

# The National Mission for Skill Development<sup>1</sup>

## A Framework for Implementation

### 1. Introduction

- 1.1 Skills and knowledge are the driving forces of economic growth and social development for any country.
- 1.2 India currently faces a severe shortage of well-trained, skilled workers. It is estimated that only 2.3 % of the workforce in India has undergone formal skill training<sup>2</sup> as compared to 68% in the UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea. Large sections of the educated workforce have little or no job skills, making them largely unemployable. Therefore, India must focus on scaling up skill training efforts to meet the demands of employers and drive economic growth.
- 1.3 India's annual skilling capacity was estimated at approximately 7 million during the period 2013-2014<sup>3</sup>. Apart from meeting its own demand, India has the potential to provide a skilled workforce to fill the expected shortfall in the ageing developed world.
- 1.4 India is one of the youngest nations in the world, with more than 54% of the total population below 25 years of age and over 62% of the population in the working age group (15-59 years)<sup>4</sup>. The country's population pyramid is expected to bulge across the 15–59 age group over the next decade. This demographic advantage is predicted to last only until 2040<sup>5</sup>. India therefore has a very narrow time frame to harness its demographic dividend and to overcome its skill shortages.
- 1.5 The enormity of India's skilling challenge is further aggravated by the fact that skill training efforts cut across multiple sectors and require the involvement of diverse stakeholders such as: multiple government departments at the centre and state levels, private training providers, educational and training institutions, employers, industry associations, assessment and certification bodies and trainees. All these stakeholders need to align their work together in order to achieve the target of 'Skill India'.
- 1.6 The Ministry of Skill Development and Entrepreneurship (earlier Department of Skill Development and Entrepreneurship, first created in July 2014) was set up in November 2014 to drive the 'Skill India' agenda in a 'Mission Mode' in order to converge existing skill training initiatives and combine scale and quality of skilling efforts, with speed.
- 1.7 The Ministry, therefore, proposes to launch the National Mission for Skill Development (NMSD – known henceforth as, the Mission), which will provide the overall institutional framework to rapidly implement and scale up skill development efforts across India.
- 1.8 The vision, objectives and design of the Mission, draw on the lessons learnt from the implementation of skill development efforts over the past decade. It seeks to provide the institutional capacity to train a minimum of 300 million skilled people by the year 2022.
- 1.9 This Framework for Implementation will provide strategic direction to State governments and establish a clear line of action to enable India to achieve its skilling targets.

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1Alternative name for the Mission: "National Skill India Mission"

2 This figure is based on NSSO 2009 data and it takes into account skill training the organized sector.

3Data from NSDA reports

4 Census 2011

5 Mehrotra, Gandhi and Sahoo (2013)

- 1.10 This document goes on to outline the overall vision and objectives of the Mission. It then articulates the Mission’s institutional structure (at the national, state and district levels), outlines its strategy (by focusing on the launch of seven core sub-missions) and provides a brief on the financial model.

## 2. Mission Statement

“To rapidly scale up skill development efforts in India, by creating an end-to-end, outcome-focused implementation framework, which aligns demands of the employers for a well-trained skilled workforce with aspirations of Indian citizens for sustainable livelihoods.”

## 3. Mission Objectives

The Mission seeks to:

- 3.1 **Create** an end-to-end implementation framework for skill development, which provides opportunities for life-long learning. This includes: incorporation of skilling in the school curriculum, providing opportunities for quality long and short-term skill training, by providing gainful employment and ensuring career progression that meets the aspirations of trainees.
- 3.2 **Align** employer/industry demand and workforce productivity with trainees’ aspirations for sustainable livelihoods, by creating a framework for outcome-focused training.
- 3.3 **Establish** and enforce cross-sectoral, nationally and internationally acceptable standards for skill training in the country by creating a sound quality assurance framework for skilling, applicable to all Ministries, States and private training providers.
- 3.4 **Build** capacity for skill development in critical un-organized sectors (such as the construction sector, where there few opportunities for skill training) and provide pathways for re-skilling and up-skilling workers in these identified sectors, to enable them to transition into formal sector employment.
- 3.5 **Ensure** sufficient, high quality options for long-term skilling, benchmarked to internationally acceptable qualification standards, which will ultimately contribute to the creation of a highly skilled workforce.
- 3.6 **Develop** a network of quality instructors/trainers in the skill development ecosystem by establishing high quality teacher training institutions.
- 3.7 **Leverage** existing public infrastructure and industry facilities for scaling up skill training and capacity building efforts.
- 3.8 **Offer** a passage for overseas employment through specific programmes mapped to global job requirements and benchmarked to international standards.
- 3.9 **Enable** pathways for transitioning between the vocational training system and the formal education system, through a credit transfer system.
- 3.10 **Promote** convergence and co-ordination between skill development efforts of all Central Ministries/Departments/States/implementing agencies.
- 3.11 **Support** weaker and disadvantaged sections of society through focused outreach programmes and targeted skill development activities.
- 3.12 **Propagate** aspirational value of skilling among youth, by creating social awareness on value of skill training.

- 3.13 **Maintain** a national database, known as the Labour Market Information System (LMIS), which will act as a portal for matching the demand and supply of skilled workforce in the country. The LMIS, will on the one hand provide citizens with vital information on skilling initiatives across the country. On the other, it will also serve as a platform for monitoring the performance of existing skill development programmes, running in every Indian state.

#### 4. **Institutional Mechanisms**

- 4.1 There will be a National Skill Development Mission at the Centre to steer, drive and execute the Mission's objectives. Key institutional mechanisms for achieving the objectives of the Mission have been divided into three tiers. The Mission will consist of a Governing Council at apex level, a Steering Committee and a Mission Directorate (along with an Executive Committee) as the executive arm of the Mission.
- 4.2 Mission Directorate will be supported by three other institutions: National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), and Directorate General of Training (DGT) – all of which will have linkages with Mission Directorate to facilitate smooth functioning of the national institutional mechanism. These three agencies would continue to lie under the umbrella of Ministry of Skill Development and Entrepreneurship.
- 4.3 At State level, States will be encouraged to create State Skill Development Missions (SSDM) along the lines of National Skill Development Mission with a Steering Committee and Mission Directorate at State level. States will in turn, be supported by District Committees at the functional tier.
- 4.4 Composition and functions of these bodies have been described as follows:

#### **National Level**

- 4.5 Mission Governing Council at Apex level will be headed by Hon'ble Prime Minister. Constitution of the Governing Council is as follows:
- Union Ministers from MoF, MSDE, MHRD, MoRD, MoLE, MSME, MoA, M/o Overseas Affairs, M/o Information Technology, M/o HUPA
  - Deputy Chairman, NITI Aayog
  - Principal Secretary to the Prime Minister
  - Cabinet Secretary
  - Secretary, SDE (as Member Secretary)
  - 3 members from industry/academia as determined by Governing Council
  - 3 State Chief Ministers as determined by Governing Council, on rotation basis

In addition, Governing Council may also invite other CMs, other Union Ministers and relevant persons from academia and industry, depending on the agenda for discussion.

Functions of Governing Council include:

- Providing overall guidance and policy direction to the Mission. The policy decisions, including decisions regarding resources, taken by Governing Council will be binding across all sectors and Ministries.
- To decide on the setting up or closure of Sub-Missions within the Mission.
- Review overall progress and development of Mission activities on a half-yearly basis.

- Overlook convergence of all skill development initiatives/schemes across Central Ministries/Departments with Mission objectives.
- 4.6 A Steering Committee, chaired by Minister incharge of Ministry of Skill Development and Entrepreneurship will be responsible for ensuring that implementation of Mission activities is done as per policies and decisions laid down by Governing Council. Secretary, Skill Development and Entrepreneurship will be Member Secretary of the Steering Committee. It will also consist of Secretaries of M/o Finance, M/o Rural Development, M/o Labour and Employment, M/o MSME, M/o Agriculture, M/o Human Resource Development, M/o Overseas Affairs, M/o HUPA and M/o Information Technology which are running large scale skill training programmes across the country. Its functions are as follows:
- It will set targets and approve the Plan annually for the Mission and Sub-Missions, within the ceilings indicated by Ministry of Finance and directions/decisions of Governing Council.
  - It will review and monitor overall progress and development of Mission and sub-mission activities on a quarterly basis.
- 4.7 Mission Directorate will have an Executive Committee, chaired by Secretary, Skill Development and Entrepreneurship, who will also act as Mission Director. Joint Secretaries of M/o Finance, M/o Rural Development, M/o Labour and Employment, M/o MSME, M/o Agriculture, M/o Human Resource Development, M/o Overseas Affairs, M/o HUPA and M/o Information Technology would be Members of the Executive Committee. Five Secretaries from the States handling skills department/ministry in the state on a rotational basis, will be members as well. Further, DG NSDA, MD NSDC, and DG(Training) would also be members. A Joint Secretary, nominated by Mission Director will act as Member Secretary of the Executive Committee. Joint Secretaries from relevant Central Ministries/Departments which have initiated new skill development programmes will automatically become members of Executive Committee in order to ensure convergence of individual/sector specific goals with national and Mission objectives. Executive Committee will meet on a monthly basis. Mission Directorate, with Secretary, SDE as Mission Director will support Executive Committee.
- 4.8 Functions of Executive committee are as follows:
- To resolve all inter-departmental execution issues.
  - Set annual targets for all sub-missions, which will be created in areas requiring significant focus on an immediate basis in the skill landscape. Currently, seven sub-missions have been identified. The same can be added/reduced as per changing skill requirements of the country.
  - Converge skilling activities across all sectors with national Mission objectives and skill gap findings.
- 4.9 Functions of Mission Directorate are as follows:
- To implement and monitor Mission activities at a national level. Mission Directorate will be supported by the administrative and financial wing of MSDE.

- To coordinate implementation of all decisions of Governing Council and Steering Committee.
- The power of allocation/re-allocation of resources to States/implementing agencies, as well as approval of their Annual Action Plans, will fall within the purview of Mission Directorate.
- To ensure uniformity in quality, certification, norms of training, curriculum content, Aadhaar seeding, leveraging Jan Dhan accounts and social security schemes etc across all skill development programmes being implemented by all Ministries/departments.
- Coordinate and converge State efforts in order to align them with the broad national objectives outlined in the National Action Plan.
- Coordinate efforts and monitor performance of individual Sub-Missions, headed by their respective CEOs, to provide end-to-end solutions towards achieving the objectives of Sub-Missions.
- Create tie-ups with institutions worldwide to facilitate information sharing.
- Any other work assigned by Governing Council or Steering Committee.

4.10 NSDA will focus on two verticals of Quality Assurance and policy research in the skills space. It will operationalise a credible Quality Assurance framework embedded in the National Skill Qualification Framework (NSQF) to align skilling outcomes to NSQF across the skills landscape. To improve synergy between Mission Directorate and NSDA, it is proposed that Secretary MSDE should also be designated as ex-officio Chairman of NSDA. This will enable Secretary to Chair National Skills Qualification Committee(NSQC) also in his capacity as Chairman NSDA and will help energize NSQC which is not only responsible for establishing a Quality Assurance framework embedded in NSQF in the skill space but also needs to provide a framework for certification, accreditation of training providers etc. This aspect is being taken up separately.

Other functions of NSDA will include:

- Operationalise and implement National Skills Qualification Framework (NSQF)
- To establish and operationalise a QA framework embedded in NSQF to improve consistency of outcomes in the skills landscape, which will include laying down a framework for training, assessment and certification processes and agencies in the country.
- To operationalise National Skills Qualification Committee(NSQC) to meet its objectives
- Design and implement the National Labour Market Information System
- Develop national protocols for registration and accreditation of private training providers.
- Promote use of 'Skill India' logo on skill certificates by SSCs/Agencies adhering to the QA framework.
- Anchor Prime Minister's Skill Development Fellow Programme

4.11 National Skills Research Division (NSRD), under NSDA will be established to serve as the apex body for providing technical and research support to the Mission. This institution will act as a think-tank for Ministry of Skill Development and Entrepreneurship and be the core skill development hub, which will connect implementation of the Mission with academic research and data.

It will leverage expertise in Private domain and be headed by an economist/expert in the field of planning, with adequate domestic or international experience in skill development. The selection of the head of this division will be done through an empowered Search Committee consisting of:

- Vice Chairman, NITI Aayog - Chairman
- Secretary, Human Resource Development
- Secretary, Skill Development and Entrepreneurship
- DG, NSDA(Member Secretary)
- 2 eminent persons appointed by the nodal Ministry

Four key functions of the Division will include:

**i) Research:** To conduct qualitative and quantitative research on skill gaps, carry out impact evaluations of existing skill development programmes and undertake post-placement tracking of candidates across sectors. The institute will also have a Working Paper Series, where research findings/ draft papers prepared by NSRD will be uploaded online.

**ii)Policy Advisory/Inputs:** The research gathered by NSRD will be used to provide evidence-based policy advisory/inputs to guide Ministry in the process of policy formulation and implementation.

**iii)Careers Support:** The division will also be closely networked with a host of other key institutions and stakeholders in the skill development space (such as training providers, employers, career counsellors, head-hunters, employment exchanges and job-search websites, thus creating a knowledge network for skill development. The division can leverage this network to provide Indian citizens with placement support or career-related information.

**iv)Knowledge Exchange Networks:** Establishing research collaborations between universities in India and abroad in the field of skill development and sharing international best practices will be carried out through the institute.

4.12 National Skill Development Corporation (NSDC) will support the Mission through capacity building initiatives and support private training partners. Other functions of NSDC include:

- Catalyse the creation of market-based, scalable business by providing funding through a combination of debt, equity and grants
- Implementing skills voucher programme
- Driving engagement with industry and businesses
- Promote centres of excellence for training of trainers in coordination with States and SSCs
- Initiating and incubating Sector Skills Councils (SSCs)

4.13 Directorate General of Training: The two verticals of Training and Apprenticeship under DGET, MoLE have been shifted to Ministry of Skill Development and Entrepreneurship from 16<sup>th</sup> April 2015. These two verticals will function through Directorate of Training and Directorate of Apprenticeship Training respectively under

the Directorate General of Training under the Ministry of Skill Development and Entrepreneurship. It will be responsible for maintaining existing skill training structures in the country through National Council for Vocational Training (NCVT). Its large institutional framework consisting of ITIs, ATIs, RVITs and other national institutes will act as tools of execution for Mission activities. Other functions will include:

- Setting up framework for structure of courses, assessment, curricula creation, affiliation and accreditation of institutes, under NCVT
- Develop national standards on syllabi, equipment, scale of space, duration of courses and methods of training
- Advise on training policy in its network of training institutes
- Coordinate functioning of Industrial Training Institutes (ITIs)
- Run instructor training programmes for training of trainers
- Run special institutes for training of women
- Provide technical support to vocational education across the country
- Anchor and operationalise Apprentices Act, 1961
- Operationalise various training schemes through ITIs and Vocational Training Providers (VTPs)

#### **State Level**

- 4.14 States will be encouraged to create State Skill Development Missions (SSDM) along the same lines as National Skill Development Mission structure. Many States have already established SSDMs and others have started moving in this direction. A model framework would be circulated for customized adoption by States.
- 4.15 The organizational structure of the State Skill Development Mission is to be decided by the respective States. It is however desirable that the highest body looking after the Development Mission is sufficiently empowered. National Mission will work towards empowering State Missions through financial and technical support.

#### **5. Mission Strategy**

- 5.1 National Skill Development Mission will initially consist of seven sub-missions under its purview, which could be added to/amended as per decision of Governing Council. The power to identify sub-missions in crucial areas which require immediate attention will lie with Governing Council chaired by Hon'ble Prime Minister. Executive guidelines and detailing of each sub-mission will be done by Executive Committee headed by Secretary, SDE. Each sub-mission will act as a building block for achieving the overall objectives of the Mission. Key focus areas of the sub-mission include: addressing the long-term and short-term skilling needs through revamp of existing institutional training framework and establishing new institutions, undertake sector specific skill training initiatives, ensure convergence of existing skill development programmes; leverage existing public infrastructure for skilling; focus on training of trainers, facilitate overseas employment, and promote sustainable livelihoods.
- 5.2 Sub-Missions have currently been proposed in priority areas. The number of sub-missions can be modified as per changing skill requirements and challenges. Each sub-mission will be headed by a Joint Secretary or Director level officer designated as CEO, sourced from the public or private sector who has a solid track record of implementing

projects and achieving targets in a timely manner. The Sub-Mission's support team will consist of high performing individuals drawn from the public and private domains.

5.3 Each of the sub-missions are explained below:

i) **Skill Sub-Mission: Institutional Training**

**Objectives:**

- To drive quantity, quality and reach of training provision and outcomes.
- To provide horizontal and vertical pathways to academic qualifications and the job market, respectively.
- To provide demand driven, outcome focused training aimed at achieving high placement rates.
- To upgrade and modernize all existing training institutions, like ITIs, ATIs etc. under DDG(Training) to make them more responsive to industry demand.
- To specifically focus on reforms in five key areas concerning these existing institutions, (i) curriculum flexibility, (ii) training equipment and workshops, (iii) pedagogy, (iv) industry interface, and (v) financial model.
- To supplement training by providing opportunities to earn and learn through apprenticeships.
- To change people's perceptions about vocational training and make skill development aspirational with opportunities for long-term career progression.

**Enablers:**

- A number of branded, purpose-built Multi Skill Institutes (MSI) would be established in a public private partnership (PPP) mode.
- These institutions will draw on collaborations with industry representatives and professional training providers to ensure the training programmes are relevant and meet high quality standards.
- MSIs also seek to change perceptions and attitudes of individuals towards vocational education by providing trainees with a chance to acquire additional academic qualifications, if desired, and transition easily between the vocational training and formal education systems.
- Making apprenticeships and on the job training an integral part of the training process.
- MSIs will be located within demand centres, such as industrial clusters to promote close linkages with industry and facilitate placement.
- Leveraging state of the art pedagogy and using innovative teaching methods to ensure high quality training.
- Training to focus on both technical and soft skills. IT skills, English language and communication skills to be a central component of all skilling courses.
- All training institutes will be encouraged to link student enrolment with Aadhaar cards in order to ensure online tracking of students during and post training
- Every MSI will be equipped with a Career Service/ Career Placement Cell, which will provide trainees with post-placement support. Alumni of every MSI will also have



lifelong access to the career service, which will provide counselling, mentorship advice etc. to trainees. Potential employers could also use the career placement cell to advertise jobs and recruit new candidates.

- National Universities for Skill Development and Entrepreneurship will also be established as centres for excellence for skill development and training of trainers. This will be a part of the existing university landscape.

ii) **Skill Sub-Mission: Infrastructure<sup>6</sup>**

**Objectives:**

- To build capacity and ensure high quality skill development in infrastructure including construction sector to increase productivity of workers in this sector, through an emphasis on on-site training.
- To match projected requirement of additional 31 million workers to work in construction sector over the next five years.
- To provide existing workers in this sector the opportunity to have long-term sustainable livelihoods through RPL and up-skilling.

**Enablers:**

- Working closely with the existing sector skill councils to train workers for both the organized and unorganized sectors.
- Designing and evolving specific training programmes for unorganized workers in the construction and other related sectors. Training curriculum should be developed in collaboration with industry experts and employers.
- Providing trainees opportunities for on-site and off-site training, through tie-ups with relevant industry partners.
- Modules on entrepreneurship and self-employment will be a core component of the training programmes under this sub-mission.

iii) **Skill Sub-Mission: Convergence**

**Objectives:**

- To ensure convergence and co-ordination of skill development efforts across multiple stakeholders in the skill landscape of the country: central and state Ministries/Departments, private training providers, assessment agencies, industry bodies, and workers.

**Enablers:**

- Creation of common norms for rationalization of Skill Development schemes at the Central and State level.

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<sup>6</sup>Additional skill sub-missions will be created in other crucial sectors, which require special attention due to the sensitive nature of their operation. Other such sectors will be identified on the basis of the spatial and sectoral needs of the workforce at any given time. NSDC will play a crucial role in addressing the short-term skilling needs of such a workforce.

- Engagement with States, rejuvenating the SSDMs as State level co-ordinating bodies and promoting convergence of implementation efforts in the State, in line with national objectives.
- Promoting States to open Kaushal Vardhan Kendras (KVKs) to increase outreach and provide training linked to local needs.
- Coordinate setting up of National Skills Portal by NSRD to provide information to potential trainees on the training and potential career opportunities available to them. This comprehensive database will also cover the number of people who have been trained, across different trades at the national and state levels.

iv) **Skill Sub-Mission: Trainers**

**Objectives:**

- To improve overall quality of instruction at training institutions across the country.
- To meet trainer's training requirement in each sector and geographical region across India.
- To ensure adequate availability of trainers in the skills space.
- To provide trainers with long-term career progression pathways.

**Enablers:**

- Developing special courses meant for training of trainers and master trainers. This will serve two key purposes:
  - i) Ensure that there is a steady supply of well-trained trainers.
  - ii) Provide trainees the opportunity to upgrade their skills and become trainers/master trainers.
- In addition to receiving training in pedagogy and training methodology, trainers will be trained in communication skills, interpersonal skills, IT skills, counselling and mentorship skills.
- A National Certification System for trainers will be developed. This would be facilitated through the National Skill Universities that can promote a cadre of high quality trainers at multiple levels of competency.
- The Training of Trainers programme will also be ICT enabled, enabling trainers to be trained online, whenever possible.
- Special training programs would be developed for trainers who teach courses meant to train workers for overseas employment. This could include exchange programs, industry visits and simulated training programmes in collaboration with the concerned countries.
- Clear pathways for career development of trainers and instructors will also be laid down in association with National Skill Universities, in order to increase the scope and appeal of the profession.
- New incentive structures will also be created to leverage the skills of professionals such as: graduate engineers, industry professionals and others who can act as adjunct faculty at nearby training facilities. These professionals would also play a vital role in mentoring trainees and connecting them with jobs in industry. Efforts will be made to tap the experience of retiring employees in both public and private domain.

v) **Skill Sub-Mission: Overseas Employment**

**Objectives:**

- To ensure that youth in India are trained at the highest global standards, in order to enable them to access employment opportunities abroad.
- To provide information about employment opportunities abroad and enable aspirants to access them.
- To ensure international mobility of skilled workers in the country.

**Enablers:**

- To expedite establishment of equivalence between NSQF and International Qualifications Frameworks. This will ensure that workers trained in India, will also be able to obtain jobs abroad on the basis of their Indian qualifications.
- Partnerships with leading vocational training institutions in other countries, exchange programmes for Master Trainers etc. will be other important aspects of this sub-mission.
- Identifying global workforce requirements (in key sectors) in destination countries through reliable information obtained from Indian embassies, research organisations etc. in order to facilitate international mobility.
- Facilitating pre-departure training for workers and up-skilling of return migrants to assess and certify skills, specifically through recognition of prior learning.
- Establish institutional mechanisms for regular exchange of knowledge, experiences, research findings, training standards, qualifications, curricula, teaching and learning materials and innovations in skills development and in other areas.
- Establish international exchanges and outreach programmes for teachers, administrators, specialists and students, as well as promote international collaborations.

vi) **Skill Sub-Mission: Sustainable Livelihoods**

**Objectives:**

- To empower trainees by assisting them to maximize the potential of skill training by providing them a pathway to access long-term sustainable livelihoods.

**Enablers:**

- Develop standard communication packages for specific skill development programmes, which outline some of the key features of the training programme, potential employment opportunities, salary expectations and other benefits.
- Trainees will be provided with counselling services, by experts to facilitate the process of career guidance.
- Mentorship will be a core component of the implementation framework of skill development initiatives under the Mission. Trainees who successfully complete their training programme will also be eligible for mentorship support from master trainers/industry experts, who can guide them in the process of making job applications and making long-term career decisions.

- Trainees who aspire for self-employment or those who seek to be entrepreneurs will also be given advice and guidance to support them to achieve their objectives.
- Promote entrepreneurial culture amongst youth through integrating entrepreneurship education as a part of formal education system

vii) **Skill Sub-Mission: Leveraging Public infrastructure**

**Objectives:**

- To optimise the usage of existing public infrastructure to scale up skill development efforts across India.

**Enablers:**

- A mapping exercise of existing public infrastructure will be conducted to identify existing resources and examine the extent to which they are utilized.
- A model framework for utilizing the existing infrastructure will be put in place for those belonging to Central government and a suggestive model for the States to follow in case of their assets.
- The railways have extensive infrastructure – with a presence across every part of the country, combined with optic fibre connectivity (which is largely unutilized). It is important to leverage this infrastructure for skilling purposes.
- Further, tie-ups with Ministry of Defence for re-employment of ex-servicemen as trainers in technical and service based training courses will be finalized. Bridge courses will be provided to align them with general training requirements.

6. **Financing**

- 6.1 The implementation of skilling activities under the Mission will be as per the budget provisions of various schemes under their respective heads of account. The administrative expenses of the Mission will be borne from the budget of Ministry of Skill Development and Entrepreneurship. The IFD of the Ministry will function as the finance wing of the Mission. The administrative support to the Mission will be provided by the Ministry.

Organisational Structure

