



Government of Madhya Pradesh

Technical Education and Skill Development Policy-2012

(as amended on 26th September 2014)

तकनीकी शिक्षा एवं कौशल विकास नीति-2012

(दिनांक 26 सितम्बर, 2014 को किए गए संशोधन सहित)



“राज्य में उपलब्ध प्रशिक्षण संसाधनों को लोक निजी भागीदारी के माध्यम से विकसित करना एवं प्रदेश के युवाओं को प्रशिक्षित कर रोजगार/स्वरोजगार उपलब्ध कराना मध्यप्रदेश सरकार की प्राथमिकता एवं संकल्प।”

शिवराज सिंह चौहान
मुख्यमंत्री, म.प्र.



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**Department of Technical Education
and Skill Development**

**मध्यप्रदेश शासन
तकनीकी शिक्षा एवं कौशल विकास विभाग**

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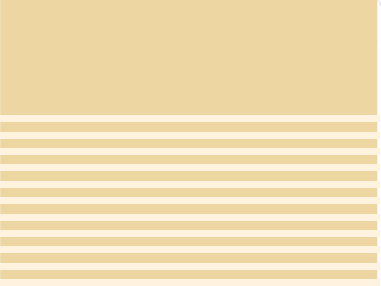
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Government of Madhya Pradesh

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Skill Development Policy-2012
(As amended on 26 September 2014)**



1.0 Prologue-

Rapid growth is necessary in the field of Technical and Vocational Education to keep the growth rate of the country above 10%. It has been observed that the economic progress of the state is directly related to the development of Technical and Vocational Education system. Those states, where good progress has been made in this field, have attracted higher private investments in manufacturing and service sectors.

Availability of quality employment oriented education ensures an increase in the working capability, productivity and employability of the people of the state on one hand while on the other hand their capacity for competitiveness in the international market can also be increased. In the above context, a comprehensive Technical Education and Skill Development Policy is essential for over all development of Technical Education and Skill Development sector in the state.

2.0 Background-

During last few years, Technical and Vocational Education sector has witnessed rapid advancement. Keeping this in view, various commissions/agencies have given their recommendations for a balanced and economy centered development of Technical and Vocational Education. It is imperative to observe/study few of these important recommendations for the purpose of policy formulation.

2.1 As per the recommendations of the Knowledge Commission for Engineering Education, Over the next decade, India will come across two significant opportunities in the form of manufacturing and Engineering Services Outsourcing (ESO). For India to make the most of these opportunities, the number of engineers has to be increased and the quality enhanced.

Besides strengthening the current institutional structure of Vocational Education, the National Knowledge Commission has proposed, to build an alternative structure to increase capacity, to fulfill the demand of skilled craftsmen and to train the laborers in the field of informal and unorganized sector. This includes public private partnership, computer based training, distance learning and a decentralized modal, keeping in view the local needs and capabilities.

2.2 In the Approach Paper to the 12th Five Year Plan recommendations made with respect to the Skill Development and Technical Education, are as follows:-

- (i) State Skill Development Missions in all States would have to be fully operational and effective during the Twelfth Plan.
- (ii) Skill formation takes place in a demand driven manner. Curriculum for skill development has to be reoriented on a continuing basis to meet the demands of the employers/industry and align it with the available self-employment opportunities. Accreditation and certification system has to be improved. There is a need to establish an institutional mechanism for providing access to information on skill inventory and skill maps on a real time basis.

- (iii) Skill Development Centres can be established in existing education and training institutions.
- (iv) A system of funding poor people for skill development through direct financial aid or loan also needs to be put in place.
- (v) Private sector growth in higher education (including technical) should be facilitated and innovative Public-Private Partnerships (PPP) should be explored and developed in the Twelfth-Plan.
- (vi) There must be a strategic shift from mere expansion to improvement in quality higher education.
- (vii) A holistic and balanced expansion approach is needed to target under-represented sections of society. New institutions may be set up to bridge regional imbalances and disparities across disciplines and to address special economic, social and technological needs of the country.
- (viii) Allocation of operating budget should be based on objective norms and new investments based on competitive grants and performance contracts. Reasonable tuition fee in higher education needs to be supplemented with appropriate publically-funded financial aid.
- (ix) The scale and reach of scholarship schemes and student loans need to be enhanced. Government guarantees for student loans could be considered.
- (x) Full implementation of examination reforms, choice-based credit and semester system must be ensured to enhance flexibility and provide greater choice.

2.3 The role and responsibilities of the State Government in the National Skill Development Policy 2009 are defined as follows:

- (i) Setting up priority and policy planning-statistics gathering.
- (ii) Providing regulatory framework and enabling environment for stake holders.
- (iii) Devising financing mechanism, reward and promotional framework.
- (iv) Capacity building of social partners.
- (v) Setting up of monitoring, evaluation and dissemination of information.
- (vi) Facilitating international co-operation.
- (vii) Setting up of a qualification framework and quality assurance mechanism.
- (viii) Preparation of work plans to meet sector specific skill sets.

The Technical Education and Skill Development Policy, 2012 takes into cognizance the above mentioned recommendations.

3.0 Present scenario of Technical Education and Skill Development in the state-

Madhya Pradesh is one of the fastest growing states in the country with a growth rate of more than 10%. To sustain and increase the present growth rate, it is necessary that the available manpower is technically trained and as per the demand in the international market. It is

well known that the role of trained, skilled and productive man-power in technical sectors is paramount for over all development.

In the current global scenario, the state government has played the role of a positive catalyst in ensuring the availability of ever increasing demand of skilled manpower in the State and the country. As a result of this, it has been made possible to set up 1357 Technical Training Institutions with an intake capacity of 258333 and the state has emerged as an important educational hub in the field of Technical Education and Vocational Training.

Type of Institution	Number	Intake Capacity
Engineering / Architecture College	217	99262
MCA College	62	4120
MBA College	199	21582
B. Pharma/D. Pharma Institutions	100	7360
Polytechnic College	143	27499
Hotel Management and Catering Technology (Degree+ Diploma)	02	180
Industrial Training Institutes (ITIs)	499	61130
Skill Development Centers (SDCs)	135	37200
Total	1357	258333

During the last five years, the development of Technical and Vocational Education took place at a fast pace. However, as per the available data, the state is still behind the national average of available seats per lakh population in many disciplines. As per the data of the Labor Ministry, the state stands at the 11th position in the country on the total number of seats available in the Government and Private ITIs. The short-term training programs are in great demand in the state and currently there are only 135 Skill Development Centers (SDCs) and Vocational Training Providers (VTPs) providing short term courses. This has also been repeatedly emphasized by the Human Resource Development Ministry and AICTE, that the development of Technical and Vocational Education in the state requires immediate action so that the youth of the state can take advantage of the opportunities arising on account of economic development.

In the opinion of the several national level industrial organizations, the man-power currently being trained by the Technical Educational Institutions is not as per the demand of the market and industry and the quality is also not of expected level. There are still several trades where there is a high demand of skilled manpower, however neither the institutions have the

required capacity to train as per the demand nor the courses available are as per the requirement.

Although, there has been a sharp increase in the technical educational institutions offering graduate and post-graduate level courses in the state, but the number of institutions, number of courses, availability of seats and intake capacity at the Polytechnic and ITI level, has not increased in the same proportion. Thus there is a need for a policy that promotes a balanced and integrated development of technical education at various levels.

4.0 Mission-

This policy shall ensure opportunities for lifelong employment oriented technical education and skill development in the global context to the youth of the state and to those who wish to upgrade skills through specified skills, knowledge and recognized national and international qualifications.

5.0 Aim-

- 5.1 To ensure contribution to the overall social and economic development of the state through high quality technical education and vocational training.
- 5.2 To provide world class training and technical education opportunities to the youth of the state in the context of the changing demands.
- 5.3 To ensure prescribed quality standards in the Technical Education Institutions. (including Private Sector).
- 5.4 To attract private investment in the field of Technical and Vocational Education.

6.0 Objectives-

- 6.1 Provide an enabling environment for progressive advancement of Technical Education and Vocational Training in the state.
- 6.2 Ensure inclusive expansion of Technical Education and Vocational Training relevant to stake holders in the state.
- 6.3 Encourage greater private participation in the management of government educational training institutions and innovation in the Technical Education and Vocational Training.
- 6.4 Provide educational infrastructure for the need based development.
- 6.5 Provide opportunities for training and certification to the school dropouts, working labor, child labor and informally trained labor that have no certification for their skill.
- 6.6 Strengthen linkages of technical education institutions with industries for mutual benefits.
- 6.7 Upgrade skills through regular courses as per the needs of the industry and to provide technology course in the emerging areas.
- 6.8 Take maximum benefits of the schemes of Government of India.
- 6.9 Make efforts for optimal utilization of the resources of other departments for implementation of technical education programs.

- 6.10 Develop infrastructure of Technical Education and Vocational Training in such a way that it can also be used by other departments for fulfillment of their trainings and other needs.
- 6.11 Upgrade professional and managerial skills.
- 6.12 Motivate students to achieve world class skills.
- 6.13 Provide opportunity of skill development and technical education to all sections of the society without any gender bias.
- 6.14 Ensure a transparent and fast system in the management of Technical Education and Vocational Training through the use of information technology.
- 6.15 State Government shall encourage institutions situated in the State to implement National Vocational Education Qualification framework (NVEQF) and shall take necessary steps for its implementation.
- 6.16 Provide courses in digital format for Distance Education and online system of teaching.
- 6.17 Encourage institutions to achieve accreditation as per the national and international standards.

7.0 Scope of the Policy-

All the courses under the ambit of Technical Education and Vocational Training at certification, diploma, graduate and post graduate level such as M.E, M. Pharma, M. Tech, PhD, MBA, B.E., B. Pharmacy, M.Sc., Diploma Pharmacy, and diploma in technical and non-technical disciplines, trades offered in ITIs, short term courses etc and all institutions conducting these courses.

8.0 Challenges-

- 8.1 To competitively position the state as a better option in comparison to the other states in the arena of Technical Education and Skill Development;
- 8.2 To provide better training opportunities for Technical Education and Skill Development as per the demands of the industry;
- 8.3 To take efforts to raise the quality of technical education to world class level;
- 8.4 To provide training opportunities along with appropriate employment to every needful youth;
- 8.5 To invite Institutions/Universities of National/International repute to establish institutions in Madhya Pradesh;
- 8.6 To forecast need of technically trained man power on regular intervals based on skill mapping and skill gap analysis and to start new courses / revise existing courses to fill the skill gap;
- 8.7 To develop certification mechanism for the informally trained people;
- 8.8 To expand training facilities through an alternative framework with the inclusion of the private education / training provider.

9.0 Strategy- Strategy for qualitative improvement, quantitative increase and increase in its scope and outreach in Technical Education and Skill Development sector is as follows: -

9.1 **Outreach of Technical Education and Vocational Training-** Establishment of at least an ITI and Skill Development Center in each block and establishment of a Polytechnic College in each district, which shall provide timely and demand based training to the youth so as to enable them to acquire employment at the local, state, country and international level.

9.2 **Skill- mapping, skill- gap analysis and forecast of the need of technically skilled manpower-** Institutional mechanism shall be prepared in the national and international context for continuous assessment of the current and future demand of the courses being conducted in the state through skill mapping and skill gap analysis. Courses shall be launched to prepare skilled manpower as per the requirement of the industrial scenario.

Assessment/audit of the prevalent courses/training programs shall be done with the help of Government of India or by enrolling private agencies/organizations to determine their utility and forecast future requirements.

9.3 **Up gradation to Model Institutions-** To develop the state as a hub of Technical Education and Skill Development, selected institutions shall be upgraded as Model Institutions. By strengthening and upgrading the institutions, world class manpower shall be trained and these institutions shall be marketed and branded separately. These institutions shall operate minimum of 6 courses, which shall be accredited by national agencies. Modern infrastructure and live contact with the industry shall be the specialty of these institutions. Efforts shall be made to develop every institution into Centre of Excellence in a specific sector. These institutions shall have Industry Institution Interaction (III) cell and Entrepreneurship Development Center. These institutions shall have the freedom to obtain international cooperation for up gradation so that training of the manpower can take place as per the national and international standards.

Under the scheme, ITIs situated at district headquarter shall be upgraded as a model ITIs.

10 autonomous Polytechnic Colleges situated at Divisional headquarters and 04 autonomous engineering colleges shall be upgraded as Centre of Excellence in a specific sector.

9.4 **Encouragement to Private Investment-** Private investment shall be encouraged in the Technical Education and Skill Development keeping in view the limited resources of the State Government and to harness the experiences and capabilities of Private Education/ Training providers. Private investment shall have a significant role in rapid growth of skill development and in increasing its outreach and scope. To encourage private investment, following projects shall be prepared and implemented:

9.4.1. Industrial Training Institute (ITI) :

Industrial Training Institutes shall be established in those blocks where no Government/Private ITI exists offering training in minimum 6 NCVT affiliated trades with minimum intake capacity of 240 trainees per annum. Such ITI shall have minimum 6 trades affiliated to NCVT with an intake capacity of 240. The number of trades could be increased on demand of students and industry.

The trades in such ITIs setup with private participation shall be decided by private partner in consultation with the State Government on the basis of demand of students and industry. These trades would be from the four categories given in annexure-A.

9.4.1.1. Land :

To establish an ITI in un-serviced blocks, a maximum of 5 acres of Government land shall be provided at free of cost. The term lease of land shall be initially for a period of 30 years. The private skill provider shall compulsorily make the proposed capital investment within 24 months else the land shall be re-vested in the State Government.

9.4.1.2 Grant on capital investment (bidding parameter) :

State Government would provide capital grant to private partner to setup ITIs under Public Private Partnership (PPP) model. The amount of such grant would be decided on the basis of Viability Gap Funding (VGF) given by Central Government. The total amount of grant provided by Government of India and State Government shall be limited to 40% of total capital cost of ITI or Rs. 3.00 crore, whichever is less. The State Government grant would be limited to the financing of deficit, arising from deduction of the grant prescribed by Government of India from the total grant (40% of total capital cost of ITI or Rs. 3.00 crore, whichever is less).

The built up area of such ITI should be minimum 2500 sq.m.

Selection of the investor shall be on the basis of minimum grant on capital investment quoted, provided the investor meets the prescribed technical qualifications and fulfils all the laid down conditions. Grant shall be disbursed in 3 instalments, in the following manner:-

- (1) First Installment :** One-third of the amount on completion of the building construction up to plinth level;
- (2) Second Installment :** Half of the remaining amount on completion of building;
- (3) Third Instalment :** Remaining amount after ITI is fully established and achieved affiliation in minimum 3 trades from NCVT.

9.4.1.3 Reimbursement of Training Fees :

The training fees of such ITIs shall be decided by the State Government and shall be given in the advertisement released for setting up ITIs by private investors.

The Training fees shall be decided for a group of trades as per the classification given in annexure-A.

Reimbursement of training fee by State Government for 50 percent of the seats of the total sanctioned intake shall be made for the duration of contract. Students for such seats would be sponsored by State Government. State Government would review fee every three years and thereafter reimbursement would be according to such ascertained fee. If seats under State Government quota are not filled, private investor would be at liberty to fill these seats but State Government shall not reimburse their training fee.

Payment of training fee shall be made in two instalments against submission of bank guarantee; First instalment of 60 percent of the training fee shall be given at the time of admission and the remaining amount after passing of students.

9.4.1.4 Reimbursement of Lodging Fees :

Reimbursement of lodging expenses of the trainees at the rate of Rs. 1000.00 per month per trainee shall be made for trainees registering minimum 80 present attendance. No other amount than this shall be charged from trainees. Reimbursement shall be made only for Government sponsored trainees residing in the hostel. The private investor shall make separate arrangement of hostel for boys and girls. State Government after ascertaining special need of particular ITI would provide grant for construction of hostel. This grant would be on the basis of number of trainees sponsored by State Government. Maximum limit for this grant would be 50 % of the cost of construction derived according to State Government norms. Department would fix the norms for construction of hostels. On construction of a hostel in a particular ITI, the reimbursement of lodging fee as above would stop.

9.4.2. Skill Development Centres (SDCs) :

Skill Development Centres would be setup at Block headquarter or in any other location of the Block, where there is need for such a SDC. These centres would impart training in at least four modules under the Modular Employable Scheme (MES) of Ministry of Labour and Employment, Government of India. Training Programme shall be as prescribed by National Occupation Standard (NOS) of National Skill Development

Corporation (NSDC) under MES or as per the curriculum prescribed by the State Government. Each such SDC would train a minimum of 300 trainees per annum.

(a) The State Government would facilitate availability of Government building/ school building/ building of local bodies or autonomous bodies. Rent of such building, fixed as per Government procedure would have to be paid by the private investor. In absence of such facility, it is the responsibility of private partner to arrange building for skill training.

In case a Government College Building is selected to run a private Skill Development Centre, the students of such college shall have preference in any one of the training programme, thereafter if the seats remain vacant, opportunity of admission shall be given to the students of other local Government college as per the need.

If such centre operates beyond office hours, the responsibility of maintaining security and discipline shall rest with the concerned Skill Development Centre.

(b) On the basis of special need of an area, State Government would provide hostel facility for trainees of SDC. The State Government would also consider construction of hostel, where hostel facility does not exist.

(c) State Government would provide accommodation to the trainees belonging to Scheduled Casts, Scheduled Tribes, Other Backward Classes, physically challenged, women trainees etc. under the existing Government schemes for such sections.

(d) State Government would facilitate providing necessary space in existing Government buildings to establish Skill Development Centre in case the proposals to impart skill training is received from, not for profit companies, set up under section 8 of Company Act 2013 or under Corporate Social Responsibility of Company Act 2013, provided, it does not affect the regular Government work.

9.4.2.1 Grant for Equipment for Skill Development Centre (SDC) :

State Government shall provide grant of up to 25 percent of total cost of equipment or Rs. 10 lakh, whichever is less, to the private investor. Such grant shall be disbursed in 2 instalments:

(1) First Instalment : 75 percent on registration of the centre as VTP;

(2) Second Instalment : Remaining amount of 25% after passing out of the trainees of 1st batch in each of the four modules.

9.4.2.2 Reimbursement of Training Fee (bidding parameter) :

Reimbursement of training fee of the 50 percent of the seats sponsored by State Government shall be made for the contract duration. Selection of

private training providers shall be done on the basis of the lowest rate of training fee (per trainee per hour) quoted. This rate will depend on nature of modules, cost of equipments, record of training quality and number of trainees placed. For deciding this, the following process shall be adopted:

- (1) Deciding the trades/curriculum/modules by the State Government;
- (2) Fixation of fee (per trainee per hour) of such trades and cost of equipments by the State Government.
- (3) Receiving relevant information in prescribed format from private investors.
- (4) Technical evaluation of the proposals by expert committee.
- (5) Soliciting financial bid from technically qualified private investors (training providers).
- (6) Selection of private investor (private skill training provider).

The training fees payable to private investors shall be fixed for three years as per the process explained above and thereafter the above mentioned fee shall be increased by 10 percent every year by State Government, however private investor (skill training provider) shall continue to get the revised training fees from the beginning as payable by Government of India under MES scheme.

b) Payment of training fee to SDCs shall be made in three instalments against bank guarantee;

- (1) first instalment of 50 percent to be given on admission, (2) second instalment of 25 percent after appearing for examination and (3) remaining 25 percent grant after passing the examination.

Note :

- I. The amount of the training fee payable by the State Government shall be the remaining amount calculated after deducting the training fee prescribed under MES of Government of India from the training fee approved for the private investor.
- II. These norms shall be followed till the Modular Employable Scheme of Government of India is in operation in its current format.

9.4.2.3 Reimbursement of Assessment Fee :

Assessment fee of all the candidates appearing for MES examination shall be reimbursed to Private Investor (Skill Training Providers) at the prescribed rate.

9.4.3.1 Additional incentive as Placement Fees :

Private Investor (Skill Training Providers) shall be paid Rs. 3000.00 (per trainee) as an additional incentive provided minimum 50 percent of the

candidates per batch are placed. This amount shall be released only for successfully placed candidates.

“Placement” means the trainee gets a job in an organised sector continuously for a period of minimum 6 months at a salary equivalent to minimum wages of skilled labour as prescribed by Government of MP.

9.4.3.2 Miscellaneous :

- 1) No restriction on the training fee to fill the rest of the 50 percent seats other than the 50% reserved for State Government quota;
- 2) Private agencies would be free to conduct other training courses after class hours;
- 3) After completion of 10 years, this arrangement shall be reviewed and decision regarding further arrangements would be taken.

9.4.3.3 Reimbursement of the expenditure incurred on training of trainers :

Reimbursement of the 50 percent expenditure incurred on training of trainers of ITIs and SDCs, established under this policy, shall be made under the following conditions:

- 1) Training of maximum of 10 trainers per ITI and 05 trainers per SDC in every two years;
- 2) Incentive for a maximum of 6 years from establishment of ITI / SDC;
- 3) Training is provided in State Government / Central Government approved institutions.

9.4.4 A scheme shall be prepared to hand over the management of State Government operated Skill Development Centers to the private agencies, on the laid down conditions.

9.4.5 A separate scheme shall be prepared to operate industry linked courses and for establishment of a wing by private investor in the existing institutions.

9.4.6 A scheme shall be made to encourage establishment of training centers in industrial areas/special economic zones to meet their need of skilled man power by the industries. Large industrial houses shall be encouraged to establish their own ITIs while investing in the state.

9.4.7 Government of India scheme to establish Polytechnic Colleges under PPP mode shall be leveraged and to encourage such institutions, land shall be given at no cost.

9.4.8 For increase in intake capacity, private engineering colleges shall be encouraged to operate Polytechnic and ITI level courses in the second shift.

9.4.9 In the context of industries being established in the Delhi-Mumbai

Industrial Corridor (DMIC), new ITIs shall be established and new trades shall be offered in existing ITIs located in the vicinity.

- 9.4.10** State Government shall reimburse all the expenses for purchase of instruments, furniture, books, computers, etc for conducting courses in emerging areas like Bio-Technology, Nano Technology, Robotics, etc in existing Engineering / Polytechnic Colleges and ITIs. The concerned agency shall have the right for selection of the students but would have to submit performance guarantee for giving cent percent job placement to the students passing the course.

9.5 **Activities of Madhya Pradesh Council for Vocational Education and Training-**

9.5.1 Under the skill development strategy, the council shall prepare a scheme for providing certification upon testing of knowledge and skills of a person and for recognition of such certificate for enrollment into higher education in future.

9.5.2 Division and District Level Committee for Vocational Education and Training (DLCVET) constituted under the Chairmanship of Commissioner and Collector respectively, to assist Madhya Pradesh Council for Vocational Education and Training shall be made functional.

9.5.3 Private Engineering Colleges, Polytechnic Colleges, Private Industrial Training Centers, various Government and Non-Government Agencies, Training Centers operated by Non-Government Organizations and interested industries shall be encouraged to register themselves as Vocational Training Providers under “Modular Employable Skills” scheme of the Government of India.

9.5.4 Scheme shall be made for certification of traditional crafts like Blacksmith, Carpenter, Masons, Potter, Cobbler, Beedi Maker, Gau Sevak and Organic Agriculture Farmers enabling them to earn their livelihood through skills in the competitive market.

9.5.5 Keeping in view the enhanced work of MPCVET in future, provision for recruitment of consultants shall be made in set up of MPCVET.

- 9.6** **Establishment of Skill Development Center-** A Skill Development Center shall be established in every un-serviced block where short term trainings as per the local requirement shall be offered. Scheme shall be prepared to operate Skill Development Centers in un-serviced blocks with private investment. These SDCs shall be given incentives based on

the placement made available to the trained students.

The Department shall prepare a scheme to operate Skill Development Centers based on Hub and Spoke Modal (a main satellite center and other centers associated with it).

9.7 Strengthening of Existing Technical Educational Institutions-

9.7.1 Financial provisions shall be made to fill the vacancies in existing institutions and equip them with latest infrastructure.

9.7.2 Efforts shall be made for development of infrastructure of Government ITIs by taking loans from government resources and financial institutions. Government ITIs can be set up in buildings where buildings are given free of cost by private persons. Priority shall be given to establish new ITIs on the availability of appropriate Government buildings. Under the scheme of strengthening of ITIs, scheme shall be prepared to conduct six trades in all ITIs and only those trades which are relevant and aligned with industry demand shall be offered. Those institutions that are operating in rental buildings, shall offer minimum six trades and if required, additional building on rent shall be arranged to increase the number of trades.

9.8 Efforts for Quality Improvement-

9.8.1 To increase competition among institutions, annual ranking and grading of each private and public education institution shall be done through assessment based on an open and transparent system and on fix criteria.

9.8.2 An evaluation and incentive-based system shall be devised for working of each teacher /instructor.

9.8.3 Academic Audits by an independent and external agency shall be encouraged.

9.9 Training of Teachers/Trainers-

9.9.1 Long-term policy for training and knowledge enrichment of teachers/instructors shall be prepared to increase the quality of teaching. For training of each teacher scheme shall be prepared based on the training need-analysis done through scientific techniques.

9.9.2 A fully residential training institute/Staff Development College shall be established in the state for the training of different level of teachers and technical support staff, which shall conduct programmes based on the assessment of the training needs.

9.9.3 QIP scheme for training of ITI instructors shall be started to

provide the opportunity of further education to the ITI training officers so that they get graduate level education in the fields relevant for ITI.

9.9.4 Provisions shall be made to place the experts/managers/engineers of industries in the educational institutions and the teachers in the renowned industries for a certain period of time so that the educational institutions and industries are benefited mutually.

9.10 Career Counseling and Placement-

9.10.1 Madhya Pradesh Career Counseling and Placement Society shall be established which shall have a website portal for the students of educational institutions operating under various departments of Government, to provide a comprehensive information about educational opportunities available in the state in the field of Technical Education, Higher Education, Medical Education etc. The society shall conduct online off-campus process of admission as per the demand of the various departments. Society shall promote creativity pursuits in the students by organizing state level competitions of different kinds every year. Various bodies, industries, etc shall have the convenience to advertise their job requirements on this web portal.

9.10.2 Scheme shall be prepared to operate finishing schools in the institutions, to train students on soft/life skills. Scheme shall also be made to make pass out students employable by imparting work skills/soft skills through the scheme of finishing schools and to reimburse the fixed amount for each student for their enrollment in such activities.

9.10.3 Arrangements shall be made for passing on the data of pass out students of Engineering and Polytechnic Colleges and ITIs to employment offices and to display the same through them.

9.10.4 Effective implementation of the Apprentices Act, 1961 and Apprentices Rules, 1991 shall be ensured.

9.10.5 Scheme shall be prepared for reimbursement of fixed cost per student to industry for providing facility of industrial training during study period.

9.10.6 Scheme shall be prepared for engaging placement agency who gives 100 percent guarantee of placement after training of pass out students.

9.11 To Promote Research, Consultancy, Testing, Continuing Education and Project Work-

- 9.11.1 Research and consultancy based programmes with industry's cooperation shall be promoted in the institutions which shall give opportunity of working on new technology to the students and to make them familiar with the "World of Work". It shall also contribute to the income of institution. A policy shall be made by the department to take service/maintenance/production work etc. of various customers in training-cum-production centers of the institutions.
- 9.11.2 Conduction of industry sponsored post graduate courses shall be encouraged.
- 9.11.3 Conduction of continuing education programs shall be promoted so that personnel working in industries, pass out students shall get the facility of lifelong learning in the emerging areas. Flexible and transparent system shall be in place to operate short-term courses to meet the need of the industries, through which conduction of courses in Distance Learning, Part Time mode and on week days would be possible either in the institution or in the industrial premises.
- 9.11.4 On the pattern of M.P. Laghu Udyog Nigam, Government ITIs/ Polytechnics/Engineering Colleges shall be authorized to do the repair work of equipments/furniture and electricity fittings without calling tenders.

9.12 Conduction of latest Courses in the Emerging and Hi-tech areas and the Establishment of Institutions-

- 9.12.1 Government institutions shall be provided with seed money to start courses on self financing basis.
- 9.12.2 Courses other than the conventional ones shall be introduced in Polytechnic Colleges and ITIs which shall prepare the youth to avail the opportunities of employment in industries or for self-employment. Some of the professional and occupational course like Fashion Technology, Insurance, Retail Management, Jewelry and Accessories Design, Real Estate Management, Hospitality Management, Hospital Management, Transport Management, Health Care, Medical Machine Operators, Mobile Repairing, Airline Personnel, Banking Operations, Front Office Management, Transportation Management, Security Management, Civil Contractorship, Customer Care Executive,

Medical Salesman, Share Trading, etc. need to be introduced in ITIs and Polytechnic Colleges.

9.12.3 Establishment of Engineering/Polytechnic Colleges/Private Universities of international level in the emerging areas shall be encouraged.

9.12.4 Institutions shall be encouraged to offer dual degree programs.

9.13 E-learning, Web-based Learning and encouragement to Distance Education-

By ensuring optimum use of information technology arrangements shall be made for e-learning, web-based learning. Efforts shall be made to establish Digital Library/Multimedia Centre in each government institution to enable students/trainees to acquire knowledge and understanding of international level.

9.14 Strengthening of administrative capacity and e-governance-

9.14.1 Institutions shall be given administrative, financial and academic autonomy.

9.14.2 Affirmative action shall be taken for effective implementation of schemes through enrichment of administrative capabilities and through international level exposure/training of administrative staff.

9.14.3 A web-based MIS system shall be developed for better coordination among agencies and between the Directorate and the Department for rapid exchange of information.

9.15 Use of other government buildings for training-

Efforts shall be made to provide public buildings of educational institutions after the class hours to other training providers. Plans shall be made to operate three months, short term vocational courses in the vacant buildings of selected High Schools/Higher Secondary Schools during summer vacations.

9.16 Technical Education for disadvantaged groups-

Special schemes for providing opportunities of Technical Education and Skill Development to the reserved categories, women and physically challenged shall be operationalized. ITIs/Polytechnics under Eklavya and Ambedkar schemes shall be established in the SC/ST dominated areas through the resources of Tribal Welfare Departments. Scheme for setting up separate educational institutions/ wing for the minorities, people affected by the gas tragedy and physically challenged persons shall be prepared in coordination with the Backward Class and Minority Welfare Department/Gas Relief Department/Social Justice Department.

9.17 Preparing trained Man power for Knowledge Based Economy–

Keeping in view the state government initiative for encouraging use of Information Technology and for education, management, good governance, development, and effective and important role of the state government in empowerment of public and also to spread computer literacy among the public of the state, specially youth and to make Information Technology accessible to the common man, the state government shall establish Madhya Pradesh Knowledge Corporation so that people can be prepared for knowledge based society and economy.

9.18 Cooperation of International/National Institutions/Agencies/ Industries/Government Departments-

9.18.1 Technical Educational Institutions shall be encouraged to have exchange of faculty/students and training programmes in collaboration with the Universities, institutions and industrial organizations of international level.

9.18.2 Efforts shall be made to develop training facilities in ITIs/ Polytechnics in the context of schemes of other departments (which may require training), by which the beneficiaries of various departments can reach the remote region and the sources of income of the institutions shall also increase.

9.18.3 To make the optimum use of resources available in the institutions, resource sharing, among the institutions, shall be encouraged.

9.18.4 Institutions shall be able to organize specific courses/trainings through MOU/partnership with industry to meet the needs of specific trained manpower of the industries.

9.19 Promotion and Expansion of Technical Education-

Tours should be conducted for the students of 10th to 12th classes to nearby Model ITIs or to the Technical Education Institutions with the objective of increasing awareness / interest in technical courses so that more and more students are motivated to work in the fields related with technical skills. State level and district level guidance-cum-employment fairs shall be organized for the promotion of courses of technical institutions.

10.0 Technical Education and Skill Development Department have been authorized to act as per the provisions incorporated in Technical Education and Skill Development Policy-2012.

- 11.0** The Apex level 'Industrial Promotion Empowered Committee' under the chairmanship of the Chief Minister is empowered to take decisions relating to clarifications and amendments in this Policy.
- 12.0** All the proposals received under this policy through TRIFAC shall be disposed under "Single Window System".

This document is the English version of the Hindi document, which has been approved by the State Government. There may be occasion to draw different inference(s) from Hindi & English versions. In case of all legal and other uses, the Hindi version of the document will be treated as authentic.

Course category : A

1. Non - Engineering
2. Architectural Assistant
3. Building Maintenance
4. Draughtsman (Civil)
5. Draughtsman (Mechanical)
6. Mech. Communication Equipment Maintenance
7. Mechanic Lens/Prism Grinding
8. Physiotherapy Technician
9. Surveyor

Course category : B

1. Carpenter
2. Electronic Mechanic
3. Electroplater
4. Fitter
5. Foundry man
6. Information Technology & Electronics System Maintenance
7. Interior Decoration and Designing
8. Laboratory Assistant (Chemical Plant)
9. Lift Mechanic
10. Mason (Building Constructor)
11. Mech. Repair & Maintenance of Two Wheelers
12. Mechanic (Radio & TV)
13. Mechanic (Tractor)
14. Mechanic Auto Electrical and Electronics
15. Mechanic Computer Hardware
16. Mechanic Consumer Electronics
17. Mechanic Industrial Electronics
18. Mechanic-cum-Operator Electronics Communication System
19. Painter General
20. Pump Operator-cum-Mechanic
21. Radiology Technician
22. Sanitary Hardware fitter
23. Sheet Metal Worker
24. Textile Mechatronics

Course category : C

1. Electrician
2. Instrument Mechanic
3. Instrument Mechanic (Chemical Plant)
4. Marine Fitter
5. Mech. Repair & Maintenance of Light Vehicles
6. Mechanic (Diesel)
7. Mechanic (Motor Vehicle)
8. Mechanic (Refrigeration and Air-Conditioner)
9. Mechanic Agricultural Machinery
10. Mechanic Mechatronics
11. Mechanic Medical Electronics
12. Plastic Processing Operator
13. Plumber
14. Spinning Technician
15. Vessel Navigator
16. Weaving Technician
17. Wireman

Course category : D

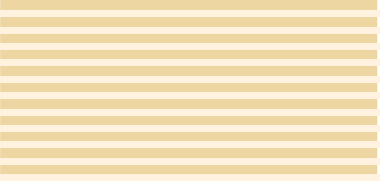
1. Attendant Operator (Chemical Plant)
2. Machinist
3. Machinist (Grinder)
4. Maintenance Mechanic (Chemical Plant)
5. Mech. Repair & Maintenance of Heavy Vehicles
6. Mechanic Machine Tools Maintenance
7. Operator Advanced Machine Tools
8. Tool & Die Maker (Dies & Moulds)
9. Tool & Die Maker (Press Tools, Jigs & Fixtures)
10. Turner
11. Welder (Gas and Electric)



मध्यप्रदेश शासन

तकनीकी शिक्षा एवं कौशल विकास विभाग

**तकनीकी शिक्षा एवं
कौशल विकास नीति-2012**
(दिनांक 26 सितम्बर, 2014 को किए गए संशोधन सहित)



1-0 i Lrkouk (Prologue)&

n'sk dsfodkl dh nj dks10% l svf/kd j [kusdsfy, rduhdh, oa0; kol kf; d f'k{kk ds{ks= ea rhozof) dh vko'; drk crkbzxbzgA ; g nq[kk x; k gsfj jkT; dh vkfFkd i xfr dk l h/kk l aak rduhdh , oa0; kol kf; d f'k{kk dsfodkl l s t/kl gqk gA ftu jkT; ka eabl {ks= ea vf/kd fodkl gqk gSogka eB; QDpfjx vls l foal l DVj usHkh vf/kd futh fuosk dksvkd f'kr fd; k gA

mPp xqkorrk; Pp f'k{kk , oajkstxkj kbe[kh i f'k{k.k mi yC/k djkdj tgka, d vls i n'skokfl ; ka dh dk; [kerk] mRi knrdrk , oajkstxkj i kusdh {kerk eaof) dks l fuuf' pr fd; k tk l drk gS oghamudh varjkzVh; cktkj eairLi /kkzdh {kerk dksHkh c<k; k tk l drk gA mi ; Pp ifji f; earduhdh f'k{kk , oa dksky fodkl dks i n'sk eal efdR : i l sfodfl r djusgrq, d l exzrduhdh f'k{kk , oadksky fodkl uhr dh egrh vko'; drk gA

2-0 i "Bhkife (Background)&

foxr o"kkz earduhdh , oa0; kol kf; d f'k{kk earhoz xfr l sfoLRkkj gqk gA ml snf"Vxr j [krs fofHku vk; kxka@, tAl ; ka }kjk rduhdh , oa0; kol kf; d f'k{kk ds l rfy, , oa vFkD; oLFk ij dSUnr fodkl dsfy; svuqka k, anh gA ftueal sdq i ed[k vuqka kvkadk voykdu@v/; ; u uhr fu/kkj .k ds fy, vko'; d gA

2-1 Kku vk; kx dh bat hfu; fjx f'k{kk dsfy; svuqka k vuq kj vxysn'kd dsnkj ku Hkkjr ea eB; QDpfjx vls bat hfu; fjx l foal st+vkmVI kfl x vbz l vks ds: i eankscgr vol j i snk gkus okys gA bu vol j ka dk vf/kdre ykHk mBkus dsfy, t+ jh gSfd Hkkjr ea bat hfu; jkadh l q; k c<kbz tk, vls mudk Lrj Hkh l qkkj k tk, A

0; kol kf; d f'k{kk dsekstmk l LFkxr <kps dks et e r djus ds l kfk&l kfk jk"Vh; Kku vk; kx us {kerk c<kus dsfy, odfyi d <kps r\$ kj dju\$ dqky dkjh xj kadh c<rh ekx dks i jk dju svls Jfedkadks vks pkfjd rFk vl xfbR {ks= eair' k{k.k i nku dju sk i Lrko fn; k gA bueal kozt fud futh l k>snkh] dEl; Wj vk/kkfjr i f'k{k.k] nij LFk f'k{kk vls LFkkuh; vko'; drkvka rFk {kerkvka dks /; ku ea j [krs gq , d fodSUnr ekWY 'kkfey gA

2-2 12oha i po"khz ; kst uk dsnf"Vdks k i = eadksky fodkl , oarduhdh f'k{kk dsfo"k; ea fuEufyf [kr vuqka k, adh xbzg&

(i) jkT; Lrjh; dksky fodkl fe'ku dksi wkr-%f0; k'khy fd; k tk, A

(ii) dksky fodkl ekx vk/kkfjr gkus pkfg, , oafu; kst dka@m | kxka dh ekx dh i firz ds fy, ml dh i kB; p; kz dk l rr~ vk/kkj ij mled[khdj .k fd; k tkuk pkfg, A , uohbD; wQ dsrgr rduhdh Kku , oair' k{k.k n'ssdh 0; oLFk dh tkuk pkfg, A fl dy bow/jh vls fl dy ei dh tkudkj fj; y Vkbz vk/kkj i j j [kh tk, A

- (iii) f'k{k.k , oai f'k{k.k dh fo | eku l hFkkvkaeafLdy Moyi eW l h/l ZLFkfi r fd; s tkuk pkfg, A
- (iv) fu/kZu oxZds0; fDr; ka dsdkS ky fodkl dsfy, l h/ksfoRrh; l gk; rk vFkok __.k fnykusdh 0; oLFkk gksuh pkfg, A
- (v) futh {ks= dh Hkkxhnhkj dh sc<kok nusgrqvuphy okrkoj.k , oal fjo/kk, anus i j cy fn; k x; k gA
- (vi) mPp f'k{k dh xqkoRrk l qkkj dsfy, iz kl fd; s tkuk pkfg, A
- (vii) nSk dh fo'kSk vkfFkZ l kekf t d , oai kS kSx dh dh vko' ; drkvka rFkk {ks=h; vl argyu vkSj fofHku l adk; ka dschp vl ekurkvka dks nj djus dsfy, uohu l hFkk, aLFkfi r dh tk l drh gA
- (viii) l hFkkvka dks ctV dk i ko/kku oLrj d ekunA/ka rFkk i frLi /kkRed vuqku , oadk; zu"i knu ds vuqak ds vk/kkj ij gksuk pkfg, A mPp f'k{k l hFkkvka ds ; fDr; Dr f'k{k.k 'kq' d ds i' pkr~' kSk i firZ l koZt fud foRr i kSk.k l sdh tkuh pkfg, A
- (ix) LdkWj f'ki ; kst ukvka dh ek=k , oai gpp rFkk fo | kfFkZ ka ds __.k dh vko' ; drkvka dh i firZ dks<kok fn; k tkuk pkfg, A
- (x) fo | kfFkZ ka dks f'k{k.k ra= eavkSj vf/kd fodYi rFkk yphyki u mi yC/k dj kus ds fy, ij h{kk l qkkj ka fodYi vk/kkfjr ØSMV , oal etVj fl lVe dk iwZ f0; kJo; u l fuf' pr fd; k tkuk pkfg, A

2-3 o"kZ 2009 dh jk"Vh; dks ky fodkl uhfr eajkt; l jdkj dh Hkfiedk rFkk mRrjnkf; Ro fuEukuq kj fu/kkZjr fd; sx; sg&&

- (i) i kFkfedrk rFkk uhfr vk; kst uk& l ka[; dh , d=hdj .k dk fu/kkZ .ka
- (ii) i .k/kkfj ; ka(Stakeholders) dsfy, fu; ked <kpk mi yC/k dj kuk rFkk l eFkZdkjh okrkoj.k fufeR djuka
- (iii) foRr i kSk.k ra= l kfj rks"kd rFkk i kBl kgu <kpk fufeR djuka
- (iv) l kekf t d Hkkxhnhkj ka dh {kerk dk fuekZ ka
- (v) l puk dh fuxjkuh eW; ka du rFkk i pkj ra= dh LFkki uka
- (vi) varjj k"Vh; l g; kSx dh l fjo/kk i nku djuka
- (vii) vgrk <kps rFkk xqkoRrk vk'ok l u ra= dh LFkki uka
- (viii) {ks= fo' k"V dks ky dh i firZ dsfy, dk; Z; kst uk, ar\$ kj djuka

rdudh f'k{k , oadks ky fodkl dh uhfr ds fuekZ k eami ; Dr vuqka kvka dk l efpR l kku fy; k x; k gA

3-0 i nš k ea rduhdh f'k{k k , oa dš ky fodkl dk oržeku ifjn' ; (Present Scenerio)&

e/; i nš k oržeku eanš k earsth l sfodkl dj jgsjkt; ka ea l s, d gš vksj ml dh fodkl nj oržeku ea 10 ifr'kr l svf/kd gš fodkl dh ; g nj cuk; sj [kus, oabl ea of) djus gš r; g vR; r vko' ; d gš fd i nš k eami yC/k tu'kfDr] rduhdh : i l si f'kf{kr , oaf o' oLrjh; ekax dsvuq i gš ; g l ožofnr gš fd l okžh.k fodkl gš rduhdh {ks=kaeai f'kf{kr} dš ky , oan{k ekuo' kfDr dh Hkfedk l okž fj gš

oržeku oš'od ifjošk earduhdh : i l sn{k tu'kfDr dh fur; c<rh ekax dsvuq i i nš k , oa nš k eamudh mi yC/krk l fu' pr djus dsn'Vdš k l sjkt; 'kkl u dh Hkfedk , d l dš kRed mRi j d dh jgh gš bl ds ifj.kkeLo: i oržeku ea i nš k ea 258333 i oš k {kerk ds l kfk 1357 rduhdh f'k{k.k l l Fkkvka dš LFkkf i r fd; k tk i kuk l Hko gš l dk gš, oai nš k rduhdh f'k{k k , oao dš kuy V š uax dš {ks= ea , d egROI w k z' kš kf.kd gc ds: i eamHkjk gš

I l Fkk dk i dš kj	I a[; k	i oš k {kerk
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, e-l h, - e g k f o k y;	62	4120
, e-ch, - e g k f o k y;	199	21582
ch- Qkekž@Mh- Qkekž l l Fkk, a	100	7360
i kš y h V d f u d e g k f o k y;	143	27499
gkš/y e š u s t e w , o a d s / f j a x V š u k y k i t e h	02	180
vksj kš x d i f'k{k.k l l Fkk, a 1/4 / k b z / h - v k b z / 2	499	61130
dš ky fodkl dš n z 1/4 l M h l h 1/2	135	37200
dš y	1357	258333

i nš k earduhdh , oa 0; kol kf; d f'k{k k dk fodkl xr i k p o "k k a earhoz xfr l gš yk gš i j U r q mi yC/k v k a d M s d s v u d k j d b z {ks=kaeai fr yk [k t u l a[; k i j j k t; o k j mi yC/k l h v k a e i nš k j k "V h; v k s r l s i h n s gš J e e a k y; d s mi yC/k v k a d M s v u d k j 'k k l d h; , o a f u t h v k b / h v k b z d s f e y k d j mi yC/k L F k k u k a d h l a[; k d s v k a d M s v k / k k j i j i nš k d k L F k k u nš k e a 11 o a Ø e i j gš i nš k e a

vYi &vof/k i f'k{k.k dk; Øeka dh Hkkjh ekax gS, oarZeku eadDoy 135 dksky fodkl dñkarFkk dñ okdskuy Vfuax i kokbMI ZVohVhi hTk½ dsek/; e l sbl izdkj dsif'k{k.k l pkfyr fd; stk jgsgA ekuo l d k/ku fodkl ea=ky; vks vf[ky Hkkjrh; rduhdh f'k{k{k ifj"kn- }kjk Hkh le; ≤ ij ; g vko' ; drk ifrikfnr dh xbzgsfd in'sk earduhdh , oa0; kol kf; d f'k{k{k dsfodkl gsrqRofjr dk; Dkgh djuk vko' ; d gS ftl l sfd in'sk ds; pk vkfFkd fodkl eagksjgh izfr dsdkj .k mi yC/k vol jkadk Ykkhk mBk l dA

jk"Vh; Lrj dsvud vks l kfxd l xBuka dserkuq kj orZeku earduhdh f'k{k.k l l.Fkkvka }kjk if'kf{kr dh tk jgh tu'k fDr cktkj , oam | kskadh ekax dsvuq i rFkk vi f{kr xqkoRrk dh ughagA vkt Hkh vud , d s0; ol k; gdf tueavR; f/kd ekax gSi jUrgekax dsvuq i i f'k{k.k n'ssdh {kerk mi yC/k ughagS vFkok l l.Fkkvkaeaml dsvuq i i kB; Øe mi yC/k ughagA

in'sk eaLukrd , oaLukrdkRj Lrj dh 0; kol kf; d rduhdh f'k{k.k l l.Fkkvkaeaf) cMsi sekus ij gDz gS i jUrki syhVdfud , oa vkbZ/hvkbZ Lrj ij l l.Fkkvka dh l d; k l i kB; Øeka dh l d; k l mudh mi yC/krk l in'sk {kerk vkfn ea; g fodkl ml vuq kr eaughagA vr% , d , d h ufr dh vko' ; drk gStks fofHku Lrjkai j ink; dh tk jgh rduhdh f'k{k{k dsl exz, oal rfyf fodkl dksi kRl kfgr dj l dA

4-0 fe'ku (Mission)&

; g ufr ifj"dr dkskyk Kku rFkk jk"Vh; , oav rjkZVh; : i l sekl; rk i ktr vgrkvkadsek/; e l in'sk ds; pkvka, oadksky mlu; u dsbPNd 0; fDr; kadksos'od ifjn" ; eathoui ; Dr jkst xkj kDeq[kh rduhdh f'k{k{k , oadksky fodkl dsvol j mi yC/k djuk l fuif' pr djsxhA

5-0 /; S (Aim)&

- 5-1 mPp xqkoUk; Dr rduhdh f'k{k{k , oa0; kol kf; d i f'k{k.k dsek/; e l in'sk dsl exz l keftd , oavkfkd fodkl ea; kxnu l fuif' pr djukA
- 5-2 in'sk ds; pkvka dksnyrh gDZekax dsl mHkZeafo' oLrjh; i f'k{k.k , oarduhdh f'k{k{k ds vol j mi yC/k djukA
- 5-3 rduhdh 'k{kf.kd l l.Fkkvka Vfu th {ks= l fgr½ ea fu/kkZjr xqkkRed eki n.Mka dks l fuif' pr djukA
- 5-4 rduhdh f'k{k{k , oa0; kol kf; d i f'k{k.k ds{ks= eafu th fuosk vkdf"kr djukA

6-0 mnñs; (Objectives)&

- 6-1 in'sk earduhdh f'k{k{k , oa0; kol kf; d i f'k{k.k izkkyh dh mRrjkRj mlufr gsrq l eFkZ okrkj .k mi yC/k djukA
- 6-2 in'sk dsl elr l ad/kr i .k/kkfj; ka (Stakeholders) dks l feefyr djrs gq rduhdh f'k{k{k , oa0; kol kf; d i f'k{k.k enfoLrkj dks l fuif' pr djukA

- 6-3 rduhdh f'k{k , oa0; kol kf; d i f'k{k.k ea uokpkj rFkk 'kkl dh; f'k{k.k @i f'k{k.k
I l Fkkvkads i zalku eavf/kd I svf/kd futh Hkkxhnhkj h dksi kRl kfgr djuka
- 6-4 vko' ; drkemyd vk/kkj ij fodkl gsrq' ksf.kd v/kks j puk mi yC/k djuka
- 6-5 fo | ky; NkM+ppl; orzku eadk; j r-Jfedk dky JfedkarFkk , d sJfed tksi wZl sgh
vukS pkfjd : i I si f'k{k.k i klr dj dk; k dksl a kfnr dj jgsgSfdUrqmudh n{krk dk
i ek. khdj .k ugh gS dsi f'k{k.k , oai ek. khdj .k dsvol j mi yC/k djuka
- 6-6 ijLi j fgrkadsfy, rduhdh f'k{k.k I l Fkkvkadsm | kxkal sfyadst dksl q<+djuka
- 6-7 m | kxkad h vko' ; drk dsvuq i fujUrj i kB; Øekadsek/; ekal sdksky mlu; u djuk
, oamnh; eku {k=kseai kS} kfxdh i kB; Øe mi yC/k djuka
- 6-8 Hkkjr I jdkj }kj k I pkfyr ; kst ukvkadk vf/kdre ykHk mBkuka
- 6-9 rduhdh f'k{k dk; Øekad sfØ; klu; u dsfy, vU; foHkkxkadsl a k/kukadk vf/kd I s
vf/kd nkgu dsi z kl djuka
- 6-10 rduhdh f'k{k , oa0; kol kf; d i f'k{k.k dh , d h v/kks j puk dk fodkl djuk tksfd
vU; foHkkxkadskj k Hkh mudh i f'k{k.k rFkk vU; vko' ; drk vkadh i firZeaykbz tk I dA
- 6-11 0; kol kf; d , oai zU/kdh; d qkyrkvkadk mlu; u djuka
- 6-12 Nk=kadksfo' oLrjh; dksky i klr djusgrqi fjr djuka
- 6-13 I ekt dsl eLr oxk dksl fEefyr djrsgq dksky fodkl , oarduhdh f'k{k dsvol j
fcuk fyaxHkn ds mi yC/k djuka
- 6-14 rduhdh f'k{k , oa0; kol kf; d i f'k{k.k ds i zalku ea l puk i kS kfxdh dk mi ; kx djrs
gg i zalku dh i kj n' khz, oarofjr vk/kfud 0; oLFkk I fuf' pr djuka
- 6-15 jkT; I jdkj , uohbD; w Q %us kuy oksd s kuy , t p s ku DokfyfQods ku ÝeodZ dks jkT;
ea ykxw djus ds fy, i n s k fLFkr I l Fkkvkadk i kRl kfgr djsxh , oamI dsfØ; klu; u ds
fy, vko' ; d 0; oLFkk, adjsxhA
- 6-16 nijLFk f'k{k , oavklykbZu i) fr I sf'k{k.k gsrqfMthVy Lo: i ea i kB; Øekadks mi yC/k
djuka
- 6-17 I l Fkkvka dks jk"Vh; @varjkzVh; ekudka ds vuq i i R; k; kstu i klr djus ds fy,
i kRl kfgr djuka

7-0 uhfr dk nk; jk (Scope)&

rduhdh f'k{k , oa0; kol kf; d i f'k{k.k ds varxh I pkfyr i ek.k i =] i =k i kf/k] mi kf/k , oa
LukrdkRrj Lrj dsl eLr i kB; Øe ; Fkk , e-bz] , e-QkekZ] , e-Vd-] i h, p-Mh-] , e-ch, -] ch-bZ] ch- QkeZ] h]
, e-l h, -] fMlykek QkeZ] h] rduhdh o vrduhdh I adk; ka ea fMlykek] vkbZ/hvkbZ ea l pkfyr VMH]
vYi kof/k i kB; Øe vkfn rFkk mlgal pkfyr djusokyh I eLr I l Fkk, A

8-0 pukkfr; ka(Challenges)&

- 8-1 in'sk dks i frLi /kkRed : i l svU; jkT; ka dh rnyuk ear duhdh f'k{k , oadkS ky fodkl ds{k= eacgrj fodYi ds: i eaLFkfi r djuk
- 8-2 m |kskadh ekax dsvuq i rduhdh f'k{k , oadkS ky fodkl grqi f'k{k.k dscgrj vol j mi yC/k djukA
- 8-3 rduhdh f'k{k dh xqkoRrk dksos' od Lrj ij i gpkusdsfy, iz kl djukA
- 8-4 iR; d t: jrem ; pk dks i f'k{k.k ds vol j mi yC/k djuk ds l kFk mi ; Dr jkst xkj fnykukA
- 8-5 varjzVh; @jk"Vh; Lrj dsl LFkkuk@fo' ofo | ky; ka dks e/; in'sk ea l LFkku [kksyusgrq vkefi=r djukA
- 8-6 fLdy esi x , oafLdy xS , ukfyfl l dsvk/kkj ij rduhdh : i l si f'kf{kr tu'kfDr dh vko' ; drk dk l rr-vkadyu rFkk ml dsvk/kkj ij i kB; Øeka dk i kjkk@i qj h{k.k fd; k tkukA
- 8-7 vukS pkfjd : i l si f'kf{kr 0; fDr; kads i ek.khdj.k dsfy, ræ fodfl r djukA
- 8-8 futh f'k{k@i f'k{k.k ink; drkz/ka dks , d osfYi d <kps ds ek/; e l s l fefyr dj i f'k{k.k l fo/kkvkadk foLrkj djukA

9-0 j.kuhfr (Stretegy)& rduhdh f'k{k , oadkS ky fodkl ea xqkkRed l qkkj] ek=kRed of) , oaml dsnk; jsvkS i gp eafolrkj dh j.kuhfr&

- 9-1 rduhdh f'k{k , oa0; kol kf; d i f'k{k.k dh i gp& i R; d fodkl [kM eal; ure , d vkb/hvkbz o dks ky fodkl dln^a rFkk i R; d ftysea , d i ksyhVdfud egkfo | ky; LFkfi r fd; k tk, xk ft l l s; pkvkadksLFkkuh;] in'sk] ns k , oafons k ea l kef; d , oaekax vk/kfjr i f'k{k.k mi jkUr jkst xkj ds vol j mi yC/k gsl dA
- 9-2 fLdy esi x] fLdy xS , ukfyfl l , oarduhdh tu'kfDr dh vxkeh o"kk dh vko' ; drk dk vkadyu& l pkfyr i kB; Øeka dh in'sk , oafos' od ifji; eaoræku , oaHkfo"; dh ekax dk vkadyu] fLdy xi , ukfyfl l] fLdy esi x vkfn dk dk; Zl rr- : i l s djusdsfy, l LFkxr 0; oLFk djuk rFkk m |kskads i jn' ; dk l kku fy; k tkdj] ftu {ks=kaea tu'kfDr dh vko' ; drk gksml dsvuq i i kB; Øe l pkfyr fd; s tk, xA
Hkkjr l jdkj dh l gk; rk l svFkok futh , tål ; ka@l xBuka dks vuq@kr dj mi ; Dr v/; ; u@i f'k{k.k dk; Øeka dk eir; kadu@vds{k.k dj; k tk, xk ft l l sfd l pkfyr i kB; Øeka dh l kef; drk dks Kkr fd; k tk l ds , oa Hkfo"; dh vko' ; drkvka dk i okuæku yxk; k tk l dA

9-3 vkn'kzI ǀFkkvkaeamlu; u& i nsk dksrduhdh f'k{kk , oadksky fodkl dsgc ds: i eafodfl r djusdsfy, pquh gþZI ǀFkkvkaadk vkn'kzI ǀFkk eamlu; u fd; k tk, xkA bu I ǀFkkvkaadsl ǀp<hdj.k , oamlu; u ds }kjk of'od Lrj dh i f'kf{kr tu'kfDr r\$ kj dh tk, xh rFkk budh ekdVax , oackaMak i Fkd I sdh tk, xhA bu I ǀFkkvkaeaU; wure 6 i kB; Øeka dk I pkyu fd; k tk, xk , oabu i kB; Øeka dk i R; k; u jk"Vh; , tǀl ; ka I s gksckA vk/kfud v/kkd j puk , oam | kskaI sthor I a dZbu I ǀFkkvkaadh fof'k"Vrk gksckA i R; sd I ǀFkk dks, d {ks= fo'kSk eamRd"V I ǀFkk ds: i eafodfl r djusdk iz, kl fd; k tk, xkA bu I ǀFkkvkaea bǀLVh bǀVhV; ǀku bǀjǀ'ku ǀv/kbǀvkbǀvkbǀz I sy , oam | ferk fodkl dǀnzgkckA ; g I ǀFkk, amlu; u dsfy, varjzVh; I g; ks i klr dj I dǀch rkfd jk"Vh; , oavarjzVh; ekudkadsvuq i ekuo I a k/ku fodkl dk dk; Zfd; k tk I dǀ ; kstuk dsrgr ftyk eq; ky; fLFkr vkbǀ/hvkbǀz dk vkn'kz vkbǀ/hvkbǀz eamlu; u fd; k tk, xkA I ǀkkx eq; ky; ij fLFkr 10 Lo'kkl h i ksyhVǀdfud egkfo | ky; ka , oa 04 Lo'kkl h bat hf; fja egkfo | ky; dks vkn'kz I ǀFkk ds: i eafodl h {ks= fo'kSk eamlu; u dj] fodfl r fd; k tk, xkA

9-4 futh fuosk dsfy, i kǀl kgu& jkT; I jdkj dsl hfer I a k/kukadksnǀ"Vxr j [krsgq , oafuth f'k{kk@i f'k{k.k ink; drkz/ka ds vuǀko , oa {kerkvka dk ykHk yusdh nǀ"V I s rduhdh f'k{kk , oa dksky fodkl eafuth fuosk dks i kǀl kfgr fd; k tkosckA dksky fodkl dsvol jkaearhozof) , oamI dh igp rFkk nk; jseafolrkj dsfy, futh fuosk dh egROIwǀk Hkǀedk gksckA futh fuosk dks i kǀl kfgr djus ds fy, fuEufyf[kr i fj; kstuk, acukbǀtkdj] fǀ; kfǀor dh tkosckA

9-4-1 b. MfLV^a, y Vfuax bǀLVhV; ǀ ǀv/kbǀ/hvkbǀz&
 vkbǀ/hvkbǀz, ǀ sfodkl [k. Mkaea LFkfi r fd; stk; sxǀ t gkǀ, ul hǀghVh I sl ǀ) de I sde 06 VM rFkk 240 I hvkadh i ǀsk {kerk dsdkbǀzHkh 'kkl dh; ; k futh vkbǀ/hvkbǀzI pkyr ughagka vkbǀ/hvkbǀzea, ul hǀghVh I ǀ) rk dsde I sde 06 VM gksuk vko'; d gkaksftI dh i ǀsk {kerk 240 I hvkadh gka VM dh I ǀ; k Nk=karFkk m | ks dh ekax dsvk/kkj ij c<kbǀtkosckA
 futh Hkxhinkjh ds vǀrxǀr LFkfi r fd; sx; svkbǀ/hvkbǀzea I pkyr fd; stkus okysVMka dk p; u i kboǀ/ i kVuz }kjk jkT; 'kkl u ds ijke'kzI sfd; k tk; sxǀ tksNk=ka, oam | ksckadh ekax ij vk/kfjr gksckA ; sVMǀ i jf'k"V&v ean'kǀz h xbzpkj Jǀ. k; kadsvǀrxǀr gkckA

9-4-1-1 Hkǀe& vkbǀ/hvkbǀz fǀghu fodkl [k. Mkaea vkbǀ/hvkbǀz LFkfi r djus dsfy; i fr vkbǀ/hvkbǀz vf/kdre 5 , dM+'kkl dh; Hkǀe fu%kyd nh tk; xhA Hkǀe dh yht

vof/k i kj Hk ea30 o"kkadh gkschA futh {ks= dsVfuax ink; drkZ }kjk 24 eghukads
vunj Hkfe ij iLrkfor iVt hxr fuosk djuk vfuok; Z gksk vU; Fkk Hkfe i q%
'kkl u eaos"Vr gkst k, xhA

9-4-1-2 i Vt hxr fuosk ij vuonku %cfMax i S kehVj %&

jkT; 'kkl u] tu futh Hkxhnhkj 0; oLFkk dsrgr-LFkfi r fd; stk jgsvkbZ/hvkbZ
dsfy; sfuth {ks= dsHkxhnhkj ka dks i Vt hxr vuonku inku djskA mi yC/k dj; s
tkusokysvuonku dh jkf'k] dlnz 'kkl u }kjk ok; fcyhVh xi QaMx dsvk/kkj ij
fu/kkZjr gkschA dlnz rFk jkT; 'kkl u }kjk fn; stkusokysdy vuonku dh l hek
vkbZ/hvkbZ dh dy i Vt hxr-eV; dk 40 ifr'kr vFkok jkf'k : i; s3-00 dj kM-
tks Hkh de gkZ gkschA jkT; 'kkl u }kjk fn; stkusokyk vuonku dy vuonku
%vkbZ/hvkbZ dh dy i Vt hxr-eV; dk 40 ifr'kr vFkok jkf'k : i; s3-00 dj kM-
tks Hkh de gkZ ea l s dlnz 'kkl u }kjk fu/kkZjr fd; sx; s vuonku dks ?kVkus ds
mij kar 'kSk l hek rd gkskA

vkbZ/hvkbZ dk U; ure fufeZ {ks= Qy 2500 oxZ hVj gksk pkfg; A
fuosk drkZ dk p; u muds }kjk m) fjr i Vt hxr ykxr ij U; ure vuonku ds
vk/kkj ij rduhdh vgrk , o fu/kkZjr 'krkZ dks i jk djusi j fd; k tk; sk A
vuonku dh jkf'k fuEukud kj rhu fd' rkaeah tkosk %&

- (i) i Fke fd' r %Hkou fuekZ k dk; Z flyf k yoy rd i wkZ gks i j jkf'k dk
, d frgkbZ Hkx(
- (ii) f}rh; fd' r %Hkou fuekZ k dk; Zi wkZ gks i j 'kSk jkf'k dk vk/kk Hkx(
- (iii) r}rh; fd' r %vkbZ/hvkbZ ds i wkZ %LFkfi r gks, oal; ure 03 VM l ea
, ul h0ghVh l e) rk i klr gks i j 'kSk jkf'k A

9-4-1-3 i f'k{k.k 'kq'd dh i fri firZ &

vkbZ/hvkbZ eafy; stkusokyk i f'k{k.k 'kq'd 'kkl u }kjk fu/kkZjr fd; k tkosk
rFk futh fuosk drkZ }kjk vkbZ/hvkbZ LFkfi r djus dsfy; stkj h fd; stkusokys
foKki u ean'kkZ k tk, xkA

i f'k{k.k 'kq'd] i f'k{k.k 'V&v eanx xbZ VM dsoxk ds vk/kkj ij VM ds l eng grq
fu/kkZjr fd; k tkoskA

jkT; 'kkl u }kjk dy i osk {kerk dh 50 ifr'kr l hvka ds i f'k{k.k 'kq'd dh
i fri firZ vuonku dh vof/k rd dsfy; snS gkschA bu l hvk agrq Nk= jkT; 'kkl u
}kjk ik; kstr fd; stkoskA jkT; 'kkl u }kjk fu/kkZjr dh xbZ i f'k{k.k 'kq'd dh
l eh{k k i R; d rhu o"kZ ds vrj kay eadh tkosk , oai f'k{k.k 'kq'd dh i fri firZ bl

rjg i u%fu/kkzjr 'kq'd dsvk/kkj ij gkschA ; fn jkT; 'kkl u grqfu/kkzjr dks/s dh l hv4 -ughaHkjrh gSrks, s h fLFkr eafuth fuoskdrkzbu l hvka ij i osk nus grqLora= gksx ijUrqjkt; 'kkl u bu Nk=kadsif'k{k.k 'kq'd dh ifri firZugha djskA

if'k{k.k 'kq'd dk Hkqrku cbl xkjVh tek djusij nksfd'rkaefd; k tk; skA i Fke fd'r eai f'k{k.k 'kq'd dh 60 ifr'kr jkf'k ij osk gksusij ns gksch rFkk 'kks jkf'k if'k{k.k kfkFkz kadsMRrh.kz gksusij nh tk; schA

9-4-1-4 ykftx 'kq'd dh ifri firZ&

jkf'k : lk; s1000 ifr ekg ifr if'k{k.k kfkFkz dseku l s80 ifr'kr dh mi fLFkr gksusij ykftx 0; ; dh ifri firZ dh tk; schA bl ds vrfjDr vl; dkbZ jkf'k if'k{k.k kfkFkz l sughayh tkoschA ; g jkf'k dpy 'kkl u }kjk ik; kstr Nk=kokl ea jgusokysif'k{k.k kfkFkz kadsfy; sgkschA bl dsfy; sfuth fuoskdrkz dks Nk=ks, oa Nk=kvkadsfy; si Fkd&iFkd Nk=kokl dh 0; oLFkk djuh gkschA jkT; 'kkl u }kjk vkbZVh-vkbZ dh fof'k"V vko'; drkvka dks ns[krs gq Nk=kokl fuekzk ds fy; s vumpku mi yC/k dj k; k tk; skA ; g jkf'k jkT; 'kkl u }kjk ik; kstr if'k{k.k kfkFkz kadh l d; k dsvk/kkj ij gkschA vumpku dh vf/kdre l hek' 'kkl u }kjk fu/kkzjr ekin.Mks ds vuq kj fuekzk dh dpy ykxr ds 50 ifr'kr rd gkschA Nk=kokl ds fuekzk ds ekin.M foHkx }kjk fu/kkzjr fd; s tk; skA Nk=kokl fuekzk ds mijUr 'kkl u }kjk ykftx Qhl dk Hkqrku ugha fd; k tk; skA

9-4-2- dksky fodkl dlnz¼, l Mhl h¼&

dksky fodkl dlnz¼ fodkl [k.M ed; ky; vFkok fodkl [k.M dsfdl h Hkh LFkku ij LFkfi r fd; stk l dsatgk bl dh vko'; drk gA bu dlnka }kjk Hkkjr l jdkj Je ,oa jkstxkj ea=ky; }kjk fu/kkzjr ekM; nyj , Elyk; cy Ldhe ¼ ebZ l ¼dsrgr de l s de pkj ekM; Wl eai f'k{k.k l pkfyr fd; s tk; skA if'k{k.k ikB; Øe , e-bZ, l - dsrgr uskuy fLdy Mgyi eBV dki kjsku }kjk fu/kkzjr uskuy vkD; i s kuy LVSMI ZvFkok jkT; 'kkl u }kjk fu/kkzjr ikB; de vuq kj gkschA bu dlnkseal; ure 300 vkond ifro"ki f'kfk'kr fd; s tk; skA ¼½ jkT; 'kkl u }kjk 'kkl dh; Hkouks@Ldny vFkok LFkkuh; fudk; vFkok Loforh; l LFkkvka ds Hkouks dks mi yC/k dj kus dh 0; oLFkk dh tk; schA bu Hkouks dk fdjk; k 'kkl u }kjk fu/kkzjr izkkyh ds vuq kj futh fuoskdrkz }kjk ns gkschA Hkou dh 0; oLFkk ik; o/ i kvZul Zdhtckonkj h gkschA ; fn 'kkl dh; egkfo | ky; kadk p; u futh dksky fodkl dlnæ ds l pkyu grq

fd; k tkrk gSrkSmDr 'kkl dh; egkfo | ky; dsfo | kffkz; kadksfdl h , d çf' k{k.k
grq çkFkfedrk nh tkosxh rRi 'pkr LFkku fjDr jgus ij vko'; drkuđ kj
LFkkuh; vU; 'kkl dh; egkfo | ky; ds fo | kffkz; ka dks vol j fn; k tkosxkA
dk; kzy; hu l e; dsvfrfjDr ; fn dñæ l pkyfyr gkrk gSrkSl j {kk , oavuđkkl u
l ædłh nkf; Ro l æđ/kr dksky fodkl dñæ dk gksxA

¼½ {ks=h; vko'; drk dks ns[krs gq jkT; 'kkl u }kjk Nk=kokl dh l fjo/kk
mi yC/k djkbZ tk; schA tgW Nk=kokl dh 0; oLFkk ughagksxh ogkWjkT; 'kkl u
Nk=kokl fuelZk ij Hkh fopkj dj l dsxA

¼ ½ jkT; 'kkl u }kjk vuđ fipr tkfr] vuđ fipr tutkfr] vU; fi NMk oxZ]
fu%kDr tu] efgykvs vkfn i' k{k.k. kffkz; ka ds fy; s jkT; 'kkl u dh ipfyr
; kstukvkadsrgr dsjgusdh l fjo/kk nh tk; schA

¼½ dā uh vf/kfu; e] 2013 ds vuđNn&8 dsrgr LFkfi r xj ykHk dekuokyh
dā fu; ka l s rFkk dā uh vf/kfu; e 2013 ds varxř çłr dki kqV l kky
fjLi kđLcfyVh varxř dksky ç' k{k.k çnk; djus ds fy; s çłr çLrkoka ds
fØ; kło; u ds fy; s jkT; l jdkj dksky fodkl dñæ LFkfi r djus ds fy; s
vko'; d fo | eku 'kkl dh; LFkku mi yC/k dj l dsxk] c'krđfd bl l sfu; fer
'kkl dh; dk; ZeadkbZck/kk u gkA

9-4-2-1 dksky fodkl dñzdsmi dj .k grqvupku&

jkT; 'kkl u }kjk dy mi dj .kka dh ykxr dk 25 i fr'kr vFkok : i ; s10-00
yk[k tkshkh de gksfuth fuoškdrkZ dksmi yC/k djkbZ tk; schA ; g vuupku nks
fd' rkaefn; k tk; sk A

¼½ i Fke fd' r%& dñz dksOghVhi h ds: lk eai at hđr djusi j vuupku dk
75 i fr'kr(

¼½ f}rh; fd' r%& pkjkaekM; Wl dsi Fke cp dsi f' k{k.k. kffkz; kadsmRrh. kZ
gksusij vuupku dk 'kšk 25 i fr'krA

9-4-2-2 i f' k{k.k ' kqđ dh i fri frrZ¼cfMax ij kehVj ½ &

¼½ 'kkl u }kjk i k; kfr 50 i fr'kr l hvksdsf' k{k.k ' kqđ dh i fri frrZvuupku dh
vof/k rd dsfy; snš gksxA fuoškdrkZ dk p; u U; wire i f' k{k.k ' kqđ ¼ i fr
i f' k{k.k. kffkz i fr ?kUVk½ dh n' kbZnj vuđ kj gksxA ; g nj ekM; Wl dk izdkj]
mi dj . kksdh dher] i f' k{k.k. xqkoRrk dsvfHkygk rFkk i f' k{k.k. kffkz; kadsfu; kst u
dh l ē; k ij ij vk/kkfj r gksxA mDr dsfu/kkz .k dsfy; sfuEukuđ kj i fdz k
vi ukbZ tk; sch&

- (1) jkT; 'kkl u }kjk VMt @i kB; d@ekM; Wl dk fu/kkj .k(
- (2) jkT; 'kkl u }kjk VMl dsfy; sQhl ¼ifr if'k{k.k.kkFkZ ifr ?kUVk nj½ rFkk mi dj .kkadh ykxr dk fu/kkj .k(
- (3) futh fuoškdrkZl sfu/kkZjr QkeV eatkudkjh iklr djuk(
- (4) fo'kSkK l fevr }kjk rdudhdh eW; kacu(
- (5) rdudhdh eW; kacu eami ; Ør ik; s x; sfuth fuoškdrkZl ka l sfoRrh; fufonk iklr djuk(
- (6) futh fuoškdrkZl dy Vñux ink; drkZl dk p; uA
 futh fuoškdrkZl dks ns if'k{k.k 'kq'd dk fu/kkj .k rhu o"lz ds fy; s mijkDrkuq kj gksxk , oarRi 'pkr~jkT; 'kkl u }kjk ifro"lz mDr jkf'k ea 10 ifr'kr dh of) dh tk; sch ijUrqfuth fuoškdrkZl dy Vñux ink; drkZl dks Hkkjr l jdkj dh ekM; wj , Elyk; cy Ldhe dsrgr if'k{k.k 'kq'd dh ifriwrZ dh ; Fkk l akkS/kr njai kjHk l sgh iklr gksxhA
 ½ dks ky fodkl dñkads if'k{k.k 'kq'd dh ifriwrZ rhu fd'rkseacñd xkj Vh dsfo: } dh tk; schA
 ¼½ iðsk ij 50 ifr'kr] ½½ ijh{kk eal feefyr gksus ij 25 ifr'kr rFkk ½½ mRrh. kZgksus ij 25 ifr'kr A

- uksV%& 1- jkT; 'kkl u }kjk nh tkusokyh if'k{k.k 'kq'd dh jkf'k] futh fuoškdrkZl dh ekU; dh xbz if'k{k.k 'kq'd dh jkf'k eal sHkkjr l jdkj }kjk ekM; wj , Elyk; cy fLdy ; kstuk ds rgr fu/kkZjr if'k{k.k 'kq'd dh jkf'k ?kVkusdsmi jkUr 'kSk if'k{k.k 'kq'd dh jkf'k gksxhA
- 2- ; g ekin.M rc rd ykxw gksa tc rd Hkkjr l jdkj dh ekM; wj , Elyk; cy Ldhe vi usorZeku Lo: lk eal pkfyr gksxhA
- 9-4-2-3 ijh{kk 'kq'd dh ifriwrZ&
 , ð sl eLr if'k{k.k.kkFkZ; ka tksekM; wj , Elyk; cy Ldhe dh ijh{kk eacBxamuds fu/kkZjr ijh{kk 'kq'd dk Hkqxrku futh fuoškdrkZl dy Vñux ink; drkZl dks fd; k tk; skA
- 9-4-3-1 lys eW 'kq'd ds: lk eavfrfjDr i kRl kgu&
 futh fuoškdrkZl dy Vñux ink; drkZl dks jkf'k : lk; k 3000 ifr if'k{k.k.kkFkZ dseku l svfrfjDr i kRl kgu jkf'k nh tk; sch] ; fn muds }kjk de l sde 50 ifr'kr ifr cp] if'k{k.k.kkFkZ; ka dks jkst xkj eafu; kstr fd; k tk; A ; g jkf'k døy l Qyrk i ðd fu; kstr if'k{k.k.kkFkZ; kadh l ð; k dsvk/kkj ij gh gksxhA fu; kstu ¼yd eW½ l srkRi ; ZgSfd if'k{k.k dsmi jkUr vkond dks vksZk bTM

I DVj eafdl h , d dEi uh eayxkrkj U; ure N%ekg dh vof/k dk jkT; 'kkl u }kjk fu/kkZjr dqky Jfed dsl ery; i kfj Jfed i klr gkA

9-4-3-2 fofo/k&

- (I) jkT; 'kkl u ds dks/dh 50 ifr'kr I hvka ds vrfjDr 'kSk 50 ifr'kr I hvkadksHkj usdsfy; si f'k{k.k 'kq'd dk dkbZcalku ughagksk(
- (II) futh , stBl h d{k k mi jka vU; i f'k{k.k nusdsfy; sLora= gksk(
- (III) 10 o"kZ dh vof/k dh I ekfir ij bl i ko/kku dk eW; kadu dj vkxkeh 0; oLFkk dk fu.kZ; fy; k tk; xkA

9-4-3-3 ; kstukUrxZr LFkki r vkbZVh-vkbZ , oa dksky fodkl dlnks ds i f'k{k.k ds i f'k{k.k dh yxr ds 50 ifr'kr 0; ; dh ifri firZ fuEufyf[kr 'krkZ ij dh tk; xh&

- 1- vf/kdre 10 if'k{k.d ifr vkbZVh-vkbZ , oa 5 if'k{k.d ifr , I Mhl h dk i f'k{k.k i R; d nks'o"kkZe
- 2- ; kstuk I LFkk dh LFkki uk I svf/kdre N%o"kZdsfy; {
- 3- i f'k{k.k jkT; @dlnz I jdkj }kjk vupksnr I LFkkvkseA

9-4-4 jkT; 'kkl u }kjk I pkfyr dksky fodkl dlnka dk icalku futh , ta h dks fu/kkZjr 'krkZ ij I ka usgrq; kstuk cukbZ tk, xhA

9-4-5 fo|eku I LFkkvka ea futh fuoSkdrkZ }kjk bMLVh fyad i kB; Øe@, d foax I pkfyr djusdsfy, i Fkd I s; kstuk cukbZ tk, xhA

9-4-6 m | kskla }kjk mudh rdudh tu'kfDr dh vko' ; drk dh i firZdsfy, vks| kfxd {ks=ka@fo'kSk vkfFkZl i {ks=kaea i f'k{k.k dlnka dh LFkki uk djusgrqi kRl kgu nus dsfy, i Fkd ; kstuk cukbZ tk, xhA cMevks| kfxd ?kj kukadks i ns k eafuoSk djrs I e; gh Lo; avkbZ/hvkbZ [kksy usgrqi kRl kfgr fd; k tk, xkA

9-4-7 Hkkjr I jdkj dh i hi hi h ekM dsrgr i ksyhVdfud egkfo|ky; LFkki r djus dh ; kstuk dk vf/kd I svf/kd ykHk yusdk iz kl fd; k tk, xk , oa; kstukarxZr LFkki r dh tkusokyh I LFkkvka dks i kRl kgu nusdsfy, fu%kq'd Hkrie nus dk i ko/kku fd; k tk, xkA

9-4-8 i osk {kerk eaof) dsfy, futh batfhu; fjaX egkfo|ky; ka dksf}rh; f'kq|V ea i ksyhVdfud , oa vkbZ/hvkbZ Lrj dh I LFkk I pkfyr djusgrqi kRl kfgr fd; k tk, xkA

9-4-9 Mh-, e-vkbZl h- dkj hMkj {ks= ea LFkki r gksjgsm | kskadsi fj i {; ea uohu vkbZVh-

vkbz LFKkfi r djusdsi kFk l kFk , oau tnhdh vkbZ/h-vkbZ eaeak vk/kkfjr uohu VM+ i kjEHk fd; stk, xkA

9-4-10 fo | eku bat hfu; fjæ@i ksyhVdfud egkfo | ky; ka , oa vkbZ/hvkbZ ea mnh; eku {ks=ka tS sfd ck; k&V&Dukyklit h} u&S&V&Dukyklit h} jkckfVDI vkfn ea i kB; Øe i kj&k djus , oa mudk l pkyu djus grq mi dj .kk& Quh&jj] i qrd& dEI; Wj vkfn ij gkusokys0; ; dh 'kr i fr'kr i frZjKT; 'kkl u }jkk dh tk, xhA l æ&/kr , t& h dksfo | kffkZ; kadsp; u dk vf/kdkj gks&k , oamuga i kB; Øe mRrh. kZ djus ij 'kr i fr'kr jkst&xkj fnykusdh ij Qkjed& xkj&/h ns&k gks&hA

9-5 e/; i ns&k 0; kol kf; d f'k{k&k , oai f'k{k.k i fj"kn-dh xfrfof/k; kadk foLrkj&

9-5-1 fLdy M&yie&/ dh j .kuhfr dsrgr fdl h Hkh 0; fDr ds Kku vk& fLdYI dh V&LV& mi jkUr] ml ds i&k.khdj.k dh 0; oLFkk djus rFkk mDr i&k.k i = dks Hkfo"; eamPp f'k{k&k ea uke&adu gr&ekU; fd; stkusdh ; kst uk i fj"kn-}jkk cukbz tk, xhA

9-5-2 e/; i ns&k 0; kol kf; d f'k{k&k , oai f'k{k.k i fj"kn l s l æ&/kr fofHkUu dk; k& dks l Eikfnr djusdsfy, l gk; d l fefr; k&ds: lk ea l EHkx Lrj rFkk ftyk Lrj ij Øe'k% l Hkxh; vk; Ør , oaftyk dy&Vj dh v/; {krk ea xBr l fefr; ka dksf& ; k'khy fd; k tk, xkA

9-5-3 futh blthfu; fjæ egkfo | ky; k& i ksyhVdfud egkfo | ky; k& futh vk& k&x& i f'k{k.k d&nt& fofHkUu 'kkl dh; , oax& 'kkl dh; , t&l ; k& x& l jdkjh l æ&Fkkvka }jkk l pkyr i f'k{k.k d&nt&a, oabPN& m | k&ka dks Hkjr l jdkj dh ^æ&M; nyj , Elyk; cy fLdYI ** ; kst uk&x& ok&ds kuy V&u& i k&kbMj ds: i ea i&at h&r djusgr&qi k&l k&gr fd; k tk, xkA

9-5-4 i j&jkxr g&j ; Fkk y&gkj] c<b& jktfel=h] d&gkj] ekph] chM& cukusoky& x&s l od] t&od [kr&h] bR; kfn ds i f'k{k.k ds i&k.khdj.k dh 0; oLFkk dh tk, xh ftl l s&si frLi /kk&ed cktkj eavi usd&ky dsek/; e l svkthfodk vt&u dj l d&A

9-5-5 , ei hl hos/ dsdk; k&ds Hkfo"; e&foLrkj dksnf"Vxr j [krsgq d& YV&/ j [kus dk i ko/kku , ei hl hos/ dsl &/&vi e&fd; k tk, xkA

9-6 fLdy M&yie&/ l &/j dh LFkki uk& i R; d vul foLM fodkl [k&M ea , d fLdy M&yie&/ l &/j dh LFkki uk dh tk, xh tg&al Fkkuh; vko' ; drku& kj vYi kof/k i f'k{k.k l pkyr fd; k tk l d&A vul foLM fodkl [k&M/ka&afuth fuos&k l s fLdy M&yie&/ l &/j l pkyr djus dh ; kst uk cukbz tk, xhA bu , l Mhl h dks i f'k{k&kr Nk=ka dks lyd e&/ mi y&/k djkusdsvk/k&j ij i k&l k&u fn; k tk, xkA

dk\$ky fodkl d\$nkadk l pkyu gc , .M Likd ekMy ¼ d ed; d\$nzl s/sykbΔ , oavU;
ml l stM\$sgq d\$nzZdsvk/kkj ij djusdsfy, foHkx ; kstuk cuk, xkA

9-7 fo | eku rduhdh f' k{k.k l ΔFkkvka dk l q'<hdj .k&

9-7-1 fo | eku l ΔFkkvkaefjDr inkadh i frZ, oauohure v/kkd j puk mi yC/k djkusds
fy, foRrh; l d k/kukadk i ko/kku fd; k tk, xkA

9-7-2 'kkl dh; vkbΔ/hvkbZ dh v/kkd j puk dk fodkl 'kkl dh; l d k/kuka o foRrh;
l ΔFkkuka l s__ .k i klr dj] fd; stkusdk iz kl fd; k tk, xkA ; fn futh 0; fDr; ka
}kj k 'kkl dh; vkbΔ/hvkbZ dsfy, fu% kY d Hkou mi yC/k dj; k tkrk g\$ rks, d s
Hkouka ea 'kkl dh; vkbΔ/hvkbZ LFkfi r dh tk l dsxhA mi ; Dr 'kkl dh; Hkou
mi yC/k gksus ij ml eaouhu vkbΔ/hvkbZ [kksyusdh i kFkfedrk nh tk, xhA

9-7-3 vkbΔ/hvkbZ ds l q'<hdj .k ds vrxZ l eLr vkbΔ/hvkbZ ea 6 VM rd l pkyr
djus ds fy, ; kstuk cukbz tk, xh , oogh VM+ l pkyr fd; s tk, a tks fd
i kl fixd gka , oam | kska dh ekax ds vuq i gka tks l ΔFkk, afdjk; s ds Hkou ea
l pkyr g\$ogka 6 l sde VM l pkyr gksus ij vrfjDr fdjk; s ds Hkou dh
0; oLFkk dj VM+ c<k; s tk, A

9-8 xq kkrEd l q'kkj dsfy, iz kl &

9-8-1 l ΔFkkvkaeai j Li j i frLi /kz dks c<kus dsfy, , d [kqyh vk\$ i kn' khz iz kkyh ds
vk/kkj ij iR; d futh , oal koZt fud f' k{k.k l ΔFkkvka dk fu/kkZjr fcUnq/ka ij
eW; kadu dj okf"kd j idax , oax\$Mx dh tk, xhA

9-8-2 iR; d f' k{k.d@i f' k{k.d ds fy, eW; kadu , oa i kRl kgu vk/kkj r dk; i z kkyh
fodf l r dh tk, xhA

9-8-3 Lora= , oacg; , t\$il ; ka }kj k 'k{kf.kd vkfMV fd; s tkus dks i kRl kfg r fd; k
tk, xkA

9-9 f' k{k.dka@i f' k{k.dka dk i f' k{k.k &

9-9-1 f' k{k.k dh xqkoRrk eaof) dsfy, f' k{k.dka@i f' k{k.dka ds i f' k{k.k , oaKku l o/kU
dh , d nh?kZdkfyd ufr cukbz tk, xhA oKkfud rduhd l sfd; s x; s V\$uax
uhM , ukfyfi l dsvk/kkj ij iR; d f' k{k.d ds i f' k{k.k dh ; kstuk cukbz tk, xhA

9-9-2 i n\$ k eafofHku l rjkadsf' k{k.d@i f' k{k.k , oal gk; d rduhdh veysds i f' k{k.k
ds fy, , d i wkZ% vkokl h; i f' k{k.k l ΔFkk@ LVkQ MoyieW dkyyst dh
LFkki uk dh tk, xh] tksfd i f' k{k.k dh vko'; drkvka ds vkadyu ds vk/kkj ij
dk; D\$ekadk l pkyu djA

9-9-3 vkbΔ/hvkbZ ds i f' k{k.dka dks kh mRrj kRrj f' k{k.k ds vol j inku djus ds fy,

- D; wkbz h Ldhe i kj tk dh tk, xh ftl l sfd osvkb/hvkbzdsfy, mi ; ksxh {ks=kaea Lukrd Lrj dh f' k{kk i klr dj l dA
- 9-9-4 m | kska dsfo' kskK@eust l @bat hf; l Z dk f' k{k.k l LFkkvka ea , oa f' k{kdka dk i fr' Br m | kska ea , d fuf' pr vof/k dsfy, LFkkuu djus dk i to/kku fd; s tk, x} ftl l sfd f' k{k.k l LFkk, a, oam | ksx ij Lij ykHkkfor gksl dA
- 9-10 dsfj; j dkma fyax , oalyd eA/ &
- 9-10-1 e/; in'sk dsfj; j dkma fyax , .M lyd eA/ l kd k; Vh dh LFkki uk dh tk, xh] ftl dsvarxh 'kkl u dsfoHkku foHkkxka dsvarxh l pkfyr f' k{k.k l LFkkvka ds fo | kffkz ka dsfy; soc vk/kfjr i kx/zy dk fuekz k tgka fo | kffkz ka dks in'sk ea rdudh f' k{kk} mPp f' k{kk} pfdRI k f' k{kk} vk; tk ds {ks= eami yC/k f' k{kk} ds vol jka dh , dtkbz tkudkj mi yC/k gksxA ; g l kd k; Vh foHkkxka dh ekax vuq kj vk/kfudre vkWykbu vkW dEi l i) fr l si osk dh dk; Bkgh djsxA l kd k; Vh Nk=kaea l tukRed i pfr dksc<kok nusdsfy, ifro"kzfo | kffkz ka ds fy; s foHkku idkj dh i fr; kfxrk, a in'sk Lrj ij vk; kstr djsxA foHkku fudk; k} m | kska vkfn dks vi usjst xkj dh vko' ; drkvka dk foKki u oci kx/zy ij foKki r djus dh l fo/kk jgsxA
- 9-10-2 fo | kffkz ka dks l kqV@ykbQ fLdYI dk i f' k{k.k nusgrq l LFkkvka ea fQuf' ka LdWl l pkfyr djus dh ; kst uk cukbz tk, xhA mRrh. kzfo | kffkz ka dks fu; kst u ; kx; cukusdsfy; sodZfLdYI @l kqV fLdYI dk i f' k{k.k fQuf' ka LdWl ds ek/; e l snusdsfy, i fr Nk= fu/kkzjr /kujkf' k dh i fri firZ djus dh ; kst uk cukbz tk, xhA
- 9-10-3 jkst xkj dk; kzy; ka dks bat hf; fjax , oai ksyhVedfud egkfo | ky; rFkk vkbz/hvkbz mRrh. kz fo | kffkz ka dk MkVv mi yC/k djkus , oa in'f' kZ djus dh 0; oLFkk dh tk, xhA
- 9-10-4 i f' k{kqvf/kfu; e 1961 rFkk i f' k{kqfu; e 1991 dk i Hkkoh fØ; kUo; u l quf' pr fd; k tk, xhA
- 9-10-5 fo | kffkz ka dks v/; ; u vof/k ds nks ku vks| kfxd i f' k{k.k dh l fo/kk mi yC/k djkus ij i fr Nk= fu/kkzjr /kujkf' k dh i fri firZ m | ksks dks djus dh ; kst uk cukbz tk, xhA
- 9-10-6 , d h futh lyd eA/ , td h dks vuqf/kr djus dsfy, ; kst uk cukbz tk, xh] tks mRrh. kzfo | kffkz ka dks i f' k{k.k mi jkur 100 i fr' kr jkst xkj dh xkj/h nrh gkA

- 9-11 fj l p] dđ YVđ h] VđLVæ] l rr-f' k{kk , oai kstĐV odZdksc<kok&
- 9-11-1 l đFkkvka eam | kska ds l g; ks l s' kks'k , oa dđ YVđ h ijd dk; Øeka dks c<kok fn; k tk, xk ft l l sNk=kadksubZrduhd ij dk; Zdjus, oa^oYMZvkQ odZ' l s flkK djusdk vol j feyusds l kFk l đFkkvka ds vk; dsL=ks' Hkh c<æA l đFkk fLFkr Vđuæ&de&ikMD'ku l đ/j dks fofHkUu xkgdka l s l foZ @eVud @i kMD'ku vkfn dsdk; ZysusgrqfoHkx }kjk uhfr cukbz tk, xhA
- 9-11-2 m | kska }kjk ik; kstr LukrdkRrj i kB; Øeka ds l pkyu dks i kRl kfgf fd; k tk, xkA
- 9-11-3 l rr f' k{kk dk; Øeka ds l pkyu dks c<kok fn; k tk, xk ft l l sfd m | kska eadk; j r-depkfj; kđ mRrh. kZfo | kFkZ ka dks uohure {ks=kaea thou i; r v/; ; u (l ifel ong l earning) dh l qo/kk miyC/k djkbz tk l dA m | kska dh vko' ; drkvkad h i frZdsfy, vYi kof/k i kB; Øekadk l pkyu djusdsfy, , d yphyh , oa i k j n' khZ 0; oLFkk cukbz tk, xh ft l l snjLFk i) fr l } vádkfyd : i e] l l rkg eadN fnu ; k m | kska ds i fj l j eai kB; Øekadk l pkyu l kko gks l dska
- 9-11-4 e/; in'k y?kq m | ks fuxe dh rtZ ij midj. kka@Quhij dh ejEer rFkk fctyh fQVæ vkfn dk; kđ grq 'kkl dh; vkbđ/hvkbZ@i ksyhVdfud@ bat hf u; fjæ egkfo | ky; dksfcuk fufonk cyk; sdk; Zdjusdsfy, jkT; 'kkl u l svf/kdr fd, tkusdh dkj bkbz dh tk, xhA
- 9-12 mnh; eku , oamPp rduhd ds {ks=kaea uohu i kB; Øekadk l pkyu , oal đFkkvka dh LFkki uk&
- 9-12-1 'kkl dh; l đFkkvka dks Loforrh; vk/kkj ij i kB; Øe i kjkk djusgrq l hm euh fn; stkusdk i ko/kku fd; k tk, xkA
- 9-12-2 i ksyhVdfud egkfo | ky; ka, oa vkbđ/hvkbZ ea yhd l sgVdj dN , d s i kB; Øe i kjkk fd; s tk, xk ft l l s ; pkvka dks vkfFkd {ks= eadgks jgs i fjorZu ds dkj . k m | kska eajkst xkj vFkok Lo&jkst xkj dsu, vol jkadks i kusgrq r\$ kj fd; k tk l dA dN , d s 0; kol kf; d , oathfodk vk/kkfjr (OCCUPATIONAL) i kB; Øe Qsku Vđuky kll h] bā; kjđ] fjVsy eđsteđ] Tosyjh , M , d d jht fMtk; u] fj; y bLVV/ eđsteđ] gkfl i Vyhv h eđsteđ] gkfl i Vy eđsteđ] j] ifjogu] gVfK ds j] eđMdy e'khu vkij s/ l] ekckbZy fj i s fjæ] , ; jykbu i l luy] cđdæ vkij s kđ] Yđ/ vkllQI eđsteđ] Vka i kVZ ku eđsteđ] fl D; fijVh eđsteđ] fl foy dklVĐVj f' ki] dLvej ds j , DthDw fVo] eđMdy l Yl esu , oa 'ks j VđMæ vkfn gđ ftudks vkbđ/hvkbZ , oa i ksyhVdfud egkfo | ky; ka ead i kjkk fd; s

- tkusdh vko' ; drk gA
- 9-12-3 mnh; eku {ks=kaeavarjKZVh; Lrj dsbat hfu; fja , oai ksyhVdfud egkfo | ky; @ fu'th fo' ofo | ky; [kksyusgrqi kRl kgu fn; k tk, xkA
- 9-12-4 I uFkkvkadksM; ny fMxh dk; Øe pykusdsfy, i kRl kfgf fd; k tk, xkA
- 9-13 b&yfu&] os cLM yfu& , oa nji LFk f'k{k dks i kRl kgu& I puk i kS] kfxdh dk vf/kdre mi ; ksx I fuf' pr djrsgq b&yfu&] os cLM yfu& dh 0; oLFkk, adh tk, xhA varjKZVh; Lrj dk Kku , oa tkudkj i R; d fo | kFkhz@i f'k{k.k.kFkhz dks I yHk gks I ds bl fy, i R; d 'kkl dh; I uFkk eafMthVy yk; cjh@eYVhehfM; k I u/j dh LFkki uk ds iz kl fd; stk, xA
- 9-14 iz kkl fud {kerk dk I qn<hdj .k , oab&xou& &
- 9-14-1 I uFkkvkadksi z kkl fud] foRrh; , oa' kSkf.kd Lok; Rrrk i nku dh tk, xhA
- 9-14-2 ; kst ukvka ds i Hkkoh fØ; kUo; u grq iz kkl fud {kerk vka dk I u} u djuk , oa iz kkl fud veys dks varjKZVh; Lrj dk vutko@i f'k{k.k i nku djus dsfy, i Hkkoh dk; bkgh dh tk, xhA
- 9-14-3 I uFkkvka ds e/; cgrj rkyey , oa I pkyuky; rFkk foHkkx ds chp cgrj I ello; vSj I pukvka ds Rofjr vknku&i nku dsfy, os cLM , evkbz I iz kkyh fodfl r dh tk, xhA
- 9-15 i f'k{k.k dsfy, vU; 'kkl dh; Hkouka dk mi ; ksx& I kozt fud f'k{k.k I uFkkvka ds Hkoukadksd{kkvkadsmi jkUr vU; i f'k{k.k i nk; drkz/kadksmi yC/k djkusd iz kl fd; k tk, xkA xh'e dkyhu vodk'k ds l e; fo | ky; ka dsfjDr Hkouka ea <kb&ruhu eghus ds vYi vof/k ds0; kol kf; d i f'k{k.k dsdks i pquank gkbzLdny@gk; j I ds Mjh Ldnykaea I pkfyr djusgrq; kst uk cukbz tk, xhA
- 9-16 ofpr I engka ds fy, rduhdh f'k{k& vkjf{kr ox] efgyk, i fu%kDr tuka dks rduhdh f'k{k , oa dksky fodkl ds vol j mi yC/k djkus ds fy, fo'kSk ; kst uk, a I pkfyr dh tk, xhA , dy0; , oa vEcMdj ; kst uk ds varxv vud ofpr tkfr , oa tutkfr ckgY; {ks=ka ea vkfnetkfr dY; k.k foHkkx ds I d k/kuka I s vkbZVh-vkbZ@ i ksyhVdfud I pkfyr fd, tk, xA vYi I q; dkj xS =kl nh I si Hkkfor 0; fDr; ka rFkk fu%kDr tuka dsfy, i Fkd 'kSkf.kd I uFkku@fox I pkfyr djus dsfy, fi NMlk oxZ, oa vYi I q; d dY; k.k foHkkx@xS jkgr foHkkx@I kekftd U; k; foHkkx I sl ello; fd; k tk, xkA
- 9-17 Kku vk/kkfjr vFkD; oLFkk ds fy, i f'kf{kr tu'kfDr dk rS kj fd; k tkuk& insk eajkT; 'kkl u }kj k insk eal puk i kS] kfxdh dsmi ; ksx dksc<kok nsus, oal puk

i kS} kfxdh dh f'k{k} i zaku | qkkl u] fodkl , oatul keku; dsl 'kfDr dj .k dh fn'kk ea
i Hkkoh , oadkjxj Hkfedk dksn'Vxr j [krsgq rFkk insk dh turk , oafof'k"Vrk\$ ij
; pkvkadksdEl; Wj | k{kj cukusdsfy, rFkk | puk i kS} kfxdh dh igp vke turk rd
igpkus ds fy, e/; insk uklyst dki kjsku dh LFkki uk dh tk, xh ftl | sfd Kku
vk/kkfjr | ekt , oavFkD; oLFkk dsfy, ykxkadksr\$ kj fd; k tk | dA

9-18 varjkZVh; @jk"Vh; | LFkkvka@, tafi ; ka@m | kxka@' kkl dh; foHkkxka | s
| g; kx&

9-18-1 rduhdh f'k{k.k | LFkkvka dks varjkZVh; Lrj ds fo'of | ky; k} | LFkkvka , oa
vks} kfxd | aBuka ds | kFk QsYVh , DI pat] LVWV/ , DI pat , oa Vehfuak
dk; Øekagrqi kRl kfgr fd; k tk, xkA

9-18-2 vl; foHkkxkadh ; kst ukvkadsl pkyu dsl anHkZeaftl eai f'k{k.k dh vko' ; drk
gkz vko' ; drkuq kj i f'k{k.k dh 0; oLFkk vkb/hvkbz@ i kshVdfud eafodfl r
djusgrqiz kl fd; stk, asftl | s, d rjQ foHkku foHkkxka dh ; kst ukvka dk
ykhk njLFk vpy rd igp | ds, oal LFkkvkadh vk; dsL=ks Hkh c<+l dA

9-18-3 | LFkkvka ds ikl miyC/k | d k/kuka ds vf/kdre mi ; kx grq | LFkkvka ds e/;
fj | kl Z'ks fjak dksc<kok fn; k tk, xkA

9-18-4 m | kxkadh fof'k"V if'kf{kr tu'kfDr dh vko' ; drkvkadh i firZdsfy, | LFkk, a
m | kxka | s | k>nkjh@, evks wdj fof'k"V i kB; Øeka@ i f'k{k.k dk | pkyu dj
| dsxhA

9-19 rduhdh f'k{k} dk i pkj , oa izl kj & 10oha | s 12oha d{k} rd ds Ldny ds Nk=ka dks
| ehi dh vkn'kZ vkbZVh-vkbZ ; k rduhdh f'k{k.k | LFkku eaHke.k djokuk ftl | smudh
rduhdh i kB; Øekaea tkx: drk@vfHk: fp eaof) gks, oavf/kd | svf/kd Nk= Hkfo";
earduhdh dks ky | s tMs={ks=kaeadk; Zdjusdsfy; si fjr gksl dA rduhdh | LFkkvka ds
i kB; Øekads i pkj izl kj grqjkt; Lrj , oaftyk Lrj ij ekxh'kZu&l g&fu; kst u esyka
dk vk; kst u fd; k tk, xkA

10-0 rduhdh f'k{k} , oadksky fodkl foHkkx dks ufr 2012 eafd; s x; s i ko/kkuka ds vuq i dk; Z
| a kfnr djusgrqv/kdr fd; k x; kA

11-0 bl ufr dsvarxh 0; k[; k , oal a kku | a kh fu.kz yusdsfy, eku- e[; ea-hth dh v/; {krk ea
xfBr 'kh'kZLrjh; %iD! %fuosk | a/kZu | kf/kckj | febr fu.kz yusdsfy, | {ke jgsxhA

12-0 bl ufr dsvarxh i ktr | eLr | Lrko Vh; Qad dsek/; e | s^, dy f[kMdh iz kkyh** dsvarxh
fujkar fd; stkoA

Course category : A

1. Non - Engineering
2. Architectural Assistant
3. Building Maintenance
4. Draughtsman (Civil)
5. Draughtsman (Mechanical)
6. Mech. Communication Equipment Maintenance
7. Mechanic Lens/Prism Grinding
8. Physiotherapy Technician
9. Surveyor

Course category : B

1. Carpenter
2. Electronic Mechanic
3. Electroplater
4. Fitter
5. Foundry man
6. Information Technology & Electronics System Maintenance
7. Interior Decoration and Designing
8. Laboratory Assistant (Chemical Plant)
9. Lift Mechanic
10. Mason (Building Constructor)
11. Mech. Repair & Maintenance of Two Wheelers
12. Mechanic (Radio & TV)
13. Mechanic (Tractor)
14. Mechanic Auto Electrical and Electronics
15. Mechanic Computer Hardware
16. Mechanic Consumer Electronics
17. Mechanic Industrial Electronics
18. Mechanic-cum-Operator Electronics Communication System
19. Painter General
20. Pump Operator-cum-Mechanic
21. Radiology Technician
22. Sanitary Hardware fitter
23. Sheet Metal Worker
24. Textile Mechatronics

Course category : C

1. Electrician
2. Instrument Mechanic
3. Instrument Mechanic (Chemical Plant)
4. Marine Fitter
5. Mech. Repair & Maintenance of Light Vehicles
6. Mechanic (Diesel)
7. Mechanic (Motor Vehicle)
8. Mechanic (Refrigeration and Air-Conditioner)
9. Mechanic Agricultural Machinery
10. Mechanic Mechatronics
11. Mechanic Medical Electronics
12. Plastic Processing Operator
13. Plumber
14. Spinning Technician
15. Vessel Navigator
16. Weaving Technician
17. Wireman

Course category : D

1. Attendant Operator (Chemical Plant)
2. Machinist
3. Machinist (Grinder)
4. Maintenance Mechanic (Chemical Plant)
5. Mech. Repair & Maintenance of Heavy Vehicles
6. Mechanic Machine Tools Maintenance
7. Operator Advanced Machine Tools
8. Tool & Die Maker (Dies & Moulds)
9. Tool & Die Maker (Press Tools, Jigs & Fixtures)
10. Turner
11. Welder (Gas and Electric)