



सत्यमेव जयते

GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



Skill India
कौशल भारत - कुशल भारत

Guidelines for
Awards for Excellence in
District Skill
Development Planning
2020-2021



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MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

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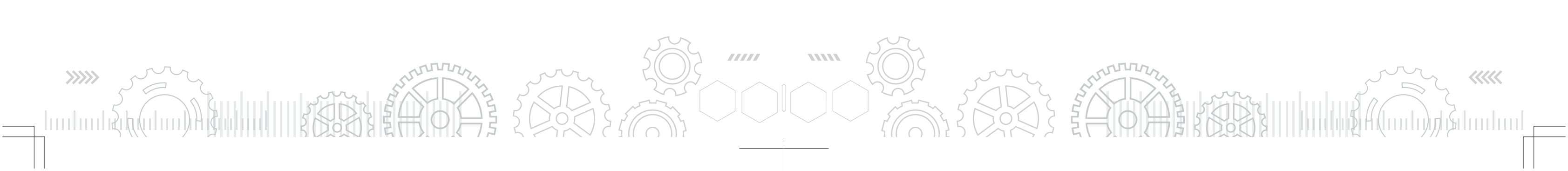


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List of Acronyms

DSC	:	District Skill Committee
DSDP	:	District Skill Development Plan
MSDE	:	Ministry of Skill Development and Entrepreneurship
NSQF	:	National Skills Qualifications Framework
PwD	:	Persons with Disabilities
UT	:	Union Territories
RA	:	Result Area
SIG	:	State Incentive Grant
SANKALP	:	Skills Acquisition and Knowledge Awareness for Livelihood Promotion



Section-1

About the Awards for Excellence in District Skill Development Planning

1. Background

The Ministry of Skill Development and Entrepreneurship (MSDE) is the nodal institution dedicated to enhancing the employability of the youth through skill development. Established in 2014, MSDE is responsible for the coordination of all skill development efforts across the country; removal of disconnect between demand and supply of skilled manpower; building the vocational and technical training framework; and pioneering skilling initiatives for economic agents of the nation through opportunity creation and forward-thinking.

In January 2018, MSDE launched the Skills Acquisition and Knowledge Awareness for Livelihood Promotion, (SANKALP). Being implemented with the support of the World Bank, the initiative is aligned towards the achievement of the overall objectives of the National Skill Development Mission. SANKALP aims to first, strengthen institutional mechanisms for skill development at both the national and state level; second, increase access to quality and market-relevant training for youth across the country; third, improve the inclusiveness of the skill ecosystem for the underserved sections of the society such as women, Persons with Disabilities (PwD), and other marginalized communities; and fourth, enhance the capacity of skilling programmes through Public-Private Partnerships. To do so, decentralized planning and implementation would operationalize a 'bottom-up' structure of intervention conception and roll-out, as against the currently practiced 'top-down' structure. The approach is conducive for empowering districts to make decisions aligned to their specific needs.

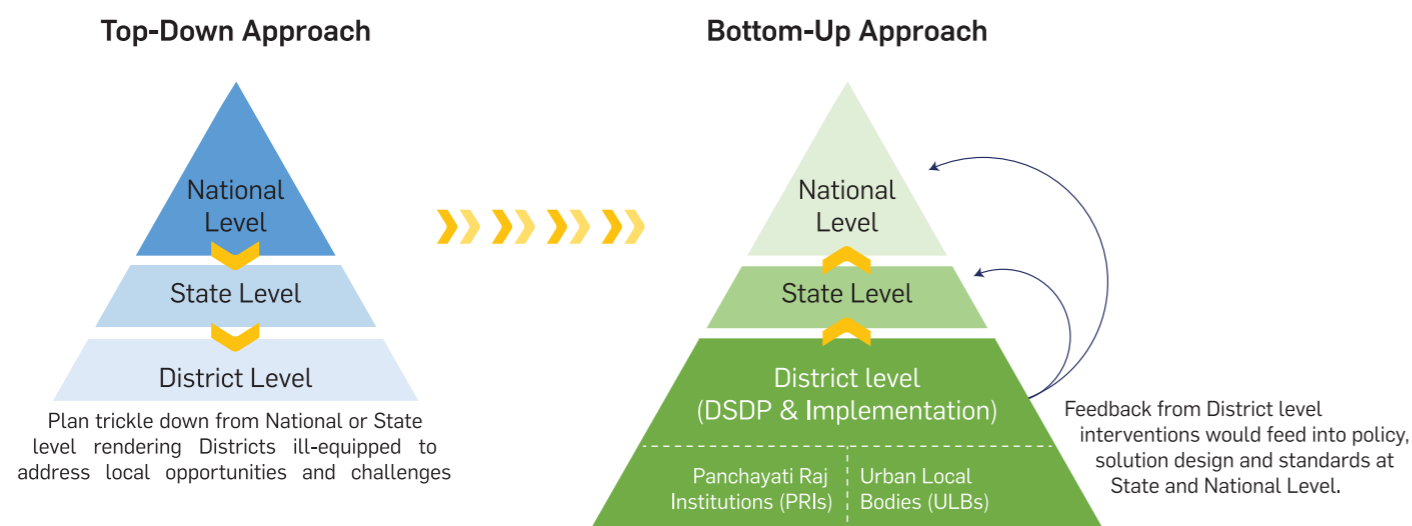


Figure 1 Top-Down Approach versus Bottom-Up Approach

Objectives of encouraging development of DSCs



Fostering decentralized strategic planning and implementation

- DSCs were conceptualized to encourage bottom-up planning for skill development

Enhanced understanding on local footing of districts

- Benefit from being better connected with local/contextual challenges and advantages
- Optimal utilization of district level resources and institutions. Also leading to better fund utilization, demand-supply alignment and monitoring

Reduced dependence on State and National Governments

- Reduce dependence on State and National Governments for planning, and build capacities locally

Figure 2 Objectives of encouraging development of DSCs

SANKALP focuses upon formation & strengthening of District Skill Committee (DSCs) that are bodies under each district helping the Skill Development initiative of the District. The committees are composed of representatives and officers working in diverse domains such as skills, entrepreneurship, industry, banking, etc. Therefore, the districts, alongside the DSCs, are encouraged to develop customized District Skill Development Plans (DSDPs) focusing on their local supply and demand conditions. 'Awards for Excellence in District Skill Development Planning' (hereafter referred to as 'DSDP Awards') was instituted under SANKALP project by MSDE in June 2018 to promote decentralized planning, acknowledge and reward the extraordinary and innovative work done by districts in the field of skill development.

Consequently, the DSDP Awards is aimed towards catalysing decentralized planning for skill development, entrepreneurship, and employment at the district level, thus triggering conception of contextual, innovative interventions for addressing the skill development needs of the districts. Through the instrument of DSDP Awards, MSDE envisages encouraging all the DSCs to inculcate insight into nuances of DSDP development and leverage capabilities for operationalizing targeted initiatives at the regional level. Thus, the project had been conceived to mobilize impact on SANKALP's first objective of strengthening institutional mechanisms for skill development at the State and district level.

2. DSDP Awards and its Key Features

2.1. DSDP Awards:

The DSDP Awards seeks to recognize excellence in creating innovative and pragmatic DSDPs- the district's plan of action for encouraging access to skill training, bridging the demand and supply for skilled human resources, being cognizant of the district's specific strengths and requirements and emphasizing on the inclusion of women and other marginalized groups. The Awards for Year 2018-19 were rolled out in June 2018, and with the success of the initial iteration, MSDE envisages to initiate DSDP Awards for 2020-21 to promote decentralized planning and acknowledge and reward the extraordinary and innovative work done by districts in the field of skill development.

2.1.1. The objective of DSDP Awards:

As stated above, MSDE envisions to utilize the DSDP awards as an instrument for spurring the development of DSDPs by celebrating excellence in innovative and best practices that would result in enhanced access, quality, and capacity in skill development at district-level. On the other hand, the Awards also provide an opportunity for DSCs and MSDE to engage in a meaningful exchange of ideas and novel practices to promote inter-organizational learning.

The key objective of promoting development and implementation of DSDPs through DSDP awards is as follows:

- To strengthen the institutional mechanisms at the state level, encourage demand-driven skill development and to ensure convergence in demand and supply in each job role at a district level, annual District Skill Development Plans (DSDPs) shall be developed by each district with the District Magistrate/Collector as the overall in-charge for the plan.
- To create an annual plan of action for matching the supply of human resources with emphasis on the inclusion of women and other marginalized groups, with the market's demand for human resources through targeted interventions. The plan needs to accordingly allocate targets and budgets across training programs. In doing so, the alignment of skill development programmes with frameworks such as the National Skills Qualifications Framework (NSQF) may be ensured.
- To undertake demand-driven, decentralized planning of skill development programs in consultation with all stakeholders, such as industry, for and non-profit entities and other employers in each district, shall lead to the development of annual District Skill Development Plans (DSDPs). The plan must highlight the strategy to match the local supply with local demand and to tap the opportunities outside the district. The plan may also incorporate migration, engagement with industry outreach strategies, and pilots for marginalized communities, including women, SCs, STs, and PwD. Going forward, DSDPs will be consolidated for developing State-level SSDPs. States/UTs would be required to submit these SSDPs to MSDE for enhancing the skilling ecosystem.

Section-2

Timelines and other Criteria for the Plans under Awards for Excellence in District Skill Development Planning

3. Guidelines for DSDP 2020-21:

The Awards for Excellence in District Skill Development Planning invites DSDPs from all the districts spread across India.

The table below outlines the timeline for the DSDP Awards that are to be held annually.

Timelines for DSDP Awards		
S.No.	Timelines	Date
1	Plans are expected to be prepared by all the districts	April 2020-June 2020
2	Last date of submission	15 th July 2020
3	Evaluation of plans to be completed	15 th October 2020
4	Declaration of Awards and release of Guidelines for 2021-22	15 th November 2020

3.1. Eligibility Criteria

All districts in India are eligible to participate in the 'Awards for Excellence in District Skill Development Planning'. The submission of the proposal is to be undertaken by the concerned District Magistrate/Collector of the district and only one DSDP may be submitted by each district.

3.2. Grouping of Applicants and Details on the Award

At the launch of the DSDP Awards, the States/ Union Territories (UTs) were grouped to ensure rationality, equity, and the level-playing field was maintained. It was unanimously agreed upon that the categorization of districts will be done to ensure equal representation, especially from aspirational districts. Consequently, the States/ UTs were grouped under three categories, which are:

- **Special:** Districts from the North-East States, Hill States (Jammu & Kashmir, Himachal Pradesh, and Uttarakhand) and UTs

- **Aspirational:** As per Niti Aayog district ranking on Health & Nutrition, Education, Agriculture, Water Resources, Financial Inclusion, Skill Development, and Basic Infrastructure
- **General:** Districts from the remaining States

There will be three categories of awards mentioned below:

- **Category I:** Awards for Excellence in District Skill Development Planning
- **Category II:** Certificate for Excellence in District Skill Development Planning
- **Category III:** Letter of Appreciation for District Skill Development Planning

The final decision on the number and distribution of Awards and Certificates will be taken by a Committee, chaired by Secretary, MSDE.

3.3. Guidelines for submission of application

- 3.3.1. Application for the Award shall only be submitted online (by email) in a PDF format. The application is to be sent to sankalp-msde@gov.in with the subject as <<District Name-State Name>> Application: Awards for Excellence in District Skill Development Planning.
- 3.3.2. The last date for receipt of the application shall be **15 July 2020, 11:59 pm**.
- 3.3.3. The District Skill Development Plan should be in the English language only.
- 3.3.4. The application should contain the District Skill Development Plan of not more than 20 pages (A4 size) as detailed in suggested structure for DSDPs along with supporting documents such as project and intervention proposals, timelines for implementation, etc.
- 3.3.5. The document should contain details of the plan, programs, and interventions to be undertaken, strategies to be adopted in implementation, the period of implementation, projected outcomes, impact and sustainability.
- 3.3.6. The document should contain sources/ references for data or studies mentioned in the DSDP plan. The reference and sources should preferably be from GoI websites, publications, etc.
- 3.3.7. Applications with incomplete or insufficient details shall not be considered.
- 3.3.8. A glossary of terms should be provided for all abbreviations/acronyms included in the document and application.

3.4. Implementation Process Flow

The process flow for implementation of the DSDP Awards is illustrated below (figure 4).

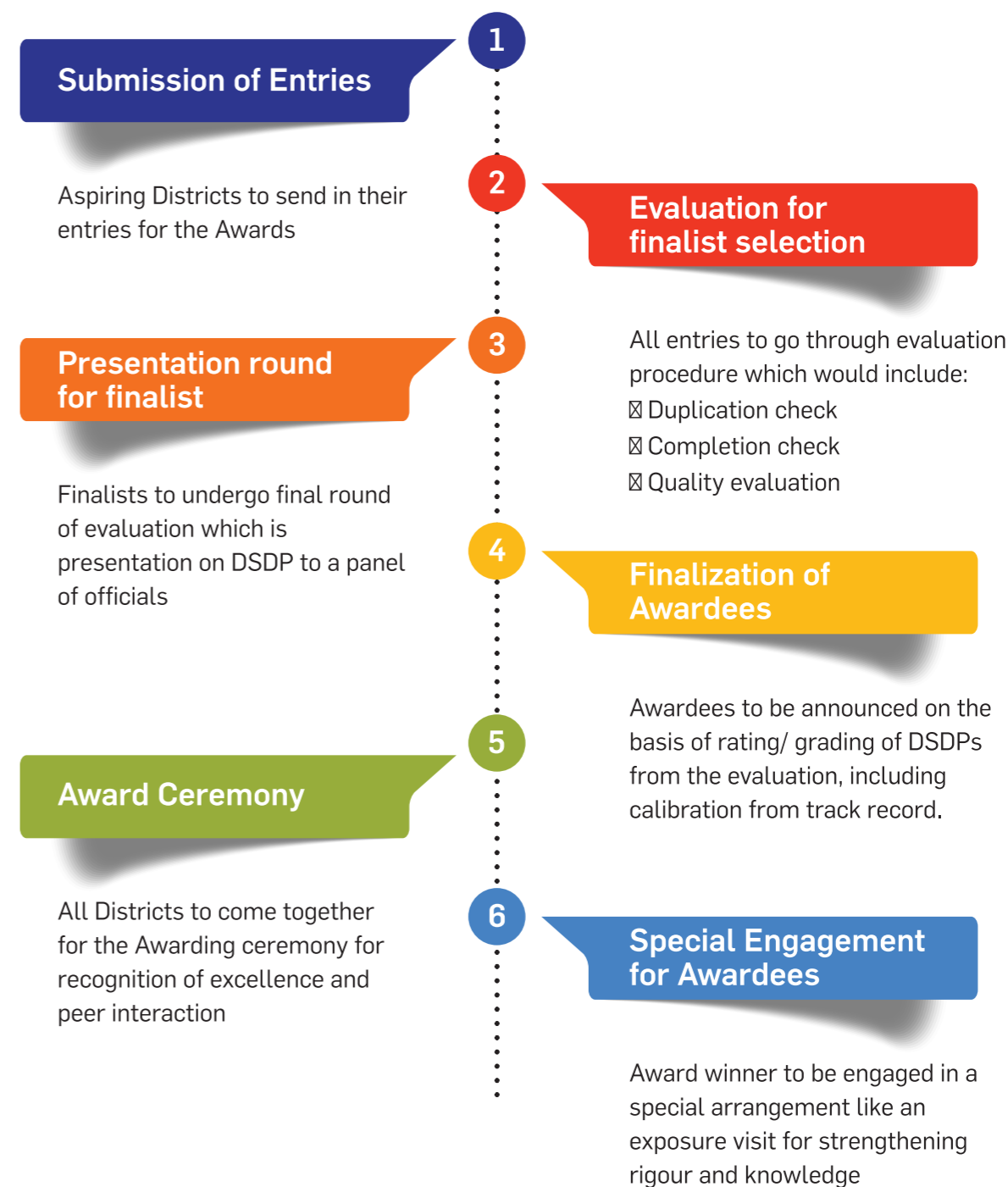


Figure 3 Implementation Process Flow for the DSDP Awards

Section-3

Suggested Structure & Components of the Awards for Excellence in District Skill Development Planning

4. Evaluation Process for the DSDP Awards

4.1. The evaluation of the DSDP Awards will be undertaken by MSDE. The evaluation will be conducted on the following broad parameters:

4.1.1. Duplication Check:

Duplication check is conducted to check for duplication of content or a high degree of similarity in the following DSDP sections:

- Demand and supply analysis
- Identified skill gaps
- Problem identification
- Proposed solutions/interventions
- Activities proposed in the work-plan
- Resource requirement

4.1.2. Completion Check:

Post clearing the duplication check, the shortlisted DSDP to be checked to see if all sectors of the structure have been addressed. This checks for completion of key elements of DSDP:

- DSDP to address the sections of the DSDP structure
- Order of components in the structure can be flexible, i.e., in case the DSDP has all the components but the order is dissimilar then it would still be complete
- Content must be congruent with the title mentioned, hence assuring symmetry and adherence to the DSDP guidelines

4.1.3. Quality Review:

Identification of specific issues/challenges in the district

- Identification and assessment of demand and supply situation

- Identification of key issues/challenges, including women, SC/ST, PwD, etc.
- Content should be data/evidence-based
- Identification of gaps/issues in consultation with stakeholders

Strategies/action plan suggested for addressing the identified issues and challenges:

- Deep-dive into issues identified through a skill gap analysis
- Proposed activities to acknowledge above-identified issues
- Prioritization of issues/activities proposed
- Innovative activities/ideas to mitigate identified issues and challenges

Functionality of the DSDPs:

- Understanding/insight of district to reflect in the action plan
- Feasibility of the proposed activities with practical timelines
- A robust Financial and Monitoring & Evaluation Plan

4.1.4. Presentation by shortlisted districts

5. Suggested Structure for the DSDPs

5.1. The components of DSDP aim at gaining a data-driven demand & supply-side analysis of the skill development ecosystem of the district and planning interventions for capacity building through innovative approaches and outcome-driven programs [(refer to Annexure I-(1.1.)]. The annual DSDP looks at the objectives, activities, resource requirements, and monitoring & evaluation of district level interventions. [(refer to Annexure I-(1.2.)].

5.2. A functional DSDP may include the four As, namely: (i) As-Is Scenario; (ii) Aggregate Demand; (iii) Analyse the Gaps; and (iv) Action Plan. An indicative structure for a DSDP is mentioned below but may not be limited to the above-mentioned components (refer to figure below). The DSDP shall include components that analyze the skill development and livelihood ecosystem in the district, planned interventions for capacity building through innovative approaches and outcome-driven programs including but not limited to the following data points:

5.2.1. As-Is Analysis:

5.2.1.1 **Demography:** this can include the total population, age-group break-up (target of skilling), male and female population, ST/SC/OBC population, sex ratio, and literacy rate

5.2.1.2 **Economic Scenario:** District Domestic Product (DDP) across the primary, secondary, tertiary sector and local crafts

5.2.1.3. **Employment Scenario:** this can include Labour Force Participation Rate, Working Age Population Ratio, and Unemployment Rate.

5.2.1.4. **Migration:** Inward migration into the district and out-ward migration from the district.

5.2.1.5. **Education and Training Infra:** this can include the number of schools, colleges, universities, and ITIs. Additionally, skill Training centers across schemes and departments long and short-term, and current courses and performance (enrolled/training/placement).

5.2.2. Aggregate Demand:

5.2.2.1. **Investment proposed:** Government and private sector planned and proposed investment.

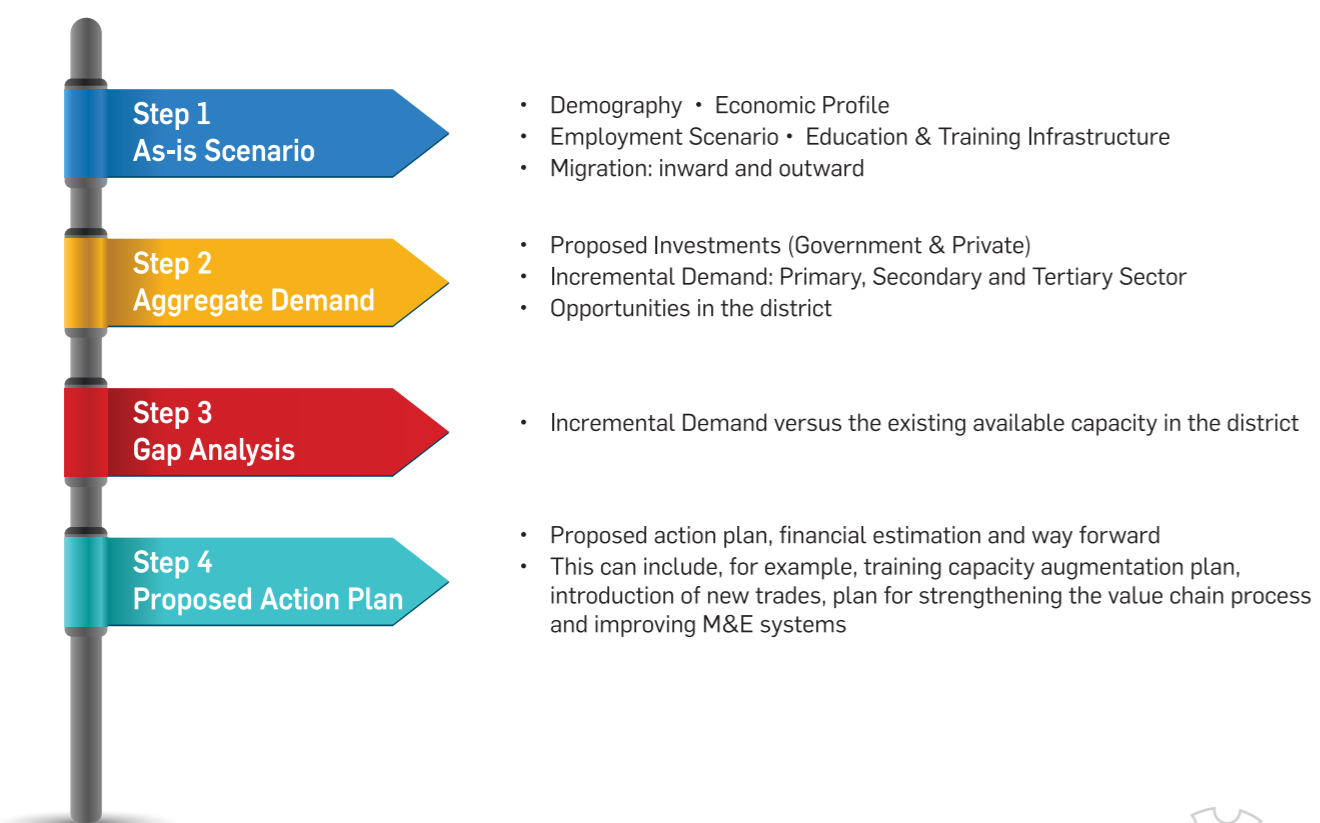
5.2.2.2. **Incremental Demand:** This is across primary, secondary, and tertiary sectors as well as in traditional and local arts.

5.2.2.3. **Opportunities:** This can include leveraging natural resources for employment, tourism, and emerging sectors.

5.2.3. **Gap Analysis:** This can include an analysis of incremental demand versus the available existing capacity, demand-supply gaps, and a SWOT analysis for the district (skill and livelihood ecosystem perspective).

5.2.4. **Proposed Action Plan:** This includes proposed action plan, financial estimation, and way forward. This can include, for example, training capacity augmentation plan, the introduction of new trades, plan for strengthening the value chain process and improving M&E systems.

Indicative Structure for the District Skill Development Plan

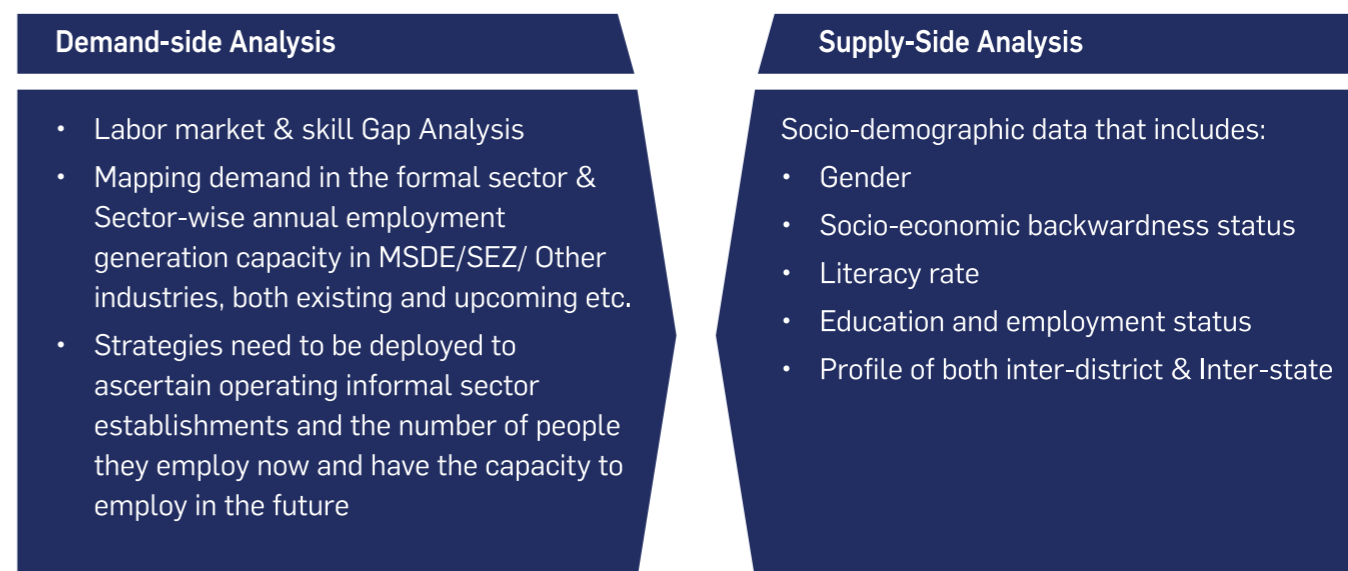


Section-4

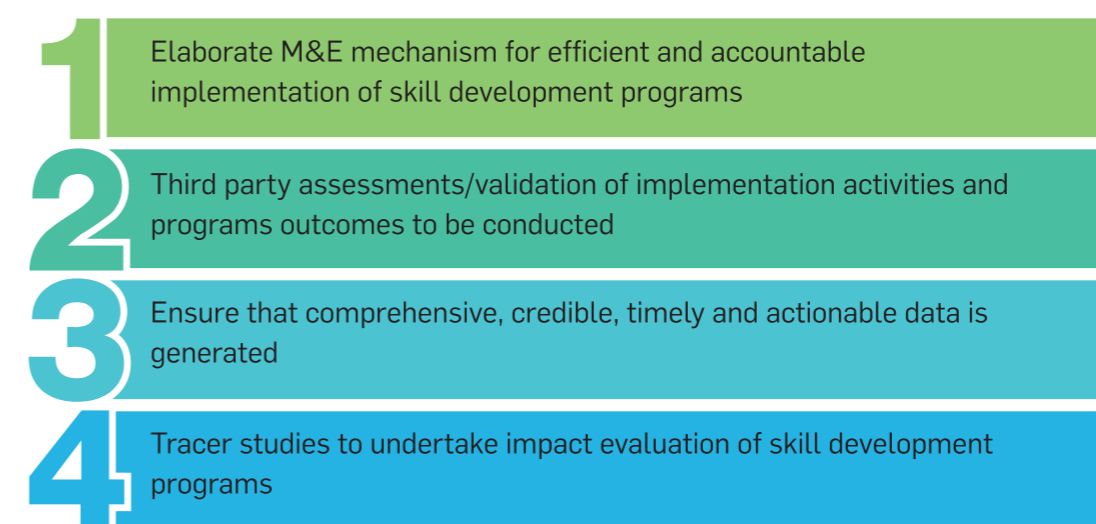
Annexure

1. Suggestive Overview of the District Skill Development Planning Components

Component 1: Data-Driven



Component 2: Monitoring & Evaluation



Component 3: Interventions and program planning

Intervention Parameters	Indicators			
Institutional Strengthening	Improving district's institutional and staffing capacity to plan, deliver, measure and monitor the delivery of skill development	Monitoring and evaluating trends and outcomes of state-level training programs, including carrying out tracer studies, skills gap analysis and other relevant performance analysis	Coordinating all skill training activities in the district	Establishing better accountability arrangements with incentives and community participation for enhancing service delivery of skill development programs
Quality	Improving engagement with the industry, ensure wage employment after skill training and bridge the demand supply gap	Ensuring adequate technical and financial support to trainees interested in and capable of self-employment	Developing modules, guidelines and protocols to deliver counselling support and socio emotional/life skills training as a complement to job-specific training content	
Access & Inclusion	Conduction candidate counselling/mobilization activities, information campaigns and corporate outreach events to communicate achievements and plans to ensure State are 'Workforce Ready' to leverage potential investments and increase business productivity	Improving exposure of women, marginalized groups and persons with disability (PWD) to non-traditional and non-stereotypical occupations and facilitative support for self-employment	Focusing on select low-income areas to support specials strategies and incentivizing them with larger financial allocations in needed based on initial assessment of capacity and resource constraints	
Innovation	Expand or start training on district specific local occupations (including traditional arts and crafts) unique to the area and develop strategies such as mobilization and counselling with and aim to identify and target beneficiaries better	Designing and evaluating pilots to test cost-effective methods of offering counselling support (centres, peer-groups, web-based platforms) as complements to training programs for socially excluded groups and those in remote locations	Innovation models for enhancing SD efforts leading to direct jobs/placement	Innovative entrepreneurship models to be done by district and other partners
Capacity Building	Training (reskilling/upskilling) for small businesses/entrepreneurs to upgrade their managerial capacity and support job creation	Leveraging both public and private, existing and new, vocational training providers to scale up training programs or create new ones in deficient geographies, especially targeting youth in rural and urban deprived communities	Creation/development of trainer academics across the district	

1.2 Suggestive Components of District Skill Development Planning

COMPONENTS OF DISTRICT SKILL DEVELOPMENT PLANNING

