ROLE OF INDUSTRIAL TRAINING INSTITUTES FOR SKILL DEVELOPMENT WITH SPECIAL REFERENCE TO MANIPUR

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ABSTRACT

India Government has considered skill development as a challenging issue to solve the unemployment problem in the country. Though the country has around 12,000 Government Industrial Training Institutes (ITIs) with a total seating capacity of about 17 lakhs, there is still need to take some serious attention towards enhancing skill development in the country. Our Prime Minister Narendra Modi’s new initiative to make India a perfect destination for manufacturers and investors of the world through ‘Make in India’ and ‘Skilled India’ campaigns, the role of ITIs in developing skilled labours and entrepreneurs cannot be ignored at all. In order to recognize the role of ITIs in developing skilled labourers in the country, 25 ITI pass-outs entrepreneurs have been made National Brand Ambassadors of Vocational Training in the ’Pandit Deen Dayal Upadhyay Shramev Jayate’ Program held in Vigyan Bhawan, New Delhi on 16th October 2014.

In some of the developed countries like South Korea, Japan and Germany, the percentage of workforce having received skills training is 96, 80 and 75 respectively. In contrast to this, out of the total India’s labour force only 10% has got either formal or informal technical training. 90% of them have not received any form of technical training. In order to succeed our mission of ‘Make in India’ there is urgent need provide more and more vocational training in the country.

The state of Manipur has 11 Government Industrial Training Institutes (ITIs) spread over all the nine districts of the state providing various vocational skills. It would be quite important to study the present status and works of these ITIs in developing skilled workforce as well as entrepreneurs in the state with the advent of ‘Make in India’ campaign by the Prime Minister Narendra Modi and ‘Make in Manipur’ campaign by the then Chief Minister O. Ibobi Singh.

The present paper will be dealing with need for skill development programmes in order to develop the economy through development of skilled workforce, entrepreneurship development, employment generation, present status and vocational courses/activities taken by ITIs in Manipur, constructive suggestions, etc.

Keywords: Skill Development, Employment, ITIs, Vocational Trainings

INTRODUCTION

It is not possible to provide employment opportunity for all by the government sector alone. There is a need for a combined effort by both the private and public sector to provide adequate job opportunity. In doing so and in order to attract many foreign MNCs and to promote our own local and national enterprises, entrepreneurship development and skill development is a must. In doing so, Industrial Training Institutes’ role cannot be ignored. They are supposed to be at the centre-stage to train our workforces so that they are employable at the local as well as international enterprises.
It is an agreed fact that for the development of any country in the world, there is need for special attention towards the Human Capital Formation. The productivity of individuals, profitability of owners/employers and expansion of the country economy can be brought with help of both vocational education and skills development.

It will not be wrong to say that Indian labourers are lacking in skills and they are not in a position to compete with the highly skillful workforce of other developed countries of today’s globalised world. Every individuals need to learn and relearn the skills as there is rapid technological changes to ensure themselves not be obsolete and to enhance their effectiveness and productivity. So, the need has been felt to increase the knowledge, the skills and the institutional capacities within a time frame at the national and state levels. Constant efforts are required to make our labour force to be skilled so that it can give positive impacts like economic growth, increase of productivity levels and reduction in unemployment.

In order to enhance the competitiveness of the country with other countries in the world, there is a need to bring a complete revolution in the vocational and professional training system. The development of trained/skilled workforce which is important for the socio-economic development of a country can be brought through proper Technical and Vocational Education.

The problems of school dropouts can be fought up to a great extent by providing vocational education. It has been opined that the elementary education must impart usable technical knowledge. Vocational and Technical Education is being considered to be an important effective measure to reduce unemployment and migration to urban centres. Technical education develops ‘skill culture’ in contrast to pure academic culture and preferences for white collar jobs and ‘to serve simultaneously the ‘hand’ and the ‘mind’, the practical and the abstract, the vocational and academic’. The development of occupational skills leads to technological advancement that ensures optimum utilization of resources and leads to enhanced productivity and thereby increased level of growth, competitiveness and job satisfaction and reduction in gap between demand and supply.

Skills development is an increasingly important factor in adapting societies to changing economic and environmental conditions. It can bring innovation, improve productivity, encourage economic competitiveness and strengthen inclusive approaches to development. Despite significant progress, too many developing countries still lack effective vocational education and training (VET) strategies, and are struggling with costly and outdated training systems, and have no culture of evaluation and knowledge-based policymaking and programme administration. India Government has considered skill development as a challenging issue to solve the unemployment problem in the country. Though the country has around 12,000 Government Industrial Training Institutes (ITIs) with a total seating capacity of about 17 lakhs, there is still need to take some serious attention towards enhancing skill development in the country.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of ITIs</th>
<th>Seating Capacity (in Lakh)</th>
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<tbody>
<tr>
<td>1956</td>
<td>59</td>
<td>-</td>
</tr>
<tr>
<td>1970</td>
<td>357</td>
<td>-</td>
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<tr>
<td>1980</td>
<td>831</td>
<td>-</td>
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<tr>
<td>1990</td>
<td>2137</td>
<td>-</td>
</tr>
<tr>
<td>2000</td>
<td>4274</td>
<td>6.28</td>
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<tr>
<td>2010</td>
<td>8085</td>
<td>11.20</td>
</tr>
<tr>
<td>2014</td>
<td>11,964</td>
<td>16.92</td>
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Source: www.dget.nic.in
Our Prime Minister Narendra Modi’s new initiative to make India a perfect destination for manufacturers and investors of the world through ‘Make in India’ and ‘Skilled India’ campaigns, the role of ITIs in developing skilled labours and entrepreneurs cannot be ignored at all.

In order to recognize the role of ITIs in developing skilled labourers in the country, 25 ITI pass-outs entrepreneurs have been made National Brand Ambassadors of Vocational Training in the ‘Pandit Deen Dayal Upadhyay Shramev Jayate’ Program held in Vigyan Bhawan, New Delhi on 16th October 2014.

**KEY PROBLEMS OF SKILL DEVELOPMENT IN INDIA**

The most important problems or concerns that our country is facing at present in context of fighting unemployment issue in the country are as follows:

1. **Lack of Trained Workforce:** Though India has a large young population, out of the total workforce, only 5% in the age group of 20-24 years has obtained vocational skills through formal means while such percentage of trained workforce in developed/industrialized countries lies between 60 % and 96%.

2. **Lack of Training Infrastructure:** Though around 12.8 million people enter into the Indian labour market, there are only 2.5 million vocational training seats available in the country.

3. **Inability to Attract School Dropouts for Skill Development Training:** Though there are cases of school dropouts in the country, it is very difficult to attract them into training programmes of skill development. It is facing difficulty to make these training centres accessible to early school dropouts i.e. before Class X. This clearly shows that a big number of school dropouts do not have access to skill development programmes for enhancing their employability.

**AN OVERVIEW OF VOCATIONAL TRAINING UNDER ITIS IN MANIPUR**

There are altogether 12 ITIs in Manipur covering all the districts of Manipur. The list is being provided in the following table 2:

<table>
<thead>
<tr>
<th>Table No. 2: ITIs in Manipur</th>
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<tr>
<td>1</td>
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<td>11</td>
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<tr>
<td>12</td>
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</tbody>
</table>

Source: www.dctmanipur.info.
Vocational trainings are being provided in 21 trades with 27 units. Out of these 21 trades, 16 are engineering and 5 are non-engineering trades.

Non-engineering trades are Stenography, Crafts and Food Products, Food and Vegetable Preservation, Hair & Skin Care and Computer Operator & Programme Assistant.

Around 10 trades in ITI, Takyel, Imphal West are under NCVT Schemes whereas all remaining trades in ITI, Takyel and all trades in other ITIs of the state are under SCVT Scheme.

Some of these trades are highly demanded as their certificates can be used for government jobs whereas there is difficulty in finding students for some courses/trades.

Most of the students of ITIs in Manipur and generally in India are school as well as college drop outs.

There is low placement records in ITIs in Manipur due to many reasons like absence of big industries in the state, high recruitment expenses for MNCs and industries outside the state, students’ unwillingness to join these industries as salary packages are quit low, absence of Placement cell and lack of initiative from ITI authorities and Labour and Employment Department of Manipur Government.

**ITI LILONG – AN EMERGING ITI UNDER PPP MODEL**

Chief Minister Okram Ibobi inaugurated the ITI at Lilong Mairenkhlub in Thoubal district on October 11, 2015. Shri Salman Khurshid, the then Minister for Minority Affairs, laid the Foundation Stone for this ITI in February 2010. This ITI has been handed over to HASK Skill Development Centre Pvt. Ltd. (HSDC) by Government of Manipur to run the centre under PPP model in March this year.

HSDC is a company promoted for this initiative by the Singapore based HASK Group of companies owned by RK Herojit. HASK Group is a service provider in Oil & Gas industries providing services to various world class companies. This centre will be a feeder for employment to the Oil and Gas industry in South East Asia – Singaore, Malaysia, Indonesia and Middle East Countries. Besides, the centre will also be offering customized training courses to cater to the requirements of the upcoming projects in Manipur.

The trainers are Indians returned having worked in the Europe, Middle East and Singapore. On finishing the two month course, the students will be put up for employment in countries like Singapore, Indonesia, Malaysia and Middle East through the linkages of HASK Group.

**SOME OF THE MAJOR ISSUES IN GOVT. ITIS IN MANIPUR**

1. Around 80% of the Instructors in Government ITIs in Manipur are contractual and no regular salaries are paid to them.
2. As compare to contractual salaries in other ITIs of other states of the country, their salaries are quit low. They are being paid at the range of Rs. 7,500 – Rs. 8,000 per month.
3. Most of the equipments and machines for engineering trades are outdated and old.
4. There is lack of electronic machines and consumable materials for practical leading to difficulty in running practical classes which are supposed to be 70% of the curriculum.
5. Problem in opening new trades as there is need for proper infrastructure and equipments facilities for their approval.
6. Lack of willing and desirable students as many comes for certificates, stipend, just for studentship, etc.

**SUGGESTIONS**
Some of the following suggestions are given so that special concern may be made with regards to the development of infrastructure and capacity of vocational and technical training in India.

1. Design new courses and set up new institutes after identifying both the skills needed domestically & globally.
2. Appropriate standards of training for various trades should be maintained & to ensure the availability of well trained faculty/ trainers/ instructors.
3. It will be useful to involve and mobilize retired professionals from industry who are willing to contribute in these training centers.
4. Better facilities must be provided to retrain very good trainers & their regular exposure programmes to industry must be organized.
5. Those women who are not interested to work full time are to be engaged in on part-time basis.
6. An independent assessing body for testing skills should be established.

**Adequate budgetary provision & Financial support for Skill Development Programmes**

1. Both the State and Central Governments should invest adequately in education and training.
2. Mechanisms must be developed by governments to insure speedy & quick delivery of funds.
3. There should be special provision of Liberal Loans for setting up these it is and Vocational Training Institutions.
4. Land should be made available on subsidized rates for setting up new ITIs/ITCs.
5. ITCs and ITIs should be made at par.
6. Bank Loans should also be made available easily to students for VE&T, Skill Development & Self Employment projects.

**Encouraging PPP Model & Industry Involvement**

1. There should be simplified Process and Procedures to facilitate and encourage Private sector participation in skill development.
2. PPP Model should be encouraged along with addressing the constraints experienced in institutionalizing PPPs.
3. It is also time to encourage Alternative Private Initiatives – even if commercial in nature for the development of skill of our workforce at the fastest pace.

**Governmental Policy Initiatives**

1. State level Skill Development Missions should be established.
2. It will be of great help if available buildings of public educational institutions are made available for imparting skill development programmes.
3. More and more private sector participation should be encouraged.
4. Already established Technical Institutions should be allowed to run skill development programmes without any hindrance.

**CONCLUSION**

There is lack of sincerity and commitment on the part of State Government both in the development of skilled workforce and entrepreneurs in the state. Banks and financial institutions need to believe and
support new startups instead of running after already established entrepreneurs and business firms to provide loans. Implement PMMY with sincerity and transparency in the state to have a boom of MSMEs in the state within 2-3 years.

REFERENCES


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