

**49**

**STANDING COMMITTEE ON LABOUR, TEXTILES AND  
SKILL DEVELOPMENT**

**(2022-23)**

**(SEVENTEENTH LOK SABHA)**

**MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP**

**FUNCTIONING OF DIRECTORATE GENERAL OF TRAINING**

**FORTY-NINTH REPORT**



**LOK SABHA SECRETARIAT**

**NEW DELHI**

***August, 2023/ Sravana, 1945 (Saka)***

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**MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP**

## FUNCTIONING OF DIRECTORATE GENERAL OF TRAINING

***Presented to Lok Sabha on 04.08.2023***

***Laid in Rajya Sabha on 04.08.2023***

**LOK SABHA SECRETARIAT**

**NEW DELHI**

**August, 2023/ Sravana, 1945 (Saka)**

## CONTENTS

	<u>PAGE No.</u>
<b>COMPOSITION OF THE COMMITTEE (2022-23)</b>	<b>(iv)</b>
<b>INTRODUCTION</b>	<b>(vi)</b>
<b>REPORT</b>	
<b>PART-I      NARRATIVES</b>	
<b>I.      INTRODUCTORY</b>	<b>1</b>
<b>II.     ROLE AND FUNCTIONING OF DGT</b>	<b>2</b>
<b>III.    FUNCTIONING OF PRIVATE AND GOVERNMENT ITIs</b>	<b>5</b>
<b>IV.    INTRODUCTION OF NEW-AGE COURSES</b>	<b>8</b>
<b>V.     GRADING OF ITIs</b>	<b>9</b>
<b>VI.    VACANCIES OF INSTRUCTORS IN ITIs</b>	<b>10</b>
<b>VII.   PLACEMENTS</b>	<b>12</b>
<b>VIII.  SCHEME OF POLYTECHNICS</b>	<b>13</b>
<b>IX.    ENROLLMENT IN ITIs</b>	<b>15</b>
<b>X.     OTHER ISSUES</b>	<b>16</b>
<b>PART-II      OBSERVATIONS/RECOMMENDATIONS</b>	<b>20-34</b>
<b><u>ANNEXURES</u></b>	
<b>Annexure I ( State-wise number ITIs running New Age Courses )</b>	<b>35</b>
<b>Annexure II (State-wise number of students enrolled in New Age Courses)</b>	<b>37</b>
<b>Annexure III (State-wise total number of vacancies existing in it is)</b>	<b>44</b>
<b>Annexure IV (Vacancies of Instructors existing in ITIs in the North-Eastern Region)</b>	<b>45</b>
<b><u>APPENDICES</u></b>	
<b>Appendix I- Minutes of the Ninth Sitting of the Committee held on 9<sup>th</sup> January, 2023.</b>	<b>46</b>
<b>*Appendix II- Minutes of the Twenty Fourth Sitting of the Committee held on 3<sup>rd</sup> August, 2023.</b>	

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\*Not appended with this cyclostyled copy.

## **COMPOSITION OF THE STANDING COMMITTEE ON LABOUR, TEXTILES AND SKILL DEVELOPMENT**

**(2022-23)**

**Shri Bhartruhari Mahtab - Chairperson**

### **MEMBERS**

#### **LOK SABHA**

2. Shri Subhash Chandra Baheria
3. Kunwar Pushpendra Singh Chandel
4. Shri Pallab Lochan Das
5. Shri Feroze Varun Gandhi
6. Shri Satish Kumar Gautam
7. Shri Bache Gowda B.N.
8. Dr. Umesh G. Jadhav
9. Shri Dharmendra Kumar Kashyap
10. Adv. Dean Kuriakose
11. Shri Pakauri Lal
12. Prof. Sanjay Sadashivrao Mandlik
13. Shri Dayakar Pasunoori
14. Shri Khalilur Rahaman
15. Dr. D. Ravikumar
16. Shri Naba (Hira) Kumar Sarania
17. Shri Bhola Singh
18. Shri Ganesh Singh
19. Shri Nayab Singh
20. Shri K. Subbarayan
21. Shri Giridhari Yadav

#### **RAJYA SABHA**

22. Shri Naresh Bansal
23. Shri Neeraj Dangi
24. Shri R. Dharmar
25. Prof. Manoj Kumar Jha
26. Shri Elamaram Kareem
27. Ms. Dola Sen
28. Shri M. Shanmugam
29. Shri Shibu Soren
30. Shri Vijay Pal Singh Tomar
31. Shri Binoy Viswam

### **SECRETARIAT**

- |    |                         |   |                             |
|----|-------------------------|---|-----------------------------|
| 1. | Shri T.G. Chandrasekhar | - | Additional Secretary        |
| 2  | Shri S. Sreekanth       | - | Deputy Secretary            |
| 3. | Shri Aditya Runthala    | - | Assistant Committee Officer |

## **INTRODUCTION**

I, the Chairperson, Standing Committee on Labour, Textiles and Skill Development (2022-23) having been authorized by the Committee do present on their behalf this Forty-Ninth Report on 'Functioning of Directorate General of Training' relating to the Ministry of Skill Development & Entrepreneurship.

2. The Committee (2022-23) took oral evidence of the representatives of the Ministry of Skill Development & Entrepreneurship on 9<sup>th</sup> January, 2023. The Committee considered and adopted this Report during the sitting held on 3<sup>rd</sup> August, 2023.

3. The Committee wish to express their thanks to the representatives of the Ministry of Skill Development & Entrepreneurship for tendering evidence and placing before the Committee all the requisite information sought for in connection with the examination of the subject.

4. For ease of reference and convenience, the Observations/ Recommendations of the Committee have been printed in thick type in the body of the Report.

**New Delhi;**  
**3 August, 2023**  
***12 Sravana, 1945 (Saka)***

**BHARTRUHARI MAHTAB**  
**CHAIRPERSON,**  
**STANDING COMMITTEE ON LABOUR,**  
**TEXTILES AND SKILL DEVELOPMENT**

## **REPORT**

### **PART-I**

#### **INTRODUCTORY**

The Directorate General of Training (DGT) is an apex organization under the Ministry of Skill Development and Entrepreneurship (MSDE) of the Government of India. It is responsible for the development and coordination of vocational training programmes in India.

2. The DGT plays a key role in the development of the skill ecosystem in India. It works to provide quality vocational training to the youth of India and to promote apprenticeship training. The DGT is mandated to making India a skilled nation. DGT operates Vocational Training Schemes in some of the specialized areas through field institutes under its direct control. Development of these programmes at national level, particularly in the area concerning common policies, common standards and procedures, training of instructors and trade testing are the responsibility of the DGT. But day-to-day administration of Industrial Training Institutes rests with the State Governments/ Union Territories Administrations.

3. The DGT is responsible for framing the overall policies, norms and standards for vocational training in India. This includes setting the curriculum, training modules, and assessment criteria for vocational training programs. The DGT is responsible for diversifying, updating and expanding training facilities in terms of craftsmen and crafts instructor training. This includes establishing new ITIs, upgrading existing ITIs, and providing training to instructors. The DGT is also responsible for organizing and conducting specialized training and research at the specially established training Institutes. This includes conducting training programs in new technologies, conducting research on vocational training, and publishing research reports. The DGT provides financial assistance to State Governments and Union Territory Administrations for the development and upgradation of training infrastructure. This includes funding the construction of new ITIs, renovation of existing ITIs, and procurement of training equipment.

4. Directorate General of Training (DGT) is implementing the following Centrally Sponsored Schemes for infrastructure development of ITIs and capacity building in the skilling ecosystem in the States/UTs:

1. Enhancing Skill Development Infrastructure in North Eastern Region (ESDI)
2. Upgradation of existing Government ITIs into Model ITIs

3. Skill Development in 48 districts affected by Left-Wing Extremism
4. Scheme of Polytechnics
5. Skills Strengthening for Industrial Value Enhancement (STRIVE)

For implementation of the schemes, DGT releases funds to States/UTs as per the approved guidelines of the Scheme and monitors the progress of the respective Schemes. The Schemes are implemented by the States/UTs concerned.

5. With a view to assess the performance of the Directorate General of Training of the Ministry in terms of policy formulation and its monitoring as well as outcomes in terms of the employment generated, the Committee took up the Subject, for examination and report. In the process, the Committee obtained background material, took Oral evidence of and sought Post Evidence written Replies from the Ministry of Skill Development and Entrepreneurship. Based on the written and oral depositions of the Ministry, the Committee have analysed various issues pertaining to the subject matter as enumerated in the succeeding paragraphs which is followed by the Committee's Observations/Recommendations.

## **II. ROLE AND FUNCTIONING OF DGT**

6. The Committee sought to know about the role of the DGT in the implementation of the various schemes of the Ministry of Skill Development and Entrepreneurship. In response, the Ministry furnished the following details:

*'The Directorate General of Training (DGT) under the Ministry of Skill Development and Entrepreneurship (MSD) is responsible for overall policy formation and setting broad standards and norms for long term vocational training. It is also responsible for developing course content and learning materials for vocational training. It has been recognised as an Awarding and Assessing body and conducts exams for the Industrial Training Institute trainees and provides the National Trade Certificate to the successful candidates.*

*The DGT has developed and provided course content and curriculum for 152 long term courses / trades, all of which are National Skills Qualification Framework (NSQF) aligned. These trades are available for the ITIs to take up for teaching in their institutes. The day to day management of the ITIs, however, lies with the State Governments.*

*The DGT is also responsible for conducting training of trainers for ITI Instructors under the Craftsmen Instructor Training Scheme (CITS) through a network of 33 National Skill Training Institutes (NSTIs) all over the country.*

*Directorate General of Training (DGT) is implementing the following Centrally Sponsored Schemes for infrastructure development of ITIs and capacity building in the skilling ecosystem in the States/UTs:*

- 1. Enhancing Skill Development Infrastructure in North Eastern Region (ESDI)*
- 2. Upgradation of existing Government ITIs into Model ITIs*
- 3. Skill Development in 48 districts affected Left-Wing Extremism*
- 4. Scheme of Polytechnics*
- 5. Skills Strengthening for Industrial Value Enhancement (STRIVE)*

*For implementation of the schemes, DGT releases the funds to States/UTs as per the approved guidelines of the scheme and monitors the progress of the respective schemes. The schemes are implemented by the concerned States/UTs.*

*For implementation of the STRIVE (Skills Strengthening for Industrial Value Enhancement) project, DGT has, in addition, signed Performance Based Financial Agreement (PBFA) with 34 States / UTs and Performance Based Grant Agreement with 493 ITIs for their upgradation. In addition, 61 Industry Clusters have also been selected to foster industry engagement as well as to promote apprenticeship.'*

7. Asked about the obstacles being faced by the DGT in the smooth functioning of ITIs and other Government and Private Training Institutes, the Ministry stated as follows:

*'The DGT designs new age courses based on requirements of Industry 4.0 for latest/ upcoming technologies. These courses have been put up for taking up by the ITIs in the States. However, it is noticed that the traditional courses like Electrician, Fitter, Welder, Machinist and Motor Mechanic (Diesel) are far more popular and most ITIs still run such traditional courses. There is less demand for the new age courses.*

*Also, as the day-to-day management of the ITIs is with the State Government, the issues like filling up the post of Instructors, etc. lie with the State Governments. Due to various reasons, the shortage of Instructors is there which is an obstacle for providing quality training in the ITIs.*

*There are a large number of private ITIs. While the quality of training imparted and fulfilling of other parameters has to be monitored regularly by the State Governments and the Regional Directorate of Skill Development Entrepreneurship (RDSDEs), it is practically difficult at times to regularly monitor the quality of Training imparted in the Private ITIs.'*

8. The Secretary, MSDE, during Oral Evidence stated the steps being taken to address some of the challenges as under:

*"It comes out that we have most of the private ITIs. We have a little quality issue in them. As the DG has just said, we have also decentralized the affiliation and new job roles of many government ITIs by forming a state level committee. The state*



*recommended for the Institute of Training of Trainers and we added a lot to it so that the number of teachers also increased.”*

9. The Committee desired to know whether any third-party evaluation/impact assessment had been conducted for the schemes being implemented by the DGT. In reply, the Ministry submitted as follows:

*‘Third party evaluation/impact assessment has been conducted for above schemes as per the details mentioned below:*

- *Evaluation of the Scheme “Upgradation of existing Government ITI into Model ITI” has been carried out by DGT through the third party National Productivity Council (NPC) in October 2021.*
- *Evaluation of the Scheme “Skill Development in 48 Districts affected by LWE” has been carried out through the third-party Indian Institute of Public Administration (IIPA) in August 2021.*
- *Evaluation of ESDI Scheme has been carried out through the third-party National Institute of Labour Economics Research and Development (NILERD) in 2021.*
- *Evaluation of the Polytechnic Scheme has been carried out by National Institute of Labour Economics Research and Development (NILERD) in 2018.*
- *The Indian Institute of Management (IIM), Indore is the Independent Verification Agency (IVA) for the STRIVE Project. The last report was given in Feb 2023.’*

10. The Committee also wanted to know whether NITI Aayog had studied any of the schemes being administered by the DGT and, if so, the action taken on the recommendations made by NITI Aayog. In response, the Ministry submitted as under:

*‘NITI Aayog has published a Report called – “Transforming Industrial Training Institute” in January, 2023. Report of the NITI is available on the website.*

*NITI Aayog has proposed some recommendations to transform ITIs into aspirational vocational training institutes.*

*However, DGT has observed that there were some factual inaccuracies and incorrect presumption about ITIs which have been highlighted in the report of the NITI Aayog. Observation of the MSDE on report of NITI Aayog has been communicated to NITI Aayog vide D.O. letter dated 20.02.2023.*

The suggestions made in the said NITI Aayog Report inter-alia include: (i) instituting a robust process for continuous monitoring, (ii) upgrading training of trainers, and increasing the number of NSTIs to train the instructors, (iii) facilitating tie-ups with MSMEs also and (iv) mapping relevant trades and training in emerging areas

### **III. FUNCTIONING OF PRIVATE AND GOVERNMENT ITIs**

11. The Committee was informed that the total number of ITIs in the country is 14,953 out of which 3247 are Govt. ITIs and 11,707 are Private ITIs. Their total capacity is 26,04,055 and current enrolment is 12,22,435.

12. The Committee was also provided the State wise list as given below:

<b>Sl. No.</b>	<b>States</b>	<b>Number of Govt. ITI</b>	<b>Number of Pvt. ITIs</b>	<b>Total Number of ITIs</b>
1	Andaman and Nicobar Islands	3	1	4
2	Andhra Pradesh	83	432	515
3	Arunachal Pradesh	7	0	7
4	Assam	30	12	42
5	Bihar	150	1219	1369
6	Chandigarh	2	0	2
7	Chhattisgarh	119	113	232
8	Dadra and Nagar Haveli Daman and Diu	3	0	3
9	Delhi	17	36	53
10	Goa	11	2	13
11	Gujarat	274	234	508
12	Haryana	160	228	388
13	Himachal Pradesh	128	140	268
14	Jammu And Kashmir	49	1	50
15	Jharkhand	76	269	345
16	Karnataka	275	1227	1502
17	Kerala	149	314	463
18	Ladakh	3	0	3
19	Lakshadweep	1	0	1
20	Madhya Pradesh	194	883	1077
21	Maharashtra	422	606	1028
22	Manipur	10	0	10
23	Meghalaya	7	1	8
24	Mizoram	3	0	3
25	Nagaland	8	0	8
26	Odisha	63	450	513
27	Puducherry	8	7	15
28	Punjab	113	237	350
29	Rajasthan	160	1491	1651
30	Sikkim	4	0	4
31	Tamil Nadu	87	414	501
32	Telangana	66	229	295
33	Tripura	20	2	22
34	Uttar Pradesh	286	2937	3223
35	Uttarakhand	105	84	189
36	West Bengal	150	138	288
	<b>Total</b>	<b>3,246</b>	<b>11,707</b>	<b>14,953</b>

13. The Committee queried to know the main differences between the Private and Government ITIs in terms of quality of training, functioning, teaching staff,

number of enrolled students, number of training programs etc. In response, the Ministry stated as under:

*The main difference between the private and government ITI is that the Government ITIs are run by the State Governments and are directly under the control of the State Government. The private ITIs, on the other hand, are run by Private Management and decisions for day-to-day administration are taken by that management. The fee structure in the case of Government ITIs is also nominal and the fee is usually subsidized, while in the case of private ITIs the fee charged is usually high and as per market rates. However, there are some private charitable organizations which run a chain of ITIs with nominal fee.*

*As far as the DGT is concerned, there is no discrimination between Private and Government ITIs as far as affiliation norms and standards are concerned. In other words, the same norms of affiliation, as applicable to Government ITIs are also applicable to Private ITIs. Similarly, the exam conducted by DGT for the students on the basis of which the National Trade Certificate is provided is the same. Also, the courses provided by the DGT which can be run in the ITIs are the same for both Government and Private ITIs. Both Government and Private ITI can run any trade among the 152 NSQF aligned courses.*

*Enrollment for session 2022-23 is given below:*

<b>Category</b>	<b>Total Seats count for Session 2022</b>	<b>Total Enrollment for Session 2022</b>	<b>Percentage</b>
Government	983006	581748	59.18%
Private	1620989	640687	39.52%

14. With regard to the administration of ITIs by the State Governments, the Secretary, MSDE deposed as under:

*“The day-to-day administration of ITI is done at the State level. We are in constant touch with the State Governments and we keep telling them a lot of your things. There has been some progress in some places and we have to find out a solution to this problem only with the help of the State Governments. The most important thing is that we should have our own standards or benchmarks. We have also graded them according to that benchmark. We have also marked red, yellow and we have made many efforts with the State Governments and we will continue to do so. Apart from this, we have no other way. We have to move forward in improving on this only by working with them.*

15. The Committee desired to know about the mechanism available for monitoring the functioning/performance of the ITIs as well as quality of instruction/training across the ITIs. In response the Ministry submitted as under:

*‘The Private ITIs are also run under the overall aegis of the State Government. In fact, whenever a private organization applies for affiliation, the State Governments has to give a No Objection Certificate (NOC) to the DGT for affiliation of that ITI. The State Government also has to conduct the assessment of the ITI called ‘Desktop Assessment’ and send the report to the DGT recommending its affiliation or otherwise. The State Governments are also responsible for ensuring that the functioning and performance of the Private ITIs continues to be good.*

*In addition, the Directorate General of Training also has Regional Directorates of Skill Development and Entrepreneurship (RDSDE) in various States whose job is to ensure that the decisions taken by DGT are implemented in the State. The RDSDEs are also to ensure that the Private as well as Government ITIs are running as per DGT norms.*

*For ensuring that the exams are conducted smoothly, there are Controller of Examinations (CoE) posted in each States who, in collaboration with RDSDEs, conduct surprise visits during exams in the examination centres. This is in addition to posting of invigilators and flying squads.*

*In addition, to ensure the attendance of students and teachers, biometric attendance has been prescribed and availability of biometric machine(s) with GPS connection has been made mandatory. Instructions are issued to the State Government for monitoring the attendance regularly.*

*For providing more trainers, the DGT has affiliated 59 Institutes of Training of Trainers (IToTs) to enhance the pool of trainers available for teaching in the ITIs.’*

#### **IV. INTRODUCTION OF NEW-AGE COURSES**

16. The Craftsmen Training Scheme (CTS), being implemented in ITIs, was introduced by the Government of India in the year 1950 to ensure a steady flow of skilled workers in different trades for the domestic industry, to raise quantitatively and qualitatively the industrial production by systematic training. Vocational Training is a Concurrent Subject of both Central and State Governments. The development of training schemes at National level, evolution of policy, laying of training standard, norms, conducting 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 / UTs.

17. Presently, training courses under Craftsmen Training Scheme (CTS) are being offered through a network of 14,953 ITIs (Govt. 3,246 + Private 11,707) located all over the Country with an objective to provide skilled work force to the industry in 150 NSQF compliant trades.

18. The Committee wanted to know about the steps taken to keep pace with the changes in technology and the market and the new age courses introduced in the ITIs in this regard. In reply, the DGT stated as follows:

*List of the NSQF aligned New Age courses introduced by DGT in ITIs*

- i. Computer Hardware & Network Maintenance
- ii. Computer Operator and Programming Assistant
- iii. Electrician Power Distribution
- iv. Electronics Mechanic
- v. Information Communication Technology System Maintenance
- vi. Information Technology
- vii. Instrument Mechanic
- viii. IoT Technician (Smart Agriculture)
- ix. IoT Technician (Smart City)
- x. IoT Technician (Smart healthcare)
- xi. Mechanic Consumer Electronics
- xii. Mechanic Electric Vehicle
- xiii. Smartphone Technician Cum App Tester
- xiv. Solar Technician (Electrical)
- xv. Solar Technician
- xvi. Technician Mechatronics
- xvii. Technician Power Electronics System

*Note: In some of these courses, though working since long, the syllabus has been recently updated (2022) and modified to make it more topical and aligned with latest Industry requirements.*

*Two more 'green' courses, Small Hydro Power Plant Technician and Wind Energy Technician have been recently developed and would be available for taking up from the next academic session.'*

State wise number of ITIs running new age courses and the State-wise number of students enrolled in these courses are attached at **Annexures I and II.**

19. The Committee further sought to know the steps taken for introducing new-age courses such as Internet of Things (IoT), Renewable Energy, 3-D Printing, Drone Technology, etc. under CITS on the lines of CTS. In response, the DGT submitted as under:

*'The curricula of instructor Training program under CITS are being developed based on the feedback from industries, academia, States/UTs and demand in emerging areas. The new age CTS courses have been introduced*

*recently in ITIs. In view of demand of these courses, respective CITS curricula will be developed accordingly in due course of time.'*

## **V. GRADING OF ITIs**

20. Directorate General of Training (DGT) under the aegis of Ministry of Skill Development (MSDE) has conducted grading of 14000+ ITIs in two phases in the country through independent third-party agencies. Final Grades of ITIs under both the phases have been published on DGT website after grievance handling and approval by Core Grading Committee.

21. The rationale behind this exercise was to:

- i. Bring out a quality assurance mechanism in ITIs,
- ii. Provide benchmark for comparison between ITIs.
- iii. To identify the problem areas, design appropriate policy interventions and ensure effective implementation of quality standards.

### **Highlights of Phase 1 Methodology**

- i. 43 Parameters classified into 10 categories.
- ii. Parameters such as a functional Institute Management Committee (IMC), Institute-Industry engagement, availability of qualified instructors, availability of high-end trades, existence of production centres, etc. were incorporated in the grading framework.
- iii. Total of 4,811 ITI were graded under this phase

## Highlights of Phase 2 Methodology

- i. 27 Parameters classified into 5 categories.
  - ii. Each parameter has a score of 0 to 5 and have relative weights as per their importance within the category.
  - iii. Resolution of grievances of ITIs not satisfied with their tentative grades by Grievance Redressal Committee (consisting of officers from State Directorates and RDSDEs) and approval of Draft grades of ITIs by Core Grading Committee (consisting of officers from AICTE, NAAC and DGT).
  - iv. Review of appeals of ITIs not satisfied with Draft Grades by Appellate Committee with some conditions.
  - v. A total of 12,352 ITIs were graded under this phase. This includes ITIs from Phase 1 who opted for re-grading under Phase 2.
22. When asked whether the exercise would be undertaken again and, if so, at what intervals, the Ministry furnished the following reply:

*‘This grading was valid till the academic session 2022-23. For the academic year 2023 onwards, fresh system for grading is being formulated and process is going on. This proposed grading methodology is data driven and is based on annual performance parameters like Admission percentage, Pass percentage etc. The grading of the ITIs will therefore, vary each year depending on its performance in the previous academic year. This dynamic system of grading is proposed to be used in future.’*

23. The Committee also asked about the steps proposed to be taken based on the results of the grading exercise. In reply, the Ministry stated as follows:-

*‘The scores obtained as a result of grading are used for affiliation of the ITI for addition of new trades or new Units. The scores obtained were also used as one of the criteria to select ITIs for funding under the STRIVE project.’*

## VI. VACANCIES OF INSTRUCTORS IN ITIs

24. As regards the issue of vacancies of instructors/teachers the Ministry furnished the following details: (PER 13)

*As per details available on the NCVT portal, the trainer details in the ITIs is given below:*

<b>Category</b>	<b>Total Post Sanctioned</b>	<b>Total Post filled</b>	<b>Percentage</b>
<i>Government</i>	<i>71921</i>	<i>34663</i>	<i>48.20%</i>
<i>Private</i>	<i>133741</i>	<i>56163</i>	<i>41.99%</i>

*As per the affiliation norms, affiliation is granted only when the ITI has enough Instructors. As far as the Government ITIs are concerned, the State Governments*

*are responsible for recruitment and career progression of the Instructors. The Government ITI Instructors are employees of the State Government and they are recruited by the various State Governments following their Recruitment Rules. Their promotion and career progression policy is also the responsibility of the State Government. The Instructors in the Private ITIs are recruited by the Private ITI management. The State Governments and the RDSDEs are to check and monitor that the DGT norms for Instructors are followed.*

*The DGT portal (the NCVT MIS portal) has a functionality where the details of the Instructors working are to be provided in respect of each ITI. However, this functionality is not a mandatory one. Recently, all the State Governments have been directed by the DGT to ensure that the Instructors vacancy are filled and also updated on the system (portal) so that effective training can be imparted to the students.'*

25. As regards the State-wise total number of vacancies existing in ITIs, as per the data available on NCVT MIS Portal, the number of available instructor posts filled by the ITIs is attached at **Annexure III**. Moreover, the total number of vacancies existing in ITIs in the North-Eastern Region has been separately attached at **Annexure IV**.

26. The Committee observed that it had made a recommendation concerning the vacancies of trainers in ITIs in its report on the DFG 2023-24 as well. In its recommendation the Committee had expressed its alarm and displeasure at the large number of vacancies and the lack of any concrete follow-up action on the part of the Ministry. The Committee had also emphasized the importance of having adequate number of instructors/trainers at each ITI in order to provide quality instruction necessary for augmenting employability.

27. Asked about the role of DGT in the recruitment of instructors/ trainers in ITIs, the Ministry stated as under:

*'Vocational training is a concurrent subject. Policies such as setting the criterion for affiliation, conducting the examination along with certification and designing curriculum, defining Instructor qualification are the responsibilities of DGT.*

*As per the affiliation norms, the affiliation is granted only when the ITI has enough Instructors. As far as the Government ITIs are concerned, the State Governments are responsible for recruitment and career progression of the Instructor. The Government ITI Instructors are employees of the State Government and they are recruited by the various State Governments following their Recruitment Rules. Their promotion and career progression policy is also the responsibility of the State Government. The Instructors in the private ITIs are recruited by the ITI management. The State Governments and the RDSDEs are to check and monitor that the DGT norms for Instructors are followed.'*

28. On being asked about the steps taken to address the issue of shortage of Instructors/Trainers, the Ministry submitted as under:



*‘DGT is in regular discussion with the State Governments for the appointment of Instructors in Govt and Pvt ITIs with the State/UT governments. Further, for the affiliation of new ITIs/addition of new trades and units, availability of enough qualified Instructors is an essential criterion and the grading of ITIs is also linked with the Instructor vacancy. DGT is monitoring Instructor details through its centralised portal called NCVT-MIS portal, where each ITI is needed to update in NCVT-MIS portal by entering instructor details. But it is noticed that most of the ITIs have not updated instructor details in NCVT-MIS portal as it was not made mandatory. Now, DGT has issued letter dated 25.01.2023 to all State Directorates asking them to ensure that all the ITIs in their jurisdiction appoint the requisite number of Instructors and update the Instructor details in NCVT-MIS portal.’*

## **VII. PLACEMENTS**

29. The Committee desired to be apprised of the number of candidates who received training from the Government/Private Institutes under DGT and were successful in acquiring permanent jobs. In reply, the Ministry stated as follows:

*‘The Craftsmen Training Scheme (CTS) of the Ministry of Skill Development & Entrepreneurship is implemented through a network of 14,953 ITIs spread all over the country. The ITIs have since long been the backbone of the skilling ecosystem in the Country.*

*The ITIs have been set up with the objective to ensure a steady flow of skilled manpower to the Public and Private sectors, and equipping the youth with the required skills, education, and discipline for the same. The training courses in ITIs impart basic skills and knowledge in various trades to prepare trainees for employment as semiskilled/ skilled workers or for self-employment. As of now, DGT provide courses in 152 trades, all of which are National Skill Qualification Framework aligned. Currently around 25 lakh trainees are being imparted training in the ITIs.*

*The placement data of ITI passouts is not available. However, it is known that the employment percentage of the graduates is quite high. The Central Public Sector Undertakings, Railways and other Industries traditionally employ ITI graduates. A large number of ITI passouts are taken as Apprentices in various industries and some of them are absorbed as permanent employees of that Industry on completion of Apprenticeship. It is also seen that many ITI passouts do not opt for jobs as they want to pursue higher studies.*

*To trace the percentage of employment, nature of employment and other such employment related parameters, a functionality was created in the DGT portal (NCVT Portal) wherein the ITIs were required to capture and upload the data pertaining to employment status of the passouts from their respective ITIs. This*

*was not a mandatory field. Analysis of the data shows that most ITIs have not filled this information and the placement figures as per the portal are therefore showing to be very low.*

*Though, it is very difficult to trace such a large number of almost 15 lakhs passouts each year (especially keeping in mind the authenticity and veracity of the data), the DGT has recently issued instructions to all the State Governments to ensure that this functionality in the portal is used and the ITIs provide the true and authentic data of the passouts of the institutions.'*

30. Regarding the lack of data related to placements, the Hon'ble Chairperson observed as under during the oral evidence of MSDE :

*"This survey may be carried out by you because you have a portal for ITIs which tells about what all is happening along with details of the employment. If you don't have such portal, please have one into which concerned ITIs have to feed in. If you create a portal of national level, the tracking system too shall be made accordingly. Along with that, there was also a discussion about Women Polytechnic here. I am not aware of that and Madam must be taking care of that. Most of the trades on offer in ITIs are male specific. They are not women specific. This discrepancy needs to be done away with. It won't be possible to do them away with, however, if you make more and more female centric curriculum, our girls would also start taking interest in it. They won't only participate in self help groups but would also take part in such activities."*

## **VIII. SCHEME OF POLYTECHNICS**

### **31. (a) Objectives of the Scheme**

- To set up new Polytechnics in un-served and under-served districts of States/UTs.
- To construct Women Hostels in selected polytechnics of States/UTs.
- To upgrade infrastructure in selected polytechnics of States/UTs.
- To develop community through polytechnics by imparting skills.
- So far 65 new Polytechnics have been set up under the Scheme, 85 Polytechnics have been upgraded and 206 Women Hostels have been constructed. Under Community Development through Polytechnics, 14,09,860 trainees have been trained.

To strengthen the implementation of Scheme, the monitoring has been strengthened through means of Quarterly progress reports, seeking photographs and Video Conferencing (VC).

32. The Scheme of Polytechnic had provision of construction of 500 women hostels in various Polytechnics. In addition, 295 new Polytechnics were to be

established. Also, 500 existing Polytechnics were to be upgraded in terms of infrastructure.

**(b) Implementation of the Scheme**

33. When asked about the timeline for the various targets under the Scheme, the Ministry replied as under:

*‘Regarding timelines fixed to complete the works, it is submitted that the scheme is uptill 31.03.2023. Therefore, all the work was to be completed by 31.03.2023. However, as work is still pending in several cases, budgetary allocation of Rs.50 crores has been sought for the financial year 2023-24.*

*The work already started and nearing completion would be taken up for completion by 2024. However DGT is contemplating to design a new scheme with an extended date to complete the original targets. In case the new scheme is approved by the Cabinet, all the works would be completed before the completion date of the new scheme.’*

34. With regard to the progress of the various works under the Scheme, the Ministry apprised as follows:

*‘Out of 500 Girls Hostels, envisaged to be constructed, 351 are complete. 149 are under various stages of completion. Out of these 149, about 38 are almost completed with more than 80% work done and only these would be taken up for the completion before the extended end date of the scheme.*

*Regarding, 295 new polytechnics envisaged to be constructed under the scheme, in 138 Polytechnics construction has been completed. Remaining 157 Polytechnics are at different stages of construction. Out of these 50 polytechnics are more than 80% complete and only these would be taken up for completion before the proposed extended end date of the scheme.*

*Regarding upgradation of 500 existing polytechnics, 115 polytechnics have been upgraded and the remaining 385 are in different stages of completion. Out of these, in 52 polytechnics upgradation work is more than 80% complete and only these would be taken up before the proposed end date of the scheme.*

*The decision to take up only those cases in which work is more than 80% complete was taken by the Standing Finance Committee (SFC).*

*It is also submitted that the Scheme of Polytechnics was earlier run by the Department of Higher Education. It was transferred to DGT, MSDE in FY 2018-19. As a lot of work is still to be done for completion of the original target assigned, the DGT is contemplating to design a new scheme with an extended date to complete the original targets. However, this is subject to Cabinet approval.’*

35. As regard the budgetary allocation for the Scheme, the Ministry stated as follows:

*‘The budgetary allocation of Rs. 5140.80 Crore was made for this purpose to the Department of Higher Education in 2007-08. So far, Rs, 3655.60 Crore has been released for all the three works mentioned above.’*

## **IX. ENROLLMENT IN ITIs**

36. The Committee desired to be apprised of the reasons behind the decrease in the number of students enrolling for courses under ITIs and why a significant number of seats of the National Skill Training Institute (NSTIs) and Institute of Training of Trainers (IToTs) have remained vacant in the previous few years. In reply, the Ministry submitted as under:

*The enrolment of trainees in ITIs has decreased perhaps due to Covid-19 pandemic situation from last two years 2020-21, 2021-22. However, Directorate General of Training (DGT) has taken following steps to increase seats utilization in ITIs:*

- a. DGT is providing the admission calendar well in advance before start of each training session to enable State/UTs for maximum utilization of seats.*
- b. State Skill Development & Entrepreneurship Committees (SSDEC) have been constituted at each State level to ensure adequate publicity in schools, with intent to reach-out students completing class X.*

*SSDEC is entrusted with responsibility to make efforts for filling up vacant seats by walk-in-admission of eligible candidates after admission schedule.*

*Due to Covid, admission was low in NSTIs and IToTs during that period. However, post Covid, now admissions are increasing and seats are almost filled in NSTIs.*

- *For the year 2022-23, admission under CITS in NSTIs is: 6601/7450 (89%)*
- *For the year 2022-23, admission under CITS in IToT is: 4146/6960 (60%)*

<b>CITS admissions in NSTIs and IToTs for the session 2022-23</b>				
<b>Sl. No.</b>	<b>Institute Type</b>	<b>Seating Capacity</b>	<b>Admissions for Session 2022-23</b>	<b>Percentage</b>
1	NSTI	5301	4605	86.87
2	NSTI(W)	2150	1996	92.84
3	Govt. IToT	4201	2676	63.70
4	Pvt. IToT	2760	1470	53.26
	<b>Grand Total</b>	<b>14412</b>	<b>10747</b>	<b>74.57</b>

37. Regarding the decrease in enrolment figures, the Secretary, MSDE, during oral evidence before the Committee deposed as under:

*“The enrollments are on slightly declining trend. We have found out its reason. We have taken two decisions. We shall conduct the exams in timely manner. We shall keep education and admission calendars synchronised which shall reduce the number of such students who drop out of ITIs and go to some other course. We have simplified the admission process. As the DG has informed, we have done the rationalisation of CTS and CITS. A credit framework has been formulated under new education policy. On the basis of per credit 30 hours, it has been formulated for 40 credits with the total of 1200 hours. We have also launched employability skills within that. It also includes the subjects of digital skill, communication skill and briefing about one’s skills for 1600 hours, 1900 hours and 2000 hours respectively. We have also kept an optional course of 240 hours so that the*

*students can obtain the certificate by upgrading that trade, by learning a language or of 10+2 also. These are the reforms we have brought in it.”*

38. Asked for the reasons behind the low level of enrolment of candidates under the CTS scheme in the North Eastern States, the Ministry stated as under:

*‘In all 8 North Eastern States there are total 104 ITIs present out of which 89 are Government ITIs and 15 are private ITIs, which is significantly less as compared to others States/UTs.*

*The above figure indicates less popularity/awareness about ITIs in North Eastern (NE) Region, one of the reasons can be less numbers of Industries/placement opportunities present in NE region.’*

## **X. OTHER ISSUES**

39. When asked about the steps being taken to ensure the recognition of the certifications provided under the various schemes administered by DGT and whether the Ministry had issued any guidelines to Government departments for recognition of certifications with regard to the process of recruitment, the Ministry stated as follows:

*Directorate General of Training (DGT) erstwhile Directorate General of Employment & Training (DGE&T) has recognized National Trade Certificates as the requisite qualification for recruitment to the subordinate posts and services under the Government of India.*

*DGT is taking action to reiterate to the Department of Public Enterprises about the courses being run in the ITIs including the new age courses and these trainees could be beneficial for the efficient working of CPSUs with the changing technology. Further, MSDE in order to boost apprentices engagement in various central govt ministries and departments has taken initiative of payment of stipend to these apprentices under the SANKALP scheme.*

*DGT is implementing and monitoring Craft Instructor Training Scheme (Regular and Recognition of Prior Learning Mode) through NSTIs, IToTs and Govt Model ITIs (Converted as IToTs) and trainees are awarded National Craft Instructor Certificate (NCIC) after completion of training and passing the prescribed examinations. NCIC is as of now a mandatory qualification for recruitment of Vocational Instructors in Industrial Training Institutes.*

40. The Committee wanted to know whether any surveys have been conducted to find out the average income of the candidates who are employed after being trained especially in the unorganised sector. In reply, the DGT stated as follows:

*‘As on date, DGT has not conducted any survey to find out the average income of the candidates who are employed after trained, especially in unorganized sector.’*

41. The Committee were informed that the National Council for Vocational Training (NCVT) has mandated that all trainers in ITIs need to be CITS trained. Further details in this regard were furnished by the Ministry as under:

- A. 27413 trainees have been trained under Regular CITS training in the last three years.
- B. 3731 have passed CITS examination under CITS-RPL in the last three years.
- C. Out of 90,826 trainers available as on date in the portal, 16,215 are CITS trained instructors.

42. Asked about the steps being taken to ensure compliance with the above mandated position, the Ministry replied as under:

*'DGT has developed 55 courses under Crafts Instructor Training Scheme (CITS) for training of ITI trainers.'*

*Steps taken to ensure all trainers are CITS trained:*

- A. A DO letter D.O. MSDE(DGT)-19/07/2020-CD dated 29.09.2022 was written by Secretary MSDE to all the Chief secretaries of States/UTs with request to revise the recruitment rules of Vocational Instructors for ITIs in their State by including CITS qualification as per essential qualification to bring qualitative improvement in the Vocational training across the country.
- B. 59 new State Government Institute of Training of Trainers (IToTs) were affiliated for admissions from session 2022-23, which enhanced the seating capacity by 2320 under CITS.
- C. Under Recognition of Prior Learning (RPL) scheme, a total of 8,292 candidates registered on the online portal for the session 2022-23.'

43. The Committee were apprised, of the steps taken for encouraging the participation of industry partners/stakeholders within the ITI ecosystem, as under:

*'Directorate General of Training has started following two (2) Schemes for encouraging the participation of industry within the ITI ecosystem.'*

1. Flexi MoU Scheme
2. Dual System of Training (DST)

*DGT has introduced Dual System of Training (DST) mode in ITIs. For implementing DST mode, ITIs has to sign an MoU with the relevant Industry. In DST mode, trainee completes theoretical portion and basic practical in ITI and advanced practical in Industries. Dual System mode of Training strengthens Industry linkages and acquaints trainees with latest technologies used in the Industry and thus enhancing their employability by making them industry ready. Flexi MoU scheme has also been introduced in association with Industries for training the candidates as per the industry requirements.*

*Under STRIVE, industry partners are being made part of the Institutional Management Committee (IMC) of the ITI to bring in the necessary inputs from the industry with respect to skills required in the market as well as necessary*

*modifications related to course curriculum. The Chairman of the IMC is an industry partner of repute for e.g. Maruti, Pidilite, Nirma, and Honda are some of the partners that have been on IMC of ITI. In addition, to further strengthen industry partnership, Industry Clusters (IC) are formed and set up under the scheme. For each IC, a sum of Rs 1 crore is provisioned under the Scheme to promote industry participation and apprenticeship training.*

*Under the Scheme “Upgradation of existing Government ITIs into Model ITI”, 35 MoA (Memoranda of Agreement) & under Scheme “Skill Development in 48 Districts affected by LWE”, 14 MoA have been signed between DGT, ITI & Industry for encouraging the participation of industry partners/stakeholders within ITI ecosystem.’*

44. Regarding the *Flexi MoU Scheme* the Secretary, MSDE, during oral evidence, deposed as under:

*‘The other scheme is Flexi-MoU, which has a slightly different curriculum. In this situation, trainees are trained almost entirely in the workplace. We have a few flexible Memorandums of Understanding with Maruti, NMDC, and the Steel Authority. We have also signed the Flexi MoU just last week with the Indian Air Force, Army, and Navy for the Agniveer Scheme. Those children who will be joining in the Agniveer in the Armed Forces under our flexi-MoU scheme, they would be given the NTC in the trade in which they are working in the Armed Forces.’*

45. The Committee wanted to know the measures taken by the Ministry for the benefit of candidates who are trained in DGT Institutes and plan to work in unorganised sector and work independently. In reply, the Ministry stated as under:

*‘A compulsory subject ‘Employability Skills’ has included in curricula of Craftsmen Training Scheme covering modules mainly “Introduction to Employability Skills, Basic English Skills, Communication Skills, Financial and Legal Literacy, Essential Digital Skills and Entrepreneurship with a duration of 120 hours for 1year/ 1st year of 2 year and additional 60 hours for 2nd year, to encourage and motivate the candidates towards work independently.’*

46. The Committee desired to be apprised of the role of DGT regarding the training of Agniveers after their completion of tenure. In response, the Ministry submitted as follows:

*‘Information was sought during the Parliamentary Standing Committee proceeding regarding the Agniveer Scheme and DGT’s role in the same. It is submitted that the DGT has signed MoUs with the Indian Armed Forces for providing the National Trade Certificate to the Agniveers on completion of their four year stint with the Armed Forces. For the purpose, an extensive trade mapping exercise was done individually with all the three wings of the Indian Armed Forces, namely Indian Army, Indian Air Force and the Indian Navy. Based on*

*this, 'on the job' training would be imparted to the Agniveers during their stint with the Armed Forces and an exam would be conducted by the DGT for all the Agniveers. On successful passing of the exam, the National Trade Certificate in the relevant trade would be provided to the Agniveers by the DGT. This would help the passouts to either get employment in the Industry / CPSUs or start their own enterprise and be productive members of the Civil Society.'*



## **PART-II**

### **OBSERVATIONS/RECOMMENDATIONS**

#### **EVALUATION OF PERFORMANCE OF ITIs**

1. The Committee observe that NITI Aayog had published a report called – “Transforming Industrial Training Institutes” in January, 2023. In the report, NITI Aayog had given recommendations towards transforming ITIs into aspirational vocational training institutes. According to the Report, the transformation of ITIs remains incomplete in view of three facts - ITIs remain underutilized, the quality of training, faculty, and infrastructure is in general not of global standards and most of the trainees are neither employable nor skilled enough to start their own enterprise. The Ministry and DGT have reportedly initiated action on many of the recommendations contained in the Report. However, DGT has also observed that there were some factual inaccuracies and incorrect presumption(s) about ITIs which have been highlighted in the Report of the NITI Aayog. The Committee expect the Ministry to take appropriate measures to have the factual inaccuracies rectified at the earliest. At the same time, the Ministry should give serious consideration to the other issues that have been highlighted in the NITI Aayog report such as the need for establishing a placement and entrepreneurship cell in the ITIs and facilitating tie-ups with MSMEs. Such arrangement can also *inter-alia* help in securing and maintaining data regarding placements secured by ITI passouts, which is of paramount importance. The Committee wish to be

kept apprised of the action taken in this regard within two months of presenting this Report to Parliament.

### **NEW AGE COURSES**

2. The Committee observe that the Directorate General of Training (DGT) has taken the initiative of introducing new age courses such as Information Communication Technology System Maintenance, Solar Technician (Electrical), Technician Mechatronics etc. in Industrial Training Institutes (ITIs) across the country. However, from the submission of DGT it is noticed that traditional courses like Electrician, Fitter, Welder, Machinist and Motor Mechanic (Diesel) are far more popular and there is less demand for the new age courses. Keeping in view the requirements of the industry and the potential of the new age courses for providing employment in emerging fields, the Committee feel that the DGT needs to take urgent and effective steps to address the challenges posed and promote the new courses in ITIs. Measures need to be taken to increase awareness about the new courses through every available channel, including social media, on-line advertising, and outreach programmes. It is also important to strengthen the job prospects for candidates who pursue the new courses by working in tandem with employers to create adequate opportunities in the new and emerging sectors. DGT should ensure that ITIs get the necessary technical and financial support in their efforts towards introduction of the new age courses. The Committee would, therefore, emphasise that necessary measures be taken for giving an

**impetus to the new disciplines introduced in ITIs so as to be in tune with the changing industrial milieu.**

### **GRADING OF ITI's**

**3. The Committee note that the DGT had conducted an exercise for grading of all ITIs, Government and Private. This was done in two phases and the final results of grading of both the phases have been published. The scores obtained in the grading are used for affiliation of the ITIs for addition of new trades or new Units. The scores obtained are also used as one of the criteria to select ITIs for funding under the STRIVE project. According to the Ministry, this grading was valid till the academic session 2022-23. For the academic year 2023 onwards, a fresh dynamic data-driven system of grading is being formulated. In the considered opinion of the Committee, the grading of ITIs is a valuable tool for improving the quality of training of ITIs and helps to identify the best performing ITIs and provide feedback to the ITIs on how they can improve their performance. Grading also helps to create a competitive environment among ITIs, which can lead to better quality training. The Committee recommend that the DGT expedite the introduction of the new grading system for ITIs and ensure that it is implemented effectively. The new data-driven system should also be transparent, especially in redressal of grievance(s), if any, and provide updated and reliable information about the functioning of ITIs.**

## **VACANCIES OF INSTRUCTORS**

4. The Committee are particularly concerned to note the large number of vacant positions of instructors in ITIs in the country. The Committee had expressed their concern on this count in their Reports presented on earlier occasions too. As per the information available on the NCVT portal, in case of Government ITIs, out of the total of 71921 posts sanctioned, only 34663 posts (48.20%) have been filled, whereas in the case of private ITIs, out of the 133741 posts sanctioned only 56163 posts (41.99%) have been filled. DGT has submitted that the Government ITI instructors are employees of the State Government and are recruited by the various State Governments by following their Recruitment Rules. Their promotion and career progression policy is also the responsibility of the State Government concerned. Moreover, the DGT portal (the NCVT MIS portal) has a functionality where the details of the Instructors working are to be provided in respect of each ITI. However, this functionality is not a mandatory one wherein the data is to be filled and updated. DGT on its part has directed all the State Governments to ensure that the Instructors' vacancies are filled and also updated on the system (portal). As emphasized upon in their earlier reports, the Committee expect that the DGT and the State Governments work together to address the issue of vacant instructor positions in ITIs. In this regard, the DGT should consider *inter-alia* holding meeting(s) with the Chief Secretaries of all the States and highlight the cascading impact vacancies of instructors is having on the quality of training, seek feedback regarding the ways to address the

situation and ease the bottlenecks being faced by the State Governments in their recruitment process. DGT may also consider developing a mechanism for incentivising States that successfully address the shortage of instructors/trainers and direct the RDSEs to make sure that the private ITIs comply with the norms concerning the number of instructors/trainers. Also, the specific problems, if any, faced by the Private ITIs in connection with filling up the posts of Instructors may be objectively assessed and in case policy interventions are required, the same may be effected.

5. The Committee would also highlight in this regard the aspect of a number of vacancies existing in instructor/trainer positions in case of Union Territory Governments as well. From the information made available, it is seen that in Union Territory of Andaman and Nicobar Islands and also Ladakh, more than 50% of the posts are lying vacant. The Committee, therefore, desire that the DGT take immediate steps to assess the reasons for the same and direct the administrations of the Union Territories concerned to fill up the vacancies at the earliest.

#### **CRAFT INSTRUCTORS TRAINING SCHEME (CITS)**

6. The Committee note that the new age courses that have been introduced recently in ITIs will require certified instructors for imparting training under these courses. According to the Ministry, the curricula for the instructor training programmes under Craft Instructor Training Schemes (CITS) are being developed based on the feedback from the industry, academia, and States/UTs. Keeping in view the demand for

these new age courses, respective CITS curricula will be developed accordingly in due course of time. The Committee note that trainers play an important role in the uptake of new age courses. They are critical for the training ecosystem and as new age courses continue to evolve, the role of qualified trainers will become even more important. Since training of Craft Instructors is the mandated responsibility of DGT, the Committee would urge upon the DGT to take steps to expedite the development of curricula of the instructor training programmes under CITS. More importantly, comprehensive training, both in skills and training methodology is a necessity to make the instructor trainees conversant with techniques of transferring hands-on skills, and thereby enable in building adequately skilled manpower for the industry. Further, the Committee would also emphasise on ensuring that the course curricula to be symbiotically connected to the industry and be responsive and pliable according to the requirements of employability as per market demands.

7. According to the Ministry, the National Council for Vocational Training (NCVT) had mandated that all trainers in ITIs need to be CITS trained. The Committee note with concern that as per the information furnished by the Ministry, out of 90826 trainers available on the NCVT portal, only 16215 are CITS trained instructors. In order to address the issue, the Secretary of MSDE has written to all the Chief Secretaries of States/UTs with the request to revise the Recruitment Rules of Vocational Instructors for ITIs in their States by including CITS qualification as an essential requirement to bring standardised improvement in quality of

vocational training across the country. Moreover, 59 new State Government Institutes of Training of Trainers (IToTs) were affiliated for admissions from Session 2022-23, which has enhanced the seating capacity by 2320 under CITS. The Committee emphasize the need for urgent and concrete action to meet the NCVT mandate and call for initiating measures for effective monitoring and creation of compliance mechanisms to track the progress of CITS training for ITI trainers. Regular reporting and data collection should be established to keep a record of the number of trainers who have undergone CITS training. Also, it will also be equally important to formulate a facilitative environment for the ITI trainers to undergo the training at CITS.

#### **ENROLLMENTS**

8. The Committee note that for the Session 2022-23, the enrollment percentage for Government and Private ITIs was 59.18% and 39.52% respectively. This implies that there are a large number of seats remaining vacant in ITIs. The Committee gather that the reasons for the low enrollment figures may include, lack of awareness, poor quality of training and lack of job opportunities after completion of training. In case of private ITIs, there is also a need to investigate whether the fees being charged is acting as a deterrent for students. The Committee are deeply concerned to note the poor enrollment figures and recommend that the DGT initiate a process to identify the reasons for the low enrollment figures and take steps to remedy the situation since increasing the enrollment figures in ITIs is essential for meeting the growing demand for

skilled workers in India. The key to this may lie in improving the employability of graduates which eventually can underpin the efforts towards reducing poverty, creating a more skilled workforce, and providing opportunities for all.

9. The Committee are deeply concerned to note the low level of enrolment of candidates under the CTS scheme in the North Eastern States. As per the information provided to the Committee, only 6839 candidates got enrolled in all the North eastern states during the 2021-22 Session. The number for States such as Manipur and Mizoram was extremely low. The Committee note that in all 8 North Eastern States there are a total 104 ITIs present out of which 89 are Government ITIs and 15 are Private ITIs, which is significantly less as compared to others States/UTs. Arunachal Pradesh, Manipur, Mizoram, Nagaland and Sikkim have no Private ITIs. As per the submission of the Ministry, these figures are indicative of less popularity/awareness about ITIs in North Eastern (NE) Region, the reason for which could be the less number of Industries/placement opportunities present in NE Region. Funding is provided by the Central Government under Enhancing Skill Development Infrastructure in North Eastern States (ESDI) Scheme to strengthen the Skill development Infrastructure in NE Region. The Committee while agreeing with the Ministry that the development of good infrastructure may create awareness and increase popularity of ITIs in the North East, impress upon the Ministry and DGT the need to enhance the reach of ITIs in the North Eastern State.



**The Committee suggest that the Ministry should partner with the North Eastern Council and the Ministry for Development of the North East Region for development of the ITI infrastructure in the North Eastern Region. In this regard, apart from roping in major industrial establishments, it is important to work with the local industries and businesses including MSMEs to create employment opportunities for the ITI pass outs. The Committee feel that the unique challenges call for unique solutions and the Ministry may consider developing specific courses that can cater to the thriving industries of the Region such as bamboo related industries, tourism, food processing and hospitality. In the opinion of the Committee the addition of new ITIs, development/upgradation of the existing ones, tailor made region-specific solutions to problems, infusion of requisite funds, escalated efforts to secure industry participation, incentivized awareness programmes to spur enrolment, etc. are the need of the hour and the same signals to a mission mode initiative by the Ministry which goes beyond the ESDI Scheme.**

## **JOB PLACEMENTS**

10. It is a matter of concern for the Committee to note that data on placement of ITI passouts is not available with the DGT. The Committee had, in their Reports presented on earlier occasions too emphasized on ensuring that data on placements is generated and maintained. According to DGT, although the exact figures are not available, it is known that the employment percentage of the graduates is quite high. A large number of ITI passouts are taken as Apprentices in various industries and some of them are absorbed as permanent employees on completion of Apprenticeship. It is also seen that many ITI passouts do not opt for jobs as they intend to pursue higher studies. DGT, while highlighting the difficulty in tracing such a large number of pass-outs, also submitted that in order to trace the percentage of employment, the nature of employment and other employment related parameters, a functionality was created in the DGT Portal (NCVT Portal) wherein the ITIs were required to capture and upload the data pertaining to employment status of those passing out from their respective ITIs. This is not a mandatory function, and an analysis of the data as available reveals that most ITIs have not filled this information. In the considered opinion of the Committee, data on placements is essential to analyze the real impact of the ITI ecosystem and for identifying and addressing weaknesses by way of effective policy interventions. The Committee, therefore, reiterate the need on the part of DGT to consider making it mandatory for ITIs to upload data on the employment status of their pass outs. The DGT should also commission a

study to collect more detailed information on the employment outcomes of ITI pass outs. The Committee also feel that technology can play a valuable role in the collection of placement data. This will require participation of all the stakeholders including the ITIs, employers and the pass outs. Making all the establishments recruiting ITI pass outs to upload the relevant data on the NCVT portal or such similar steps can be adopted. This can be achieved with the help of appropriate outreach of the recruiting industry partners. Organising campus placement and promotion of Alumni networks by ITIs may also inter-alia help in this connection. The Committee reckon that the needed focus on employment data as an indicator of performance may prompt the ITIs to ramp up efforts to improve the quality of training offered.

#### **SCHEME FOR UPGRADATION OF POLYTECHNICS**

11. The scheme envisaged for development of Polytechnic Institutions *inter-alia* had a provision for construction of 500 women's hostels in various Polytechnics. In addition, 295 new polytechnics were to be established in un-served and underserved districts and 500 existing polytechnics were to be upgraded in terms of infrastructure, with all the targets envisaged for being achieved by 31<sup>st</sup> March, 2023. However, as submitted by DGT, work in a large number of cases continues to be pending or is partially completed. Among the objectives of the Scheme, the Committee note that the work pertaining to the upgradation of the Polytechnics has been particularly slow wherein out of the 500 existing polytechnics to be upgraded, only 115 polytechnics have been upgraded

and the remaining 385 are in different stages of completion. The Scheme for Polytechnics was earlier run by the Department of Higher Education, subsequently, transferred to DGT, MSDE in FY 2018-19. With a significant amount of work remaining to be completed vis-à-vis the original targets, the DGT is contemplating designing a new scheme with an extended date of completion, which is subject to approval by the Cabinet. Considering the facts, as submitted, the Committee would like the DGT to seriously look into the factors contributing to the underachievement of targets of the Scheme of Polytechnics in general, evaluate the implementation strategies and identify bottlenecks and administrative or logistical challenges that have impeded the progress. The Committee are of the considered opinion that Polytechnics are also cornerstones of the initiative of the Government to upskill the youth of the Country. Keeping this in view, it is recommended that the DGT should make all out efforts to launch the new scheme for Polytechnics with objectives that are not restricted to that of the old scheme, and are in tune with contemporary needs.

#### **SYSTEM OF TRAINING**

12. The dual system of training is an innovative approach to skill development that combines theoretical training in ITIs with practical training in industry. The Committee note from the information furnished that the number of ITIs imparting training under the Dual System of Training Scheme has increased from 81 in 2018 to 978 in 2022. The Committee recognise the efforts of the Directorate General of Training

**(DGT) in increasing the number of ITIs imparting training under the system. The dual system of training has the potential of being effective in augmenting the employability of the trainees and in preparing them to be suitable for absorption by the industry upfront; help bridge the gap between the skills imparted in ITIs and the skills required by employers; and also contribute to reducing the training cost of the employers. The Committee expect the DGT to ensure that the system does not increase the overall cost of training for the trainees and also consider extending support to the employers so as to enable in more entities to participate in the programme. The Committee also desire that the DGT strive to expand the reach of the dual system of training so that more young people can be skilled in an industry and employment friendly manner. Further, being convinced of the effectiveness of the dual system of training in scaling up the employability of candidates/passouts, the Committee recommend that a similar system be considered for being formulated and implemented for Polytechnics.**

### **INDUSTRY CLUSTERS**

**13. The Committee note that industry partners are being made part of the Institutional Management Committee (IMC) of the ITIs to bring in the much needed inputs from the job market with respect to skills required in the industry as well as necessary modifications related to course curricula. In addition, to further strengthen industry partnership, Industry Clusters (IC) are formed and set up under the Scheme. For each IC, a sum of Rs.1 crore is provisioned under the Scheme to promote industry participation**

and apprenticeship training. The Committee believe that industry participation allows ITIs to provide practical and real-world training to its students. Industry participation in curriculum design and evaluation provides better recognition and value to the certifications. There will also be a positive impact on the employability of the passouts, especially by cutting down the training cost of the employers. It also allows synergy of curriculum with the industry and thus make ITIs more relevant and contemporary. The Committee desire that necessary impetus be given towards implementing the policy for active participation of the industry in framing the training programmes so as to effectively capture the changing requirements and realities of employment.

#### **TRADE CERTIFICATION**

14. According to the DGT, MoUs have been signed with the Indian Armed Forces for providing the National Trade Certificate to the Agniveers on completion of their four year stint with the Armed Forces. For the purpose, an extensive trade mapping exercise was done individually with all the three wings of the Indian Armed Forces. Based on this, 'on the job' training would be imparted to the Agniveers during their stint with the Armed Forces and an exam would be conducted by the DGT for all the Agniveers. On successful passing of the exam, the National Trade Certificate in the relevant trade would be provided to the Agniveers by the DGT which would help them secure employment after they complete their time in the forces. The Committee are appreciative of the steps taken by the Ministry for the benefit of the Agniveers and would like to highlight

the significance employment opportunities in ensuring the success of the new initiative. The Committee desire that the Ministry can work with industry partners to provide the Agniveers holding National Trade Certificates with job opportunities relevant to the skill they acquire during their service.

Also, appropriate measures need to be taken for promoting and expanding the scheme of 'Flexi MOU' under which the training is imparted almost entirely in the work place(s), which include public enterprises such as SAIL. Also, it needs to be ensured that the training courses are designed to be effective in encouraging the trainees to work independently.

New Delhi;  
3 August, 2023  
12 Sravana, 1945 (Saka)

BHARTRUHARI MAHTAB  
CHAIRPERSON,  
STANDING COMMITTEE ON LABOUR,  
TEXTILES AND SKILL DEVELOPMENT

## Annexure - I

State wise number of ITIs running new age courses

Sl. No.	State Name	Computer Hardware & Network Maintenance	Computer Operator and Programming Assistant	Electrician Power Distribution	Electronics Mechanic	Information Communication Technology System Maintenance	Information Technology	Instrument Mechanic	IoT Technician (Smart Agriculture)	IoT Technician (Smart City)	IoT Technician (Smart healthcare)	Mechanic Consumer Electronics	MECHANIC ELECTRIC VEHICLE	Smartphone Technician Cum App Tester	Solar Technician (Electrical)	Solar Technician	Technician Mechatronics	Technician Power Electronics System	Grand Total
1	Andaman And Nicobar Islands		1			1	1												3
2	Andhra Pradesh		65		101	3		21				1							191
3	Arunachal Pradesh	1	3		1	2													7
4	Assam		15		11	5		2											33
5	Bihar		31		164	135	2	5		1	5	4		2					349
6	Chandigarh		2		1	1		1											5
7	Chhattisgarh	3	189		4	6	2	8						1					213
8	Delhi	8	30		20	3	1	7				1						2	72
9	Goa		8		6	3		2							1				20
10	Gujarat	11	369		65	36	1	26		3	2			2	4	1	1		521
11	Haryana	14	171		53	3	1	7				2		1		1	1	18	272
12	Himachal Pradesh	4	76		78	16	6	3	1	1					2			1	188
13	Jammu & Kashmir	11	45		21	8		2			1	1		1				1	91
14	Jharkhand	2	30		44	9	3	2				1		3	1		1	1	97
15	Karnataka	4	158		451	47		8	3	1		4	150		3	1		1	831
16	Kerala	12	90		119	10	1	11		1	1			1	1		1	14	262
17	Ladakh	1	2		1	1								1	1				7
18	Lakshadweep	1	1																2
19	Madhya Pradesh	5	249		47	6		12	1	1									321



Sl. No.	State Name	Computer Hardware & Network Maintenance	Computer Operator and Programming Assistant	Electrician Power Distribution	Electronics Mechanic	Information Communication Technology System Maintenance	Information Technology	Instrument Mechanic	IoT Technician (Smart Agriculture)	IoT Technician (Smart City)	IoT Technician (Smart healthcare)	Mechanic Consumer Electronics	MECHANIC ELECTRIC VEHICLE	Smartphone Technician Cum App Tester	Solar Technician (Electrical)	Solar Technician	Technician Mechatronics	Technician Power Electronics System	Grand Total
20	Maharashtra	18	309		207	111	1	20		2	1	3		2	10		3	4	691
21	Manipur		8		7	5		1											21
22	Meghalaya		1																1
23	Mizoram		3		2	2													7
24	Nagaland		3																3
25	Odisha	2	80		58	14		10	2	1	1	2		2	9	1	4		186
26	Puducherry		4		4	3		1											12
27	Punjab	10	173		39	16		6	1			2							247
28	Rajasthan	7	207		88	30	2	4						1	2				341
29	Sikkim	1	3		1	1													6
30	Tamil Nadu	7	69		36	14	1	20	1	1	1	1		7	4		7	3	172
31	Telangana		60		59	1		9	2		1			1	4	1			138
32	The Dadra And Nagar Haveli And Daman and Diu		3		1	2													6
33	Tripura	1	15		13	7	1												37
34	Uttar Pradesh	16	439	34	241	101	10	15	1	1	1	11			4	1		16	891
35	Uttarakhand		36		44	6		1	2		1	1			2	1			94
36	West Bengal	16	62		80	4	5	4	1	1		1		5	9		1	1	190
	<b>Grand Total</b>	<b>155</b>	<b>3,010</b>	<b>34</b>	<b>2,067</b>	<b>612</b>	<b>38</b>	<b>208</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>35</b>	<b>150</b>	<b>30</b>	<b>57</b>	<b>7</b>	<b>19</b>	<b>62</b>	<b>6,528</b>

## Annexure – II

### *State-wise number of students enrolled in New Age courses*

Trade Name	StateName	Total
Computer Hardware & Network Maintenance (NSQF)	Arunachal Pradesh	19
	Chhattisgarh	36
	Delhi	312
	Gujarat	337
	Haryana	294
	Himachal Pradesh	103
	Jammu And Kashmir	228
	Jharkhand	37
	Karnataka	54
	Kerala	544
	Ladakh	22
	Lakshadweep	58
	Madhya Pradesh	153
	Maharashtra	454
	Odisha	93
	Punjab	373
	Rajasthan	205
	Sikkim	0
	Tamil Nadu	137
	Tripura	33
	Uttar Pradesh	577
	West Bengal	358
<b>Total</b>		<b>4,427</b>
Computer Operator and Programming Assistant (NSQF)	Andaman And Nicobar Islands	31
	Andhra Pradesh	1,632
	Arunachal Pradesh	55
	Assam	258
	Bihar	162
	Chandigarh	113
	Chhattisgarh	7,739
	Delhi	1,412
	Goa	270
	Gujarat	17,844
	Haryana	5,943
	Himachal Pradesh	1,895
	Jammu And Kashmir	1,234
	Jharkhand	416
	Karnataka	2,351
	Kerala	2,576
	Ladakh	45

	Lakshadweep	45
	Madhya Pradesh	8,094
	Maharashtra	8,211
	Manipur	0
	Meghalaya	48
	Mizoram	52
	Nagaland	50
	Odisha	1,560
	Puducherry	81
	Punjab	5,268
	Rajasthan	5,128
	Sikkim	60
	Tamil Nadu	1,511
	Telangana	1,231
	The Dadra And Nagar Haveli And Daman And Diu	113
	Tripura	485
	Uttar Pradesh	13,807
	Uttarakhand	665
	West Bengal	1,602
	<b>Total</b>	<b>91,987</b>
Electrician Power Distribution (NSQF)	Uttar Pradesh	556
	<b>Total</b>	<b>556</b>
Electronics Mechanic (NSQF)	Andhra Pradesh	985
	Arunachal Pradesh	14
	Assam	81
	Bihar	2,486
	Chandigarh	17
	Chhattisgarh	37
	Delhi	390
	Goa	92
	Gujarat	1,388
	Haryana	1,059
	Himachal Pradesh	666
	Jammu And Kashmir	134
	Jharkhand	573
	Karnataka	8,635
	Kerala	1,925
	Ladakh	7
	Madhya Pradesh	799
	Maharashtra	3,860
	Manipur	0
	Mizoram	34
	Odisha	958

	Puducherry	60
	Punjab	363
	Rajasthan	1,327
	Sikkim	0
	Tamil Nadu	438
	Telangana	600
	The Dadra And Nagar Haveli And Daman And Diu	9
	Tripura	189
	Uttar Pradesh	5,025
	Uttarakhand	397
	West Bengal	1,558
	<b>Total</b>	<b>34,106</b>
Information Communication Technology System Maintenance (NSQF)	Andaman And Nicobar Islands	47
	Andhra Pradesh	11
	Arunachal Pradesh	28
	Assam	36
	Bihar	1,877
	Chandigarh	0
	Chhattisgarh	78
	Delhi	32
	Goa	24
	Gujarat	738
	Haryana	35
	Himachal Pradesh	204
	Jammu And Kashmir	77
	Jharkhand	157
	Karnataka	330
	Kerala	143
	Ladakh	13
	Madhya Pradesh	63
	Maharashtra	1,980
	Manipur	0
	Mizoram	10
	Odisha	191
	Puducherry	0
	Punjab	208
	Rajasthan	225
	Sikkim	24
	Tamil Nadu	200
	Telangana	0
	The Dadra And Nagar Haveli And Daman And Diu	24
	Tripura	129
	Uttar Pradesh	1,791

	Uttarakhand	72
	West Bengal	35
<b>Total</b>		<b>8,782</b>
Information Technology (NSQF)	Andaman And Nicobar Islands	5
	Bihar	122
	Chhattisgarh	40
	Delhi	0
	Gujarat	0
	Haryana	5
	Himachal Pradesh	118
	Jharkhand	14
	Kerala	24
	Maharashtra	0
	Rajasthan	22
	Tamil Nadu	24
	Tripura	31
	Uttar Pradesh	109
	West Bengal	50
<b>Total</b>		<b>564</b>
Instrument Mechanic (NSQF)	Andhra Pradesh	233
	Assam	21
	Bihar	71
	Chandigarh	21
	Chhattisgarh	144
	Delhi	66
	Goa	29
	Gujarat	907
	Haryana	147
	Himachal Pradesh	24
	Jammu And Kashmir	23
	Jharkhand	41
	Karnataka	62
	Kerala	209
	Madhya Pradesh	129
	Maharashtra	197
	Manipur	0
	Odisha	162
	Puducherry	19
	Punjab	0
	Rajasthan	61
	Tamil Nadu	329
	Telangana	43
	Uttar Pradesh	279
	Uttarakhand	28
	West Bengal	43

<b>Total</b>		<b>3,288</b>
IoT Technician (Smart Agriculture)(NSQF)	Himachal Pradesh	0
	Karnataka	0
	Madhya Pradesh	0
	Odisha	48
	Punjab	0
	Tamil Nadu	0
	Telangana	34
	Uttar Pradesh	0
	Uttarakhand	0
	West Bengal	15
<b>Total</b>		<b>97</b>
IoT Technician (Smart City)(NSQF)	Bihar	0
	Gujarat	16
	Himachal Pradesh	0
	Karnataka	0
	Kerala	0
	Madhya Pradesh	0
	Maharashtra	22
	Odisha	48
	Tamil Nadu	0
	Uttar Pradesh	0
	West Bengal	0
<b>Total</b>		<b>86</b>
IoT Technician (Smart healthcare)(NSQF)	Bihar	12
	Gujarat	5
	Jammu And Kashmir	0
	Kerala	0
	Maharashtra	19
	Odisha	48
	Tamil Nadu	20
	Telangana	0
	Uttar Pradesh	0
	Uttarakhand	0
<b>Total</b>		<b>104</b>
Mechanic Consumer Electronics (NSQF)	Andhra Pradesh	0
	Bihar	0
	Delhi	22
	Haryana	0
	Jammu And Kashmir	15
	Jharkhand	0
	Karnataka	0
	Maharashtra	0
	Odisha	0

	Punjab	0
	Tamil Nadu	0
	Uttar Pradesh	133
	Uttarakhand	23
	West Bengal	0
<b>Total</b>		<b>193</b>
MECHANIC ELECTRIC VEHICLE (NSQF)	Karnataka	2,818
<b>Total</b>		<b>2,818</b>
Smartphone Technician Cum App Tester (NSQF)	Bihar	0
	Chhattisgarh	15
	Gujarat	26
	Haryana	0
	Jammu And Kashmir	0
	Jharkhand	8
	Kerala	0
	Ladakh	0
	Maharashtra	0
	Odisha	96
	Rajasthan	0
	Tamil Nadu	146
	Telangana	0
	West Bengal	1
<b>Total</b>		<b>292</b>
Solar Technician (Electrical) (NSQF)	Goa	19
	Gujarat	52
	Himachal Pradesh	56
	Jharkhand	0
	Karnataka	3
	Kerala	20
	Ladakh	19
	Maharashtra	133
	Odisha	316
	Rajasthan	60
	Tamil Nadu	110
	Telangana	100
	Uttar Pradesh	23
	Uttarakhand	34
	West Bengal	110
<b>Total</b>		<b>1,055</b>
Solar Technician (NSQF)	Gujarat	0
	Haryana	0
	Karnataka	0
	Odisha	0

	Telangana	0
	Uttar Pradesh	0
	Uttarakhand	0
<b>Total</b>		<b>0</b>
Technician Mechatronics (NSQF)	Gujarat	0
	Haryana	0
	Jharkhand	7
	Kerala	24
	Maharashtra	43
	Odisha	117
	Tamil Nadu	122
	West Bengal	0
<b>Total</b>		<b>313</b>
Technician Power Electronics System (NSQF)	Delhi	23
	Haryana	340
	Himachal Pradesh	24
	Jammu And Kashmir	0
	Jharkhand	11
	Karnataka	18
	Kerala	355
	Maharashtra	77
	Tamil Nadu	45
	Uttar Pradesh	321
	West Bengal	0
<b>Total</b>		<b>1,214</b>
<b>Grand Total</b>		<b>149,882</b>



**Annexure –III****STATE-WISE TOTAL NUMBER OF VACANCIES EXISTING IN ITIs**

(Data culled from NCVT MIS Portal)

<b>S. No.</b>	<b>Name of the State/UT</b>	<b>Number of Sanctioned Posts</b>	<b>Number of Filled Posts</b>	<b>Number of Vacant Posts</b>
1	Andaman And Nicobar Islands	58	12	52
2	Andhra Pradesh	8077	1199	6878
3	Arunachal Pradesh	112	80	32
4	Assam	580	383	197
5	Bihar	17509	7878	9631
6	Chandigarh	72	62	10
7	Chhattisgarh	2442	1914	528
8	Delhi	1280	725	555
9	Goa	281	250	33
10	Gujarat	10007	6376	3631
11	Haryana	7096	3039	4057
12	Himachal Pradesh	3145	1897	1248
13	Jammu And Kashmir	672	398	274
14	Jharkhand	6100	3419	2681
15	Karnataka	13872	7608	6264
16	Kerala	5081	3738	1343
17	Ladakh	38	6	32
18	Lakshadweep	25	25	0
19	Madhya Pradesh	12902	3314	9588
20	Maharashtra	18222	9823	8399
21	Manipur	233	20	213
22	Meghalaya	90	83	29
23	Mizoram	52	39	13
24	Nagaland	28	41	0
25	Odisha	9107	3419	5688
26	Puducherry	147	133	14
27	Punjab	5724	3010	2714
28	Rajasthan	18817	7622	11195
29	Sikkim	76	64	12
30	Tamil Nadu	6537	4817	1720
31	Telangana	4512	1845	2667
32	The Dadra And Nagar Haveli And Daman and Diu	74	34	40
33	Tripura	342	296	46
34	Uttar Pradesh	44700	12042	32658
35	Uttarakhand	1900	1175	725
36	West Bengal	5754	4040	1714
	<b>Grand Total</b>	<b>205664</b>	<b>90826</b>	<b>114838</b>

**Annexure – IV**

**VACANCIES OF INSTRUCTORS IN ITIs IN THE NORTH-EASTERN REGION**

<b>S. No .</b>	<b>Name of the State/UT</b>	<b>Govt ITIs</b>			<b>Private ITIs</b>			<b>Total</b>		
		<b>Number of Sanctioned Posts</b>	<b>Number of Filled Posts</b>	<b>Number of Vacant Posts</b>	<b>Number of Sanctioned Posts</b>	<b>Number of Filled Posts</b>	<b>Number of Vacant Posts</b>	<b>Number of Sanctioned Posts</b>	<b>Number of Filled Posts</b>	<b>Number of Vacant Posts</b>
1	Arunachal Pradesh	112	80	32	0	0	0	112	80	32
2	Assam	452	285	167	128	98	30	580	383	197
3	Manipur	233	20	213	0	0	0	233	20	213
4	Meghalaya	72	43	29	18	40	0	90	83	29
5	Mizoram	52	39	13	0	0	0	52	39	13
6	Nagaland	28	41	0	0	0	0	28	41	0
7	Sikkim	76	64	12	0	0	0	76	64	12
8	Tripura	330	279	51	12	17	0	342	296	51

**STANDING COMMITTEE ON LABOUR, TEXTILES AND  
SKILL DEVELOPMENT (2022-23)**

**Minutes of the Ninth Sitting of the Committee**

The Committee sat on Tuesday, the 9<sup>th</sup> January, 2023 from 1130 hrs. to 1315 hrs. in Committee Room 'C', Parliament House Annexe, New Delhi.

**PRESENT**

**Shri Bhartruhari Mahtab - Chairperson**

**MEMBERS**

**LOK SABHA**

2. Shri Subhash Chandra Baheria
3. Shri Kunwar Pushpendra Singh Chandel
4. Shri Satish Kumar Gautam
5. Dr. Umesh G. Jadhav
6. Shri Bhola Singh
7. Shri Ganesh Singh
8. Shri Nayab Singh

**RAJYA SABHA**

9. Shri Naresh Bansal
10. Shri Neeraj Dangi
11. Prof. Manoj Kumar Jha
12. Shri Vijay Pal Singh Tomar
13. Shri Binoy Viswam

**SECRETARIAT**

- |    |                         |   |                      |
|----|-------------------------|---|----------------------|
| 1. | Shri T.G. Chandrasekhar | - | Additional Secretary |
| 2. | Shri D.R. Mohanty       | - | Director             |
| 3. | Shri K.G. Sidhartha     | - | Deputy Secretary     |

### Witnesses

#### REPRESENTATIVES OF THE MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP

Sl. No.	Name	Designation
1.	Atul Kumar Tiwari	Secretary
2.	Trishaljit Sethi	Director General (Training)
3.	V. K. Sinha	Joint Secretary
4.	Suparna S. Pachouri	Joint Secretary
5.	Hena Usman	Joint Secretary
6.	Sandhya Salwan	Dy. Director General

2. At the outset, the Chairperson welcomed the Members of the Committee and the representatives of the Ministry of Skill Development & Entrepreneurship to the sitting of the Committee convened to have a briefing by the representatives of the Ministry of Skill Development & Entrepreneurship on the Subject 'Functioning of Directorate General of Training'. Drawing the attention of the representatives to Direction 58 of the 'Directions by the Speaker' regarding confidentiality of the proceedings of the Committee, the Chairperson asked the Secretary, Ministry of Skill Development & Entrepreneurship to apprise the Committee of the specific functioning of the Directorate General of Training(DGT); schemes implemented by them, specifically Craftsmen Training Scheme(CTS); Craft Instructor Training Scheme (CITS); Skill Strengthening for Industrial Value Enhancement (STRIVE); Upgradation

of ITIs; schemes for Polytechnic Institutes; Scheme to enhance Skill Development Infrastructure in NE States & Sikkim (ESDI) and other Skill Development schemes in districts affected by Left Wing Extremism(LWE); New trades introduced to keep pace with changes in Technology and recent reforms under DGT, etc.

3. The Secretary, Ministry of Skill Development & Entrepreneurship accordingly gave an overview of the functioning of DGT and thereafter, the Director General (Training), made a Power Point Presentation *inter-alia* highlighting the functioning/coverage of DGT; schemes for Craftsmen Training Scheme(CTS) and Crafts Instructor Training Scheme (CITS); Skill Strengthening for Industrial Value Enhancement(STRIVE); Upgradation of ITIs; Schemes for creation/improvement of training infrastructure; Enhancing Skill Development Infrastructure in NE States & Sikkim(ESDI); Scheme for Polytechnics; convening of Kaushal Dikshant Samaroh for trainees of ITIs; Functioning of Bharat Skill Portal, etc.

4. The Members then raised certain specific queries on various issues, which *inter-alia* included number of instructors/teachers at training Centres; Employability of students trained at ITIs; Issues relating to private ITIs; Number of beneficiary students employed within one year of passing out; Sanctioned and actual strength of the faculty of DGT; reasons for low enrollment in admissions in ITIs; Revision of syllabus and curriculum at ITIs; Provision of Girls Hostels; Low levels of occupancy in National Skill Training Institute and Institute of training of Trainers;

Mechanism for inspection and monitoring etc. The representatives of the Ministry responded to the queries raised by the Members.

5. As some points required detailed and statistical data, the Chairperson asked the Secretary, Ministry of Skill Development & Entrepreneurship to furnish written replies thereon within three weeks. He assured to comply.

6. The Chairperson thanked the representatives for appearing before the Committee and responding to the queries of the Members.

(The witnesses then withdrew)

[A copy of the verbatim proceedings was kept on record]

7. The Committee decided to meet again on 20.01.2023

**The Committee then adjourned.**