and EMI during the course together should not exceed 10% of the total course value.

However, it is advised that the banks consider moratorium for specific courses or certain sections of the students. Upon completion of the course, repayment will start after a moratorium period as indicated below:

Courses of duration upto 1 year	up to 6 months from the completion of the course
Courses of duration above 1 year	12 months from the completion of the course

The banks will have flexibility to choose the structure of repayment - flat Equated Monthly Instalments (EMI), tube payments or moratorium period as deemed fit for various sectors and student categories.

## 12. REPAYMENT

The loan will have a tenure as follows:

Loans upto ₹ 50,000	-	Upto years
Loans between ₹ 50,000 to ₹ 1 lakh years	-	Upto 5
Loans above ₹ 1 lakh years	-	Upto 7

### **13. INSURANCE**

Optional at the requirement of the borrower

### **14. PREPAYMENT**

The borrower can repay the loan any time after commencement of repayment without having to pay any prepayment charges. In case a student is not able to complete the course because of accident/death/disability the bank can seek a pro-rata reimbursement of the unfinished portion of the course amount from the training institute. This will reduce the loan burden on the student.

### **15. Bank Mitra**

Services of Bank Mitra may be used by the Banks/MFIs to popularize the scheme. Such Bank Mitra will work as a bridge between bank, training institute and trainee/ loan aspirants. However, at no point of time can a training institute or an entity with a significant stake in training (students of which will get the loan) be involved as Bank Mitra. Training institutes and lending architecture (entities and people down to the last mile) should be kept at arm's length to avoid any moral hazard or miss-selling of the loan scheme. A bank employee or its bona fide agency representative should necessarily meet the student to explain the loan details.

## II Reference Materials

- i. NULM Mission Document

[http://nulm.gov.in/PDF/NULM\\_Mission/NULM\\_mission\\_document.pdf](http://nulm.gov.in/PDF/NULM_Mission/NULM_mission_document.pdf)

- ii. Operational Guidelines of EST&P component

[http://nulm.gov.in/PDF/NULM\\_Mission/ESTP-Guidelines.pdf](http://nulm.gov.in/PDF/NULM_Mission/ESTP-Guidelines.pdf)

- iii. National Skill Development & Entrepreneurship Policy 2015

<http://www.skilldevelopment.gov.in/assets/images/Skill%20India/Policy%20Booklet%20V2.pdf>

- iv. National Skills Qualification Framework

<http://www.nsd.gov.in/NSQF/nsqfIndexPage.html?name=notification>

- v. National Occupational Standards and Qualification packs

<http://www.nsdindia.org/nos>

- vi. Modular Employable Skills

<http://www.dget.nic.in/content/innerpage/introduction-sdis.php>

- vii. Common Norms in Skill Development

<http://www.skilldevelopment.gov.in/assets/images/Notification-15th%20July%202015.pdf>