

# The Role of Industrial Training Institute in Skill Development of Youth and Ecosystem of 'ITI' In India

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## ABSTRACT

Government of India has considered skill development as a challenging issue to solve the unemployment problem in the country. Though the country has around 14789 Government and Privet Industrial Training Institutes (ITIs) with a total seating capacity of about 23.5 lakhs, there is still need to take some serious attention towards enhancing skill development in the country. Our Prime Minister Narendra Modi's new initiative to make India a perfect destination for manufacturers and investors of the world through 'Make in India' and 'Skilled India' campaigns, the role of ITIs in developing skilled labours and entrepreneurs cannot be ignored at all. In order to recognize the role of ITIs in developing skilled labourers in the country, 25 ITI pass-outs entrepreneurs have been made National Brand Ambassadors of Vocational Training in the 'Pandit Deen Dayal Upadhyay Shramev Jayate' Program. In some of the developed countries like South Korea, Japan and Germany, the percentage of workforce having received skills training is 96, 80 and 75 respectively. In contrast to this, out of the total India's labour force only 10% has got either formal or informal technical training. 90% of them have not received any form of technical training. In order to succeed our mission of 'Make in India' there is urgent need provide more and more vocational training in the country.

**Keywords:** skill development, Employment, ITI, Youth

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## INTRODUCTION

Government sector is not capable to provide employment opportunity to all. Industrial training institute in India are playing a crucial role in the development of various employment as well as entrepreneurial activities. The history of Industrial training institute was in rooted from 1950s it was the directorate general of training. Vocational Training is concurrent subject. Central Government is entrusted with responsibility of framing overall policies, norms & standards & examination for vocational training while day-to-day administration of Industrial Training Institutes rests with the State Governments/ Union Territories Administrations. In ITIs, focus is towards imparting 70% skills through Practical Training & 30% theory.

Through this research paper researcher would like to study the Ecosystem of ITI in India and the Role of Industrial training institute among the youth for skill development.

## INSTITUTION IN ITI ECOSYSTEM IN INDIA

Institution involve in the ITI ecosystem are depicted in figure1 below:



**Figure 1: ITI Ecosystem in India**

SOURCE: NITI AAYOG

### STRUCTURE AND CAPACITY OF ITIs IN INDIA

Vocational training is a concurrent subject of both Central and State Governments. The development of training schemes at the National level, the evolution of policy, laying of training standards and norms, the conduct of examinations, certification, etc. are the responsibilities of the Central Government, whereas, day-to-day administration including admission in ITIs rests with the respective State Governments /Union Territory. The Directorate General of Training (DGT) under the Ministry of Skill Development and Entrepreneurship (MSDE) is the apex organization involved in overseeing the development and coordination of vocational training. It is tasked with upgrading the Craftsman Training Scheme (CTS), curricula design of ITIs and maintaining quality standards, and granting affiliations. It also maintains a MIS portal about ITIs (NCVT MIS). The day-today administration of ITIs under the Craftsmen Training Scheme was transferred to the State Governments/ Union Territory administrations with effect from the year 1956. From 1st April 1969, the financial control of the Industrial Training Institutes in the States as well as in the Union Territories was transferred to the respective State Governments/ Union Territory.

The ITI ecosystem now has 14,789 DGT-affiliated ITIs (Government and private). While the National Council for Vocational Training<sup>1</sup> (NCVT) prescribed the standard vocational training curriculum that makes up the content of the CTS, the State Council for Vocational Training (SCVT) is entrusted to monitor the implementation of the curriculum at each ITI.

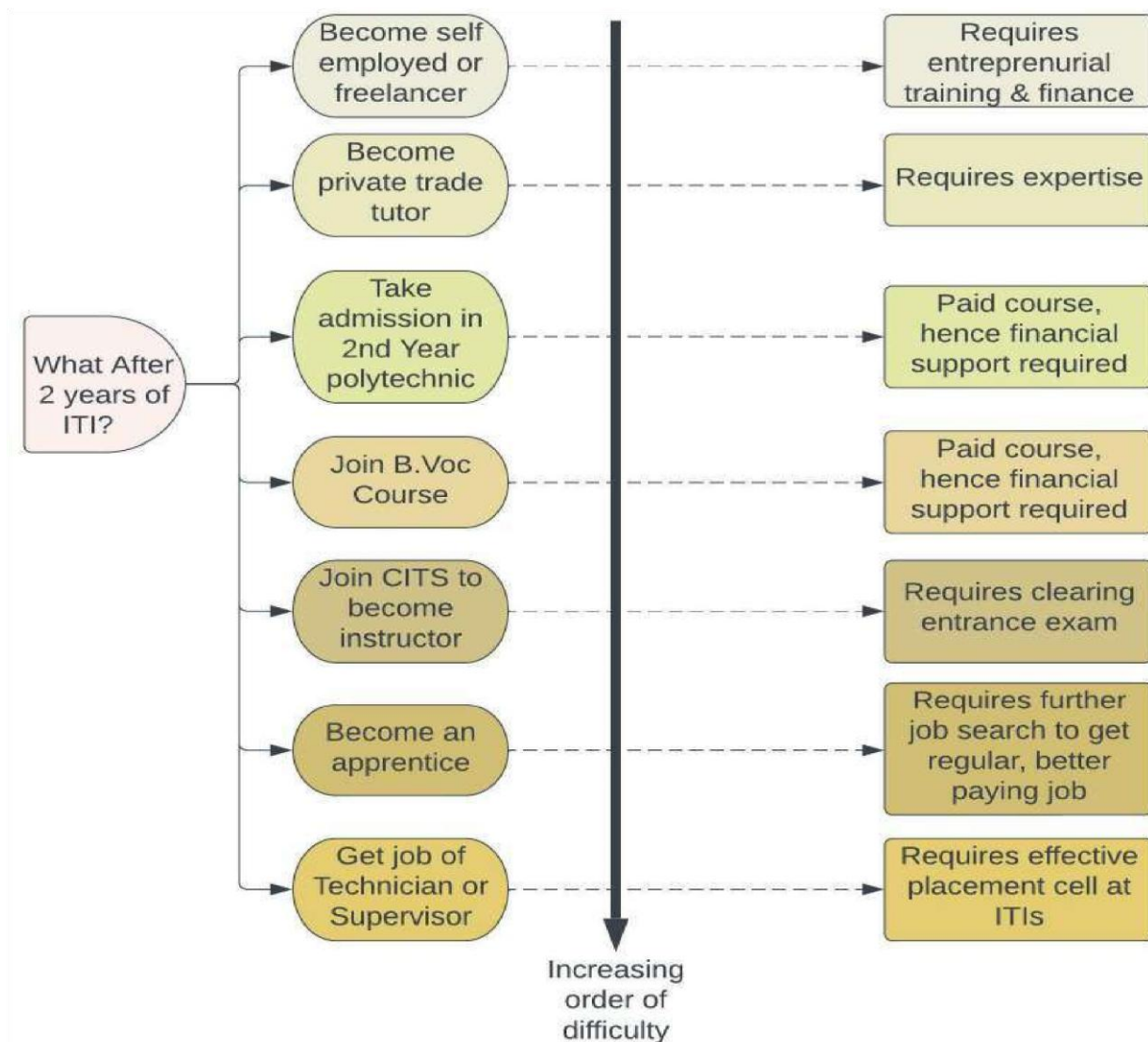
Type of ITI	Total ITI,s	Seat utilization	Total seats
Privet ITI,s	11595	43.07%	15,85,137 (62.44%)
Government ITI,s	3194	56.74%	953350 (37.55%)
All	14789	42.20%	2538487(100%)

- ❖ Around 78.40% of all ITIs are owned and operated by private entities. The remaining 21.59% are government institutions.
- ❖ The seat utilization of government ITIs is better than private ones.
- ❖ Approximately 62% of all the seats are in private ITIs, the contribution of government ITIs in the number of seats stands at 38% only.
- ❖ Uttar Pradesh has the highest number of ITIs.

- ❖ Around 66% of the total 14789 ITIs, are situated in 5 states- Uttar Pradesh, Rajasthan, Karnataka, Bihar, Madhya Pradesh, and Maharashtra.

### CAREER OPPORTUNITIES AFTER ITIs:

Every ITI is supposed to have a placement cell to facilitate the placement of ITI graduates. Post-course options for ITI pass outs in India are depicted in Figure 2 below:



### OBJECTIVE:

- ❖ To study the role of ITI in providing employment to the youth.
- ❖ To study the structure of ITI and ecosystem of ITI in India.
- ❖ To study the role of ITI in youth skill development.

### RESEARCH METHODOLOGY

This research is based on secondary data, Collected from different government Officials Books and Data.

### CONCLUSION

Realizing the importance of vocational training in India and in alignment with Vision@2047 of India, an in depth analysis was undertaken to understand the current challenges in the ITI ecosystem and propose suitable pathways for addressing the same. ITIs require revamping and upgrading to be in line with the requirements of the changing world of work and re-look

at courses and curriculum in terms of their relevance and quality. ITIs need to expand their horizon and seek opportunities for long-term sustainability through internal resource augmentation, inculcating entrepreneurial spirit in students and establishing long term collaborations for industry exposures. Appropriate tools, technologies and infrastructure needs to be in place to transition to digital or hybrid mode of learning. Suitable strategies also need to be devised for outreach and advocacy on employment prospects of ITI courses coupled with robust branding and monitoring.

### **SUGGETION**

- ❖ Separate Board for Vocational Education for Better Credibility and Recognition.
- ❖ Centralized Admission Process.
- ❖ Demand based Course Allocation.
- ❖ Upgrading Training of Trainers.
- ❖ Specialized Funding Scheme for Uplifting Poor Performing ITIs.
- ❖ Private Training Partner (PTP) Model for Funding.
- ❖ Focusing on Career Counselling and Soft Skills Training.
- ❖ Special Provisions for Women ITIs.

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