GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

GUIDELINES FOR SKILL HUB INITIATIVE

Pradhan Mantri Kaushal Vikas Yojana (PMKVY 3.0)

Ministry of Skill Development & Entrepreneurship
Government of India.

Disclaimer

All information contained in these Guidelines, subsequently provided/clarified are in good interest and faith. The Guidelines for Skill Hub Initiative document should be used along with the PMKVY 3.0 (2020-21) scheme Guidelines issued by MSDE on December 22, 2020.

These guidelines are valid for the pilot phase of Skill Hub Initiative. MSDE without liability or any obligation, reserves the right to amend, delete or add any information mentioned in this document at any stage.

Table of Contents

Abbreviations and Acronyms

1.	A&A	Accreditation & Affiliation
2.	ABC	Academic Bank of Credits
3.	AEBAS	Aadhaar Enabled Biometric Attendance System
4.	AEAP	Aadhar Enabled Assessment App
5.	AICTE	All India Council of Technical Education
6.	B&L	Boarding and Lodging
7.	CBSE	Central Board of Secondary Education
8.	CCTV	Closed Circuit Television
9.	CSCM	Centrally Sponsored Centrally Managed
10.	DBT	Direct Benefit Transfer
11.	DM Schools	Demonstration Multipurpose School
12.	DoSEL	Department of School Education & Literacy
13.	DoHE	Department of Higher Education
14.	DSC	District Skill Committee
15.	EMRS	Eklavya Model Residential School
16.	JNV	JawaharNavodayaVidyalaya
17.	JSS	Jan ShikshanSansthan
18.	HEI	Higher Education Institution
19.	IA	Implementing Agency
20.	ICT	Information and Communications Technology
21.	IT	Information Technology
22.	ITI	Industrial Training Institute
23.	KPI	Key Performance Indicator
24.	KVS	KendriyaVidyalayaSangathan
25.	MGNF	Mahatma Gandhi National Fellows
26.	MSDE	Ministry of Skill Development & Entrepreneurship
27.	MSME	Ministry of Micro, Small and Medium Enterprises
28.	MoE	Ministry of Education
29.	MeitY	Ministry of Electronics and Information Technology
30.	MoRD	Ministry of Rural Development
31.	NCERT	National Council of Educational Research and Training
32.	NCF	National Curriculum Framework
33.	NCVET	National Council of Vocational Education & Training
34.	NEP	National Education Policy
35.	NGO	Non-government Organisation
36.	NIOS	National Institute of Open Schooling
37.	NIELIT	National Institute of Electronics & Information Technology
38.	NOS	National Occupation Standards
39.	NSDC	National Skill Development Corporation
40.	NSQF	National Skills Qualifications Framework
41.	OBD	Out Bound Dialling

42.	OJT	On-the-Job Training
43.	PIA	Project Implementing Agency
44.	PFMS	Public Financial Management System
45.	PMKK	Pradhan Mantri Kaushal Kendra
46.	PMKVY	Pradhan Mantri Kaushal VikasYojana
47.	QP	Qualification Pack
48.	RPL	Recognition of Prior Learning
49.	RSETI	Rural Self-Employment Training Institute
50.	SANKALP	Skills Acquisition and Knowledge Awareness for Livelihood Promotion
51.	SEB	State Education Board
52.	SEO	State Engagement Officer
53.	SHI	Skill Hub Initiative
54.	SIP	Skill India Portal
55.	SOS	State Open School
56.	SS	SamagraShiksha
57.	SSC	Sector Skill Council
58.	SSDM	State Skill Development Mission
59.	SMC	State Monitoring Committee
60.	STT	Short Term Training
61.	TC	Training Centre
62.	TP	Training Partner
63.	ToT	Training of Trainer
64.	UGC	University Grant Commission
65.	UT	Union Territory
66.	VET	Vocational Education and Training

Chapter 1: EnvisagedIntegrated Skilling through Skill Hubs

Introduction to Integrated Skilling

1.1.1.   Integration and mainstreaming of vocational education with general education has been identified as the key reform in the education-skill system of the country for overall gains at the student, community and economy levels.The 'National Education Policy' (NEP) 2020 envisages quality holistic education–including vocational education so that students can design their own paths of study and life plans. It emphasizes on flexibility in choice of subjects and strongly recommends no hard separations between the vocational and academic streams, etc. in order to eliminate harmful hierarchies and silos between different areas of learning.

1.1.2.   To mainstream vocational education, enable sharing of infrastructure and developing well-defined pathways for students to continue with their chosen academic-vocational pursuits, a scheme of creation of Skill Hubs across the education and skill ecosystem has been proposed to actualize the intent of the NEP on the ground. The implementation of the initiative shall ensure broad-based convergence of vocational education with formal education in a phased manner. The effort would also supplement the objectives of 'National Policy for Skill Development and Entrepreneurship' (NSDP), 2015.

1.1.3.   Creation of sustainable skill Training Centres, phase-wise introduction of vocational courses in school curriculum in coordination with Ministry of Education (MoE) has also been envisioned in the Guidelines of the PMKVY 3.0. This can be accomplished through technical support, greater cross utilization of available infrastructure from Universities/ Colleges/ Industrial Training Institutes (ITIs)/ Polytechnics/ Schools, and further strengthening of District Skill Committees (DSCs), State Skill Development Missions (SSDMs)/ State Directorate of Technical Education   along with handholding, strategic and funding support.

1.1.4.   The 'Skill HubInitiative' under the PMKVY 3.0 scheme focuseson the introduction of skill training programmes in the education ecosystems.The Initiative wouldconsider the policy level synergy on integration of vocational education with general education as envisioned in the NEP 2020.

Skill Hubs

1.2.1.   Skill Hubs are nodal skill centres identified to provide skill development and vocational training opportunities to target population segmentsfrom class 6-8th (introduction to world-of-work through orientation, industry visits, bag-less days), Class 9th to 12th (aimed at exposing students to skill development avenues), school dropouts, and out-of-education (aimed for academic credit, mainstreaming back to

education and or apprenticeship and employment linkages). Over a period of time, these Skill Hubs will associate with adjoining education and skilling institutions (spokes) over a district, or a cluster of adjacent districts, to provide access to skill development training at hub location or at spoke location. Such adjoining institutions in the vicinity of the Skill Hub may leverage the infrastructure and resources available at the associated Hub for their In-school, drop-outs and out-of-education candidates.

1.2.2. Skill Hubs will be co-opted from the vocational system and education system with participation from MSDE, MoE (Department of School Education & Literacy-DoSEL and Department of Higher Education-DoHE), Ministry of Rural Development (MoRD), Ministry of Micro, Small and Medium Enterprises (MSME)and Ministry of Electronics and Information Technology (MeitY) basis agreed selection criteria including but not limited to the following institutions:

a. Schools (Government, Government-Aided and Private)
b. Higher Education Institutions (Engineering, Technical and General Institutions including institutions offering Language courses)
c. Polytechnics
d. Industrial Training Institutes (ITIs)
e. Pradhan Mantri Kaushal Kendras (PMKKs)
f. Private Training Providers (PMKVY centres, Fee based centres)
g. Institutions under Jan ShikshanSansthan (JSS) Scheme
h. Other Skilling Institutions like RSETI, NIELIT, etc.
i. Skilling institutions under MSME
j. Corporate Skill Institutions

1.3.   Objectives

1.3.1. The 'Skill Hubs Initiative' under PMKVY 3.0 aims at creating shared infrastructure, aligned with the needs of the local economy which addresses the vocational training needs of all target segments. It is also expected that existing resources in education and skilling system can be put to optimum usage by utilization for skilling beyond normal working hours and during weekends. In its full roll-out, the scheme is aimed at the following:

a. Provision of permanent vocational infrastructure and resources for skilling
b. To ensure contiguous availability of skill centres for ease of candidates
c. Introduce vocational learning at an early stage with multiple well-defined pathways for candidates to continue with their chosen vocations
d. Provide vocational offerings for target segments including in-school, drop-outs and out-of-education candidates

e. Align the vocational offerings at all levels with overall economic and local economy needs

1.4.   Design Principles of Integrated Skilling Model

1.4.1.   Tocreate and promote Skill Hubs in the country, the following significant core and peripheral reforms have been envisaged for the design and implementation approach:

a. Integration of Skills in Education – both School and Higher Education Institutions as envisaged in NEP 2020.

b. Cross-utilization of available infrastructure with Universities/Colleges/Schools/Polytechnics/Government ITIs for skill development.

c. Introduction of vocational subjects in schools, until institutionalized by the National Curriculum Framework (NCF).

d. Academic Bank of Credit (ABC) framework for the recognition of Skills in Education and credit accumulation, transfer, and equivalence with Education, ITI and skilling ecosystem.

e. Focus on up-skilling/ re-skilling courses through training to increase productivity of existing workforce for the Out of Education segment

f. Embedding online/digital mode of training for wider coverage

g. Training for in-school and out of education candidates to provide multiple entry, exit option for students to formal education along with enabling employability skills.

h. Demand for skilling would be mapped through District Skill Committees (DSCs)along with the provision of Mahatma Gandhi National Fellows (MGNFs). Primary data from districts may be triangulated with PMKVY 3.0 training data, demand from employment through ASEEM portal, sectoral analysis of Sector Skill Councils (SSCs), District Skill Development Plans (DSDPs) andother secondary sources.

i. Data of existing trainers and Assessors could be collated from National Skill Training Institutes (NSTIs) and Takshashila portal. Identification of vocational resources in school system including the National Council for Teacher Education (NCTE) and District Institute of Educational and Training (DIET) and other platforms would be considered.

j. Counselling Services shall be provided to all the target population segments based on the aptitude and psychometric tests. This will be done once the candidate is registered for training. For the in-school students, NCERT guidelines will be followed. Further, it is envisaged that counselling services would be institutionalized at the time of entry to Class 9 and Class 11 for better screening of candidates in various streams and Skill Training Hubs services may be leveraged for the same.

1.5. Target Segments

1.5.1. For the overall integration of skilling with education, vocational education shall be introduced from Class 6 onwards through introduction to the 'World of Work'. Students through industry visits, and bag-less daysmay be given orientation of vocational education. Industry visits may also cover visits to local artisans, craftsmen, local manufacturing units, etc. The foundational concepts of courses mapped for Class 9 onwards may be used for Class 6-8 for better synergy. Such vocational needs shall be addressed at Schools as per the NCERT guidelines.

1.5.2. The Skill Hubs initiative in its final roll-out would offer NSQF aligned vocational courses for the following target segments:

   a. **In-school students** (Class 9-12th cohort): Shall be offered a vocational offering as course work having access to dedicated skill labs in identified Skill Hubs.

   b. **School Dropouts** (Class 6th to 12th cohort): To achieve Vocational skill Certification and academic credit through credit assignment and mainstreaming back to School wherever feasible. Candidates shall also be supported with career counselling before and after training. For children who have dropped out of class 6/7/8, option for continuing vocational education along with mainstreaming will be done.

   c. **Out-of-education candidates:** To achieve vocational skill certificate and academic credit through Skilling/ Re-skilling/ Up-skilling courses.

1.6. Envisaged Integration at Various Levels

The operationalization of Skill Hubs shall be based on differentiation between courses, resource intensity, type of institution identified as Skill Hub, pedagogy, and objectives of vocational offerings for in-school and out-of-education candidates.

1.6.1. Integration for In-school students

- **Schools:** Skill Hubs emanating from Schools would introduce vocational trades prescribed in the *SamagraShiksha* vocational scheme with suitable enhancement in scope as per the Skill Hubs Guidelines. Over time, they shall incorporate the courses identified through demand mapping from the local economy.

- **Higher Education Institutions**: Skill Hubs emanating from Higher Education Institutions including Engineering Colleges, Polytechnics and General Education Institutions shall introduce vocational trades prescribed in the *SamagraShiksha* vocational scheme or similar other NSQF aligned short duration courses relevant for

in-school students. Over time, they shall incorporate NSQF aligned courses identified through demand mapping from the local economy.

- **Skill Hubs from MSDE System**: Skill Hubs emanating from ITI, PMKKs, JSS, etc. may follow the Hub-n-Spoke model for operationalization the scheme wherein aspects of vocational education (theory part) may be catered to in the school classrooms and practical training at ITI/PMKKs for 1-2 days a week. Skill Hubs from MSDE System shall introduce vocational courses prescribed in the *SamagraShiksha* vocational scheme or other NSQF aligned short duration relevant courses as relevant to local demand.

- **Skill Hubs from other Skill Institutions**: Skill Hubs emanating from non-MoE and MSDE system shall introduce vocational courses prescribed in the *SamagraShiksha* vocational scheme for catering to in-school students. Over time (say over 2 years), they are expected to increase the scope of their offerings to match the demand mapping from district level and secondary sources. Delivery mechanism shall be similar to hub-n-spoke model.

1.6.2. Integration for Out-of-education candidates

- **Schools**: Short Term training courses will be offered in the premises of schools designated as Skill Hubs for out-of-education youth after school hours or weekends. The courses could be based on the vocational courses being offered in the *SamagraShiksha* as well as any other NSQF aligned courses. Over time, NSQF aligned courses identified through demand mapping from the local economy shall be incorporated. Schools may avail the services of private vocational training providers for offering vocational courses to out-of-education candidates until they develop internal capabilities.

- **Higher Education Institutions (HEIs):** Short term training courses will be offered in the premises of the HEIs designated as Skill Hubs for the out-of-education candidates. The courses may be based on the vocational courses being offered in the *SamagraShiksha*or similar NSQF aligned courses which they are already offering. Over time, they shall incorporate the courses identified through demand mapping from the local economy.

- **MSDE Skill Institutions:** Vocational offerings shall be in the form of fresh skilling, re-skilling and up-skilling vocational courses. The offerings shall be derived from a judicious mix of universal trades and those pertaining to local economy needs.

- **Skill Hubs from other Skill Institutions:** Skill Hubs from skill institutions of other Ministries would expand the scope of their offerings to cater to out-of-education

candidates. The vocational offerings would be similarto other Skill Hubs from education or skill systems.

1.7. Skill Hub Pilot

As a step towards implementing integrated skilling through Skill Hubs, a pilot is being launched from January 1, 2022 targeted at out-of-education candidates.The guidelines for the same are appended below.

Chapter 2: Skill Hubs Pilot Starting January 1, 2022

2.1   Objectives of the Pilot

The pilot scheme is aimed at the following:

a.   Provision of permanent vocational infrastructure and resources for skilling
b.   Driving convergence and integrated skilling across the education and skill ecosystems
c.   Step towards re-positioning the vocational education ecosystem from supply driven to demand driven
d.   Provision of 6-7 Skill Hubs per district in the pilot phase through 5,000 Skill Hubs
e.   Rationalizing the cost of short-term vocational training with de-novo costing

2.2   Guiding Principles

2.2.1.   Skill Hubs Pilot shall adhere to PMKVY 3.0 Guidelines and administrative structure except the relaxation or exemptions as provided under Chapter-6 herein, to efficiently address the challenges.

2.2.2.   **Implementation Agency**: The 'Skill HubsPilot' would be implemented under central component of PMKVY 3.0 through National Skill Development Corporation (NSDC) with the support of State Skill Development Missions (SSDMs), State Education Department/Agencies and District Skill Committees (DSCs). It will be responsible for operational aspects including registration on Skill India Portal, trainee life cycle mapping, portal-based IT support, Career Counselling solution, facilitate course material for training, advisory on the strengthening of Skill Hubs, Empanelment of Skill Hubs, Monitoring, etc.

2.2.3.   Skill Hubs shall associate with adjoining education and skilling institutions (spokes) over a district, or a cluster of adjacent districts, to provide access to skill development training at hub location or at spoke location. Such adjoining institutions in the vicinity of the Skill Hubs shall leverage the infrastructure and resources available at the associated Hub

2.2.4.   Target Segment: Skill Training shall be targeted at dropouts and out-of-education candidates.

2.2.5.   **Vocational Courses:**Skill Hubs shall offer courses / job roles from multiple sectors with infrastructure capacity and strength of suitable Trainers for delivering high-quality skill development training. In the pilot phase, short term courses based on *SamagraShiksha* vocational courses shall be offered, which shall be upgraded to 'universal' trades and local economy relevant trades in the next phases. Course

material to non-MSDE Skill Hubs may be facilitated through direct sharing of handbooks or flexibility to choose from list of publishers including the National Instructional Media Institute (NIMI).Skill Institutions from non-education system may also offer National Skills Qualification Framework (NSQF) aligned employment linked courses.

2.2.6. **Vocational Resources**:Skill Hubs would engage vocational trainers and strengthen vocational capacity required for catering to the candidates in line with demand. Skill Hubs identified from the education system would be able to access the services of PMKKs or standalone training providers or skill knowledge partners until they develop their own resources over time.

2.2.7. **Funding of Training Cost**: Training cost for out-of-education candidates shall be provisioned under the PMKVY scheme. NSDC will directly transfer the funds to the skill hubs including schools. Scheme funding shall be extended to all Skill Hubs except those which shall run on fee-based mode (AICTE Institutions and private Schools). Identified AICTE institutions in difficult geographies/aspirational districts may also be covered under scheme funding.

2.2.8. Short Term training courses based on SamagraShiksha aligned with NSQF will be offered in the premises of schools designated as Skill Hubs for out-of-education candidates after school hours and on weekends.

2.2.9. **Attendance**: Biometric attendance shall be made mandatory for Trainee, Trainers and Assessors.The provision of online attendance endorsed by Head of Institutions through My Attendance portal may be explored until biometric attendance is enabled at School based Skill Hubs.

2.2.10. **Mobilization of Candidates:**Skill Hubs are expected to would work in coordination with adjoining schools, training institutions and District Skill Committees for mobilizing out-of-education candidates. Branding and awareness material shall be shared with respective Skill Hubs to assist in mobilization. Required coordination support may be extended from the State authorities including State Skill Development Mission as required.

2.2.11. **Safety and Security**: While Skill Hubs are expected to address aspects of safety and security of candidates, the district administration may also be advised for safety for late afternoon/evening classes especially for female candidates.For all-Girls Institutions and JNV based Skill Hubs, only female candidates may be enrolled for afternoon/evening classes.

2.2.12. **Assessment and Certification:** Assessment and certification process shall be as per guidelines and norms issued by MSDE/NCVET from time to time. Institutions including Schools and HEIs which are already offering skilling-based courses

through their respective School Education/Technical Boards would have the flexibility to undertake assessment and certification as per their existing norms if they offer NSQF aligned/approved courses. The pilot also provisions for one-time provision of re-assessment for the failed and not appeared candidates at the discretion of Awarding Bodies/ Boards and respective Skill Hubs.

2.2.13. **Monitoring:**The initiative would be monitored at various levels to ensure quality outcomes. This will include progress monitoring tools such as quarterly progress reports, geo-tagging, and audit, etc. Monitoring would be done via technology-driven interventions. In specific cases where discrepancies are found, physical inspections may also be conducted. State and District level agencies (SIS, SSDMs/DSCs) shall be oriented for their roles in monitoring in addition to the central implementation agency.

2.3   Identificationof Skill Hubs

2.3.1.   Skill Hubs may be equipped with appropriate infrastructure and lab equipment for conducting thetraining in vocational courses prescribed in the *SamagraShiksha* vocational scheme or similar other NSQF aligned short duration courses as defined under the selection parameters for Skill Hubs.

2.3.2.   In the initial phase, around 5,000 such Skill Hubs would be identified in the country from across the education and skill ecosystems including Schools, PMKKs ITIs, Engineering Colleges, General Education Colleges, Polytechnics, Rural Self-Employment Training Institutes (RSETIs), JSS centres, NIELIT centres and MSME Skilling Institutions and other Central/State institutions as the case may be.

2.3.3.   Consolidation and geo-spatial mapping of identified Skill Training Hubs would be undertaken for identification of best-fit centers.The number of Skill Hubs would be identified from respective Ministries/ Departments along with their maximum intake capacity basis available infrastructure.

2.4   Training Targets

2.4.1.   Target shall be assigned up to the maximum capacity of the identified Skill Hubs based on selection criteria/ metrics linked to infrastructure, training capacity, past skilling experience if any, geographical operation, etc.

2.4.2.   Trainee life cycle data shall be put on Skill India Portal through a simple automated process.

2.4.3.   The running capacity for single batch for the training centre shall be minimum of 15 candidates to maximum of 40 candidates.

2.5 Implementation Mechanism

2.5.2.   The Steering Committee constituted under the PMKVY 3.0 scheme would oversee and monitor the implementation of 'Skill HubPilot' across the country in the coordination with Ministry of Education (MoE), other Central Ministries, State Skill Development Missions and State Education Departments/Agencies.

2.5.3.   For drop out Students, Skill Hubs to coordinate with National Institute of Open Schooling (NIOS)/State Open Schools or respective State Education Board for mainstreaming back to education wherever possible.

Chapter 3: Governance Structure andKey stakeholders

3.1.   Steering Committee

3.1.1.   **The Steering Committee** constituted under PMKVY 3.0, as apex level committee shall be responsible for broad policy direction, framing operations guidelines, periodic review, monitoring, mid-course correction and convergence of skills and education.

3.1.2.   The composition of the Steering Committee is as under:

Steering Committee Composition	Roles to be played in SC
Secretary, Ministry of Skill Development and Entrepreneurship (MSDE)	Chairman
Additional/Joint Secretary (Skill Development), Ministry of Skill Development and Entrepreneurship (MSDE)	Member Secretary
Additional Secretary & Financial Advisor, Ministry of Skill Development and Entrepreneurship (MSDE)	Member
MD & CEO, National Skill Development Corporation (NSDC)	Member
Officers not below the rank of Joint Secretary from Central Ministries	Member
Officers not below the rank of Principal Secretary, Skill Development (or equivalent) from two States*	Member
Chairman of any two Awarding Bodies*	Member
Special Invitees as decided by the Chairman, Steering Committee**	Member

sis (nominated by Secretary, MSDE)

**For Skill Hubs Pilot, the following special invitees may be invited by the Chairman, Steering Committee:

a. Director General, Directorate General Of Training, Ministry of Skill Development and Entrepreneurship (MSDE)

b. Additional/Joint Secretary (DoSEL), Ministry of Education (MoE)

c. Additional/Joint Secretary (DoHE), Ministry of Education (MoE)

d. Additional/Joint Secretary, Ministry of Rural Development (MoRD)

e. Additional/Joint Secretary, Ministry of Ministry of Micro, Small and Medium Enterprises (MSME)

f. Additional/Joint Secretary, Ministry of Electronics and Information Technology (MeitY)

3.1.3. The Steering Committee shall be responsible for the following:

a. The Steering Committee of the scheme is empowered for taking appropriate decisions in the matters of dynamic fixation of targets and funds.The existing Steering Committee constituted for the Scheme is empowered for taking appropriate decision in matters relating to broad policy direction, dynamic fixation of targets and any deviation in scheme concept note/guidelines, without affecting the financial provisions.

3.2. State Monitoring Committee

3.2.2. The 'State Monitoring Committee' shall be constituted at the State level for overseeing the regular functioning of the scheme with participation of State Skill, Education Department, other participating Ministries and DSCs representatives. For any policy or operational corrections, the state monitoring committee shall seek guidance/approval from Steering Committee for improvising the implementation of the Skill HubPilot. It shall be headed by the Principal Secretary/Secretary, in charge of Skill Development Department/SSDMs in the State/UT.

3.2.3. The State Monitoring Committee for the 'Skill HubsPilot' may constituted by taking the following members as proposed below by the competent authority:

Details of State Monitoring Committee Members	Roles to be played in SMC
Secretary, Skill Development Department of respective State/UT	Chairman
Department of Higher Education	Member
Department of School Education	Member
Department of Technical Education	Member
Department of Rural Development/ PanchayatiRaj	Member
MD & CEO, State Skill Development Mission (SSDM) of the State/UT	Member Secretary
Representatives or Chairman of 2 District Skill Committees	Member

3.2.4.	Nodal Officer/Representative (not below the rank of Deputy Director) of State Skill Development Missions (SSDMs)	Member
	State Director dealing with ITIs	Member

State Monitoring Committee shall be responsible for the following:

a. To act as joint monitoring committee for overseeing the regular functioning of the 'Skill HubsPilot', recommending to Steering Committee any policy or operational corrections for improving its implementation, reviewing, and approving of proposals in accordance with the Guidelines or any other functions as deemed necessary by Steering Committee.

b. The State Monitoring Committee shall refer the Guidelines of the pilot and shall adhere to the PMKVY 3.0 Guidelines. In case of any deviation from PMKVY 3.0 guidelines, the State Monitoring Committee shall examine the same and place it before the Steering Committee for final approval.

c. Periodic review of allocated training targets toall types of identified Skill Hubs within the State/UT.

3.3. Ministry of Skill Development and Entrepreneurship (MSDE)

3.3.1. MSDE shall act as the apex body at the National level for coordination and overall implementation of theSkill HubsPilot in coordination with the MoE, MoRD,MeitY, MSME, DGT, SSDMs/DSCs,and other stakeholders.

3.3.2. Target Allocation to Implementing Agencies as provisionedin 'Skill HubsPilot' Guidelines.

3.3.3. Release of funds in accordance with the Guidelines.

3.3.4. Coordination among Stakeholders for handholding and support to ensure smooth execution of these training programme.

3.3.5. Grievance redressal, if any.

3.4. State Skill Development Missions (SSDMs)

The role of SSDMs in SHI shall be the following:

3.4.1. SSDMs shall act as the apex body at State / Union Territory level for the pilot in coordination with the MSDE, Education Department/Board, DSCs, Skill Hubs, and other stakeholders, if required.

3.4.2. Provide technical support to Skill Hubs, DSCs, TPs, wherever required

3.4.3. The State Monitoring Committee shall look after the functions of SSDMs and advise for overall improvement of the SHI in consultation with other stakeholders

3.4.4. SSDMs shall extend administrative support to DSCs, Skill Hubs, and other stakeholders.

3.4.5.   SSDMs shall issue advisories/instructions for DSCs and others, wherever required;

3.4.6.   Grievance redressal, if any.

3.5.   State Education Department / Board/ Council

3.5.1.   Support NSDC and SSDMs in the implementation and monitoring of the Skill HubPilot Programme in schools in State/UT.

3.5.2.   Handholding of the candidates for mainstreaming back to education along with School Skill hubs

3.5.3.   State Project Director (SPD) to set up help desk at the state level to manage the queries of the School Skill hubs

3.5.4.   Any other task assigned by State Monitoring Committee.

3.6.   District Skill Committee (DSC)

District Skill Committee (DSC) wouldassist in implementation of this Pilot. It will be assisted by the District Education Officer (DEO) in discharging its overall role under the Skill Hub Training Programme within a district. The responsibilities of DSCs in the 'Skill HubPilot' shall be the following:

3.6.1.   Tomap local skill demand, training facilities and trade-wise trainer availability through scheme resources and through the provision of Mahatma Gandhi National Fellows.

3.6.2.   To actively assist in mobilisation of candidates in coordination with respective Skill Hubs and facilitating initial registration process on the Skill India Portal.

3.6.3.   To verify availability of premises and trainers.

3.6.4.   To monitor and supervise the scheme at the district level and coordinate with nodal implementing agency for ensuring training quality.

3.7.   Implementing Agency

NSDC shall be responsible for overall implementation of the Skill Hubs Pilot.The responsibilities of Implementing Agency shall be the following:

3.7.2.   To facilitate seamless on-boarding of Skill Hubs in the Skill India Portal (SIP) along with handholding support to the Project Implementing Agencies in the maintaining the training life cycle of target segments for payouts and entitlements, as per guidelines.

3.7.3.   Toextend knowledge and technical support in coordination with the MSDE, to all Skill Hubs,including a counselling solution for better screening of candidates for various courses.

3.7.4.   Target Allocation to Skill Hubs with a suitable methodology duly approved by the Steering Committee and release of payments.

3.7.5.   Grievance redressal.

3.7.6.   Any other responsibilities as assigned by the MSDE/ Steering Committee.

3.8. Awarding Bodies /Agencies for Assessment and Certification

The responsibilities of Awarding Bodies in the Pilot shall be the following:

3.8.2. The assessment and certification process shall be as per guidelines and norms issued by MSDE/NCVET from time to time. Institutions including Schools and HEIs which are already offering skilling-based courses through their Boards/Regulators may have the flexibility to undertake assessment and certification as per their existing norms if possible, for the vocational courses or through other Awarding Bodies.

3.8.3. Finalisation of training content and curriculum in accordance with the approving authority and as per the requirement.

3.8.4. Post-training completion under this Pilot, career path development for trained candidates in terms of further training on high or other NSQFs

3.8.5. Training of trainers and Assessors as required

3.8.6. Assessment and Certification in a time bound manner.

3.9. Head of Institutions / Skill Hubs

The Head of the Institutions/Skill Hubs will be responsible for the following:

3.9.2. Develop a strategic plan for the Skill Hubs, in consultation with the stakeholders, including the preparation of a staffing and resource plan.

3.9.3. Undertaking academic and administrative services for the implementation of the pilot.

3.9.4. Promote collaboration and foster inter-disciplinarity both within the Skill Hub, and with other institutions or Skill Hubs.

3.9.5. Deal with the staff deployment matters that fall within the remit of the Skill Hub.

3.9.6. Ensure participation of teachers/trainers and candidates in the implementation of the Skill Hubs Pilot.

3.9.7. Ensure availability of resource materials for training of teachers/ trainers and candidates.

3.9.8. Arrange capacity building programmes for key functionaries and vocational teachers/ trainers.

3.9.9. Handle financial matters, including, the monitoring of expenditure.

3.9.10. Ensure the effective delivery of high-quality VET and the maintenance of academic standards.

3.9.11. Review the performance of the Skill Hub in terms of its objectives as stated in its strategic plan and in its staffing and resource plan and prepare a report.

3.9.12. Undertake continuous monitoring and supervision and reporting of overall functioning of Skill Hubs.

3.9.13. Other duties as may be assigned by the respective higher authorities.

Chapter 4: Budget and Fund Flow Mechanism

4.1.   Details on Budget and Funding

4.1.1.   The total estimated cost for the pilot SHI to train/certify candidates is approximately Rs. 700 crores (Rupees Seven Hundred Crores).

Table 2: **Details of Cost Components under the Pilot**

Sl. No.	Cost Components		Total Cost (Rs. in Crore)
1 (a)	**Operational Cost***	Rs. 7,300/- per Candidate	630.59
1 (b)	**Administrative Cost**	Component Percentage	
(i)	Administrative Expenditure	6%	37.84
(ii)	Awareness	3%	18.92
(iii)	Scheme level Monitoring, Impact Assessment etc.	2%	12.62
	Scheme Outlay [1(a) + 1(b)]		**700**

*The component wise break-up of operational cost is mentioned at *Annexure I*.

4.2.   Fund Flow Mechanism

- Funds under the program shall be transacted under Public Financial Management System (PFMS) Platform.

- The funds may be routed through NSDC directly to theSkill Hubs.

- The direct monetary rewards as paid to candidates shall be done through PFMS linkage with DBT Bharat Portal.

- Considering integration of skill with education, de-linking of PMKVY 3.0 approved tranches pay out mechanism. The tranches pay out under this Pilot will become due and payable upon achievement of new milestones. The milestones proposed are:

Table 3: **Details of tranche and applicable milestones**

Tranche	%	Milestone
Tranche 1	60%	Commencement of Training Batches after on-boarding of Skill Hubs
Tranche 2	40%	Upon successful candidate certification

Chapter 5: Monitoring

5.1. Monitoring Framework

5.1.2. Skill HubsPilot will be monitored at various levels to ensure quality outcome. This will include progress monitoring tools such as quarterly progress reports, geo-tagging, and audit, etc. Monitoring would be done via technology-driven interventions as well as physical inspections for transparency and scalability.

5.1.3. The monitoring structure, the roles, and responsibilities of key stakeholders in monitoring the program will besimilar to PMKVY 3.0 Monitoring guidelines.

5.1.4. Evaluation will have specific emphasis on ensuring quality in training delivery and making skilling aspirational in the country. The implementing agency/coordinating agency will be required to submit progress report and evaluation report time to time.

5.1.5. During the lifecycle of training, following indicators will be monitored to ensure the quality of training being provided:
- Attendance of candidates
- Availability of facilities and infrastructure at the Skill Hubs
- Availability of training material as per the guidelines
- Branding of Skill India as per the guidelines
- Regularity of training including batch strength.
- Any unethical practices by Skill Hubs

5.1.6. Following are the monitoring mechanism and tools planned to be used to monitor the initiative:
- Enrolment of candidates will be candidate Aadhar number linked in Skill India Portal (SIP) to avoid any fake enrolments.
- 100% candidate verification using Out Bound Dialling (OBD) and manual calling.
- Attendance monitoring: Project Implementing Agencies (PIAs)/ Skill Hubs are required to submit photograph of daily activities along with manual attendance record in a mobile application and where applicable, AEBAS attendance system will be adopted as permitted by Districts/ States/ UTs.
- Weekly Virtual verification through mobile application.
- Physical surprise visits to Skill Hubsby DSCs/ State Engagement Officers (SEOs).
- CCTV Monitoring: Daily snaps of classroom activities, candidate attendance and control room access to live video footage of Skill Hubswould be made available through this channel. For Government institutions, the Principal/Head of the Institute shall regularly monitor and inspect the Skill Hub for compliance and submit the requisite updates as and when required.

- Candidate assessments will be carried out through Aadhar enabled assessment app (AEAP) to ensure only enrolled candidates are assessed for the batch.
- Performance monitoring: Progress of Key Performance Indicators (KPIs) of the initiative will be monitored through Skill India Portal.
- Branding and Communication: Skill Hubs should adhere to the Branding and Communication Guidelines. Any deviation from the norms will be dealt with as per the monitoring framework of the Scheme.
- Grievance Redressal: An effective grievance redressal mechanism will be put in place. Helpline numbers will also be provided on the website.

5.1.7. The 'Skill HubsPilot' is expected to attain completion within stipulated timelines. The key parameters to be monitored at each stage of training lifecycle will be broadly in line with PMKVY 3.0 monitoring guidelines. The consequent management as per defined monitoring penalty grids concerning offences and penalty actions will be followed.

Chapter6: Exemptions/Deviations from PMKVY3.0 Guidelines

6.1.   Exemptions/Deviations

The following points cover the exemptions / specific points under the initiative:

6.1.2.   Per candidate overall training cost is considered as Rs. 7,300 (Seven Thousand Three Hundred) only as per 4.1.

6.1.3.   Accreditation and Affiliation process (with certain exemptions) for centres to come aboard for implementation of the training programme. A simplified process will be adopted to onboard the Skill Hubs in SIP. Government Institutions will be on-boarded without physical inspection.

6.1.4.   In the pilot phase, only School Dropouts and Out-of-education candidates will be considered as the target segment.

6.1.5.   For Schools acting as Skill Hubs, CCTV Monitoring will be encouraged but may not be a mandatory criterion. As an alternative, the Principal/Head of the school shall regularly monitor and inspect the Skill Hub for compliance and submit the requisite updates as and when required.

Annexure I - Component wise break-up of operational cost

Details of Operational Cost under the initiative		
Sl. No.	Break-up of Basic Training Cost	Estimated Cost under Skill Hub (Annual) (inRs.)
1	Salary of Trainers	2,40,000
2	Guest Lecture	24,000
3	Course Handbook/s	24,000
4	Raw Material	60,000
5	Training Aid (Internet, Chalk, chart papers, office stationery etc.)	12,000
6	Provision for Maintenance of Tools	30,000
7	Provision for Infrastructure Wear & Tear	24,000
8	Provision for Training of Trainers	10,000
9	Industry Visit Expenses	48,000
10	Electricity Expense	24,000
11	Provision for Counselling	12,000
12	Supervisory Teacher and Housekeeping	96,000
13	Mobilization Expenses	1,20,000
	Total Cost	**7,24,000**
	Estimated Candidates Catered	120
	Per Candidate Basic Cost (rounded-off)	**6,000**
14	Assessment Cost	36,000
15	Reward Money	60,000
16	Post Certification Monitoring	60,000
	Total Operational Cost (per Candidate)	**7,300**

Notes:

- MSDE may make a provision for financial assistance to select candidates opting for entrepreneurship/self-employment on a screening and competitive basis under its existing programs (such as SANKALP).
- Reward Money may be deposited directly to the beneficiary candidate using AEPS model.
- The costing is applicable for an average batch size of 30 candidates. Batch size may be increased to a maximum of 40 candidates.
- 15 candidates per batch as the minimum batch size while 40 candidates per batch as the maximum batch size will be considered while forming the batch based on the demand.
- Conveyance cost is payable to persons with disability (PwD) and Transgenders only.

Additional Resources/Websites

Sl. No.	Title	Website
1.	Pradhan Mantri Kaushal VikasYojana (PMKVY)	https://www.pmkvyofficial.org/
2.	DeenDayalUpadhyayaGrameenKaushalyaYojana (DDU-GKY)	http://ddugky.gov.in/
3.	National Education Policy 2020	https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
4.	SamagraShiksha	https://samagra.education.gov.in/
5.	Guidelines for Selection of Vocational Training Providers under Skill Development Initiative Scheme	http://dectmeg.nic.in/dect/pdf/VTP_Guidelines_&_Forms_-_July.pdf
6.	Guidelines for On-the-Job Training for School Students	http://psscive.ac.in/assets/documents/OJTGuidelines23.3.2021Final.pdf
7.	Mobilisation	https://ddugkysop.in/pluginfile.php/1931/mod_book/chapter/1381/Reference%2011_3.2.2.1.1.pdf
8.	Public Financial Management System	https://pfms.nic.in/NewDefaultHome.aspx
9.	Apprenticeship Training	https://www.apprenticeshipindia.gov.in/
10.	Bharat Skills	https://bharatskills.gov.in/
11.	E-skill India	https://eskillindia.org/
12.	Digital Infrastructure for School Education (DIKSHA)	https://diksha.gov.in/
13.	Skill Development and Management System	https://www.skillindia.gov.in/
14.	National Qualification Register	https://www.nqr.gov.in/

Websites of Institute's/Organisations

Sl. No.	Name	Website
1.	Central Staff Training and Research Institute (CSTARI), Kolkata	https://www.cstaricalcutta.gov.in/
2.	National Instructional Media Institute (NIMI) Chennai	https://nimi.gov.in/
3.	PSS Central Institute of Vocational Education (PSSCIVE), Bhopal	http://www.psscive.ac.in/
4.	National Council of Vocational Education and Training (NCVET)	https://ncvet.gov.in/
5.	National Council of Educational Research and Training (NCERT)	https://ncert.nic.in/
6.	NavodayaVidyalayaSamiti (NVS)	https://navodaya.gov.in/
7.	KendriyaVidyalayaSangathan (KVS)	https://kvsangathan.nic.in/
8.	National Institute of Open Schooling (NIOS)	https://www.nios.ac.in/
9.	National Skill Development Corporation (NSDC)	https://nsdcindia.org/
10.	University Grants Commission (UGC)	https://www.ugc.ac.in/
11.	Jan ShikshanSansthans	https://jss.gov.in/