

MOST IMMEDIATE

F. No. 11014/03/2016-SCD-II
Government of India
Ministry of Social Justice & Empowerment
Department of Social Justice & Empowerment

Shastri Bhawan, New Delhi

Dated: 30th May, 2016

To

The Principal Secretary (ies),
Department of Social Welfare / Scheduled Castes Development,
State Government / UT Administration implementing SCA to SCSP
(As per list enclosed)

Subject: Guidelines for utilization of funds in Skill Development Programmes under the Central Sector Scheme of Special Central Assistance (SCA) to Scheduled Castes Sub Plan (SCSP).

Sir/Madam,

You are aware that the Government of India in the Ministry of Social Justice and Empowerment is implementing a "Central Sector Scheme of Special Central Assistance (SCA) to Scheduled Castes Sub Plan (SCSP)" since 1980 for the development of Scheduled Castes who form the major chunk of the country's population living below the poverty line. The main objective of this scheme is to give a thrust to family oriented schemes of economic development of Scheduled Castes living below the poverty line.

2. Guidelines on utilization of central assistance released under the Scheme, inter alia, include earmarking at least 10% of the funds for skill development programmes within existing framework of the Scheme in order to enhance the employability of the target group and ensuring the placement of at least 70% of these trained candidates in either waged employment or in self employment after completion of the training programmes along with ensuring overall participation of at least 30% women candidates in these training programmes. In this regard, guidelines were issued vide letter dated 2.05.2013, 6.06.2013 and 11.09.2014.

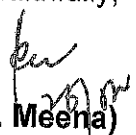
3. A number of Ministries/Departments of the Union Government are implementing various Schemes related to Skill Development. For bringing uniformity and standardization in the implementation of various Skill Development Schemes, the Government of India has issued notifications dated 27.12.2013 and 15.07.2015 (**copy enclosed**) regarding, inter-alia, the National Skill Qualification Framework (NSQF) and norms for implementation of various Skill Development Schemes respectively. The provisions of the Notification came into force from the date of its

Notification. State Governments are also expected to align their Skill development schemes with the Common Norms so as to bring in uniformity and standardization.

4. In view of the above, it is requested that the minimum 10% of the funds under scheme of SCA to SCSP, which are being earmarked for Skill Development should henceforth be disbursed in accordance with provisions of the Common Norms for Skill Development so as to ensure uniformity and standardization in implementation of the Skill Development Schemes. The States are accordingly requested to modify their guidelines, if any, accordingly. It is further requested that you may refer to the website of Ministry of Skill Development and Entrepreneurship, Govt. of India on regular basis for any future notifications or updates in this matter for scrupulous implementation of the norms.

5. This issues with the approval of competent authority.

Yours faithfully,


(B. L. Meena)

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EXTRAORDINARY, PART 1, SECTION 2

MINISTRY OF FINANCE

(Department of Economic Affairs)

NOTIFICATION

New Delhi, the 27th December, 2013

No. 8/6/2013-Invt.—In pursuance of the decision of the Cabinet Committee on Skill Development in its meeting held on 19th December, 2013, the National Skill Qualification Framework (NSQF) is hereby notified as per the following details:

1. DEFINITIONS APPLICABLE TO NSQF

- i. **“Competence”** means the proven ability to use acquired knowledge, skills and personal and social abilities, in discharge of responsibility roles. It is the ability to do a job well.
- ii. **“Credit”** is recognition that a learner has successfully completed a prior course of learning, corresponding to a qualification at a given level.
- iii. **“Knowledge”** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. Knowledge is described as theoretical and/or factual.
- iv. **“Learner”** refers to an individual undergoing skill development training, whether in a formal or informal setting.
- v. **“Learning Outcomes”** represent what a learner knows, understands and is able to do on completion of a learning process, and which would be expressed in terms of knowledge, skills and competence.;
- vi. **“National Skills Qualifications Committee”** or **“NSQC”** refers to the Committee set up in accordance para 14. (i).
- vii. **“Qualification”** means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

- viii. **"Recognition of Prior Learning" or "RPL"** is the process of recognising previous learning, often experiential, towards gaining a qualification
- ix. **"Sector"** means a grouping of professional activities on the basis of their main economic function, product, service or technology
- x. **"Skills"** means the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- xi. **"Trainer"** means someone who trains, instructs, teaches or otherwise enables the learner(s) to acquire the appropriate knowledge and skills.
- xii. **"Training Provider", "Institute" and "Institution"** refer to any organisation providing knowledge and skills to learners.

2. WHAT IS THE NATIONAL SKILLS QUALIFICATION FRAMEWORK?

- i. 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 which 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. It is, therefore, a nationally integrated education and competency based skill framework that will provide for 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. 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 their competencies.
- ii. 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
- iii. 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. INTERNATIONAL EXPERIENCE WITH QUALIFICATION FRAMEWORKS

i. 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 the 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.

ii. 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) have current qualification framework projects.

4. BACKGROUND OF DEVELOPMENT OF QUALIFICATION FRAMEWORK IN INDIA

i. 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 will 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 National framework, when available. The 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.

ii. 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.

5. NEED FOR QUALIFICATION FRAMEWORK IN INDIA

i. 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 qualification framework for India, i.e. the National Skill Qualification Framework (NSQF) will help make qualifications more understandable and transparent.

ii. 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 his chosen career

6. OBJECTIVES OF NSQF

- i. 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
- ii. **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.

7. HOW IT WORKS?

i. 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.

ii. 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.

iii. Some other issues associated with the NSQF are given below:

- a. **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 NOSs 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.
- b. **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.

- c. **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 the industry may also provide support in terms of providing training institutions.
- d. **Horizontal and vertical mobility:** For horizontal and vertical mobility to take place, the following are essential:
- 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 are missing, the NSQF would help identify and map these missing gaps.
 - 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
 - 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.

- e. **International comparability:** 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.

8. LEVEL DESCRIPTORS

- i. 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.
- ii. Each level of the NSQF is described by a statement of learning outcomes in five domains, known as level descriptors. These five domains are:
 - a. Process
 - b. professional knowledge,
 - c. professional skill,
 - d. core skill and
 - e. 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:

- Nature of working relationships
- Level of responsibility for self and others
- Managing change
- Accountability for actions

iii. 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

iv. The NSQF level descriptors are given below:

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
Level 1	prepares person to/carry out 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	No responsibility always works under continuous instruction and close supervision
Level 2	prepares person to/carry out 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	receive and transmit written and oral messages, basic arithmetic personal financing understanding of social political	No responsibility works under instruction and close supervision

			works with no variables differentiate s good and bad quality	and religious diversity, hygiene and environment	
Level 3	person may carry put a job which may require limited range of activities routine and predictable	Basic facts, process and principle applied in trade of employment	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.
Level 4	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	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
Level 5	job that requires well developed skill, with clear choice of procedures in familiar context	knowledge of facts, principles, processes and general concepts, in a field of work or study.	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools,	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

			materials and information		
Level 6	demands wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard non standard 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
Level 7.	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 mathematical skill understanding of social political and natural environment good in collecting and organising information, communication and presentation skill	full responsibility for output of group and development
Level 8	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.			Exercise management and supervision in the context of work/study having unpredictable changes, responsible for development of self and others.	
Level 9.	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.	
Level 10.	Highly specialised knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.			Responsible for strategic decisions in unpredictable complex situations of work/study.	

- 1) 1-4 → Elementary level courses. [upto 6 mths.] - 500hrs. [8^m per] .
- 2) 5-7 → One year - 3 yrs. (dip/deg). [12^m per]
- 3) 8-10 → Research and PhD. [Pg].

9. CREDITS

i. "Credit" is recognition that a learner has successfully completed a prior course of learning, corresponding to a qualification at a given level. For each such prior qualification, the student would have put in a volume of institutional or workplace learning, and the more complex a qualification, the greater the volume of learning that would have gone into it. The credit points give learners, employers and institutions a means of describing and comparing the learning outcomes achieved. Based on this, the additional learning outcomes to acquire a qualification at a higher NSQF level can be determined. Credits quantify learning outcomes that are subject to valid, reliable methods of assessment. The number of credits may be worked out on the basis of the number of notional learning hours that an 'average' learner at a specified NSQF level might expect to take to achieve the learning outcomes, including the assessment. **However, this is merely a guide and no credits are added or taken away if more or less time is taken to achieve the outcomes.** No credits are 'earned' by a learner if the learning outcomes are not achieved or, in the case of RPL, demonstrated.

ii. Credits can be used to assist learners to transfer between programs. This can happen only when awarding bodies determine how much credit can be transferred into which of their programs. This decision will depend upon the nature/content of the learning for which the credit has been given and the requirements of the program into which transfer is being sought. This will also facilitate multiple entry and exit pathways at each level (or within a level) with the bundle of credits earned clearly certified by assessment and certification bodies which have been authorized to do so.

iii. Wherever notional learning time is used, it should include all learning activities required for the achievement of the learning outcomes for a particular level, including, for example:

- a. Formal learning, including classes, training sessions, coaching, seminars and tutorials
- b. Practice and learning on the job - gaining, applying and refining skills in the workplace
- c. Involvement in informal learning, example: community-based workshops, youth groups, playgroups
- d. Doing practical work in laboratories or other locations
- e. Expected private study, revision and remedial work
- f. Work-based activities which lead to assessment
- g. Undertaking all forms of assessment

Notional learning time may also be linked to the International Standard Classification of Occupations (ISCO 08), which includes reference to a nominal duration of learning and workplace training for each occupation.

iv. The need to undertake any or all of these will be considered when credit is being allocated to a qualification or learning program. The mix of learning activities will vary from program to program — in school, the learning might be mostly class-based; in higher education much of the learning time could be spent outside of formal lectures etc. In other situations, much of the learning will be work-based. In determining the notional learning time

involved in achieving outcomes of learning (for eg. in a module/unit, program, or any piece of assessed learning), no rigid allocation of time is implied in this system, particularly as flexible and distance learning develops.

Credit Transfer

- i. Credit transfer is the process of recognizing prior learning that has been credit rated by the assessment and certification bodies authorized to do so. The transfer of credit points from one qualification or learning program into another helps to minimize duplication of learning. Learners may have already achieved NSQF credits for learning that they have previously undertaken and it may be possible for all or some of these credits to be transferred to another qualification or learning program. The key focus of credit transfer decisions should be on the benefit to the learner and on support for effective learning pathways. Transparency in decision-making for credit recognition and transfer is a critical factor in supporting and encouraging the on-going involvement of learners in education and training.
- ii Credit transfer would facilitate access and promote new learning opportunities without compromising learning outcomes associated with a given NSQF level. Those responsible for designing qualifications and learning programs will be encouraged to identify opportunities for credit transfer wherever they exist.
- iii. Credit transfer can be made in various ways such as allowing a learner to drop a subject already studied or take the next level course in that subject, direct admission to higher-level such as direct second-year admission, etc. This could also take the form of reservation of seats for students coming with prior learning background. The credit transfer system in each industry sector or academic domain needs to be detailed out by the NSQC, with the inputs from the respective institutions/universities/Ministries/regulators, etc. at the time of registration of qualification, so that students undertaking the qualification are clear about the possible credit transfer opportunities available to them. These could include issues such as
 - a. Standardisation of course content, syllabus, notional learning time, credit values etc.
 - b. Standardisation of credit values for prior/ informal learning.
 - c. Stipulation of time limit and other conditions beyond which the credit will not survive – as students may forget training inputs unless these are put to use.
 - d. Stipulation of related subjects for credit transfer. For example, credits in Chemistry would be relevant for polymer technology. Credits in turning / machining may be relevant for mould making, though both mould making and polymer science form part of the same 3 year Diploma currently in force.

10. QUALIFICATIONS REGISTER

- i. To ensure that learners have access to all the qualifications registered and currently being provided by various training providers/institutions, a register of qualifications, that are approved and available, shall be maintained and regularly updated. The NSQF Register will be the official national public record of all qualifications aligned to NSQF levels, qualification pathways and accrediting authorities.
- ii. The qualifications register will be made available on a web portal and regularly updated. Every institution offering an NSQF-aligned qualification will have to keep details of

its training programs updated on the portal.

11. SHARING OF RESOURCES

Sharing of Resources already created by different organizations would be encouraged for optimum utilization of the funds and expertise available. Industry and employers would be encouraged to partner with skill / vocational training providers/institutes so that the requirements and ethos of the work place are integral to skill training packages/programmes.

12. RECOGNITION OF PRIOR LEARNING

i. Recognition of Prior Learning (RPL) is a very important associated function of the NSQF, especially in the Indian context where majority of the workforce has not received formal training. The NSQF will help individuals who have gained learning informally, such as through life, work and voluntary activities to have this learning recognized. This will include knowledge and skills gained:

- a. Outside of formal learning situations
- b. Through informal learning and training in the workplace, the community and/or the voluntary sector
- c. From continuing professional development activities
- d. From independent learning

ii. RPL will give an option for personal or career development or to gain credit towards other qualifications or learning programs to learners who have the skills but no certificate to prove it. It will help learners make clearer connections between the learning they have already achieved and future learning and/or career opportunities. Benchmarking an individual's learning against the NSQF Level Descriptors will help them to identify the appropriate level of options for progression. This will improve career progression and skill upgradation of learners as well as facilitate the engagement of the experienced practitioners as resource persons.

iii. At present, the Modular Employable Skills (MES) scheme under the Ministry of Labour and Employment has a component of RPL, wherein direct testing and assessment of skills may be done. Ministry of Tourism also runs the Skill Testing and Certification Programme, wherein candidates can get their skills assessed and get certificate for the same. However, efforts for recognition of prior skills are limited. By introducing RPL through the NSQF, such efforts will gain momentum and allow learners to benefit on a larger scale. The NSQF will develop process for Recognition of Prior Learning/traditional learning for any given job role against the relevant level descriptors and notify the same for Skill Training Providers/Vocational Training Providers/Certificate awarding bodies for use in assessment and certification.

13. FUNCTIONS/RESPONSIBILITIES OF STAKEHOLDERS

The NSQF is the joint responsibility of many stakeholders and each has its own role to play in its development, implementation and maintenance. The roles/responsibilities of the main stakeholders are listed below:

a. National Skill Development Agency (NSDA)

The NSDA has been mandated to anchor and operationalize the NSQF to ensure that quality and standards meet sector specific requirements. The NSDA will also facilitate the setting up of professional certifying bodies in addition to the existing ones. In performing the above functions, the NSDA will be ensuring that the NSQF acts as a quality assurance framework and facilitates capacity building.

b. Sector Skills Councils (SSCs)

Sector Skill Councils are industry-led national partnership organizations that will bring together all the stakeholders from their respective sectors. Based on the needs of the industries in concerned sector, the SSCs are developing the NOSs and QPs for the various job roles in their sectors, and they will align the same to appropriate levels of the NSQF. They will work to supplement the existing vocational training and 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

The SSCs shall also provide inputs to the Central and State level implementing agencies in developing the curriculum packages, capacity building of institutions and training providers, and assessment and certification of the skills imparted. The Sector Skill Councils shall be licensed and regulated by the National Skills Qualification Committee.

c. Central Ministries

The Central Ministries, being at the apex of the issues in their administrative control, will have to provide the leadership to ensure that all stakeholders align the programs being offered by institutions/bodies under their aegis to the NSQF in accordance with the Implementation Schedule in para 14.iv.

d. State Governments

The institutions/bodies under the control of the respective State Governments will be encouraged to align their learning programmes to the NSQF, as this would facilitate greater mobility for individuals holding such qualifications. The State Governments will also help determine the modalities for ensuring that while regional variations are provided for, the same do not undermine the quality assurance associated with the NSQF.

e. Regulatory Institutions.

All the existing regulatory institutions (e.g. UGC, AICTE, NCVT, Technical and School Boards etc.) would define their entry and exit competencies and qualifications in terms of NSQF levels so that provision of vertical progression in both general and vocational education would be strengthened and vocational pass outs are able to gain entry into the respective portals of higher education in the vocational/technical/ general education courses including degree level courses.

Thus, Regulatory/Awarding bodies while continuing to regulate their courses, programmes, affiliation, and accreditation system shall ensure their alignment and conformity with the NSQF.

f. Training Providers/Institutes/Institutions

All training providers would have to organise their courses/programmes to ensure alignment with NSQF levels in accordance with the implementation schedule in para 14.iv.

14. IMPLEMENTATION

The NSQF would be anchored in the National Skill Development Agency (NSDA), and will be implemented through the National Skills Qualification Committee (NSQC). A permanent secretariat for the NSQC would be set up under the NSDA for this purpose.

i. National Skills Qualification Committee

Composition: The NSQC shall have a composition as under:

- | | | |
|-------|---|------------------|
| i. | Chairman NSDA | Chairman |
| ii. | Secretary, Dept of School Education & Literacy,
Ministry of HRD | Member |
| iii. | Secretary, Dept of Higher Education,
Ministry of HRD | Member |
| iv. | Secretary, Ministry of Labour & Employment | Member |
| v. | Member Secretary, Planning Commission..... | Member |
| vi. | Mission Directors, from three State Skill
Development Missions (in rotation) | Members |
| vii. | Sectoral Representatives as below | Members |
| viii. | Director General NSDA | Member-Secretary |

For each sector that is being discussed, the Sectoral Representatives would comprise:

- | | | |
|-------|---|---------|
| ix. | Secretary, Administrative Ministry..... | Member |
| x. | Chairman/CEO of the concerned Sector Skill Council(s)..... | Member |
| xi. | Heads of all Regulatory Bodies, including where relevant, UGC,
AICTE, CBSE, NCVT, State Boards etc in the Sector | Members |
| xii. | Heads of two training institutions (one Govt and one private)..... | Members |
| xiii. | Any other person/agency relevant for the sector* | Member |

**Note: Where more than one Ministry / Department is related to a particular sector, a representative from each of these Ministries/Departments would be invited under this provision so that all concerned are represented. The representative could be a technical person from an expert agency or body under the Ministry dealing with the issue of training and skills in that particular sector. In sectors that focus on skilling for overseas job markets, representatives of the Ministry of Overseas Indian Affairs would be included.*

The NSQC would be at liberty to set up specific sub-committees for addressing sectoral issues. However, all Members of the NSQC representing specific sectors, and listed under the group of "sectoral representatives" would necessarily have to be part of the sub-committee(s) on the sector".

Functions: Functions of the NSQC would be as under:

- approve and notify the NOSs and the QPs prepared by the Sector Skills Councils, including job roles that exist across various sectors;
- approve the accreditation norms developed by the concerned Sector Skills Councils for training providers in the sector;
- develop/approve the accreditation norms for non-statutory certification agencies;
- based on the National Standards for Occupation/National Industrial Classification or any other nationally accepted classification system, to determine the definitions of

- sectors, and approve the creation of additional Sector Skills Councils including on the recommendation of the NSDC;
- e. prescribe guidelines for ensuring that implementing agencies, including training providers, address the special needs of disadvantaged sections of the population, including persons with disabilities, members of Scheduled Castes and Tribes, OBCs, minorities, women etc.;
 - f. review and resolve any issues/disputes among Ministries/ Departments/ Regulatory Bodies regarding alignment of courses to NSQF, credit transfer, etc.;
 - g. all matters requiring cross-sectoral approach, such as credit accumulation and transfer, recognition of non-formal learning, apprenticeship, online and distance learning, lateral mobility and bridge courses;
 - h. coordinate and align Indian qualifications to international qualifications frameworks to allow international mobility;
 - i. addressing all transition issues, including developing suitable mechanism for recognizing and aligning to the NSQF all qualifications pre-dating the implementation of the NSQF;
 - j. Any other activity as may be entrusted by the Government;
 - k. map all existing certificate, diploma, degree and other courses available in the sector, and identify gaps if any;
 - l. determine whether progression from one level to another should be allowed for a specific course/discipline (eg, should a progression link be established between a nursing qualification and a medical one?);
 - m. map all the progression pathways so determined and agreed, and decide how the progression will take place – how much credit would be allowed for movement from one level to the next, and how such progression can be facilitated;
 - n. determine progression links between courses and certifications that are granted by regulatory and/or professional bodies, and those that are currently unregulated;
 - o. identify and specify bridge courses and processes if any, that would be needed to permit progression from one level to another;
 - p. establishing and maintaining high standards for skill training in each sector.

Provided that functions (a) to (j) above would have to be discharged by the NSQC itself, and would not be delegated to any sub-committee.

At the State level the State Skill Development Mission shall perform the coordination function in the realm of skill development along with local SSCs/industry/ trade association and all other stakeholders for the implementation of NSQF.

ii. Accreditation

While national accreditation norms would be approved by the NSQC, actual accreditation of training providers will be done by relevant regulators. The identification, registration and accreditation of the institutes/training providers would be done through a mechanism determined by the concerned Ministries and regulators in consultation with SSCs/industry as the case may be.

iii. Assessment and Certification

Assessment and certification will be done by the respective agencies of the Government/private sector as is done now. However, assessment and certification norms developed by the concerned regulatory bodies, SSC/industry would be approved by the NSQC to ensure that outcomes conform to the appropriate NSQF level. Certificates issued

post assessment will mention that the level of the NSQF at which it lies.

iv. Implementation Schedule

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) released by the Ministry of HRD, would cease to exist, and would be superseded by the NSQF.
 - b. NSQF compliant training/ educational programmes/courses would be entitled to receive government funding on a 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 programme/ course which is not NSQF-compliant.
 - b. All government-funded training and 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.

PRABHAT KUMAR MISHRA
Joint Secretary to Government of India

MINISTRY OF SKILL DEVELOPMENT AND ENTREPRENEURSHIP**NEW DELHI, 1000111515th JULY 2015**

No. H-22011/2/2014-SDE-I—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 Norm Committee as the apex body to update and suitably revise the Common Norms with the following composition:-

- (i) Secretary, Ministry of Skill Development and Entrepreneurship - Chairman
 - (ii) Director General, National Skill Development Agency (NSDA) - Member
 - (iii) MD & CEO, National Skill Development Corporation (NSDC) - Member
 - (iv) Representative not below the rank of Joint Secretary of Department of Expenditure, Ministry of Finance - Member
 - (v) Representative not below the rank of Joint Secretary of three ministries engaged in skill development programmes - Member
 - (vi) Principal Secretary in charge of skill development programme/mission in three states (on rotational basis) - Member
 - (vii) Joint Secretary, Ministry of Skill Development and Entrepreneurship - Member Secretary.
2. The Committee may invite Training Providers, Institute of Cost Accountants of India (ICAI) and other such experts and stakeholders as it may consider necessary in discharge of its functions.
 3. Terms of Reference of Common Norms Committee:-
 - (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 that agency and validate the process to be adopted by the State Government through that agency.
 4. The Committee will be empowered to amend/revise the Schedules of the Notification at Annexure-I.
 5. The Committee shall meet once every year or upon request of any Ministry/Department/other stakeholders. Provided that there shall be a minimum of six months between any two reviews of the Common Norms Committee. In its first meeting, the Common Norms Committee shall prepare a document specifying how the review, monitoring and adjustment will be done by the Committee, and what the review/evaluation will cover both qualitatively and quantitatively.
 6. Coverage: The above Common Norms will be applicable to the Skill Development Schemes of the Government of India being implemented through various Ministries/Departments. The State Governments are also expected to align their skill development schemes with the Common Norms so as to bring in uniformity and standardization.
 7. The provisions of this Notification will come into force from the date of its Notification. All the current projects underway would be completed as per the existing scheme and new batches would transform into new norms in every scheme and full transition would be effected from 1st April 2016.
 8. TA/ DA, Sitting Fee and other expenditure on account of the conduct of the Meetings as admissible under the rules shall be met out of the budget provision of the Ministry of Skill Development and Entrepreneurship.

Annexure-1

The Common Norms for Skill Development Schemes implemented by Government of India are hereby notified as under.

1. Skill Development

Skill Development, for the purpose of any Government scheme, 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 and shall fall in the categories as per 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 Statute.
- (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 trainings 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 courses, 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.

2. Skill Development Courses

Soft skills (which would include computer literacy, language and workplace inter-personal skills relevant for the sector/trade) would be an integral part of the skills training process and must be suitably integrated into the course modules of all the above-mentioned categories in section 1.

2.1. Alignment with the National Skills Qualifications Framework (NSQF)

All Skill Development courses offered under the scheme framework must conform to the National Skill Qualification Framework (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 the NSQF (i.e., after 27.12.2016). Government funding would not be available for any training or educational programme/course if it is not NSQF compliant. All training providers empanelled/approved by the various Ministries/Departments of the Government of India/State Governments/NSDA/NSDC/Sector Skill Councils would need to comply with this requirement of the NSQF failure to do which would lead to their de-listing by the concerned empanelling/approving authority.

3. Input Standards

3.1 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 enrollment linked to Aadhar.
- (v) Assessments being video recorded if required.

4. Outcome of Skill Development

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

4.1. For training of fresh entrants to the workforce, outcome shall be defined to include all of the following:

- (i) 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% of the trainees passing out being placed in wage employment;
- 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 wage employment and recognition of prior learning, candidates shall be placed in jobs that provide wages at least equal to minimum wages prescribed and such candidates should continue to be in jobs for a minimum period of three months, from the date of placement in the same or a higher level with the same or any other employer.
- (iii) In case of self-employment, candidates should have been employed gainfully in livelihood enhancement occupations which are evidenced in terms of trade license or setting up of an enterprise or becoming a member of a producer group or proof of additional earnings (bank statement) or any other suitable and verifiable document as prescribed by the respective Ministry/Department.

4.2 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.

4.3 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 3.1 (iii) in case of self-employment will be treated as the outcome of this effort.

5. Funding Norms

Funding under skill development schemes is available for either of the following:

- (i) Meeting the capital expenditure for creation/up gradation of infrastructure for skill development training; and
- (ii) Meeting the recurring cost of training individual trainees including post-placement costs.

5.1 Rationalization of funding norms across Ministries/Departments shall enable them to monitor inputs and outcomes effectively. This shall also streamline the quality of training programmes delivered across Training Providers. Therefore, the funding norms as given in SCHEDULE-I apply to all existing and new skill development schemes that fund the training costs of individual trainees.

Provided that Skill Development schemes/components of schemes catering to the creation/ augmentation of infrastructure for training should continue functioning as per their existing norms as decided by the concerned Ministries/Departments.

5.2 Base costs Skill Development training costs under any scheme of the Government of India should be paid at the rates as given in SCHEDULE-I and as per SCHEDULE-IV in respect of each trainee who successfully completes the training and is certified:

5.3 The trades/job roles listed in category I, II, III of SCHEDULE-II shall be aligned to National Skill Qualification Framework (NSQF) as notified vide Cabinet Notification No.8/6/2013-Invt.dated 27.12.2013. These categories were classified based on the level of capital expenditure and operational expenditure for imparting a course. The Ministries/Departments are free to identify the courses which can be classified under any of these categories and in case of those that are not covered in this list, it can be done in consultation with the industry, and thereafter seeking the approval of the Common Norms Committee.

5.4 The hourly rates shall be inclusive of cost components such as:

- i. Mobilization of candidates
- ii. Post-placement tracking/monitoring
- iii. Curriculum
- iv. Placement expenses

- v. Trainers' training
- vi. Equipment
- vii. Amortization of Infrastructure costs/Utilities
- viii. Teaching Aid
- ix. Raw material
- x. Salary of trainers

5.5 Any deviation from these norms would be permissible after the approval of the Common Norms Committee.

5.6 Support for Boarding & Lodging: Certain additional cost heads would be permissible as per below:

(i) For :

- a) residential training and/or
- b) in respect of all skill development training programmes where trainees from Special Areas (as defined in SCHEDULE-I) are trained outside these Special Areas; and/or
- c) training programmes anywhere in the country where women trainees have to travel more than 80 kms from their homes to reach the nearest training centre and who are availing of boarding and lodging arrangements made for them.

Ministries/Departments shall reimburse Boarding & Lodging costs at actuals, subject to a maximum per trainee per day as per SCHEDULE-I. The List of categories of cities for this purpose is given at SCHEDULE-III.

(ii) Transport costs: For candidates from Special Areas undergoing training outside these Special Areas, to and fro transport cost as given in SCHEDULE-I shall be payable.

5.7 Pooling of Resources: In case of geographies/sectors and trainee groups where the training cost is significantly higher than the norms specified in this Notification, the Training Providers are free to pool additional funding support from State Governments, Corporates, Employers, Philanthropic Institutions etc. However such dovetailing of funds shall have the approval of the respective Ministries/Departments.

5.8 Refundable security deposit chargeable to all candidates: To ensure that candidates selected for the training programmes are undertaking the training with seriousness, and also to reduce the drop-out rates during the course of training, Training Providers shall charge a refundable security deposit of Rs. 1000/- per candidate (for NSQF Level 5 and above), Rs. 500/- (for NSQF Levels 3 & 4), and Rs. 250/- (for NSQF Levels 1 & 2) at the commencement of the training. The amount would be refunded to every candidate who completes the training programme and is successfully certified. Proof of refund should be taken from Training Provider along with claims of training costs.

5.9 Third Party Certification & Assessment Costs: To ensure independent and unbiased assessment and certification of trained candidates, costs for certification and assessment shall be payable to an independent third party including a university / institute authorized for conducting assessments and certifications. Third Party Certification & Assessment Costs to paid is given in SCHEDULE-I.

6. Fund Flow Mechanism : The payments to the Training Providers shall be based on the outcomes achieved, and shall be released in a manner as given in SCHEDULE-IV to implement the programmes effectively.

7. Monitoring & Tracking

7.1 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 skills 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 thereafter 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 programmes.

To facilitate this, an Agency designated by the Ministry of Skill Development and Entrepreneurship 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.

7.2 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 reskilling 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.

The following shall apply to the Monitoring & Tracking Mechanism:

- (i) If particulars pertaining to 90% of the candidates in any batch are fed into the central MIS, then this would account for successful tracking of the candidates of that particular batch. Completion of this step would entitle the training provider to seek disbursement of one installment of the training cost from the concerned Ministry, which would be 10% of the training cost, or an amount of Rs 5,000/- per candidate, whichever is less.
- (ii) Each candidate would be tracked once every month for a period of one year in case of fresh entrants/ 14 months in case of reskilling and upskilling after she/he completes her/his training. The parameters on to be tracked would be as under:
 - a) Placement should be within 3 months of completion of training
 - b) Once placed, remuneration/incremental remuneration per month
 - c) Whether continues to work in the same or higher job role till end of the tracking period (whether with same or different employer)
 - d) If there are periods of unemployment between different jobs, duration of such gaps and reason for leaving earlier job without having a job in hand.
- (iii) All Government of India funded schemes for skill development will be evaluated every three years by the Ministry or Agency designated by the Ministry, and continuance of schemes not achieving the Outcomes shall be reviewed. Performance here would be defined in both quantitative (Outcomes met) as well as qualitative terms (feedback from candidates/ States/training providers, degree of NSQF compliance, etc.)

8. Advocacy and Awareness Building

While the Ministry of Skill Development & Entrepreneurship 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 an integral part of such campaign.

9. Empanelment of Training Providers/Assessors

All Central Government programmes/schemes will be implemented through Training Providers/Assessors that are empanelled at the national level or through a validated process at the state level. At the national level, a single process for empanelment of Training Providers/Assessors would be put in place. This process would factor in sector specific issues/nuances in consultation with the related Ministries/Departments and the Sector Skill Councils. States would get their process of empanelment of Training Providers/Assessors validated by a designated agency at the national level.

SCHEDULE OF COST

SCHEDULE-I

1. Base cost

1.1 The Base Cost for different Sectors will be as under.

- (i) Rs.38.50 per hour of training for trades/sectors listed in Category I of SCHEDULE-II.
- (ii) Rs.33/- per hour of training trades/sectors listed in Category II of SCHEDULE-II.
- (iii) Rs.27.50 per hour of training trades/sectors listed in Category III of SCHEDULE-II.

Costs would be subject to a periodic enhancement of 10% annually or as decided by the Common Norms Committee provided minimum duration between any 2 revisions would be at least six months.

2. Transport costs

2.1 For candidates from Special Areas undergoing training outside such Special Areas, to and fro transport cost as per actuals, subject to a maximum of Rs. 5000/- per trainee, shall be payable.

(i) For :

- a) Residential trainings, and/or
- b) in respect of all skill development training programmes where trainees from Special Areas (as defined herein) are trained outside these Special Areas, and/or
- c) training programmes anywhere in the country where women trainees have to travel more than 80 kms from their homes to reach the nearest training centre and who are availing of boarding and lodging arrangements made for them.

Ministries will reimburse Boarding & Lodging Costs at actuals, subject to maximum per trainee per day as per table below:

i. X Category Cities/Town per day per Trainee	Rs.300/-
ii. Y Category Cities/Town per day per Trainee	Rs.250/-
iii. Z Category Cities/Towns per day per Trainee	Rs.200/-
iv. Rural Areas and any Area not notified as a municipal/town area	Rs.175/-

(The List of categories of cities is given at SCHEDULE-III)

4. Third Party Certification & Assessment Costs

4.1 To ensure independent and unbiased assessment and certification of trained candidates, costs for certification and assessment shall be payable to an independent third party authorized for conducting assessments and certifications. This amount shall be over and above the Base Cost, and shall range from Rs. 600/- to Rs. 1500/- per candidate as decided by individual Ministries/Departments.

5. Additional Support for Special Areas/ Groups

5.1 Training in Special Areas: Over and above the Base Cost, an additional amount equal to 10% of the Base Cost should be permitted for Skill Development programmes conducted in the North Eastern States, Jammu & Kashmir, Himachal Pradesh, Uttarakhand, Andaman & Nicobar Islands, Lakshadweep and districts affected by Left Wing Extremism (LWE) as identified by the M/O Home Affairs for the Integrated Action Plan (hereinafter referred to as "Special Areas").

5.2 Upon successful completion of non-residential skill training programmes, and after certification, all women candidates as well as persons with disability will be reimbursed the cost incurred in travelling to and from the training centre at the following rates:

Reimbursement of Conveyance Costs per month	Amount (in Rs.)
1) Training Centre within District of domicile	1000/-
2) Training Centre outside District of domicile	1500/-

5.3. Post Placement Support: In order to enable the newly skilled persons to settle into their new jobs/vocations, post placement support would be provided directly to the candidate at the rate of Rs 1500/- per month for the following durations:

Post Placement Support @ Rs 1500 per month	Men	Women
1) Placement within District of domicile	1 month	2 months
2) Placement outside District of domicile	2 months	3 months

5.4 Training for Persons with Disability (PwD): Over and above the Base Cost, an additional amount equal to 10% of the Base Cost should be provided for skill development programmes imparted to Persons with Disability (PwD). Provided that in the case of training of PwD in the Special Areas, the total cost permissible will be 120% of the Base Cost. At least 3% of total training done by every Ministry in each year shall be reserved for persons with disabilities, in trades as decided by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment in conjunction with the NSDA.

SCHEDULE -II

List of Trades as per the Cost Category Prescribed

S.No.	Industry/ Sectors	Sub-Sector/Trades		
		Category-I	Category-II	Category-III
1.	Agriculture	Farm Machinery, Animal Husbandry, Farm Mechanisation, Precision farming, Fisheries and allied Sector	Agriculture, Plantation, Horticulture Floriculture, Poultry	Apiculture, Home Décor Art - Bonsai, Flower, water fall; Minor Forest Product processing and value addition, Natural Fibre product processing and value addition (Sericulture, Jute, cotton, hemp and Diversified Products)
2.	Apparel	Garment Manufacturing, Fashion Design	Garment making	
3.	Automotive	Manufacturing, Automotive repair	Automotive Sales	
4.	Beauty & Wellness		Spa and Wellness, Beauty Culture & Hair Dressing, Naturopathy	Home Décor Art Mehandi
5.	BFSI			Banking, Accounting, Insurance
6.	Capital Goods	Fabrication, Electro- Mechanical		
7.	Chemicals	Manufacture of Chemicals and bio- Chemicals Plastics Processing	Fragrance Flavour & Perfume	
8.	Construction	Construction Equipment, Fabrication	Paint, Wood Works, Bamboo Fabrication, Carpentry	
9.	Education & Skill Development		Education, Skill Development	Counselling Skills
10.	Electronics	Electronics System Design, and Manufacture Refrigeration and Air Conditioning	Consumer Electronics - Sales & Service	
11.	Fast Moving Consumer Goods			Fast Moving Consumer Goods

12.	Food Processing Industries	Food Processing Sectors		Food Processing Sectors such as Dairy Products, Fruit & Vegetable Products, Cereals and Cereal Products, Food Grain (including milling), Edible Oil and Fats, Meat and Meat Products, Fish and Fish Products, Sweets and Confectionery, Bread and Bakery, Spices and Condiments, Beverage, Aerated Water and Soft Drinks, Packaging of food products
13.	Furniture & Furnishing		Furniture Making	
14.	Gems & Jewellery	Gems & Jewellery Manufacturing		Home Décor Art Jewellery
15.	Green Skills	Renewable energy		Rain Water Harvesting, Green retail, Allied green skills
16.	Handloom & Handicrafts	Handlooms	Brassware, Khadi, Carpet, Handicrafts	Handmade Paper and Paper Products, Home décor art Ceramic Painting, Home Décor Art Wood
17.	Healthcare	Medical and Nursing Healthcare - Machine Technician	Community Healthcare, Healthcare - Assistants, Preventive Healthcare (including Nutrition & Health Education and Health Counselling)	Allied Healthcare,
18.	Instrumentation	Process, Instrumentation		
19.	Iron & Steel	Foundry (including Sponge Iron)		
20.	IT-ITES		Information and Communication technology	
21.	Leather	Leather Footwear & Leather Sports Goods Manufacture		
22.	Life Science	Manufacturing of Pharmaceuticals	Pharmaceutical Sales	
23.	Logistics			Courier & Logistics
24.	Management			Materials Management, Business & Commerce

25.	Manufacturing	Production & Manufacturing		
26.	Marine Engineering	Marine Engineering, Ship Construction		
27.	Media & Entertainment	Animation	Production Support, Media, Printing	Film Production
28.	Mining	Mining		
29.	Music	Musical instrument Manufacture	Instrumental Music service	
30.	Plumbing	Plumbing		
31.	Power & Energy	Electrical Industrial Electrician	Domestic Electrician	
32.	Retail		Store. Operation, FMCG	Retail
33.	Rubber	Manufacturing	Rubber, Nursery/ Plantation	
34.	Security		Security, fire & Safety Engineering	
35.	Sports	Sports Goods Manufacture	Sports service	
36.	Telecom	Network & Infrastructure, Management	Telecom Service Provider, Handset Sales & Service	
37.	Textiles	Spinning, Weaving, Textiles, Knitting & Processing for Cotton, other Manmade & Synthetic Fibres		
38.	Tourism & Hospitality	Food Production, Cooking	Hospitality, Service F&B & Housekeeping	Travel & Tourism
39.	Traditional conventional sectors /	Glassware	Painting Toy Making	Clock and watch Repair
40.	Other Sectors	Any trade not covered - in any of the categories above	Any trade not covered in any of the categories above	Any trade not covered in any of the categories above

13)

SCHEDULE-III

Categorization of Indian Cities for Residential Training Costs

S.N.	State	Cities classified as "X" As "X"	Cities classified as "Y"
1	Andhra Pradesh		Vijayawada [Urban Agglomeration (UA)], Visakhapatnam (UA), Guntur
2	Assam		Guwahati (UA)
3	Bihar		Patna (UA)
4	Chandigarh		Chandigarh
5	Chhattisgarh		Durg - Bhilai Nagar (UA); Raipur (UA)
6	Delhi	Delhi NCR (UA)	
7	Gujarat		Ahmedabad (UA), Rajkot (UA), Jamnagar (UA), Vadodara
8	Haryana		Faridabad
9	J&K		Srinagar (UA), Jammu (UA)
10	Jharkhand		Jamshedpur (UA), Dhanbad
11	Karnataka	Bengaluru (UA)	Belgaum (UA), Hubli-Dharwar, Mangalore (UA)
12	Kerala		Kozhikode (UA), Kochi (UA), Thiruvananthapuram (UA)
13	Madhya Pradesh		Gwalior (UA), Indore (UA), Bhopal (UA), Jabalpur
14	Maharashtra	Greater Mumbai (UA)	Amravati, Nagpur (UA), Aurangabad (UA), Nasik (UA), Bhiwandi (UA), Pune (UA), Solapur, Kolhapur (UA)
15	Orissa		Cuttack (UA), Bhubaneswar (UA)
16	Puducherry		Paducherry (UA)
17	Punjab		Amritsar (UA), Jalandhar
18	Rajasthan		Bikaner, Jaipur, Jodhpur (UA), Kota
19	Tamil Nadu	Chennai	Salem (UA), Tiruppur (UA), Coimbatore (UA), Tiruchirapalli (UA), Madurai (UA)
20	Telangana	Hyderabad (UA)	Warangal (UA)
21	Uttar Pradesh		Moradabad, Meerut (UA), Ghaziabad, Aligarh, Agra (UA), Bareilly (UA), Lucknow (UA), Kanpur (UA),

22	Uttarakhand		Dehradun (UA)
23	West Bengal	Kolkata(UA)	Asansol (UA)

All other cities/towns in various States/UTs which are not covered by classification as "X" or "Y" are classified as "Z"

(The above categorization of cities/towns being adopted from the categorization of Indian cities/towns for payment of HRA as per 2008 - 6th Pay Commission)

SCHEDULE-IV

Fund Flow Mechanism

1. Schedule of release of payments: The funds should be released to the Training Providers as per the following schedule

Instalment	Percentage of total Cost	Output Parameter
1 st	30% less aggregate amount of refundable security deposit collected from each trainee	On Commencement of Training Batch
2 nd	30%	On utilisation of 70% of the first instalment and continuation of training with at least 70% of initial trainees continuing
3 rd	20% plus aggregate amount of refundable security deposit collected from each certified trainee	On Completion of training and certification of the successful trainees
4 th	20%	Outcomes based as under

2. The 20% of training cost which is linked to outcome (4th instalment) would be released to the Training Provider subject to the following:

- (i) Training Provider shall be eligible for 100% payment on for outcome achievement under para 4.1 (i), (ii) and (iii), 4.2 and 4.3 of Annexure-1.
- (ii) Training Provider will be paid on pro rata basis on achievement in any of the following:
 - a) 50-69% placement of those who have been certified with at least 50% minimum wage employment of the certified trainees within three months of completion of training in case of fresh entrants.
 - b) 50-69% of certified candidates with increase of at least 3% remuneration within 14 months in case of reskilling and up skilling.
 - c) 50-69% formal recognition and certification of experiential training in vocational trade or craft leading to appropriate increase in wages in the respective skill category of the candidate for immediate and subsequent production cycle or meets the conditions provided under Para 4.1 (iii) of Annexure - I in case of self-employment.
- (iii) Training provider will be asked to discontinue the training in that particular trade/centre and will be paid only on pro rata basis, if the outcome achievement over the period of one year in case of fresh entrants/ 14 months in case of reskilling and upskilling, is unsatisfactory as defined under:
 - a. 49% and below placement of those who have been certified with at least 50% minimum wage employment of the certified trainees within three months of completion of training in case of fresh entrants,
 - b. 49% and below number of certified candidates with increase of at least 3% in remuneration within 14 months in case of reskilling and up skilling.
 - c. 49% and below number of formal recognition and certification of experiential training in vocational trade or craft leading to appropriate increase in wages in the respective skill category of the candidate

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for immediate and subsequent production cycle or meets the conditions provided under Para 4.1 (iii) of Annexure - I in case of self-employment. In the case of such disengagements, the Ministry concerned would take a prompt decision, after careful consideration of all related factors with respect to performance, whether to disengage such Training Provider from implementation of the Scheme/Project. The de-empanelment by concerned Ministry would be done for the trade under advice to the Ministry/agency designated by the Ministry for informing all other concerned Ministries. The training provider would get an opportunity to re-apply for empanelment for the training after a gap of at least one year from the date of notification of de-empanelment by the concerned Ministry.

- (iv) An amount equal to 10% of the total training cost, subject to a maximum of Rs. 5000 per candidate, shall be linked to and released only upon the particulars relating to at least 90% of the candidates of a batch being fed into the integrated MIS.

3. In order to encourage the Training Provider who exceed the prescribed outcomes, the following additional incentives should be provided:

- (i) For every candidate, where outcome achievement is above 70% to 85%, the Training Provider should be paid an additional amount of Rs.3000/- of the base cost per candidate.
- (ii) For every candidate where outcome achievement is above 85%, the Training Provider should be paid an additional amount of Rs. 5000/- of the base cost per candidate.

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मुद्रण निदेशालय द्वारा, भारत सरकार मुद्रणालय, एन.आई.टी. फरीदाबाद में मुद्रित एवं प्रकाशन नियंत्रक, दिल्ली द्वारा प्रकाशित, 2015
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