

Craftsmen Training and Employment: An Evaluation of ITIs in Punjab, Haryana and Rajasthan

The craftsmen training being conducted by Directorate General of Employment & Training (DGE&T), Ministry of Labour, Govt. of India, aims at providing institutional training through a network of ITIs (Industrial Training Institutes) to increase the employability of persons trained by meeting the workforce requirements of the industry and other stakeholders. The Craftsmen Training Scheme (CTS) was initiated by the DGE&T in 1950 by establishing around 50 ITIs for imparting skills training in various vocational trades to meet the skilled human resources requirements for meeting the industrial growth and technological requirements of the country. There are over 4591 ITIs in India, 1787 in the government sector and 2804 in the private sector. The total seats in these ITIs are 6.7 lakh. The ITIs impart training in 43 engineering and 24 non-engineering trades for duration 01 to 03 years to candidates having minimum entry qualifications varying in the range from VIII standard to XII standard pass or equivalent. The ITI trained personnel joined the industry as semiskilled workers or may have to undergo apprenticeship training in the designated trades in the industry under the Apprenticeship Act, 1961, by the employers. The present study was carried out in 32 representative ITIs in the states of Punjab, Haryana and Rajasthan. These states are experiencing rapid strides in urbanisation, industrialisation and commercialisation and the consequent demand on skilled and semiskilled employment.

The relevance of the present study arises in the context of the process of liberalization and globalisation of our economy. Globalisation has led to heightened competition, technological diffusion and adoption of new forms of organisation. The demand for knowledgeable, skilled and motivated workforce increased in proportion to meet the parameters of competitiveness at the level of production, cost, quality and customer service. Production is getting globalised and financial markets are becoming integrated. Advancement in information & communication technology increased the speed of interaction, facilitated for efficient enterprise resource planning and reduced the cost of production. Globalisation leads to merger, amalgamation and cost efficient production and marketing. As a result of economic change, industry, trade and business are facing a tough challenge in maintaining the employability of large segments of their labour force. Economic change and competition also provided an opportunity for economic growth and employment expansion. To appropriate the emerging opportunities, it is required to develop a knowledgeable, skilled and motivated workforce.

Objectives:

- Evaluation of Craftsmen Training in the states of Haryana, Punjab and Rajasthan and scope for employment opportunity;
- Evaluation of training in the ITIs and the scope for entrepreneurship and self-employment;
- Examination of industry - ITIs collaboration; and
- Examination of relevance of **training trades (engineering and non-engineering)** to the changing demands of industry, business and market.

Methodology:

Adopted methodology was based on interview and questionnaire mode. The questionnaires were structured as follows:

- (a) The level of knowledge, skills and attitudes of the present and passed out candidates from the ITIs vis-à-vis the level of competency and motivation required for those jobs in the industry/business of the region;
- (b) ITI training trades and certificates and the level of their employability in the region, industry and business;
- (c) ITI training and the scope and motivation for self-employment;
- (d) The learning types, i.e. for multi-skilling, job rotation and new technologies; and
- (e) ITI trades and training vis-à-vis the changing needs of industry and business in the region.

Sample it is:

State	Total nos. of ITIs	Govt. ITIs	Private ITIs	Total nos. of sample ITIs	Govt. ITIs	Private ITIs
Punjab	132	103	29	13	10	3
Haryana	101	78	23	10	8	2
Rajasthan	91	70	21	9	8	1
Total	324	251	73	32	26	6

Universe of Study:

- A total of 1192 students, @ 37 from each of the 32 sample ITIs on an average;
- 28 Principals and 186 Instructors of the selected ITIs;
- Directors in the targeted states of Rajasthan, Haryana and Punjab dealing with the craftsmen training scheme were also interviewed at their respective locations, Jodhpur and Chandigarh; and
- 16 employers, @ 5 from each of the targeted states on an average, from different industrial locations engaging workforce from the trades covered under the Craftsmen Training.

Findings:

First category of respondents (Principals/Faculty, Students)

- Need for up-gradation of existing training trades;
- Introduction of new courses and curricula; and
- ITI training certificates help for multi-skilling, entrepreneurship development/self-employment, getting regular/part-time employment but don't help in job rotation and handling new technologies.

Second category of respondents (industry/business leaders, and Directors):

- Need for industry/business and ITI collaboration so as to facilitate for job rotation and handling new technologies and also entrepreneurship development/self-employment.

Recommendations:

OUR RECOMMENDATIONS	COMMENTS of DGE&T, Ministry of Labour, Govt of India, on our recommendations
<p>1. Craftsmen training in the ITIs needs to be made flexible for creating scope for employment opportunities as well as to respond to the demands of the industry / business.</p> <ul style="list-style-type: none"> • Flexibility involves multi-functional skills and multi-craft skills as well as mental/intellectual skills, which call for logical/abstract thinking and willingness/ability to learn new things quickly, as the technological 	<p>DGE&T has already taken some initial steps: Four Model Industrial Training Institutes (MITIs) offering training programme on multi-skilling pattern.</p> <p>The training programmes are being modified to make them sectoral oriented & comprise of board based basic training related to the industrial sector covering a number of skill areas.</p>

<p>changes are expected to be continuous in future.</p> <ul style="list-style-type: none"> • Secondly, the course structure, curriculum pattern, training mode for both the teachers and the taught and industry-ITIs collaboration need to be refurbished, so as to open the scope for employment opportunities in the market. Some of the highlights may be as per the following: <ul style="list-style-type: none"> (i) Industrial/field training for both the faculty and the students; (ii) Flexible training system for imparting of multi-functional and multi-craft skills; (iii) Refresher training programmes on technological development, management and utilisation; (iv) Developing courses and programmes for self-employment and entrepreneurship 	<p>To provide flexibility, the restructured training programmes have a provision for multi-entry and multi-exit. Thus the trainees will be free to join or leave any specialized modules any time convenient to him.</p> <p>It is proposed to introduce such training programmes initially in 100 ITIs.</p> <p>Review of course curricula is a regular activity but states find it difficult to strengthen their facilities of workshops due to financial constraints.</p> <p>Institute Managing Committee (IMC) are set up to bring improvement in the functioning of ITI's with the cooperation of industries and state govt.</p> <p>While designing the course curricula for the training programmes to be introduced in 500 ITIs.</p> <p>Central Staff Training & Research Institute (CSTARI), Kolkata under DGE&T is conducting refresher training programme to the executives of various Training Institutions in the country.</p> <p>A special module on communication, general awareness and entrepreneurship</p>
--	---

<p>development.</p>	<p>skills is proposed to be taken up in ITIs.</p>
<p>2. There needs to be greater attention into the various aspects of <i>entrepreneurship development and self-employment</i>:</p> <ul style="list-style-type: none"> • Finance and credit linkages for trainees, who are desirous of setting-up specific enterprises in their trade areas. • Programmes on attitudinal orientation and motivation for entrepreneurship development, enterprise creation and self-employment among the trainees. • Programme on practical training on industrial behaviour and communication to deal with the real work environment., i.e. team spirit and work, just in time, zero defect, discipline, cleanliness, and orderliness. • Focus on Total Quality Concept and Total Productive Self-initiated Maintenance for continuous improvement in the work process and elimination of wastes and overall equipment effectiveness. • Focus on Self-evaluation and Analysis to achieve zero rejection/first time OK self-Inspection & self-certification. • External Evaluation and Certification for Certification of learning trades/skills of the trainee. 	<p>It will be difficult for ITIs to become linkage between trainees and financial institutions.</p> <p>It is proposed by DGE&T to develop a special module on entrepreneurship to cover all the aspects and include it as one of the modules for the trainees interested in self employment.</p> <p>A well organized examination system exists in DGE&T. Experts from the industry institutions are also appointed as examiners for evaluation of practical tests and theory papers. The certificates to the</p>

<ul style="list-style-type: none"> • Cause-Effect Analysis with inputs on work environment, and on mechanism of a machine or equipment to understand the effect, its functioning and tool requirements for quality output/product. 	<p>passed out trainees are being awarded by DGE&T.</p>
<p>3. Need for Institutionalised Collaboration between ITIs and Industry/Business:</p> <p>the collaboration encompasses at the level of the management, admission, course structure design, instructions, evaluations and placement on a reciprocal basis.</p> <ul style="list-style-type: none"> • The industry/business would assist the ITIs: <ol style="list-style-type: none"> (i) In the development and up-gradation of course structure and curriculum; (ii) In the candidates admission, selection and fixing of minimum eligibility criteria; (iii) For Faculty up gradation and development; (iv) For Industrial visits of Trainers and Trainees and actual hands on experience; (v) In-plant training of faculty/students; (vi) On resource generation, mobilisation and utilisation for the institute; (vii) By providing faculty support for various programmes of the ITI; and (viii) By organising trainers training programmes and assistance in placement. 	<p>Institute Managing Committee (IMC) are being set up in ITIs to improve cooperation between industry and ITIs, and to bring about improvement in the functioning on ITI in terms of better upkeep of machinery & equipment, training of faculty, placement of trainees, in-plant training, industrial visits and revenue generation etc.. The chairperson of the committee is a representative of the local industry. So far more than 400 IMCs have been formed in ITIs are in process of formation of IMCs.</p>

<ul style="list-style-type: none"> • The ITIs are required to reciprocate: <ul style="list-style-type: none"> (i) By developing up-to-dated training module on total quality, total productive maintenance, industrial behaviour & communication; (ii) By developing programmes for industrial/field training for faculty and students; (iii) By revenue generation through consultancy, market driven bridge courses, etc; (iv) By developing refresher training programmes on technological development, management and utilisation; (v) By maintaining the physical infrastructures and workshops of the institute; and (vi) By developing courses and programmes for self-employment and entrepreneurship development. 	<p>The management of ITIs is under the preview of the State Govt./UT Administration and these recommendation will therefore be taken up with the respective State Govt./UT Administration.</p>
<p>4. Up-gradation of existing trades, engineering as well as non-engineering, and introduction of new trades to meet the demands of the market.</p> <ul style="list-style-type: none"> • ITIs need to appropriate the use of advancement in technology. • ITIs need to expand training capacity as well as flexible training to provide training anytime and anywhere, • Introduction of new trades, which should be state/local specific: 	<p>36 new trades have been introduced recently.</p> <p>500 ITIs are being upgraded as Centre of excellence and will have course curriculum as per the need of the local industry.</p> <p>2nd shift/3rd shift have also been introduced in most of the ITIs to make the training cost effective.</p> <p>New course as per the demand of the industry are being introduced under modular pattern of training. An area specific course which is not available at</p>

<p><i>There is no need for scrapping or replacing any trade rather the demand is more for the up-gradation of existing training trades and introduction of new trades.</i></p>	<p>national level such as stone cutting and textile dying may be introduced under SCVT.</p>
--	---