



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



Skill India
कौशल भारत - कुशल भारत

MAINSTREAMING ASPIRATIONAL DISTRICTS THROUGH SKILL DEVELOPMENT



Operational Guidelines





“LET'S MAKE INDIA
THE SKILL CAPITAL
OF THE WORLD.”

NARENDRA MODI
PRIME MINISTER



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Dharmendra Pradhan
Minister of Petroleum & Natural Gas and Skill Development & Entrepreneurship



VISION STATEMENT FROM HON'BLE MINISTER

India is one of the youngest nations in the world, with more than 62 percent of its population in the working age (15–59 years) and about 54 percent below 25 years of age, and approximately 12 million youth will enter the labour force every year for the next 20 years. However, only a small percentage of working age people have undergone formal vocational education and training, vis-à-vis a significantly higher percent in industrialized countries.

To bridge the skills gap, the Ministry of Skill Development and Entrepreneurship (MSDE) in 2014 developed a comprehensive strategy outlined in the National Policy for Skill Development and Entrepreneurship (2015). This strategy identifies Skill Development (SD) as one of India's key development priorities, envisages major investments, and outlines a series of reforms to implement it. MSDE launched the National Skill Development Mission (NSDM) to create an end-to-end implementation framework that provides opportunities for quality short and long-term SD, leading to productive employment and career progression that meets the aspirations of trainees.

Skill training therefore needs to equip people such that it expands their agency to adapt, negotiate and suitably position their skill offerings. This would enable them to productively participate in the labour market thus enhancing employability, productivity and economic growth. At the same time, it builds life skills for all, especially those who are left behind, so that they can fulfil their aspirations for a good life. This is also in line with Gandhi's vision of 'skills-for-all in village India', which is not merely a crucial element of Indian self-reliance, but also as an essential part of being human. In order to operationalise this vision and address the complexity and scale of the SD mandate, MSDE recognises the need to promote a decentralised, bottom-up SD strategy that is driven by the States and the districts.

The districts are therefore encouraged to develop customised District Skill Development Plans (DSDPs) focussing on their local supply and demand conditions. MSDE further recognises that the 117 Aspirational Districts that have been identified on the basis of demographics, socio-cultural indicators and resource base, need special focus considering their challenges and limited capacities. MSDE therefore seeks to effectively transform these districts through mainstreaming skill development and entrepreneurship activities.

The Mainstreaming Aspirational Districts through Skill Development program has been conceptualised with the aim of promoting co-creation of innovative local best-practices that build locally-driven solutions for continuous, inclusive and sustainable skills development for all in the Aspirational Districts.







Anantkumar Hegde

Minister of State for Skill Development & Entrepreneurship



MESSAGE FROM HON'BLE MINISTER OF STATE

The underlying narrative of socio economic and community development in any country to a large extent is based on effective implementation of its skill and knowledge development programmes. Considering the specific advantage of the demographic dividend in India, skill development is a powerful tool that can empower individuals to contribute towards the socio economic growth of the country at large. At the level of individual, skill development and livelihood promotion can build the capacity to access social services such as healthcare, sanitation and nutrition, just as much as it allows other economic benefits. At the level of society and nation, it enables better and more productive use of its most important asset i.e people. Skill development can serve as an effective leveller to bridge the divide between the developed and not so developed parts of the country. It was for this reason that skill development was chosen as one of the themes when the 'Transformation of Aspirational Districts' Programme was launched in January 2018. The scheme aims to expeditiously improve the socio-economic status of 117 aspirational districts from across 28 States.

To implement this vision on ground, Ministry of Skill Development and Entrepreneurship (MSDE) has conceptualized the initiative of The Mainstreaming Aspirational Districts through Skill Development. Convergence (of Central & State Schemes), Collaboration (among citizens and functionaries of Central & State Governments including district teams), and Competition among districts are the three core principles that will drive the implementation of this initiative in a mission mode.

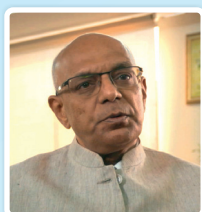
It is important to mention here that State Skill Development Mission and District machinery is the main fulcrum for all the activities that will follow and collaborative approach among all the stakeholders will be crucial in realizing the vision of this initiative.

The aim is to connect learnings from implementation at the local level in district and facilitate linkages with the policy framework at the State and Central level. This will help in transforming from a labour based economy to a knowledge based economy. A well coordinated effort in this direction can lead to set of realistic recommendations that once implemented can change the landscape of skill development in the district for the best.

I once again look forward to the active participation and support from all the stakeholders involved so that Skilling with Quality is achieved with an inclusive and holistic approach.







Dr. K.P. Krishnan
Secretary
Ministry of Skill Development & Entrepreneurship



MESSAGE FROM SECRETARY

Government of India has launched Aspirational Districts Program to effectively transform these Districts through convergence of Central and State Schemes; collaborations among officers and creating competition among Districts. While the States are the main drivers, this lays emphasis on district to bring about overall improvement in the living standards of the citizens and ensuring 'Sabka Sath Sabka Vikas'. One of the key focus areas in the Aspirational Districts Program includes skill development.

Given that India is passing through a demographic transition wherein more than 65% of its population is expected to be in the productive age group of 15-59 years with currently about 28% in the youth category 15-34 years. To harness the demographic potential for economic growth, it is necessary to improve the employability of labour force. Hence there is a need to focus on skill initiatives.

The State level workshop organized by MSDE through NSDA in collaboration with State Governments has highlighted the important and good work done by the States in skill development. *The Mainstreaming Aspirational Districts through Skill Development* campaign aims to compliment and support the initiatives in this regard by providing adequate handholding support to the Aspirational Districts in different States. The officers from MSDE would be undertaking field visits to the Aspirational Districts in States to collaboratively work for strengthening the implementation of skill development programmes.

The visit will begin with a meeting with Districts Collector/CEO-Zila Parishad and other State level officers implementing the programs. The team will also have interactions with training providers, ITIs, Polytechnics and Jan Shikshan Sansthan administrations. The team would also have conversation with students and industry present in these Districts. This would enable stock-taking of the available skill ecosystem vis-à-vis our data and provide us good understanding of challenges to be addressed at the District level to make youth employable. This exercise would also help in development of District Skill development plans (DSDPs) for the chosen districts, which would help the districts prioritize their skill development requirements and implement programs with improved outcomes.

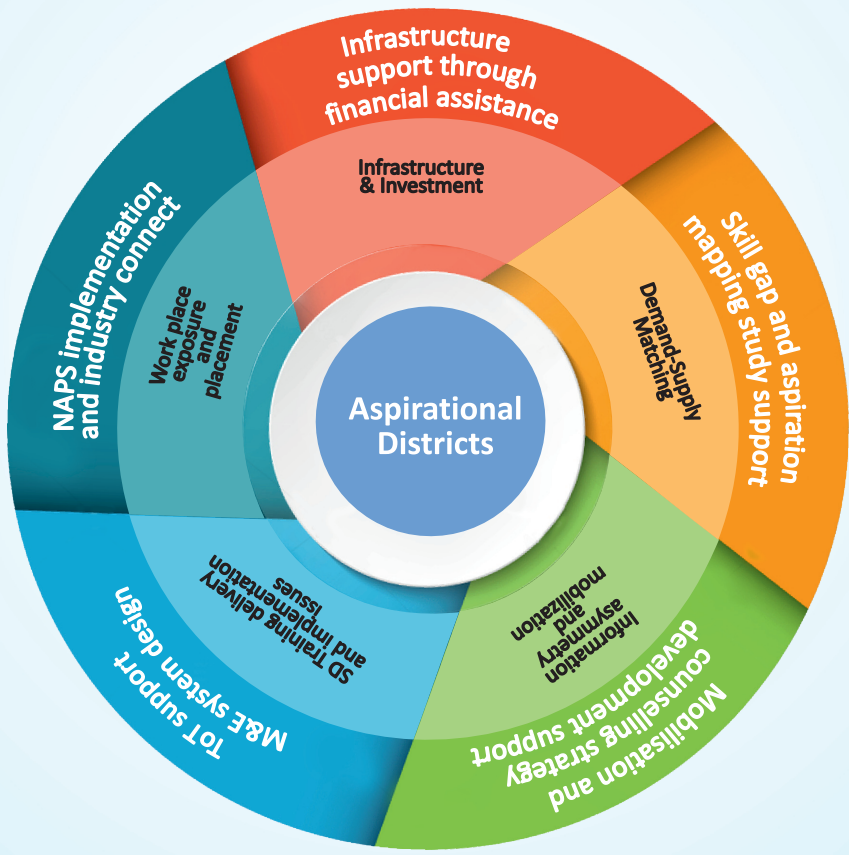
I am confident that with the participation and support of all stakeholders, the project would achieve success.



RATIONALE AND OBJECTIVE OF THE MISSION

Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher levels and better standards of skills adjust more effectively to the challenges and opportunities in domestic and international job markets. Skill development, however, cannot be viewed in isolation. Skills are germane to, but not always sufficient for securing adequate economic dividends. Skills need to be an integral part of employment and economic growth strategies to spur employability and productivity.

Coordination and convergence amongst State and district skilling paradigms and growth strategies is therefore critical. However, districts face various challenges in implementing skill development. Through this programme MSDE aims to co-create customised solutions to help the districts overcome these challenges, as depicted below:



The Aspirational district programme being anchored by MSDE, aims upliftment and transformation of the 117 aspirational from across 28 States by providing:

- Financial Assistance
- Technical Assistance including support for Institutional strengthening; Improving quality; Improving Access etc.



Objective

The aim of the mission is to identify SD challenges in the Aspirational Districts and design district specific solutions to: improve the quality and efficiency of skill development programs ; promote training access and employment opportunities for the marginalized; foster innovation and entrepreneurship

The primary objectives of the Mission will be operationalised in consultation with the District Skill Committee (DSC) and SSDM (State Skill Development Mission) and include the following:

- To assess the current skill profile the district
- To interact with stakeholders in the district and understand enablers and challenges in skill development
- To identify gaps and potential areas of support required in the district
- To formulate a support strategy for the districts in order to improve skills development outcomes
- To support the implementation of identified measures

Operationalisation of the Mission

The Mission will commence on 3rd Oct 2018 and outcomes are expected to be announced by 26th Jan 2019. During this period, MSDE will hold active consultations with the DSCs and SSDMs to understand the current Skill Development ecosystem of the district. The DSC will work in close coordination with the SSDM which is the nodal body at the state-level body for convergence of all central and state including district skill development initiatives. This will be followed by creating a skill profile of the district by co-hosting dialogues with various stakeholders viz- the community, students, training partners, industry and the district skill development officers. Refer Annexure 1 for list of questions to be discussed during respective consultations. In addition, a district skill development profile has also been created to assist in the process. The profile consists of 4 main themes, i.e. *Demographic profile, Industrial profile, Skill development infrastructure (hard & soft), and Skill development throughput*. Refer Annexure 2 for detailed information captured under each category. The stakeholder consultations will be followed by visits to various training centres, both short-term and long-term to ascertain the training rigour and infrastructure. Refer Annexure 3 for an indicative list of items to be validated during these visits. To further prepare for the visits, the officials will also be also be conducting meetings with the concerned officials for the various programmes such as DDU-GKY, PMKVY, ITIs, etc. to gain an understanding of how the schemes are being implemented in their allocated districts, what is going well and what can be improved.

The Mission will be undertaken in a phased manner from October 2018 to January 2019. Officials will visit allocated districts in three phases – 10 Oct to 10 Nov 2018; 10 Nov to 10 Dec 2018 and 10 Dec to 10 Jan 2019. Each phase will be followed by intensive workshops to deliberate on the findings and provide inputs for the next phase. The operational guidelines will also be continuously updated to include the said changes.

Once an assessment of the situation on ground has been undertaken, MSDE through the DSC and SSDM will provide technical assistance to the district administration in order to enable them to undertake specific activities for which they need support. Refer Annexure 4 for the list of activities for which support can be provided starting with designing a District Skills Development Plan. Refer Annexure 5 for model DSDP template. Other activities are included under the umbrella of institutional strengthening at the district level for planning, delivering, and monitoring of skill development programmes; improving quality and market relevance of skill development programs and improving access and completion of skill training for women and other disadvantaged groups.

The field visits will ensure a comprehensive analysis of extant systems in consultation with the DSC and SSDM. Accordingly, a change management plan will be initiated by MSDE, DSC and SSDM, followed by operationalisation of the plan by the DSC and SSDM.



PROJECT PLAN

| Activity | Person In-charge | Where | When |
|---|---|---------------------|--|
| Project Inauguration by Honourable Minister, MSDE | MSDE Officers and project team | Aerocity, New Delhi | 03-Oct-18 |
| Field Visits and Workshops | MSDE Officers and project team & DSC, SSDM and other concerned district officials | Allocated Districts | Phase 1: 10 Oct to 10 Nov 2018 Phase 2: 10 Nov to 10 Dec. 2018 Phase 3: 10 Dec 2018 to 10 Jan 2019 |
| Technical Assistance | DSC along with SSDM | All Districts | Oct-Nov-Dec |
| Data upload on portal | All visiting officials and consultants | | To be completed by 20th Jan 2019 |
| Analysis of findings | MSDE Project team and DSC and SSDM | | Continuous |
| Presentation of findings | MSDE Project team and DSC and SSDM | TBD | 26-Jan-19 |

FIELD VISIT PLAN

| Phase | Activity | Responsibility |
|--|--|-------------------------|
| Pre-Visit 1 to 9 Oct 2018 | Capacity building workshop- Orientation: Mission orientation; Understanding district skill profile; Meeting with officials in-charge of major centrally-funded SD programmes; Understanding data capturing and upload process and others. | Project team MSDE |
| | Stakeholder consultation planning: Identify groups and organise meetings with: District Administration, training providers, industry representatives, community members and students. | DSC Nodal officer |
| | Training Centres visit planning: Visits to be organised in short-term large format centres (PMKK/DDU-GKY) and smaller centres (PMKVY / other VT centres running up to 2 courses), and long-term centres (ITI/Polytechnic) | |
| | Logistics arrangement: Travel, lodging and other arrangements for the visiting teams | |
| During Visit O-N-D 2018 | Meeting with DSC to understand: the opportunities and challenges that are faced by the District Administration in operationalisation of their skills development initiatives. | DSC, SSDM, MSDE, others |
| | Stakeholder consultations: to get first-hand pulse check of the SD ecosystem | |
| | Training centre visits: to validate on ground activities | |
| Post Visit O-N-D 2018 and Jan 2019 | Data upload and analysis | DSC, SSDM, MSDE, others |
| | Workshop for knowledge sharing and informing the next visits | |
| | Technical assistance | |



ANNEXURES



Annexure 1: Stakeholder Consultation

Questions to be reviewed during stakeholder consultations:

1. Consultation with the District Administration

- What is the significance of district level planning?
- What is the planning process to create a DSDP?
- What studies such as- skill gap analysis are being envisaged for supply-demand mapping?
- What are the migration trends (in and out) in your district? How are these incorporated in skill planning?
- Likewise, how can mapping of youth aspirations be undertaken and what counselling support services are available to enable them to make the right training and career choices?
- Is there a process for Monitoring and Evaluation?
- What is the mobilisation strategy and how is it implemented on the ground?
- What awareness programmes are undertaken at the community level?
- What is the industry outreach and engagement?
- How are apprenticeships promoted in industry and other institutions?
- What best-practices are undertaken for increasing access for women, SC, ST?

2. Consultation with the Community

A Focused Group Discussion would be held with the community, including parents, elders, aspiring students and traditional clusters to understand:

- Their awareness levels, aspirations, and good and bad experiences with regard to access of skilling programmes.

3. Consultation with the Industry representatives

- Discussions with industry partners (MSME and others) to understand their engagement with the training ecosystem for apprenticeships and employment.
- Their satisfaction with the quality of training imparted to the trainees who are potential employees.
- What best-practices can be incorporated at the stage of training to ensure better retention?
- What is the wage-premium that is offered to skilled resources v/s unskilled?

4. Consultation with the Training Provider

This would focus on understanding:

- How they recruit trainers, mobilise students, and engage with industry.
- What are their challenges and suggestions for improvement?

5. Consultation with the Students

- How did you hear about this TC?
- Why are you pursuing this programme?
- What do you want to do after completion?
- Are you aware of how to proceed towards achieving your goals?
- What is your preferred work location?
- Are you open to migrate to another State?





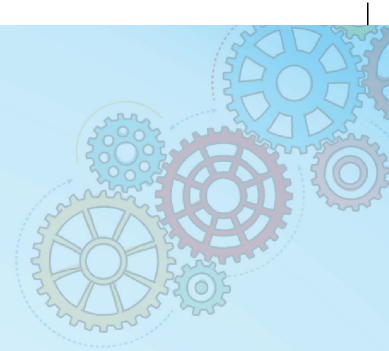
Annexure 2: District Profile

| | |
|----------|--|
| State | |
| District | |

| Section A: Demographic Profile | | | | |
|---|----------------------------|-------|----------|-------------|
| Population | Total (Rural + Urban) | Rural | | Urban |
| | | | | |
| Workers & Non-Workers | Workers (Main+Marginal) | Main | Marginal | Non-Workers |
| | | | | |
| Population (5-15 Years) | | | | |
| Total Working-age population (15-34 Years) | | | | |
| Sex Ratio (per 1000 males) | | | | |
| Category | SC | ST | OBC | Others |
| | | | | |
| Number of PwDs | | | | |
| Literacy Rate | | | | |

| Section B: Industry Profile | |
|---|--|
| Number of registered business entities (Industrial and Service Sector) | |
| Estimated number of Unregistered Entities | |
| Top 5 Sectors | |
| Top 3 Emerging Sectors | |






Section C: Skill Development- Infrastructure

| Type of Training Centre | Scheme Implemented <small>(PMKVY2.0/Fee based/DDUGKY/NULM/NAPS/CTS/ATS etc.)</small> | Long Term/ Short Term | Hard Infrastructure | | Soft Infrastructure | | | | | |
|---|---|-----------------------|---------------------|-------------------|---------------------|---|-------------------------------|---|---|--|
| | | | No. of Centers | Training Capacity | Training Sectors | Total No. of sanctioned trainers (if any) | Total No. of current trainers | Support Staff <small>(Counselling/ Mobilization/ Placement Resources etc.)</small> | No. of raining Centres active on 31st March 2018) | No. of Training Centres active on 30th September 2018) |
| PMKVY 2.0 | | | | | | | | | | |
| PMKK | | | | | | | | | | |
| DDUGKY | | | | | | | | | | |
| NULM | | | | | | | | | | |
| ITI | | | | | | | | | | |
| Polytechnic | | | | | | | | | | |
| JSS | | | | | | | | | | |
| Others (Fee Based, State Scheme or any other | | | | | | | | | | |

Section D: Skill Development–Throughput

| Type of Training Centre | Scheme Implemented <small>(PMKVY/Fee based/DDUGKY/NULM/NAPS/CTS/ATS etc.)</small> | Enrolled | | | | Total Number of Trainees | | | | | | |
|--|--|----------------------------|---------------|---------------|-------------|--------------------------|--------------------|----------|-----------|-------------|---------------|---------------|
| | | Total Number of candidates | %age of women | %age of SC/ST | %age of PwD | Dropped Out | Completed Training | Assessed | Certified | Apprentices | Wage employed | Self employed |
| PMKVY | | | | | | | | | | | | |
| PMKK | | | | | | | | | | | | |
| DDUGKY | | | | | | | | | | | | |
| NULM | | | | | | | | | | | | |
| ITI | | | | | | | | | | | | |
| Polytechnic | | | | | | | | | | | | |
| JSS | | | | | | | | | | | | |
| Others (Fee Based, State Scheme or any other) | | | | | | | | | | | | |



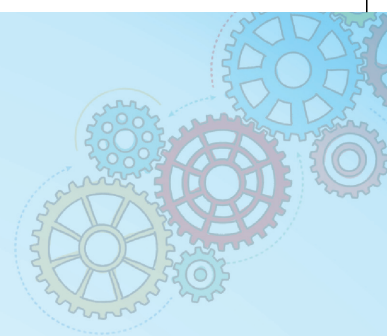


| Section E: Skill Development–Additional Initiatives | | | | | |
|---|------------------------|----------------------------|----------------------------|---------------------------|--------------------------|
| Type of Initiative | No. of Camps organized | No. of Candidates Attended | No. of Candidates Enrolled | No. of Candidates Trained | No. of Candidates Placed |
| Mobilization Camps | | | | | |
| Counselling Camps | | | | | |
| Rojgar Melas /Job Fair | | | | | |

| Section F: Educational Infrastructure Profile | | | | |
|---|------------|-----------|-----------|--------------|
| Number of Schools | Primary | | Secondary | |
| | | | | |
| Number of Colleges | Government | | | Private |
| | | | | |
| Number of Universities | Government | | | Private |
| | | | | |
| Type of Universities | General | Technical | Medical | Agricultural |
| | | | | |
| Other Educational Institutes | | | | |
| Any other relevant Institutions | | | | |

*All the data to be captured for financial year 2017-18





Annexure 3: Training Centre visits

Validation of physical infrastructure-reference data sheet

- Classes are being held
- Trainer and trainees' attendance system
- Number of sanctioned trainers, number of vacancies
- Labs and learning material
- Facilities (toilets, drinking water) and hygiene
- Curriculum in vernacular language
- Disability access facilities such as ramps, aids, etc.
- Mobilisation, Counselling and placement services
- Helpline numbers for grievances

Annexure 4: Technical Assistance Scope

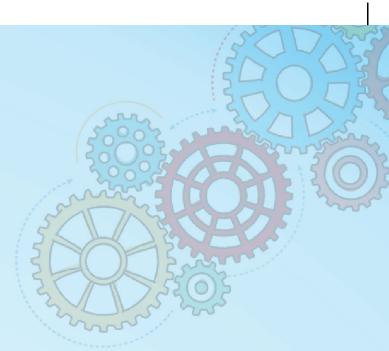
Institutional Strengthening at the District Level for Planning, Delivering, and Monitoring of Skill Development Programmes

- District Administration has established an institutional framework for implementation and monitoring in districts by appointing a District Skill Development Officer (DSDO) and creating District Skill Development Plans (DSDPs).
- District Administration has a functional MIS for data collection, reporting and analysis of all GOI and major State Funded Skill Development programs
- District Administration has a mobilisation strategy with a special focus on the NEET category
- District Administration has a counselling strategy that enables mapping of youth aspirations and provides direction to enable them to make the right choice of training programme.

Improving Quality and Market Relevance of Skill Development Programs

- Alignment of all State SD programme courses to NSQF (or equivalent notified by MSDE).
- Increasing the number of certified quality trainers
- Ensuring placement of trainees (wage-employed/self-employed) within 6 months of completing Skill Development programs
- Promoting apprenticeships in partnership with the industry
- Improving Access and Completion of Skill Training for Women and Other Disadvantaged Groups.
- Conceptualise special projects for increased access and placement for women
- Similarly undertake initiatives to promote access and placement for SC, ST and other disadvantaged groups

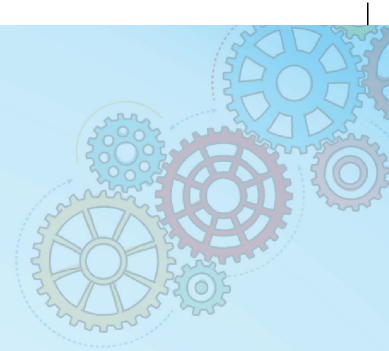




Annexure 5: Model District Skill Development Plan

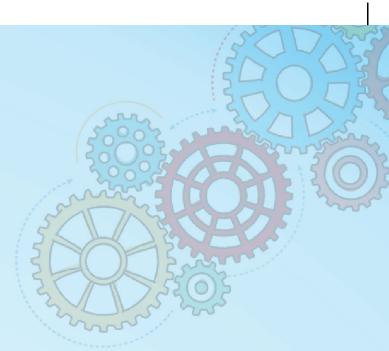
| Overview | | | | | |
|---|--|------|--------|-------|-----|
| Supply side profile | | | | | |
| Demographic Profile of school age (5 to 15 years) and working age (15 to 59 years) people | | | | | |
| Population | Total | PWD | SC | ST | OBC |
| Male | | | | | |
| Female | | | | | |
| Education Profile of people | | | | | |
| S.No. | Parameter/ Indicator | Male | Female | Total | |
| 1. | Enrolment in primary school | | | | |
| 2. | Enrolment in secondary school | | | | |
| 3. | Enrolment for higher education | | | | |
| Employment Profile working age (15 to 59 years) people | | | | | |
| S.No. | Parameter/ Indicator | Male | Female | Total | |
| 1. | Number employed in formal sector (manufacturing and services) | | | | |
| 2. | Number employed in informal sector(manufacturing and services) | | | | |
| 3. | Number employed in farm activities | | | | |
| Unemployment Profile | | | | | |
| S.No. | Parameter/ Indicator | Male | Female | Total | |
| 1. | Total unemployed | | | | |
| 2. | Educated unemployed | | | | |
| 3. | Skilled unemployed | | | | |
| Migration Profile | | | | | |
| S.No. | Parameter/ Indicator | Male | Female | Total | |
| 1. | Number of people migrated out of district | | | | |
| 2. | Number of people migrated into the district | | | | |





| Demand side profile | | | | | |
|--|--------|-----------------|-------------------------|---------------------------------------|-----------------|
| Formal sector demand (existing and predicted) | | | | | |
| Details of large scale units (manufacturing & service) | | | | | |
| S. No. | Sector | Number of units | Total manpower required | Number of manpower employed currently | Gap in manpower |
| | | | | | |
| | | | | | |
| | | | | | |
| Details of registered MSMEs | | | | | |
| S. No. | Sector | Number of units | Total manpower required | Number of manpower employed currently | Gap in manpower |
| | | | | | |
| | | | | | |
| | | | | | |
| Details of upcoming formal sector | | | | | |
| Industry/ Sector | | Job Role | | Manpower Requirement | |
| | | | | | |
| | | | | | |
| Informal sector demand (existing and predicted) | | | | | |
| Details of existing informal sector | | | | | |
| S.No. | Sector | Number of units | Total manpower required | Number of manpower employed currently | |
| | | | | | |
| | | | | | |
| | | | | | |
| Details of upcoming informal sector | | | | | |
| Industry/ Sector | | Job Role | | Manpower Requirement | |
| | | | | | |
| | | | | | |
| | | | | | |





| Training Infrastructure profile | | | | | | | | | | |
|--|----------|----------|----------|----------------------------|----------------|--------------------|-----------------|--|---------------|--|
| Short term skill development programmes (Centre + State) | | | | | | | | | | |
| S.No. | Scheme | | Sector | Number of Training Centers | | Number of trainers | | Number of Qualifications aligned to NSQF | | Number accredited with NQAF norms (incl. Model Curriculum) |
| | Scheme A | | Sector 1 | | | | | | | |
| | | | Sector 2 | | | | | | | |
| | Scheme B | | Sector 1 | | | | | | | |
| | | | Sector 2 | | | | | | | |
| | | | | | | | | | | |
| S.No. | Scheme | Sector | Job Role | Number of Training Centers | Total capacity | Actual Intake | Total Certified | Wage employed | Self-employed | Apprenticeships |
| | Scheme A | Sector 1 | | | | | | | | |
| | | Sector 2 | | | | | | | | |
| | Scheme B | Sector 1 | | | | | | | | |
| | | Sector 2 | | | | | | | | |
| Long term skill development programmes (Centre + State) | | | | | | | | | | |
| S.No. | Scheme | | Sector | Number of Training Centers | | Number of Trainers | | Number of Qualifications to be aligned to NSQF | | Number accredited with NQAF norms (incl. Model Curriculum) |
| | Scheme A | | Sector 1 | | | | | | | |
| | | | Sector 2 | | | | | | | |
| | Scheme B | | Sector 1 | | | | | | | |
| | | | Sector 2 | | | | | | | |
| | | | | | | | | | | |
| S.No. | Scheme | Sector | Job Role | Number of Training Centers | Total capacity | Actual Intake | Total Certified | Wage employed | Self employed | Apprenticeships |
| | Scheme A | Sector 1 | | | | | | | | |
| | | Sector 2 | | | | | | | | |
| | | Sector 1 | | | | | | | | |
| | | Sector 2 | | | | | | | | |





| Recognition of Prior Learning (RPL) | | | | | |
|-------------------------------------|--------|--------|----------|---------------------------|--------------------------------|
| S.No. | Scheme | Sector | Job Role | Number enrolled under RPL | Number Completed Certification |
| | | | | | |
| | | | | | |
| | | | | | |

| Work Plan | |
|-------------------------------|--|
| Objectives | |
| Activities | |
| Budget & resource requirement | |
| Monitoring Mechanism | |
| Evaluation | |



Abbreviations

| | |
|----------------|--|
| MSDE | Ministry of Skill Development And Entrepreneurship |
| NSDA | National Skill Development Agency |
| NSDC | National Skill Development Corporation |
| DGT | Directorate General Training |
| DSDP | District Skill Development Plan |
| DSC | District Skill Committee |
| SSDM | State Skill Development Mission |
| PMKK | Pradhan Mantri Kaushal Kendra |
| DDUGKY | Deen Dayal Upadhyaya Grameen Kaushalya Yojana |
| PMKVY | Pradhan Mantri Kaushal Vikas Yojana |
| JSS | Jan Shikshan Sansthan |
| ITI | Industrial Training Institute |
| NULM | National Urban Livelihoods Mission |
| PwD | Persons With Disabilities |
| OBC | Other Backward Class |
| O-N-D | October-November- December |
| NAPS | National Apprenticeship Promotion Scheme |
| NQAF | National Quality Assurance Framework |
| NSQF | National Skill Qualification Framework |
| SCs | Scheduled Castes |
| STs | Scheduled Tribes |
| ToT | Training of Trainers |
| M&E | Monitoring and Evaluation |
| NEET | Neither in Education nor in Employment or Training |







सत्यमेव जयते

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