Chapter-V
SUGGESTIONS
CHAPTER-V
SUGGESTIONS

The suggestions are with reference to the achievement of goals of PPP scheme and its philosophy of partnering with industry partner.

Government had a philosophy to upgrade ITIs by way of giving more autonomy to these institutes and increase their accountability by introducing third party like industry partner and other members.

Thus Institute Management Committee would foster more participative management and it would pour some drops of professionalism into its policies and operations. But the ultimate control is with Central and State Government in terms of steering committees at state and national level.

The suggestions are to be seen in the light of goals of the PPP scheme.
The goals are reproduced here for the ready reference of the reader. Thus collectively, these suggestions aim at improving the state of achievement of the goals for the success of the scheme.

This chapter consists of suggestions to different stakeholders with reference to both guidelines of DGE & T or KPIs and some other points. The researcher has attempted to keep the suggestions with the following attributes.

1. The suggestion are within the context of the study. Those which are indirectly connected with the study are given as other suggestions
2. The suggestions have backward linkage to the analysis of primary data or questions appearing in different questionnaires and interactions. These backward linkages are given in the bracket [ ] at the beginning of the suggestions.

For Backward linkage the following abbreviations are used.
- IM = Reference of analysis of responses to questions put to Chairman of Institute Management Committee.
- Q = Questions no
- P = Analysis of responses to questions put to Principal.
- Int = stands for interactions.
- CS = Current Students
- PS = Past Students
- LR = Literature Review
3. The suggestions are very prescriptive in nature for an implementation.

5.1 Contextual Suggestions:

[IM: Q: 01 and Int]

5.1.1 Preparation of IDP:

Following are the points which come in way of preparation of sound IDP.

1. MoA Clauses:

MoA contains some clauses which talk about punishment up to imprisonment if irregularities are there. This is a strong leg pulling factor for IMC members. This hampers the initiative of IMC members while preparing IDP. The government should revisit the clauses to overcome the situation.

2. Initiative of Industry Partner:

The industry partners are not very conversant with training process of ITIs. They work in the environment which more dynamic and single authority driven. The working of IMC is of collective decision making nature. Therefore, the industry partners do not participate in preparation of IDP full heartedly. This affects the preparation of IDP. Therefore, it is suggested that the industry partners should be such that who are conversant with the process and are ready to give sufficient time.

3. Approval of IDP:

There is a considerable delay in approval of IDPs which affects their revision. Therefore, it is suggested to State Government that the mechanism for approval of IDPs should be strengthened.

4. Soundness of IDP:

In order to improve the situation the following steps are suggested;

- Training to all IMC members and not only principal be given about the preparation, soundness and the importance of IDP.
- The training is necessary and following courses are suggested for the same.

5. Basic Course: For new IMC members and principal who has been transferred from non PPP ITI to PPP ITI.
This course is suggested because during interaction it is noticed that IMC team should develop the 360 degree or wholesome perspective of the scheme with reference to the objectives and procedures.

6. **Refresher/ Capacity Building Courses**: The external and internal environment is dynamic in nature. It calls for change in skills. In order to align with the change, it is necessary to bring changes in courses, faculty skills and infrastructure items etc, accordingly.

In refresher course, the training regarding how to predict the changes? How to map them in terms of requirements to cope with changes in factors like courses, faculty skills and equipment? How to estimate financial needs for the same? be given to develop broader perspective.

Similarly, different guidelines are communicated via Government Resolutions by SSC from time to time and the trainees should understand the contents of such GRs by letter as well as by spirit.

Thus, frequency of such refresher courses be annually.

[IM: Q: 02 and Int.]

5.1.2 **Consultants**: The engagement of consultants is permissible and the help of consultants be taken to make the IDP more scientific and systematic. This professionals have more systematic approach and it can add value to the preparation of IDP.

[IM: Q:3 and Q.4 ]

5.1.3 **Skill Requirement**: It is expected from the institute that it should assess short, medium and long term skill force requirements.

From these estimations, the institute is supposed to start the courses as per demand for skill requirements of the region. Linkage to skill demand and supply of technically equipped students can help them to achieve the first goal of the scheme i.e improving labour market outcomes through organisational and productive innovations. It will also help in achievement of second objective i.e. Making Skilling more industry responsive.

The authorities of SSC need to make it compulsory to use survey method for this component for the real time figures and trend analysis.

In order to overcome this difficulty following measures are apt:

1. Imparting training to IMC members.
2. Engagement of professional researchers.
3. Engaging current trainees for the survey as invigilators for which they be
   rewarded in terms of academic grades like project work / field work.

[IM: Q5: and Int]

5.1.4 Faculty Skill Development:

Presently, the faculty development training is conducted at the institutes like in
YASHADA at Pune, Central Staff Institute in Hyderabad, Chennai (Electronic
/computer) and institutes in Ludhiana, Bhopal, Kanpur.

Apart from this it is necessary to have the training facility at nearest place and
locally available. (such existing institute are at Tata Motor and Indo German tool room
Aurangabad).

The faculty skill development training is hampered because of following
reasons;

1. Shortage of Faculty Members
2. Industries where such training for skill development is possible are at a far
distance from the institutes.
3. The number of MoUs in this respect is very small.

It is necessary to bridge the gap for which few measures suggested are;

- Preparation of schedule of training calendar.
- The faculties can be sent by rotation and turns which would make them
  free for the training

[IM Q.6]

5.1.5 Reports:

Quarterly, progress reports are sent regularly. However, it is suggested that
these reports be published on web site.

This would help other institutes to learn about the practices followed by other
institutes. Information of reports can be made available to IMC chairmen and principals
only by giving special passwords. This will maintain the confidentiality.

[IM : Q.7 and Int]

5.1.6 Feedback Mechanism:

Feedback from the industry is significant for achieving first objective of the
scheme.
The solution to not having the feedback is suggested that it can be out sourced to some agency for which the funds are available.

Following is the part of different aspects which are more over related to performance:

[IM : (A) to (G) and Int]

5.1.7 Courses:

1. Trade Advisory Committee:

   The trade advisory committee formation to be made compulsory, where more expertise (even beyond the geographical limits of the location) can be sought from IMC members and experts from other institutes.

2. New Courses:

   For a new course the affiliation is needed to be taken from Quality Council of India.

3. One of the constraints in running new courses is very scanty payment to contract or other faculties. (At some instances it is Rs.72/- per hour for theory and Rs.36 for practical) amended in 2014 for CHB trainers. IMC appointed contract faculty are given Rs.14,000 per month with annual growth 5%.

   Therefore it is suggested that faculty payment needs to be revised and brought to the level of feasibility to attract faulty for training.

   In some cases, the courses are abandoned because of late approval of IDP, delay in delivery of equipment, non-availability of trainers etc. In order to avoid such situations, SSC or competent representative must ensure that all the needed resources are available. The permission should be given after conviction to the effect that, the courses can be run smoothly in future.

4. Number of shifts are marginally increased for current courses. Rather, the shifts should be increased because of commencement of new courses.

5.1.8 Faculty Appointments:

   Majority appointments are on ad hoc basis which are made against vacancies. However, in order to attract good faculty, IMC should create a separate blanket fund and it should be year marked for the purpose. Similarly, summing up and finishing sessions can be taken by guest speakers from industry.
5.1.9 **Infrastructure:**

**Available Facilities:**

Majority of ITI are falling short in providing good infrastructure in following facilities.

(i) Canteen (ii) Play Ground (iii) Water Harvesting (iv) ED Cell Room (v) Students Recreation (vi) Ladies Room (vii) Special Arrangement for Divyang Students

All the above facilities are turning from necessary category to essential category and necessary steps be taken for their establishment and improvement.

5.1.10 **Donations of Machinery and Equipment:**

- Generally, industries replace certain machines and equipment after using them for three years. They replace it with reference to high quality standards. However, those machines are not functionally obsolete. Thus, they can be useful for training the students. Some ITI have acquired them. The IMC should identify such replacements and bring them to the institutes. The initiative is important for such an acquisition.

- CSR funds should be attracted by IMC members for the donation of Machinery and Equipment by making a strong appeal with a reasonable justification.

5.1.11 **A 20% Admission Quota:**

1. **Prescribed Fees:**

   The fees for 20% admission seats at differential payment are recently hiked. The structure of fees show that for SC and ST categories students, there are very nominal fees. The admissions to ITI courses is sought generally by those students who cannot afford college education. Such students generally belong to low income group.

   The restrictions on ITI is not to change the fees prescribed for this quota.

   Some students cannot reach to that level. They do not have eligibility for fee concessions.

   The situation is either to enroll the student with full fees or keep the seat vacant.

   If there is flexibility in case of authority to IMC then such students can be enrolled below prescribed fees. In case of absence of such flexibility, the institute loses revenue in totality. In case flexibility at least some funds shall be available to the institute. Here, the principle of something is better than nothing should be applied.
2. Fee Concession for Tribal and Drought Prone Areas:

There are some areas where there is very meagre industrial development. Some areas are long term draught prone. The students cannot afford the fees. IMC should be given flexibility for such regions. Special guidelines should be prepared by DGE & T about flexibility by appointing a committee.

5.1.12 Independent Production Centre:

IMC has been put with many restrictions like;

- It cannot start any commercial activity
- It cannot let out extra premises.

Therefore, the only source for IMC to generate substantial revenue which is necessary to pay off the initial funding of Rs.2.5 Cr. Starting the production centre shall be useful in delivering hand on training to students and carrying out the jobs of industry like a vendor with payment.

5.1.13 Placement:

1. Feedback System: There should be a formal system for feedback from recruiters and alumina.

2. Consortium Efforts: The centralized approach would increase the placement. For this the suggestion is that one district level ITI can be given a state of Lead ITI. Other District and Taluka level ITIs can be the member of the consortium.

The following suggestions are made which are based on interaction with principals.

3. DGE & T Role for Consortium Approach:

It should provide the guidelines regarding;

- Who would be the Lead ITI?
- The type of programmes and their frequency.
- Placement Boucher Contents as regards PPP scheme, profile of industry partner and members, salient features of institutes and students.

4. Full time Placement Officer: Dedicated Placement Officer:

A dedicated officer be taken in official schedule.

5. Best Placement Award for PPP ITI be institutionalized by DGE & T.

[CS: Q.(b) 7 and Int]
5.1.14 **Fire and Safety Course:**

The courses related to Fire and Safety training is essential to be conducted by the institute itself. This initiative shall help to increase the placement.

[ CS: Q. (B) 8 and Int ]

1. **Work Place Etiquettes Finishing Course:**

Orientation to Workplace rules and regulations is necessary for the students. The institute can invite industry experts and it should be followed by three industry visits which would be exclusively for this purpose. Thus a separate module be developed by IMC. The students should be evaluated by way of oral examination by industry person. A MoU with industry can cover these aspects.

2. **Industry Visits:**

The visits should be organised more systematically and following aspects be given the emphasis on

- Preparation of a calendar for the year and Communication Document which would include:
  - Objective of the visit
  - Processes to be seen
  - Inquiry to be made
  - Instructions for discipline
  - Any other related points

3. **Report Preparation:**

This assignment is to be given to a group of students. For each industry there should be a separate group. The report should contain details about learning from the visit. Old reports should be made available to current students.

4. **Team Building Workshops:**

The special team building workshops are needed for the students to cope with recent environment in industries where the project type tasks are carried out.

5. **Activities - State Level Competitions:**

Few good students should be identified and special efforts be taken for them as a focal group and preparations should be made to nominate them in this competition.
5.1.14 Governance:

1. There should be a formal document for counselling guidelines for faculty, students, including IMC members which would make the mission of PPP scheme more visible and effective to implement.

2. In addition to KPI given by MoA and added from time to time, IMC members need to develop more qualitative KPI in order to meet the first and fifth goal.

3. There is a large gap in number of meetings with IMC and students with an exception of 03 institutes. Therefore it is suggested to have at least one quarterly meeting with students which would get reflected into Quarterly Progress Report.

4. MIS: Very few institutes have MIS for their own purpose. There should be an independent MIS which can render the information more than what is needed by Government only.

5. Quality Assurance: Quality Council of India is the apex institution which approves the ITI for affiliation. It has very stringent norms. However, keeping the norms of QCI as goals for goal setting ITI can progress towards the excellence.

6. It is suggested that each institute has to have its own formal Quality Assurance Cell which would develop parameters, set goals, and self-assessment process.

7. The continuous working of QAC would take the institution to the level of excellence. This will facilitate to run State Council for Vocational Training (SCVT) affiliated new courses.

8. State of Gujrat has adopted this policy and could add many courses due to that. It is suggested that state of Maharashtra should consider and follow the policy.

5.1.15 ED Cell:

Prima Facie the core function of the institute is to train the trainees through trade skill development. However, the first goal achievement has two routes to achieve it. One is placement for the students and the other is that students should go for self-employment.

Earlier, the major problem was of initial funds availability. However, in recent past this particular difficulty is being eased out to a large extent because of certain
government initiatives and Central and State Government schemes like Start up, Stand up, Mudra Yojana, Women Entrepreneur Funding.

Second important point is that it is difficult for Government of any party to provide jobs to the youth which is around 60% of the population. Therefore, more self-employment is answer to the situation. In such circumstances, the skilled trainees should be directed towards self-employment. With consideration to above circumstances, the end result should be increase in self-employed students. Therefore the suggestions are:

DGE & T needs to include number of Self-employed students as one of KPI in their list.

1. For fostering self-employment, there should a separate room and facilities like library, internet etc. be provided. However, at present the institute has to spend for these facilities from their own budget. It is suggested to provide for Training and Placement cell separate funds under this specific head by State and Central Government in the scheme or otherwise.

2. An Entrepreneurship and Incubation Centre be established. At that centre, the appointment of a full time counsellor is necessary.

5.1.16 Funds:

Payment of Income Tax:

At present, Income tax is paid by institutes on the amount of interest in they do not spend it within the limit of 5 years. It is suggested to waive the condition for ITIs or it should be extended to 10 years.

5.1.17 Vacant Positions of Trainers and Administrative Staff:

The vacancies are filled up by State Government where MPSC for Principal is involved and for other posts other competitive examination bodies are involved. The advertisements are given when the minimum number is reached for the post. This takes a long time to fill up vacant posts. This results in to inordinate delay. The government needs to take steps to minimize the period.

5.1.18 Rewards and Recognitions:

At very few places there are rewards and recognitions are institutionalized. Thus it is suggested that IMC should use its autonomy and the number of rewards and recognition should be increased. The probable prizes, rewards and recognition can be as follows:

- Student of the year – for all round performance
• Best Skilled student – (the choice should be from students of all trades)
• Best Social Worker Student – The student who has participated in social activities conducted at places other than institution
• Academic Awards
• Recognition for Report Preparation and Innovative projects
• Sports Activities

The institution should seek the areas and opportunities to reward and recognise the students to motivate them for best career development.

[PS : Int]

5.1.19 Rapport with Alumina:

More emphasis be given on:

1. Experience sharing about industry.
2. Preparing for jobs.
3. Invitation for assessment: They would like to take part in assessment of projects and other such instances. This would help the students to get hand on tips for improving practice approach
4. News bulletin: The past students are ready to contribute to news bulletin by of way articles. Such articles would make the students aware about new trends and up dates in their trades. Similarly, the institutes can give recognition to the achievements of past students through such new bulletins.

This would foster placement opportunities and therefore the job of bringing out such news bulletin be entrusted with Placement Cell. The bulletin can be in e form and can be put on Web site of the institution. The periodicity may be different. Two past students should be on editorial board of such bulletin

• Mentoring: They are ready to contribute by taking one student for mentoring. One student should be assigned to one past student. They would decide the plan of actions together.
• Alumina meets: Past students showed interest in attending alumina meet which should be at least 04 in a year. This would facilitate the attendance for at least two meetings even if they are busy.
5.2 **Other Suggestions:**

Following suggestions are significant in improving the efficiency of Industrial Training Institutes and also achievement of goals determined by Central Government whole launching PPP scheme.

[LR – Skill India report]

1. **Flexi mode MoUs:**

   In order take the benefit of DGE & T scheme for conducting training programs, the industry partner should take the benefit of this initiative under Skill India project.

2. **Courses:**

   - LR/RP/01/09 – Short term course and employer requirement. In China several short duration training courses are introduced which cover diverse array of skills and meeting specific requirements of employers. Such short term courses should be started by ITI.
   - Int

   Waste and Effluent Management Certificate Course:

   The students need knowledge about these burning issues due to environmental imbalance and awareness about its effects. In order to make students more employable courses related waste and effluent and emissions are necessary.

3. **Web Site Information:**

   The following observations are noteworthy:

   - DGE & T website itself is not having updated information.
   - Some of the links are having the information but for a browser, it does not provide information with good clarity.
   - Very few ITIs have their independent web sites but they are not updated or cannot render the complete information.

   It is suggested that the web sites should be updated every fortnight which should give complete and clear information.

   Similarly, there should be guidelines to keep minimum level of uniformity in information on Web site.

   In recent times of digitalisation, it has become a part of Governance.
4. **Autonomy to IMC:**

There are many areas in which clear autonomy should be given to IMC.

It is accepted that too much autonomy may lead to total privatisation but from efficiency point of view, optimum autonomy is necessary. The areas in which IMC should be given autonomy are:

- Expenditure without full sanction of IDP
  (IDP sanctions delay and till that time they cannot spend. Therefore, it is suggested that some slab of amount should be immediately approved and rest of the amount be sanctioned after detail scrutiny of expenditure shown in IDP)
- Approval of New Courses
- Remuneration for faculty and speakers

It is suggested to revisit the autonomy by SSC and revise the rules which would be compatible with current circumstances.

5. **Grading/Categorisation of PPP ITI:**

There is a need to grade or to categorise these institutes on some suitable multiple parameters like Intake Capacity, Local Socio Economic conditions, No of Trades etc.

In absence of such categorisation, soft loan of Rs.2.5 crores has been given as blanket amount to all of them. This has resulted in that those who are small and big (having 6 trade with 125 intake students and those who are having more than 30 trades and more than 1500 intake students, have received the amount of Rs.2.5 crores.

The categorisation (if made into Large, Medium and Small) can facilitate:

- Balance in autonomy
- Balance in accountability
- Balance in Fund Allocation
- Balance in Teaching, Learning and Evaluation Process
- Facilitate innovation and experimentation
- Facilitate operative performance
- Development of Qualitative KPIs

Thus categorisation can optimize the resources towards achievement of goals.
6. **Handing Over of Charge vs Knowledge Transfer Charge:**

   Transfer of charge is a common practice in all government and private organisation. However, this is done as per the check list and in most administrative way.

   Principals when particularly transferred from Non PPP ITI to PPP ITI or from one PPP ITI to another PPP ITI the charge as per the list is transferred. But actually Knowledge Transfer does not take place. IMC and other parts are driven by a particular philosophy and methods. New person should be well oriented to that sufficiently. Thus, the System should include the angle that the institute is a perpetual and long term organisation.

7. **Socio Economic Profile and Courses:**

   There is a mismatch between Socio Economic Profile and Courses. The alignment is necessary for better matching. A review committee should be established by DGE & T for the purpose. They should revisit the situation and take measures for effective alignment.

8. **Nodal Officer:**

   Many a times it happens that the industry partner is at a very long distance from the institute. Similarly, principal and other industry members and Government ex officio members are preoccupied and find it difficult to come together.

   This results in all administrative, procedural responsibilities need to be looked after by the principal alone. This hampers the coordination (which means management of interdependence). Thus, at least for large ITIs should have a nodal officer to coordinate few activities in the following areas:

   - Assistance in development of IDP
   - Monitoring fund management
   - Conduct of meetings with all stakeholders. A calendar of meeting schedule be prepared and followed with better coordination.
   - Monitoring of MIS
   - Monitoring of KPIs
   - Coordinating with SSC, SIC and other government authorities
   - Report Management
   - Monitoring of Resources in general
   - Standardization and Simplification
9. Incentives to Industry Partner and Industry Members:

Prima facie, it is noticed that incentives for Industry partner are;

- Satisfaction of discharging social responsibility by the enterprise.
- Sourcing of trainees useful for their enterprise.
- However, these incentives are not sufficient. In order to attract good quality involvement of industry partner, the following suggestion are made;
- Removal of Harsh Clauses: There are clauses which straight way speak about the imprisonment for irregularities which are not very severe. This creates the scare in mind of members of IMC and therefore they do not step forward for taking some good decisions. A revisit to these irregularities and punishment is necessary and should be made soft in such a way that they should not become counterproductive and at the same time would create due scare for irregularities.
- Allowances and reimbursement of expenses should be so much that they need not spend from their own pocket.
- Tax Concession: Number of taxes are paid by business units like Excise, VAT, Service Tax, and so on - Income tax is at 40 % which is highest tax payment slab wise. Thus, they should be given substantial concession as a recognition for their contribution to these institutes. The government can decide the pragmatic parameters for the tax concessions. Today, there are 250 PPP ITIs. It is probable that more ITIs can be potentially brought into coverage of PPP. Funs of Inefficient PPP ITIs should be given to efficient ITIs.
- Renting out extra facilities for their benefits – Land, Equipment, Machinery and such other facilities can be given on rentals
- Sponsored Candidates: They should be given a quota of at least 05 students whom they can sponsor for whom very concessional fees can be paid.
- Such measures are necessary and they can be worked out by having the committee where they would be participating in what type of benefits they would like to receive being they are playing industry partner role.
- [From FICCI – ERNST and YOUNG knowledge paper, September 2011 mentioned that Maruti- Suzuki India Ltd (MSIL) has tied up with 17 ITIs in November 2010 and has placed nearly 400 students in its service network.]
It plans to ramp up its network to 53 ITIs and absorbs 500-600 more ITI students in coming months].

- Social Recognition: In some way they should be recognized by Ministry of Industry of the state, by way of certification and felicitation.

In short present incentives are not very conducive for deeper involvement and more benefits should be offered to create Win-Win Situation.

10. Credit System for evaluation:

The evaluation should be based on continuous assessment and credit system should be introduced which would be beneficial to students from feedback of assessment to students point of view.

11. Plug in Plug Off courses:

The researcher is aware of present constraints of ITI. However, ITI in Mumbai and Pune are having good demand and supply position which is the basic need for this scheme. For those ITIs who do not have any problem as regards the admissions can go for this scheme. In this scheme the students can complete the course in instalments. Such scheme can generate the revenue for the institutes and students will be benefited.

12. Social Dignity to students:

As stated in literature review in discussion paper number 12 the common factors in case vocational training courses mentioned are;

- It is considered as dead end track
- Second choice education
- Low regard by the public.

Presently, the students of ITI are wrongly perceived as trained workers but who do not possess good intellect. They are the blue collar one. By and large they are not given due dignity. The situation can be improved by way of;

- Giving them recognition by social institutes like Lions Club, Chamber of Commerce and other NGOs to boost their morale to reduce the inferiority complex. Such social institutes should recognize them by giving award like Best Tradesman or Best Plumber of the year etc.
- The other way is to motivate them to go for further education by providing financial assistance.
13. Division of Region:

If the region is very big then it should be divided in more divisions in the districts. Such decentralization would render the more efficient working of the institutes.

For example, Aurangabad Region has 08 districts which should be divided into two divisions and each division should have 04 districts. There is a precedence in case of Nagpur and Amravati districts who are having four districts each.

14. Separate ITI for Divyang Students:

For Girls there are separate institution. Presently, there are few seats reserved for Divyang students. After passing out in case of few trades, they have skills but cannot give full justice to the task. This impacts their engagement in industry also.

Therefore, the suggestions are:

- There should be an exclusive institute for them.
- This would make them more cohesive and would encourage them to learn
- The facilities can be provided for the whole group of student as per their needs. e.g. Chairs, Path
- Other facilities like Lab, Workshops etc. can be designed to suit their constraints.
- Certain courses are not suitable to them where movements and coordination needed for accomplishment is a difficult for them. As there are quota for admissions, they take admission. Sometimes, they drop out or even if pass out and get a job. But they cannot perform and do not get the job satisfaction and therefore leave the job.

Therefore, most suitable trades and courses can be designed for them which would enable them to make their career in future. Such practices are prevailing at Anandwan, District Chadrapur in Maharashtra. The project is sponsored by State Bank of India under Corporate Social Responsibility (SCR) initiatives.

- The students of this ITI can have many other facilities and sumptuous funding from other sources also.
- The faculty and trainers in this institute can be those who are belonging to Divyang Class which would enhance their morale to different height. The trainers can have empathy for students. Such empathy would reflect in all
spheres of teaching, learning and evaluation and shall make them more creative.

15. Increase Number of Girls ITI:

Girls ITIs are also follow the scheme of PPP but they fall under the category of World Bank Funding Pattern and have different modalities.

Presently there are not more than 15 ITIs in Maharashtra which are exclusively for girls. They are under the World Bank Projects. There are 30% seats which are reserved for Girls in every ITI. Despite considering the male to girls ratio, the number of ITIs exclusively for girls should be increased. This would lead to better women empowerment.

16. Vertical Mobility:

Vertical mobility is considered as upgrading oneself to higher level of training or education. A student who has completed the ITI should complete Diploma or Degree in his/her trade or branch or complete the degree in some other discipline. During the survey it is found that the motivation level for aspiring for further education is very low. The major reason is that the students belong to such an economic class where they need to go for earning immediately.

However, certain measures like exemption for the subject related to trade and designing intermediate courses can move them vertically. Few courses related take them vertically up be designed which can be under distance learning mode, contact session based, practical training at ITI wherefrom they passed. In nutshell, for vertical movement a committee should be appointed to suggest via media for step by step movement.

It is a matter of appreciation that ITI passed students are given now the equivalence to 12th passed students which is helping them to move vertically.

17. Rewards and Recognition:

Rewards and Recognition are very strong motivation for any person or a group of persons. (Refer page No. 27 of Skill India brochure – ebook, which talks about world skill international competitions and medals)

In case of ITI, there are six key stake holders (a) IMC (as a governing body) (b) Principal (c) Industry partner (d) Teachers and trainers (e) Students and (f) Past Students / Alumnae

They should be rewarded sufficiently for their performance of their role. There should a committee and well set balanced parameters for the selection, which would
avoid partiality and make the process more fair. The rewards and recognition suggested are as follows:

1. **IMC (as a governing body):**
   The major role of IMC is about policies and strategies. It is suggested to award Recognition certificate for the best performance which has rendered short term benefits.
   The award can be in terms of Best IMC for the year or Best IDP of the year. It can be in the form of a Tablet with handsome amount of Cash Prize or prize and a shield.

2. **Principal:**
   “Best Principal of the year” for all round performance. This can be in the form of a running trophy and a good amount of cash prize.

3. **Industry Partner:**
   Best Industry Partner of the year. It can be in the form of a certificate and big shield which they can display in their reception.

4. **Teachers and Trainers:**
   It can be “Best Teacher / Trainer Award” of the year. The form of the prize should be a big medal and handsome cash prize.

5. **Students:**
   The prizes should be for academic and social and extracurricular performance. The form can be certificates, small medals, cups, trophies, cash prizes, in kind like books, tools kits etc.

6. **Alumnae:**
   The prize would be for best of achievements. Best Alumina of The Year. The form of a recognition or prize can be certificate and a trophy or a shield.

7. **Best Mentor of the year:**
   This prize can be given to any person who may not be one from above and even outsider. Students are mentored by different persons may be in formal structure or in informal way. But if this recognition practice can attract more persons (like retired principal or teachers or other experts from society who have strong desire and time) and a route would be open for them.
   Publicity: Post recognition is the most important part as publicity. It decides the degree of recognition and reach of recognition. Culturally, persons remain to be away from fame but from social point of view it is necessary to have publicity of their contribution.
The reason behind this view is that such publicity motivates others to come forward and do the best. Social media, Web site, Newsletters, E-communication shall be very useful for the purpose.

16. Quality Council of India:

This organisation is an outsourced body by the Central Government.

This Appex body examines the level of excellence of ITI. The parameters are stringent and hence only Khed (Pune) ITI in Maharashtra has applied for the affiliation by this body. With recent developments every ITI has to get affiliation from this body every five years. The suggestion is that QCI should give some time to ITI for improvement and should give certification on completion of those shortfalls.

ITI can aim to create environment which would be conforming to the norms of QCI. This will expedite the process of excellence.

18. Industry Partner Match:

ITI and Industry Partner should have a good match. Present norms are:
- It should not be away from ITI more than 50 kms.
- The turnover should be more than 4 crores
- The minimum strength of employees should be more than 25.
- It should have some background of social work.

In majority of cases at the time of launching and beginning of this scheme the norms are not so strictly seen for take-off of the scheme. The major mismatch was in respect of distance from ITI.

More specific norms be evolved for new PPP schemes which would provide the best possible match which is necessary for better operative efficiency of the institution.

British Council and ILO paper

19. Increase in number of third party assessors:

The massive target of skill development and entrepreneurship by 2022 needs regular and continuous assessment of different programs. As per the report when skill development policy of 2009 was in force, the paper has shown that by 2022 there would be shortage of 4700 assessors. The new policy of 2015 has brought in PIU Policy Implementation Unit in the frame. Considering the need there should be substantial increase in assessment agencies.

LR Prof. Bhaskaran
20. Residential courses:
   Residential courses shall be useful for comprehensive skill training and also more
   rigorous training can be imparted with reducing the number of days. The advantage
   is more number of students can be trained in a year as the duration of courses can
   be reduced to half of non-residential courses. Similarly they can be useful for
   Divyang students.
   NSDC, MDSG Report

21. Local Language focus:
   There are many short term courses of the duration of 3 months to 6 months which
   are meant to impart basic vocational skills. Such courses should be made available
   in local language. This would out reach the needy persons more effectively.

22. Global Skill Development and Vocational Education Day (SDVED)
   With the initiative of Hon. Prime Minister Narendra Modi yoga day is
   celebrated now globally on 21st September every year on a global level.
   Skill Development and Vocational Education is as important as Yoga as life
   skill. In order to bring the attention of the entire world to this important issue it is
   suggested to celebrate such a day.

   Practice: http://www.vqday.org.uk :
   In UK, Vocational Qualification day is celebrated for student, teachers and
   employers from 2008 in the month of June. It includes activities like
   - Award Ceremonies
   - Interactive Skill Demonstrations
   - Students Competitions
   - Dignitary and celebrity Visits
   - Workshops
   - Fashion Shows
   - Business breakfast
   The objective is to promote vocational education and training in all forms and
   for all persons.

   As there is proper recognition has been given by the present government in
   terms of establishing new Ministry of Skill Development, it is suggested at least there
   should be a National Skill Development and Vocational Education Day (NSDVED).
If the above suggestions are brought in to reality as prescribed or with modification, then the efficiency and effectiveness of PPP ITIs shall enhance considerably. As a result the objectives of PPP scheme shall be truly achieved.

Thus above suggestions if implemented with making them more suitable to the environment of Industrial Training Institutes. It would take them towards excellence