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.
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## 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: Envisaged Integrated Skilling through Skill Hubs

1.1. 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 Hub Initiative’ under the PMKVY 3.0 scheme focuses on the introduction of skill training programmes in the education ecosystems. The Initiative would consider the policy level synergy on integration of vocational education with general education as envisioned in the NEP 2020.

1.2. Skill Hubs

1.2.1. Skill Hubs are nodal skill centres identified to provide skill development and vocational training opportunities to target population segments from 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
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
1.4.1. To create 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) and other 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 similar to 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 Hubs Pilot’ 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 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 **Identification of Skill Hubs**

2.3.1. Skill Hubs may be equipped with appropriate infrastructure and lab equipment for conducting training 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.
Chapter 3: Governance Structure and Key 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:

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

*Secretary (nominated by Secretary, MSDE)

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

<table>
<thead>
<tr>
<th>Details of State Monitoring Committee Members</th>
<th>Roles to be played in SMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary, Skill Development Department of respective State/UT</td>
<td>Chairman</td>
</tr>
<tr>
<td>Department of Higher Education</td>
<td>Member</td>
</tr>
<tr>
<td>Department of School Education</td>
<td>Member</td>
</tr>
<tr>
<td>Department of Technical Education</td>
<td>Member</td>
</tr>
<tr>
<td>Department of Rural Development/ PanchayatiRaj</td>
<td>Member</td>
</tr>
<tr>
<td>MD &amp; CEO, State Skill Development Mission (SSDM) of the State/UT</td>
<td>Member Secretary</td>
</tr>
<tr>
<td>Representatives or Chairman of 2 District Skill Committees</td>
<td>Member</td>
</tr>
</tbody>
</table>
State Monitoring Committee shall be responsible for the following:

a. To act as joint monitoring committee for overseeing the regular functioning of the ‘Skill Hubs Pilot’, 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 to all 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 the Skill Hubs Pilot in coordination with the MoE, MoRD, MeitY, MSME, DGT, SSDMs/DSCs, and other stakeholders.

3.3.2. Target Allocation to Implementing Agencies as provisioned in ‘Skill Hubs Pilot’ 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 Hub Pilot 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) would assist 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 Hub Pilot’ shall be the following:

3.6.1. To map 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. To extend 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

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Cost Components</th>
<th>Total Cost (Rs. in Crore)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (a)</td>
<td>Operational Cost*</td>
<td>Rs. 7,300/- per Candidate</td>
</tr>
<tr>
<td>1 (b)</td>
<td>Administrative Cost</td>
<td>Component Percentage</td>
</tr>
<tr>
<td>(i)</td>
<td>Administrative Expenditure</td>
<td>6%</td>
</tr>
<tr>
<td>(ii)</td>
<td>Awareness</td>
<td>3%</td>
</tr>
<tr>
<td>(iii)</td>
<td>Scheme level Monitoring, Impact Assessment etc.</td>
<td>2%</td>
</tr>
</tbody>
</table>

Scheme Outlay [1(a) + 1(b)] | 700

*The component wise break-up of operational cost is mentioned at Annexure 1.

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 the Skill 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

<table>
<thead>
<tr>
<th>Tranche</th>
<th>%</th>
<th>Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tranche 1</td>
<td>60%</td>
<td>Commencement of Training Batches after on-boarding of Skill Hubs</td>
</tr>
<tr>
<td>Tranche 2</td>
<td>40%</td>
<td>Upon successful candidate certification</td>
</tr>
</tbody>
</table>
Chapter 5: Monitoring

5.1. Monitoring Framework

5.1.2. Skill Hubs Pilot will be monitored at various levels to ensure quality outcome. This will include progress monitoring tools such as quarterly progress reports, geotagging, 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 be similar 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 Hubs by DSCs/ State Engagement Officers (SEO).
- CCTV Monitoring: Daily snaps of classroom activities, candidate attendance and control room access to live video footage of Skill Hubs would 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 Hubs Pilot’ 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.
Chapter 6: Exemptions/Deviations from PMKVY 3.0 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**

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

**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

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Title</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pradhan Mantri Kaushal VikasYojana (PMKVY)</td>
<td><a href="https://www.pmkvyofficial.org/">https://www.pmkvyofficial.org/</a></td>
</tr>
<tr>
<td>2.</td>
<td>DeenDayalUpadhyayaGrameenKaushalyaYojana (DDU-GKY)</td>
<td><a href="http://ddugky.gov.in/">http://ddugky.gov.in/</a></td>
</tr>
<tr>
<td>11.</td>
<td>E-skill India</td>
<td><a href="https://eskillindia.org/">https://eskillindia.org/</a></td>
</tr>
</tbody>
</table>

### Websites of Institute’s/Organisations

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Central Staff Training and Research Institute (CSTARI), Kolkata</td>
<td><a href="https://www.cstaricalcutta.gov.in/">https://www.cstaricalcutta.gov.in/</a></td>
</tr>
<tr>
<td>3.</td>
<td>PSS Central Institute of Vocational Education (PSSCIVE), Bhopal</td>
<td><a href="http://www.psscive.ac.in/">http://www.psscive.ac.in/</a></td>
</tr>
<tr>
<td>7.</td>
<td>KendriyaVidyalayaSangathan (KVS)</td>
<td><a href="https://kvsangathan.nic.in/">https://kvsangathan.nic.in/</a></td>
</tr>
</tbody>
</table>