

Guidelines for empanelment of Skilling Centre of Excellence - Skills and Vocational Training Centre

Version 2.0



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते

Ministry of Skill Development and Entrepreneurship

Government of India

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Acronyms

Acronym	Full Form
AB	Awarding Body
AEBAS	Aadhaar Enabled Biometric Attendance System
AI	Artificial Intelligence
AR	Augmented Reality
CA	Chartered Accountant
CAD	Computer-Aided Design
CAM	Computer-Aided Manufacturing
CCTV	Closed-Circuit Television
CoE-Skills	Centre of Excellence - Skills
CPD	Continuous Professional Development
CSR	Corporate Social Responsibility
EC	Executive Committee
FCRA	Foreign Contribution Regulation Act
HOD	Head of Department
IT	Information Technology
ITI	Industrial Training Institute
KPI	Key Performance Indicator
KYC	Know Your Customer
MoU	Memorandum of Understanding
MR	Mixed Reality
MSDE	Ministry of Skill Development and Entrepreneurship
NCVET	National Council for Vocational Education and Training
NCrF	National Credit Framework
NEP	National Education Policy
NGO	Non-Governmental Organization
NSDC	National Skill Development Corporation
NSQC	National Skills Qualifications Committee
NSQF	National Skills Qualification Framework
NSTI	National Skill Training Institute
OEM	Original Equipment Manufacturer
O&M / OM	Operation and Maintenance
PAN-India	All-India / Nationwide
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
PMKVY 5.0	Pradhan Mantri Kaushal Vikas Yojana – Phase 5
PMSETU	Pradhan Mantri Scheme for Expansion and Upgradation of Training Infrastructure
PPE	Personal Protective Equipment
PSU / PSE	Public Sector Undertaking / Public Sector Enterprise
PWD	Persons with Disabilities
RDSDE	Regional Directorate of Skill Development and Entrepreneurship
RPL	Recognition of Prior Learning
SIDH	Skill India Digital Hub
SOP	Standard Operating Procedure
SPOC	Single Point of Contact
SSDM	State Skill Development Mission
STT	Short-Term Training
ToA	Training of Assessors
ToT	Training of Trainers
ToT/ToA	Training of Trainers / Assessors

UT	Union Territory
VR	Virtual Reality
VTC	Vocational Training Centre

Key Definitions

1. **Applicant:** An eligible entity applying for empanelment as a Centre of Excellence – Skills (CoE-Skills) or Vocational Training Centre (VTC).
2. **Skill India Digital Hub (SIDH):** Centralized digital platform used for submission of applications, evaluation, monitoring, reporting, and lifecycle management of empanelled centres.
3. **Application Evaluation Committee (AEC):** District-level committee responsible for verifying applications and uploading evaluation reports on SIDH. The Committee will comprise an official from the RDSDE, the Principal of the Nodal ITI in concerned District, and a nominee of the District Collector.
4. **Awarding Body (AB):** Concerned Awarding/Certification Body responsible for validation and recommendation for the decision process on empanelment of Centre of Excellence - Skills (CoE-Skills) prior to the consideration of Executive Committee.
5. **Empanelment:** The formal recognition and enlistment of training centres as CoE-Skills or VTCs by MSDE after successful evaluation and approval.
6. **Executive Committee (EC):** Competent authority responsible for final decisions regarding empanelment and renewal of CoE-Skills and VTCs based on evaluation and recommendations, overseeing implementation, monitoring performance, and ensuring compliance with operational norms.
7. **Continuous Professional Development (CPD):** Ongoing training and skill enhancement activities undertaken by trainers and assessors to maintain quality and relevance.
8. **Green Channel Application:** A provision allowing priority or expedited evaluation for eligible applicants meeting predefined criteria.
9. **Key Performance Indicators (KPIs):** Quantifiable metrics used to monitor performance, progress, and outcomes of training centres and programmes.
10. **Outcome-based Assessment:** A performance evaluation approach based on measurable results such as employment, entrepreneurship, progression to higher education, or advanced skill acquisition.
11. **Project Task Force (PTF):** The operational coordination unit responsible for day-to-day programme management, performance tracking, and issue resolution.

12. **Quality Assurance Committee (QAC):** A committee responsible for reviewing performance, outcomes, quality benchmarks, and recommending improvements based on evidence and data.
13. **Recognition of Prior Learning (RPL):** A framework for assessing and certifying skills acquired through informal or experiential learning aligned to industry standards.
14. **Renewal:** The process of extending the empanelment of a centre based on performance, achievement of outcomes, and governance/monitoring reports.
15. **Scheme-Agnostic Empanelment:** An approach where empanelment is not tied to any specific scheme and allows utilization across multiple programmes.
16. **Single Point of Contact (SPOC):** A designated individual responsible for coordination and communication between stakeholders and the concerned authority.
17. **Standard Operating Procedure (SOP):** Documented procedures outlining step-by-step processes, roles, responsibilities, and compliance requirements for various operations.
18. **Steering Committee (SC):** The apex strategic body providing policy direction, approving frameworks, and guiding long-term evolution of the CoE-Skills ecosystem.
19. **Target Allocation:** The assignment of training targets to empanelled centres under specific schemes based on sectoral and geographical priorities.
20. **Training of Assessors (ToA):** A program focused on building the capacity of assessors responsible for evaluating trainee competency and certification.
21. **Training of Trainers (ToT):** A program designed to enhance the skills, knowledge, and teaching capabilities of trainers delivering skill training.

1 | Introduction



1.1 Purpose and Applicability of the Guidelines

1.1.1 The Guidelines covers entire lifecycle of Centre of Excellence - Skills (CoE-Skills) and Vocational Training Centres (VTC) that includes- definitions, potential centres can apply, eligibility criteria, specifications for application, evaluation, empanelment, functions, performance review, renewal, and extensive approach to empanel all potential permanent training centres that could be leveraged for skilling across the country by the Ministry of Skill Development and Entrepreneurship (MSDE).

1.1.2 The Guidelines is applicable to training centre operated by Industries, Government training institutes, institutes operated by enterprise Enabling organizations, Skill training institutes, Academic institutes, training institute operated by Social organizations to be empanelled as CoE-Skills /VTC. The detailed list of potential centres is listed in Section 3.1.

1.1.3 The Guidelines is also applicable to the SIDH development team for design and deployment of AI enabled, automated, and transparent IT system. Further, it will be also applicable to District administrations, Industrial Training Institutes (ITIs), Regional Directorates of Skill Development and Entrepreneurship (RDSDEs), Awarding Bodies (ABs), Ministry of Skill Development and Entrepreneurship and, Central and State Departments implement Skill development schemes.

1.1.3 The Ministry of Skill Development and Entrepreneurship (MSDE) intends to implement Skill training under schemes, such as- Pradhan Mantri Kaushal Vikas Yojana (PMKVY) through empanelled CoE-Skills and VTCs that are equipped to deliver standardized, advanced, sector specific, industry-aligned, high-quality Skill training.

1.2 Navigation of the Guidelines

<To be drafted at the end before finalization of the Guidelines>

1.3 Background and Rationale

1.3.1 Empanelment of Centres of Skilling Excellence (CoE-Skills) and Vocational Training Centres (VTCs) is proposed in response to persistent challenges in the Skilling ecosystem, including dependence on temporary training centres for

implementation, inconsistencies in the quality of training delivery, uneven training infrastructure, variations in the rigor and credibility of assessments, misalignment of training outcomes with industry requirements and, regional and sectoral disparities in training effectiveness.

1.3.2 The CoE-Skills-led training is intended to address these gaps by enabling the delivery of advanced, industry-relevant, and high-quality Vocational Skilling through permanent centres with robust infrastructure, governance system, and quality assurance mechanisms. It seeks to promote structured learning pathways, modular and stackable training opportunities, effective outcome tracking, and stronger Trainer and Assessor ecosystems, while ensuring optimum utilization of national skilling infrastructure. Definition and detailed provisions of CoE-Skills is provided at section 2.1 of this Guidelines.

1.3.3 Vocational Training Centre (VTC) is a lower version of CoE-Skills that also to be utilized for the purpose of skill training based on infrastructure, capacity, sectoral relevance, and other demonstrated strength. The definition and detailed provisions of VTC is provided at section 2.2 of this Guidelines.

1.3.4 Empanelled CoE-Skills are expected to enhance employability, support learner mobility, enable credible certification, and improve career progression through Lifelong Learning opportunities. They are also expected to reduce training and induction efforts of Employers by creating a market-ready talent pipeline aligned with industry demand. Whereas, VTCs will be utilized for outcome based standardized skilling and could be upgraded its status to CoE-Skills with required and relevant resource/s.

1.4 Guiding principles of empanelment of CoE-Skills and VTC

Following are the guiding principles for empanelment of CoE-Skills and VTC to be considered before applying for empanelment:

1.4.1 Existing Permanent Skilling Centres

Empanelment will be undertaken to identify and recognise existing and permanent skill training centres. The process will not be construed as a mechanism for establishing new CoE-Skills /VTC or upgradation of existing training centres into CoE-Skills.

1.4.2 Scheme-Agnostic Empanelment

The empanelment will be scheme-agnostic. Empanelment will not be limited to, or linked exclusively with, any specific scheme of the Ministry of Skill Development and Entrepreneurship (MSDE) or any other Ministry/Department.

1.4.3 No assurance of target allocation under scheme

Empanelment does not guarantee allocation of training targets under any scheme. Target allocation, wherever applicable, shall be determined separately in accordance with the Guidelines of the concerned scheme and based on sectoral and geographical priorities determined from time to time.

1.4.4 Long-Term Allocation of targets

MSDE may consider allocation of targets under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) or other applicable schemes for a longer period to the empanelled CoE-Skills /VTCs, subject to scheme provisions and performance requirements. Such longer period allocation is intended to enable effective planning, optimal utilization of infrastructure, and sustained delivery of quality skilling outcomes.

1.4.5 Outcome-Based Performance Assessment

The performance of empanelled CoE-Skills /VTCs will be assessed based on outcome indicators that may include- employment, entrepreneurship, progression to higher education, advancement to higher-order skills. Continued engagement, target allocation, renewal, or other benefits will be linked to achievement of outcomes.

1.5 Value proposition for empanelment

Following are the benefits for empanelment of a training centre as CoE-Skills /VTC:

1.5.1 National Recognition

Empanelment will serve as a formal recognition by the Ministry of Skill Development and Entrepreneurship (MSDE) of the centre's capability to deliver quality, industry-aligned, and outcome-oriented Skill training. Such recognition will enhance the credibility of the centre within the national skilling ecosystem.

1.5.2 National and international competitive advantage

Empanelled Centres will be engaged in the national skill-building initiatives aimed at meeting both domestic and global workforce. Centre operators are expected to showcase their leading practices and participate in dialogues, consultations, deliberations at various national and international forums, where their experience, insights, and innovative approaches can contribute to policy and programme development. Further, by adhering to national standards, government frameworks, policies, and quality benchmarks augmented from time to time, the Centres will be positioned to operate at par with recognized institutional and regulatory expectations. Moreover, Centres may gain opportunity to leverage from bilateral and multilateral relationship that Indian Government maintains with other countries.

1.5.3 Optimum utilization of Training infrastructure

Empanelled CoE-Skills /VTCs could be leveraged for implementation of skill development schemes and initiatives of MSDE, other Central Ministries, State Governments, engagement with industry, CSR initiatives, philanthropic organizations, and other stakeholders, subject to the respective programme Guidelines. The engagement is expected to enable optimum utilization of training infrastructure, equipment, Trainers, and institutional capacity throughout the year.

1.5.4 Long-term planning and operational stability

Empanelment will enable centres to receive steady and longer-term training targets, wherever provided under the applicable Scheme Guidelines. This will help in better planning of training batches in alignment with optimal utilization of resources, and thereby strengthening overall training delivery.

1.5.5 Rationalization of Operating cost

The Centres are expected to be leveraged for implementation of skill development schemes and initiatives, enabling better utilization of available training infrastructure, equipment, trainers, and institutional capacity throughout the year. Funding support, wherever available under the concerned scheme or initiative, will help reduce operating cost burden on centre operators and enable delivery of training at scale.

The image shows a large, modern bridge with a striking, multi-colored geometric design. The bridge's structure is composed of numerous thick, angled beams in various colors including blue, purple, pink, yellow, green, and red, creating a complex, tunnel-like effect. The walkway is a solid red color, and the railings are white with a curved, modern design. In the distance, a group of people can be seen walking on the bridge. The overall aesthetic is vibrant and architectural.

2 | About Centre of Excellence - Skills and Vocational Training Centre

2.1 Centre of Excellence - Skills (CoE-Skills)

2.1.1 Centre of Excellence - Skills (CoE-Skills) is centre empanelled by Ministry of Skill Development for delivering high-quality, industry-aligned, advanced, and outcome-oriented Skilling training with appropriate infrastructure, Trainers, governance, and monitoring mechanism.

2.1.2 Objectives of empanelment

The objectives of empanelling CoE-Skills includes the following:

- (a) Aggregate existing permanent and advanced training centres as one-stop Skilling hubs across the country, based on their location and Sector.
- (b) Optimum utilization of skilling resources of CoE-Skills.
- (c) Promote structured learning pathways by facilitating modular, stackable, and Lifelong Learning.
- (d) Enhance quality benchmark of Skilling schemes by conducting skilling activities at CoE-Skills.

2.1.3 Sectoral expertise of the CoE-Skills

2.1.3.1 A CoE-Skills will demonstrate expertise in one or more sectors relevant to trending industry demand and possess the capability to deliver future-ready vocational skills supported by established quality and assessment standards.

2.1.3.2 Sectoral expertise is classified into six broad categories:

- (a) Heavy Industry and Advanced Manufacturing;
- (b) Infrastructure and Construction;
- (c) Logistics, Mobility and Trade;
- (d) MSME and Light Manufacturing;
- (e) Healthcare, Life Sciences and Wellness; and
- (f) Digital, Green and Emerging Skills;



Figure 1: Classification of Sectors for empanelment of CoE-Skills

2.1.4 Scope of work for CoE-Skills

As a one-stop Skilling hub, CoE-Skills is expected to undertake all key aspects of skill development activities, including, inter alia, the following:

- (a) Develop high-quality physical and digital training content to facilitate blended and technology-enabled personalized learning experience. This includes curriculum design, ensure content relevance, technological currency, learner accessibility, and update the content frequently to keep them updated and relevant.
- (b) Deliver advanced and future-ready skill training in approved sector(s)/ Job role(s) in alignment with the requirements of industry and the broader skilling ecosystem. These trainings would be conducted for employment seekers as well as Master Trainers, Master Assessors, Trainers, Assessors, Mentors, and other Subject Matter Experts engaged in sectoral skilling ecosystem of the Sector/ Job role(s) to strengthen quality, consistency, and credibility of Training delivery and Assessment.
- (c) Function as an independent centre for end-of-training Summative Assessment in the approved sector/ Job role(s) by leveraging advanced lab set up, practical equipment, industry relevant Assessors, and competency and proficiency based assessment mechanisms aligned with industry requirements.
- (d) Provide extensive and structured mentorship support to all categories of Trainees for their career progression. The support will commence at Trainee selection stage in the form of counselling by helping them to make informed decision in choosing suitable training course/s. Full-fledged mentorship / career coach support would begin from enrolment in the training batch and continue throughout the training period. Post training, lifetime support would be extended on continuous basis to trainees who successfully complete the training. The support will include facilitation of placement¹, post-placement tracking and guidance, enhancement of employability, and support in planning of long-term career advancement.
- (e) Carry out mobilization, counselling, screening, and enrolment of candidates through appropriate outreach, profiling, and opportunity-mapping mechanisms, in accordance with the requirements of the relevant scheme.
- (f) Report accurate, timely, and complete digital data through prescribed platforms, such as- SIDH, AEBAS. This may include trainee enrolment, attendance,

¹ In the form of Wage employment, Self-employment, Entrepreneurship, Higher order Skills, and Higher education.

assessment, certification, and outcome data, along with compliance to scheme, financial, and administrative reporting requirements by adhering data integrity, audit readiness, and mandatory regulatory norms.

- (g) Maintain structured candidate feedback and grievance redressal system and timely resolution of grievances, and proper maintenance of grievance records.
- (h) Where required, facilitate or arrange financial support for training, including co-funding, loan-based, or other approved mode of fund arrangements as may be permissible under the applicable Scheme Guidelines.
- (i) For implementation of projects under scheme, CoE-Skills are required to comply with scheme-specific obligations, operational requirements, reporting of progress.
- (j) Undertake additional measures strengthen the overall skilling ecosystem, such as- industry and institutional engagement, ecosystem development, continuous professional development programme, institutional strengthening activities.

2.2 Vocational Training Centre (VTC)

2.2.1 Permanent functional training centre that does not fulfil all CoE-Skills criteria but has a proven track record in delivering Vocational skill training and possess the necessary resources to deliver training in a specific Job role or Sector.

2.2.2 Objectives of empanelment

Objective of empanelment of VTCs is to aggregate existing permanent training centres across the country that could be utilized for conducting skill training on mission mode, in the identified region, at the specific job role /Sector at a timebound manner.

2.2.3 Scope of work for VTCs

- (a) Deliver skill training in approved Job role(s) in alignment with the requirements of industry and the broader skilling ecosystem.
- (b) Carry out mobilization, counselling, screening, and enrolment of candidates through appropriate outreach, profiling, and opportunity-mapping mechanisms, in accordance with the requirements of the relevant scheme.
- (c) Report accurate, timely, and complete digital data through prescribed platforms, such as- SIDH, AEBAS. This may include trainee enrolment, attendance, assessment, certification, and outcome data, along with compliance to scheme,

financial, and administrative reporting requirements by adhering data integrity, audit readiness, and mandatory regulatory norms.

- (d) Maintain candidate feedback and grievance redressal system and timely resolution of grievances, and proper maintenance of grievance records.
- (e) For implementation of projects under scheme, VTCs are required to comply with scheme-specific obligations, operational requirements, reporting of progress.



3 | Empanelment mechanism

3.1 Potential Training centres for empanelment

Applications could be submitted for empanelment of permanent Training Centres as a Centre of Excellence - Skills (CoE-Skills) or Vocational Training Centre (VTC) are listed below:

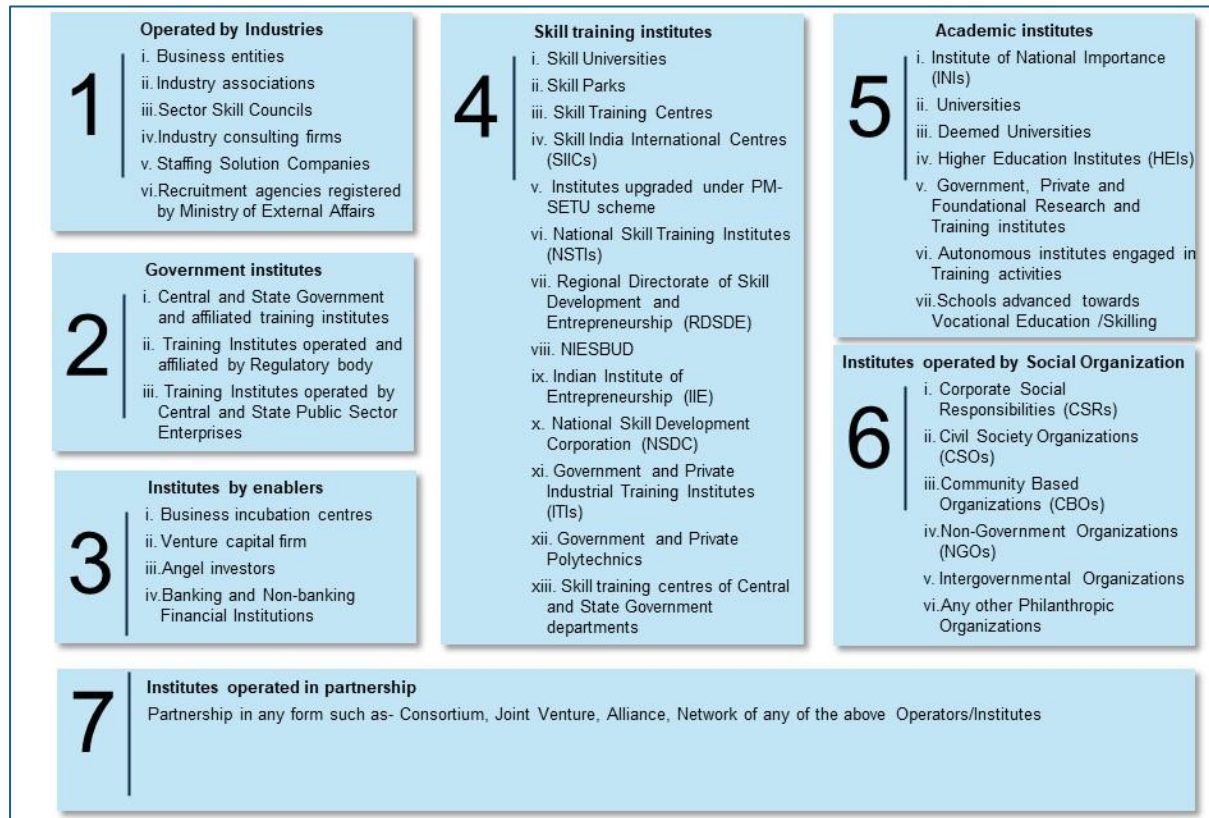


Figure 2: Potential Training Centres

3.2 Application process

Entire lifecycle of the application process including decision on empanelment, and renewal would be carried out and managed on the SIDH platform in accordance with the procedures defined below.

3.2.1 Submission of application

3.2.1 Any applicant operating a permanent Training Centre under any category specified in Section 3.1 may apply for empanelment as a Centre of Excellence - Skills (CoE-Skills) or Vocational Training Centre (VTC) as per prescribed process defined in Figure 3 through the application window of SIDH platform. Application form is enclosed as **Annexure – I**. The application window will remain open throughout the year. The process is outlined at Figure 3 below:

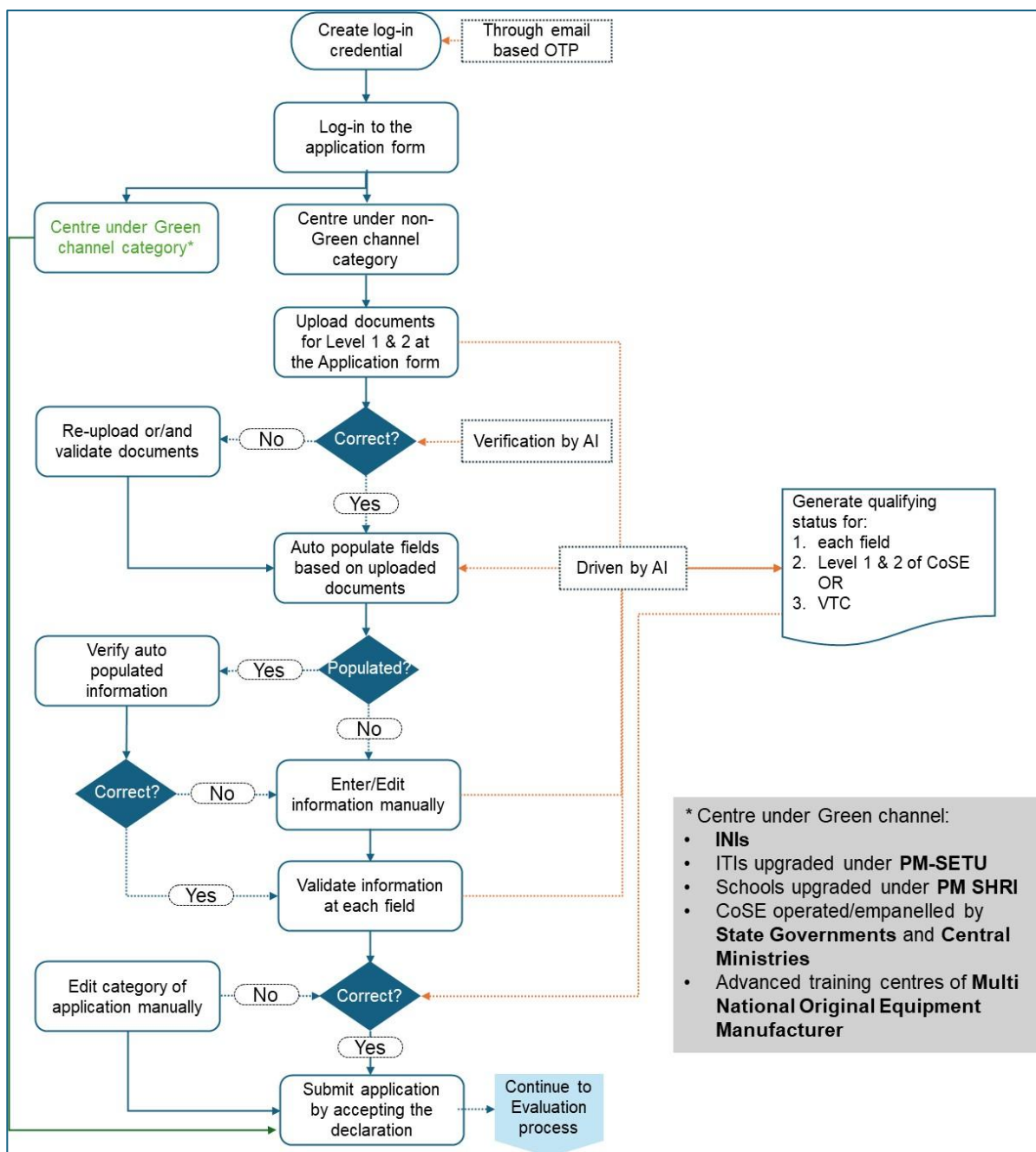


Figure 3: Application process flow

3.2.2 The process will also apply for conversion of a VTC into a CoE-Skills. An applicant may check eligibility status of CoE-Skills on SIDH platform and submit the application for conversion whenever the VTC fulfils all prescribed criteria towards empanelment as a CoE-Skills.

3.2.3 Application through Green channel

3.2.4 Empanelment of Centre doesn't fulfil eligibility criteria

3. Empanelment mechanism

3.2.4.1 To promote innovation, recognise superior practices, and enable the empanelment of high-potential Training Centres, the application form shall include a provision for capturing information on resources, capabilities, expertise, and other strengths of the Training Centre, in addition to the indicative eligibility criteria prescribed in the Guidelines. Applicant will be still allowed to submit the application for a Training Centre that does not fully meet one or more indicative criteria. The application will be considered for empanelment as a CoE-Skills or VTC, subject to assessment on merit.

3.2.4.2 The applicant shall be required to furnish information, supporting evidence of such additional strengths, along with an appropriate rationale for consideration of the Training Centre for empanelment. All such applications will be evaluated for empanelment on a case-to-case basis, in alignment with overall objectives of the empanelment.

3.3 Evaluation of the application

3.3.1 Application will undergo a three-stage evaluation process, comprises of - (a) Desk level scrutiny, (b) Physical verification to the Centre, and (c) Review and recommendation by concerned Awarding Body/ies. The evaluation process is outlined at Figure 4 below:

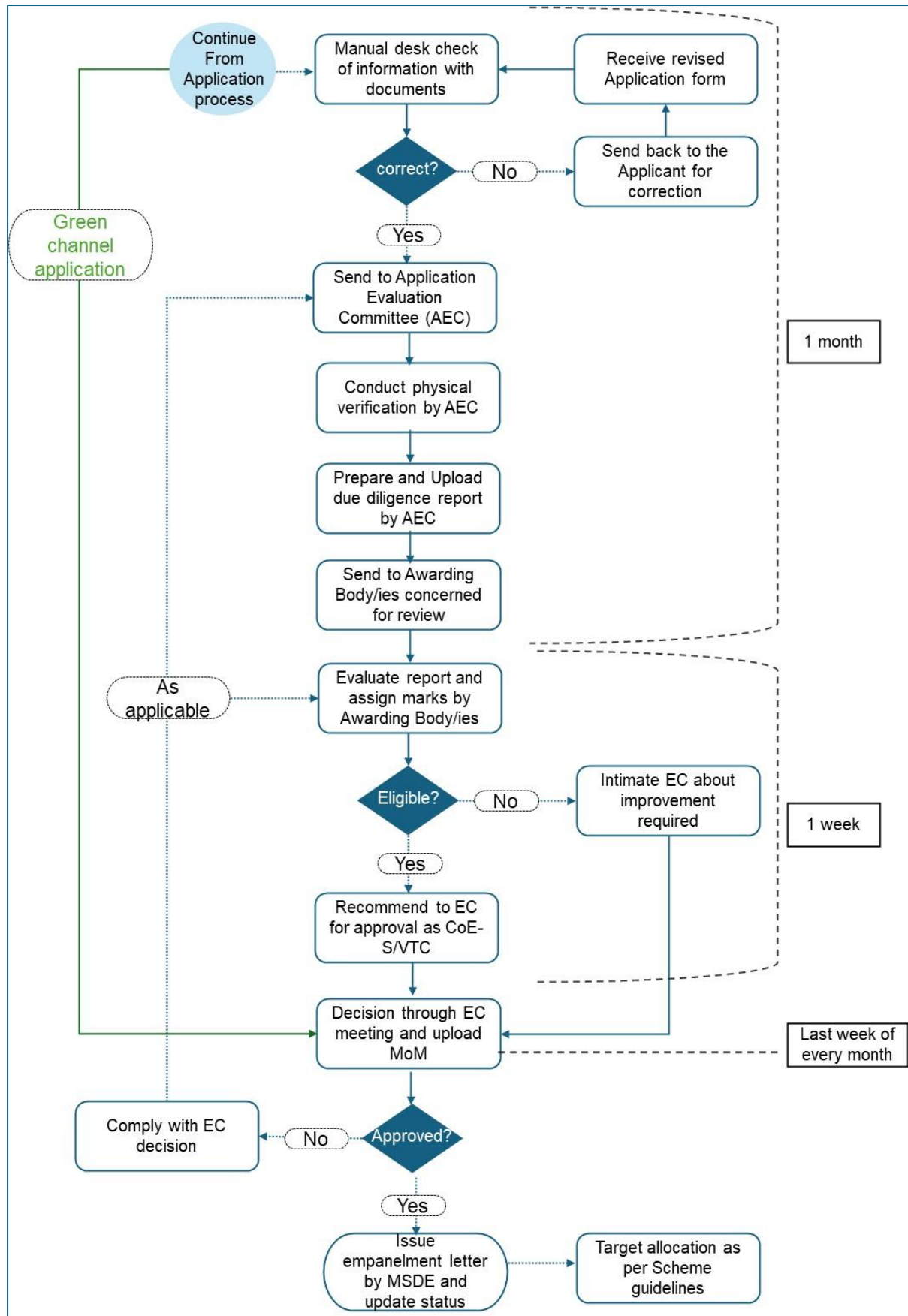


Figure 4: Evaluation process

3.3.2 Desk level scrutiny

The desk level scrutiny will be carried out by a team at MSDE to check accuracy of the information filled in application with the uploaded documents, documentary compliance of terms of conditions defined for empanelment of CoE-Skills /VTC, and comments generated through initial AI enabled verification. The process will also help in machine learning to improve accuracy of AI enabled verification.

3.3.3 Physical verification to the Centre

3.3.3.1 Physical verification to the Centre will be carried out by an Application Evaluation Committee comprise of the following members:

- (i) Director/HOD of RDSDE
- (ii) Principal, Nodal ITI* of the concerned district
- (iii) Official nominated by District Collector
- (iv) Nominee from the concerned Industry/ Awarding Body concerned

* In cases where the Nodal ITI is Applicant, the Principal of another ITI will be nominated.

3.3.3.2 The Committee will evaluate application parameters that can be verified and validated at the training centre as per the evaluation checklist provided at section A. Physical verification checklist of **Annexure – II**. On completion, the report details to be entered on SIDH, alongwith upload of supporting evidence.

3.3.4 Review and recommendation by Awarding Body/ies

Application along with the desk scrutiny and Physical verification report, will be reviewed by the relevant Awarding Body/ies (ABs) on SIDH. ABs will assign scores and enter observations on SIDH as per the checklist provided at section Observation of Concern Awarding Body/ies of **Annexure II**. ABs shall maintain the confidentiality of all data and shall use it solely for the purpose of reviewing the application.

3.4 Decision through Executive Committee

The recommendations will be placed before executive Committee (EC) for final decision on empanelment. The committee may take decision based on the evaluation reports and recommendation.

3.5 Empanelment

Upon approval by the Executive Committee, the Centre will be empanelled as a Centre of Skill Excellence (CoE-Skills) / Vocational Training Centre (VTC) through an official empanelment letter issued by MSDE. Each empanelled Centre will be allotted with a unique identification number. The empanelment status, along with relevant details, such as- Sector specialization, sitting capacity at the Centre, location, contact information, and tenure of empanelment, will be updated on SIDH and made publicly available.

3.6 Allocation of Targets under PMKVY

Empanelled CoE-Skills and VTC is eligible to receive target under schemes of MSDE, as well as Skill development schemes of other Central Ministries and State Governments, subject to the provision of the respective scheme Guidelines. However, the empanelment does not guarantee allocation of target. Allocation of target under PMKVY will be based on Sectoral and Geographical priorities determined from time to time. Refer to “Mechanism of target allocation to CoE-Skills /VTC” section of PMKVY 5.0 Guidelines for details.

4 | Operating framework



4.1 To ensure effective implementation, accountability, quality assurance, and strategic alignment with national skilling priorities, a multi-tiered governance and oversight framework will be established for Centres of Skill Excellence (CoE-Skills) under the Scheme. The governance structure will facilitate strategic guidance, performance monitoring, operational oversight, and timely decision-making.

4.2 Roles and responsibilities of CoE-Skills

The Centre of Skill Excellence (CoE-Skills) will function as an integrated service ecosystem that supports candidates, training partners, industry, institutions, and other stakeholders across the skilling lifecycle. The CoE-Skills will act as a central coordination and service delivery hub for mobilization, counselling, training enablement, assessments, industry linkages, technology support, and post-training opportunities.

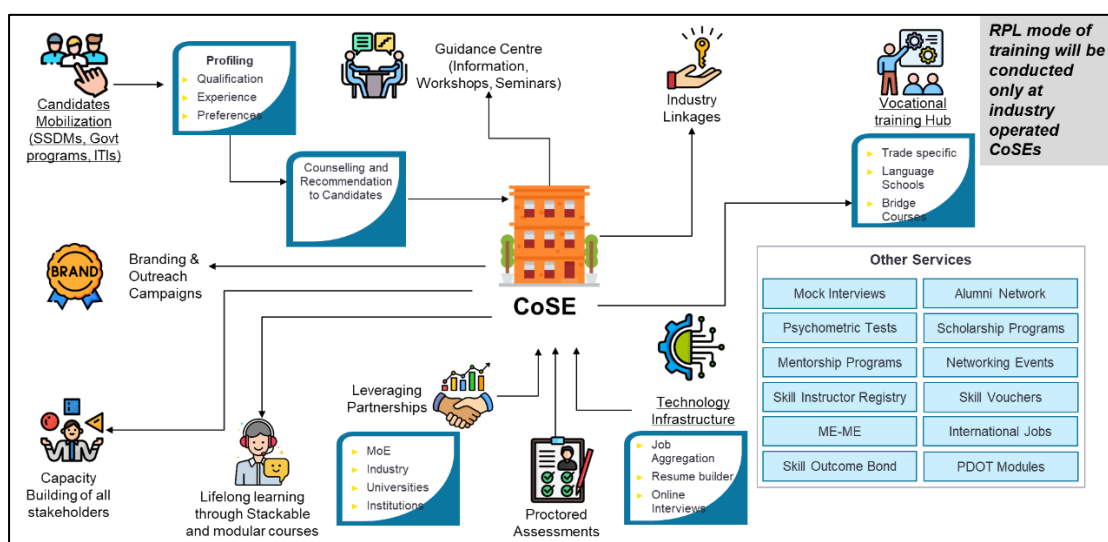


Figure 5: Comprehensive roles and responsibilities of CoE-Skills

4.2.1 Candidate Mobilization and Profiling

CoE-Skills will support structured mobilization of candidates through SSDMs, government programmes, ITIs, and other relevant channels. The centre will ensure that every candidate entering the ecosystem undergoes a basic profiling process covering- Qualification, Prior experience, Career preferences, Training interests, Employability readiness. The profiling output should be used to guide candidates toward suitable training pathways, bridge courses, assessments, and employment opportunities.

4.2.2 Counselling, Guidance, and Recommendation

CoE-Skills will provide counselling and recommendation services to candidates based on their profile, aspirations, and market opportunities. This includes- Career counselling and course recommendation, Information on available skill programmes, Guidance on industry requirements, Awareness sessions, workshops, and seminars, Support in choosing appropriate trades, bridge courses, or language programmes. The CoE-Skills should operate as a Guidance Centre where candidates receive timely, relevant, and practical information to make informed career decisions.

4.2.3 Conduct training

CoE-Skills will conduct training that may include- Trade-specific training, Language schools, Bridge courses, RPL mode training, wherever applicable. RPL mode training should be conducted only at industry-operated CoE-Skills to ensure that recognition of prior learning is aligned with real workplace standards and industry practices.

4.2.4 Industry Linkages and Employment Facilitation

CoE-Skills will build and maintain strong industry linkages to improve training relevance and employment outcomes. Key responsibilities include- Connecting with employers and industry bodies, Understanding current and emerging skill demand, Facilitating job opportunities for trained candidates, Supporting internships, apprenticeships, and placement linkages, Promoting industry participation in curriculum design, assessments, and mentoring. The CoE-Skills should serve as a bridge between candidates, training institutions, and employers.

4.2.5 Technology Infrastructure and Digital Services

CoE-Skills will provide or facilitate access to technology-enabled services that improve candidate readiness and employability. These services may include- Job aggregation platforms, Resume-building tools, Online interview preparation, Digital candidate records, Online counselling or guidance support, Technology-enabled tracking of training and placement outcomes. The objective should be to make the skilling ecosystem more accessible, data-driven, and outcome-oriented.

4.2.6 Proctored Assessments and Certification Support

CoE-Skills will support proctored assessments to ensure credibility and standardization of candidate evaluation. Responsibilities include- Coordinating assessment schedules, Providing assessment infrastructure, Ensuring fair and transparent assessment processes, Supporting digital or physical proctoring arrangements, Facilitating post-assessment documentation and certification support. Assessments should be aligned with industry expectations and the requirements of the relevant skilling programmes.

4.2.7 Lifelong Learning and Modular Course Access

CoE-Skills will promote lifelong learning by offering access to stackable and modular courses. The centre should enable candidates, alumni, and workers to continuously upgrade their skills through- Short-term modular courses, Bridge learning pathways, Advanced skill modules, Reskilling and upskilling opportunities, Flexible learning options for working candidates. This will help candidates remain employable in a changing labour market.

4.2.8 Partnership Development and Ecosystem Coordination

CoE-Skills will actively leverage partnerships with key ecosystem stakeholders, including-Ministry of Education and other government departments, Industry partners, Universities and academic institutions, Training institutions, Skill development agencies

4.2.9 Employers and sector experts

The centre should act as a coordination platform to align resources, programmes, infrastructure, and opportunities across partners.

4.2.10 Branding and Outreach Campaigns

CoE-Skills will undertake branding and outreach activities to build awareness and credibility among candidates, communities, employers, and institutions. This may include- Awareness campaigns, Community outreach, Employer engagement events, Digital promotions, Success story communication, Information sessions at institutions and local bodies. Outreach activities should focus on increasing participation, improving trust, and positioning CoE-Skills as a reliable skill development and career support hub.

4.2.11 Capacity Building of Stakeholders

CoE-Skills will support capacity building for all stakeholders involved in the skilling ecosystem. This includes- Training of trainers, Orientation for counsellors and mobilizers, Workshops for institutions and training partners, Employer sensitization sessions, Capacity building for government and implementation teams. The purpose should be to improve consistency, quality, and effectiveness across the entire service delivery chain.

4.2.12 Additional Candidate Support Services

CoE-Skills may also provide complementary services to improve candidate readiness, confidence, and long-term career progression. These services may include: Mock interviews, Psychometric tests, Mentorship programmes, Alumni networks, Scholarship programmes, Networking events, Skill instructor registry, Skill vouchers, Micro-entrepreneurship support, International job facilitation, Skill outcome bonds, Pre-departure orientation training modules. These services should be prioritized based on local demand, industry relevance, and available partnerships.

4.2.13 Outcome Tracking and Continuous Improvement

CoE-Skills will maintain a mechanism for tracking outcomes and continuously improving service delivery. Key indicators may include- Number of candidates mobilized and profiled, Number of candidates counselled, Training enrolment and completion rates, Assessment and certification outcomes, Placement and apprenticeship outcomes, Employer participation, Alumni engagement, Candidate satisfaction, Utilization of digital services. Periodic review of these indicators should be used to refine programmes, improve partnerships, and strengthen employment outcomes.



5 | Governance structure

5.1 Establish disciplined reporting, review, and escalation mechanisms:

Each governance level should follow a structured cadence for meetings, reporting, and decision-making to ensure transparency and accountability. Status updates, risks, issues, dependencies, quality observations, and required decisions should be documented using standard templates and escalated progressively from the Project Task Force to higher committees when unresolved or business-critical. Clear thresholds should be defined for escalation, such as schedule slippage, budget variance, unresolved quality concerns, scope changes, or strategic risks. All decisions should be recorded with owners, timelines, and follow-up actions so that the governance model remains action-oriented rather than purely review-based.

5.2 project monitoring and governance structure

A structured Governance framework will ensure strategic guidance, performance monitoring, compliance review, outcome tracking, and timely resolution of implementation issues through periodic reviews. The composition of the committee, review frequency, and key functions are outlined below:

5.2.1 Steering Committee

5.2.1.1 Committee members

Chair: Secretary, Ministry of Skill Development and Entrepreneurship (MSDE)

Members:

- (i) MSDE: Additional Secretary, Joint Secretary, Director- PMKVY
- (ii) Others: National Council for Vocational Education and Training (NCVET), nominated Ministries/Departments

5.2.1.2 Frequency of Meetings: Bi-annual

5.2.1.3 Purpose and Functions:

Steering Committee will serve as the apex strategic body and will:

- (i) Provide overall strategic direction and leadership for the CoE-Skills initiative
- (ii) Approve policies, frameworks, national priorities, focus sectors/areas, and budgeting related to CoE-Skills

- (iii) Ensure alignment of CoE-Skills objectives and outcomes with the Skill India Mission, National Education Policy (NEP) 2020, National Credit Framework (NCrF), and the Viksit Bharat @2047 vision
- (iv) Review high-level progress and guide long-term evolution of the CoE-Skills ecosystem

5.2.2 Quality Assurance Committee

5.2.2.1 Committee members

Chair: Additional Secretary, MSDE

Members:

- (i) MSDE: Joint Secretary, Director- PMKVY
- (ii) Others: CoE-Skills Representatives, Line Ministries/Departments, NCVET, Industry Representatives, Awarding Bodies (ABs)

5.2.2.2 Frequency of Meetings: Could be conducted quarterly for the initial six months, after which the frequency may be relaxed to bi-annual reviews.

5.2.2.3 Purpose and Functions:

The Quality Assurance Committee will focus on performance, quality, and strategic relevance, and will:

- (i) Review overall performance, outcomes, and progress of CoE-Skills
- (ii) Ensure alignment with demand-driven, outcome-oriented skilling, and national and state-level priorities
- (iii) Review quality benchmarks, innovation initiatives, and best practices
- (iv) Approve strategic adjustments, improvements, and mid-course corrections based on evidence and performance data

5.2.3 Executive Committee

5.2.3.1 Committee members

Chair: Joint Secretary, MSDE

Members:

- (i) MSDE: PMKVY Division

- (ii) Others: CoE-Skills Representatives, Line Ministries/Departments, NCVET, Industry Representatives, Awarding Bodies, Assessment Agencies

5.2.3.2 Frequency of Meetings: Monthly

5.2.3.3 Purpose and Functions:

The Executive Committee will oversee implementation and operational performance and will:

- (i) Review implementation status of CoE-Skills
- (ii) Monitor physical and financial progress, Key Performance Indicators (KPIs), and outcome indicators
- (iii) Ensure compliance with PMKVY 5.0 guidelines, operational norms, and Scheme requirements
- (iv) Recommend corrective actions and escalation measures, where required

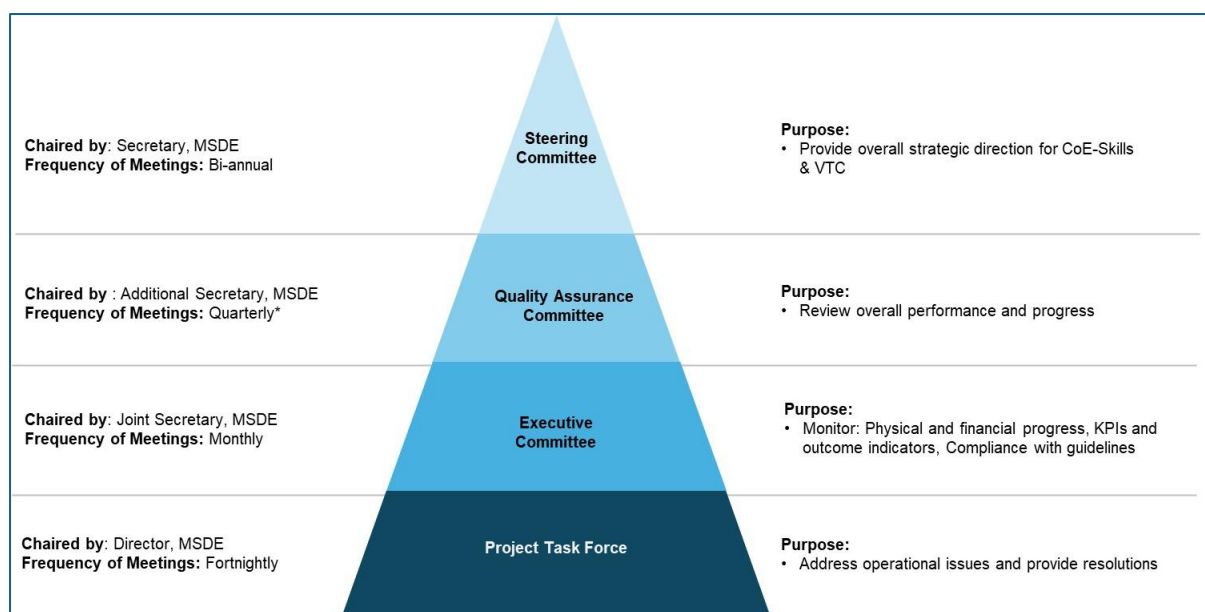


Figure 6: Governance framework

5.2.4 Project Task Force

5.2.4.1 Committee members

Chair: Director, MSDE

Members:

- (i) MSDE: PMKVY Division
- (ii) Others: Government officials from other divisions of MSDE, as required

5.2.4.2 Frequency of Meetings: Fortnightly

5.2.4.3 Purpose and Functions:

The Project Task Force will function as the operational coordination arm and will:

- (i) Support programme implementation and day-to-day operational management of CoE-Skills
- (ii) Undertake performance tracking, data review, and coordination with stakeholders
- (iii) Facilitate inter-departmental convergence and stakeholder engagement
- (iv) Identify and resolve operational issues, bottlenecks, and implementation challenges in a timely manner

5.3 Renewal of CoE-Skills /VTC

5.3.1 Renewal for empanelment of a CoE-Skills /VTC will be based on achievement of post training outcomes, and monitoring and governance report of MSDE. The empanelment of a CoE-Skills /VTC will be valid for a period of five (5) years, while the validity of approved job roles will be for a period of two (2) to three (3) years, as applicable. Renewal of job roles and empanelment will be undertaken in accordance with the provisions of the Scheme.

5.3.2 A CoE-Skills /VTC seeking renewal will submit a renewal application in the prescribed format at least six (6) months prior to the expiry of the existing recognition tenure. Applications not submitted within the stipulated timeline may not be considered for renewal.

5.3.3 The Executive Committee (EC) will undertake a comprehensive assessment of the CoE-Skills/VTC, considering the achievement of intended outcome, which will serve as the basis for renewal decision.

5.3.3.1 CoE-Skills/VTCs holding a higher performance grade at the time of renewal will be eligible for auto-renewal, subject to satisfactory findings from the MSDE and Scheme monitoring team.

5.3.3.2 CoE-Skills /VTCs holding a lower performance grade will be required to demonstrate documented corrective actions, remediation measures, and measurable improvement across identified deficient parameters before their renewal application is

considered. Failure to demonstrate adequate improvement may result in non-renewal and elimination from empanelment.

5.3.3.3 The decision of the Executive Committee on renewal will be final and will be communicated to the applicant CoE-Skills /VTC in writing.

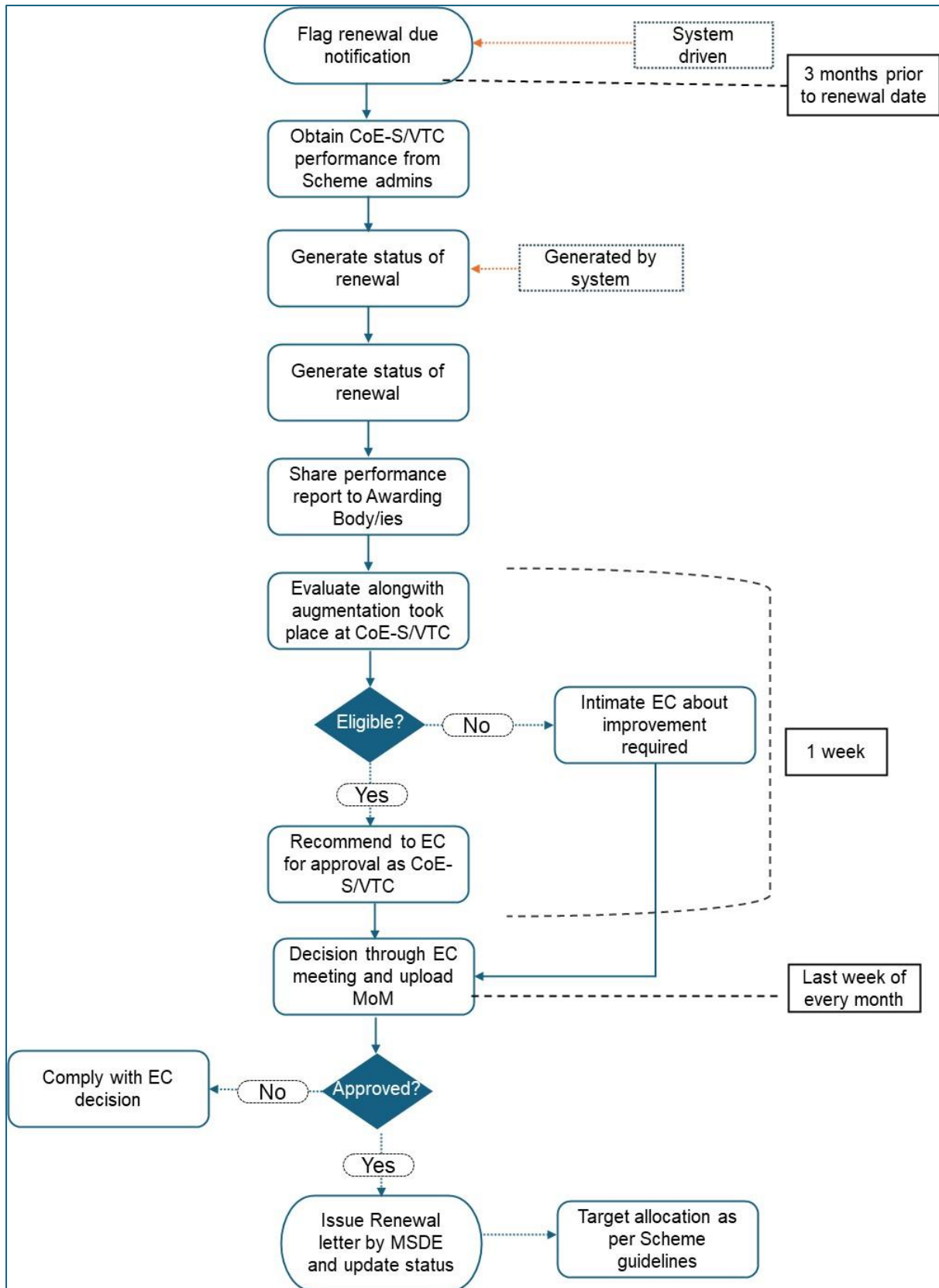


Figure 7: Renewal process

5.4 Exit Clause

The empanelment of a Centre of Excellence - Skills (CoE-Skills) under the Scheme may cease under the following circumstances:

5.4.1 Auto-Cancellation on Non-Renewal

In the event of non-renewal of empanelment upon expiry of the prescribed term, the CoE-Skills status will stand automatically cancelled. The effective exit date will be determined based on the completion of all ongoing training, assessment, certification, or other Scheme-related activities, if any.

5.4.1 Surrender of CoE-Skills Status

A CoE-Skills may voluntarily surrender its empanelment by submitting a written notice along with reasons for surrender to the competent authority. The effective exit date will be aligned with the completion of all ongoing activities and/ or implementation of any exigency measures, as applicable, to ensure minimal disruption to candidates and Scheme objectives.

5.4.2 Termination of CoE-Skills Status

The Ministry of Skill Development and Entrepreneurship (MSDE) may terminate the CoE-Skills status based on findings arising from monitoring, inspections, performance reviews, or evaluation reports. Such termination may be initiated suo motu or otherwise, with due notice to the CoE-Skills. The effective date of termination may be determined either upon completion of ongoing activities or within a specified timeline, as decided by MSDE, depending on the severity and nature of non-compliance.

A photograph showing a human hand on the left and a prosthetic arm on the right, both reaching towards the center. The background is a blurred indoor setting with a window and some plants. A dark blue horizontal band is overlaid across the middle of the image, containing the text '6 | Annexure'.

6 |

Annexure

Annexure I: Application form for empanelment of CoE-Skills and VTC

Training centre name: _____

Operating entity: _____

Address of the Centre: _____

Website: _____

Contact person: _____

Contact no.: _____, Email id: _____

Sector(s)/ Job role(s) specialized in: _____

Instantaneous seating capacity: _____

A. Level 1: For organizational KYC (*applicable for CoE-Skills*)

Sl.	Parameter	Indicator	Mandatory (Yes/No)	Evidence
1	Partnership [#]	Industry/Institutional partnership arrangement	Yes for Institute	1. Board resolution/ authorization approving the partnership 2. Copy of MoU/Agreement
2	Legal existence*	Registered/Incorporated entity	Yes	Registration/Incorporation certificate
		Existence of the entity	Yes	1. Financial audit report of last three Financial Years duly signed by Chartered Accountant / Financial Advisor for Government Institute OR 2. Income Tax return acknowledgement of last three Financial Years alongwith Challan counterfoil of Advance Tax in the

Sl.	Parameter	Indicator	Mandatory (Yes/No)	Evidence
				current Financial year of submission
		Office address verification	Yes	Latest time-stamped and geo-tagged photograph of the office entrance with name/logo of the entity. <i>(Address will be verified with the one mentioned in certificate, audit report, IT return acknowledgement, valid approval of address change as evidence)</i>
3	Sectoral credibility* ^{\$}	Sectoral recognition/affiliation	Yes	1. Recognition/affiliation by Reputed company, Central line Ministry/ Department, State department in the sector <i>(for Institute)</i> OR 2. Listed in the Stock exchange / Sectoral analysis report contains information of the entity by a Credit rating agency or Investment bank or share broking firm <i>(For Business entity)</i>
		Regulatory/Licencing permission	Yes	Permission/ No-objection of sectoral Regulatory body(ies) to procure equipment and carry out skill training operation in the sector

Sl.	Parameter	Indicator	Mandatory (Yes/No)	Evidence
4	Identity of Senior management	Senior management team currently engaged with the entity	Yes	1. List supported by Board resolution/approval of appointment OR 2. Evidence of engagement
5	Credibility of Board members*	Clean personal and professional track record of the board members	Yes for private entity	Certificate of Authorized signatory <i>(to be supplemented with Copy of Authorization letter dully signed by the Competent authority from senior management, in case other)</i>
		Sectoral credibility of the Board member	Yes	Brief sectoral expertise profile of the Board members duly signed by Authorized signatory <i>(to be supplemented with Copy of Authorization letter dully signed by the Competent authority from senior management, in case other)</i>
6	Financials*	Assurance of solvency, non-financial distress, and non-bankruptcy of the entity	Yes	1. CA certificate OR 2. Certificate from Financial Advisor for Government Institute

Sl.	Parameter	Indicator	Mandatory (Yes/No)	Evidence
7	Legal clearance	Internal legal clearance to carry out skill training or related activities concerned in the proposed sector of operation	Yes	Clearance certificate 1. from internal legal team OR 2. from concerned Joint Secretary / Additional Secretary / Secretary for Government entity other than PSE
		Declaration of non - Conflict of Interest	Yes	Certificate of Authorized signatory <i>(to be supplemented with Copy of Authorization letter dully signed by the Competent authority from senior management, in case other)</i>
		The entity is not currently blacklisted/debarred by any Government Department/Agency	Yes	Certificate of Authorized signatory (to be supplemented with Copy of Authorization letter dully signed by the Competent authority from senior management, in case other)

Partnership/ Joint Venture /Collaboration/Consortium arrangement(s) established by the Applicant for Operation and Maintenance (OM) of CoE-Skills. Vendor/ Service provider engaged solely for non-core activities will not be considered as Partner for the purpose of the CoE-Skills; e.g.- Supplier of Food, Furniture, etc.

* Information on each Organization associated with the applicant for OM of CoE-Skills.

\$ Domain excellence will be evaluated solely in relation to the specified deliverable areas.

B. Level 2: Eligibility for CoE-Skills (under each of Generic and Sector specific category)

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
1	Sectoral competence	Atleast three years of sector-specific experience in skill training operation	Sectoral	Yes	Record of training batches for last three years including batch start and end date, qualification, sector
		Atleast 80% of trained candidates are achieved career progression in the form of any mode of employment/increment/promotion thereof, or started enterprise / improved in sales volume /turnover/ raised fund for growth, or admitted in higher level of skills, or admitted in higher level of studies	Sectoral	Yes	Tracking report signed by Centre Head
		Commitment to recruit by group of companies in the sector for captive employment or atleast five sectoral recruiters expressed interest to recruit from the centre	Sectoral	Yes	Letter of Intent /MoU/Agreement

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
2	Rationale for setting up the CoE-Skills	Strong rationale for setting up and continuation of the Centre	Sectoral	Yes	1. Proof of concept by rationalizing location, capacity, arrangement of facilities, etc. 2. Board resolution for setting up the centre 3. Impact evaluation report of an external agency not more than three years old, if not established within last three years
		Date of establishment should not be less than three years of application	Generic	Yes	Proof of establishment of CoE-Skills
3	Sustainability plan	Financial viability plan to operationalize the centre for atleast three years from the current Financial year	Generic	Yes	Self-certificate from Centre Head
4	Governance structure & mechanism	SOP for Governance structure and mechanism	Generic	Yes	SOP document by clearly defining step by step process, roles and responsibilities, timelines, relevant documents to be produced at each step
		SOP compliance report	Generic	Yes	Report stating compliance, deviation, justification for

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
					deviation on each process defined in SOP, dully signed by Centre Head
		Presence of Governing council with sectoral Subject Matter Experts having industrial experience of atleast 20 years and atleast two members are currently engaged with the sectoral industry	Sectoral	Yes	1. Approval of constitution of Governing Council 2. Latest proceeding of the Council not more than three months old
		Frequency of Governing council meeting should not be more than three months	Generic	Yes	Proceedings of the meeting for last one year
		Governing council covers each activity of pre-training, during training, and post training phases	Generic	Yes	Proceedings of the meeting for last one year
5	Regulatory compliance	Regulatory/Licensing permission to carry out skill training in the sector	Sectoral	Yes	Permission/ No-objection of sectoral Regulatory body(ies) to procure equipment and carry out skill training operation in the sector and qualification(s)
		The entity is not currently	Generic	Yes	Self-declaration from Centre Head

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
		blacklisted/debarred by any Government Department/Agency			
6	Partnership arrangement	Partnered with national and international industry(ies) or Skill training / Academic institute(s)	Sectoral	Yes for centre operated by non captive employer or non Original Equipment Manufacturer (OEM)	Copy of MoU/Agreement with defined roles and responsibilities of each party
		Execution status of each partnership arrangement	Sectoral	Yes, where Partnership arrangement is made	Execution status report of each partnership arrangement along with reason if any clause is not executed.
7	Training centre specification	Sectoral industry validation of the following plan: (a) Schematic plan for Campus and centre (b) Design of authentic learning environment (c) Class rooms (d) Training labs (e) Maintenance, M, Operation plan of the centre	Sectoral	Yes for centre operated by non captive employer or non Original Equipment Manufacturer (OEM)	Validation certificate by atleast one of the top five organizations from the sector recruited in last three years, not applicable for centre operated by Captive employer

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
		Atleast 10 sq. ft. space per candidate in the classroom	Sectoral (For Service sector)	Yes	1. Schematic plan of each classroom of the centre 2. Self-certificate from Centre Head that every classroom has provision for Atleast 10 sq. ft. space per candidate by enclosing total space of each classroom of the centre and sitting arrangement provisioned
		Atleast 15 sq. ft. space per candidate in the classroom	Sectoral (For Sector/Qualification where lab set up with small tools and equipment at the classroom)	Yes	1. Schematic plan of each classroom of the centre 2. Self-certificate from Centre Head that every classroom has provision for atleast 15 sq. ft. space per candidate by enclosing total space of each classroom of the centre and sitting arrangement provisioned
		Atleast 10 sq. ft. space per candidate in the Computer lab	Generic	Yes where applicable	1. Schematic plan of each classroom of the centre 2. Self-certificate from Centre Head that every classroom has provision for atleast 10 sq. ft. space per candidate by enclosing total space of each

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
					classroom of the centre and sitting arrangement provisioned
		Advanced training aid in the classroom	Generic	Yes	Validation certificate by atleast one of the top five organizations from the sector recruited in last three years, not applicable for centre operated by Captive employer
		Advanced and futuristic lab set up and equipment with adequate number as desired for high-end skill training	Sectoral (Sector/qualification that demand dedicated lab)	Yes	Validation certificate by atleast one of the top five organizations from the sector recruited in last three years, Self declaration for centre operated by Captive employer
		Adequate Open space for practical activity(ies)	Sectoral (as applicable)	Yes	Validation certificate by atleast one of the top five organizations from the sector recruited in last three years, Self declaration for centre operated by Captive employer
		Adequate Raw materials to be used for practical training	Sectoral (as applicable)	Yes	Validation certificate by atleast one of the top five organizations from the sector recruited in last three years, Self declaration for centre operated by Captive employer
		Uninterrupted Electricity and Internet connectivity at the centre with	Generic	Yes	Self-certificate from Centre Head

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
		ability to optimally operate all the aid and equipment			
		CCTV cameras installed at Classrooms, Labs, Workshops, Open spaces that able to capture all the candidates and Trainers	Generic	Yes	Photograph of the footage of each camera installed in each room
		Compliance to Occupational and Workplace Safety and Security standards	Sectoral	Yes	Compliance certificate from BIS or any other concern Government authority
8	Training Content	Availability of Content development team having industrial experience of atleast 20 years (Atleast One Subject Matter Expert should be currently engaged in sectoral industry)	Sectoral	Yes	Office memorandum /notification for constitution of Content development team with brief profiles of team members dully attested by the Centre Head
		SOP of Content development and compliance report	Sectoral	Yes	1. Copy of SOP 2. Compliance and deviation report with justification for deviation on each process delineated in SOP dully signed by Centre Head

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
		Availability of both Physical and Digital training content (atleast in English and Official language of the place where it is situated) for the Qualifications taught currently with adequate no. of devices with supporting features	Sectoral	Yes	Self-certificate from Centre Head
		Frequency of Content review should not be more than One year	Sectoral	Yes	Proceedings of the meeting for last one year
		Distribution of training content to all Trainers, candidates and other recipients concerned	Generic	Yes	Content distribution register
9	Relationship and engagement	Dedicated cell for relationship and engagement with candidates, Subject Matter Experts, Institutes, Industry, etc.	Generic	Yes	Office memorandum /notification for constitution of dedicated team
		Operational SOP for Relationship and Engagement team and compliance report	Sectoral	Yes	1. Copy of SOP 2. Compliance and deviation report with justification for deviation on each process delineated

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
					in SOP dully signed by Centre Head
10	Mentorship & Career coaching	Pool of sectoral Subject Matter Experts covering diverse segments, verticals, having industrial experience of three years and above	Sectoral	Yes	List of Mentors and Career coach with brief profile
		SOP for Mentorship and Career coaching and compliance report	Sectoral	Yes	1. Copy of SOP 2. Compliance and deviation report with justification for deviation on each process delineated in SOP dully signed by Centre Head
		Details of latest three mentorship/ Career coaching sessions	Sectoral	Yes	Testimony/ Video recording /Photograph/Report/ any evidence of the latest conducted three sessions

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
11	Expertise of Master Trainers /Trainers/ Master Assessors /Assessors	Education qualification of Master Trainers /Trainers/ Master Assessors /Assessors as mandated at applicable Regulatory/Licensing norms to operate in the Sector	Sectoral	Yes, where applicable	1. Copy of the Regulatory/Licensing norms highlighting the specific requirement 2. Self-certified copy of Education qualification certificate of each of the Master Trainers /Trainers/ Master Assessors /Assessors alongwith declaration from Centre Head by stating that the Regulatory/Licensing norms on Educational qualification is met by them.
		Master Trainer / Master Assessor should have atleast 20 years of experience in delivering training / serving as supervisor and above in the industry at the Sector concerned. Atleast one Master Trainer / Master Assessor should be currently engaged in the industry and holding senior position	Sectoral	Yes	Experience details of the Master Trainers / Master Assessors associated with the Centre dully attested by the Centre Head alongwith declaration from Centre Head by stating that all Master Trainers / Master Assessors associated with the Centre have met the required experiences.

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
		Trainer / Assessor should have atleast 10 years of experience in delivering training / serving as supervisor and above in the industry at the Sector concerned. Trainers having industry work experience must industry must have atleast 500 hours of training delivery experience	Sectoral	Yes	Experience details of the Trainers/Assessors associated with the Centre dully attested by the Centre Head alongwith declaration from Centre Head by stating that all Trainers/Assessors associated with the Centre have met the required experiences.
		Atleast 70% of each of the Master Trainers / Master Assessors, and Trainers/Assessors of the Centre are at the Pay role of the Centre; and atleast 50% of the Trainers/Assessors are deployed as full time at the Centre	Sectoral	Yes	Declaration from Centre Head
		SOP for selection, initial training requirement and Continuous Professional Development (CPD) of Master	Sectoral	Yes	1. Copy of SOP 2. Compliance and deviation report with justification for deviation on each process delineated

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
		Trainers / Master Assessors /Trainers/Assessors; and compliance report			in SOP dully signed by Centre Head
12	Pre-training arrangement	SOP for selection (Candidate outreach, Aptitude, Counselling, etc.) of candidates; and compliance report	Sectoral	Yes	1. Copy of SOP 2. Compliance and deviation report with justification for deviation on each process delineated in SOP dully signed by Centre Head
		SOP for procurement, maintenance, repair, operation, and upgradation of equipment; and compliance report	Sectoral	Yes	1. Copy of SOP 2. Compliance and deviation report with justification for deviation on each process delineated in SOP dully signed by Centre Head
		SOP for implementation of a training batch, and compliance report	Sectoral	Yes	1. Copy of SOP 2. Compliance and deviation report with justification for deviation on each process delineated in SOP dully signed by Centre Head
13	Training, Assessment, and Certification	SOP for implementation of Training, Assessment, and Certification; and compliance report	Sectoral	Yes	1. Copy of SOP 2. Compliance and deviation report with justification for deviation on each process delineated in SOP dully signed by Centre Head

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
		Utilizing advanced version of training aid and equipment for training and assessment	Sectoral	Yes	Validation certificate by atleast one of the top five organizations from the sector recruited in last three years, not applicable for centre operated by Captive employer
		Availability and utilization of Personalized learning progress tracking and monitoring system	Sectoral	Yes	Tracking report dully signed by the Centre Head
		Utilization of AI/ Robotics (for Production and Manufacturing sector) /AR/VR/MR tools and equipment in Training Assessment	Sectoral	Yes	Photographs / Videos duly attested by the Centre Head
		Execution of Pre-training, formative and summative assessment	Sectoral	Yes	Sample copy of evaluated paper, not more than a year old
		Practical / Case base assessment as a determinant to qualify	Sectoral	Yes	Declaration from Governing council

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
		Level of Competency and Proficiency defined with the parameters and benchmark. Summative assessment has ability to certify competency and proficiency level as desired in the industry	Sectoral	Yes	1. Declaration from Governing council 2. Validation certificate by atleast one of the top five organizations from the sector recruited in last three years, not applicable for centre operated by Captive employer
		Sectoral credibility of the certificate	Sectoral	Yes, except for Centre operated by Captive employer	Acknowledgement of credibility from atleast 5 employers recruited candidates from the Centre in last one year
		Third party process audit conducted in last one year	Sectoral	Yes	Audit/verification/monitoring report alongwith compliance. For captive employer report to be obtained from the Department/Division recruited the candidates
		Feedback mechanism on Training and Assessment from all stakeholders including candidates, trainers, recruiters, mentors, et al.	Generic	Yes	Feedback analysis report not older than a year

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
14	Post training support	SOP for post training career progression support to the candidates and report on implementation support	Sectoral	Yes	1. Copy of SOP 2. Implementation status report
		Conducted follow up refresher training in current/last year	Generic	Yes	Evidence on refresher training alongwith the previous training
		Alumni connect organized in current/last year	Generic	Yes	Photograph/Video
15	Sector specific requirements (<i>Refer to Appendix I for details list</i>)	General, Lab, Classroom requirement; and Trainer qualification	Sectoral	Yes	Photograph/Video/ Invoice/ Schematic plan /CV/Other relevant evidence as applicable

C. Eligibility for Vocational Training Centre (VTC)

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
1.	Proven Track record	Date of establishment should not be less than three years of application	Generic	Yes	Proof of establishment of the centre

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
		Atleast 200 candidates trained at the Centre in applied sector	Sectoral	Yes	Record of training batches including batch start and end date, qualification, sector, etc.
2.	Sectoral competence	Centre has a valid affiliation and accreditation of Awarding Body /NSDC in the applied sector	Sectoral	Yes (<i>For Centre conducted NSQF aligned training</i>)	Evidence of Centre Affiliation and Accreditation
		Industry compliant Training centre	Sectoral	Yes (<i>For Centre operated by industry</i>)	Self-declaration on industry compliant infrastructure and resources
		Centre accredited by an Industry partner	Sectoral	Yes (<i>For Centre <u>not</u> operated by industry</i>)	Letter of accreditation from a reputed company in the sector
3.	Regulatory compliance	Regulatory/Licensing permission to carry out skill training in the sector	Sectoral	Yes (if applicable)	Permission/ No-objection of sectoral Regulatory body(ies) to procure equipment and carry out skill training operation in the sector and qualification(s)
		The entity is not currently blacklisted/debarred by any Government Department/Agency	Generic	Yes	Self-declaration from Centre Head

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
4.	Training centre specification	Sectoral industry validation of the following plan: (f) Schematic plan for Campus and centre (g) Design of authentic learning environment (h) Class rooms (i) Training labs (j) Maintenance, M, Operation plan of the centre	Sectoral	Yes for centre operated by non captive employer or non Original Equipment Manufacturer (OEM)	Validation certificate by atleast one of the top five organizations from the sector recruited in last three years, not applicable for centre operated by Captive employer
		Atleast 10 sq. ft. space per candidate in the classroom	Sectoral (For Service sector)	Yes	3. Schematic plan of each classroom of the centre 4. Self-certificate from Centre Head that every classroom has provision for Atleast 10 sq. ft. space per candidate by enclosing total space of each classroom of the centre and sitting arrangement provisioned

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
		Atleast 15 sq. ft. space per candidate in the classroom	Sectoral (For Sector/Qualification where lab set up with small tools and equipment at the classroom)	Yes	Schematic plan of each classroom of the centre Self-certificate from Centre Head that every classroom has provision for atleast 15 sq. ft. space per candidate by enclosing total space of each classroom of the centre and sitting arrangement provisioned
		Atleast 10 sq. ft. space per candidate in the Computer lab	Generic	Yes where applicable	3. Schematic plan of each classroom of the centre 4. Self-certificate from Centre Head that every classroom has provision for atleast 10 sq. ft. space per candidate by enclosing total space of each classroom of the centre and sitting arrangement provisioned
		Basic training aid in the classroom	Generic	Yes	Evidence of Centre Affiliation and Accreditation (NSQF compliant training centre) OR Self-declaration on industry compliant infrastructure and

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
					resources (For centre operated by industry) OR Letter of accreditation from a reputed company in the sector (For centre operated by entity other than industry)
		Lab set up and equipment with adequate number as desired for high-end skill training	Sectoral (Sector/qualification that demand dedicated lab)	Yes	Evidence of Centre Affiliation and Accreditation (NSQF compliant training centre) OR Self-declaration on industry compliant infrastructure and resources (For centre operated by industry) OR Letter of accreditation from a reputed company in the sector (For centre operated by entity other than industry)
		Adequate Open space for practical activity(ies)	Sectoral (as applicable)	Yes	Evidence of Centre Affiliation and Accreditation (NSQF compliant training centre) OR Self-declaration on industry compliant infrastructure and resources (For centre operated by industry) OR

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
					Letter of accreditation from a reputed company in the sector (For centre operated by entity other than industry)
		Adequate Raw materials to be used for practical training	Sectoral (as applicable)	Yes	Evidence of Centre Affiliation and Accreditation (NSQF compliant training centre) OR Self-declaration on industry compliant infrastructure and resources (For centre operated by industry) OR Letter of accreditation from a reputed company in the sector (For centre operated by entity other than industry)
		Uninterrupted Electricity and Internet connectivity at the centre with ability to optimally operate all the aid and equipment	Generic	Yes	Self-certificate from Centre Head
		CCTV cameras installed at Classrooms, Labs, Workshops, Open spaces that able to capture all the	Generic	Yes	Photograph of the footage of each camera installed in each room

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
		candidates and Trainers			
		Compliance to Occupational and Workplace Safety and Security standards	Sectoral	Yes	Evidence of Centre Affiliation and Accreditation (NSQF compliant training centre) OR Self-declaration on industry compliant infrastructure and resources (For centre operated by industry) OR Letter of accreditation from a reputed company in the sector (For centre operated by entity other than industry)
5	Expertise of Trainers/Assessors	Education qualification of Trainers/Assessors as mandated at applicable Regulatory/Licensing norms to operate in the Sector	Sectoral	Yes, where applicable	1. Copy of the Regulatory/Licensing norms highlighting the specific requirement 2. Self-certified copy of Education qualification certificate of each of the Trainers/Assessors alongwith declaration from Centre Head by stating that the Regulatory/Licensing norms on educational qualification is met by them.

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
		Trainer / Assessor should have at least 10 years of experience in delivering training / serving as supervisor and above in the industry at the Sector concerned. Trainers having industry work experience must have at least 500 hours of training delivery experience	Sectoral	Yes	Experience details of the Trainers/Assessors associated with the Centre dully attested by the Centre Head alongwith declaration from Centre Head by stating that all Trainers/Assessors associated with the Centre have met the required experiences.
		Atleast 70% of each of the Trainers/Assessors of the Centre are at the Pay role of the Centre; and atleast 50% of the Trainers/Assessors are deployed as full time at the Centre	Sectoral	Yes	Declaration from Centre Head
6.	Training, Assessment, and Certification	SOP for implementation of Training, Assessment, and Certification; and compliance report	Sectoral	Yes	1. Copy of SOP 2. Compliance and deviation report with justification for deviation on each process delineated in SOP dully signed by Centre Head

Sl.	Parameter	Indicator	Generic/Sector specific	Mandatory (Yes/No)	Evidence
		Practical / Case base assessment as a determinant to qualify	Sectoral	Yes	Evidence/demonstration of assessment
		Level of Competency and Proficiency defined with the parameters and benchmark. Summative assessment has ability to certify competency and proficiency level as desired in the industry	Sectoral	Yes	Copy of SOP
		Feedback mechanism on Training and Assessment from all stakeholders including candidates, trainers, recruiters, mentors, et al.	Generic	Yes	Feedback analysis report not older than a year

Annexure II: Checklist for Evaluation of Application

A. Physical verification checklist

S.N o.	Verification Item	Parameter to be Validate	Validation With	Yes/ No/ NA (Not Applicable)	EC Critical Observation
1	Location & Access	Centre located at address proposed in the application	Observation		
		Approach road and entry accessible	Observation		
		Location safe and accessible for trainees	Observation		
2	Infrastructure	Number of classrooms & it's size	Observation		
		Number of labs & it's size	Observation		
		Open / activity space available (if applicable)	Observation		
3	Equipment & Raw Materials	All mandatory equipment physically available	Observation		
		Equipment relevant to current industry practice	Observation		
		Relevant Raw material available for practical training	Observation		
4	Master Trainers /Trainers/ Master Assessors /Assessors	Educational Qualification	Verbal		
		Experience	Verbal		
5	Non-Compliance Observed	Additional Remarks			

B. Observation of Concern Awarding Body/ies

Parameter	Maximum Scores	Scores Obtained	Comments
Domain expertise	25		
Residential Facility	20		
Training infrastructure	20		
Subject Matter Expert	15		
Training delivery mechanism	10		
Mentorship, career progression, and retention support	8		
Innovation, Research & Development	2		
Total	100		

C. Critical Observation of Evaluation committee:

Signature by Committee Members visited the Centre

D. Decision of Executive Committee:

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Signature by Committee Members

Appendix -I: Sectoral specifications

1. Heavy industries & Advanced Manufacturing

General Requirement	Lab requirement	Classroom requirement	Trainer Qualification
• Provision of safety and security as per industrial standards, including PPE, machine guarding, emergency stop systems, fire safety, electrical safety, compressed-air safety, and hazardous-material handling norms. • Separate washrooms for male and female trainees. • Administrative block, counselling area, first-aid room, store room, and tool room. • Dedicated industrial safety zone, lock-out/tag-out demonstration area, and emergency evacuation route. • Open spaces, parking, approach roads, loading/unloading area, and material movement pathway. (<i>Optional</i>) • Student hostel and dining hall, wherever residential training is offered. • Covered shed area for heavy machines, fabrication, welding, robotics, CNC, industrial automation	For L3 to L5 Courses: • Preferred lab size ranging from 600 sq. ft. to 1,200 sq. ft., depending upon job role/trade. • Lab should include basic and intermediate facilities such as CNC simulator/basic CNC machine, welding booth, fabrication tools, measuring instruments, pneumatic/hydraulic trainer kit, electrical and electronics workbench, PLC trainer kit, industrial sensors, safety demonstration kit, and material testing tools. • For smart manufacturing trades, lab may include basic robotics kit, IoT-enabled machine monitoring system, 3D printer, CAD/CAM workstations, AR/VR demonstration module, and digital manufacturing simulation software. • Open area: In addition, open yard of around 800 sq. ft. and covered shed of around 300 sq. ft. may be required for fabrication, assembly, material handling and equipment demonstration.	• Theory classroom of around 300–400 sq. ft. for a batch size of 25–30 students, with minimum 10–12 sq. ft. per student. • Classroom to be equipped with smart board/projector, internet connectivity, digital content access, safety charts, machine layout diagrams, process flow charts, and industry 4.0 concept displays. • For advanced manufacturing courses, access to digital learning tools such as CAD/CAM simulation, digital twin demonstration, AR/VR-based safety and machine operation modules may be provided.	• 12th / ITI with minimum 6 years of relevant industrial experience in manufacturing, fabrication, welding, machining, maintenance, automation or related trades. - or • Diploma in Mechanical / Production / Manufacturing / Mechatronics / Electrical / Electronics / Industrial Engineering with minimum 3 years of relevant work experience. - or • B. Tech / B.E. / M. Tech in Mechanical, Manufacturing, Production, Industrial, Mechatronics, Robotics, Automation, Electrical, Electronics or allied engineering disciplines with minimum 2 years of relevant work experience. • Certified ToT shall be mandatory for all empanelled trainers.

General Requirement	Lab requirement	Classroom requirement	Trainer Qualification
and material handling trades. • Provision for power backup, industrial-grade electrical load, ventilation, exhaust, dust extraction, noise control, and environment-compliant waste disposal.			• Trainers should have working knowledge of industrial safety, quality systems, lean manufacturing, 5S, basic automation and digital manufacturing tools.
• Provision of all general infrastructure mentioned above. • Dedicated advanced manufacturing zone with industrial-grade flooring, high load-bearing capacity, three-phase power supply, compressed air line, exhaust system, crane/hoist facility wherever required, and safe material movement layout. • Dedicated areas for robotics, CNC/VMC operations, additive manufacturing, smart factory simulation, industrial automation, advanced welding, quality control, and predictive maintenance. • Compliance with applicable industrial safety, fire safety, electrical safety, environmental and occupational health norms.	For L6 and above Courses: • Preferred lab size ranging from 1,200 sq. ft. to 2,500 sq. ft., depending upon trade intensity, equipment size and sectoral specialization. • Lab should include advanced facilities such as CNC/VMC/HMC machine, CNC turning centre, industrial robotic arm, robotic welding cell, PLC-SCADA system, servo control system, industrial IoT platform, digital twin/simulation workstation, AI-based predictive maintenance kit, 3D printer/additive manufacturing system, advanced metrology tools, CMM/portable CMM, laser measurement tools, NDT equipment, hydraulic/pneumatic automation bench, industrial drives and motor control systems. • For futuristic manufacturing job roles, lab may include collaborative robot/cobot,	• Theory classroom of around 400–500 sq. ft. for a batch size of 25–30 students, with minimum 12–15 sq. ft. per student. • Classroom should support blended and simulation-based learning with smart board, projector, high-speed internet, CAD/CAM/CAE workstations, LMS access, AR/VR-enabled learning content, digital assessment facility and industry case-study material. • Separate seminar/project room may be provided for design review, capstone projects, industry problem-solving, hackathons, and exposure to lean manufacturing, Industry 4.0 and smart factory use cases.	• 12th / ITI with minimum 12 years of relevant industrial experience in heavy manufacturing, advanced machining, industrial automation, robotics, maintenance, fabrication or allied trades. - or • Diploma in Mechanical / Production / Manufacturing / Mechatronics / Robotics / Electrical / Electronics / Industrial Engineering with minimum 6 years of relevant work experience. - or • B. Tech / B.E. / M. Tech in Mechanical, Manufacturing, Production, Industrial, Mechatronics, Robotics, Automation,

General Requirement	Lab requirement	Classroom requirement	Trainer Qualification
	AGV/AMR demonstration model, machine vision system, smart sensors, edge computing device, AR/VR-based maintenance module, energy monitoring system, and cyber-physical production system demonstrator. • Open area: In addition, open yard of around 1,000 sq. ft. and covered shed of around 500 sq. ft. may be required for heavy equipment demonstration, fabrication, assembly, lifting, rigging, material movement and industrial project work.		Electrical, Electronics, AI/ML for Manufacturing, or allied disciplines with minimum 4 years of relevant work experience. • Certified ToT shall be mandatory for all empanelled trainers. • For L6 and above, trainer should preferably possess industry certification or demonstrable experience in one or more areas such as CNC programming, robotics, PLC-SCADA, industrial IoT, additive manufacturing, lean six sigma, predictive maintenance, quality assurance, Industry 4.0 or smart manufacturing.

2. Infrastructure and Construction

General Requirement	Lab / Workshop Requirement	Classroom Requirement	Trainer Qualification
• Provision of safety and security as per construction-site standards, including PPE, fire safety, electrical safety, fall protection, first-aid, emergency response, evacuation routes, signage, barricading and site-access control. • Separate washrooms for male and female trainees.	For L3 to L5 Courses: • Preferred lab/workshop size ranging from 800 sq. ft. to 1,500 sq. ft., depending upon job role and trade requirement. • Practical training area should include basic and intermediate facilities such as masonry yard, plumbing bay,	• Theory classroom of around 300–400 sq. ft. for a batch size of 25–30 students, with minimum 10–12 sq. ft. per student. • Classroom to be equipped with smart board/projector, internet connectivity, construction drawings, safety charts, building material samples,	• 8th / 10th / 12th / ITI with minimum 6 years of relevant construction-site experience in the concerned trade. - or • Diploma in Civil / Construction / Architecture / Surveying / Electrical / Mechanical / Plumbing / Infrastructure

General Requirement	Lab / Workshop Requirement	Classroom Requirement	Trainer Qualification
• Administrative area, counselling area, first-aid room, material store, tool room and records room. • Dedicated open yard for practical training in masonry, bar bending, scaffolding, plumbing, formwork, tiling, roadwork, concreting and equipment handling. • Provision of covered shed for all-weather practical training, storage of construction materials and safe operation of tools/equipment. • Student hostel and dining hall, wherever residential training is offered. • Adequate space for material movement, loading/unloading, mock construction site, scaffolding bay, safety demonstration zone and construction equipment parking. • Compliance with applicable building safety, fire safety, electrical safety, environmental and occupational health norms.	electrical wiring board, bar bending and steel fixing area, formwork and shuttering section, painting and finishing bay, tiling bay, basic surveying equipment, concrete mixing area, safety demonstration kit and hand/power tools. • For modern construction trades, the lab may include laser distance meter, basic total station, digital level, smart measuring tools, basic BIM viewing workstation, drone demonstration module, prefabricated component assembly kit, green building material samples and construction quality testing tools. • Open area of around 1,000 sq. ft. and covered shed of around 500 sq. ft. may be required for practical work involving masonry, scaffolding, concreting, formwork, roadwork and equipment demonstration.	process flow charts, model building components and digital content access. • Classroom should support blended learning through access to construction videos, 3D models, site safety simulations, digital drawings and basic BIM visualization tools.	Engineering with minimum 3 years of relevant work experience. or • B.E. / B. Tech / M. Tech in Civil / Construction Technology / Structural / Transportation / Environmental / Architecture / Infrastructure Engineering or allied disciplines with minimum 2 years of relevant work experience. • Certified ToT shall be mandatory for all empanelled trainers. • Trainers should have working knowledge of construction safety, quality control, site supervision, measurement, reading of drawings, material handling, green construction practices and digital construction tools.
• Provision of all general infrastructure mentioned above. • Dedicated advanced construction	For L6 and above Courses: • Preferred lab/workshop size ranging from 1,500 sq.	• Theory classroom of around 400–500 sq. ft. for a batch size of 25–30 students, with minimum 12–15 sq.	• 10th / 12th / ITI with minimum 12 years of relevant experience in construction, infrastructure, site supervision, heavy

General Requirement	Lab / Workshop Requirement	Classroom Requirement	Trainer Qualification
technology zone with high-load flooring, mock construction site, advanced scaffolding bay, rebar and formwork yard, equipment simulation zone, quality testing section and digital construction lab. • Provision for heavy construction equipment demonstration, prefabrication assembly, smart infrastructure systems, geospatial survey, road construction, tunnelling/mining simulation, building services and sustainable construction practices. • Availability of safe access routes, lifting/rigging demonstration area, work-at-height training structure, confined-space training module and disaster-resilient construction demonstration unit.	ft. to 3,000 sq. ft., depending upon trade intensity, equipment size and specialization. • Lab should include advanced facilities such as BIM-enabled workstations, digital construction management software, total station, DGPS/GNSS, drone-based site survey system, 3D laser scanner, advanced material testing equipment, concrete cube testing machine, NDT equipment, soil testing kit, rebar scanner, smart safety system, IoT-enabled site monitoring kit and construction project simulation tools. • For futuristic infrastructure job roles, lab may include 3D concrete printing demonstration model, modular/precast construction assembly unit, digital twin simulation, AR/VR-based safety and site training module, AI-enabled project planning tools, smart building automation demo, energy-efficient building systems, green material lab, sensor-based structural health monitoring kit and carbon-efficient construction technology demonstration.	ft. per student. • Classroom should support digital and simulation-based learning with smart board, projector, high-speed internet, BIM/CAD workstations, LMS access, AR/VR-enabled construction safety modules, digital assessment facility and industry case-study material. • Separate design/project room may be provided for drawing interpretation, BIM coordination, project scheduling, capstone projects, construction planning, green building design and infrastructure problem-solving exercises.	equipment operation, formwork, scaffolding, roadwork, building services or allied trades. or • Diploma in Civil / Construction / Infrastructure / Surveying / Transportation / Architecture / Electrical / Mechanical Engineering with minimum 6 years of relevant work experience. or • B.E. / B. Tech / M. Tech in Civil / Construction Technology / Structural / Transportation / Environmental / Geotechnical / Architecture / Infrastructure Engineering or allied disciplines with minimum 4 years of relevant work experience. • Certified ToT shall be mandatory for all empanelled trainers. • For L6 and above, trainer should preferably possess industry certification or demonstrable experience in one or more areas such as BIM, project

General Requirement	Lab / Workshop Requirement	Classroom Requirement	Trainer Qualification
	Open yard of around 1,500 sq. ft. and covered shed of around 800 sq. ft. may be required for advanced practical in precast assembly, scaffolding, formwork, road construction, heavy equipment operation, utility laying, site logistics and infrastructure project work.		management, quantity surveying, construction safety, green building, precast construction, smart infrastructure, geospatial survey, drone-based survey, construction quality control, tunnelling, highways, metro/rail infrastructure or digital construction technologies.

3. Healthcare, Life science, and Wellness

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
- Provision of safety, hygiene, infection prevention and bio-safety measures as per applicable healthcare and laboratory norms. - Separate washrooms for male and female trainees. - Administrative block, counselling area, first-aid room, waiting area, records room and secure storage facility. - Dedicated hand-wash stations, biomedical waste segregation area, PPE donning/doffing area and sanitisation points.	For L3 to L5 Courses: - Preferred lab / simulation size ranging from 500 sq. ft. to 1,000 sq. ft., depending upon job role and trade requirement. - Lab should include basic and intermediate facilities such as hospital bed, patient care mannequin, first-aid and CPR mannequin, vital signs monitoring equipment, thermometer, BP apparatus, pulse oximeter, glucometer, weighing scale, nebulizer, wheelchair, stretcher, patient transfer aids, dressing trolley and basic nursing care equipment.	- Theory classroom of around 300–400 sq. ft. for a batch size of 25–30 students, with minimum 10–12 sq. ft. per student. - Classroom to be equipped with smart board/projector, internet connectivity, digital content access, anatomy and physiology charts, infection-control charts, biomedical waste segregation charts, patient communication modules and emergency care posters. - Classroom should support blended learning through access to e-learning modules, video	12th / ITI / relevant vocational qualification with minimum 6 years of relevant work experience in healthcare, wellness, diagnostics, hospital operations or allied health services. - or - Diploma in Nursing / Medical Laboratory Technology / Physiotherapy / Pharmacy / Radiology / Public Health / Nutrition / Yoga / Wellness / Hospital Administration or allied discipline with minimum 3 years of relevant work experience. - or

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
• Provision of emergency response equipment such as first-aid kit, fire extinguishers, emergency exit signage, spill management kit and basic life support demonstration equipment. • Student hostel and dining hall, wherever residential training is offered. • Open spaces, parking, approach roads and barrier-free access for differently-abled candidates. <i>(Optional)</i> • Dedicated wellness and counselling space for yoga, fitness, mental well-being, nutrition counselling and community health awareness activities. • Compliance with applicable clinical safety, laboratory safety, fire safety, electrical safety, biomedical waste management and occupational health norms.	• For allied healthcare and diagnostics job roles, lab may include microscope, centrifuge, sample collection kits, phlebotomy arm, basic pathology instruments, specimen handling kits, cold storage unit, diagnostic strips and infection-control materials. • For wellness job roles, lab may include yoga mats, fitness assessment tools, basic physiotherapy equipment, nutrition demonstration kits, counselling aids and digital wellness content. • For digital health exposure, basic telemedicine unit, tablet/computer terminals, electronic health record demonstration module and digital patient registration simulation may be provided. • Open / flexible activity area of around 500 sq. ft. may be provided for community health demonstrations, wellness sessions, patient mobility practice and group-based practical activities.	demonstrations, virtual patient-care scenarios, digital assessments and case-based learning material. • Seating arrangement should allow group discussions, role play, patient counselling simulations and communication-skills practice.	• Graduate / Postgraduate degree in Nursing, Allied Health Sciences, Life Sciences, Pharmacy, Physiotherapy, Public Health, Hospital Administration, Biotechnology, Nutrition, Yoga, Psychology, Wellness or related disciplines with minimum 2 years of relevant work experience. • Certified ToT shall be mandatory for all empanelled trainers. • Trainers should have working knowledge of patient safety, infection control, biomedical waste management, basic emergency response, communication skills, digital health tools and ethical conduct in healthcare settings.

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
• Provision of all general infrastructure mentioned above. • Dedicated advanced simulation zone with hospital-like environment, skill stations, diagnostics area, telehealth room, digital health lab, life science lab and wellness studio. • Dedicated areas for advanced patient care, emergency response simulation, geriatric care, home healthcare, medical device operation, diagnostics, biotechnology, life sciences, rehabilitation and wellness-based training. • Provision for controlled access, safe sample handling, biomedical waste disposal, ventilation, sterilisation, storage of consumables and safe disposal of sharps. • Facility should include digital systems for attendance, assessment,	For L6 and above Courses: • Preferred lab / simulation size ranging from 1,000 sq. ft. to 2,500 sq. ft., depending upon specialization, equipment intensity and simulation requirement. • Lab should include advanced facilities such as high-fidelity patient simulator, advanced CPR/BLS/ACLS simulation mannequins, ICU bed demonstration unit, multipara monitor, infusion pump, syringe pump, ECG machine, defibrillator trainer, oxygen therapy unit, suction apparatus, emergency trolley and advanced patient-transfer systems. • For diagnostics and life science job roles, lab may include advanced microscope, biosafety cabinet, autoclave, incubator, centrifuge, micropipettes, ELISA demonstration kit, PCR demonstration model/simulator, cold chain equipment, sample tracking system, lab information management system demo and quality-	• Theory classroom of around 400–500 sq. ft. for a batch size of 25–30 students, with minimum 12–15 sq. ft. per student. • Classroom should support digital and simulation-based learning with smart board, projector, high-speed internet, LMS access, AR/VR-enabled learning content, digital assessment facility, case-study repository and access to health data / simulation dashboards. • Separate seminar / demonstration room may be provided for case discussions, patient communication practice, clinical decision-making exercises, research orientation, quality assurance training and inter-disciplinary team-based learning. • Classroom should include displays on healthcare ethics, patient rights, confidentiality, infection prevention, emergency protocols, life science quality systems and wellness-based	• 12th / ITI / relevant vocational qualification with minimum 12 years of relevant work experience in healthcare, diagnostics, life science, hospital operations, rehabilitation, wellness or allied services. - or • Diploma in Nursing / Medical Laboratory Technology / Radiology / Physiotherapy / Pharmacy / Biotechnology / Public Health / Nutrition / Yoga / Wellness / Hospital Administration with minimum 6 years of relevant work experience. - or • Graduate / Postgraduate degree in Medicine, Nursing, Allied Health Sciences, Life Sciences, Biotechnology, Pharmacy, Physiotherapy, Public Health, Hospital Administration, Nutrition, Psychology, Yoga, Wellness, Health Informatics or

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
simulation recording, teleconsultation demonstration and learning analytics.	control tools. • For biotechnology, pharma and life science roles, lab may include cell culture demonstration setup, bioprocessing simulation kit, cleanroom practices demonstration module, chromatography demonstration unit, formulation lab equipment, quality assurance tools and regulatory documentation simulation. • For futuristic healthcare job roles, lab may include telemedicine workstation, AI-enabled diagnostic decision-support demonstration, wearable health device kits, remote patient monitoring system, AR/VR-based anatomy and procedure simulation, electronic health record system, health data analytics workstation and medical robotics demonstration module. • For wellness and rehabilitation, lab may include advanced physiotherapy equipment, rehabilitation aids, posture and gait analysis tools, fitness assessment	preventive healthcare.	related disciplines with minimum 4 years of relevant work experience. • Certified ToT shall be mandatory for all empanelled trainers. • For L6 and above, trainers should preferably possess industry certification or demonstrable experience in one or more areas such as simulation-based healthcare training, emergency care, diagnostics, medical devices, digital health, telemedicine, health informatics, biotechnology, pharma quality systems, rehabilitation sciences, geriatric care, wellness management, infection control or healthcare quality and accreditation.

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
	equipment, digital wellness monitoring devices, yoga and mindfulness studio, nutrition assessment tools and counselling simulation space. • Open / activity area of around 800 sq. ft. may be provided for emergency drills, rehabilitation exercises, community health camps, wellness sessions and simulation-based team training.		

4. Logistics Mobility, and Trade

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
• Provision of safety and security as per logistics, warehousing, transport, mobility and trade standards, including fire safety, emergency response, material handling safety, traffic movement safety, electrical safety, first-aid and CCTV surveillance. • Separate washrooms for male and female trainees. • Administrative block, counselling area, first-aid room, records room, store room and trainer room.	For L3 to L5 Courses: • Preferred lab / simulation size ranging from 600 sq. ft. to 1,200 sq. ft., depending upon job role and trade requirement. • Lab should include basic and intermediate facilities such as mock warehouse, storage racks, pallets, hand pallet truck, trolley, packaging table, weighing scale, barcode scanner, QR code printer, inventory register, handheld digital device, basic warehouse management system demonstration and dispatch documentation	• Theory classroom of around 300–400 sq. ft. for a batch size of 25–30 students, with minimum 10–12 sq. ft. per student. • Classroom to be equipped with smart board/projector, internet connectivity, logistics process charts, supply-chain flow diagrams, transport route maps, trade documentation formats, safety charts and digital content access. • Classroom should support blended learning through	• 10th / 12th / ITI with minimum 6 years of relevant work experience in logistics, warehousing, transportation, mobility, supply chain, retail distribution, trade operations or allied areas. - or • Diploma in Logistics / Supply Chain Management / Automobile / Mechanical / Electrical / Transport Management / International Trade / Business Administration with

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
• Dedicated areas for warehouse operations, inventory handling, packaging, dispatch, loading/unloading, transport documentation, customer service and trade documentation. • Open spaces, parking, approach roads, vehicle movement area, loading/unloading bay and safe pedestrian movement pathways. • Student hostel and dining hall, wherever residential training is offered. • Provision for internet connectivity, power backup, barcode/QR code systems, digital attendance, simulation-based learning and secure storage of goods/equipment. • Covered shed area may be provided for warehouse operations, material handling, packaging, vehicle inspection and practical demonstrations.	counter. • For mobility-related job roles, lab may include vehicle inspection checklist area, tyre and battery demonstration kit, EV charging safety demonstration, route planning tools, GPS tracking demo, fleet operations dashboard and driver safety simulation module. • For trade and supply-chain job roles, lab may include trade documentation samples, e-way bill demonstration, invoice and GST documentation simulation, customs documentation demo, export-import documentation templates, digital payment and e-commerce order processing module. • Open area of around 800 sq. ft. and covered shed of around 300 sq. ft. may be required for loading/unloading practice, material movement, packaging, dispatch, last-mile delivery simulation and vehicle safety demonstrations.	access to logistics videos, warehouse simulations, transport management system demonstrations, e-commerce order fulfilment simulations and case-based learning. • Seating arrangement should allow group exercises on route planning, inventory management, customer handling, trade documentation and supply-chain problem-solving.	minimum 3 years of relevant work experience. or • Graduate / B.Tech / MBA / Postgraduate in Logistics, Supply Chain, Transport Management, International Business, Commerce, Operations, Automobile, Mechanical, Electrical, Data Analytics or allied disciplines with minimum 2 years of relevant work experience. • Certified ToT shall be mandatory for all empanelled trainers. • Trainers should have working knowledge of warehouse operations, inventory management, material handling, transport documentation, digital logistics tools, customer service, safety norms, e-commerce logistics and basic trade compliance.
• Provision of all general infrastructure mentioned above.	For L6 and above Courses:	• Theory classroom of around 400–500 sq. ft. for a batch	• 10th / 12th / ITI with minimum 12 years of relevant

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
• Dedicated advanced logistics and mobility simulation zone with mock warehouse, smart inventory lab, fleet operations room, trade facilitation desk, multimodal logistics simulation, EV mobility demonstration area and supply-chain control tower. • Dedicated areas for advanced warehousing, cold-chain simulation, port/airport cargo documentation, multimodal transport, cross-border trade, fleet management, urban mobility, e-commerce fulfilment and reverse logistics. • Provision for safe movement of trainees, goods, pallets, equipment and vehicles within the training premises. • Facility should include digital systems for attendance, assessment, tracking, simulation recording, dashboard-based monitoring and learning analytics.	• Preferred lab / simulation size ranging from 1,200 sq. ft. to 2,500 sq. ft., depending upon specialization, equipment intensity and simulation requirement. • Lab should include advanced facilities such as warehouse management system, transport management system, fleet management dashboard, GPS/telematics simulation, RFID-based inventory tracking, IoT-enabled asset tracking, automated sorting demonstration, conveyor simulation, cold-chain monitoring kit, temperature and humidity data logger, digital weighing system and handheld inventory devices. • For futuristic logistics job roles, lab may include AI-based route optimization tool, digital twin of warehouse operations, supply-chain control tower simulation, blockchain-based trade documentation demo, drone delivery concept module, autonomous mobile robot / AGV demonstration, smart locker system and predictive analytics dashboard.	- size of 25–30 students, with minimum 12–15 sq. ft. per student. • Classroom should support digital and simulation-based learning with smart board, projector, high-speed internet, LMS access, logistics software access, digital assessment facility, route-planning tools, supply-chain case studies and dashboard-based learning. • Separate seminar / control room may be provided for supply-chain planning, trade documentation exercises, fleet optimization, multimodal logistics simulation, e-commerce fulfilment planning, data analytics and capstone projects. • Classroom should include displays on logistics safety, global trade flow, multimodal transport, warehousing standards, green logistics, EV mobility, customs compliance and customer	- work experience in logistics, warehousing, transport, fleet operations, mobility, trade operations, cargo handling, e-commerce logistics or allied services. - or • Diploma in Logistics / Supply Chain Management / Automobile / Mechanical / Electrical / Transport Management / International Trade / Operations Management with minimum 6 years of relevant work experience. - or • Graduate / B.Tech / MBA / Postgraduate in Logistics, Supply Chain Management, Transport Management, International Business, Commerce, Operations, Automobile, Mechanical, Electrical, Data Analytics, AI/ML for Supply Chain or allied disciplines with minimum 4 years of relevant work experience.

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
	• For mobility job roles, lab may include EV diagnostics demonstration, battery swapping model, charging station safety setup, fleet electrification planning module, intelligent transport system simulation, mobility-as-a-service dashboard and urban mobility planning tools. • For trade-related job roles, lab may include EXIM documentation simulation, customs clearance process demo, port and airport cargo handling workflow, Incoterms learning module, trade finance documentation, digital commerce platform simulation, ONDC/e-commerce fulfilment demo and global supply-chain compliance templates. • Open yard of around 1,000 sq. ft. and covered shed of around 500 sq. ft. may be required for advanced loading/unloading, palletisation, cargo securing, vehicle inspection, fleet safety, cold-chain handling and last-mile delivery practicals.	experience standards.	• Certified ToT shall be mandatory for all empanelled trainers. • For L6 and above, trainers should preferably possess industry certification or demonstrable experience in one or more areas such as warehouse management systems, transport management systems, EXIM documentation, customs processes, multimodal logistics, cold-chain logistics, e-commerce fulfilment, fleet management, EV mobility, green logistics, supply-chain analytics, RFID/IoT-based tracking, digital trade platforms or logistics automation.

5. MSME and Light Manufacturing

General Requirement	Lab / Workshop Requirement	Classroom Requirement	Trainer Qualification
• Provision of safety and security as per MSME and light manufacturing standards, including fire safety, electrical safety, machine safety, PPE, first-aid, emergency response, safe material handling and workplace hazard control. • Separate washrooms for male and female trainees. • Administrative block, counselling area, first-aid room, store room, raw material storage area, finished goods storage area and tool room. • Dedicated production practice area for light manufacturing, assembly, packaging, quality checking, repair, maintenance and micro-enterprise demonstration. • Provision for adequate ventilation, lighting, power backup, safe wiring, dust control, noise control and waste disposal. • Open spaces,	For L3 to L5 Courses: • Preferred lab/workshop size ranging from 500 sq. ft. to 1,000 sq. ft., depending upon job role, product category and trade requirement. • Lab should include basic and intermediate facilities such as work benches, hand tools, power tools, small machines, assembly tables, measuring instruments, weighing scale, packaging table, product finishing tools, quality inspection tools and material storage racks. • For light manufacturing trades, the lab may include sewing machines, cutting tools, food processing equipment, electrical/electronic assembly kits, handicraft tools, toy-making tools, leather/footwear tools, packaging machines, printing/labeling tools and repair/service toolkits, as relevant to the trade. • For modern MSME operations, the lab may include barcode/QR code printer, digital inventory register, basic ERP/accounting	• Theory classroom of around 300 sq. ft. for a batch size of 25–30 students, with minimum 10 sq. ft. per student. • Classroom to be equipped with smart board/projector, internet connectivity, digital content access, product samples, process flow charts, safety charts, quality standards display and entrepreneurship learning material. • Classroom should support blended learning through access to digital modules on business planning, costing, pricing, bookkeeping, digital payments, GST basics, branding, packaging, e-commerce and customer handling. • Seating arrangement should allow group work, product design exercises, business plan preparation, peer learning and enterprise simulation activities.	• 10th / 12th / ITI with minimum 6 years of relevant work experience in MSME operations, production, assembly, repair, maintenance, packaging, quality control, entrepreneurship or related trades. or • Diploma in Mechanical / Electrical / Electronics / Production / Textile / Food Technology / Leather Technology / Printing / Packaging / Tool & Die / Business Operations or allied discipline with minimum 3 years of relevant work experience. or • Graduate / B. Tech / B.E. / MBA / Postgraduate in Manufacturing, Production, Industrial Engineering, Entrepreneurship, Commerce, Business Administration, Supply Chain, Design, Food Processing, Textile, Electronics or allied disciplines with minimum 2 years of relevant work experience.

General Requirement	Lab / Workshop Requirement	Classroom Requirement	Trainer Qualification
parking, approach roads and loading/unloading area for raw material and finished goods movement. <i>(Optional)</i> • Student hostel and dining hall, wherever residential training is offered. • Dedicated space for entrepreneurship counselling, business planning, product display, market linkage, digital commerce and financial literacy support.	software demo, e-commerce order processing setup, digital payment module, GST/invoicing simulation and product photography setup. • Open/flexible area of around 500 sq. ft. and covered shed of around 200 sq. ft. may be required for material handling, product finishing, packaging, dispatch and enterprise demonstration activities.		• Certified ToT shall be mandatory for all empanelled trainers. • Trainers should have working knowledge of MSME operations, production planning, quality control, costing, digital payments, e-commerce, entrepreneurship, customer handling, workplace safety and basic statutory compliance.
• Provision of all general infrastructure mentioned above. • Dedicated advanced MSME innovation and light manufacturing zone with modular production lines, digital design studio, prototyping area, quality testing section, packaging and branding unit, enterprise incubation corner and digital commerce facilitation desk. • Provision for safe movement of raw materials, tools, finished goods and	For L6 and above Courses: • Preferred lab/workshop size ranging from 1,000 sq. ft. to 2,000 sq. ft., depending upon specialization, equipment intensity and product category. • Lab should include advanced facilities such as digital design workstations, CAD/CAM software, 3D printer, laser cutting/engraving machine, CNC router/mini CNC machine, advanced sewing/embroidery machine, precision	• Theory classroom of around 400–500 sq. ft. for a batch size of 25–30 students, with minimum 12–15 sq. ft. per student. • Classroom should support digital and simulation-based learning with smart board, projector, high-speed internet, LMS access, enterprise simulation tools, digital assessment facility, product design software access and case-study material. • Separate	• 10th / 12th / ITI with minimum 12 years of relevant work experience in MSME production, light manufacturing, product development, enterprise operations, repair and maintenance, quality control, packaging, digital commerce or allied trades. - or • Diploma in Mechanical / Electrical / Electronics / Production / Industrial Engineering / Textile / Food Technology / Leather Technology / Printing / Packaging /

General Requirement	Lab / Workshop Requirement	Classroom Requirement	Trainer Qualification
trainees within the workshop. • Dedicated areas for smart assembly, product design, additive manufacturing, packaging innovation, repair and maintenance, testing, calibration, inventory control and micro-enterprise development. • Facility should include digital systems for attendance, assessment, inventory tracking, product costing, order management, market linkage and post-training enterprise tracking.	measuring tools, testing instruments, packaging machine, labeling machine, product photography/light box setup and quality inspection equipment. • For futuristic MSME job roles, lab may include IoT-enabled machine monitoring demo, AI-based design/productivity tools, digital twin/basic production simulation, cloud-based ERP/accounting software, e-commerce fulfilment simulation, ONDC/e-marketplace demo, QR-based traceability system and digital inventory management system. • For export-oriented and high-value MSME trades, lab may include quality compliance testing tools, packaging design tools, product standardization kits, material testing samples, documentation templates for export readiness and digital marketing analytics tools. • Open/flexible area of around 800 sq. ft. and covered shed of around 300 sq. ft. may be required for product assembly, packaging, dispatch, storage,	seminar/project room may be provided for business plan development, product innovation, design thinking, market research, costing and pricing exercises, branding strategy, e-commerce onboarding and investor/credit linkage orientation. • Classroom should include displays on MSME schemes, quality standards, product lifecycle, lean manufacturing, 5S, digital marketing, financial literacy, GST basics, GeM/ONDC/e-commerce, intellectual property and export readiness.	Tool & Die / Design / Business Operations with minimum 6 years of relevant work experience. or • Graduate / B. Tech / B.E. / MBA / Postgraduate in Manufacturing, Production, Industrial Engineering, Entrepreneurship, Business Administration, Commerce, Supply Chain, Product Design, Textile, Food Processing, Electronics, Digital Commerce or allied disciplines with minimum 4 years of relevant work experience. • Certified ToT shall be mandatory for all empanelled trainers. • For L6 and above, trainers should preferably possess industry certification or demonstrable experience in one or more areas such as lean manufacturing, 5S, quality management, product design, prototyping, 3D printing, CNC operation, packaging design, digital commerce, export documentation,

General Requirement	Lab / Workshop Requirement	Classroom Requirement	Trainer Qualification
	enterprise projects and incubation-linked practical activities.		MSME compliance, business incubation, credit linkage, financial literacy, branding or market linkage.

6. Digital, Green, and Emerging Skills

General Requirement	Lab / Digital Simulation Requirement	Classroom Requirement	Trainer Qualification
• Provision of safety and security as per applicable digital, electrical, cyber, green technology and laboratory standards. • Separate washrooms for male and female trainees. • Administrative block, counselling area, first-aid room, server/network room, secure storage room and trainer room. • High-speed internet connectivity, Wi-Fi-enabled campus, power backup, UPS support, secure access control and CCTV surveillance. • Dedicated areas for computer-based training, coding, AI/ML, cybersecurity, cloud computing, data analytics, green energy systems, EV technology, drone technology, IoT, robotics and other	For L3 to L5 Courses: • Preferred lab size ranging from 500 sq. ft. to 1,000 sq. ft., depending upon job role and technology area. • Lab should include basic and intermediate facilities such as desktop/laptop systems, high-speed internet, LAN/Wi-Fi, projector/smart display, basic server/networking equipment, coding environment, cloud learning access, cybersecurity sandbox, data analytics tools and digital assessment systems. • For green technology courses, lab may include solar PV training kit, basic inverter and battery demonstration kit, energy meter, smart meter demo, wiring and safety tools, EV charging safety kit, green hydrogen awareness module and energy-efficiency demonstration tools.	• Theory classroom of around 300–400 sq. ft. for a batch size of 25–30 students, with minimum 10–12 sq. ft. per student. • Classroom to be equipped with smart board/projector, high-speed internet, digital content access, LMS access, whiteboard, charging points, technology charts and safety guidelines. • Classroom should support blended and online learning through virtual labs, simulation tools, cloud-based exercises, digital assessments, recorded lectures and industry case studies. • Seating arrangement should allow	• 12th / ITI with minimum 6 years of relevant work experience in IT, electronics, renewable energy, EV maintenance, digital services, networking, automation, drone operations or allied areas. - or • Diploma in Computer Science / IT / Electronics / Electrical / Renewable Energy / Mechatronics / Instrumentation / Data Analytics / Cybersecurity or allied discipline with minimum 3 years of relevant work experience. - or • B.E. / B. Tech / M. Tech / MCA / M.Sc. / MBA Tech in Computer Science, IT, AI/ML, Data

General Requirement	Lab / Digital Simulation Requirement	Classroom Requirement	Trainer Qualification
emerging technologies. • Provision for safe electrical wiring, earthing, fire safety, e-waste disposal, battery handling safety, solar equipment safety and lab access control. • Open spaces, parking and approach roads. • Student hostel and dining hall, wherever residential training is offered. • Dedicated innovation/project area for hackathons, prototyping, start-up incubation, product demonstration and industry problem-solving.	• For emerging technology courses, lab may include IoT starter kits, Arduino/Raspberry Pi kits, sensors, basic robotics kits, drone simulator, 3D printer, AR/VR demonstration module and basic AI/ML simulation tools. • Open/flexible project area of around 300–500 sq. ft. may be provided for group projects, prototype development, drone simulation, green energy demonstration and digital innovation activities.	individual computing, group discussion, coding exercises, design thinking sessions and project-based learning.	Science, Cybersecurity, Electronics, Electrical, Renewable Energy, EV Technology, Robotics, Mechatronics or allied disciplines with minimum 2 years of relevant work experience. • Certified ToT shall be mandatory for all empanelled trainers. • Trainers should have working knowledge of digital tools, cybersecurity hygiene, cloud platforms, data handling, green technology basics, emerging technology applications, project-based learning and industry use cases.
• Provision of all general infrastructure mentioned above. • Dedicated advanced technology zone with AI/ML lab, cloud and cybersecurity lab, data analytics lab, IoT and automation lab, drone and robotics simulation area, EV and battery technology	For L6 and above Courses: • Preferred lab size ranging from 1,000 sq. ft. to 2,500 sq. ft., depending upon specialization, computing requirement and equipment intensity. • Lab should include advanced facilities such as AI/ML workstations, GPU-enabled systems or	• Theory classroom of around 400–500 sq. ft. for a batch size of 25–30 students, with minimum 12–15 sq. ft. per student. • Classroom should support digital, blended and simulation-based learning with smart board, projector, high-speed internet,	• 12th / ITI with minimum 12 years of relevant experience in IT, electronics, electrical systems, renewable energy, automation, EV, drone operations, digital services, cybersecurity, data operations or allied trades. - or

General Requirement	Lab / Digital Simulation Requirement	Classroom Requirement	Trainer Qualification
demonstration area, renewable energy lab and green skills innovation zone. • Provision for secure server access, cybersecurity-safe training environment, licensed/open-source software tools, version control systems, cloud credits or sandbox environment and digital identity-based access control. • Dedicated areas for start-up incubation, digital product development, green enterprise models, carbon accounting, energy audit simulation, sustainability reporting and circular economy demonstrations. • Facility should include digital systems for attendance, assessment, certification, project evaluation, placement tracking and innovation portfolio management.	cloud GPU access, data analytics platforms, cloud computing sandbox, cybersecurity range/simulation environment, network security devices, SOC dashboard demo, digital forensics toolkit, blockchain demonstration module and DevOps tools. • For green and clean technology job roles, lab may include advanced solar PV system, hybrid renewable energy demonstration, battery management system, EV powertrain demonstration kit, EV charging station simulator, smart grid model, energy audit instruments, carbon footprint calculator, green hydrogen demonstration model and waste-to-resource/circular economy learning kits. • For futuristic and emerging technology job roles, lab may include industrial IoT gateway, edge computing devices, smart sensors, collaborative robot/cobot, autonomous drone simulator, AR/VR/MR training system, digital twin simulation, additive manufacturing setup, quantum computing learning sandbox and generative AI application development tools.	LMS access, virtual lab access, digital assessment systems, cloud collaboration tools and industry case-study repository. • Separate seminar/project room may be provided for hackathons, design thinking workshops, technology demonstrations, start-up mentoring, industry masterclasses, cybersecurity drills, AI model review, sustainability projects and innovation showcases. • Classroom should include displays on digital ethics, data privacy, cybersecurity practices, AI responsibility, green economy, net-zero transition, circular economy, renewable energy, EV ecosystem and emerging technology trends.	• Diploma in Computer Science / IT / Electronics / Electrical / Renewable Energy / Mechatronics / Instrumentation / Automation / Cybersecurity / Data Analytics / EV Technology with minimum 6 years of relevant work experience. - or • B.E. / B. Tech / M. Tech / MCA / M.Sc. / MBA Tech / Ph.D. in Computer Science, IT, AI/ML, Data Science, Cybersecurity, Cloud Computing, Electronics, Electrical, Renewable Energy, EV Technology, Robotics, Automation, Mechatronics, Environmental Technology or allied disciplines with minimum 4 years of relevant work experience. • Certified ToT shall be mandatory for all empanelled trainers. • For L6 and above, trainers should preferably possess industry certification

General Requirement	Lab / Digital Simulation Requirement	Classroom Requirement	Trainer Qualification
	Project/prototyping area of around 800 sq. ft. may be provided for hackathons, capstone projects, start-up prototypes, drone assembly/simulation, IoT deployment, robotics tasks and green technology demonstrations.		or demonstrable experience in one or more areas such as AI/ML, data science, cybersecurity, cloud computing, DevOps, blockchain, IoT, robotics, drone technology, AR/VR, digital twin, EV technology, renewable energy, energy audit, green hydrogen, sustainability reporting, carbon accounting or circular economy.

7. Tourism, Hospitality, and Services

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
- Provision of safety and security as per hospitality, tourism, food service, retail service and customer-facing workplace standards, including fire safety, first-aid, emergency response, food safety, hygiene, crowd management and guest safety norms. - Separate washrooms for male and female trainees. - Administrative block, counselling area, first-aid room, reception area, store room, housekeeping store, pantry and trainer	For L3 to L5 Courses: - Preferred lab / simulation size ranging from 500 sq. ft. to 1,000 sq. ft., depending upon job role and trade requirement. - Lab should include basic and intermediate facilities such as mock hotel reception/front desk, reservation register/PMS demo, housekeeping room setup, bed-making unit, cleaning tools, linen trolley, food and beverage service counter, basic kitchen demonstration unit, pantry tools, customer interaction desk and	- Theory classroom of around 300–400 sq. ft. for a batch size of 25–30 students, with minimum 10–12 sq. ft. per student. - Classroom to be equipped with smart board/projector, internet connectivity, digital content access, tourism maps, service process charts, hygiene charts, grooming standards, communication modules and customer service case material. - Classroom should	10th / 12th / ITI / relevant vocational qualification with minimum 6 years of relevant work experience in hospitality, tourism, food service, housekeeping, front office, travel operations, retail service, customer service or allied areas. - or - Diploma in Hotel Management / Hospitality / Tourism / Travel Management / Food Production / Food & Beverage Service / Retail /

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
room. • Dedicated practical areas for front office, housekeeping, food and beverage service, basic kitchen operations, travel desk, customer service, retail/service interaction and complaint handling. • Provision for clean drinking water, hygienic food handling area, waste disposal, laundry demonstration space and safe storage of consumables. • Open spaces, parking, approach roads and visitor movement area. <i>(Optional)</i> • Student hostel and dining hall, wherever residential training is offered. • Dedicated grooming, communication, soft skills and personality development space for customer-facing roles.	complaint handling simulation area. • For tourism job roles, lab may include travel desk setup, itinerary planning tools, tourism maps, ticketing/reservation simulation, destination information kits, tour guiding demonstration material and digital tourism content. • For service-sector roles, lab may include POS machine, billing and invoicing simulation, digital payment demo, CRM/customer service module, retail display area, product demonstration counter and service recovery role-play setup. • For future-ready exposure, lab may include basic hospitality management software, QR-based ordering demo, online travel booking simulation, virtual destination tour module, chatbot/customer support demo and digital feedback management system. • Open/flexible activity area of around 300–500 sq. ft. may be provided for role play, group service practice,	support blended learning through videos, virtual tours, hospitality simulations, role-play recordings, digital assessment tools and customer-service scenarios. • Seating arrangement should support group discussion, communication practice, role play, itinerary preparation, service design exercises and customer grievance resolution activities.	Customer Service / Event Management or allied discipline with minimum 3 years of relevant work experience. or • Graduate / Postgraduate / MBA in Hospitality Management, Tourism Management, Travel and Tourism, Retail Management, Service Management, Event Management, Business Administration or allied disciplines with minimum 2 years of relevant work experience. • Certified ToT shall be mandatory for all empanelled trainers. • Trainers should have working knowledge of guest handling, grooming, communication skills, hygiene and sanitation, food safety, digital hospitality tools, customer relationship management, service recovery and workplace etiquette.

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
	grooming sessions, guest handling, tour briefing and event support simulation.		
• Provision of all general infrastructure mentioned above. • Dedicated advanced hospitality and tourism simulation zone with smart front office, model guest room, housekeeping lab, food and beverage service lab, smart kitchen demonstration area, travel operations desk, event management simulation area, wellness tourism corner and digital service lab. • Dedicated areas for luxury hospitality, experiential tourism, eco-tourism, MICE operations, cruise/airport hospitality, homestay management, destination management, event operations, concierge services, digital travel business and premium customer experience. • Provision for hygienic storage, food safety compliance, guest movement simulation, event layout practice, crowd management	For L6 and above Courses: • Preferred lab / simulation size ranging from 1,000 sq. ft. to 2,000 sq. ft., depending upon specialization, equipment intensity and service simulation requirement. • Lab should include advanced facilities such as property management system simulation, global distribution system / online travel agency simulation, revenue management dashboard, CRM software, digital concierge system, self-check-in kiosk demo, smart room controls, housekeeping automation tools, inventory management system and service quality audit tools. • For futuristic tourism job roles, lab may include AR/VR-based destination experience, virtual tour creation setup, digital itinerary planning software, destination marketing tools, GIS-based tourism mapping demo,	• Theory classroom of around 400–500 sq. ft. for a batch size of 25–30 students, with minimum 12–15 sq. ft. per student. • Classroom should support digital and simulation-based learning with smart board, projector, high-speed internet, LMS access, virtual tourism content, hospitality software access, digital assessment facility, customer service case studies and service excellence modules. • Separate seminar/project room may be provided for destination planning, event design, hospitality revenue management, tourism entrepreneurship, business pitch preparation, digital marketing campaigns, service innovation and customer experience projects.	• 10th / 12th / ITI / relevant vocational qualification with minimum 12 years of relevant experience in hospitality, tourism, travel operations, event management, food service, housekeeping, front office, retail service, wellness tourism or allied services. - or • Diploma in Hotel Management / Hospitality / Tourism / Travel Management / Food Production / Food & Beverage Service / Event Management / Retail / Customer Experience Management with minimum 6 years of relevant work experience. - or • Graduate / Postgraduate / MBA in Hospitality Management, Tourism Management, Travel and Tourism, Event Management, Retail

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
simulation and service quality monitoring. • Facility should include digital systems for attendance, assessment, simulation recording, guest feedback analytics, booking simulation, customer service tracking and placement/outcome monitoring.	sustainable tourism assessment toolkit and tourist safety/emergency response simulation. • For hospitality and food service job roles, lab may include advanced F&B service setup, barista/mock beverage counter, cloud kitchen workflow simulation, food safety and quality testing kits, menu engineering tools, kitchen display system, QR ordering system and digital billing/POS integration. • For service and experience economy roles, lab may include customer experience analytics dashboard, AI-enabled chatbot demo, social media reputation management tools, digital marketing workstation, e-commerce/service marketplace demo, event planning software and live event simulation kit. • Open/flexible activity area of around 600–800 sq. ft. may be provided for event layout practice, banquet service simulation, group tour briefing, emergency response drills, hospitality operations	• Classroom should include displays on responsible tourism, sustainable hospitality, service standards, guest privacy, cultural sensitivity, food safety, digital travel platforms, event safety, customer delight and entrepreneurship opportunities.	Management, Service Management, Business Administration, Digital Marketing or allied disciplines with minimum 4 years of relevant work experience. • Certified ToT shall be mandatory for all empanelled trainers. • For L6 and above, trainers should preferably possess industry certification or demonstrable experience in one or more areas such as hotel operations, luxury hospitality, travel operations, destination management, MICE, event management, revenue management, food safety, digital tourism platforms, customer experience management, sustainable tourism, hospitality technology, digital marketing, homestay management or tourism entrepreneurship.

General Requirement	Lab / Simulation Requirement	Classroom Requirement	Trainer Qualification
	projects and capstone demonstrations.		

8. Agriculture, Food Processing

General Requirement	Lab / Practical Requirement	Classroom Requirement	Trainer Qualification
• Provision of safety and security as per agriculture, food processing, farm machinery, laboratory and food safety standards, including PPE, first-aid, fire safety, electrical safety, safe handling of tools, machinery, chemicals, pesticides and food-grade materials. • Separate washrooms for male and female trainees. • Administrative block, counselling area, first-aid room, store room, raw material storage area, finished goods storage area and trainer room. • Dedicated practical areas for crop demonstration, nursery management, soil and water testing, post-harvest handling, grading, sorting, packaging, food processing, value addition and	For L3 to L5 Courses: • Preferred lab/practical area ranging from 600 sq. ft. to 1,200 sq. ft., depending upon job role and trade requirement. • Lab should include basic and intermediate facilities such as soil testing kit, water testing kit, seed testing tools, nursery trays, sprayers, drip irrigation demonstration kit, basic farm tools, weighing scale, moisture meter, grading and sorting table, packaging table, sealing machine, storage bins and food-grade processing equipment. • For food processing trades, lab may include fruit and vegetable processing unit, grain/pulse processing tools, bakery equipment, dehydration unit, mixer/grinder, pulper, juicer, sterilizer, bottling unit, basic dairy processing equipment, fish/meat processing demonstration tools and food packaging equipment, as relevant to the trade.	• Theory classroom of around 300–400 sq. ft. for a batch size of 25–30 students, with minimum 10–12 sq. ft. per student. • Classroom to be equipped with smart board/projector, internet connectivity, digital content access, crop calendars, process flow charts, food safety charts, soil health charts, pest management visuals, packaging standards and entrepreneurship learning material. • Classroom should support blended learning through videos, virtual farm demonstrations, food processing simulations, digital market linkage modules, agri-tech applications and case studies on successful agri-enterprises/FPOs. • Seating arrangement should	• 10th / 12th / ITI / relevant vocational qualification with minimum 6 years of relevant work experience in agriculture, horticulture, dairy, fisheries, food processing, agri-input services, farm machinery, post-harvest management or allied trades. - or • Diploma in Agriculture / Horticulture / Food Processing / Dairy Technology / Fisheries / Farm Machinery / Food Technology / Veterinary or allied discipline with minimum 3 years of relevant work experience. - or • Graduate / Postgraduate degree in Agriculture, Horticulture, Food Technology, Dairy

General Requirement	Lab / Practical Requirement	Classroom Requirement	Trainer Qualification
quality testing. • Provision for clean water, drainage, waste disposal, pest control, ventilation, cold storage/cool room, hygienic food handling area and safe storage of agri-inputs. • Open spaces, parking, approach roads and loading/unloading area for farm produce, equipment and processed goods. <i>(Optional)</i> • Student hostel and dining hall, wherever residential training is offered. • Dedicated space for farmer counselling, FPO/SHG orientation, agri-entrepreneurship, market linkage, digital agriculture services and financial literacy support.	• For modern agriculture exposure, lab may include basic IoT-enabled irrigation demo, weather monitoring kit, mobile-based farm advisory tools, drone spraying demonstration module/simulator, hydroponics/aquaponics demonstration unit and digital farm record system. • Open area/farm demonstration plot of around 1,000 sq. ft. and covered shed of around 300 sq. ft. may be required for nursery work, crop demonstration, farm machinery practice, post-harvest handling, packaging and produce aggregation activities.	allow group discussion, farm planning exercises, product development, business plan preparation, costing, pricing and market linkage activities.	Technology, Fisheries, Veterinary Science, Agricultural Engineering, Food Processing, Agri-Business Management or allied disciplines with minimum 2 years of relevant work experience. • Certified ToT shall be mandatory for all empanelled trainers. • Trainers should have working knowledge of good agricultural practices, post-harvest management, food safety and hygiene, quality control, digital agriculture tools, agri-entrepreneurship, market linkage and basic regulatory compliance.
• Provision of all general infrastructure mentioned above. • Dedicated advanced agri-tech and food processing zone with smart	For L6 and above Courses: • Preferred lab/practical area ranging from 1,200 sq. ft. to 2,500 sq. ft., depending upon specialization, equipment intensity and value-chain	• Theory classroom of around 400–500 sq. ft. for a batch size of 25–30 students, with minimum 12–15 sq. ft. per student. • Classroom should	• 10th / 12th / ITI / relevant vocational qualification with minimum 12 years of relevant experience in agriculture, food processing, farm mechanization,

General Requirement	Lab / Practical Requirement	Classroom Requirement	Trainer Qualification
farming lab, precision agriculture demonstration area, post-harvest technology lab, food processing and value-addition unit, quality testing section, cold-chain demonstration area and incubation/product development space. • Dedicated areas for protected cultivation, hydroponics, aquaponics, vertical farming, organic/natural farming, climate-smart agriculture, farm mechanization, drone applications, food product innovation, packaging, branding and export-oriented processing. • Provision for safe handling of machinery, food-grade processing, laboratory testing, cold-chain storage, hygienic drainage, waste-to-value systems and bio-waste management. • Facility should include digital systems for attendance, assessment, farm data recording,	requirement. • Lab should include advanced facilities such as precision farming tools, smart irrigation system, IoT-based soil moisture and nutrient sensors, weather station, drone simulator/drone application demo, GIS-based farm mapping demo, protected cultivation structure, hydroponics/vertical farming unit, advanced nursery unit and farm machinery simulator. • For food processing and value addition, lab may include advanced dehydration unit, pasteurizer, retort/sterilization unit, vacuum packing machine, cold storage/cool chamber, blast freezer demonstration, food testing equipment, moisture analyser, pH meter, TDS meter, refractometer, microbial testing demonstration kit, shelf-life study tools and traceability system. • For futuristic agri-food job roles, lab may include AI-based crop advisory demonstration, digital farm management dashboard, blockchain/QR-based traceability demo, carbon farming and sustainability reporting tools, agri-waste-to-value demonstration, bio-input production unit,	support digital and simulation-based learning with smart board, projector, high-speed internet, LMS access, agri-tech software/demo apps, digital assessment facility, food safety modules, agri-business case studies and market intelligence dashboards. • Separate seminar/project room may be provided for farm business planning, product innovation, FPO/SHG enterprise planning, food product formulation, branding, packaging, export readiness, agri-startup mentoring and capstone projects. • Classroom should include displays on climate-smart agriculture, organic/natural farming, precision agriculture, food safety, FSSAI compliance, post-harvest loss reduction, cold-chain logistics, agri-finance, digital agriculture, carbon credits and agri-	dairy, fisheries, horticulture, agri-business, quality control or allied trades. or • Diploma in Agriculture / Horticulture / Food Processing / Dairy Technology / Fisheries / Agricultural Engineering / Food Technology / Agri-Business / Veterinary or allied discipline with minimum 6 years of relevant work experience. or • Graduate / Postgraduate / Ph.D. in Agriculture, Horticulture, Food Technology, Dairy Technology, Fisheries, Veterinary Science, Agricultural Engineering, Food Processing, Biotechnology, Agri-Business Management, Supply Chain or allied disciplines with minimum 4 years of relevant work experience. • Certified ToT shall be mandatory for all

General Requirement	Lab / Practical Requirement	Classroom Requirement	Trainer Qualification
production planning, batch tracking, product traceability, market linkage and post-training enterprise tracking.	smart greenhouse controls and climate-resilient farming demonstration kits. • For enterprise and export readiness, lab may include packaging design tools, labelling and compliance templates, product photography setup, e-commerce/ONDC demo, FSSAI documentation simulation, export documentation templates and digital marketing analytics tools. • Open area/farm demonstration plot of around 1,500 sq. ft. and covered shed of around 500 sq. ft. may be required for protected cultivation, farm machinery operation, drone demonstration, post-harvest handling, cold-chain simulation, aggregation, grading and dispatch activities.	entrepreneurship opportunities.	empanelled trainers. • For L6 and above, trainers should preferably possess industry certification or demonstrable experience in one or more areas such as precision agriculture, protected cultivation, hydroponics, farm mechanization, drone applications in agriculture, food safety, FSSAI compliance, food product development, quality assurance, cold-chain management, agri-export, digital agriculture, climate-smart agriculture, organic certification, agri-entrepreneurship or FPO management.



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