



**FICCI Survey on
'The state of
Industrial Training Institutes
in India'**

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Federation House, 1, Tansen Marg, New Delhi



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FICCI Survey on 'The state of Industrial Training Institutes in India'

Executive Summary

The quality of the Industrial Training Institutes (ITIs) in the country has been deteriorating in the last few years, with the industry increasingly reporting disconnect between the skills imparted in these institutions and the skills demanded in the market. With the view to strengthen the vocational training system in the country and align it with the demands of the industry, the government recently announced that 500 ITIs in the country would be converted into '*centers of excellence*' with active participation from the industry. As part of this programme, 100 ITIs were identified to be taken up in the first phase.

FICCI has been actively involved in the industry-government consultative mechanism for improving the health of the ITIs in the country. The present survey, conducted amongst the aforementioned 100 ITIs, is an attempt to capture the present state of affairs in these institutions so that the key areas that require focused attention of both the government and the industry can be brought out.

The survey which saw participation from 69 out of a total of 100 ITIs to which the questionnaire was administered has brought forward several issues that need to be looked into if the ITIs of the country are to be turned into institutions with the right and effective connectivities with the commercial world.

The survey results show that while the situation with regard to physical infrastructure and availability of power supply in the country's ITIs remains comfortable, it is factors like non-availability of computerized numerically controlled machines (CNC), inadequate supplies of raw material and lack of focus on staff training and development that are the key impediments in the way of strengthening these institutions.

Further, the fact that nearly 77% of the budget of the ITIs is on average allocated for salaries when viewed in conjunction with the reported shortage of staff indicates that we have a difficult task at hand i.e. to control the budget spent on salaries so that additional funds are available for purchase of machinery, raw



material and staff development as we go ahead and take steps to address the problem of staff shortage.

Another area that deserves attention of the government is the under utilization of seats as reported by 51% of the participating institutions. FICCI believes that the trades presently being offered by the ITIs in the country need to be assessed in terms of the national and local industry requirements and that trades that limit the scope for job opportunities after completion of the course be replaced by those that are responsive to the emerging labour market needs.



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Section 1 - Introduction

To achieve international competitiveness in the present era of globalization, businesses require a skilled workforce that is responsive to emerging market needs and is equipped with knowledge of advanced technologies. On the other hand, for the youth of the present time to get gainful employment, it is crucial to acquire skill sets with strong labour market linkages. Meeting these requirements critically depends on a country's endeavour towards developing its skill-pool and bringing in modern technologies in the vocational training system of the country.

As India integrates itself with the world economy, which is largely driven by knowledge and skills, there is an imperative need to take a re-look at the existing state of affairs in the skill imparting system of the country. The ability of Indian industry to benefit from globalization hinges on its success in benchmarking itself to the international standards in terms of price, quality, safety and productivity, which in turn is contingent upon the availability of a globally competent labor force. The employment statistics of the country also underscores the need to develop market driven skills amongst its potential labour pool. During 1994 to 2000, growth rate of employment in the country was less than the growth rate of labour force, indicating an increase in the rate of unemployment. **Up-gradation of the technical education and skills development system of the country, which is the principal provider of technicians and skilled workers, should thus form the core of the human resource development strategy of the government, which in turn would help meet the twin targets of enhancing competitiveness of the Indian industry and creation of job opportunities for the youth of the country.**

Section 2 - Vocational Training System in India – An Overview**☉ Management Structure of Vocational Training System**

Vocational training in India is offered through public Industrial Training Institutes (ITIs) as well as private Industrial Training Centers (ITCs). Under the Constitution of India, vocational training is a concurrent subject of both Central and the State Governments. **While the development of training schemes, evolution of policy, laying of training standards and norms, conducting of examinations, certification, etc. are the responsibilities of the Central Government, the implementation of the training schemes largely rests with the State Governments.**

The Central Government is advised by the National Council for Vocational Training (NCVT), a tripartite body having representatives from employers, workers and Central / State Governments. Similar councils known as State Councils for Vocational Training (SCVT) are constituted for the same purpose by the respective State Governments at state level.

☉ Principal Training Schemes

The principal training schemes operational under the Directorate General of Employment and Training, Government of India (DGE&T, GOI) for the Industrial Training Institutes and the Industrial Training Centers are the Craftsmen Training Scheme (CTS) and the Apprenticeship Training Scheme (ATS). **The CTS provides medium to long-term institutional training to produce semi-skilled / skilled workers for industrial employment, while the ATS is a combined training programme that offers both institutional and on-the-job training with the graduated apprentices being considered as skilled.**

⇒ Craftsmen Training Scheme

Craftsmen Training Scheme (CTS) was initiated in the year 1950 by the Directorate General of Employment & Training (DGE&T) with an aim to impart skills in various trades through the Industrial Training Institutes to meet the skilled manpower requirements for technology and industrial growth of the country. **Presently 107 nationally recognized trades are offered through the CTS, with 36 new trades introduced in 2003.**

The period of training for various trades under this scheme ranges from six months to three years and the entry qualification varies from 8th to 12th class pass, depending on the requirements of training in different trades.

At the end of the programmes, trainees appear for the All India Trade Test (AITT) conducted by the Directorate General of Employment & Training (DGE&T) under the aegis of NCVT and successful students are awarded the National Trade Certificate (NTC), which recognizes them as semi-skilled craftsmen.

⇒ **Apprenticeship Training Scheme**

Recognizing the need to supplement the training imparted at the training institutes with training in actual workplace, the National Training Scheme was introduced in 1959 on a voluntary basis. Apprentices Act was enacted subsequently in 1961 and was implemented in the year 1962.

103 subject fields have been designated for the category of Graduate & Technician apprentices and 95 subject fields have been designated for the category of Technician apprentices.

Entry qualification for the apprenticeship training varies from standard 8th to 12th class pass, with the period of training varying from six months to four years depending upon the trade. The NCVT conducts All India Trade Tests (AITT) for trade apprentices and successful trainees are awarded the National Apprenticeship Certificate (NAC).

🕒 **Recent initiatives to strengthen vocational training system**

With the objective to upgrade the vocational training system in the country, the Directorate General of Employment & Training (DGE&T) in the recent past has taken a wide range of initiatives that focus on the qualitative improvement of the prevailing system as well as aims at integrating the country's potential labour force into the system to a larger extent. Some of the steps taken are mentioned below –

- 1) Establishments of new ITIs in the North Eastern states and Jammu and Kashmir.

- 2) Introduction of multi-skill courses in selected ITIs consisting of one-year broad based basic training followed by specialized modules as per the needs of local industry.
- 3) Opening of Vocational Training Centers (VTCs) at Block level in States / Union Territories.
- 4) Ten new courses with strong industry linkage approved for introduction in the ITIs.
- 5) Up gradation of ITIs into Centers of Excellence.
- 6) A trade in emerging area of Information Technology namely 'Information Technology & Electronics System Maintenance' (ITESM) introduced under the Craftsmen Training Scheme.
- 7) Introduction of externally aided projects for reforms and improvements in Vocational Training Services rendered by State Governments
- 8) Special drive launched during 2004-05 to identify establishments in private sector which should have been covered under the ATS – 5414 new establishments were identified and brought to the notice of the concerned State Apprenticeship Advisors subsequently.

Section 3 - Survey background and sample profile

Hon'ble Union Minister for Finance, P. Chidambaram, while presenting the Union Budget 2004-05, announced *"In order to produce technicians of world standard, Government proposes to launch a programme in the Central sector to upgrade 500 ITIs over the next 5 years at the rate of 100 ITIs a year. Appropriate infrastructure and equipment will be provided, the syllabi will be upgraded and new trades will be introduced. This is an area where I welcome Chambers of Commerce and Industry to join hands with the Government and create a public-private partnership model for designing and implementing the scheme."*

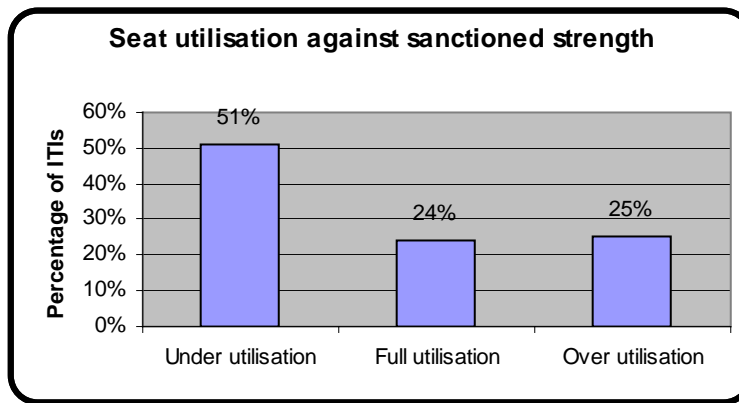
Following the announcement made by the Finance Minister, the Directorate General of Employment & Training (DGE&T), initiated the consultative mechanism with Industry on efforts that need to be made for strengthening the vocational training system in India. It was decided that in the first phase 100 ITIs spread across the country would be taken up and converted in centers of excellence. **FICCI has been actively participating in this Industry-Government consultative mechanism and the present survey has been conducted with the view to assess the existing state of affairs in terms of infrastructure facilities, training and staff related issues in the 100 ITIs identified for upgradation in the first phase. We hope that the results of this ground level survey and the direct feedback received from the participating ITIs would help identify the elements that need to be focused upon in the larger framework being drawn by the government for strengthening the vocational training system in India.**

The survey elicited response from 69 ITIs out of a total of 100 ITIs to which the questionnaire was administered. The survey responses represent a wide geographical spread with 48% of the responding institutes representing North India, 25% from the Western part of the country and the remaining 27% from the Southern region. However, the Eastern region remained unrepresented due to lack of responses from the institutes from the region.

Section 4 - Survey findings

4.1 Seat utilization in ITIs against sanctioned strength

The survey conducted by FICCI revealed that **for majority of the Industrial Training Institutes, the enrolment of students in the last academic year has been below the sanctioned strength for admission.** A majority 51% of the respondents to the survey reported a less than hundred percent utilization of the sanctioned student strength. While in case of 24% of the institutes the seats were fully utilized, another 25% had an over utilization of the same.



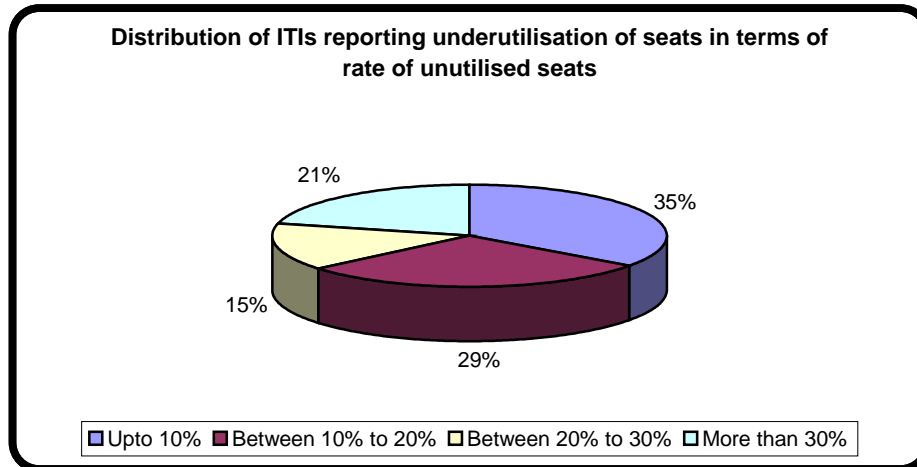
A region wise analysis of the responses in this regard shows that **it is the Southern and Northern region of the country, where underutilization of seats in the Industrial Training Institutes featured as a worrying factor.** While a majority 61% of the institutes from the Southern part of the country reported underutilization of seats, it was closely followed by the Northern part where 53% of the institutes reported the same problem. As against these high numbers in the Southern and Northern regions, about 38% of the participating institutes from the Western region responded likewise.

Seat utilization against sanctioned strength – Regional picture

(Percentage of ITIs)

Region	Under utilization of seats	Full utilization of seats	Over utilization of seats
South	61%	33%	6%
North	53%	10%	37%
West	38%	31%	31%

While the proportion of ITIs, especially from the Southern and Northern regions, reporting underutilization of seats is in itself very high, the acuteness of the problem is brought into sharper focus when we look at the rate of unutilized seats as a proportion of total sanctioned strength. **Of the 69 participating ITIs nearly 35 reported underutilization of seats. The following chart shows the percentage distribution of these 35 ITIs in terms of the rate of unutilized seats.**

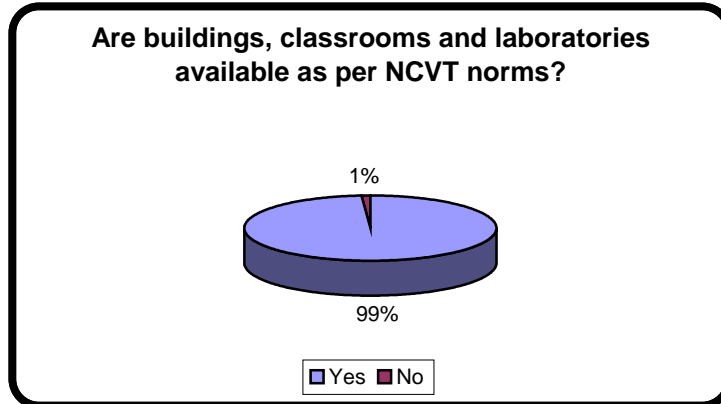


As the above chart shows, the rate of unutilized seats is not confined to just single digits. While in case 35% of the ITIs reporting underutilization of seats, the rate of unutilized seats was in the range of up to 10%, in the case of the remaining 65% of the ITIs this rate was reported to be in double digits. The fact that nearly 15% of the ITIs had vacancy ratio between 20% to 30% and another 21% reported vacancy rates upwards of 30% is a serious cause for concern.

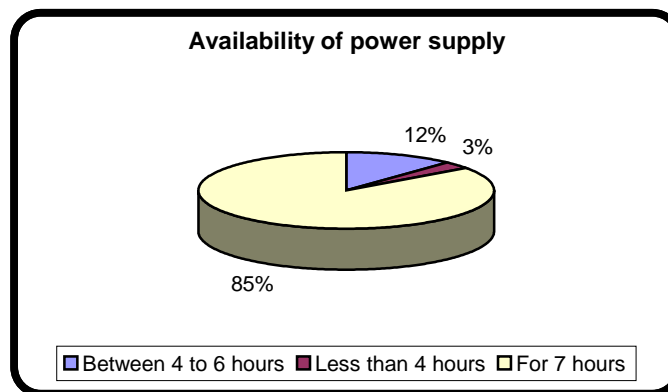
The issue of reported gap between the sanctioned strength and the filled seats needs to be looked into by the policy makers so that the reasons for the same can be identified and appropriate remedial measures can be taken. FICCI's preliminary investigations suggest that the low utilization of seats in a substantial number of institutes is indicative of the fact that the basic industrial trades offered by these institutes are becoming increasingly unattractive for their limited scope in terms of creating job opportunities.

4.2 Infrastructure related issues

⇒ **Physical infrastructure:** As far as the condition of the physical infrastructure in the Industrial Training Institutes is concerned, the survey revealed a bright picture. **When asked about whether they have building, classrooms and laboratories as per the norms laid down by the NCVT, a whopping 99% of the respondents were affirmative in their response.**



⇒ **Power supply:** Power is a critical factor to ensure uninterrupted practical training schedules in the Industrial Training Institutes, which depend heavily on the electrical machinery used for instructions. Of the 69 ITIs surveyed, a **substantial 85% of the respondents reported to have uninterrupted power supply between 9.00 am to 4.00 pm during the working days.** While for another 12% of the institutes power supply is available for 4 to 6 hours a day, an insignificant 3% said to have power for less than 4 hours per day.



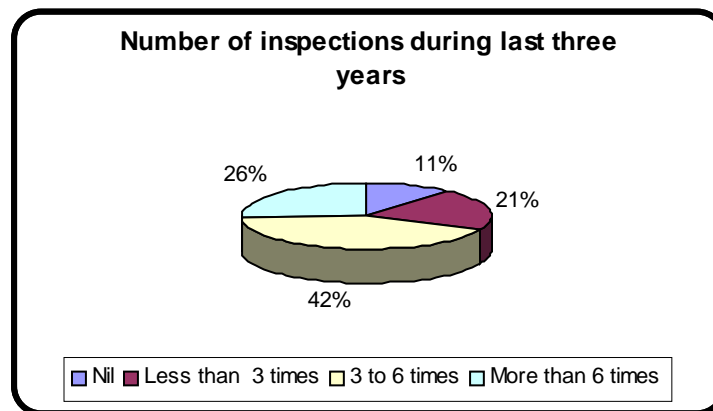
The institutes having power for less than 4 hours a day were not able to meet the practical training requirements of the trainees as per norms laid down by

the NCVT and cited non-availability of power as the main reason for this shortfall.

With regard to power load sanctioned, **an overwhelming 84% of the institutes covered in the survey, reported that the power load sanctioned for their respective institutes was either equal or above their power load requirements.** For the remaining 16%, it was below the required level.

4.3 Inspections / Supervision

When asked about the number of inspections carried out in the institutes by the directors during the last three years, **11% of the institutes replied that not a single inspection was done during the period with 21% reporting to have less than 3 inspections over the period.** While 42% had inspections between 3 to 6 times over the last three years, 26% of the institutes had been inspected more than 6 times.



A region wise analysis of the responses revealed that it is the Northern region where inspections by designated authorities are not being carried out as per the NCVT/SCVT norms with 43% of the institutes reporting nil or less than 3 inspections during the last three years. While 28% of the institutes from the Southern region reported likewise, only 12% of the institutes from the Western region reported to have nil or less than 3 inspections during the last three years.

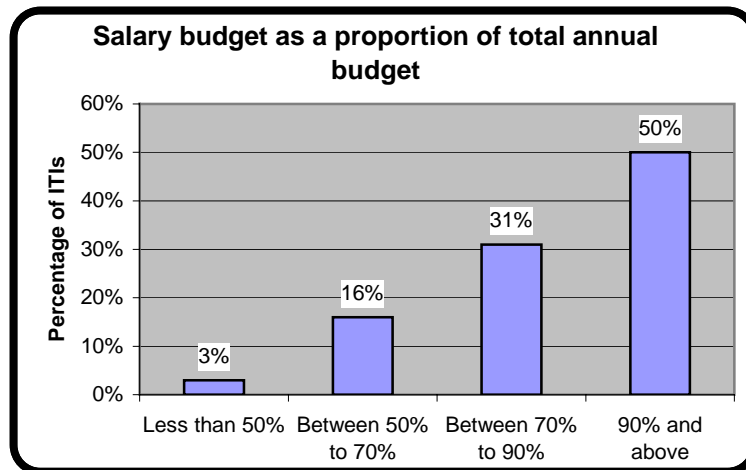
Number of inspections during the last three years – Regional picture

(Percentage of ITIs)

Region	Nil or less than 3 times	3 to 6 times	More than 6 times
North	43%	47%	10%
South	28%	28%	44%
West	12%	50%	38%

4.4 Budget allocation – The surveyed institutes were asked to provide detailed break-up of their annual budget under the heads of salary, building repair, buying equipments, raw material, staff training and development and other major expenses.

An analysis of the responses in this regard revealed that disproportionately large amounts of the funds were allocated for salary payment to the institute staff. For 50% of the participating institutes salary outlay for the year 2003-04 accounted for more than 90% of the total budget allocation.



A detailed analysis of the budget of the participating ITIs shows that two key areas namely purchase of raw materials and staff training & development are severely neglected if one were to go by the allocations made under these heads. The table on the next page clearly brings out the highly skewed nature of the expenses towards salaries.

Budget allocation under different heads

	Number of ITIs with an allocated amount in the year 2003-04	Proportion of ITIs with an allocated amount in the year 2003-04	Average proportion of budget allocated in the year 2003-04
Salary	63	100%	77%
Building repair	16	25%	7%
Buying equipments / machines	36	57%	5%
Raw materials	60	95%	6%
Staff training and development	19	30%	2%
Other major expenses	48	76%	6%

Notes –

1. The above table is based budgetary allocation for the year 2003-04.
2. Data for budgetary allocation for 2003-04 was provided by 63 ITIs out of the 69 ITIs that participated in the survey.
3. For the purpose of computing the average proportion of budget allocated under each head / category only the ITIs that had made allocation under the respective heads in the year 2003-04 have been considered.

As the above table shows nearly 77% of the budget of ITIs is on average allocated for salaries, leaving precious little for other expenses.

Another important finding to be noted is that while nearly 95% of the ITIs had allocated money for purchase of raw material used in the machines and equipment, the average proportion allocated under this head was a meager 6% of the budget.

Expenditure on staff training and development, which is an important area for any educational institution, was also found to be lacking in the ITIs surveyed. As the table shows, only 30% of the ITIs had allocated budget for staff training and development in the year 2003-04. Further, the average proportion allocated for staff training and development was a miniscule 2% of the total budget.

4.5 Training related issues

⇒ **Trades available – The survey conducted by FICCI revealed that the number of trades offered by the participating ITIs ranges from 2 to as**

many as 38. While the ITIs at Baleraich and Bhiwadi offer only 2 trades, ITI Aundh, Pune and ITI Kubernagar, Ahmedabad have 38 trades to offer. This when seen in the light of the fact that the total number of government approved trades is 107, shows that there exists a major deficiency in terms of the capability of the ITIs to ramp up their scale and offer new and more market oriented courses.

Feedback obtained by FICCI shows that a majority of ITI courses are in basic industrial trades, such as electrician, fitter, welder, wireman, mason etc while the non-traditional trades responsive to the emerging labour market needs such as commerce, insurance, personal services and IT related trades remain underrepresented. Given the existing excess supply in the labour market for the basic trades, **encouragement to the ITIs in offering non-traditional courses would be of strategic importance to make the ITIs in India effective in imparting skills with strong labour market linkages.**

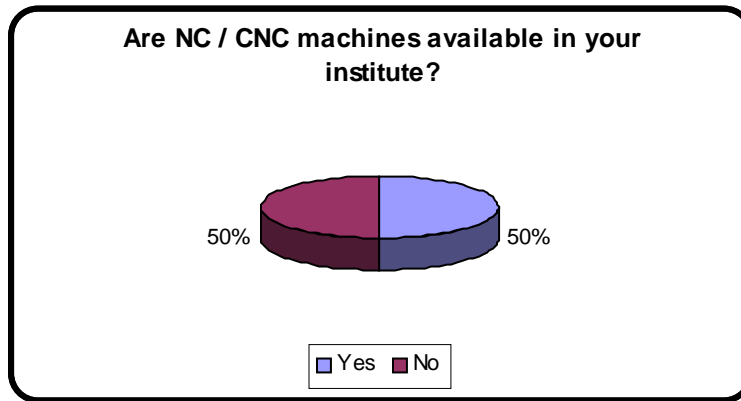
List of trades offered by the surveyed ITIs

Trade	Proportion of ITIs offering the trade
Electrician	86%
Turner	79%
Welder	79%
Machinist	71%
Fitter	71%
Motor mechanic	71%
Refrigerator & air conditioner mechanic	57%
Electronics	57%
Wireman	50%
Computer operator & prog. assistant	43%
Grinder	39%
Sheet metal Worker	39%
Stenography	39%
Carpenter	36%
Instrument mechanic	36%
Information Technology	36%
Mechanical m/c tool maintenance	29%
R&TV	29%
Diesel mech.	29%
Plastic processing operator	29%

Plumber	21%
D/Civil	21%
Cutting, sewing	21%
Tool and die mechanic	18%
Moulder	18%
Millwright	18%
Painter	18%
Mason	18%
Surveyor	18%
Draftsman mechanic	11%
Secretarial practice	11%
Desk Top publish Operator	7%
Foundry man	7%
Mechanic Maintenance Chem. Plant	7%
Dress making	4%
Hair & Skin Care	4%
Clock& watch	4%
Photography	4%
Driver cum mechanic	4%
Data Entry Operator	4%
MOCES	4%
Mech.medical electronics	4%
Industrial Automation	4%
Auto CAD	4%
Personal Computer Maintenance	4%
Analog and Digital Electronics	4%
Wireless Operator	4%
Attendant Operator Chemical Operator	4%
Mechanic Tractor	4%
Armature Motor Rewinding	4%
Certificate in e-commerce	4%
Certificate in software programming	4%
Two wheeler repairer	4%
Horticulture	4%

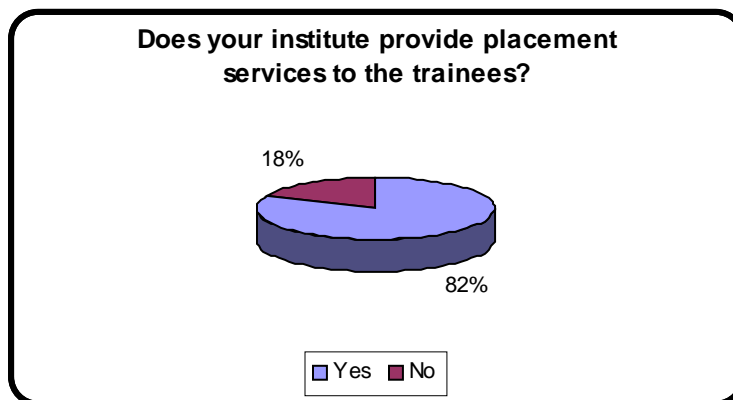
⇒ **Availability of machines** – While in majority of the Industrial Training Institutes surveyed 70% to 100% machines required for the trades offered by the institutes were available, the number of machines not in working

conditions as a proportion to the machines available in the institutes ranged from 1% to as high as 53%.



In order to make the trainees familiar with the advanced technologies, there is an imperative need for the institutes to have Numerically Controlled / Computerized Numerically Controlled (NC/CNC) and automation machines. In the present survey an attempt was made to find out status of availability of such machines in the ITIs surveyed. The responses received show that while half of the institutes have NC/CNC and automation machines the other half do not have these machines. **The non-availability of NC/CNC machines is acting as serious impediment to align the training provided by these institutes with the emerging market needs.**

⇒ **Placement services** - A majority 82% of the institutes reported to have placement services in place in their institutes for the graduate trainees, while in the remaining 18% of the institutes, the trainees are not provided with such an opportunity.

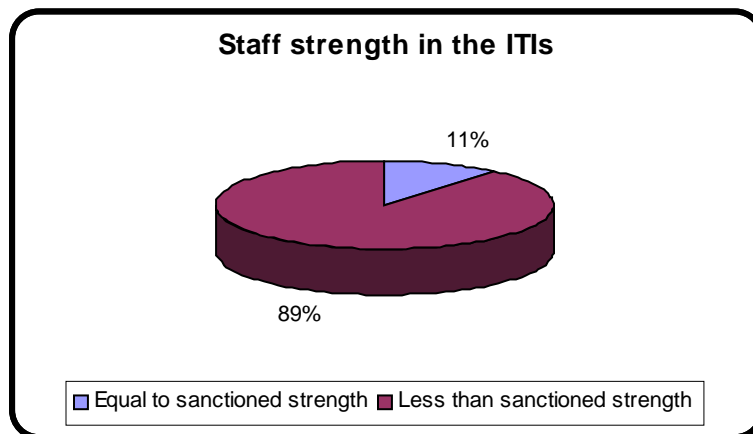


All the participating institutes from the Western region reported to have placement cells in their institutes. The trainees are mostly employed by various manufacturing industries under the scheme of ATS. Some of the institutes like the ITI Mahad, have set up Common Facility Centres in their respective institutes with the facility services being provided to the trainees from outside. Job opportunities, as reported by some of the respondents, are often provided to the trainees by the local industries directly through the Institute Management Committees (IMCs).

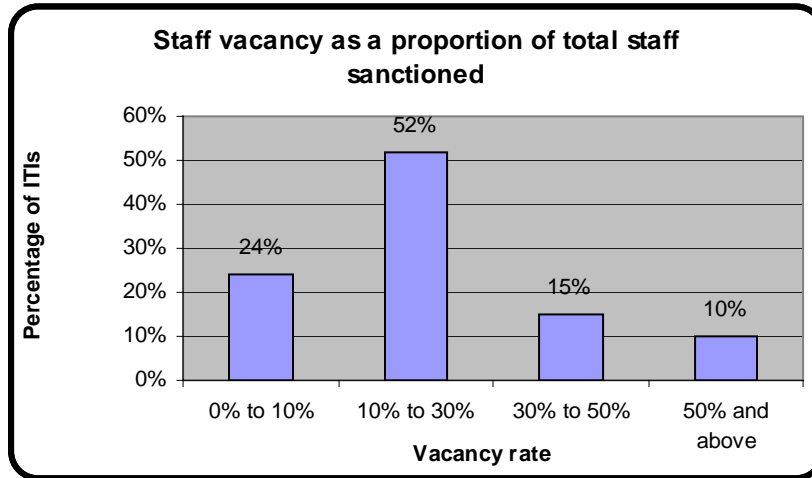
⇒ **Hours of practical training** – Nearly all the training institutes responding to the survey reported to have met the practical training requirement of the students. Of the total 2184 hours of training per year including both theoretical and practical schedules, hours of practical training per year is required to be 1456 hours as per the NCVT norms. Only an insignificant proportion of institutes were unable to meet this requirement with shortage of electricity and shortage of raw materials being the most important factors behind the shortfall.

4.6 Staff related issues

⇒ **Availability of Staff** – Shortage of staff has emerged as a serious cause for concern for the Industrial Training Institutes in India with a whopping 89% of the participating ITIs reporting to operate with staff strength less than the strength sanctioned for them by the NCVT, DGE&T.

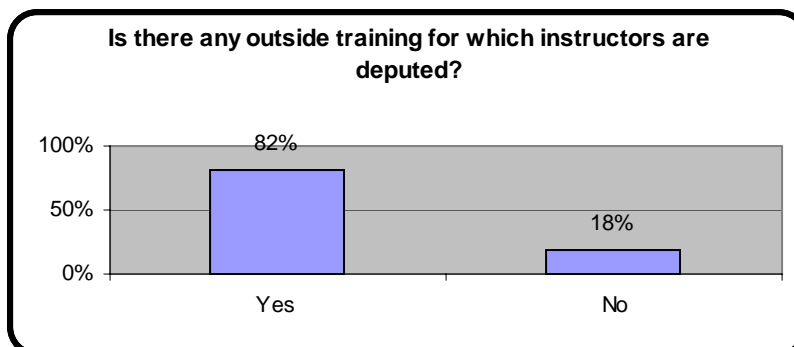


Staff vacancy as a proportion of sanctioned staff strength remained within 30% to 56% for a quarter of the surveyed training institutes. While a majority 52% of the respondents had 10% to 30% vacancy in their respective institutes, for another 20% institutes the sanctioned staff seats were either filled completely or the vacancy as a proportion of total sanctioned strength was less than 10%. It was the Northern part of the country where the training institutes were suffering the most due to shortage of technical staff.



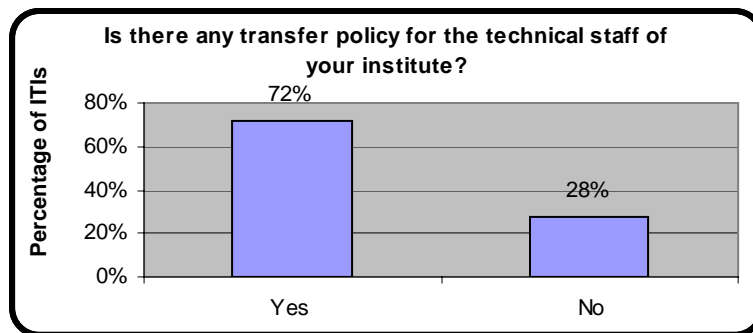
In order to qualify as an instructional staff at the ITIs, it is essential to have a NTC/NAC in the concerned trade or diploma in engineering with a CTI in the concerned trade. Almost all the institutes reported that the instructors in their respective institutes meet the prescribed criteria.

⇒ **Outside training for teaching staff** – Training for the instructors is essential for making them aware of the technological changes that are taking place in the industry. Advanced training is provided to the instructors by the Advanced Training Institutes through a one-year programme with the training modules involving trade technology, engineering technology and training methodology.

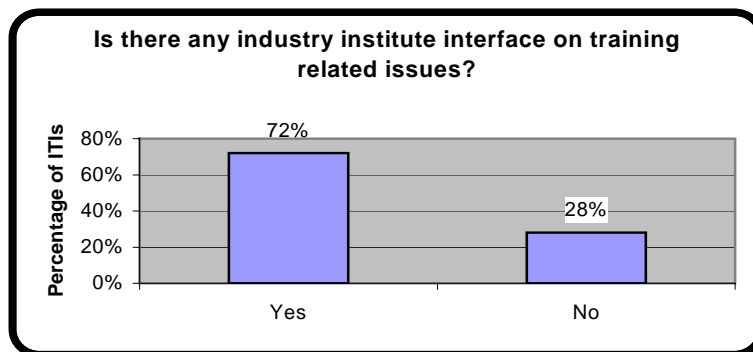


Although 82% of the participating institutes in the present system reported to have outside training for which instructors are deputed, no technical staffs were deputed for outside training in the remaining 18% of the institutes surveyed. Some of the institutes reported to have refresher courses for their instructional staffs. Outside training for the technical staffs should be made mandatory to upgrade the quality standards of training imparted by these institutes.

- ⇒ **Transfer Policy for the Technical Staffs** – Introduction of courses catering to the local industry needs replacing of basic and standardized industrial trades with new trades having strong industry demands, which in turn calls for replacement of instructors. A majority 72% of the institutes reported to have transfer procedures in place for their technical staffs, the responsibility of staff transfer being with the director of vocational education training at the respective regional offices.



- ⇒ **Interface of trainees / instructors with the industry** – A substantial 72% of the institutes reported to have interface with industry on training related issues. While some of the institutes arrange regular industrial visits for the final year students, industry experts in specific fields are also invited to deliver lectures to the students in the institutes.



Industry institute interaction is facilitated to a great extent through the Institute Management Committees having representatives from the industry. A number of institutes have signed Memorandum of Understanding with different industries for interface of the instructors and trainees with industry. In the Industrial Training Institute, Hosur, the following developmental activities are being carried out, as part of IMC activities –

- ✘ Deputing trainees for in-plant training to industrial establishments.
- ✘ Imparting special training programmes on topics like JIT, Industrial safety, TPM, TQM, TEI, 7QCTOOLS etc by a team of instructors trained by industries.
- ✘ Conducting student development programmes which eminent managers from the industry address.
- ✘ Deputation of instructors for advanced training at industrial establishments shop floor.

Section 5 - Suggestions

- ☞ The present survey points to a demand supply mismatch in the provision of vocational training in the country. Amongst the surveyed institutes, while there were institutes with underutilized seats, over-utilization of seats was also reported by a number of institutes. The government should look into this matter and reorient the training system so as to meet the excess demand for training in some areas by lending support for expansion of the institutes where demand for seats exceeded the sanctioned strength and introduction of new trades having greater employment potential in the institutes where seats were underutilized, which could prove instrumental in drawing more students towards the skill imparting system of the country.
- ☞ The survey revealed an acute shortage of staff amongst the Industrial Training Institutes. This has been one of the underlying factors behind the under performance of the institutes in terms of hours of practical training provided to the trainees, high student-staff ratio and poor quality of training. This calls for immediate attention on the part of the DGE&T, Ministry of Labour. DGE&T should work towards ensuring better staff strength in the institutes through massive recruitment of instructional staffs in the near future.
- ☞ The government could incentivise introduction of new trade courses in the ITIs. This would help to bridge the gap between the skills imparted by the technical training system with the changing skill requirements of industry.
- ☞ The survey also pointed to the lax monitoring system prevailing in the vocational training system in the country, which was captured by the responses pertaining to the number of inspections during the last three years in the institutes. There were institutes where no inspections at all had been undertaken during the period along with institutes where less than three inspections took place during the last three years. This when juxtaposed with the fact that the survey was conducted amongst the institutes poised for becoming centers of excellence in the future, indicates an even more dismal picture of the overall scenario in this regard. The government should thus take steps necessary to put in place an effective and vigilant monitoring system to ensure improved training offered by the institutes.

☞ To strengthen industry linkage, some of the suggestions that have come up in the survey include the following -

- Industrial visits of at least three weeks for the final year trainees should be made mandatory for all trades.
- Industries should be associated to design need based short-term courses in the ITIs.
- Industry should come forward to solve the shortage of raw material problem of ITIs by giving job work to the ITIs.

☞ Non-availability of automation machines and NC/CNC machines featured as a serious impediment for the institutes towards becoming more responsive to the emerging technologies. Ministry of Labour should extend financial support to make the machines affordable for these institutes. This would be instrumental in establishing a demand oriented training system in the country.

☞ Some of the other suggestions put forward by the training institutes in the present survey include the following -

- Extent of functional autonomy to the institutes needs to be increased, flexibility in curriculum design needs to be integrated as a part of the system.
- IMCs must be given more power to strengthen the training programme.
- Syllabuses of most of the trades need to be updated and brought in line with the industry requirements.
- There should be enough training imparted to the institute instructors for providing quality and sufficient practical training.
- More emphasis should be given on the training of the staffs and the training courses should be more practical oriented.
- Continual up-gradation and timely replacement of the machines is needed.
- The topics on soft skills, life skills should be included in the syllabus of all the trades.
- Steps should be taken to map the local industry requirements and course offering should be aligned with the same.
- The testing and certification norms should be strengthened and brought in line with the global standards so that students passing out of Indian ITIs are eligible to gain employment even overseas.