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Understanding Vocational Education in India against the backdrop of NEP 2020: A Comprehensive Analysis

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Abstract

The endorsement of the National Education Policy (NEP) 2020 by the Indian government has engendered discourse within and beyond academic circles, precipitating a spectrum of debates among various stakeholders. Some advocate for the policy, while others contend that it bears significant ramifications, particularly concerning higher education. The aim of this paper is not to delve into these intricacies, as they have been extensively discussed over the past four years. Rather, the present focus is on vocational education, a pivotal component of NEP 2020. In the contemporary landscape, employability reigns supreme, with a noticeable disparity between education and employment attributable to skill deficiencies. NEP 2020's implementation seeks to integrate the vocational training framework into the mainstream education system, thereby impacting stakeholders in both spheres. Among the paramount stakeholders within the current vocational training framework are vocational trainers, whose inclusion in the formal education system will present both novel challenges and opportunities. This paper endeavors to scrutinize the current state of the vocational training ecosystem, delineating the roles of stakeholders, both present and future. Through deductive and analytical inquiry, it aims to explore gaps and challenges inherent in NEP 2020's implementation, while also proffering potential solutions.

Keywords: *Challenges, possibilities, NEP 2020, vocational education, vocational trainers.*

Introduction

"*Education is the most powerful weapon which you can use to change the world*."

-Nelson Mandela

The sentiment articulated by Nelson Mandela[i] underscores the pivotal role of education in fostering a just and equitable society, thereby catalyzing national development. This principle finds resonance in the tenets of the NEP 2020[ii] (henceforth NEP) unveiled by the government on 29th June 2020, marking a departure from previous educational paradigms primarily centered on issues of access and equity. Against the backdrop of global transformations spurred by scientific and technological progress, the emergence of epidemics and pandemics, shifts in the employment landscape, and evolving global ecosystems, there exists an imperative to reassess the current education framework. So, the incomplete task has been incorporated in the NEP and this can be attested from the statement made by the honorable Prime Minister of India, Shri Narendra Modi in a conclave on "School Education in 21st Century" under the NEP by saying "The new National Education Policy is a means to fulfilling new aspirations, new opportunities of a new India."[iii] Also, the education Minister, Dharmendra Pradhan, envisage NEP as "a visionary education policy for the 21st century through which India is harnessing the capabilities of each student, universalizing education, building capacities, and transforming the learning landscape in the country."[iv] The NEP proposes to present certain variations in the prevailing education system keeping in mind the new aspirational goals of the 21st century with an aim to bring holistic growth and development among the teacher education and the new learners.

Objectives of the Research

In the midst of the pandemic era, the imperative for job security and financial stability has become a prominent concern. Traditional methods of education often fall short in ensuring such security, as evidenced by widespread instances of unemployment among the youth demographic. This issue is particularly acute in nations where young people comprise a substantial portion of the population. Despite attaining education, a critical deficiency persists: the lack of requisite skills. It is therefore incumbent upon us to earnestly address this situation. The prevailing apprehensions within the current system must be duly attended to. In this context, the NEP assumes paramount significance. It advocates a shift towards equipping learners with the ability not only to acquire knowledge, but more importantly, to cultivate skills in critical thinking, problem-solving, creativity, interdisciplinary aptitude, adaptability, and innovation. NEP also underscores the importance of character development, ethical reasoning, compassion, and preparing learners for meaningful employment. Recognizing the need for a harmonious blend of vocational training and conventional education, this paper aims to explore the gaps and challenges inherent in the implementation of NEP. While acknowledging the complexity of this undertaking, it posits that with a well-devised strategy, a paradigm shift is possible, potentially narrowing the gap in employability. Consequently, the subsequent sections will endeavor to present feasible pathways forward.

Research Questions

1.How will the integration of vocational education into the mainstream education system under NEP can affect the employability of graduates?

2.What are the primary challenges faced by vocational trainers in adapting to the formal education system as mandated by NEP?

3.How have different stakeholders, including educational institutions, employers, and students, responded to the changes in the vocational education landscape brought about by NEP?

4.What are the existing gaps in the current vocational training framework that hinder the effective implementation of NEP?

5.What potential solutions can be proposed to overcome the challenges and gaps identified in the vocational training ecosystem under NEP?

Research Methodology

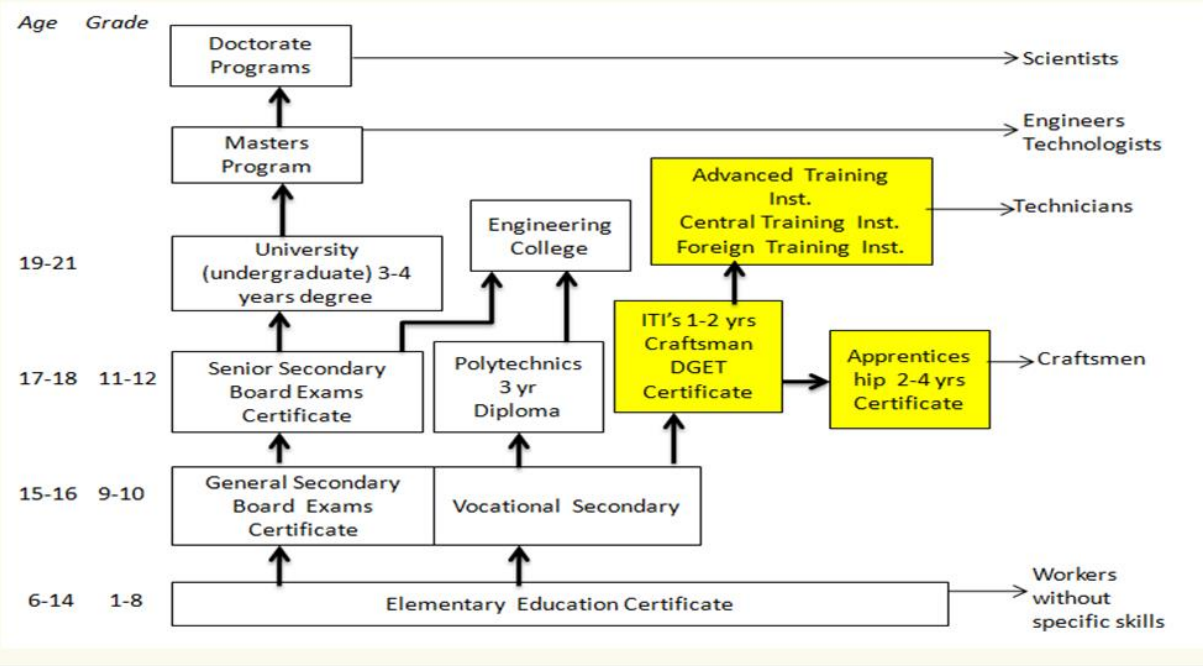
This study adopts a mixed-methods research design, combining both qualitative and quantitative approaches to comprehensively explore the gaps and challenges inherent in the implementation of NEP. This design allows for a holistic understanding of the vocational education landscape and the effectiveness of NEP in addressing employability issues among the youth.

Vocational Training System in India: Its Origin and Evolution

The Vocational Educational System has been in existence right after independence but it has never been in the forefront of government policies and five-year plans. In India, previously vocational training was primarily imparted through Industrial Training Institutes (ITI's).[v] Apart from this various in-house training programs were also being imparted by the industries to create a skilled work pool. Abundant livelihood generation programs have also been introduced from time to time, but for the first time any skill development was incorporated in a government scheme was in 1999 through SGSY (Swarna Jayanti Rajiv Gandhi Swarojgar Yojna)- a special project.[vi]

Later in order to scale up the training delivery and build the skilled pool, numerous schemes and institutions came into existence. In the effort to institutionalize the widespread skilling ecosystem, National Skill Development Corporation (NSDC)[vii] has played a pivotal role in the past decade. The main aim of NSDC is to endorse Skill Development by construction of large for profit and nonprofit vocational Institutions. NSDC also helps with its capital to build scalable and profitable vocational training institutions. The existence of NSDC has resulted into a large network of Training Partners which are majorly private sector entities. In the current ecosystem that has been derived by NSDC, the Training Partners establish various training centers to impart vocational training. The training partner can follow their own model and can be either fixed or mobile in nature.

The key stakeholders of vocational training Ecosystems are as follows:



NSDC: National Skill Development Corporation[viii] is the apex body underlining the structure and standards for skill development and vocational training in India. The NSDC has a further 36 Sector Skill Council, each having expertise in their respective sector. These sector skill councils determine the training standards, course curriculum, lab requirements etc. for the courses related to their specific sectors.

Government Schemes: In the current ecosystem there are various Central Government and State Government schemes. Central government schemes like DDU-GKY[ix] (Deen Dayal Upadhyay Grameen Kaushal Yojna), PMKVY[x] (Pradhan Mantri Kaushal Vikas Yojna), PMKK[xi] (Pradhan Mantri Kaushal Kendra) are the major forefronts of Vocational Training in India. Apart from that other Ministries and State governments also run several schemes and programs to promote short term and long-term vocational training courses.

Training Partners: The organizations that take care of imparting skill development training on ground are called training partners. These are generally companies or not for profit organizations (societies, section 8 companies, trusts etc.)

Vocational trainers: Vocational Trainers are hired by the Training Partners and act as an agent in imparting vocational training to the learners. The trainers hold qualifications in their respective domain. Apart from that, for being a certified trainer they have to go through the Training of Trainer program conducted by their respective SSC (Sector Skill Council).[xii]

Industry Partners: The companies who act as a guide in the respective training with their inputs and further support in providing employment opportunities to the skilled candidates are often termed as industry partners.

Learners/Candidates: In the vocational training ecosystem the candidates are majorly in the age group of 16-30. The candidates are majorly the ones who have completed their school education or are school dropouts.

The current vocational training ecosystem has been a great change maker in the skill of youth in the country but the major drawback of this current ecosystem is that it is largely dependent on the demand from the industry. The training provided currently is majorly short term in nature, catering the current needs and hence does not fit to the overall development of youths and thus the employability does not sustain for very long as the candidate returns

to the organized sector since the entry level jobs pay them poorly. The long-term training and skilling traditionally provided through Industrial Training Institutes (ITI's) has relatively been slow in comparison to the short-term courses that came into existence since inception of NSDC in last decade.

Figure 1: Education and Training System in India

(Source: South Asian Human Development Sector, Skill Development in India: The Vocational Education and Training System, Human Development Unit, South Asia Region, The World Bank January 2008, p. 35.)

The integration of Vocational training within the fold of NEP will hence help in the creation of a large pool of training that will be long term in nature. The skills will be sustainable and help the candidates in the overall and long run of their career.

Mapping NEP 2020 in the Context of Vocational Education

The advent of NEP heralds a significant enhancement in vocational training, mandating that all secondary and higher education establishments incorporate vocational training into their curricula. According to the policy, by 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education (NEP 16.5), thus opening the doors for a substantial cohort of students to avail themselves of vocational training in India.

The implementation of the NEP is poised to instigate transformative shifts within the Indian educational landscape. Notably, the inclusion of Vocational Education within the traditional education framework heralds several pivotal changes, elucidated as follows:

1. **Holistic and Balance Educational System:** Incorporation of Vocational Education into formal education system will lead towards the formation of a balanced education system that will be more socially meaningful and inspirational in nature. The integration of vocational education may lead to the vanishing of hard lines between art and sciences, extracurricular activities, vocational training and regular formal education. (NEP 2020: Principles)
2. **Perception:** The normal perseverance is that vocational training is for students who cannot cope up with the formal education system. Such perceptions affect the choices of the students/learners at large. The amalgamation of Vocational Education in the formal education system may act as a 'change agent' and change the complete perspective of how the training is offered and how the students perceive it. (NEP 2020: Principles)
3. **All Round Development**: The present formal education system in India has diverse streams and is subjective based. The inclusion of vocational streams from the class 6th standard will help in holistic learning and development of learners. A holistic and multidisciplinary approach towards education will help in developing all round personality of the learners. (NEP Para 3.1)
4. **Vocale for Locale:** The integration of fun activity courses during class 6-8 will help in creating eagerness and learning for local crafts and skills that are useful for day-to-day activities. The examples of such fun activities are carpentry, electric work, metalwork, gardening, pottery making. This will help the candidates to learn about local craft and cultural heritage of the society they are part of. This shall also help in making the local crafts viable and its reach will be easier. (NEP 4.26 & 5.6)
5. **Integration of Lok Vidya into Vocational Education:** Key vocational knowledge, known as Lok Vidya, will be made available to students by incorporating it into vocational education programs in India. (NEP Para 16.5)
6. **Self-Pride and Dignity:** The inclusion of various vocations in the learners at an early age will effectively enhance the dignity of labour among the young people. Understanding various vocations at an early age will legitimize the vocations and profession and hence a respectful perception can be developed for people involved in various professions coming from marginalized and downtrodden communities. (NEP 16.4)

Enhancing Skill Development: Implementing Vocational Education through NEP 2020

The NEP aims to integrate vocational education into the mainstream curriculum, targeting 50% student participation by 2025. It emphasizes a holistic learning approach, blending academic and vocational skills to better prepare students for the workforce. The policy encourages partnerships between schools, industries, and training providers to ensure relevant skill development. State/UT Governments with the support of corresponding departments like Departments of School Education

and Boards of School Education shall be responsible for implementation of vocational education in school. Various agencies responsible for implementation of VEP in School are as follows: -

Central Level	State Level	District Level
Department of School Education & Literacy (DoSE&L)	School Education Board (SEB)	District Institute of Education and Training
National Council of Educational Research and Training (NCERT)		
PSS Central Institute of Vocational Education (PSSCIVE), NCERT	State Council of Educational Research and Training (SCERT)	
National Council for Vocational Education and Training (NCVET),		
National Skill Development Corporation (NSDC)	State Government Schools	
Sector Skills Councils (SSCs)		
Central Board of Secondary Education (CBSE)	Government Aided Schools	

The NEP purposes to guide students' occupational choices based on their Vocational Orientation, assessed through a Vocational Interest Inventory test in Grade 8. Internships during middle and secondary stages, as well as access to indigenous vocational knowledge ('LokVidya')[xiii], enhance practical learning. The Pre-Vocational Education programme (PVEP) in middle stages and Vocational Education Programme (VEP) in secondary stages prepare students for diverse career paths, offering skills for employment or further education opportunities. Students retain flexibility to re-enter the vocational track after Grade X, facilitating continuous skill development.

1. Introducing Vocational Education in Middle School (Grades VI to VIII)

Exposing students to different vocations in Grades VI to VIII with integrating skill-based events and core subjects like science, language, and social science is the method suggested by NEP. This approach offers children opportunities to explore essential skills required for various tasks in the workforce, seamlessly integrating work-based activities into the teaching-learning process. By bridging theoretical knowledge with practical application, students will gain insight into career paths while developing soft skills such as creativity, teamwork, and quality consciousness. Following Prevocational guidelines set by PSSCIVE/NCERT, activities like bagless days and internships with local craftsmen will provide hands-on experiences for holistic development. Additionally, promoting indigenous knowledge and involving local artisans will enrich the curriculum, fostering appreciation for India's rich crafts heritage. Fun courses covering vocational crafts like carpentry and gardening will enhance students' understanding of diverse skills and local skilling needs. Teachers across subjects will engage students in skill-based activities, incorporating observation, practice, and problem-solving methods. Rationalizing curriculum load and timetables will ensure active student participation, while sector-specific activities and exposure to new-age courses will help in broadening students' horizons. Funding for these activities will be allocated under State Specific Innovative initiatives.

2. Introduction to Vocational Education in the Secondary Stage (Grades IX to XII)

Over the four years of secondary education, an interdisciplinary approach will build on the Middle Stage's subject-specific teaching, while offering greater depth, critical analysis, attention to life goals, and more flexibility in choosing subjects. Establishing strong ties between Secondary schools, Industrial Training Institutes (ITIs), and Polytechnics is crucial. This collaboration facilitates students' horizontal mobility across vocational training institutions, leveraging shared infrastructure, curriculum, and teaching methods to enhance employability and career prospects. At the Secondary stage, students should develop skills in self-assessment, critical thinking, career preparation, and devising plans to realize personal objectives. Those pursuing vocational education must be well-informed about subject requisites and entry criteria for university programmes and post-school vocational education and training opportunities.

3. Selection of Vocational Courses

The selection of vocational courses by the States and UTs should derive from a comprehensive assessment of national and local skill demands. States and UTs are urged to conduct thorough evaluations of local job opportunities and labour market needs to pinpoint suitable schools for the introduction of vocational subjects. States/UTs are mandated to present project proposals for the implementation of Vocational Education in schools. When selecting courses for schools, States/UTs must ensure they harmonise with local skill demands and offer viable employment prospects for students. Furthermore, in

addition to addressing sector-specific skill requirements, courses introduced in schools should resonate with the aspirations of students. Priority should be accorded to courses sanctioned by the NCVET and aligned with NSQF standards for the development of vocational courses. Moreover, courses tailored to local requirements and endorsed by the National Council for Vocational Education and Training (NCVET) should be given due consideration. Such courses may encompass initiatives to encourage local trades, arts, and crafts. Additionally, innovative skills and capabilities pertinent to the 21st century will be systematically identified and integrated into NSQF-compliant skill subjects for Secondary level students.

In general, schools are encouraged to offer vocational courses in two sectors during the Secondary level (Grades IX to XII), each course spanning two years. Depending on demand and available resources, schools may opt for a single sector or more than two sectors. Integration of Vocational courses into the Scheme of Subjects: Both Central and State school Education Boards should assimilate selected vocational courses into the curriculum at both Secondary and Higher Secondary levels.

4. Selection of Schools

During the school selection procedure, priority shall be accorded to institutions situated within Special Focus districts, Educationally Backward Blocks, areas impacted by Left-wing Extremism, Aspirational districts, and regions experiencing heightened levels of student disengagement. Each educational institution will be mandated to establish connections with relevant enterprises, industries, agricultural ventures, or organizations to facilitate practical, hands-on training experiences. Moreover, the existing infrastructure within government and privately operated Industrial Training Institutes, Polytechnics, tool rooms, Pradhan Mantri Kaushal Vikas Yojna (PMKVY) Centres, Pradhan Mantri Kaushal Kendras (PMKKs), Jan Shikshan Sansthans, etc., may be leveraged for skill development through formalized Memorandum of Understanding (MoU) agreements. Additionally, partnerships may be cultivated with other Government/PSU initiatives engaged in developmental endeavors and public services.

5. Infrastructure for Vocational Education in Schools

A) Classroom-Cum-Lab/Workshop Model:

State-of-the-art classroom-cum-laboratories and workshops should be established within schools to facilitate hands-on training for students. The selection of laboratory equipment and resources ought to be in accordance with subject requirements and budgetary constraints. States/UTs are tasked with ensuring swift procurement of laboratory equipment and raw materials to ensure preparedness prior to the commencement of the academic year. Schools shall be furnished with the requisite tools, equipment, and machinery essential for cultivating foundational vocational or technical skills. The procurement of these resources shall adhere to the curriculum delineated by PSSCIVE. States/Union Territories may assemble a committee comprising vocational specialists and delegates from PSSCIVE, the State Department of School Education, SCERT, and relevant Sector Skill Councils. Effective management and maintenance of all items procured under the scheme are of paramount importance. Procurement procedures for tools and equipment will be carried out through the GeM Portal. States/Union Territories are urged to establish Vocational or Skill labs outfitted with cutting-edge amenities. Collaboration with the Ministry of Skill Development & Entrepreneurship (MoSDE), NSDC, or local industries for technical and other support is advocated, fostering the standardization of lab configurations for diverse vocational courses across the nation.

B) Hub and Spoke Model

The hub and spoke model entail a central institution serving as the Hub, interconnected with other Institutions or Spokes to facilitate specialised training. Through this model, collaboration between schools and enterprises enables industry expert training, consultation, infrastructure sharing, technology transfer, and student assessment. Skill labs will be established in schools following the hub and spoke model, allowing other schools to benefit from the facility where feasible, institutions such as Industrial Training Institutes (ITIs), Polytechnics, PMKKs, Engineering Colleges, etc., may also function as Hubs.

To enhance the utilization of the current resources within the Ministry of Skill Development and Entrepreneurship, encompassing Pradhan Mantri Kaushal Kendra (PMKKs), Pradhan Mantri Kaushal Vikas Yojna (PMKVY) Centres, Ministry of Micro, Small & Medium Enterprises, Ministry of Agriculture & Farmers Welfare, and other pertinent departments and initiatives, for training centers, demonstration facilities, and laboratories, is recommended to afford Vocational Teachers/Trainers and students greater exposure.

6. Career Guidance and Counselling

Vocational guidance, a process aiding individual in selecting, preparing for, entering, and advancing in occupations, holds a pivotal role in ensuring appropriate enrolment in various vocational courses and assisting students in making informed decisions. Understanding students' inclinations towards specific vocations is crucial for effective guidance. Grade 10

students will undergo an Online Skill-Based Aptitude Test, conducted by experts. Tailored counselling sessions, involving proficient experts, will be organised within schools. Principals shall be responsible for periodically inviting/involving Counsellors/resource persons/industry experts to provide guidance on market trends, suitable vocational choices, job opportunities, as well as avenues for self-employment.

7. Curriculum and Courseware

The curriculum in vocational education across all school stages aims to integrate the 3 Hs: the Head, Heart, and Hand. Emphasis is placed on nurturing knowledgeable and intelligent individuals, fostering good citizenship, and cultivating skilled workers for the workforce. Middle stage education introduces students to various occupations through pre-vocational education and internships. Connecting skill-based activities with subjects like science and social science helps bridge learning boundaries. Project work encourages real-life application, enhancing planning, technical skills, and problem-solving abilities. Pre-vocational education familiarises students with vocational domains, facilitating informed career decisions and relating school learning to practical life experiences. Collaboration with local artisans and involvement in school activities further enriches students' skill development. Group internships provide opportunities for leadership and teamwork development, helping students identify their strengths and aptitudes beyond theoretical learning.

8. Assessment and Certification

At the Middle stage, assessment is based on qualitative criteria developed by PSSCIVE, with exhibitions showcasing student work preferred over paper-pencil tests. Continuous and comprehensive assessment methods are favoured for final evaluation. Guidelines for Middle stage assessment is provided by PSSCIVE. At the Secondary stage, competencies acquired are assessed and certified by the relevant National and State Education Boards, in collaboration with Sector Skill Councils/Assessment Bodies recognised by the NCVET. Guidelines for competency-based assessment and certification are provided by PSSCIVE, with industry consultation. Internal assessment is conducted by schools, while external competency-based assessments are overseen by Boards and Sector Skill Councils/industry/employers. The assessment framework includes weightage for theory and skills components, minimum qualifying benchmarks, exam duration and design, assessment modalities, and qualification of assessors. Local assessment capacity is developed in collaboration with State bodies. The Secondary stage assessment may include internal assessment by schools and external assessment by State/UT at Grades X and XII. Students passing vocational subjects but failing academic subjects in Grade X and/or XII exams will receive competency-based certificates from Sector Skill Councils. These certificates recognise completed job roles/levels, providing students with skill certification credits.

Integrating Vocational Education into Mainstream Learning: Opportunities and Challenges

The introduction of NEP that includes vocational training as one of its major incorporations will face major challenges in the coming times. The first challenges will be the mindset of the stakeholders. The students and the parents in general have a tendency in India that vocational training is inferior to the formal education system. There exists a prevailing notion that vocational training is reserved for youths who struggle to thrive within the formal education system. Regrettably, stakeholders such as schools, educators, and administrators have yet to surmount the stigma that higher education was not designed for students pursuing vocational paths. So, the major challenge with the execution of NEP will emerge as the synthesis of behavioral change among the various stakeholders of the education system.

The other challenge that will be faced is the dearth of qualified and learned vocational trainers and tutors. The current skilling ecosystem has been majorly partnered to short term training and entry level jobs. Hence the trainers are also prepared and available according to the existing ecosystem only. The trainers play a very pivotal role in the Skill Development Landscape in India. The trainers are responsible right from the mobilization of candidates to the placement and retention of the candidates. However, there is not a formal structure of training among the trainers. The trainers are trained by the SSCs but the training methodology is not very robust and hence we face the dearth of qualified trainers among the vocational training ecosystem in the country. With the implementation of NEP, the training of trainers shall be a very important aspect. The current pool of trainers is qualified in their domain but lack training and teaching methodology. Also, the target age group of students as proposed by the NEP (which starts from 6th class onwards) will change for the trainers and this will bring a change in the complete pedagogy and style of teaching methods. A more sensitive approach towards learning will have to be developed as the motive of training would not be only placement as it is in the current skilling ecosystem.

However, the implementation of NEP will also be a boon for vocational trainers in the coming times. The current skilling ecosystem is majorly run by the private partners and hence there is no standard set for the remuneration of the trainers resulting in low payment of trainers which also affects quality training. With the implementation of NEP we can

expect a proper standard set for the remuneration of trainers as it is for the teachers and hence will help in creating a pool of quality trainers. Further the merger of vocational education in mainstream or academic education will require looking into various forefronts. The main issues that should be addressed while implementing NEP could be as follows:

1. To place the aspiration of the learner and then connect it with the industry need.

2. Creation of an appropriate ecosystem for all the stakeholders involved in the formal education system.

3. Focus should be given on upskilling, re-skilling and lifelong learning.

4. The selection of vocations for schools and colleges should not be the easy and traditional choices, rather should come from robust research, aspiration of learners and considering the cultural heritage of the society.

5.The vocations selected should not have any predetermined gender biases and are equitably accessible for women, differently abled and other marginalized sections of society.

6. Digitalization is a very important aspect in the post pandemic world and hence the focus should be given on the digitalization of vocational education and training.

7. The vocation training courses and programs should be aligned better with the 2030 Agenda for Sustainable Development.

Conclusion

India is a land of diversity and in order to have an equitable, inclusive, just and plural society the role of education becomes very imperative. Although 2024 marks the 77th anniversary of India's independence, the nation already celebrated its Azadi ka Amrit Mahotsav in 2022, commemorating 75 years of progress and its rich history of people, culture, and achievements. However, disparities still remain. This gap can only be reduced when there is a single unilateral pattern that encompasses people from all strata of the society. NEP with its long vision tries to bring uniformity among the formal education system and the way vocational education has been reimagined in NEP will surely help in the overcoming of stigma and social status hierarchy and will help in fostering employability level. This will also open new opportunities for the vocational trainers and other stakeholders of the vocational training ecosystem. However, the amalgamation of the vocational education with mainstream education system will require robust research training and development among the stakeholders.

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Notes:

[i] Nelson Mandela: 'Education is the most powerful weapon which you can use to change the world.' — The Socratic Method (socratic-method.com)

[ii] https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

[iii] Press Information Bureau (pib.gov.in)

[iv] As NEP completes a year, Dharmendra Pradhan calls for making education affordable, accessible (newindianexpress.com)

[v] For details see, Industrial Training Institutes (ITI) | National Skill Development Corporation (NSDC) (nsdcindia.org)

[vi] It was launched by the Ministry of Rural Development, Government of India.

[vii] NSDC is a nonprofit public limited company which came into existence in 2008.

[viii] National Skill Development Corporation (NSDC) (nsdcindia.org)

[ix] Deen Dayal Upadhyay Grameen Kaushalya Yojana (myscheme.gov.in)

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