

# **An Evaluation Study on Enhancing Skill Development Infrastructure in NE States (ESDI)**

**Submitted to  
Economy & Policy Wing  
Ministry of Skill Development & Entrepreneurship (MSDE)  
Government of India**



**National Institute of Labour Economics Research and Development  
Sector A-7, Institutional Area, Narela, Delhi – 110040  
Website: [www.nilerd.ac.in](http://www.nilerd.ac.in)**

**April 2021**

# **An Evaluation Study on Enhancing Skill Development Infrastructure in NE States (ESDI)**

**Submitted to  
Economy & Policy Wing  
Ministry of Skill Development & Entrepreneurship (MSDE)  
Government of India**

## **Core Team Members**

**Dr Pitam Singh (Team Leader)  
Dr A. Kamala Devi  
Dr D. Indrakumar  
Dr Ruby Dhar  
Dr Tapas Kumar Sarangi**



**National Institute of Labour Economics Research and Development  
Sector A-7, Institutional Area, Narela, Delhi – 110040  
Website: [www.nilerd.ac.in](http://www.nilerd.ac.in)**

**April 2021**

## Contents

<b>Chapters</b>	<b>Title</b>	<b>Page No.</b>
	<b>Acknowledgement</b>	
	<b>Executive Summary</b>	
<b>1</b>	<b>Introduction</b>	
<b>2</b>	<b>Objectives, Approach and Methodology</b>	
<b>3</b>	<b>Implementation and Effectiveness of ESDI: Evidence from Field</b>	
<b>4</b>	<b>Findings and Recommendations</b>	
	<b>Annexure</b>	

### List of Tables

Table No.	Title	Page No.
1.1	District wise coverage of the scheme	
1.2	State wise breakup of new ITIs to be established and fund released and UC received under the scheme.	
1.3	The progress made under the scheme since its inception	
2.1	Indicators for Component-wise Mapping	
2.2	District wise Sample of Institutes	
3.1	Allocated and Released funds to NE states under Upgradation of ITIs and Supplementing Infrastructure Deficiencies from 2010-11 to 2018-19	
3.2	Fund Allocated, Released and Utilized under Upgradation of ITIs and Supplementing Infrastructure Deficiencies from 2010-11 till 2018-19	
3.3	Allocated and Released funds to NE states under Establishment of New ITIs from 2010-11 to 2018-19.	
3.4	Fund Allocated, Released and Utilized under New ITIs from 2010-11 to 2018-19 (in lakhs)	
3.5	Number of Total ITIs and ITIs covered under various components of ESDI Scheme	
3.6	Number of Districts and ITIs in NE states	
3.7	ITI Projects undertaken in Manipur	
3.8	Physical Progress Regarding ESDI Scheme for Manipur	
3.9	Financial Progress Regarding ESDI scheme in Manipur (Rs in lakh)	
3.10	Year wise Status of the Enrolment of the Trainee in the newly added trades since inception	
3.11	ITI covered under ESDI Scheme in Nagaland	
3.12	Physical Progress Regarding ESDI Scheme for Nagaland	
3.13	Financial Progress Regarding ESDI Scheme for Nagaland (Rs. in crore)	
3.14	Status of Enrolment in Newly Added Trade under Upgradation Component of ESDI Scheme for Year 2020-21 in ITI Kohima	
3.15	ITI in Tripura	
3.16	Fund Allocated and Released under Upgradation and Supplementing Infrastructure (Rs. In lakh)	
3.17	Fund Allocated and Released under new ITI (Rs in lakh)	
3.18	Trades offered at ITI Rangpo	

### **List of Figures**

Figure No.	Title	Page No.
1.1	Map of North East	
3.1	Funds released to the allocated amount (in %)	
3.2	Utilization of received funds (%)	
3.3	Funds released to the allocated amount for New ITIs(in %)	
3.4	Utilization of received funds for new ITIs(%)	

## **Acknowledgements**

Training and skill upgradation is important component of human resource development policy. Any country progressively moving towards becoming a global knowledge economy must meet the rising aspirations of its youth. This can be partially achieved through relevant skills upgradation. The size of the current technical training infrastructure in India is not only smaller than what is required, but also, there is a significant gap between skill requirements of the industry and the skill levels of technical and engineering graduates available in the market. Therefore, there is a need for focused efforts on market driven skills amongst potential labour pool. In this context, the National Policy on Skill Development and Entrepreneurship puts emphasis on advancement of skills that are relevant to the emerging economic environment. The challenge pertains not only to a huge quantitative expansion of the facilities for skill training, but also raising the quality.

In order to regularly monitor and evaluate various initiatives to ensure that best practices can be scaled up and corrective measures through present scheme implemented by the Ministry, the MSDE entrusted the responsibility of third party evaluation to National Institute of Labour Economics Research and Development (NILERD). The present assignment of evaluation study of “Enhancing Skill Development Infrastructure in North Eastern States (ESDI)” scheme intends to examine its effectiveness in terms of performance, achievements of targets, quality and delivery of the services and the impact on overall skill development in NE states.

Even though, there are travel restrictions due to Covid-19 Pandemic, the study team has travelled extensively to the NE states under the scheme to collect information from various stakeholders. Focus of inquiry was on evaluation of the scheme in terms of its progress, and effectiveness in overall skill development in the region through structured schedules, focused group discussions (FGD) and informal debates.

First and foremost NILERD study team would like to place on record the sincere gratitude to Mrs Neelam Shami Rao, DG, Shri Sathyashankar, Director, Shri Rajnish Kumar Jha, Deputy Director, and Shri Divyanshu, Assistant Director, MSDE for entrusting the task of evaluation to NILERD and the support extended in completion of the study. The present study is an outcome of hard work and collective

efforts of entirely dedicated team of researchers under the guidance of Dr Yogesh Suri, DG, NILERD. I wish to place on record my sincere thanks to my entire team and DG, Dr Suri for his support and all the freedom he gave to accomplish the task.

The team also acknowledges the cooperation extended by all the State Monitoring Units and the Principals of ITIs for sparing their valuable time and sharing their experience related to ESDI scheme. Thanks are also due to all the industries and students who have responded to the questions and provided their valuable suggestions.

I am pleased to present this report for consideration of the MSDI and I hope findings of this study would be useful for improving the implementation of scheme, for policy planners and other professionals associated with Skill Development in India.

**(Dr Pitam Singh)**  
Team Leader

**April, 2021**  
**Delhi**

## **Executive Summary**

The MSDE is responsible for co-ordination of all Skill Development efforts across the country both at centre and state level, removal of disconnect between demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skills and innovative thinking not only for existing jobs but also jobs that are to be created. The Ministry aims to skill on a large scale with speed and high standards in order to achieve its vision of a 'Skilled India'.

The most serious and burning problems of the north eastern region is the problem of unemployment. In the absence of major industrial establishment and other employment opportunities in the region, the unemployment rate, particularly among urban educated youths, is not only high but also increasing rapidly.

To address these problems, the Indian Government has laid special focus on North East states and committed 100 percent funding for development projects in the regions against 90:10 ratio earlier, with state governments funding 10% of the total cost. The thrust is on imparting skill oriented training to the youth to enable them to be absorbed in gainful employment and also to be engaged in self –employment ventures.

The north-eastern states of India have their unique requirements in skill based training depending on the natural resources, industry and native trades. The governments of these states have embarked on skill development missions to meet the aspirations of youth through training, enhance employability and employment. Several training partners, academic institutions and vocational training centers are actively involved in a range of programs that enable livelihoods, increase productivity and income levels of people in the states. Most initiatives are a part of national schemes like Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) apart from regional schemes from the states. The Skill India programs have taken significant strides in the North Eastern states. Under PMKVY, free skill training and certification across roles is provided to improve employability. In the North East Region, 2.5 lakhs



youths have been trained since 2016, of which 1.82 lakhs have been certified. To improve the livelihood opportunities of more than 80 thousand traditional arts and handicrafts artisans have had their skills certified under the PMKVY in the region. The Ministry has allocated 103 Pradhan Mantri Kaushal Kendra (PMKKs) multi-skill institutes for better employability of NE youths who are in demand in many industries such as retail, tourism, music, health care etc.

There are 73 ITIs with seating capacity of 17,000, of which around 13,000 cater to the engineering or technical trades like electrician, auto-mechanics etc. The “Enhancing Skill Development in NE States and Sikkim” (ESDI scheme) was formulated in 2011 to enhance the existing infrastructure of skill development in the NE States. Several revisions have been made thereafter.

The scheme is aimed for:

1. Up gradation of 22 ITIs by introducing three new trades per ITI with 100% Central funding;
2. Supplementing infrastructure deficiencies in 28 ITIs by constructing new hostel, boundary wall and supplementing old and obsolete tools and equipment with 100% Central funding; and
3. Establishment of 34 new ITIs in 8 NE States with 90% Central and 10% State funding.
4. SPMU :- Under this component, there is a provision for funding to the state and central project monitoring unit with 100% central funding

The total cost of the scheme is Rs. 420.24 crore. The duration of the scheme is up to 31<sup>st</sup> March, 2020. So for Rs. 187.13 crore (Rs. 174.41 Crore as Central Share and Rs. 12.71 Crore as State Share) out of total allocation of Rs. 416.19 crore (including Rs. 32.30 Crore as State Share) has been released to eight States of Assam, Arunachal Pradesh, Nagaland, Mizoram, Manipur, Tripura & Sikkim.

Directorate General of Training (DGT) implements and monitors the scheme “Enhancing Skill Development Infrastructure in NE States” across the region under the guidance of MSDE. The scheme is being implementing through State Directorate for Skill Development in 8 North Eastern States of the Country.

In order to regularly monitor and evaluate various initiatives to ensure that best practices can be scaled up and corrective measures of the scheme being

implemented by the Ministry, the ministry entrusted the responsibility of third party evaluation to NILERD.

The present assignment intends to study the effectiveness of the scheme enhancing skill development infrastructure in NE States-in terms of performance, achievements of targets, quality and delivery of the services and the impact of schemes on overall skill development of the area. The evaluation is based on 360 degree evaluation of all stakeholders and physical verification of the infrastructure under all the three components of the scheme. A sample consisting of 9 ITIs under upgradation of existing ITIs, 12 ITIs under supplementing deficient infrastructure and 11 ITIs under Establishment of New ITIs was selected.

However, due to Covid-19 situation in the country many parts of the country had travel restrictions; as a result NILERD team could finish survey in 5 NE states. The present report is based on the findings of survey in states of Assam, Manipur, Nagaland, Sikkim and Tripura.

### **Major Findings:**

The major findings of the study are:

1. Based on the field visit in the five states, it has been observed that the progress on the establishing new ITIs in the region under ESDI scheme has not been satisfactory and is very slow. Out of 34 new ITIs approved for setting up under the scheme in NE, 19 ITIs were to be set up in the five states visited. However, only 6 ITIs (31.50%) have been completed and work on 4 ITIs (21.0%) is yet to be started. The progress of civil work on 9 ITIs (47.37%) is only halfway as 50% construction and civil works is completed, which indicates that the work on setting new ITIs is not very satisfactory.
2. The progress particularly in the state of Tripura, Sikkim and Manipur has been dismally slow as out of three ITIs allotted to each sates, not a single ITI has been completed and the work on two ITI in Sikkim is yet to be started and only 50% construction work is completed on three ITIs in Tripura. In Manipur, out of four ITIs, only one is completed and work on another two is yet to be started; whereas construction on one ITI is only half completed.
3. The progress of the work on new ITIs in Assam and Nagaland appears to be satisfactory as out of five ITIs approved, three have been completed in Assam and

- 50% civil work has been completed on the remaining two ITIs. In Nagaland, two ITIs have been completed and work on another two is halfway i.e. 50% completed.
4. The progress on “upgradation” of ITIs in the five states is quite satisfactory as out of 22 ITIs, twelve were approved in visited states and works on 10 ITIs have been fully completed and work on another two in Assam has been half done. Similarly, the progress made on the component of “supplementing infrastructure” has also been very good as out of 28 ITIs approved for the purpose, 18 ITIs were in five visited states wherein works on 15 ITIs have been completed and work on 3 ITIs in Sikkim is 50% completed. Thus, overall progress of the scheme has been satisfactory except in case of setting up new ITIs.
  5. It has been observed that some of the facilities/infrastructure (hostels, workshops, walls) created under the scheme in the states like Nagaland, Manipur, etc. could not be utilized due to lack of basic amenities like water, toilets, connecting roads, electricity and equipment. Therefore, it is imperative to make the created facilities functional providing necessary services and equipment before investing in new infrastructure.
  6. It has been observed that the skill infrastructure in the ITIs covered in the sample has shown marked improvement because of funding under the scheme.
  7. It is noted that upgradation of existing ITIs in terms of introduction of new trades help ITIs to keep in line with industry needs.
  8. It has been observed that hostels being constructed under supplementing deficient infrastructure are considered of utmost importance especially for including young girls in the gamut of skill development, especially in backward districts where the students have to travel long distance.
  9. The scheme has been designed meticulously with due consideration towards smooth implementation at the ground level. However, the progress made in establishment of new ITIs has been quite slow. Some of the reasons for sluggish progress on the same emerged during the discussions are; non availability of land with state government for new ITI, lack of finances to acquire land from private party, inability of state governments to contribute 10% towards establishment of New ITIs, construction activity was stalled/delayed due to covid-19, resistance from other stakeholders in the region as well as unavailability of water etc. For example, at Women ITI Jorhat, there was a problem of a high-tension wire line crossing the building site while ITI Kanchanpura faced water issues.

10. From the year-wise financial analysis of the scheme, it has been observed that the financial performance of the scheme in terms of actual expenditure has not been very satisfactory and shows wide variation among the states.
11. It has been noted that less than 70% of the allocated funds has been released under upgradation of ITIs and supplementing infrastructure deficiencies by the ministry to the states. Of the released funds, only around 63% funds have been utilized by the states. Thus, we find that fund utilization under the scheme for these two components has not been very satisfactory.
12. Under establishment of new ITIs, only 43.73 % of the allocated fund has been released to the states, from which only 57.04% has been utilized by the states. The issue of low utilization of fund needs to be addressed by identifying bottlenecks in the implementation process as it affects the performance of the scheme.
13. There is a need to increase the number of ITIs in the region to overcome the regional imbalance as the number of people per ITI seat is 3079 against national average of 424.
14. It is also noted that out of total 112 districts in the region, 56 districts do not have any ITI while many districts have large number of ITIs like East Khasi Hills in Meghalaya have 3 ITI while 8 districts have no ITI. There is thus a need to have a ITI in each district of the region.
15. During the discussions, it emerged that there is a Multiplicity of Institutional Framework for skill development at both central and state level. This leads to overlapping and conflicting priorities and little co-ordination and standardization ultimately resulting in fragmented outcomes with limited impact.
16. Most of the instructors/teachers are appointed on contract/ ad-hoc basis, which affects the continuity of the training process and affects the quality of training imparted.
17. Most of the students have reported that the existing tools and equipment are old and expressed the need for machinery in line with existing technology.
18. It also emerged during discussion with industries that there is a need to strengthen the industry-institution interface. Industry is willing to play a proactive larger role in skill development scenario of the region.
19. It was noted that the tools and equipment at ITIs are purchased as per the NCPT Syllabi, which is now converted to NSQF. So new tools will have to be procured which will costs approximately 2 to 4 crores.

### **Issues and Challenges for the smooth implementation of the scheme:**

- (i) The scheme though has been designed methodically with due consideration towards smooth implementation at the ground level, but in case of construction of new ITIs, some delay has been reported from few sites due to Corona pandemic during Lockdown period, tussles with other stakeholders in the region, litigation etc. For example, at Women ITI Jorhat, there was a problem of a high-tension wire line crossing the building site. The Directorate officials succeeded in overcoming the problem after negotiations and discussions with the Electricity Board.
- (ii) The administrative issues relate to problems in coordination, marketing of courses/trades by ITIs, delays in appointment of trainers. However, it is pertinent to note that the quality of teaching and training in established ITIs (where infrastructure is being upgraded) is of high quality. The students are being trained not only in the technicalities of the trades but multi-faceted personality development programs are also being conducted to enhance the soft skills of the students.
- (iii) The ITIs have tie-ups with local industries which are facilitating placements while also providing critical inputs in curriculum design and development. The industry looks forward to employ trained local youth to meet its requirements. As these ITIs are well managed and have acquired its reputation over a period of time, students trained here are preferred over those passed out of private ITIs and other institutions.

### **Recommendations:**

- I. The ESDI scheme has made considerable headway in developing skill infrastructure and capacity building in NE states and therefore, it is recommended that the scheme may be continued with little change in design. The scheme may include well-defined operational objectives to ensure that the impact of the scheme is consistent with its aims and easy to monitor. The objectives of the scheme may incorporate a timetable for achievement because timing may significantly affect the scheme, the level of funding or the likely impact of achieving the set aims. It may be useful also to consider the need for a “sunset clause” in the scheme.
- II. It has been observed that some of the facilities/infrastructure (hostels, workshops, walls) created under the scheme in the states like Nagaland, Manipur, etc. could not be utilized due to lack of basic amenities like water,

toilets, connecting roads, electricity and equipment. Therefore, it is imperative to make the created facilities functional providing necessary services and equipment before investing in new infrastructure.

- III. The technology has been changing at a very fast pace, which makes skill and equipment obsolete soon, thus, the upgradation of skills should be a continuous process. The ministry may consider closer association with industry for assessment of skill needs of a particular state and introduce / modify trades offered as per market demand.
- IV. It was noticed that enrolment in many trades (especially non-engineering trades) has been decreasing over the years, this needs to be looked into and the intake capacity of such trades may either be reduced, or trades may be discontinued.
- V. For effective upgradation of existing ITIs, the trades being offered should be relevant and in demand by local industry. There is thus, a need to strengthen industry-institution interface. A need assessment of skills from industry should be carried out regarding trade being offered in the ITI and for introduction of new trades.
- VI. In order to increase the outreach of ITIs especially among girls, hostel facility is of utmost importance, the ministry may consider construction of a girls hostel in every ITI especially in backward districts of the region that do not have good transport facility.
- VII. Encroachment is another major issue reported in NE states, which makes boundary wall a necessity, thus the scheme should cover more ITIs for construction of boundary wall.
- VIII. As many districts of the region are still unserved by an ITI, it is proposed that CPMU plays a more active role in identification of areas for construction of new ITIs in consultation with SPMU.
- IX. It is observed that multiplicity of diverse institutional framework results in lack of coordination among government, non-government and private providers. This leads to obstacles in the effective integration of the system and focusing on national development objectives. Hence, it is necessary to introduce integrated reforms in the form of establishing some nodal authority or bodies ranging from advisory to executive in nature with a view to coordinate and governs various skills development and policy making initiatives.

- X. Trainers are important in the skill development framework. The quality of instructors affects the implementation of any skill development project. The scheme may introduce a component of training of trainers and make provision of continuous training for them, otherwise this mismatch between demand and supply of good trainers could impede the success rate of the whole skill and training framework.

\*\*\*

## **Chapter- 1**

### **Introduction**

#### **Background**

Skills and knowledge are the driving forces of economic growth and social development of any country. As India moves towards becoming a “knowledge Economy” and achieving its vision of becoming a global powerhouse by 2025, it becomes increasingly important that its large young population possess the required skills and knowledge to drive its economic growth. Unprecedented scope for skill development in the country arises from the unique 25-year window of opportunity, called India’s demographic dividend (Planning Commission, 2008). The objective is to create a trained Skill Manpower of at least 500 million persons by 2020. To drive skill development in the country a separate MSDE was formed in 2014 with a focus on enhancing employability of the youth through skill development.

The MSDE is responsible for coordinating all skill development efforts at centre and state skill ministries at the State level. The MSDE is responsible for co-ordination of all Skill Development efforts across the country, removal of disconnect between demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skills and innovative thinking not only for existing jobs but also jobs that are to be created. The Ministry aims to skill on a large scale with speed and high standards in order to achieve its vision of a 'Skilled India'.

In these initiatives, MSDE is aided by its functional arms – Directorate General of Training (DGT), National Skill Development Agency (NSDA), National Council for Vocational Education and Training (NCVET), National Skill Development Corporation (NSDC), National Skill Development Fund (NSDF) and 38 Sector Skill Councils (SSCs) as well as 33 National Skill Training Institutes (NSTIs/NSTI (w)), about 15000 Industrial Training Institutes (ITIs) under DGT and 187 training partners registered with NSDC. The Ministry also intends to work with the existing network of Skill Development centres, universities and other alliances in the field. Further, collaborations with relevant Central Ministries, State governments, international



organizations, industry and NGOs have been initiated for multi-level engagement and more impactful implementation of Skill Development efforts.

The DGT is the apex organisation for development and co-ordination of the long term vocational training across the country. This includes a network of 15042 ITIs in States; 33 NSTIs/NSTI-W and other central institutes. Several training programmes catering to about 24 lakhs students yearly, trainers and industry requirements are being run through this network. The building blocks for vocational training in the country - Industrial Training Institutes - play a vital role in the economy by providing skilled manpower in different sectors with varying levels of expertise.

DGT runs many schemes related to Craftsmen Training, Training of Trainers, creation/improvement of Existing Infrastructure and polytechnics. One of the schemes related to creation/improvement of existing infrastructure in ITIs focuses exclusively on NE states of the country. The NE states despite having high literacy rate and low population; number of tourist attractions; having rich flora and fauna could not achieve economic development. The reasons mainly are communal tensions and violence in Assam, insurgency in Manipur and Nagaland, rural poverty in Mizoram.

The most serious and burning problems of the north eastern region is the problem of unemployment. In the absence of major industrial establishment and other employment opportunities in the region, the unemployment rate, particularly among urban educated youths, is not only high but also increasing rapidly.

Indian Government has realized that the region needs substantial focus. To address these problems, the Government has laid special focus on North East states and committed 100 percent funding for development projects in the regions against 90:10 ratio earlier, with state governments funding 10% of the total cost. The thrust is on imparting skill oriented training to the youth to enable them to be absorbed in gainful employment and also to be engaged in self –employment ventures.

The NE states of India have their unique requirements in skill based training depending on the natural resources, industry and native trades. The governments of

these states have embarked on skill development missions to meet the aspirations of youth through training, enhance employability and employment. Several training partners, academic institutions and vocational training centers are actively involved in a range of programs that enable livelihoods, increase productivity and income levels of people in the states. Most initiatives are a part of national schemes like PMKVY and DDU-GKY apart from regional schemes from the states. The Skill India programs have taken significant strides in the North Eastern states. Under Pradhan Mantri Kaushal Vikas Yojana (PMKVY), free skill training and certification across roles is provided to improve employability. In the North East Region, 2.5 lakhs youths have been trained since 2016, of which 1.82 lakhs have been certified. To improve the livelihood opportunities of more than 80 thousand traditional arts and handicrafts artisans have had their skills certified under the PMKVY in the region. The Ministry has allocated 103 Pradhan Mantri Kaushal Kendra (PMKKs) multi-skill institutes for better employability of NER youths who are in demand in many industries such as retail, tourism, music, health care etc.

There are 73 ITIs with seating capacity of 17,000, of which around 13,000 cater to the engineering or technical trades like electrician, auto-mechanics etc.

#### **About the Scheme:**

The “Enhancing Skill Development in NE and Sikkim” scheme (ESDI scheme) was formulated in 2011 to enhance the existing infrastructure of skill development in the NE States. Several revisions have been made thereafter. As of now, through this scheme, Central government assists states in-

- (i) Up-gradation of 22 existing ITIs in 8 NE States by introducing three new trades;
- (ii) Supplementing infrastructure deficiencies in 28 existing ITIs in 8 NE States - constructing new hostel, boundary wall and supplementing old and obsolete tools and equipment;
- (iii) Funding monitoring cells at central & state level and
- (iv) Establishment of 34 New ITIs in 8 NE states.

**Table1.1: District wise coverage of the scheme**

State	ITIs covered under Up-gradation		ITIs covered under supplementing deficient infrastructure		ITIs covered under new establishments	
	No	Location	No	Location	No	Location*
Meghalaya	4	Sohra, Resubelpara, Nongstoin, Nongpoh	4	Sohra, Resubelpara, Nongstoin, Nongpoh	3	Ampati, Mawkyrwat, East Jayantia Hills
Manipur	3	Phaknung, Senapati, Takyel(W)	8	Phaknung, Senapati, Takyel(W), Tamenglong, Ningthoukhong, Kakching, Chandel, Saikot	4	Sekmai, Kangpokpi, Pherzawl, Noney
Assam	6	Jorhat, Srikona, Majuli, Guwahati, Nagaon, Silchar(W)	1	Lakhimpur	5	Nalbari, Bongaigaon, Jorhat, Tinsukia, Sonitpur
Tripura	1	Indra Nagar	1	Belonia	3	Gandacharra, Kanchanpur, Santirbazar
Arunachal Pradesh	3	Yupia, Balinong, Dirang,	3	Dirang, Roing, Tabarijo	9	New Sagalee, Manipoliang, Mipang, Kanubari, Tawang, East Kameng, Kurung Kumey, West Siang, Namsai
Nagaland	2	Dimapur, Kohima	5	Zuhenboto, Tuensung, Mon, Mokochung, Kohima	4	Dimapur, Peren, Longleng, Kiphire
Sikkim	0		3	Rangpo, Namchi, Gyashiling	3	Kewzing, Sokeythang, West Sikkim
Mizoram	3	Aizawl, Lunglei, Saiha	3	Aizawl, Lunglei, Saiha	3	Champhai, Serchhip, Kolasib
<b>Total</b>	<b>22</b>		<b>28</b>		<b>34</b>	

Source: Economy & Policy Wing, Ministry of Skill Development & Entrepreneurship, Government of India

The ESDI scheme was launched in 2011 with an indicative outlay of Rs.53.47 crore.

### Details of fund allocation and status of the scheme

The scheme envisages enhancing the existing infrastructure of skill development in NE states. The scheme is aimed for:

1. Up gradation of 22 ITIs by introducing three new trades per ITI with 100% Central funding;
2. Supplementing infrastructure deficiencies in 28 ITIs by constructing new hostel, boundary wall and supplementing old and obsolete tools and equipment with 100% Central funding; and
3. Establishment of 34 new ITIs in 8 North Eastern States with 90% Central and 10% State funding.
4. SPMU :- Under this component, there is a provision for funding to the state and central project monitoring unit with 100% central funding

The total cost of the scheme is Rs. 420.24 crore. The duration of the scheme is up to 31<sup>st</sup> March, 2020. So far Rs. 187.13 crore (Rs. 174.41 Crore as Central Share and Rs. 12.71 Crore as State Share) out of total allocation of Rs. 416.19 crore (including Rs. 32.30 Crore as State Share) has been released to eight States of Assam, Arunachal Pradesh, Nagaland, Mizoram, Manipur, Tripura & Sikkim. The state wise breakup of fund released up to 31<sup>st</sup> March 2020 for all the three components of the scheme are presented below.

**Table 1.2: State wise breakup of new ITIs to be established and fund released and UC received under the scheme**

Allocation and Fund released including State Share (Rs. in Lakh)							
Sl	State	Allocation	Fund Released				UC Received
			Old#	New ITI	SPMU*	Gr. Total	
1	Arunachal Pradesh	9783.13	1060.85	5033.00	36.18	6130.03	2517.35
2	Nagaland	5020.79	1189.47	2600.38	78.82	3868.67	2419.01
3	Sikkim	3446.56	510.27	920.40	42.36	1473.03	855.51
4	Manipur	5742.31	928.46	862.80	8.68	1799.94	1344.27
5	Mizoram	3998.92	696.28	1869.90	40.80	2606.98	1399.86
6	Meghalaya	4056.94	678.00	1037.42	30.18	1745.60	262.54
7	Assam	6279.50	1019.88	1456.53	21.58	2497.99	1202.93
8	Tripura	3290.48	291.38	2850.00	58.86	3200.24	2884.57
	Total	41618.63	6374.59	16630.43	317.46	23322.48	12886.04

#Old – 1<sup>st</sup> two components (Up-gradation and Supplementing deficient infrastructure)

\* SPMU - State Project Monitoring Unit

**Table 1.3: The progress made under the scheme since its inception**

Sl.	Component	Completed	Under progress	Yet to Start	Not Covered	Total
1	<b>Construction of new it is</b>					
1.a	Civil Works	3	15	16		<b>34</b>
1.b	Procurement of Tools & Equipment	0	07	27		<b>34</b>
2	<b>Up-gradation of 34 IITs</b>					
2.a	Construction of classroom & workshop	14	6	2		<b>22</b>
2.b	Purchase of Tools	16	04	2		<b>22</b>
3	<b>Supplementing Infrastructure Deficiencies in 28 IITs</b>					
3.a	Construction of Hostel	20	01	06	<b>01</b>	<b>28</b>
3.b	Construction of Boundary Wall	20	01	06	<b>01</b>	<b>28</b>
3.c	Purchase of Tools	19	04	00	<b>05</b>	<b>28</b>

**Source:** Economy & Policy Wing, Ministry of Skill Development & Entrepreneurship, Government of India

### **Mechanism of implementation:**

Directorate General of Training (DGT) implements and monitors the scheme “Enhancing Skill Development Infrastructure in NE States” across the region under the guidance of MSDE. The scheme is being implementing through State Directorate for Skill Development in 8 NE States of the Country. In order to regularly monitor and evaluate various initiatives to ensure that best practices can be scaled and corrective measures of the scheme being implemented by the Ministry, the ministry entrusted the responsibility of third party evaluation to NILERD.

### **2. Role of NILERD**

1. To develop methodology to conduct the study.
2. To develop data collection instruments/tools.
3. To revise collection tools in consultation with the sponsor.
4. To conduct pilot survey to pre-test the tools and finalize.
5. To conduct field visits for interviews and discussions with stakeholders.
6. To get data entry/data analysis done.
7. To prepare draft report and submit it to the sponsor.
8. To prepare and submit the final report.

The present assignment intends to study the effectiveness of the scheme enhancing skill development infrastructure in NE states in terms of performance, achievements of targets, quality and delivery of the services and the impact of schemes on overall skill development of the area.

### **Geographic, Socioeconomic Profile and the impact of the scheme in aspirational districts in NE states:**

NE states of India comprise Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. The region is surrounded by Bangladesh, Bhutan, China (Tibet), and Myanmar. The eight States located in India's North-East cover an area of 2,62,179 sq. km. constituting 7.9 per cent of the country's total geographical area, and 46 million people or about 4 per cent of the total population of the country (Census 2011). The rich natural beauty, serenity and exotic flora and fauna of the region provide an ideal setting for the promotion of the tourism industry. The region is endowed with diverse tourist attractions and each state has its own distinct features.



**Fig-1.1: Map of North East**

**Arunachal Pradesh:** Arunachal Pradesh the erstwhile North Eastern Frontier agency attained state hood in 1987. It spreads over an area of 83,743sq.km; touching the international boundaries with Bhutan in west, china in the North, Myanmar in the South East and in South linked with the state of Assam. It has 18 districts with total population of 13, 83,727, out of which 6, 69,815 are females. The state has a literacy

rate of 65.38% and the female literacy rate of 59.57% as per 2011 census. As far as technical education is concerned, the state has 2 private and 3 government engineering colleges, 6 polytechnic and 5 ITIs. All the institutions are state run. The state ITIs offer skills in 18 trades like Draftsman civil, Fruit and vegetable processor, Plastic Processor. (Details are at Annex-I) The major export items in the state are handmade carpet, handmade paper, citrus fruits, processed fruits, herbal products etc.

The richness of flora and fauna that occur in these forests present a panorama of biological diversity with different plant species, terrestrial mammals, and birds, large number of butterflies, insects and reptiles. The state also is considered to be a treasure home to Orchids.

The ESDI scheme is being extended to five ITIs in five districts in the state under various components. A brief profile of each aspirant district/village is given below.

**1. Yupia** is the headquarters of Papum Pare district in the state of Arunachal Pradesh in India. Yupia is about 20 km from Itanagar, the state capital. The entire district is mountainous forming a part of the eastern Himalayas. The population size of Papum Pare district is 1, 76,573 and the average literacy rate is 79.95%; males 86.06% and females 73.72% literates. Agriculture and Horticulture is main sources of income in the district of Papum Pare, but many people have small business. The horticulture product of the district are orange, pine apple, banana, guava, jack fruit, papaya, lemon, litchi, plum, peach, large cardamom, pears etc.

As far as higher education and technical education is concerned, the district has 11 Colleges/Universities and the National Institute of Technology. The ITI in the town is offering training in 6 trades and is being covered under up-gradation component of ESDI scheme

**2. Roing** is the district headquarters of Lower Dibang Valley district in Arunachal Pradesh. It is the last major township at the north-eastern frontier of India. As of 2011 India census, Roing had a population of 11,389 of which 6,064 are males while 5,325 are females. Roing has an average literacy rate of 88.39%, higher than the national average of 65.38%, male literacy is 91.94%, and female literacy is 84.35%. The town is located at the foothill of the Mishmi Hills Unlike other rough terrain towns of Arunachal Pradesh; Roing is geographically plain with a lot of land for farming and cultivation. As far as education is concerned there are about 126 (Primary, Middle,

Secondary and Higher Secondary) schools both private and government put together are available in this district. As far as higher educational institutes are concerned, the district is having one degree college, one B.ED. college, one Polytechnic, one DIET and one ITI. The ITI in this district is being covered under supplementing deficient infrastructure component of ESDI scheme.

**3. New Sagalee** (town) is an administrative sub division of Papum Pare district. It is located 25 km towards west from district headquarters, Yupia. Sagalee has a population size of 1,315 and has an average literacy rate of 70.73%, higher than the national average of 65.38%: male literacy is 79.47%, and female literacy is 62.76 % (2011 census). A new ITI is being established in Sagalee under ESDI scheme

**4. Manipolyang:** According to Census 2011, Manipolyang village is located in Ziro Tehsil of Lower Subansiri district in Arunachal Pradesh. It is situated 12 km away from sub-district headquarter Old Ziro and 5 km away from district headquarter Ziro. Manipolyang has a total population of 198 people; male population is 97 and 101 female population. There are about 47 houses in Manipolyang village. Ziro is nearest town to Manipolyang which is approximately 5 km away. Manipolyang village has lower literacy rate compared to Arunachal Pradesh. In 2011, literacy rate of Manipolyang village was 62.80 % compared to 65.38 % of Arunachal Pradesh. In Manipolyang Male literacy stands at 70.00 % while female literacy rate was 55.95 %. A new ITI is being established in Manipolyang under ESDI scheme.

**Assam:** Assam is the largest state in the North-East with a geographical area of 78,438sq.km. It has 33 districts. As per 2011 census of India the population of Assam is 3.11 crores with density of 397 populations per sq.km. The rural and urban population is 85.92% and 14.08% respectively. Sex ratio is 954 female over per 1000 male population with 67.27 female literacy rates. With respect to technical education, the state has 28 engineering colleges, out of which 21 are private colleges, 19 polytechnic institutions and 28 ITI s. The state ITIs offer skills in 28 trades like Drafts man (civil), Electronics, Maintenance Mechanic, Basic Cosmetology, Surface Ornamentation, Plastic Processor (Details are at Annex-I). About half of the total working population of the state are engaged in Agriculture. Assam grows a large portion of the country's tea. The major exports from the state are Chilly, ginger,



handloom & handicrafts, processed fruits, handmade paper, essential oil, jute products and floriculture items, minerals like coal & limestone etc.

The ESDI scheme is being extended to five ITIs in five districts in the state under various components. A brief profile of each aspirant district/village is given below.

**1. Jorhat** is one of the major cities of Assam. It acts as gateway to upper Assam and to the state of Nagaland. Spreads over 2,851 square km and has an urban population of about 219565. The average literacy rate of Jorhat in 2011 was 91.39%. The Gender-wise male and female literacy are 93.63% and 88.99% respectively. Jorhat has been a vibrant place and is considered as a good place for modern education. There are many degree colleges and schools located in this district. Many National Institutes of higher learning and Professional/Technical institutes are located in Jorhat. One ITI is located in the district which offers training in 23 trades. The ITI is receiving Central funds under ESDI scheme for up-gradation.

**2. Srikona** is a large village located in Selchar circle of Cachar district with a total of 689 families residing. Srikona village has higher literacy rate to Assam. According to 2011 census, the literacy rate of Srikona Pt I village was 89.87% compared to 72.19% of Assam. The Male literacy stands at 93.63% while female literacy rate was 85.87%.The district of Cachar has a number of well-known General and Professional educational institutions.To ensure a steady flow of skilled workers in different trades for the industry, there are Silchar polytechnic, Meherpur and ITI Srikona. Srikona ITI is being assisted for up-gradation through ESDI scheme.

**3. Lakhimpur** is an administrative district in the state of Assam. The district headquarter is located at North Lakhimpur. According to 2011 census, Lakhimpur district has a population of 1,042,137 with a population density of 457 inhabitants per sq.km and a literacy rate of 78.39%.The economy of Lakhimpur is mainly based on agriculture. There are 14 educational institutions including general education, medical education and technical education in this district. The ITI in Lakhimpur is receiving Central assistance for supplementing deficient infrastructure through ESDI scheme.

**4. Bongaigaon** is one of the most populated urban agglomerations in west Assam. It has second biggest railway station in north-east India. As of the 2011 census, the

district has a population of 1, 09,810 with an average literacy rate of 70.44% with male literacy of 75.48% and female literacy of 65.18%.The majority of the city residents are in service sector. The development of Bongaigaon gained momentum with the establishment of Bongaigaon Refinery and Petrochemicals limited. The Bongaigaon district is home to many Government and Self-Financed ITI colleges, which are operated and maintained by educational groups, trusts and organisations. Under ESDI, a new ITI is established in Bongaigaon.

**5. Tinsukhia** is the administrative headquarter of Tinsukhia district. It is an industrial town. It had a population of 1, 26,389 and had an average literacy rate of 70.15% higher than the national average of 64.84%,male literacy was 77.89% and female literacy of 63.54%. It has a total of 16 colleges, out of which 2 are B.Ed. colleges and one Law College. There are 2 ITIs in Tinsukhia. A third ITI is being established under ESDI scheme.

**Manipur:** Manipur is a small state in NER, which constitutes only 0.7% total land surface of India. It has an approximate geographical area of 22,327 sq. km. Around 90% of the total geographical land (20,089 sq. km) is covered by hills and the rest constitutes the valley. The population of the state (census 2011) is 28.56 lakhs comprising 14.39 lakhs males and 14.17 lakhs of females. It constitutes only a small fraction of 0.24% of the total population of India. The state's literacy rate is higher than the national average of 74.04 per cent, with the male literacy rate being 86.49 per cent and female literacy rate being 73.17 per cent. The state has 7 engineering colleges, 3 polytechnic and 12 ITIs. All the institutions are state run. The state ITIs offer skills in 30 trades like Drafts man civil, Electronics, Mechanic Agriculture, Hair &skin care, Craftsman Food Production, Preservation of Fruits and vegetables, Plastic Processor. (Details are at Annex-I).

The economy of the state is agriculture sector. More than half of the working population in Manipur are engaged in agricultural activity. The land in the state is suitable for the development of horticulture. The major items that are exported to the border countries are Handloom & handicraft products, horticultural products and product that are procured from outside the state and are being exported to Myanmar.

Under ESDI scheme, 6 ITIs are given support for upgradation, supplementing deficient infrastructure and establishment of new ITIs. A brief profile of the aspirational Village/District is presented below.

**1. Phakung** village comes under Sawomburg sub division of Imphal East district. The population density of the Imphal east district is 643 per sq.km. Agriculture is the main occupation of the people in the district. Spices like Chili, onion, ginger, turmeric and coriander of good quality are grown in the district. There are no major industrial activities except cottage and small scale industries. The main food crops are paddy, potato and vegetables. Among the cash crops are sugar cane, maize, pulse, oil seed and other vegetables etc. The ITI located in Phakung receives central funding for upgradation under ESDI scheme. The ITI offers training in 12 trades.

**2. Senapati** has a population of 479148 as per the 2011 census. The population density is 109 inhabitants per sq.km. Agriculture is the main occupation of the people. Tptal 80% of the area is covered by forest and remaining 20% is arable land. Indian Institute of Information Technology is located in Senapati. There are number of higher educational institutes located in this district. ITI Senapati offers training in 4 trades i.e. Carpenter, welder, Wireman and stenography. This centre is supported by central funds for supplementing deficient infrastructure under ESDI scheme

**3. Kakching** is one of the newly formed districts by the Government of Manipur in 2016 from Thabal district. According to 2011 census this district has about 135481 people. There are three higher educational institutes and one ITI in the district. This ITI also is receiving central funds for supplementing deficient infrastructure under ESDI scheme and offers training in 11 trades.

**4. Saikot** is a large village located in Churachndpur sub division of Churachandpur district with a total of 485 families residing. Agriculture and allied activities are the main sources of the entire economy. Under the ESDI scheme, the ITI in the village has been given funds for supplementing deficient infrastructure.

**5. Sekmai** village is located in Lamshang Tehsil of Imphal west district. The village has a total population of 5,162 people. Imphal west district has a population density of

992 inhabitants per square kilometre (2,570/sq km). The district is endowed with a rich variety of vegetation. The prevailing climatic conditions are favourable for growing a wide range of herbs, shrubs, and also flowering and non-flowering trees. In addition, a variety of medicinal plants are also grown in the district. A new ITI has been established under ESDI scheme

**6. Kangpokpi** district also known as Sadar district is newly created district by the government of Manipur in 2016. It is inhabited by multi ethnic groups with inherent socio-economic and cultural backgrounds mainly the indigenous Kukis, Nagas, Nepalis and Meiteis. It has a population of 7476. Literacy rate of Kangpokpi is 85.12% higher than state average of 76.94%. The male literacy rate is around 89.98% while female literacy is 80.34%. A new ITI is established in Kangpokpi under ESDI scheme.

**Meghalaya:** Meghalaya is one of the seven sister states of North Eastern India. Meghalaya is a popular hill station and is also known as the "Scotland of the East". Meghalaya is bound on the North and East by Assam and on the South by Bangladesh. It is spread over an area of 22, 429 sq.km. It is bounded by the Brahmaputra valley of Assam in the North and Northwest and Cachar area of Assam in the East; the Surma valley (Bangladesh) borders in the South and partly in the Southwest. Meghalaya has about 443 Kms. of international border with Bangladesh. The population of the state is 29.64 lakhs. The state's literacy rate is 75.48% and female literacy rate is 72.89%. As far as skill infrastructure in the state is concerned, it has 7 private and 3 government engineering colleges, 3 polytechnic institutions and 11 ITIs. The state ITIs offer skills in 19 trades like Drafts man civil, Surveyor, Mechanic Motor vehicle, Fruit and vegetable processor, Desktop Publishing operator, Dressmaking, (Details are at Annex-I).

Five ITIs in five districts in the state are covered in the scheme. A brief profile of the place/district where the ITIs are located is presented below

**1. Sohra**, earlier known as Cherrapunjee, was established as a sub-division in the East Khasi hills district in 1982. The gorges around Sohra are covered by tropical rain forests. The condition of the topsoil is not conducive for vegetation growth. The people who inhabit Sohra and surrounding villages are known as Khasis. The Khasis

are mainly engaged in agriculture activity. Sohra is famous for its Bamboo handicrafts, Orange Flower Honey. Some of the minerals found in and around Sohra are i) Limestone, ii) Coal, iii) Clay (Lithomarge), and iv) Glass Sand. The main public sector undertaking in the state Mawmluh Cheerapunjee Cement Ltd (MCCL) is located in Sohra. With regards to facilities for imparting skill education, the district has only one ITI which offers training in three trades i.e. wireman, Plumber, Meson.

**2. Resubelpata** was declared full-fledged district in 2012. It is under North Garo hills region. The people of the district are highly skilled in handicrafts and bamboo crafts. The economy of North Garo Hills region is agrarian and rural based. The region has thick natural vegetation mostly comprising of bamboo, teak and Sal forests and many other species of plants having varied uses. Besides agriculture, a small part of the economy is occupied in small-scale industries such as sericulture & weaving, animal husbandry and dairy farming, carpentry and bamboo works, brick making and others. The district has two professional training centers; i) DIET, Nangaburi and ii) ITI, Darampara, Resubel Para. The ITI offers training in wireman and Plumber trades.

**3. Nongstoin** is the district headquarters of west khasi hills district with a population of about 22,003 and an average literacy rate of 67% males and 66% females. People living in this district are mostly Khasis. Agriculture is the main occupation. Uranium mining is done in Mawthabah and Nongbah Jynrim village which is about 65 km away from Nongstoin. Like other districts in Meghalaya, this district also has a number of places of historical and tourist importance. There are 3 higher education colleges in the district. For skills education, the district has only one ITI, which offers training in i) wireman and ii) General Carpenter trades.

**4. Nongpoh** is the administrative centre of Ri-Bhoi district of Meghalaya. It has a population of 17,055 and has a literacy rate of 82.56% higher than the state average of 74.43%. The male literacy rate is about 83.87% while female literacy rate is 81.27%. The district has only one ITI, which is located in Nongpoh. This institute is being covered under supplementing deficient infrastructure of ESDI scheme. The institute offers training in only three trades i.e. Wireman, Plumber, and Welder.

**5. Ampati** is a civil sub-division upgraded in to district to be known as South West Garo hills with Ampati as district headquarter. It has 1, 70,794 people. The district has one degree college, which offers BA, B.Sc; & B.com. course and for skill education, it has one ITI established under ESDI scheme.

**Mizoram:** Mizoram is located in the extreme southern part of North East India. It shares its boundary on the North with Cachar district of Assam and the state of Manipur, and on the east with the Chin Hills of Myanmar and on the south with Arakan of Myanmar and on the west by the Chittagong Hills of Bangladesh and state of Tripura. The population of Mizoram is 1, 09,014 with a male population of 5, 52,239 and female population of 5, 38,675. Out of the total population, 51.51 per cent live in urban areas. Mizoram has a literacy rate of 91.58 per cent, second only to Kerala. The female literacy rate is 97.54% and the average literacy rate for rural areas stand at 84.31 % (Census 2011).The state has 8 districts. As far as technical education is concerned, it has 4 engineering colleges, out of which one is private college, 3 polytechnic institutes and 3 ITIs. The state ITIs offer skills in 17 trades like Drafts man civil, Sheet Metal worker, Mechanic Auto Electrical & Electronics, Surveyor, Dress making, Mason, (Details are at Annex-I).

The state's 55% to 60% working population is engaged in agriculture sector. Mizoram is also host to numerous species of birds, wildlife and flora just like its sister north eastern states. Mizoram has the third highest total forest cover with 39, 40,000 acres and highest percentage area (90.68%) covered by forests among the states of India. The state's major exports are Passion fruit, raw cotton, Tung seeds, citrus fruits, tapioca, ginger, processed fruits, processed spices, Tung oil, handloom & handicrafts etc.

Three ITIs in three districts in the state are covered under ESDI scheme, which are located in Aizawl, Saiha and Champhi and covered under three different component of the scheme. A brief profile of each town/district is given below.

**1. Aizawl:** Aizawl is the largest city as well as the capital of the state of Mizoram. According to the 2011 census, Aizawl district has a population of 400,309. Females constitute 50.61% of the population and males made up the remaining 49.39%. The district has a population density of 113 inhabitants per square kilometre (290/sq mi). Mizos from various tribes make up the majority of the population. There are private

and state run educational institution in the district. The ITI located in Aizawl is offering training in 12 trades. This institute is being given central assistance for up-gradation under ESDI scheme.

**2. Saiha:** Saiha is the administrative headquarters of Saiha district. It is the third largest town in Mizoram. The majority of the district inhabitants are Mara people. According to the 2011 census, Saiha district has a population of 56,574 and is one of the country's 250 most backward districts and currently receiving funds from the Backward Regions Grant Fund Programme (BRGF). The ITI existing in this district is receiving central assistance for supplementing deficient infrastructure under ESDI scheme.

**3. Champhai:** Champhai district is one of the eight districts of Mizoram state in India. The district is bounded on the north by Churachandpur district of Manipur state, on the west by Aizawl and Serchhip districts, and on the south and east by Myanmar. The district occupies an area of 3185.83 km. Champhai town is the administrative headquarters of the district. Major towns are Ngopa, Khawhai and Khawzawl. It is a fast developing venue on the Indo-Myanmar border. According to the 2011 census, Champhai district has a population of 125,370, roughly. Champhai has a sex ratio of 984 females for every 1000 males, and a literacy rate of 95.91%. A new ITI is being established in this district with central assistance under ESDI scheme.

**Nagaland:** Nagaland became a state in 1963. The state is divided into 12 districts. The population of the state is 19,80,602 as per 2011 census and the female literacy rate is 70.01%. The skill training is imparted in 3 engineering colleges, out of which 1 is private college, 4 polytechnics and 10 ITIs in the state. The state ITIs offer skills in 22 trades like Drafts man civil, Mechanic (Electronic), Knitting, Cutting & Sewing, and Maintenance Mechanic, (Details are at Annex-I). The state shares its boundaries with Myanmar and Arunachal Pradesh in East, Assam in west, Assam and Arunachal Pradesh in North and to its South with Manipur. Nagaland stands out as a land of diverse tribes, system of Governance and culture. The state had to face continuous insurgency, which has affected its economic development. Agriculture is the most important economic activity, covering over 70% of the state's economy. Most of the state's population, about 68 percent, depends on rural cultivation. The main crops are rice, millet, maize, and pulses and cash crops, like sugarcane and potato, are also

grown in some parts. The export items are Chopsticks, horticultural products, handloom & handicrafts etc.

In Nagaland, four ITIs are covered in the ESDI scheme. A brief profile of the place/district in the state, where the ITIs are located is presented below:

**1. Dimapur** is the most populous city in Nagaland. Dimapur was made a district in 1997 by the state government. It is the main gateway and commercial centre of Nagaland and the only plains tract of hilly Nagaland with a railway station and airport in the state for connectivity and economic activity. According to 2011 Census, 52% of the population is constituted by Males and 48% by females. Dimapur has an average literacy rate of 86%, male literacy is 88% and female literacy is 84%. The city has a heterogeneous mix of people from all over India and for which it is also known as mini India. Under the ESDI scheme, the district is receiving central assistance for two ITIs. The ITI (women) is assisted for up-gradation and another ITI is being newly established.

**2. Zunheboto:** Zunheboto is the home to the Sumi Nagas, a warrior tribe of Nagaland. Head hunting was practiced extensively until the advent of the Christians missionaries who converted the warriors to Christianity. Today the people are peaceful and hardworking, practicing agriculture as their main occupation. Minor minerals such as sand stone, clay, Boulder stone and Granite are available in this district. According to the 2011 census, Zunheboto district has a population of 140,757. Males (71,217) constitute 51.7% of the population and females (69,540) 48.23%. The district has a literacy rate of 85.3%. (Among the districts of Nagaland Zunheboto is 3<sup>rd</sup> in the literacy rate). The Nagaland University is located in this district. The ITI located in the district offers training in four trades and the institute is receiving central assistance for supplementing deficient infrastructure under ESDI scheme.

**3. Tuensang:** Tuensang is one of the districts of Nagaland that lies on the eastern fringe of the state with the international border running on the eastern side of the district. Tuensang is one of the original three districts, along with Mokokchung and Kohima formed at the time the Nagaland state was created. According to the 2011 census, Tuensang district has a population of 196,801 and has a sex ratio of 930



females for every 1000 males, and a literacy rate of 73.7 %. Changs, Sangtams, Yimchunger and Khamniungans are the main indigenous tribes of this district. Besides, Aos and Semas form a significant part of the district's population. There are deposits of Coal, Marble, Limestone and Magnetic in some areas of the district. Skill manpower demand in the district is addressed through the only ITI located in Tuensang. This ITI is assisted by the centre for supplementing deficient infrastructure.

**Tripura:** Tripura is the third smallest state in the country, it covers 10,491 km<sup>2</sup> (4,051 sq/ km) and is bordered by Bangladesh to the north, south, and west, and the Indian states of Assam and Mizoram to the east. In 2011, the state had 3,671,032 residents, constituting 0.3% of the country's population. According to 2011 census, Tripura is one of the most literate states in India with a literacy rate of 87.75% and the female literacy rate is 82.73%. The state is divided into 8 districts. The technical educational facilities available in the state are 6 Engineering colleges (4 private colleges), 5 polytechnic and 16 ITIs. The state ITIs offer skills in 28 trades like Drafts man civil, Electronics Mechanic, Fashion Design Technology, Maintenance Mechanic, Computer Hardware & Network Maintenance, (Detailed list Institution wise is at Annex-I). The three towns/districts in the state which are being covered under ESDI scheme are Indranagar, Belonia and Gandacharra.

**1. Indranagar** is a census town in West Tripura district and famous for the Kali temple. According to the 2011 census, West Tripura district has a population of 1,725,739 and a population density of 576 inhabitants per sq. km (1,490/sq km). Its population growth rate over the decade 2001-2011 was 12.5%. West Tripura has a sex ratio of 964 females for every 1000 males and a literacy rate of 88.91%. The ITI is another landmark of the place. There are two ITIs existing in Indranagar and one is exclusively for women. One ITI is receiving central assistance for up-gradation under ESDI scheme.

**2. Belonia** is a town and Municipal Council in South Tripura district and lies on a border with Bangladesh. As of 2011 Census, Belonia Municipal Council has a population of 19,996. Males constitute 52% of the population and females 48%. It has an average literacy rate of 95% higher than the national average of 59.5%; with 54%

of the males and 46% of females literate. There are number of higher secondary schools. As far as higher education is concerned, one degree college and one ITI are located in Belonia town. The ITI is covered under Supplementing deficient Infrastructure and is being provided central funding under ESDI scheme.

**3. Gandacharra** is a sub-division under the Dhalai district of Tripura, which was created in 1995. The district is named after Dhalai River which originates in the district. According to the 2011 census, Dhalai district has a population of 378,230 and has a population density of 157 inhabitants per square kilometre (410/sq km). According to Census 2011, the literacy rate was 86.82%: 92.45% for males and 80.83% for females. High literacy rate is largely attributed to the primary schools built and run in almost every habitation. In 2006, the ministry of panchayati raj named Dhalai one of the country's 250 most backward districts. It is the only district in Tripura receiving funds from the Backward Regions Grant Fund Programme (BRGF). The district has predominantly agrarian economy with several micro and small-scale industrial units.

As far as higher education is concerned, there is one Dhalai District Polytechnic, at Kamalacherra, Ambassa, Industrial Training Institute at Lalchari, Ambassa, Government Degree Colleges at Kamalpur, Gandacherra and Chailengta. Under ESDI scheme, the centre is providing assistance for establishment of a new ITI in Gandacharra.

**Sikkim:** Sikkim is second smallest among the Indian states. It borders China in the north and northeast, Bhutan in the east, Nepal in the west, and West Bengal in the south. Sikkim is India's least populous state, with 610,577 inhabitants, out of which, male and female are 323,070 and 287,507 respectively. The state has a literacy rate of 81.42%. The female literacy rate is 75.61%. As far as technical education in the state is concerned, it has 6 (2 private colleges) engineering colleges, 2 polytechnic institutions and 5 ITIs. The state ITIs offer skills in 6 trades like Drafts man Mechanical, Embroidery and needle work,, fair & Skin care, (Details are at Annex-I).

Sikkim has four districts; East Sikkim, North Sikkim, South Sikkim and West Sikkim. The forested regions of the state exhibit a diverse range of fauna and flora. Owing to its altitudinal gradation, the state has a wide variety of plants and floriculture. Sikkim's

economy is largely dependent on agriculture and tourism and major export items are Orchids, pepper, ginger etc. Two towns i.e. Rangpo in East Sikkim district and Kewzing in south Sikkim district are receiving central assistance under the ESDI scheme.

**1. Rangpo** is one of the key towns in the state of Sikkim and is the Gateway of Sikkim. It has a population of 3,724. Males constitute 55% of the population and females' 45%. Rangpo has an average literacy rate of 70%, higher than the National average of 59.5% male literacy is 75% and female literacy is 63%. Nepali, Bhutia and Lepcha are the main ethnic community. As far as skill education is concerned, Rangpo town is having one ITI which imparts training in 6 trades. This ITI is covered under supplementing deficient infrastructure under ESDI scheme.

**2. Kewzing** town is falling under Kevlong tehsil of South Sikkim district of the State. Kewzing has substantial Lepcha populations who have been engaged in village tourism and home stay activity. According to 2011 Census, South Sikkim district has a population of 1, 46,850 density of 196 inhabitants per square kilometre. South Sikkim is one of the least populated regions of the state. The people are mainly of Nepal descent. Kewzing has a literacy rate of 82.06%. Genderwise, male and female literacy stood at 85.58 and 74.26 percent respectively. For skill development, a new ITI at Kewzing, south Sikkim is being established with central assistance under ESDI scheme.

## **Review of Literature**

The NE states comprise Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura. The eight states located in India's North-East cover an area of 2,62,179 sq km. constituting 7.9 per cent of the country's total geographical area, and 46 million people or about 4 per cent of the total population of the country (Census 2011). Most NE states have remained one of the under developed and untapped regions of the country due to various reasons like geographical isolation, lack of access to markets, limited connectivity, limited infrastructure, poor awareness of markets, changing demand patterns, raw material sourcing, technology, branding and quality standards, high and widespread dependence on governments programmes for market access, subsidy and training, educated seeking, mostly, government jobs or

relocating out of the region, stigma against labour oriented jobs, mainly dependence on local market for selling products from small and tiny sector, etc. (North East Skill Gap Report- NSDC<sup>1</sup>)

A Study conducted by VVG NLI (2017), argues in favour of a holistic approach for skill development of youth in north east taking in to consideration the intra-region difference on account of topography, farm & non-farm sector, literacy & education level, skill training infrastructure, job preference of youth, traditional and modern occupations, self-employment and regular wage/salaried employment potential etc. The study also suggests that state governments in the region needs to expedite the skill development activities in tandem with the national initiatives proactively involving social partners in the region towards providing employable skills to the youth. It also highlights some good practices in other economic development model focusing women workers which could be studied further to adopt in case of implementation of skill development programmes<sup>2</sup>.

The ‘locational disadvantage’ faced by the region results in the pre-dominance of infrastructural imaginations in the policy discourse on the region. The Northeast “Vision 2020” document, considered a key policy guideline by the government for the development of the Northeast region, puts infrastructure development as the key strategy for achieving its vision. The Northeast region being identified in the official discourse as a “development-deficit” region, immense “faith” is put in the capacity of infrastructure: “The people in the region envision having state-of-the-art infrastructure not only to enhance the quality of life but also to dictate the pace of economic activity, and the nature and quality of economic growth. The infrastructure deficit is a major deficit in the region, and acceleration in economic growth and the region’s emergence as a powerhouse depend on how fast this deficit is overcome<sup>3</sup>.

Despite the massive proliferation of infrastructural interventions in the region, the number of out-migrating youth has been increasing. In a survey conducted by Dekha during 2014-15, “infrastructural development” emerged as a top priority issues for youth of the region. The same survey showed that an overwhelming majority of the

---

<sup>1</sup><https://nsdcindia.org/sites/default/files/files/assam-sg.pdf>

<sup>2</sup>See Report on “Skill Development of Youth in North East India: Way Forward”, NLI Research Studies Series, No-124/2017, V.V. Giri National Labour Research Institute, Noida.

<sup>3</sup>[https://mdoner.gov.in/contentimages/files/Vision\\_2020.pdf](https://mdoner.gov.in/contentimages/files/Vision_2020.pdf)

youth (74.5 per cent) in the Northeast would like to get settled outside the region/ state for better career and job prospects. A survey released by the North East Support Centre and Helpline in early 2011 puts the number of migrants outside the Northeast at 414,850. The same report cites a 12-fold increase in migration out of the Northeast from 2005 to 2011<sup>4</sup>.

\*\*\*

---

<sup>4</sup>[https://www.thehinducentre.com/multimedia/archive/02670/Policy\\_Report\\_No\\_1\\_2670863a.pdf](https://www.thehinducentre.com/multimedia/archive/02670/Policy_Report_No_1_2670863a.pdf)

## **Chapter- 2**

### **Objectives, Approach and Methodology**

#### **2.1 Objectives**

The present study seeks to evaluate the implementation status of the ESDI scheme and develop insights into reasons for success and failure of scheme design, institutional arrangements, human resources, political economy considerations and identify the remedial measures, and suggests action plans for each state. The specific key objectives are:

1. To examine the status of construction of new ITIs in Eleven (11) sampled districts.
2. To examine the status of up-gradation of ITIs in sampled districts.
3. To examine the status of supplementing Infrastructure deficiencies in ITI in sampled districts.
4. To assess the effectiveness of the scheme in terms of performance (Physical and Financial), achievements of targets.
5. To assess the qualitative and, quantitative delivery of the services and the impact of schemes on overall skill development of the area.
6. To suggest measures to improve effectiveness of the schemes and future need of the scheme for institutions and technology up-gradation.

#### **2.2 Approach and Methodology**

The study has adopted both quantitative and qualitative methods to analyse the objectives. The descriptive method of research was used to determine how decisions are made in deciding the ITIs to be upgraded, supplementing Infrastructure and to establish new ITIs, procedures adopted in implementation of subcomponents and beneficiary level impact of the scheme. Primarily, a locally constructed questionnaire was used to obtain relevant data and information. Interviews and FGDs as secondary tools of research and documentary analysis are used to gather other important information necessary for addressing the study objectives. The study has two main components:

**(a) Key informant interviews & focus group discussions (FGD):**

The key informant interviews with implementing bodies, state, district and block level officials were held. Besides, the other stakeholders supporting implementation directly or indirectly and involved in enabling scheme's success at village level were also contacted.

**(b) Household Survey:**

Household Survey was conducted to assess the beneficiary-level impact of the scheme on the household in general and nation as a whole, in particular. The household survey design was quasi-quantitative in nature.

## **2.3 Mapping of Components**

Indicators for Component-wise mapping, stakeholders, and procedure adopted for mapping has been detailed in Table 2.1. Main stakeholders in the study are:

1. Centre/ State government, district level officials
2. State project monitoring unit
3. Head of the ITI colleges
4. Faculty
5. Students
6. Parents
7. Employers
8. Community
9. Contract executing agency

**Table 2.1: Indicators for Component-wise Mapping**

Sl. No	Components	Stakeholders	Indicators	Mapping Procedures
1.	<b>Construction of new ITIs</b>  <i>Sub-components</i>  <i>a) Civil Works</i>	Central Government Departments  State Government Departments  State Project monitoring unit Contract executing	Assessment of the Availability of Infrastructure • Land(identification, site location, acquisition) • Building	Through Survey Method  Face-to-face Interviews  Discussions

		<p>agency</p> <p>Principal/ITI Institutions</p>	<ul style="list-style-type: none"> <li>• Administrative Mechanism</li> <li>• Financing /Resource Status</li> <li>• Decision Making Power</li> <li>• Litigation/Legal Issues</li> <li>• Allocation of civil works procedure between different entities/regions and states</li> <li>• Interference from the governing body</li> <li>• Funding pattern</li> <li>• Budget estimate</li> <li>• Actually sanctioned</li> <li>• Utilization pattern</li> <li>• Approach Road</li> </ul>	
	<p>(b) <i>Procurement of Tools &amp; Equipment</i></p>	<p>Sanctioning/ Approving Authority</p> <p>Implementing Authority</p> <p>Principal/ITI Institutions</p>	<ul style="list-style-type: none"> <li>• Procedures for procurement</li> <li>• Criterion for selection of T/E provider</li> <li>• Time taken for fund sanctioning</li> <li>• Time taken for approving</li> <li>• Time taken for procurement</li> <li>• Furniture</li> <li>• Equipment</li> <li>• Laboratory</li> <li>• Workshops</li> <li>• Budget estimate</li> <li>• Actually sanctioned</li> <li>• Utilization pattern</li> </ul>	<p>Through Survey Method</p> <p>Face-to-face Interviews</p> <p>Discussions</p>





			governing body <ul style="list-style-type: none"> <li>• Funding pattern</li> <li>• Budget estimate</li> <li>• Actually sanctioned</li> <li>• Utilization pattern</li> </ul>	
	b)Construction of Boundary wall	Central Government Departments  State Government Departments  State Project monitoring unit ITI Contract executing agency -  Principal/Institutions  HOD/Faculty  Students	<ul style="list-style-type: none"> <li>• Financing /Resource Status</li> <li>• Allocation of civil works procedure between different entities/regions and states</li> <li>• Interference from the governing body</li> <li>• Funding pattern</li> <li>• Budget estimate</li> <li>• Actually sanctioned</li> <li>• Utilization pattern</li> <li>• Physical position of the infrastructure</li> </ul>	Through Survey  Face-to-face Interviews  Discussions  Observations
	c)Purchase of Tools	District officials  ITI  Principal/Institutions HOD/Faculty Students	<ul style="list-style-type: none"> <li>• Procedures for procurement</li> <li>• Time taken for fund sanctioning</li> <li>• Time taken for approving</li> <li>• Time taken for procurement</li> <li>• Furniture</li> <li>• Equipment</li> <li>• Laboratory</li> <li>• Workshops</li> <li>• Budget estimate</li> <li>• Actually sanctioned</li> <li>• Utilization pattern</li> </ul>	Face-to-face Interviews  Discussions  Observations

4.	Central/State budget allocations and expenditure towards ITI skill infrastructure development, during the past 5 years	Secondary Data (Central/State Budget) State Government Departments Directorate of Technical Education Employers Principal/ Institutions	<ul style="list-style-type: none"> <li>• Total budget allocation to Technical Education</li> <li>• Actual Expenditure on ITI</li> <li>• Institution-wise budget Allocation</li> <li>• Delay in release of funds</li> <li>• Utilization status</li> <li>• Overall shortages and proportion of fund shortage for construction, up-gradation and supplementing Infrastructure Deficiencies in ITIs</li> <li>• Action taken to meet shortages</li> </ul>	<p>Analysis of Secondary Data</p> <p>Analysis of Survey Data</p> <p>Points from Discussion and Observations</p>
5.	Best practices for establishment of new ITIs , Up-gradation of ITIs and Supplementing Infrastructure Deficiencies	Secondary Data Sources (review of literature) Discussions and questionnaire's data (All the stakeholders' views considered)	Best practices available/ followed by the institutions	
6.	Pointers for action for state governments, and institutions	All Stakeholders	State-specific and Issue Specific Action Plan	through the analysis of survey data and points emerged during the discussions
7.	effectiveness of the scheme in terms of performance, achievements of targets,	All Stakeholders	State-specific and Issue Specific Action Plan	through the analysis of survey data and points emerged during the discussions
8.	Measures to improve effectiveness of the scheme and future need of the	Faculty, Students, Head of the Institution, Faculty Unions, Student	<ul style="list-style-type: none"> <li>• Quality of Education</li> <li>• Enrolment</li> <li>• Pass-outs' percentage</li> </ul>	<p>Through Survey</p> <p>Face-to-face interviews</p>

	scheme for institutions and technology up-gradation.	Representatives	<ul style="list-style-type: none"> <li>• placements and Packages</li> <li>• infrastructure improvement</li> <li>• workshop facilities</li> <li>• Availability of tools</li> <li>• Equipment for hands on training</li> </ul>	Discussions Observations
--	--	-----------------	--	-----------------------------

## 2.4 Coverage

The ESDI scheme has been implemented in 8 states with a mandate of upgradation of existing 22 ITIs, supplementing infrastructure deficiencies in 28 existing, which includes; construction of new hostel, boundary wall and supplementing old and obsolete tools and equipment, and establishment of 34 new ITIs in 8 NE states. As per the terms of reference (ToR) of the study, there are 84 ITIs covered under ESDI scheme. However, only 23 ITIs were visited for primary survey as per the design of sample and ToR.

The district wise sample selected for evaluation is presented below.

**Table 2.2: District wise Sample of Institutes**

State	ITIs Covered under Up-gradation		ITIs covered under Supplementing deficient infrastructure		ITIs covered under New establishments	
	No.	Location	No.	Location	No.	Location
Manipur	3	Takyel Saikot Kakching	3	Senapati, Takyel Phaknung	2	Sekmai, Kangpokpi
Assam	2	Jorhat, Srikona	1	Lakhimpur	2	Bongaigaon, Tinsukia
Tripura	1	Indra Nagar	1	Belonia	1	Santibazar
Nagaland	2	Kohima Dimapur	2	Kohima Dimapur (Women ITI)	1	Dimpur
Sikkim	0		1	Rangpo	1	Kewzing
<b>Total</b>	<b>8</b>		<b>8</b>		<b>7</b>	

A sample of 8 Government ITIs was selected under upgradation scheme; 8 ITIs were covered under supplementing deficient infrastructure and 7 ITIs were selected under new establishment.

## 2.5 Tools of the study:

Research tools used for the evaluation are:

- **Questionnaires for obtaining** Responses from Head of the Institutes, HOD/Faculty, Students and parents.
- **Interviews to gather** observations and opinions of Centre/State Government officials, District level officials, state monitoring unit officials.
- **Review of guidelines** and implementation manuals and state reports.

## 2.6 Limitations of the Study

Personal visits to the ITI Institutions of 5 states have been made by the study team to capture qualitative as well as quantitative aspects of the scheme. FGD were conducted with parents and local opinion makers to gather their views with respect to the technical education facilities in the state/district. Discussions were held with officials of state governments and SMU.

Sampling frame was designed from the universe of the stakeholders keeping in view all the constraints of time, and resources. Due to COVID-19 prevalence and travel constraints, the survey was mostly dependent on the responses from direct stakeholders. Another major constraint faced by the survey team; the collection of data from the students as most of institute were closed due to COVID and the period of visit overlapped with the Christmas holidays. In most of the NE states, the ITIs were closed and students were not coming for class or training. Hence, only few students' responses could be obtained in some of the states. Three states could not be covered due to same reasons. With this background and details on the approach and methodology, the next chapter will give an in-depth analysis of the information collected from different ITIs and the other stakeholders of the scheme.

\*\*\*

## Chapter- 3

### Implementation and Effectiveness of ESDI: Evidence from Field

ESDI is a scheme that focuses on strengthening the skill infrastructure in 8 north eastern states of India. ESDI was started in 2011 and has been operational for last 9 years. Hence, it is imperative to evaluate the scheme to assess its usefulness, relevance, strengths and weaknesses. The study team has visited 5 NE states to review the ITIs on the three components of the scheme and their findings are presented in this chapter along with financial analysis.

#### Financial Aspects of the Scheme

The scheme was formulated in 2010-11 with the component upgradation of ITIs and supplementing infrastructure deficiencies in NE states and the component of establishment new IITs was added in 2013-14. As the grant under the schemes have been allocated and sanctioned separately for these components, financial aspects of different components are discussed separately.

#### a) Upgradation of ITIs and Supplementing Infrastructure Deficiencies

Under this component, states receives 100% funding from the centre for introduction of new trades and construction of new hostel, boundary wall and supplement old & obsolete equipment.

**Table 3.1: Allocated and Released funds to NE states under Upgradation of ITIs and Supplementing Infrastructure Deficiencies from 2010-11 to 2018-19.**

(Rs. in Lakhs)

	Allocated Fund	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Total
AP	1146.87	465	--	122.57	--	169.43	179.74	124.11	1060.85
Assam	1443.24	--	227.84	207.51	--	--	--	584.53	1019.88
Manipur	1856.05	--	--	492.5	435.96	--	--	--	928.46
Meghalaya	1120.68	--	256.36	--	--	--	--	--	256.36
Mizoram	1062.66	--	--	362.61	100	20.87	--	212.8	696.28
Nagaland	1189.47	544.13	--	301.77	--	343.57	--	--	1189.47
Sikkim	510.30	230.40	--	77.80	--	--	--	--	308.2
Tripura	354.22	--	58.03	106.22	--	127.13	--	--	291.38

Source: DGT Website [https://dgt.gov.in/esdi-sanction-listhttps://dgt.gov.in/sites/default/files/details\\_funds.pdf](https://dgt.gov.in/esdi-sanction-listhttps://dgt.gov.in/sites/default/files/details_funds.pdf)

The table 3.1 gives the fund allocated and fund released to each NE state since 2010-11. It can be seen from the table that none of the states except Nagaland has received the total allocated fund. It is further seen that none of the states have received funds after 2016-17.

**Table 3.2: Fund Allocated, Released and Utilized under Upgradation of ITIs and Supplementing Infrastructure Deficiencies from 2010-11 till 2018-19.**

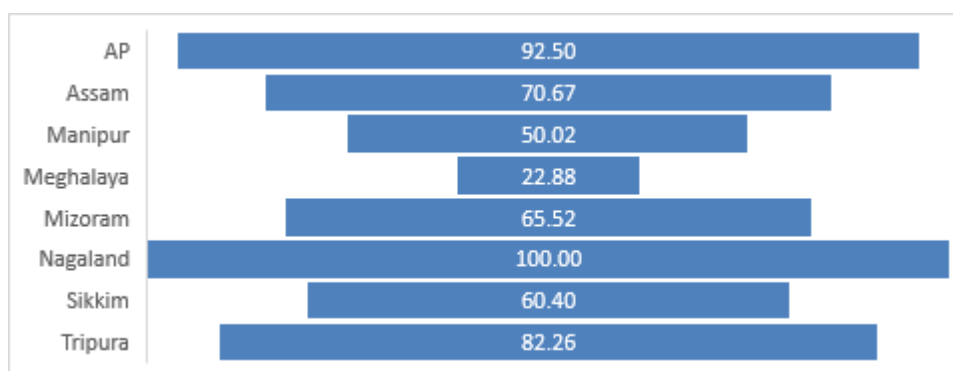
	<b>Allocated Fund</b>	<b>Released</b>	<b>Utilized</b>	<b>Released (%) of Allocation</b>	<b>Utilization (%) of Released</b>
<b>AP</b>	1146.87	1060.85	664.02	92.50	62.59
<b>Assam</b>	1443.24	1019.88	420.37	70.67	41.22
<b>Manipur</b>	1856.05	928.46	860.55	50.02	92.69
<b>Meghalaya</b>	1120.68	256.36	256.36	22.88	100.00
<b>Mizoram</b>	1062.66	696.28	444.35	65.52	63.82
<b>Nagaland</b>	1189.47	1189.47	1160.92	100.00	97.60
<b>Sikkim</b>	510.3	308.2	308.2	60.40	100.00
<b>Tripura</b>	354.22	291.38	291.38	82.26	100.00
<b>Total</b>	8683.49	5750.88	3613.51	66.23	62.83

Source: [https://dgt.gov.in/sites/default/files/details\\_funds.pdf](https://dgt.gov.in/sites/default/files/details_funds.pdf)

It can be observed from the table 3.2 that less than 70% of the allocated funds was released under upgradation of ITIs and supplementing infrastructure deficiencies by the ministry to the states. Of the released funds, only around 63% funds have been utilized by the states. Thus, it was found that fund utilization of funds under the scheme has not been very satisfactory.

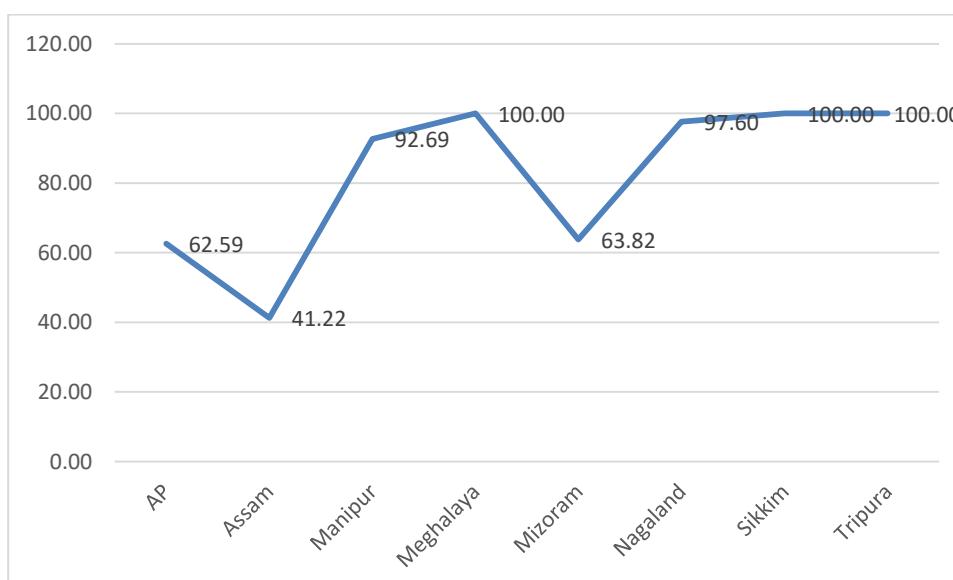
State wise analysis shows wide variation in release of funds. Nagaland has received 100 % of the allocated fund while Meghalaya has received just around 23% of the allocated amount. This needs to be addressed as any delay in release of funds affects the implementation of the scheme. Figure 3.1 presents a comparative picture of funds released to the north eastern states under Upgradation of ITIs and Supplementing Infrastructure Deficiencies

**Figure 3.1: Funds released to the allocated amount (in %)**



Looking at utilization pattern, it can be observed that there is wide variation in utilization of funds among the states.

**Figure 3.2: Utilization of received funds (%)**



Meghalaya, Sikkim and Tripura have been successful in utilizing 100% of the received funds while Manipur (41.22 %) shows the lowest utilization among NE states. From above, it is inferred that the financial performance of the scheme in terms of funds released and actual expenditure made has not been very satisfactory.

**b) Establishment of New ITIs**

Under this component, centre provides 90% funds and states contribute 10% cost. The table below presents fund allocated by centre to all eight NE states.



**Table 3.3: Allocated and Released funds to NE states under Establishment of New ITIs from 2010-11 to 2018-19.**

(Rs. in Lakhs)

	Allocated Fund	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Total
AP	8550	803.5	--	431.4	490.7	287.6	1555.56	4981.24
Assam	4750	1071.33	--	--	385.2	--	--	1456.53
Manipur	3800	267.83	--	--	594.97	--	--	862.8
Meghalaya	2850	267.83	--	277.78		--	--	545.61
Mizoram	2850	535.67	396.89	848.89	88.46	--	--	1869.91
Nagaland	3800	267.83	345	--	263.28	345	--	1221.11
Sikkim	2850	380.78	--	--		253.86	--	634.64
Tripura	2850	535.67	500	--	766.51	751.99	--	2554.17

Source: DGT Website <https://dgt.gov.in/esdi-sanction-list> and

[https://dgt.gov.in/sites/default/files/details\\_funds.pdf](https://dgt.gov.in/sites/default/files/details_funds.pdf)

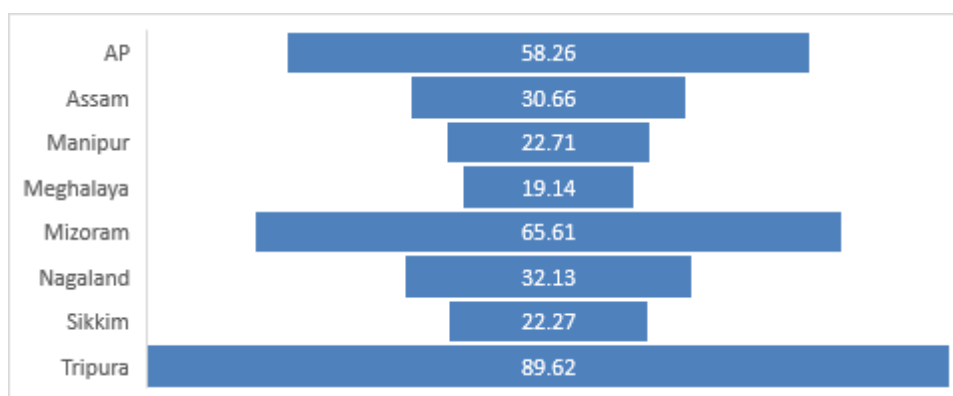
From the table above, it can be seen that none of the NE states have received the full amount allocated to them for establishment of new ITIs. As the mandate of the scheme mentions that funds would be released only after availability of land by the state and 10% state share, the impact of this on the release of funds by the centre needs to be probed further.

**Table 3.4: Fund Allocated, Released and Utilized under New ITIs from 2010-11 till 2018-19 (Rs. In lakh)**

State	Allocated Fund	Total Released	Utilized	Released (%) of Allocation	Utilization (%) of Released
AP	8550	4981.24	1565.83	58.26	31.43
Assam	4750	1456.53	782.56	30.66	53.73
Manipur	3800	862.8	483.72	22.71	56.06
Meghalaya	2850	545.61	0	19.14	0.00
Mizoram	2850	1869.91	932.56	65.61	49.87
Nagaland	3800	1221.11	1221.11	32.13	100.00
Sikkim	2850	634.64	517.51	22.27	81.54
Tripura	2850	2554.17	2554.17	89.62	100.00
Total	32300	14126.01	8057.46	43.73	57.04

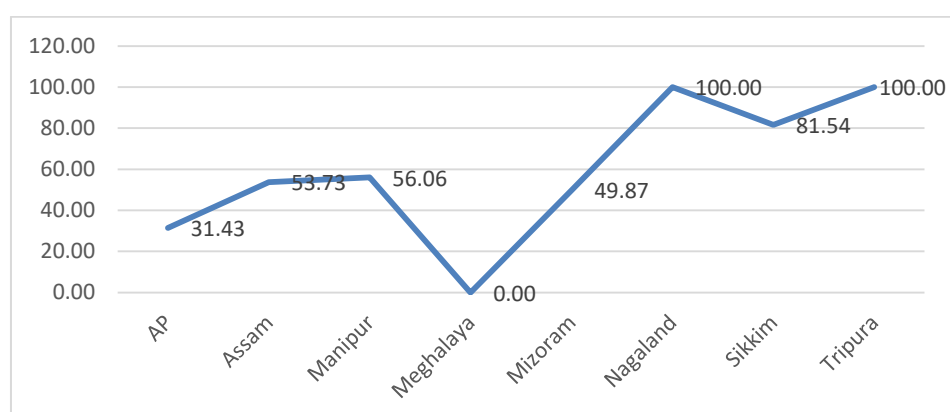
The above table shows that none of the states have received 100 % of the allocated amount. Tripura has received 89.62% of the allocated amount while Meghalaya has received less than 20% of the allocated funds. A comparative picture of states in terms of released funds is given in figure 3.3.

**Figure 3.3: Funds released to the allocated amount for New ITIs(in %)**



A look at the utilization pattern of the released amount (figure 3.4) also presents the glaring differences among states. Some states (Tripura, Nagaland) have utilized 100% of funds received, while Meghalaya has not even started utilizing the funds received for Establishment of New ITIs.

**Figure 3.4: Utilization of received funds for new ITIs(%)**



The financial performance of the scheme is thus, not found to be very satisfactory, which might have affected its achievements.

### Coverage of the Scheme

As per NCVT-MIS, there are 83 ITIs in NE states. The state-wise distribution of ITIs along with coverage of the components of ESDI scheme in each state is given in Table 3.5.

**Table 3.5: Number of Total ITIs and ITIs covered under various components of ESDI Scheme**

State	Total IITs	Upgradation	Supplementing	New ITIs
AP	5	3	3	9
Assam	36	6	1	5
Manipur	1	3	8	4
Meghalaya	6	4	4	3
Mizoram	3	3	3	3
Nagaland	8	2	5	4
Sikkim	3	0	3	3
Tripura	21	1	1	3
Total	83	22	28	34

Source: <https://ncvtmis.gov.in/Pages/ITI/Count.aspx> and Economy & Policy Wing, Ministry of Skill Development & Entrepreneurship, Government of India

The scheme attempts to address the regional imbalance in skill development that exists among the NE states. The NE states have very high ratio of 3709 person per ITI seat as compared to all India ratio of 424 persons per seat<sup>5</sup>.

**Table 3.6: Number of Districts and ITIs in NE states**

	No. of Districts	No. of ITIs	Districts with No ITI	New ITIs
AP	20	5	15	9
Assam	34	36	9	5
Manipur	16	1	15	4
Meghalaya	11	6	8	3
Mizoram	8	3	5	3
Nagaland	11	8	3	4
Sikkim	4	3	1	3
Tripura	8	21	0	3
Total	112	83	56	34

Source: <https://ncvtmis.gov.in/Pages/ITI/Count.aspx>

The study team has visited five NE states and interacted with different stakeholders for evaluation. Selected sample of ITIs, students, parents, industries and key persons in the state monitoring unit and state departments has been contacted for face to face discussions/debate. The state-wise findings in terms of target and achievements (Physical and Financial), issues and challenges in implementation, bottlenecks and suggestions for improvement have been presented below:

## A. Upgradation of Industrial Training Institutes (ITIs)

### 1. Guwahati ITI:

**District Profile:** Guwahati is one of the major cities of Eastern India, with a population of over 15 lakhs and is the “gateway” of the NE states. The capital of Assam, Dispur, is located within the heart of the city. Guwahati is a major commercial and educational hub of Assam and NE region. Being one of 2<sup>nd</sup> most rapidly growing cities, it has experienced a steep rise in population during the past few decades. Guwahati is well connected to all the towns and cities of the NE region as well as the rest of the country by means of road, rail and air services. It has now started international flight services to countries like Bhutan, Bangkok and Thailand. LGB Airport is fast developing into a major international air hub. The city offers all modern facilities.

ITI Guwahati was established in 1957 and is currently covered in ‘Upgradation’ category of the scheme.

The new trades introduced are:

- i) Animation and Multimedia,
- ii) Digital Photography and
- iii) Computer Aided Embroidery.

Computer aided embroidery is an upgradation of the course from the previously offered trade ‘Embroidery and needle work’. Under upgradation of the infrastructure, the newly constructed building is about 98 percent complete and has not handed over yet to the management. The ITI is in possession of all the required tools and equipment for training students and giving them enough hands-on experience during the course in the existing trades. Also, since the equipment’s and tools used for the courses like Digital Photography need frequent upgradation, it is done periodically in different phases for all ITIs in Assam. For the new trades introduced, the procurement of tools will be done soon in near future. Procurement of equipment for two trades is yet to be started.

The trainers and students are of the opinion that the effectiveness of the courses and employability of the students can be enhanced, if the duration of the course is

increased by few months. The management of the ITI is of the opinion that there should be more autonomy for them as far as creation of civil infrastructure and other issues related to implementation of the scheme is concerned. The recruitment of trainers is usually delayed due to reasons like non-availability of skilled trainers and financial implications.

**Summing up:**

- i) One Trade (Digital Photography) is fully functional with all equipment.
- ii) Infrastructure (Class and Workshop) for remaining two trades are ready; only internal fittings and machineries and equipment are to be placed.
- iii) Work on one more building (common class room type) under the scheme is completed up to the basement level; currently no work is in progress.

**General Observation:**

- i) Being located in States' Capital, the ITI is well equipped with required infrastructure.
- ii) Majority of seats are filled in almost all the trades.
- iii) There are few trades, which are under the Institute Management Committee (IMC), the intake in these trades is slightly less due to the higher fee structure.
- iv) Institute is maintaining linkages/cooperation with technical industrial partners for all the major trades.
- v) It was found that the IMC is highly active and contributed much required basic facilities in the institute.
- vi) One of the major issue is of the non-appointing of instructors on regular basis and all the instructors have been appointed on contract basis for a period of 11 months since 2013, which is affecting the quality of the education and training in ITIs.
- vii) Large number of positions both administrative and technical has been lying vacant since long, which is putting extra workload on the instructors affecting quality of teaching.

The building at ITI Guwahati, where the work is not in progress for almost past two years



## 2. Nagaon ITI:

This ITI was established in the year 1950.

**Nagaon** is a centrally located district in Assam, situated on the Southern bank of the Brahmaputra River, bounded by Sonitpur to the North, West Karbi Anglong, Hojai and Dima Hasao to the South, East Karbi Anglong and Golaghat to the East and Morigaon to the West. Under the upgradation of the Nagaon ITI, the building construction is almost 95 per cent complete and the construction of new classrooms and workshops is underway. The new trades being introduced here are:

- i) Basic Cosmetology
- ii) Digital Photography

The procurement of tools and equipment has been proposed and it will be done by the directorate before the commencement of classes. Similarly, the appointment of trainers will also be completed on time. The trade of digital photography is quite popular among the students. Upon interaction of the NILERD team with the students, they seemed happy, satisfied with the facilities and very optimistic about their future.



Basic Cosmetology class room with equipment



Class Room Buildings in Nagaon ITI

## **B. Establishment of New ITIs**

### **1. Rangapara ITI (Under construction):**

The ITI building construction is underway in full swing. There has been a delay reported in the construction of the building due to building being close to the military establishment and underlying security issues cited by the Indian Army. The directorate officials were able to obtain the 'No Objection Certificate' from the Ministry of Defence and the construction work was started thereafter. The other major reason cited for delayed construction was lockdown necessitated by the COVID-19 pandemic. When the team from NILERD visited the site, the construction activity was going on. Upon discussion with the supervisor at the site, the team was informed that the construction activity has been going since May 2020 and reviewing the work done till now, the progress was found to be satisfactory.

#### **General Observation**

- Progress of work is satisfactory.
  - All the major building setup is coming up together
- The ITI is complete having the fencing/compound wall.



NILERD Team at Building construction site at ITI, Rangapara



Building Construction in progress at ITI, Rangapara



## 2. Nalbari ITI:

The ITI Nalbari was established in the year 1985. Under the ESDI Scheme, a new ITI for Women is being constructed in the existing campus. The newly constructed ITI has separate boundary wall and has provisions for construction of new hostel, classrooms, workshop and residential quarters for the Principal as well as trainers and staff.

The newly constructed building is 98 per cent ready as the civil work has been completed and fitting are being installed. The procurement of National Skills Qualification Framework (NSQF) compliant tools and equipment will be completed before July 2021. The new trades to be introduced in the ITI are:

- i) Basic Cosmetology
- ii) Physiotherapy
- iii) ICTSM (Hardware & Software)

### General Observation:

- i) Buildings Infrastructure is well designed and constructed
- ii) They proposed to start new session in 2021 July onwards, however, the internal fitting and purchase of equipment is yet to be started, which should be initiated as early as possible without any further delay. A few residential quarters are being built up along with main building – **another success of the scheme in the State** – No other ITIs have seen such an infrastructure of Staff Quarters in the entire region.
- iii) Other buildings (Hostel, etc.) have not yet been started and once hostel is constructed, the New Women ITI could be a model ITI in the region with complete set of infrastructure.
- iv) On interaction with general public and parents, it was noted that they are eagerly waiting for the new ITI to be functional and welcome such great initiative of the government for setting up of a Women ITI in the locality.
- v) They also feel that the upcoming ITI will help the all the nearby districts.
- vi) IMC of the old ITI has established network with elected representative to have connecting road to the upcoming ITI; it also one of the successes of the IMC functioning in the state.
- vii) As the IMC quota is not often filled due to high fee structure, the trades under IMC must be directly under the ITI stream. There are not much takers for such trades in many

existing it is and parents also feel the differences in the fee structure, therefore the issue needs to be examined and reviewed.



Staff Quarters in upcoming Nalbari Women ITI



Women ITI Nalbari Building

### **C. Supplementing Infrastructure Deficiency in Existing ITI**

#### **1. Lakhimpur ITI:**

Under supplementing existing infrastructure, a new hostel building for women is coming up at the ITI in Lakhimpur. The work of the building is almost complete and is satisfactory. None of the students have occupied the hostel so far as most of them from the same locality, they are not opting to stay in the hostel. Besides, the hostel facility, construction of workshop and classrooms is also going to be completed soon within the next few months. Currently, only one trade is being offered at the ITI namely; Sewing Technology.

	
<p>Newly Constructed Hostel Building— Lakhimpur Women ITI</p>	<p>Toilet at Hostel for women, ITI Lakhimpur</p>

### Industries Perceptions about the Skill Initiatives in the State

In general, industries are satisfied with the current development in the skill initiatives in the state. They expressed their opinion to support and cooperate with state initiatives in the field of skill development.

#### Specific requirements / issues

- Industries representatives want to have more ITIs in the state and feel that ITI pass outs are the fittest workers for the factories. They also expressed that pass outs from ITIs prefer to stay long with the industries as compared with other technical workers. They are ready to provide the technical support to the IITs, which are coming up in the industrial clusters.
- Some of the factories prefer to have more female ITIs students and recommend for more enrolment of female students in the existing and new IITs, therefore, this is one of the issues, which is being addressed in the present scheme in the state. The scheme has provided IITs and trades exclusively for female students. **This is one great achievement under the scheme in the state.**

- There are specific requirements of certain industries like
  - i) Oven Technicians /Operators
  - ii) Machine Operators (Large Scale Heating/ Temperature Machines)
  - iii) Packing Technicians (Only the Biscuits Making)
  - iv) More number of fitters /electricians

The Britannia Biscuits Industry is requesting to start such trades in the ITIs or start new ITIs exclusively for these trades in the industrial clusters due to the huge demand for such trades at local, state and all India level. The Biscuits Industries are one of the fast growing industries in the country expanding rapidly over the years; the skilled labourers for these industries are highly in shortage.

Industries are ready to accommodate large number of ITI pass outs of these new trades. However, none of the government institutions are providing / having any trades relating to the Biscuits Industries. If Government starts such courses in ITIs they are ready to provide all the technical / curriculum related support to Governments/Institutions.

This may be taken up by the scheme for the upcoming phases of implementation or can give special initiative to start such a remarkable step towards starting new trades in the NE region.

### **Challenges for the smooth implementation of the scheme:**

**Implementation issues:** The scheme has been designed meticulously with due consideration towards smooth implementation at the ground level. However, in case of construction of new ITIs -some delay has been reported from few sites due to reasons like the Corona pandemic that stalled construction activity during Lockdown period, tussles with other stakeholders in the region, litigation etc. For example, at Women ITI Jorhat, there was a problem of a high-tension wire line crossing the building site. The Directorate officials succeeded in overcoming the problem after negotiations and discussions with the Electricity Board.

**Administrative Issues:** The administrative issues relate to problems in coordination, marketing of courses/trades by ITIs, delays in appointment of trainers. However, it is pertinent to note that the quality of teaching and training in established ITIs (where infrastructure is being upgraded) is of high quality. The students are being trained not only in the technicalities of the trades but multi-faceted personality development programs are also being conducted to enhance the soft skills of the students.

The ITIs have tie-ups with local industries, which are facilitating placements and also providing critical inputs in curriculum design and development. The industry looks forward to employ trained local youth to meet its requirements. As these ITIs are well managed and have acquired its reputation over a period of time, students trained here are preferred over those passed out of private ITIs and other institutions.

**Financial Issues:** Any major financial issues have not been reported as the money received from the Ministry has been spent as per the plan. The officials are expected the release of the third instalment of funds soon. Thereafter, the procurement of tools and equipment would start so that the batches can start by July 2021 in all IITs.

## **MANIPUR:**

### **Skill infrastructure and scenario:**

#### **Organisational Set-up for the Skill Development:**

The skill development initiatives in the State are implemented by the Department of Labour and Employment under the Government of Manipur. The Department has four verticals- Directorate of Craftsmen Training (DCT), Manipur Society for Skill Development (MSSD), Office of the Deputy Labour Commissioner, and the Directorate of Employment Exchange (DEE).

The executive agency of the ESDI scheme in the State is MSSD. The Society is chaired by the Additional Chief Secretary (CADA/ Labour & Employment/ TA & Hills). MSSD is also the nodal agency in Manipur for implementing the short term skill development programmes of MSDE. The Manipur State Skill Mission works under the

guidance of MSSD. The long term training and skill development programmes in the State, such as Craftsmen Training Scheme (CTS) and Apprentice Training, are implemented by DCT. Industrial Training Institutes or ITIs run under the administrative control of DCT.

### **Industrial Training Institutes in Manipur**

Manipur has 11 existing ITIs in Takyel (General ITI), Takyel (Women ITI), Jiribam, Kakching, Ningthoukhong, Tamenglong, Saikot, Phaknung, Chandel, Senapati, and Ukhrul. The oldest ITI in Manipur is Government ITI Imphal (Takyel). Two new ITIs are being constructed in Kangpokpi and Sekmai. Nearly all of the trades offered in these ITIs are affiliated to State Council of Vocational Education (SCVT) barring one course in Takyel (General ITI), which is affiliated to National Council of Vocational Training (NCVT).

As per the latest data available from State government', in 2019-20 academic year, 26 trades were offered against a seating capacity of 2485 and total number of trainees admitted were 2071. Therefore, the seat occupancy rate is little above 83 percent. Except the Government ITI in Takyel (Imphal West district), all other ITIs are affiliated to SCVT.

### **ESDI scheme in Manipur:**

The ESDI scheme in Manipur is being implemented by MSSD. Under the scheme, two new ITIs are built in Kangpokpi (Sadar district) and Sekmai (Sekmai district). Upgradation work in terms of building necessary infrastructure for introducing new trades has been taken up in Women ITI in Takyel (Imphal West district), Saikot (Churachandpur district), and Kakching (Kakching district). Supplementing infrastructure works have been done in government ITIs in Takyel (Imphal West district), Chandel (Chandel district), Tamenglong (Tamenglong district), Phaknung (Imphal East district), Ningthoukhong (Bishnupur district), Senapati (Senapati district), Ukhrul (Ukhrul district).

The following projects are undertaken in the State of Manipur.

**Table 3.7: ITI Projects undertaken in Manipur**

New ITI	Upgradation	Supplementing Infrastructure
Govt. ITI, Kangpokpi*	Women ITI, Takyel*	Takyel*
Govt. ITI, Sekmai*	Government ITI, Saikot*	Chandel
	Government ITI, Kakching*	Tamenglong
		Phaknung*
		Ningthoukhong
		Senapati* Ukhrul

Note: ITIs marked asterisk are included in the sample and visited by study team

## Progress of the ESDI scheme

### Physical Progress:

The projects under ESDI scheme started in the financial year 2013-14. The construction of classrooms and workshops under upgradation, hostels and boundary wall under supplementing infrastructure components were mostly carried out by the Planning and Development Authority under the Housing and Urban Development Department of the State Government of Manipur. The standard size of each hostel is 500 square meter and new ITI building for upgradation is 450 square meter.

**Table 3.8: Physical Progress Regarding ESDI Scheme for Manipur**

	Name of ITI	Sanction received (Date)	Funds released (Date)	Work started (Date)	Whether completed (Y/N)	Scheduled date of completion	Actual date of completion	For unfinished work (Expected date of completion)
<b>A.1</b>	<b>NEW ITI (Civil Works)</b>							
1	Sekmai,	25.03.2014	25.03.2014 17.02.2017 20.09.2020	2014	Y	2017	2017 (handed over in 2020)	January 2021
2	Kangpokpi	17.02.2017		2017	N	2020	Not completed	January 2021
<b>A.2</b>	<b>NEW ITIs (Procurement of tools &amp; equipment)</b>							
1	Sekmai,		Not released	Not started	N		NA	NA
2	Kangpokpi		Not released	Not started	N		NA	NA
<b>B.1</b>	<b>UPGRADATION (Construction of class room and workshop)</b>							
1	Women ITI	25/03/2013	25/03/2013 25/03/2014	3/10/2013	Y	7/5/2015	13/5/2016	Completed

2	Saikot				Y			
3	Kakching				Y			
<b>B.2 UPGRADATION (Procurement of tools &amp; equipment)</b>								
1	Women ITI	25/03	25/03/2013	3/11/2	Y	2015	3/9/2015	Completed
2	Saikot	/2013	25/03/2014	014	Y			
3	Kakching				Y			
<b>C.1 SUPPLEMENTING INFRASTRUCTURE (Construction of Hostel)</b>								
1	Takyel	25.03.	25.03.2013	7/3/20	Y	2015	7/5/2015	Completed
2	Chandel	2013	25.03.2014	14	Y			
3	Tamenglong				Y			
4	Phaknung				Y			
5	Ningthoukhong				Y			
<b>C.2 SUPPLEMENTING INFRASTRUCTURE (Construction of boundary fencing)</b>								
1	Takyel	25.03.	25.03.2013	7/3/20	Y	2014	28/08/2014	Completed
2	Chandel	2013	25.03.2014	14	Y			
3	Tamenglong				Y			
4	Phaknung				Y			
5	Ningthoukhong				Y			
6	Senapati				Y			
7	Ukhrul				Y			
8	Ningthoukhong				Y			
<b>C.3 SUPPLEMENTING INFRASTRUCTURE (Purchase of tools)</b>								
1	Takyel	25.03.2	25.03.013	2014	Y	2015	3/9/2015	Completed
2	Chandel	013	&		Y			
3	Tamenglong		25.03.201		Y			
4	Phaknung		4		Y			
5	Ningthoukhong				Y			
6	Senapati				Y			
7	Ukhrul				Y			

Source: Information as received from the Manipur Society of Skill Development

### Financial Progress:

The project-wise details of financial progress are given below. The standard budget for construction of new ITIs is Rs. 9.50 crores. Out of this, Rs. 2.20 cr. is earmarked for the procurement of tools and equipment. The budget for construction of classrooms is Rs. 44.61 lakh per ITI and the budget for construction of hostel is Rs.79.20 lakh.

**Table 3.9: Financial Progress Regarding ESDI scheme in Manipur (Rs in lakh)**

ITI	Total Budget Proposed	Total budget Approved	Funds received	Funds utilized
<b>NEW ITI (Civil Works)</b>				
Sekmai,	<b>730</b>	<b>730</b>	<b>1294 (Centre + State)</b>	<b>777.47</b>
Kangpokpi	<b>730</b>	<b>730</b>		
<b>NEW ITI (Procurement of tools &amp; equipment)</b>				
Sekmai,	<b>220</b>	<b>220</b>	<b>No</b>	<b>NA</b>
Kangpokpi	<b>220</b>	<b>220</b>	<b>No</b>	<b>NA</b>
<b>UP-GRADATION (construction of</b>				



<b>class room and workshop)</b>				
Women ITI	71.28	44.61	44.61	44.61
Saikot	71.28	44.61	44.61	44.61
Kakching	71.28	44.61	44.61	44.61
<b>UP-GRADATION(Procurement of tools &amp; equipment)</b>				
Women ITI	42	27.29	25.63	25.63
Saikot	<b>42</b>	<b>27.29</b>	<b>25.63</b>	<b>25.63</b>
Kakching	<b>42</b>	<b>27.29</b>	<b>25.63</b>	<b>25.63</b>
<b>SUPPLEMENTING INFRASTRUCTURE (Construction of hostel)</b>				
Takyel	79.20	79.20	73.76	Whole amount
Chandel	79.20	79.20	73.76	-do-
Tamenglong	79.20	79.20	73.76	-do-
Phaknung	79.20	79.20	73.76	-do-
Ningthoukhong	79.20	79.20	73.76	-do-
<b>SUPPLEMENTING INFRASTRUCTURE (Construction of boundary fencing)</b>				
Takyel	23.20	23.20	19.58	Whole amount
Chandel	23.20	23.20	19.58	-do-
Tamenglong	23.20	23.20	19.58	-do-
Phaknung	23.20	23.20	19.58	-do-
Ningthoukhong	23.20	23.20	19.58	-do-
Senapati	23.20	23.20	19.58	-do-
Ukhrul	23.20	23.20	19.58	-do-
<b>SUPPLEMENTING INFRASTRUCTURE (Purchase of tools)</b>				
Takyel	18	18	16.76	Whole amount
Chandel	18	18	16.76	-do-
Tamenglong	18	18	16.76	-do-
Phaknung	18	18	16.76	-do-
Ningthoukhong	18	18	16.76	-do-
Senapati	18	18	16.76	-do-
Ukhrul	18	18	16.76	-do-

Source: Information as received from the Manipur Society of Skill Development

**Field Observations:****NEW ITTs:****Government ITI, Sekmai:****About the project:**

- Sekmai is located in the Imphal (West) district. The construction of a new ITI started in Sekmai in 2014. The executing agency for civil work construction is Manipur Tribal Development Corporation (MTDC).
- The approved budget for the project was Rs. 9.50 crore, out of this an amount of Rs. 7.30 crore is earmarked for civil works and Rs. 2.20 crore is to be spent on purchase of tools and equipment. The Central and the State Government of Manipur is bearing the cost of the project in 90:10 ratios.

*Progress made:*

- The civil work of the new ITI was completed in 2017, but the executing agency (MTDC) refused handing over the building due to non-release of fund by the State. So far, Rs. 5.88 crores has been released to MTDC; Rs. 3.88 crore earlier and Rs. 2 crore recently after receiving the latest instalment from the centre.
- MTDC has finally agreed to hand over the building to MSSD after receiving the recent instalment of Rs. 2 crore. However, the building now needs total overhaul as it was not in use for quite a long period after the completion of civil works. The honourable minister of the Department has asked MTDC to finish the repairing and renovation works as early as possible and the inauguration date has been fixed in January 2021. MSSD has put forward proposal before the State cabinet to offer following courses- Radiology Technician, Refrigeration Technician, Assistant Tourist Guide, Catering and Hospitality Assistant, Craftsmen Food Production, Dental Laboratory Equipment Technician, Basic Cosmetology, Health and Sanitary Inspector, Hospital Housekeeping, Physiotherapy Technician, Housekeeper. The purchase of tools and equipment for new trades has not yet started. The process will start after receiving consent for new trades from the State government.

*Socio-economic impact:*

- According to the State officials, Sekmai is Scheduled Caste dominated area. Traditional occupation is producing country liquor. People are socially- economic backward. The new ITI will equip the local youth with marketable skills and that in turn will broaden the livelihood opportunities for youth.

**Government ITI, Kangpokpi:**

*About the project:*

- The construction of new ITI in Kangpokpi started in 2017 at the project cost of Rs. 9.50 crore. Although the first instalment was received in February 2017, the project got delayed due to change in the location. Earlier a land was allotted for construction in Mission Road, Kangpokpi. The area was also known as Songpekjang stream. Later, in November 2017, the location was shifted to near JNV Hostel/ DC office after the new government came in office.
- The new area is bigger in size. Earlier, the land allotted was 1500 square metre. But after the change in the location, the area of present land in which the new ITI is being constructed is 3700 square metre.

*Progress made:*

- The project is being executed by the Education Engineering Wing of the Government of Manipur. So far, one instalment of Rs. 3.88 crore has been released to the executing agency. According to the State officials, 70-80 percent of the civil work construction has been completed. The new trades to be offered and the process of procurement of tools and instruments have not yet started.

*Social impact:*

- As per the state government sources, since the new ITI is near to JNV school and Kangpokpi High School, local youth will have easy accessibility to vocational courses.



The new ITI building at Sekmai



New ITI under construction at Kangpokpi

### **Supplementing Infrastructure:**

#### **Government ITI, Phaknung:**

##### *About the project:*

- ITI Phaknung is located in the rural areas of Imphal East district. It was established in 2003 and has an intake capacity of 232 seats, offering 14 trades.
- A new hostel and boundary fencing was built under supplementing infrastructure component of the ESDI scheme. Fund released for this purpose in two instalments in 2013 and 2014.
- Approved budget for construction of hostel is Rs. 79.20 lakh. Out of this, an amount of Rs. 73.76 lakh has been received by the state. In case of boundary fencing, the approved budget is Rs. 23.20 lakh. Till date, Rs. 19.58 lakh has been received from the Centre. The full amount has been utilised. Executing agency for these projects is Planning and Development Authority under the Housing and Urban Development Department of the State Government of Manipur.

**Progress made:**

- Civil works for the hostel was completed in 2015 and it was handed over to MSSD in the same year. But no hosteller stayed in this building after it was built and presently is not in a living condition. There is no water supply or electricity, no furniture, and no electricity. Rooms are locked and the walls, roof, or floor everything bears the proof of lack of maintenance. It also needs toilets for trainees with water supply and drinking water facilities.
- The boundary fencing is of around 500 meter length and was completed in 2014. However, it has torn out in few places. The Principal and staff of the ITI is of the view that the ITI is located in the lap of a hill and the area is prone to landslide during monsoon, a retaining wall in place of barbed wire fencing would have been more appropriate.

**Further observations:**

- There is already a boys' hostel built in 2010, but since beginning there have been no inmates. Only some store materials are kept there.
- The ITI offers 14 trades and has 18 instructors. The approach road to ITI is in poor condition. It has no sports ground. As informed by the Principal, there is shortage of modern instruments for practical training in the ITI.



New hostel building of the ITI Phaknung



Old hostel building of the Phaknung ITI

**Government ITI, Senapati:**

- The Government ITI Senapati is one of the oldest ITI in the state established in 1974. The ITI campus is situated in the heart of the city near to district headquarter and have a locational advantage being approximately 500-600 meter distance from the National Highway 39 and very well connected to the city.
- The ITI has 04 running trades namely Welder (20), Carpenter (24), Wiremen (20) and Stenography (24) with a total seating capacity of 88 trainees and 54 enrolled candidates in 2019-20/21.
- The ITI also has the residential facility along with the academic block. A hostel block is adjoined having 07 rooms with 04 bed occupancy in each room with in the campus. However, the condition of the campus is not good and also, the condition of the workshop is also very bad as the walls and pillars have been damaged and needed renovation in order to be functional.

**Progress of the work:**

The ITI being the old one has been selected under the component of Supplementing deficient infrastructure under ESDI Scheme and proposal was floated to construct the boundary wall.

- The ITI Senapati has been selected and got the fund through the Directorate for the fencing and brick boundary wall construction, however, the team observed that there was only a barbed wire fencing in front and the backside of the ITI has no fencing/ boundary wall. The work was completed in 2014.
- The condition of Toilet and other facilities is also found to be very poor in the Government ITI. There is a need for complete renovation of the ITI including building to make it properly functional.

**Human Resource**

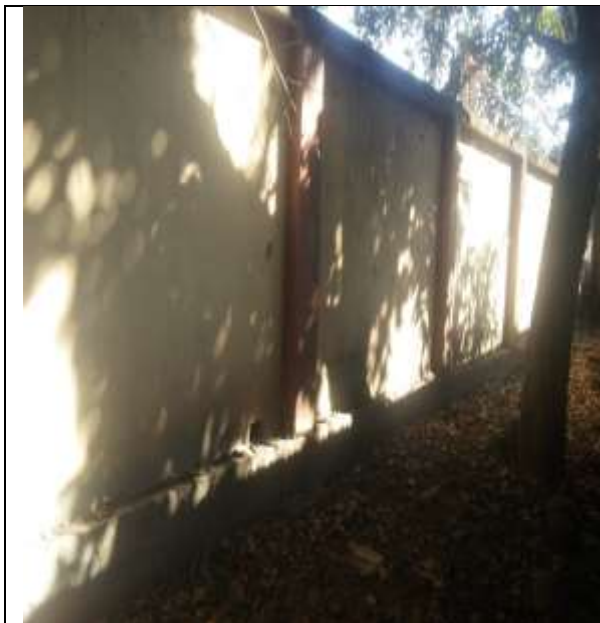
- The ITI has total 06 instructors for the respective trade including the Principal, however, services of some of them are availed in the directorate CTS due to the manpower shortage.

## **Financial Resources**

A budget of Rs. 23.20 lakh was approved for the construction of boundary wall, however, only Rs. 19.58 lakh was released and the entire amount was utilized.

## **Government ITI Takyel:**

The hostel was constructed and completed in 2015 having 16 rooms under the ESDI Scheme with the total occupancy of 32 students/trainees. The hostel was operational too for more than a year as told by one of the students. However, due to heavy storm, the roof of the hostel has been blown away (as can be seen in the above picture). Currently the hostel is not operational.



Construction of Boundary Wall



Construction of Hostel in Government ITI Takyel

## **Upgradation:**

### **Government ITI, Kakching:**

*About the ITI:*

- Government ITI was established in 2003 in Kakching Wairi area of the Kakching district to the south of Imphal. As per the latest Annual Report of the Department of Labour, Employment and Training, the ITI has intake/ seating capacity of 180 trainees. However,

there are only 109 trainees enrolled. The ITI offers 11 trades, which includes; COPA, dress making, secretarial practice, welder, carpenter, electronics, IT and ESM, draughtsman (civil), and electronic (mechanics). All the trades are affiliated to SCVT.

### **About the project:**

- Three new trades have been introduced under the upgradation programme includes; basic cosmetology, motor mechanics, and electrician. The construction of new building consisting of the classrooms and workshops for new trade was completed in 2016 at a budgeted expenditure of Rs. 44.61 lakhs. Planning and Development Authority under Manipur Housing and Urban Development Department was executing agency for civil work construction. The total built-up area is 450 sq. m.
- New faculty has been recruited on contractual basis for the three new trades. Among these trades, electrician has relatively high demand. Total 22 trainees were enrolled in the first batch (2016-18). An entrance test was conducted for selection of trainees as the number of applicants was higher than the number of seats offered. In the other two trades i.e. basic cosmetology and motor mechanic, there were 6 and 14 enrolments in the first batch.

### *Deficiency of modern tools and equipment:*

- The new trades are lacking modern tools and equipment. For example, the motor mechanic workshop has just one four stroke engine and one two stroke engine. It urgently requires few cars and heavy vehicles for assembling and disassembling (petrol/ diesel engine), belt transistor gauge, hand-operated hydraulic press, D.C. Welding machine, photo-chromic goggle, suitable work bench with vice.
- The basic cosmetology (hair and skin care) trade has one salon chair and one facial bed. It requires more hair streamer, water storage tank, wash basins, salon chairs, and facial beds. The trade faces many challenges during practical sessions as the ITI has no running water facility.
- The electrician trades has only few hand tools, such as multi-meter, blow lamp, soldering iron, hammers, pliers, screw-driver, digital tachometer, change over, etc. It urgently requires



Current transformer, potential transformer, DC Shunt generator, DC shunt motor, AC squirrel cage, motor, synchronous motor, - phase transformer, 3-phase transformer.

**Other observations:**

- The other trades also suffer from the same degree of shortages of modern tools, equipment, and instruments. The old ITI building where existing trades are running also requires renovation.
- The ITI has one hostel, which is presently in poor condition. All the rooms are vacant. The ceiling, walls, and floor is severely damaged. No furniture was seen in the rooms. The hostel requires urgent repair. As in case with other parts of the ITI, the new building has no running water supply. The ITI staff informed that there are problems of seepage during monsoon. It has no toilet.
- The ITI does not have any placement cell, nor does it keep any placement records. Hence, no campus interview is held. There is no Institute Management Committee. No training counselling is done to the trainees at the time of admissions.

**Government ITI, Saikot:**

**About the ITI:**

- The Government ITI at Saikot in Churachandpur district is one among the oldest ITIs in the State, founded in 1972. As per the Annual Administrative Report of the Department of Labour, Employment and Training (2019-20), the ITI offers nine trades and has seating capacity/ intake of 148 trainees. All the existing and new trades are affiliated to SCVT.

**About the project:**

- The upgradation work for introducing three new trades under ESDI scheme was done in 2015-16. The approved budget for this project was Rs. 44.61 lakhs for the construction of building and Rs. 25.63 lakh for the procurement of tools and equipment.
- The three new trades added under the upgradation programme are COPA, basic cosmetology, fruits and vegetable preservation. New instructors have been recruited on contract. All these trades are being offered from the 2016-17 academic year. Among these,

COPA has the highest demand. There were 60 applications in the first year itself for 22 seats. Admission was based on marks obtained in class 10 examination.

- A total of six classrooms/ workshops have been built on 450 square meter area. One of the newly built rooms is used as office cum the Principal's room due to the poor condition of the old building. The executing agency was Planning and Development Authority under Manipur Housing and Urban Development Department.
- Some of the new trades need modern and good quality tools and equipment. For example, the basic cosmetology course presently has three salon chairs, two salon beds, one Almira and two wash basins. It requires pedicure spa table, manicure trolley, manicure table, shampooing trolley, beauty trolley and manicure spa tab.
- Fruit and vegetable preservation trade has one mixer machine and two ovens, one induction heater, two pressure cookers, and some utensils. One oven and the induction heater are not working. There is deep freezer of 170 litres. Another new set of utensils is required.

**Other infrastructure deficit:**

- Regarding the other infrastructure facilities, it has been observed that the ITI has no hostel facilities. The old hostel building has been lying vacant since long and it is badly in need renovation. There is no running water facility, neither for drinking nor for the toilets. Two existing trades, carpentry and wireman are running from the old dilapidated building. The institute does not have any boundary wall.
- There is need for back-up power supply as the ITI experiences frequent power cuts. Hence, one diesel generator is required.



The newly constructed building at ITI Saikot



Old building of ITI Saikot where Carpentry and Wireman trades are run

## **Government ITI Takyel (Women):**

### **About the Trades**

- Government ITI Takyel (Women) has been selected for upgradation under the ESDI scheme. The ITI was established in 1993. There were 04 existing trades namely Secretarial practices (16), Embroidery and Needle Works (16), Dress Making (32) Hair & Skin care (16) running under SCVT trades up to 2016.
- ITI has the locational advantage and very well connected to the city i.e. Imphal West. The campus of ITI is under the compound of the general ITI Takyel and the overall campus is in approximately 20 Hectares.
- Total 2 new trades were introduced in ITI in 2017 namely; COPA and Preservation of Foods & Vegetable under the ESDI Scheme. One trade - hair and skin care was restructured as Basic Cosmetology. Currently, total 06 trades are operational in the ITI and equipped with the labs/ classrooms and required tools/ equipment and machinery along with the raw materials.
- There is lack of supply of tap water in the lab/ classroom for Basic Cosmetology.
- There is a lack of proper facilities in the Lab. Though the procurement of the tools has been made but that were not found up to the mark for imparting the practical training to the trainees.

- The instructors are appointed on the contract basis with a bare minimum remuneration of Rs.8000/- per month. There are irregularities in the payment of the remuneration to the contractual staff as there is time lag for the payment of the remuneration of the instructors. It was reported that they have not received their remuneration since last 10 months or so.
- It was also reported that the position of instructor of COPA is also vacant since last year.
- The instructor has also reported that their contract is not extended for the current year. However, the principal of ITI reported that he has already sent request to the directorate for the extension of the contractual instructors but it is still pending with the directorate.
- Being a Women ITI, Hair & Skin Care/ Basic Cosmetology is the most demanding trade among the trainees, thus, there are two units running in the Basic cosmetology trade.
- COPA trade is in demand among the trainees and also, Food & Vegetable Processing trade is other emerging trade and becoming popular as may be seen from the following table.

**Table 3.10: Year wise Status of the Enrolment of the Trainee in the Newly Added Trades since inception**

	2016-17		2017-18		2018-19		2019-20	
Name of the Trade	Enrolled	Passed	Enrolled	Passed	Enrolled	Passed	Enrolled	Passed
COPA	22	20	20	19	20	15	20	14
Basic Cosmetology	14	8	17	16	20	12	20	14
Food & Vegetable Processing	16	15	20	19	20	12	20	7

### **Interaction with industry:**

The study team interacted with some local industrialists to understand their need for skilled labour, perception about the scheme and overall skill development scenario with regard to ITI in Manipur, and specific suggestions in this regard. The industrialists expressed the following views:

#### *a. Lack of skilled labour:*

Presently, the state requires skilled labour. There is high unemployment rate among youth. Industry at the same time, are not getting labour with required skill qualification. So there is huge skill mismatch. This needs to be addressed.

*b. ITIs need make over:*

Presently, there is not much interest among youth about vocational training at the ITIs. Industry also not satisfied with the quality of training. Hence, there is need for a complete make-over in terms of infrastructure, course curriculum, and human resources. ITIs should invite good faculty of reputed engineering and management institutes to improve the level of training.

*c. Need for entrepreneurship development:*

ITI trainees should be imparted necessary entrepreneurial skills so that they are well equipped to start their own business. For this purpose necessary credit linkages should be given a priority.

*d. More Interaction with the industry:*

There is need for regular interaction between the trainees and the industry. This would inspire the students to take a new path, start own enterprise and understand the new skills required in the market.

*e. Infrastructure development:*

Presently, most of the ITIs lack modern tools and equipment, and working from old building Infrastructure development should be given a priority.

*f. Employable skills:*

ITI students should be job-ready. For this, necessary employable skills should be imparted.

*g. Dual degrees:*

Some students want to pursue general education along with vocational training. Hence, there is a need for flexible study hours in the institutions.

**Summing Up:**

- ESDI scheme in Manipur is being implemented by the MSSD. Under this scheme, two new ITIs are built in Kangpokpi (Sadar district) and Sekmai (Sekmai district). Upgradation work in terms of building necessary infrastructure for introducing new trades has been taken up in Women ITI in Takyel (Imphal West district), Saikot (Churachandpur district), and Kakching. Supplementing infrastructure works have been

done in government ITIs in Takyel (Imphal West district), Chandel, Tamenglong, Phaknung (Imphal East district), Ningthoukhong, Senapati, Ukhrul.

- For construction of new IITs, a budget of Rs. 9.50 crore has been approved per ITI. It includes cost of civil works and purchase of tools and equipment. The ITI at Sekmai is scheduled to be inaugurated in January 2021. Civil works of the Kangpokpi ITI is to be completed in January 2021.
- Upgradation works at Women ITI in Takyel, Saikot, and Kakching was completed in September 2015. The new courses were started from 2016-17 in new buildings. However, there is a shortage of quality tools and equipment in every trade- both the new and old IITs.
- New hostels are constructed under supplementing infrastructure in Takyel, Chandel, Tamenglong, Phaknung, Ningthoukhong. The civil works completed in 2015. There is lack of furniture in the hostels. Therefore, some of the hostels (e.g. Kakching) are still vacant. Some ITIs that already have hostel building need funds for their renovation.
- Boundary fencings with barbed wire have been done in Takyel, Chandel, Tamenglong, Phaknung, Ningthoukhong, Senapati, Ukhrul, and Bishnupur spending Rs. 19.58 lakhs in each place. The work was completed in 2014. However, it is already rusted and there are many fleabags in boundary. Some of the existing ITIs are lacking boundary walls/ retaining walls.

### **Conclusions and Suggestions:**

- *Usefulness of ESDI:*

ESDI scheme has been useful for this NE state of Manipur across different parameters:

- a. The two new ITIs are coming up in scheduled caste and scheduled tribe dominated areas that will increase accessibility of skill training for the local youth belonging to socio-economically backward class.
- b. Some of the new trades like electrician, Computer and Programme Assistant, electronic and mechanics has higher demand in the market and highly sought after in the market. Opening of such trade will increase employment opportunity among youth.

c. The new ITI building, classrooms, and workshops are hugely beneficial for the institutes in the absence of which they would have been compelled to function from old decrepit infrastructure.

- *Renovation of existing infrastructure:*

Apart from funds for construction of classrooms and workshops for new trades, there should also be funds for renovation of existing infrastructure like old classrooms, workshops, and hostels. Many of the ITIs that the study team visited run their existing trades from age-old, unsafe, and hazardous structures that have high risk of falling down. A separate fund for renovating these existing structures will lead to better use of these resources.

- *Bridging shortage of tools and equipment:*

There is shortage of modern tools and equipment almost everywhere including the newly opened trades. There should be greater emphasis on the funds allocation and utilization for this purpose of purchasing tools and equipment to reach the actual beneficiary ITIs.

- *Better resource utilization:*

Next in the focus should be on better utilization of the resources created. For example, many of the hostels build under supplementing infrastructure are lying vacant due to lack of furniture and their condition is deteriorating due to non-use. Hence, it should be ensured that the hostels buildings have all basic amenities and functional so that this huge wastage of money can be avoided.

- *Better planning:*

There should be better planning at the time of sanction of a project to avoid unnecessary expenditure and to prioritise the institutes that really need funds. The planning should be made at different levels-

- a. A proper market survey may be conducted before introducing new trades to assess that the trades really have demand in the job market and youth have interest in these trades.
- b. There is need for a complete stock taking of the existing resources and their utilization. This will ensure proper utilisation of newly created resources and the unwarranted wastage of money. The Ministry needs to be sanguine of the project

sanctioned or funds released are put to its best use and bring socio-economic benefit to the region.

- c. It has been observed that ESDI scheme is implemented by MSSD and administrative control of ITIs are with DCT. Better coordination between these two agencies is required for better outcome of the scheme.

- *Focus on basic amenities:*

Many of the ITIs that study team visited lacks basic amenities like drinking water, functional toilet, approach road, campus lighting, boundary wall, and hostel furniture. The implementing agency and state government have to ensure the provision of these basic amenities. Convergence of different Central and State government schemes can be thought of to meet these requirements.

- *Improved monitoring:*

Strict monitoring and review is required at the time of execution to ensure quality and timely execution of the work. A state level monitoring committee under the chairmanship of Chief Secretary and district monitoring committee under District Collector/ Deputy Commissioner should be formed.

- *Incentives for better performance:*

There should be incentives for better performing states. Several parameters covering overall ITI performance, timely completion and quality of work, utilization of resource created should be considered for ranking of states.

- *Better institutional Structure:*

It has been observed that most of the ITIs lack Institute Management Committee, Placement Committee, and Training Counselling. It has to be ensured that proper institutional structure is in place before release of funds.

- *Higher industry interaction:*

Interactions with the industry revealed that the local entrepreneurs have a dim view about ITIs. They emphasize more on employable skills, better ITI infrastructure and entrepreneurial youth. More Industry - IIT interface can bridge these gaps and improve job prospect of the trainees.

\*\*\*



## **NAGALAND:**

### **Skill Infrastructure:**

In order to create a workforce empowered with improved skills, knowledge and equipped with for earning their livelihood, the state has a skill development & entrepreneurship (SDE) wing under the directorate of employment, skill development & entrepreneurship, which runs under the administrative control of the labour & employment, skill development & entrepreneurship department. The main aim of the SDE wing is to increase the productivity of the workforce both in the organised and unorganised sectors, seeking the increased participation of the youth, women and other disadvantaged section of the society and also to synergise the efforts of the various stakeholders.

### **Enhancing Skill Development Infrastructure (ESDI) Scheme in NAGALAND**

The following ITIs have been covered in Nagaland under the ESDI scheme.

**Table 3.11: ITI covered under ESDI Scheme in Nagaland**

<b>Up-gradation (02)</b>	<b>Supplementing Infrastructure (05)</b>	<b>New Establishment (04)</b>
1. Dimapur 2. Kohima	1. Zuhenboto 2. Tuensung 3. Mon 4. Kohima 5. Mokokchung	1. Dimapur 2. Peren 3. Longleng 4. Kiphire

### **Field Observations**

#### **Progress of overall ESDI Scheme and the Sampled ITIs**

In the state, two ITIs are approved and under construction; one in Dimapur and another in the Peren. The proposal for two more new ITIs in the state has been approved, which is to be constructed in Longleng and Kiphire. The government ITI Kiphire will be operational through a temporary building by introducing the two new trades i.e., Carpenter and Sewing technology in the upcoming next academic session to be started from 2021. So, the state would have total 12 ITIs in the coming academic session. Two ITIs namely; Government ITI Kohima and Women ITI Dimapur were selected under the component of upgradation by introducing the 3 new trades

namely; COPA, Mason and Hair and Skin Care. Further, under the component of supplementing deficient infrastructure, 5 ITIs were selected for construction of hostels, boundary wall and procuring the equipment and furniture, hand tools, instruments, etc. for three existing trades.

**Table 3.12: Physical Progress Regarding ESDI Scheme for Nagaland**

	Name of ITI	Sanction received (Date)	Funds released (Date)	Work started (Date)	Whether completed (Y/N)	Scheduled date of completion	Actual date of completion	For unfinished work (Expected date of completion)
A.1	NEW ITI (Civil Works)							
1	Dimapur	26/03/2014		16/01/17	Yes	13/01/18	10/01/18	N/A
2	Peren ITI	19/05/2015 31/03/2017 20/06/2017		18/01/17	Yes	18/01/18	10/05/19	
3	Longleng ITI	4/3/2020 12/3/2020		18/06/20	No	18/06/21	Ongoing works	
4	Kiphire ITI	26/10/2020	22/06/20	No	22/06/21			
A.2	NEW ITI (Procurement of tools & equipment)							
1	Dimapur	04/03/20	Notice Inviting Tender (NIT) under process					
2	Peren ITI							
3	Longleng ITI	N/A	N/A					
4	Kiphire ITI							
B.1	UP-GRADATION (Construction of class room and workshop)							
1	Women ITI Dimapur			12/12/11	Yes	12/12/12	8/11/12	N/A
2	ITI Kohima			10/12/11	Yes	10/12/12	30/10/12	
B.2	UP-GRADATION (Procurement of tools & equipment)							
1	Women ITI Dimapur				Yes		30/01/2017	N/A
2	ITI Kohima				Yes			
C.1	SUPPLEMENTING INFRASTRUCTURE (Construction of hostel)							
1	Zuhenboto	30/03/2011 29/09/2012 13/05/2015		8/10/11	Yes	8/10/12	4/9/12	N/A
2	Tuensung			12/10/11	Yes	12/10/12	8/10/12	
3	Mon			13/12/11	Yes	13/12/12	3/10/12	
4	Mokochung			10/10/11	Yes	10/10/12	17/9/12	
5	Kohima				7/10/11	Yes	7/10/12	21/9/12
C.2	SUPPLEMENTING INFRASTRUCTURE (Construction of boundary wall)							
1	Zuhenboto			8/10/11	Yes	8/3/12	4/3/12	N/A
2	Tuensung			12/10/11	Yes	12/3/12	8/3/12	
3	Mon			13/12/11	Yes	13/6/12	3/6/12	
4	Mokochung			10/10/11	Yes	10/3/12	17/3/12	
5	Kohima			7/10/11	Yes	7/3/12	21/3/12	
C.3	SUPPLEMENTING INFRASTRUCTURE (Purchase of tools)							
1	Zuhenboto				Yes		30/01/2017	N/A
2	Tuensung				Yes			
3	Mon				Yes			
4	Mokochung				Yes			
5	Kohima				Yes			

Source: Compiled by the Study Team

**Table 3.13: Financial Progress Regarding ESDI Scheme for Nagaland  
(Rs. in crore)**

ITI	Total Budget Proposed	Total budget Approved	Funds received	Funds utilized
NEW ITI (Civil Works)				
Dimapur	11.49	11.49	11.49	Yes
Peren ITI				
Longleng ITI	12.60	12.60	6.642	Ongoing Works
Kiphire ITI				
NEW ITI (Procurement of tools & equipment)				
Dimapur	6.66	6.66	6.66	NIT under process
Peren ITI				
Longleng ITI	Nil	Nil	Nil	Nil
Kiphire ITI				
UP-GRADATION (construction of class room and workshop)				
Women ITI Dimapur	12.0487	12.0487	12.0487	Yes
ITI Kohima				
UP-GRADATION (construction of class room and workshop)				
Women ITI Dimapur				
ITI Kohima				
SUPPLEMENTING INFRASTRUCTURE (Construction of hostel)				
Zuhenboto				
Tuensung				
Mon				
Mokochung				
Kohima				
SUPPLEMENTING INFRASTRUCTURE (Construction of boundary wall)				
Zuhenboto				
Tuensung				
Mon				
Mokochung				
Kohima				
SUPPLEMENTING INFRASTRUCTURE (Purchase of tools)				
Zuhenboto				
Tuensung				
Mon				
Mokochung				
Kohima				

Source: Compiled by the Study Team

## A) Upgradation of ITI

### 1. Government ITI Kohima

#### a) About Trades

- Government ITI Kohima has been selected for upgradation under the ESDI scheme. The ITI was established in 1972. There were 14 existing trade running under NCVT and SCVT trades up to 2017. ITI has the locational advantage being situated in the middle of the Kohima city. The campus of ITI Kohima is in the complex of the Directorate of Employment and skill development & Entrepreneurship.
- Three new trades were introduced in ITI in 2017 namely; COPA, Mason and Hair and Skin Care. All three trades are operational in the ITI and equipped with the labs/ classrooms and required tools/ equipment and machinery along with the raw materials.



Lab and Class Room for Skin & Beauty Care Trade



Lab and Class Room for Mason Trade



Lab and Class Room for COPA Trade

**b) About Human Resources:**

- The department is in the process of recruitment of permanent instructors and has already floated the proposals to the state government in order to fulfil the vacancies of the instructors in order to run the trades properly. Under the up-gradation component, ITI Kohima has the instructor for all three trades. These instructors have been appointed on contractual basis for some trade like COPA. The ITI is also promoting their instructors to be specialised in more than one trade. It is also noted that the instructors are also sent for the training for further upgradation of their skills in some other states.

**c) About Demand of the Course**

**Table 3.14: Status of Enrolment in Newly Added Trade under Upgradation Component of ESDI Scheme for Year 2020-21 in ITI Kohima**

Sl. No.	Trades	Seating Capacity	Total Application Received	Enrolment
1	Computer Operator and Programming Assistant (COPA)	40	37	37
2	Mason	20	11	11
3	Hair & Skin Care	20	10	10

- Among the newly added trades, COPA is found to be the most demanding trade by the students/ trainees.
- One of the reasons for low demand for the said courses is noted that there is lack of awareness generation about the courses among the students/ parents.
- Lack of advertisement is also a major factor for not mobilising the students to get full seating capacity as may be observed from the above table. A similar pattern is found in the previous years too.
- The department and ITIs are also doing negligible efforts to mobilise the students/ trainees.
- There is lack of proper counselling too from the ITI side.

**d) About Placement**

- The ITI does not keep any formal placement record, however in interaction with the concerned instructors, it was noted that a few students/ trainees do get job either in terms of self-employment or wage employment. Some of the students in hair and skin care got job outside the states and some of them has started their own salon and beauty parlours. But the number of such students are few approximately 20-30 % only.

**e) About Utilization of Resources**

Overall, it was observed that the resources that ITI have is underutilized at some places/ trades. However, at some places or the trades it found to be insufficient and obsolete.

**2. Women's ITI, Dimapur:**



- State government of Nagaland received funds for upgradation of the Women's ITI located in Siethekema area of Dimapur. This is one of the plain regions of the hilly state of Nagaland. The ITI presently offers six trades; sewing technology, knitting,

stenography, COPA, hair and skin care, and secretarial practice. COPA, and hair and skin care are new trades that are introduced using the fund.

- The new trades were introduced in 2018 and presently there are only six students enrolled in COPA and 5 students in hair and skin care course. The ITI has no placement cell and does not keep any placement record. Both the courses have regular instructors.
- One classroom and one workshop have been built for COPA under the scheme. Total built-up area is 86 sq. meter. The size of the class room and workshop are 30 sq meter and 56 square meter respectively. It has 7 desktop computers.
- The procurement of the tools and equipment was done centrally by the Directorate of Employment, Skill Development, and Entrepreneurship from M/s Symbiosis Pvt. Limited.
- In general, the ITI lacks modern tools, equipment, and furniture. Altogether, it has just 21 sewing machines, 11 knitting machines (manual), 7 computers, 3 type writers and 10 electrical knitting machines. The enrolment scenario is not good. In 2018-19, there only 10 students admitted in sewing technology, 7 students in knitting technology, 22 students in stenography, and 5 students in secretarial practice. The old classrooms require overhaul and regular maintenance.

## **B) Supplementing Deficient Infrastructure**

### **1. Govt. ITI Kohima:**

- The average total strength of trainees in the government ITI Kohima ranges between 300 to 350 trainees every year. There was no residential/hostel facility available for the students/ trainees.
- Experiencing the need for campus accommodation for the students, ITI got sanction for the construction of hostel under the ESDI scheme. The purpose of the construction of the hostel is to retain more and more student and to minimize the drop out of the trainees from the ITI.
- The construction of the hostel was started in the year 2011 and the civil work was completed in the year 2012. The rooms were found in good condition with proper ventilation and natural light. The rooms have airy and sunny windows. The floor of the hostel was also equipped with the tiles. The rooms were also found to be equipped

with ceiling fans and electric lamps/ lights. The hostel has the capacity for occupancy for the total 39 students/ trainees combined with the kitchen room, library/common room, mess/dining room within the building.

### **Issues related to the Hostel of ITI Kohima**

The study team observed following issues during the field visit.

- The place of the hostel seems unsafe of view as there are electric poles and electric supply on the gate of the hostel. Though, ITI Kohima was constructed the hostel building in 2012 but the till date the hostel could not be made operational due to lack of furniture and mess/ kitchen utensils, etc. After the eight years of the construction of the hostel, not a single student was accommodated in the hostel in any of the year. Thus, the construction of hostel could not be translated into the real benefit since last eight years and condition of hostel building is deteriorating day by day due to lack of proper utilization.

## **2. Government ITI, Dimapur (Women):**

Field Observations related to the Hostel:

- A new hostel has been built under supplementing infrastructure component of the ESDI scheme. The building is constructed on 800 square meter land owned by the ITI. It has capacity of 40 beds, one dining hall and one kitchen. However, since its construction the hostel lies vacant as the required furniture such as bed, tables, chair etc. has still not been procured.
- The construction of the hostel building was started in December 2011 and civil works completed in December 2012. But due to non-utilization, the building is in dilapidated condition and requires proper maintenance. At the time of construction, the Project Management and Contract Administration monitored the work.
- The ITI has huge locational disadvantage as it is far from the main road. Hence, a hostel was necessary. But the approach road to the ITI is in poor condition. Infrastructure inside the hostel is also not good. There is no sports ground, campus roads are bad, lacks lighting, height of the boundary wall is low, and much of the ITI ground is covered in bushes.



### **C) Establishment of New ITI**

#### **1. Government ITI Dimapur (General):**

- The construction of new ITI in Kushiabill, Dimapur started in January 2017. The civil work is complete. However, the ITI is not fully functional as purchase of hand tools, equipment, and furniture is under process. Inauguration is delayed as the building was used as a quarantine centre during COVID pandemic till December 32020.
- The new ITI consists of two buildings- one is the administrative block and the other is main building. Total budget for civil works construction is Rs. 5.75 crore. The whole project has five classrooms, five workshops, one multipurpose hall, one library, five instructor rooms, and one principal/ superintendent's room, and a common office room.
- The whole project is coming up in part of 15 acres land belonging to the Directorate of Employment, Skill Development, and Entrepreneurship. However, the ITI is located far from the main road and there is hardly any public transport facility. As informed by the State officials, the Directorate has put up a proposal for construction of hostels under the scheme as most of the students would be from rural and hilly areas.
- The ITI has boundary wall but it is broken in parts and needs major renovation. A diesel generator shade has been built as part of the project but a new generator is yet to be installed. There is also requirement for installation of a new deep tube-well for water supply.
- As per the State officials, five new trades will be offered in the ITI. These are Carpentry, COPA, Wiremen, Plumber and Welder. Each trade will have intake of 20 students. These trades have demand in the local market and have a high potential for generation of self-employment.
- The fund for purchase of hand tools and equipment for this new ITI (Rs. 3.33 crore.) was released to the State on 4<sup>th</sup> of March 2020. Presently, the tendering process has started, however, the faculty recruitment has not yet started.

### **SUMMING UP**

- ESDI scheme in Nagaland is being implemented by the Skill Development & Entrepreneurship Wing under the Directorate. Under this scheme two new ITIs are built in Dimapur and Peren and the proposal of two more ITIs in Longleng & Kiphire has also been approved. Upgradation work in terms of building necessary infrastructure for introducing new trades has been taken up in Women ITI in Dimapur and Kohima. Supplementing infrastructure works have been done on ITIs in Zuhenboto, Tuensung, Mon, Mokochung & Kohima.
- Upgradation works at ITI Kohima and Women ITI in Dimapur completed in October and November 2012 respectively. However, there is a shortage of quality tools and equipment along with the raw material in each trade (new trade and existing trade, both).
- New hostels have been constructed under supplementing infrastructure in Kohima Zuhenboto, Tuensung, Mon and Mokochung. The civil works was completed in 2012. As a sample field visit in ITI Kohima, the study team found that no furniture is procured/ purchased for the hostels in order to make it operational.

### **Conclusions and Suggestions**

- *Usefulness of ESDI:*  
ESDI scheme has been useful for Nagaland in the NE state in all three components.
- The new 4 new ITIs are coming up in Tribes dominated areas that will increase accessibility of skill training for the local youth belonging to the lower strata/ weaker section of the society.
- The new ITI building, classrooms, and workshops are beneficial for the institutes in the absence of which they would have been compelled to function from decrepit infrastructure.
- *Renovation of existing infrastructure:*
  - i. Apart from funds for construction of classrooms and workshops for new trades, the funds should also be allocated for renovation of existing infrastructure like painting of old classrooms, workshops, hostels, signage, engraved stones, display board and general cleanliness of the campus and the toilets etc.
  - ii. There exists shortage of modern tools and equipment almost in every including the newly opened trades. There should be greater emphasis on the funds allotted

and utilized for this purpose of purchasing tools and equipment reach the actual beneficiary ITIs.

- *Better resource utilization:*
  - The Team observed that the focus should be on optimum/better utilization of the resources. For example, many of the hostels buildings under supplementing infrastructure are lying vacant due to lack of furniture and their condition is deteriorating due to non-use. Hence, it should be ensured that the hostels built should have all the basic amenities so that better utilization can be obtained and the actual benefits may be translated to the Trainees and better outcome may be realized.
- *Better planning:*
  - i. The study team also observed that there is lack of planning for the utilization funds. There should be better planning at the time of sanction of a project to avoid unnecessary expenditure and to priorities the ITI that really need fund and it should be allocated after proper demand assessment.
  - ii. A proper market survey may be conducted before introducing new trades to assess the trades demand in the job market and youth have interest in these trades. Consultation from the Industry should also be included while designing/ introducing the trade.
  - iii. There should be a auditing of the existing resources and their utilization. This would ensure proper utilization of newly created resources and the unwarranted wastage of money.
  - iv. The Ministry needs to be sanguine of the project sanctioned or funds released are put to its best use and bring socio-economic benefit to the region.
- *Focus on basic amenities:*
  - i. Study team found that many of the ITIs do lack basic amenities like drinking water, functional toilet, approach road, campus lighting, damaged boundary wall, and hostel furniture. The implementing agency and State government/ Directorate should have ensured the provision of these amenities.
  - ii. Convergence of different Central and State Government schemes can be thought of to meet these requirements.

- *Improved monitoring:*

- i. Strict review and regular monitoring is required at time of execution to ensure quality and timely completion of the work. There should be regular internal audit at every stage of the work.
- ii. A State level monitoring committee under the chairmanship of Chief Secretary and District monitoring committee under District Collector/ Deputy Commissioner should be formed. It has been observed that most of the ITIs lack Institute Management Committee, Placement Committee, and Training Counselling. It has to be ensured that proper institutional structure is in place before release of funds.
- iii. Interactions with the industry revealed that the local entrepreneurs have a dim view about ITIs. They emphasize on more employable skills, better ITI infrastructure and entrepreneurial youth. There should be more industry – IITs interaction to work out the need assessment of the required new skills and formulate the modality to meet the market demand in this regard.

\*\*\*

The state of Tripura has 16 Government ITIs, which have been functioning with an intake capacity of 4570 and two private ITIs with an intake capacity of 200 students. Out of the three ITIs under construction, two ITIs have started functioning with an intake capacity of 200 each. These ITIs were inaugurated on 26<sup>th</sup> August, 2019 by Hon'ble Chief Minister, Govt. of Tripura and admission commenced on August, 2019. Regular classes are on-going One ITI is under construction. The Major trades offered in the state are Electrician, Turner, Fitter, Welder, Computer Operator & programming Assistant (COPA), Electronics Mechanic.

The Government ITIs in the state is as given in Table 3.15.

**Table 3.15: ITI in Tripura**

Sl. No.	Name and Location of ITI
1	Govt. ITI, Indranagar
2	Govt. WITI, Indranagar
3	Govt. ITI, Udaipur
4	Govt. ITI, Jatanbari
5	Govt. ITI, Dharmanagar
6	Govt. ITI, Kailashar
7	Govt. ITI, Ambasa
8	Govt. ITI, Belonia
9	Govt. ITI, Khumuluwng
10	Govt. ITI, Boxanagar
11	Govt. ITI, Manubankul
12	Govt. ITI, Khowai
13	Govt. ITI, Bishramganj
14	Govt. ITI, Teliamura
15	Govt. ITI, L.T. Vallay
16	Govt. ITI, Kamalpur
17	Govt. ITI, Kanchanpur
18	Govt. ITI, Gandachara
19	Govt. ITI, Santi Bazar*

**The ITIs covered under ESDI scheme:**

- 1. ITI Indranager:** Indranager is a census town in West Tripura district in the state of Tripura. The ITI is a landmark of the place. Indiranagar is a Village in Melaghar Block in West Tripura District. It is located 4 KM towards East from District headquarters Agartala, 46 km, from Melaghar and 5 km, from State capital Agartala.

2. **ITI Belonia:** Belonia is a Municipal town and district headquarter of South Tripura district with a population of 19,996(2011). Males constituted 52% and females constituted 48% with an average literacy rate of 95%. The nearby villages are Sarashima, Das Colony and College square.
3. **ITI Santibazar:** Santirbazar is a town and Municipal Council in South Tripura district. The total area of Santirbazar Municipal Council is 26.94 Sq Km. The area of Santirbazar Municipal Council is mostly covered by undulating hilly land, although there are some plain lands here and there. The main commercial area of the town is situated comparatively in low-lying areas, i.e. in the bank of a river called Lowgang River. The nearest district town is Belonia at a distance of 19 km away from this Municipal council. Total Population of Santirbazar Municipal council was 11,921 as per 2011 census. Total Literacy rate of Santirbazar Municipal council is 95%. The nearby villages are Madhya Kathalia, Bagafa, and Purba Kathalia.

To have a closed coordination between technical education and industry in the states, skill development and technical education divisions are under directorate of industry and commerce. The state monitoring unit of the ESDI scheme is also located with directorate of industry and commerce. The monitoring unit is provided with a consultant, one data entry operator and one support staff to monitor the implementation of the scheme. The state was included in ESDI scheme in 2016. The unit is responsible for: (a) Submitting the proposals, (b) Location and demarcation of land for construction of new ITI building, (c) Issuing of approvals for procurement of materials and equipment for up-gradation and Supplementing of Infrastructure in the existing it is, (d) Visiting the site, (e) Maintaining Accounts.

### **Financial and Physical Target and Achievements:**

With ESDI scheme, the state could develop infrastructure as per the NCVT syllabus. Based on the local demand, the funds for establishment of new ITIs were utilized in establishing ITI in Santhibazar, Gandachara and Kanchanpur and all are very backward districts of the state except Santhibazar.

The Details of fund allocation and release for components of upgradation and supplementing infrastructure is as given below:

**Table 3.16: Fund Allocated and Released under Upgradation and Supplementing Infrastructure  
(Rs. In lakh)**

	Scheme Component	Allocation under the Scheme	Year wise allocations in Lakhs				Balance Fund to be released from DGT
			2011-12	2012-13	2014-15	Grand total	
	1	2	3	4	5	6	7
1	Upgradation of existing ITI (Introduction of 3 new trades at ITI Indranager	283.54	42.16	90.28	88.26	220.70	62.84
2	Supplementing Deficient Infrastructure in Existing ITIs ( ITI Belonia)	70.68	15.87	15.94	38.87	70.68	0.00
	Total	354.22	58.03	106.22	127.13	291.38	62.84

Source: State Monitoring Unit of Tripura

Due to fund scarcity, the works of construction of classrooms and toilets under the component of supplementing infrastructure could not be completed. With regards to the third component i.e. establishment of new ITIs, the state received Rs.28.50 crore for three ITIs from the centre. The state has to provide 10% share of the fund. The year wise release of the fund from centre and state is presented below.

The fund released by centre and state for the component of establishing new ITIs.

**Table 3.17: Fund Allocated and Released under new ITI (Rs in lakh)**

Sl. No	Name of the New ITI	GOI Allocation	2013-14	2014-15	2016-17	2017-18	2019-20	Total	To be released
1	Kanchanpur	950.00	267.83	166.66	255.50	250.66	9.34	950.0	0.00
2	Gandacherra	950.00	267.835	166.66	255.51	250.67	9.305	950.0	0.00
3	Santibazar	950.00	0	166.66	255.50	250.66	277.18	950.00	0.00
	Total	2850.00	535.67	500.00	766.51	751.99	295.83	2850.0	0.00
Receipt in state A/c									
1	Kanchanpur	950.00	267.83	166.66	255.50	250.66	9.345	950.00	0.00
2	Gandacherra	950.0	267.83	166.68	255.51	250.67	9.305	950.0	0.00
3	Santibazar	935.63	0	166.66	244.08	250.66	274.22	935.63	14.38
	Total	2835.63	535.67	500.00	755.09	751.99	292.875	2835.63	14.375*

Source: State Monitoring Unit of Tripura

\*state share of FY: 2016-17 amounting Rs.11.42 lakh & for FY: 2019-20 amounting Rs.2.955 lakhs is yet to be released from the Finance department, Govt. of Tripura

**Physical Target and Achievements:**

The state has utilised the fund for upgradation of ITI Indranager by constructing three classrooms and three workshops for the newly introduced trades. The three trades i.e. computer operator and programming assistance mechanic, consumer electronics appliance, computer hardware networking have been started on the basis of demand of local industries request.

In ITI Belonia which is covered under supplementing Infrastructure approach road was laid and tools & equipment were purchased. Out of the three ITIs to be established the construction and creation of infrastructure was completed and academic session has been started from August 2019 in Gandacherra and Kanchanpura. The construction of Santibazar building, creation of infrastructure and procurement of tools and equipment has been completed. However, the compound wall of the institute is under construction.

**Issues and Challenges:**

1. With regard to Kanchanpura, the team was informed that there is no water facility as the water level is very low and it is estimated to go at least 300 feet deep to get water. To hire the machinery required to drill that deep, will cost 90 lakhs. Kanchanpura ITI infrastructure is incomplete without water. The state department tried to get funds from various departments like Rural Industrial Development fund, ONGC, TNGCL, Finance Department of Tripura state but could not succeed.
2. All the tools and equipment are purchased as per the NCPT old Syllabi. Now, NCPT has converted to NSQF, so again new tools are to be procured, which would cost approximately another Rs. 2.0 to 4.0 crores.
3. The construction was delayed as the land was encroached and had to be evacuated
4. For all the three IITs, especially Kanchanpura requires hostel building as it is a very backward district and the students have to travel long distance in terrain region. The local transport frequency is very low and the students travel by shared auto. This condition, deter the girls to join the ITIs.



The following section presents the Physical, Financial achievements of each ITI selected for the implementation of ESDI scheme: ITI Indranager is covered under the upgradation of existing ITIs. The funds were utilised for four subcomponents i.e.

1. Three new courses namely computer operator and programming assistant, mechanic consumer electronics appliance, and computer hardware & network maintenance trades were introduced and civil works were taken up to construct three class rooms and three workshops for the three trades.
2. Procured hand tools, equipment & machinery of three trades
3. Procurement of prescribed Trade books
4. Paid ITI Website domain charges.

**ITI specific issues:**

1. Tools and equipment for the old trades have become obsolete
2. For compliance of NSQF, syllabi have been changed and due to which even for the newly introduced trades some new equipment is needed.
3. The building of the ITI has become old and needs to be renovated.



ITI Begonia is covered under supplementing infrastructure. The nearest ITI to Belonia is Manuvankul ITI which is 40 km away. The ITI Belonia has one boys Hostel. Although, the ITI is a co-education institute, there is no hostel for Girls. The girls in this ITI have taken admission in to non-conventional trades like surveyor and plumbing. Full fund is released by the centre towards supplementing infrastructure.

The funds were used for three subcomponents under the component of Supplementing Infrastructure. The three sub components are:

1. Work related to Laying of Bitumen Road was completed
2. Work related to digging of Tube well completed
3. Through e –tendering tools & equipment were procured

**ITI Specific issues:**

1. For compliance of NSQF syllabi has been changed and due to which even for the newly introduced trades some new equipment is needed.
2. State does not provide funds for tools& equipment
3. Hostel for Girls is very much needed as they commute from 20km distance and most of them are economically very weak
4. The ITI tried to introduce Rubber processing course but could not as no agency was willing to supply equipment.

**Works taken up and completed:**



Bitman road laid under the ESDI scheme



Tools & equipment were procured

**ITI Santibazar:** Santibazar ITI is established under new ITIs component of the scheme. The funds under ESDI were released in 2013-14 but the construction work could be started in 2017-18 due to delay in getting the land as it was occupied by the locals. The courses that are proposed to be started in this ITI are (i) Surveyor, (ii) Architecture / Draftsmen, (iii) Plumber, (iv) Dress making, (v) COPA.

The construction and interiors of the building is completed. Construction of boundary wall and main gate of the ITI is under progress. Tools & equipment for each trade have been procured. Application for affiliation was submitted.



Equipment for COPA



Equipment for Architecture/Draftsmanship

The research team had interaction with direct and indirect beneficiaries such as students, parents and Industries in and around the ITIs. The students enrolled in ITI are happy for introducing new trades and for new tools and equipment. However, they have certain issues and suggestions for improvement of skill training in the state.

#### **Specific issues raised by students:**

- i) Apprentice facilities for computer hardware trade are not available in the state.
- ii) For COPA trade in the employment market, graduation is required and no weightage given to 10<sup>th</sup> pass COPA trade certificate holder.
- iii) The industry exposure given is not sufficient.
- iv) The duration of computer hardware networking mechanic trade should be increased to two years.
- v) The stipend amount that is being given is not sufficient and should consider increasing.
- vi) There is lot of demand for fitter trade.
- vii) No job councillors are available to guide with regard to employment opportunities.
- viii) No lateral entry is allowed in to diploma course after completion of ITI.
- ix) Raw materials for practical are not available.

**Suggestions:**

- i) Only graduate should be given admission to COPA programme.
- ii) Upgrade the tools as per the changed syllabi.
- iii) One year industrial training should be introduced.
- iv) The ITI pass outs skills should be used in the development activities in the Institutes.
- v) More industries should be setup in the state and create employment opportunities.
- vi) The intake capacity in the fitter trade as there is huge demand.
- vii) Placement cell to be created in the IITs.
- viii) Sports facilities should be created for recreation of the students

**Suggestions from Parents:**

- i) Trades related to resources available locally should be included like, dairy products, fisheries, goldsmith, bamboo, rubber, fashion designing, solar energy, etc. Certification in the trade related to these industries will help students to get employment as well as self-employment.
- ii) Scope for higher education after ITI may be created.
- iii) Industry experience/on job training/apprentice should be part of Syllabi.
- iv) It should be made mandatory for the industries to reserve some post/vacancies to employ for local youth.
- v) Hostel facility for both boys and girls should be created.

**Opinions & Suggestions from Industry:**

The three major employers apart from ONGC, NIPCO, TNGCL, TSECL, All India Radio are; food processing industry, rubber industry and bamboo industry. The team had interacted with AGMs of the number one industry in the state, which includes: Rubber Industry, Malya Rub Tech Industries, Bamboo Industry, Mutha Industries Pvt. Ltd and Food Manufacturing Industry.

All the heads of the Industries opined that the course content is not aligned with industry requirement. The short period the students come to industry for apprenticeship is not sufficient. They feel that there is a big gap between demand and supply. They are not getting enough

required manpower / technicians from local ITI institutes. The certified boiler technician is not available in the state. They are compelled to recruit from main land of the country.

- ✓ Local resources should be commercially exploited. Cold storage facilities should be created so the fruits, which are abundantly available, can be processed and exported.
- ✓ ITI course should be divided in such a that the student will spend one year in the industry and industry certificate should be made mandatory for qualifying examination, so that students will attend and learn work in the industry.
- ✓ Industry institute interaction should be strengthened.
- ✓ There is requirement of industrial electrician, industrial mechanic boiler mechanic, and polymer technicians.
- ✓ The Industries should be given incentives so that more entrepreneurs will get attracted and establish industries in the state.

\*\*\*

## **SIKKIM:**

To impart skills to its youth, Directorate of Craftsmanship Training Scheme & Employment was created by the Government of Sikkim in 2010. The Directorate supervises and coordinates Craftsmanship Training Scheme at Government Industrial Training Institutes (ITIs). The main objective of the Directorate is to ensure a steady flow of skilled workers in different trades for the domestic industry, to raise the quality and quantity of industrial production by systematic training of workers and to reduce unemployment among the educated youth by equipping them for suitable industrial employment.

In September 2015, The Skill Development Department of Sikkim was established to evolve an appropriate skill development framework by creating opportunities for the youths of Sikkim especially for the dropouts and unemployed youths by providing various Industrial and skill development trainings for gainful job/wage employment & self-employment.

The Department looks after craftsmanship training, apprenticeship training, livelihood training and trainings through DDUGKY, PMKVY among others. Sikkim has three functional Government ITIs located at Rangpo, Nimchi and Gyalshing.

### **A. Evaluation of ESDI scheme for the Sampled ITIs:**

Sikkim has received funds under ESDI scheme for Supplementing deficient infrastructure in all the three ITIs and for establishment of three new ITIs.

#### **Supplementing Infrastructure:**

The state has received funding for supplementing infrastructure deficiencies for all three ITIs in the state; hostel and boundary wall for ITI Rangpo and Gyalshing and for hostel for ITI Namchi. The sample of the study included ITI Rangpo, which was visited by the study team. The team met the Principal, Instructors and students for interaction.

#### **ITI Rangpo:**

The ITI Rangpo was the first ITI set up by the Government of Sikkim in the year 1976. It is situated along NH-10, 38 km from Gangtok at Mining in Rangpo, East Sikkim. The Institute is

located amidst the growing industrial belt of Sikkim and is easily accessible by road. The ITI offers 14 trades, the list of which is as follows:

**Table 3.18: Trades offered at ITI Rangpo**

Sl. No	Name of Trades	Sanctioned Strength
1.	Mechanic Refrigeration & Air Conditioning	24
2.	Plumber	24
3.	Welder	24
4.	Computer Operator & programming Assistant	20
5.	Desk Top Publishing Operator	24
6.	Stenographer & Secretarial Assistant	24
7.	Secretarial Practice	24
8.	Sewing Technology	24
9.	Electrician	20
10.	Fitter	20
11.	Draughtsman Civil	24
12.	Mechanic Motor Vehicle Unit I	24
13.	Mechanic Motor Vehicle Unit II	24
14.	ICTSM	24

### **Construction of a new hostel for Girls**

An MOU for supplementing infrastructure deficiencies of the ITI was signed in year 2011. The boundary wall and hostel for girls have been constructed under the scheme. ITI Rangpo has a separate hostel for boys with 25 rooms, a kitchen and dining hall, a common room and a room for the warden. The boys' hostel has an occupancy capacity of 100 students.

The land for hostel for girls was available within the ITI premises and the construction work of the hostel was taken by State building and housing department (SB&HD). The construction of hostel building started in 2016 and was completed in 2020. The hostel has a built up area of 4500 sq ft and has 2 floors with 16 non AC rooms, a kitchen and dining hall. One of the 16 rooms has been earmarked for the warden. Fourteen rooms are equipped with bed and mattress, cupboards, table and chairs. The hostel has 4 general washrooms, a washing area, drinking water facilities and a reception area. The quality of construction appeared good. The hostel however, does not have a common room. The hostel can provide accommodation for 50 girls. The construction of the hostel is complete, and the hostel would be fully functional from academic year 2021.



### **Boundary Wall**

A boundary wall has been constructed around the ITI except around newly constructed girls' hostel, which could not be constructed due to fund constraints.

### **Observations**

- The quality of construction appeared to be good.
- However, it was noticed that the building is not disabled friendly.
- The ITI is equipped with tools and equipment. The size of classrooms and workshops is adequate when compared with sanctioned strength.
- The state department of skill development and ITIs are not involved in construction process. As per state guidelines, the state housing & building department is the agency responsible for building plan and award of tender for construction.

NILERD team held discussions with instructors to get their views about the existing infrastructure in the ITI and got viewpoints of students on especially designed questionnaire for them.



### **Summary of the interaction with students and instructors at ITI Rangpo:**

The following points emerged during discussions with instructors:

- ✓ Majority of instructors are holding ad-hoc position.
- ✓ Placements for engineering trades are almost 100%.
- ✓ Many applications for admission are received from engineering trades as compared to non-engineering trades.
- ✓ The ITI has workshops for each trade but the available tools and machinery is not updated as a result trainees are not well versed with latest equipment available with industries.
- ✓ The number of machines available is also not enough and 4-5 trainees work on a single machine.
- ✓ Large number of seats remains vacant in non-engineering trades.
- ✓ ITI has tied with industries and take their trainees for one-week orientation training to these industries so that they get exposure to latest machines and equipment.
- ✓ Some new trades of shorter duration may be introduced especially in mobile repairing, auto electrical, and tourist guide.
- ✓ Infrastructure and equipment were considered as major issue as most of the tools and machinery with ITI was outdated.
- ✓ The instructors were hopeful that with new hostel for girls the enrolment of girls in the ITI would increase.

About 15 Students of ITI Rangpo were given questionnaire to get their viewpoints on existing infrastructure in the ITI. Of these, 3 were females and 12 males. The trainees were mainly from trades of mechanic refrigeration and air conditioning, electrician, plumber, fitter and ICTSM.

The following points emerged from analysis of student's responses:

- All the students reported that their ITI had the necessary infrastructure to impart practical training.
- Majority of students (80%) felt that tools/equipment available at ITI were sufficient to learn the skills demanded by the industry.

- The students reported that ITI had sufficient class rooms and had hostel facilities and felt that once the hostel for girls was functional the number of girl trainees in ITI would increase.
- The students however felt the need for modern workshops and internet in the ITI.
- Most of the students were travelling more than 7 km to ITI with few even traveling over a distance of 25 km.
- Most of the students considered practical instructions, workshop facilities and duration of training as good.
- Students suggested that course curriculum should emphasize more on practical training and should be designed as per industry needs.
- Students also suggested that new and latest items should be available in ITIs in line with changing technology.
- Introduction of new trades suitable for pharmacy industry, the major industry in Sikkim should be introduced at ITI Rangpo as per suggestion of students.

Inputs through a specially designed questionnaire were also taken from households whose children are studying in the ITI, the main observations from the responses are:

- Most of the households were not aware about the infrastructure available at the ITI.
- They had enrolled their children in a particular trade because certificate holders of that trade are in demand by local industry.
- According to them, a girl's hostel will be beneficial as more girls from distant villages can avail the benefit of the ITI.
- A boundary wall is particularly important, according to them for safety purpose and also because of encroachment.

### **Establishment of New ITIs**

Three new ITIs were sanctioned under ESDI scheme at Aritav in East Sikkim, Kewzing in South Sikkim and Chumbong in West Sikkim. ITI Kewzing is under construction, ITI at Aritar was approved in November 2020 and work at ITI Chumbong has not yet started because the allotted land for the ITI is earmarked for Kisan Bazar and private land for the ITI is being acquired by the Government.

### **ITI Kewzing:**

Kewzing Village is located 76 km from Gangtok, in the southern district of Sikkim. The village has a mere population of two hundred people majorly Sikkimese Bhutia community and is blessed with nature's bounties. The pollution is almost zero with large area covered with lush green forests and home to some of the exotic birds of Sikkim. The village is dotted with cardamom and tea plantations.

Kewzing is being promoted as institutional area and has many other educational institutions besides the under construction ITI. The team from NILERD visited ITI Kewzing where the outer structure of the building is complete and inside fitting work was being carried out. The approach road to the ITI is still under construction. The quality of construction appeared good. The classrooms are big and ventilated. The workshops are situated on ground floor. Separate washrooms for boys and girls are built on each floor.



Classroom at ITI Kewzing



Workshop at ground floor

The contractor reported that the construction of the building started in 2016. Since then, apart from Covid-19 and financial constraints, he has faced many challenges. The biggest challenge was getting permits and required approvals. The agency constructing the building must level the ground, original site for ITI had accessibility issues and faced resistance from residents and was thus converted to administrative block and another land was used for construction of the ITI.

### **Major observations:**

- ✓ The quality of construction appears good.
- ✓ Construction was difficult due to hilly terrain.
- ✓ Getting cooperation from residents is difficult.

- ✓ There is lack of coordination between SMU and department of building and housing as a result the design had to be changed many times.
- ✓ The contractor has not received payment since last 2 years.
- ✓ ITI to be functional from academic year 2021 as trades to be taught are already approved.
- ✓ ITI is not easily accessible.
- ✓ ITI is located at a place with small population thus it would cater to students from other villages who will have to travel over long distances. Non availability of a hostel might act as a deterrent.

### **Interaction with Establishments**

The study team interacted with representatives of Pharma industry, the major industry in Rangpo.



NILERD Team with representatives of Pharma industry at Rangpo

The major issues that emerged during the interaction are:

- The trainees from ITI have good academic skills but have limited hands on experience.
- Electricians, machinist and fitters are needed by the industry but the ITIs in Sikkim do not provide the required numbers and the industry have to hire from outside the state. Therefore, the intake capacity of these trades needs to be increased.
- There should be more interaction between industry and ITIs. Industries are willing to organize workshops so that students get acquainted with latest technology.
- Girl trainees are generally employed for packaging, but they do not have any skills in packaging.

- A mechanism needs to be built where industries may adopt an ITI and help the trainees to learn on latest equipment, this will help the students as well as the industries as they would recognize talented students and recruit them later.
- Trades related to pharma industry should be introduced in ITIs in Sikkim as pharma is a big contributor to Sikkim's economy.
- Concept of summer training may be introduced in ITIs.

#### **Interaction with State officials:**

The team also interacted with officials of state department; the following issues emerged during the interaction.

- The department has to follow state guidelines for construction and procurement of equipment's.
- After approval of proposal for construction of new ITI has been granted by the Centre, land is being given by state. If land under state government is not available, private land is acquired. The time taken in this process is dependent on availability of funds with the state government.
- Once the land is finalized, the task of construction is entrusted to Department of Buildings and Housing. The DBH is responsible for preparation of building plan, inviting tenders and selection of agency for construction.
- The department of skill development decides on the trades to be offered and gets approval of MSDE.
- Tools and equipment are procured by state trading corporation.
- The department of skill development provides the list of trades to STC and they give the equipment as per the NCVT syllabus.
- The entire process is done by government agencies.
- ITI Kewzing is to start with 5 trades: Front office assistant, computer hardware & network maintenance machinist, tools & die maker, welder, human resource executive, civil engineer assistant.
- The state officials feel that ITIs help in meeting the skill requirement of the country and help in achieving the national objective of Atma Nirbhar Bharat.

- In their opinion ITI provide gainful employment and self-employment to local youth thereby leading to economic advancement of the region.

\*\*\*

## **Chapter- 4**

### **Major Findings and Recommendations**

Skills and knowledge are the driving forces of economic growth and social development of any country. As India moves towards becoming a “knowledge Economy” and achieving its vision of becoming a global powerhouse by 2025, it becomes increasingly important that its large young population possess the required skills and knowledge to drive its economic growth. Unprecedented scope for skill development in the country arises from the unique 25-year window of opportunity, called India’s demographic dividend (Planning Commission, 2008). The objective is to create a trained Skill Manpower of at least 500 million persons by 2020. To drive skill development in the country a separate Ministry of skill Development and Entrepreneurship (MSDE) was formed in 2014 with a focus on enhancing employability of the youth through skill development.

The Directorate General of Training (DGT), a functional arm of MSDE, is the apex organisation for development and co-ordination of the long term vocational training across the country. This includes a network of 15042 Industrial Training Institutes (ITIs) (Govt. and Pvt.) in States. Industrial Training Institutes play a vital role in the economy by providing skilled manpower in different sectors with varying levels of expertise.

A number of schemes are functional for socio-economic development of NE states of India comprising of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura, These states face development bottlenecks due to several factors like geographical isolation, insurgency & ethnic violence, infrastructure deficiency, financial constraints, involvement of private sector and lack of skilled manpower.

One of the schemes, Enhancing Skill Development Infrastructure (ESDI) in NE states and Sikkim focuses exclusively on creation/improvement of existing infrastructure in ITIs of NE states of the country. The scheme was launched in 2010 and has been supporting NE states in strengthening their ITI infrastructure. The task of Evaluation of the scheme was awarded to NILERD by MSDE.

The evaluation is based on 360 degree evaluation of all stakeholders and physical verification of the infrastructure under all the three components of the scheme. A sample consisting of 9 ITIs under upgradation of existing ITIs, 12 ITIs under supplementing deficient infrastructure and 11 ITIs under Establishment of New ITIs was selected.

However, due to Covid-19 situation in the country many parts of the country had travel restrictions; as a result NILERD team has finished survey in 5 NE states till date and proposes to complete survey in other 3 states by January 2021. The present draft is based on the findings of survey in states of Assam, Manipur, Nagaland, Sikkim and Tripura.

### **Major Findings:**

The major findings of the study areas under:

1. Based on the field visit in the five states, it has been observed that the progress on the establishing new ITIs in the region under ESDI scheme has not been satisfactory and is very slow. Out of 34 new ITIs approved for setting up under the scheme in NE, 19 ITIs were to be set up in the five states visited. However, only 6 ITIs (31.50%) have been completed and work on 4 ITIs (21.0%) is yet to be started. The progress of civil work on 9 ITIs (47.37%) is only halfway as 50% construction and civil works is completed, which indicates that the work on setting new ITIs is not very satisfactory.
2. The progress particularly in the state of Tripura, Sikkim and Manipur has been dismally slow as out of three ITIs allotted to each states, not a single ITI has been completed and the work on two ITIs in Sikkim is yet to be started and only 50% construction work is completed on three ITIs in Tripura. In Manipur, out of four ITIs, only one is completed and work on another two is yet to be started; whereas construction on one ITI is only half completed.
3. The progress of the work on new ITIs in Assam and Nagaland appears to be satisfactory as out of five ITIs approved, three have been completed in Assam and 50% civil work has been completed on the remaining two ITIs. In Nagaland, two ITIs have been completed and work on another two is halfway i.e. 50% completed.



4. The progress on “upgradation” of ITIs in the five states is quite satisfactory as out of 22 ITIs, twelve were approved in visited states and works on 10 ITIs have been fully completed and work on another two in Assam has been half done. Similarly, the progress made on the component of “supplementing infrastructure” has also been very good as out of 28 ITIs approved for the purpose, 18 ITIs were in five visited states wherein works on 15 ITIs have been completed and work on 3 ITIs in Sikkim is 50% completed. Thus, overall progress of the scheme has been satisfactory except in case of setting up new ITIs.
5. It has been observed that some of the facilities/infrastructure (hostels, workshops, walls) created under the scheme in the states like Nagaland, Manipur, etc. could not be utilized due to lack of basic amenities like water, toilets, connecting roads, electricity and equipment. Therefore, it is imperative to make the created facilities functional providing necessary services and equipment before investing in new infrastructure.
6. It has been observed that the skill infrastructure in the ITIs covered in the sample has shown marked improvement because of funding under the scheme.
7. It is noted that upgradation of existing ITIs in terms of introduction of new trades help ITIs to keep in line with industry needs.
8. It has been observed that hostels being constructed under supplementing deficient infrastructure are considered of utmost importance especially for including young girls in the gamut of skill development, especially in backward districts where the students have to travel long distance.
9. The scheme has been designed meticulously with due consideration towards smooth implementation at the ground level. However, the progress made in establishment of new ITIs has been quite slow. Some of the reasons for sluggish progress on the same emerged during the discussions are; non availability of land with state government for new ITI, lack of finances to acquire land from private party, inability of state governments to contribute 10% towards establishment of New ITIs, construction activity was stalled/delayed due to covid-19, resistance from other stakeholders in the region as well as unavailability of water etc. For example, at Women ITI Jorhat, there was a problem of a high-tension wire line crossing the building site while ITI Kanchanpura faced water issues.

10. From the year-wise financial analysis of the scheme, it has been observed that the financial performance of the scheme in terms of actual expenditure has not been very satisfactory and shows wide variation among the states.
11. It has been noted that less than 70% of the allocated funds has been released under upgradation of ITIs and supplementing infrastructure deficiencies by the ministry to the states. Of the released funds, only around 63% funds have been utilized by the states. Thus, we find that fund utilization under the scheme for these two components has not been very satisfactory.
12. Under establishment of new ITIs, only 43.73 % of the allocated fund has been released to the states, from which only 57.04% has been utilized by the states. The issue of low utilization of fund needs to be addressed by identifying bottlenecks in the implementation process as it affects the performance of the scheme.
13. There is a need to increase the number of ITIs in the region to overcome the regional imbalance as the number of people per ITI seat is 3079 against national average of 424.
14. It is also noted that out of total 112 districts in the region, 56 districts do not have any ITI while many districts have large number of ITIs like East Khasi Hills in Meghalaya have 3 ITI while 8 districts have no ITI. There is thus a need to have a ITI in each district of the region.
15. During the discussions, it emerged that there is a Multiplicity of Institutional Framework for skill development at both central and state level. This leads to overlapping and conflicting priorities and little co-ordination and standardization ultimately resulting in fragmented outcomes with limited impact.
16. Most of the instructors/teachers are appointed on contract/ ad-hoc basis, which affects the continuity of the training process and affects the quality of training imparted.
17. Most of the students have reported that the existing tools and equipment are old and expressed the need for machinery in line with existing technology.
18. It also emerged during discussion with industries that there is a need to strengthen the industry-institution interface. Industry is willing to play a proactive larger role in skill development scenario of the region.

19. It was noted that the tools and equipment at ITIs are purchased as per the NCPT Syllabi, which is now converted to NSQF. So new tools will have to be procured which will costs approximately 2 to 4 crores.

**Issues and Challenges for the smooth implementation of the scheme:**

- i. The scheme though has been designed methodically with due consideration towards smooth implementation at the ground level, but in case of construction of new it is, some delay has been reported from few sites due to Corona pandemic during Lockdown period, tussles with other stakeholders in the region, litigation etc. For example, at Women ITI Jorhat, there was a problem of a high-tension wire line crossing the building site. The Directorate officials succeeded in overcoming the problem after negotiations and discussions with the Electricity Board.
- ii. The administrative issues relate to problems in coordination, marketing of courses/trades by ITIs, delays in appointment of trainers. However, it is pertinent to note that the quality of teaching and training in established ITIs (where infrastructure is being upgraded) is of high quality. The students are being trained not only in the technicalities of the trades but multi-faceted personality development programs are also being conducted to enhance the soft skills of the students.
- iii. The ITIs have tie-ups with local industries which are facilitating placements while also providing critical inputs in curriculum design and development. The industry looks forward to employ trained local youth to meet its requirements. As these ITIs are well managed and have acquired its reputation over a period of time, students trained here are preferred over those passed out of private ITIs and other institutions.

**Recommendations:**

- (i) The ESDI scheme has made considerable headway in developing skill infrastructure and capacity building in NE states and therefore, it is recommended that the scheme may be continued with little change in design. The scheme may include well-defined operational objectives to ensure that the impact of the scheme is consistent with its aims and easy to monitor. The objectives of the scheme may incorporate a timetable for achievement

because timing may significantly affect the scheme, the level of funding or the likely impact of achieving the set aims. It may be useful also to consider the need for a “sunset clause” in the scheme.

- (ii) It has been observed that some of the facilities/infrastructure (hostels, workshops, walls) created under the scheme in the states like Nagaland, Manipur, etc. could not be utilized due to lack of basic amenities like water, toilets, connecting roads, electricity and equipment. Therefore, it is imperative to make the created facilities functional providing necessary services and equipment before investing in new infrastructure.
- (iii) The technology has been changing at a very fast pace, which makes skill and equipment obsolete soon, thus, the upgradation of skills should be a continuous process. The ministry may consider closer association with industry for assessment of skill needs of a particular state and introduce / modify trades offered as per market demand.
- (iv) It was noticed that enrolment in many trades (especially non-engineering trades) has been decreasing over the years, this needs to be looked into and the intake capacity of such trades may either be reduced, or trades may be discontinued.
- (v) For effective upgradation of existing ITIs, the trades being offered should be relevant and in demand by local industry. There is thus, a need to strengthen industry-institution interface. A need assessment of skills from industry should be carried out regarding trade being offered in the ITI and for introduction of new trades.
- (vi) In order to increase the outreach of ITIs especially among girls, hostel facility is of utmost importance, the ministry may consider construction of a girl’s hostel in every ITI especially in backward districts of the region that do not have good transport facility.
- (vii) Encroachment is another major issue reported in NE states, which makes boundary wall a necessity, thus the scheme should cover more ITI s for construction of boundary wall.
- (viii) As many districts of the region are still unserved by an ITI, it is proposed that CPMU plays a more active role in identification of areas for construction of new ITIs in consultation with SPMU.
- (ix) It is observed that multiplicity of diverse institutional framework results in lack of coordination among government, non-government and private providers. This leads to obstacles in the effective integration of the system and focusing on national development objectives. Hence, it is necessary to introduce integrated reforms in the form of

establishing some nodal authority or bodies ranging from advisory to executive in nature with a view to coordinate and govern various skill development and policy making initiatives.

- (x) Trainers are important in the skill development framework. The quality of instructors affects the implementation of any skill development project. The scheme may introduce a component of training of trainers and make provision of continuous training for them, otherwise this mismatch between demand and supply of good trainers could impede the success rate of the whole skill and training framework.

\*\*\*

## ANNEXTURE

### Annex-I: Government IITs and Trades/disciplines

S. No	State	ITI Name	Course/Trade
1	<b>Assam</b>	Industrial Training Institutes, Guwahati	1. Draughtsman (Civil) 2. Draughtsman (Mechanic) 3. Electrician 4. Electronics Mechanic 5. Fitter 6. Machinist 7. Mechanic (Motor Vehicle) 8. Mechanic (Refrigeration and Air Conditioning) 9. Mechanic (Tractor) 10. Mechanic (Diesel) 11. Mechanic (Radio & T.V) 12. Photography 13. Plumber 14. Sewing Technology 15. Stenographer & Secretarial Assistant 16. Surface Ornamentation Techniques (Embroidery) 17. Turner 18. Carpenter 19. Wireman
		Industrial Training Institute, Bongaigaon	1. Electrician 2. Fitter 3. Maintenance mechanic (Chemical Plant) 4. Mechanic (Motor Vehicle) 5. Mechanic (Diesel) 6. Mechanic (Radio & T.V) 7. Plastic Processing Operator 8. Sewing Technology 9. Stenographer & Secretarial Assistant 10. Turner 11. Carpenter 12. Wireman
		Industrial Training Institute, Tezpur	1. Computer Operator and Programming Assistant (COPA) 2. Electrician 3. Fitter 4. Information Communication Technology System maintenance 5. Machinist 6. Mechanic (Motor Vehicle) 7. Mechanic Agriculture Machinery. 8. Sewing Technology 9. Stenographer & Secretarial Assistant 10. Turner 11. Carpenter 12. Wireman
		Industrial Training Institute, Jorhat	1. Basic Cosmetology 2. Computer Operator and Programming Assistant (COPA) 3. Draughtsman (Civil) 4. Draughtsman (Mechanic) 5. Dress Making 6. Electrician 7. Fitter 8. Information Communication Technology System Maintenance 9. Machinist 10. Mason 11. Mechanic (Motor Vehicle) 12. Mechanic (Refrigeration and Air Conditioning) 13. Mechanic (Tractor) 14. Mechanic (Diesel) 15. Mechanic (Radio & T.V) 16. Plumber 17. Sewing Technology 18. Stenographer & Secretarial Assistant 19. Surface Ornamentation Techniques (Embroidery) 20. Surveyor 21. Turner 22. Carpenter 23. Wireman
		Industrial Training Institute, Nagaon	1. Basic Cosmetology 2. Computer Operator and Programming Assistant (COPA) 3. Draughtsman (Civil) 4. Electrician 5. Fitter 6. Information Communication Technology System Maintenance 7. Machinist 8. Mechanic (Motor Vehicle) 9. Mechanic (Diesel) 10.

			Sewing Technology 11. Stenographer & Secretarial Assistant 12. Turner 13. Carpenter 14. Wireman
		Industrial Training Institute, Tinsukia	1. Basic Cosmetology 2. Computer Operator and Programming Assistant (COPA) 3. Draughtsman
		Industrial Training Institute, Srikona	1. Draughtsman (Civil) 2. Electrician 3. Fitter 4. Information Communication Technology System Maintenance 5. Machinist 6. Mechanic (Motor Vehicle) 7. Mechanic (Tractor) 8. Mechanic (Agriculture Machinery) 9. Mechanic (Diesel) 10. Mechanic (Radio & T.V) 11. Surface Ornamentation Techniques (Embroidery) 12. Turner 13. Carpenter 14. Wireman
		Industrial Training Institute for Women, Guwahati	1. Basic Cosmetology 2. Computer Operator and Programming Assistant (COPA) 3. Draughtsman (Civil) 4. Electronics Mechanic 5. Fashion Design Technology 6. Secretarial Practice (English)
		Industrial Training Institute, Nalbari	1. Electrician 2. Fitter 3. Stenographer and Secretarial Assistant
		Industrial Training Institute, Kokrajhar	1. Basic Cosmetology 2. Computer Operator and Programming Assistant (COPA) 3. Electrician 4. Mechanic (Radio & T.V) 5. Sewing Technology 6. Carpenter
		Industrial Training Institute, Bhergaon	1. Electrician 2. Fitter
		Industrial Training Institute for Women, Mazbat	1. Computer Operator and Programming Assistant (COPA) 2. Draughtsman (Civil) 3. Electronics Mechanic
		Industrial Training Institute for Women, North Lakhimpur	
2	<b>Arunachal Pradesh</b>	.Industrial Training Institute, Yupia, Papum Pare Arunachal Pradesh - 791111, (Rural)	i) Baker & confectioner ii) Bleaching Dyeing & calico Printing iii) Cutting and Sewing iv) Dress making v) Embroidery & Needle work vi) Fashion Technology vii) Hair & skin care viii) Secretarial Practice (English)
		ITI Balinong (Miao) Changlang, Arunachal Pradesh - 792120, (Rural)	i) Computer operator & Programming Assistant ii) Draughtsman (Civil) iii) Mechanical (Diesel) iv) Mechanic Refrigeration and Air Conditioning v) Plastic Processing operator
		ITI, Dirang West Kameng,	i) Computer operator & Programming Assistant ii) Electronics Mechanic

		Arunachal Pradesh - 790002, (Rural)	iii)Fruit and Vegetable Processor iv) Secretarial Practice(English) v)Welder (Structural)
		ITI, Tabarijo, P.O. Daporijo Upper Subansiri, Arunachal Pradesh - 791120, (Rural)	i) Draughtsman(Civil) ii)Electrician iii)Information Technology & Electronic System maintenance iv) Secretarial Practice(English)
		ITI,Tabarijo, P.O. Daporijo Upper Subansiri, Arunachal Pradesh - 791122, (Urban)	i) Draughtsman(Civil) ii)Electrician iii) Mechanic Radio & Television iv) Welder (Structural)
		ITI,Roing	
		ITI, New Sagalce	
		ITI, Manipoliang)	
3	<b>Meghalaya</b>	Industrial Training Institute, Shillong.	i)Electrician ii)Wireman iii)Surveyor iv) Draughtsman(Civil) v)Mechanic(M.V) vi)Fitter vii)Plumber viii)Welder ix)Stenographer and Secretarial Assistance(English) x)ICTSM xi)General Carpenter xii) Fruit and Vegetable Processing
		Industrial Training Institute, Tura	i)Electrician ii) Draughtsman(Mechanical) iii)Surveyor iv) Draughtsman(Civil) v)Mechanic(M.V) vi)Fitter vii)Plumber viii)Welder ix)Stenographer and Secretarial Assistance (English) x) ICTSM xi) General Carpenter xii) Fruit and Vegetable Processing
		Industrial Training Institute (Women), Shillong	i)Dress making ii) Hair & skin care iii) Dress making(Advanced)



		Industrial Training Institute, Sohra	i) Wireman ii) Plumber iii) Meson (Building Construction)
		Industrial Training Institute, Jowai	i) Electrician ii) Mechanic (M.V) iii) Welder iv) Stenographer and Secretarial assistance (English)
		Industrial Training Institute, Nongstoin	i) Wireman ii) General Carpenter
		Industrial Training Institute, Nongpoh	i) Wireman ii) Plumber iii) Welder
		Industrial Training Institute, Williamnagar	i) Wireman ii) Stenographer and Secretarial assistance (English)
		Industrial Training Institute, Resubelpara	i) Wireman ii) Plumber
		Industrial Training Institute, Baghmara	i) Wireman
		Private ITI, Don Bosco Technical School, Shillong	i) Electrician ii) Wireman iii) Mechanic (M.V) iv) Welder v) General Carpenter vi) Mechanist (Composite) vii) Desktop Publishing operator
		Ampati (New ITI)	
4	<b>Manipur</b>	ITI, Ningthoukhang, District: Bishnupur	i) Carpenter ii) Welder iii) Computer operator programming assistant iv) Secretarial Practice v) Embroidery & Needle works vi) Surveyor vii) Draughtsman (Civil) viii) IT & ESM
		ITI, Chandel District: Chandel	i) carpenter ii) Welder iii) Computer operator programming assistant iv) Secretarial Practice v) Dress making vi) wiremen vii) Draughtsman Mechanic
		ITI, Saikot District:	i) carpenter ii) Welder

		Churachandpur	iii) Stenography iv) Computer operator programming assistant v) Secretarial Practice vi) Embroidery & Needle works vii) Dress making vii) Hair & skin care viii) Preservation of Fruits and vegetables ix) wiremen x) Draughtsman(Civil)
		ITI, Phakung District: Imphal – East	i) Computer operator programming assistant ii) Secretarial Practice iii) Embroidery & Needle works iv) Dress making v) Hair & skin care vi) Preservation of Fruits and vegetables vii) Craftsman Food Production viii) Electrician x) Motor Mechanic xi) Draughtsman(Civil) xii) General electronics xiii) IT & ESM xiv) Refrigeration & Air Conditioning
		ITI, Imphal District: Imphal-West	i) Carpenter ii) Draughtsman(Mech.) iii) Electrician iv) Fitter v) Instrument Mechanic vi) Machinist vii) Mechanic Agriculture Machinery viii) Mechanic radio & TV ix) Pre/Preparatory Management(Assistant) x) Surveyor xi) welder xii) wiremen
		Women's ITI, Imphal District: Imphal - West	i) Computer operator programming assistant ii) Secretarial Practice iii) Embroidery & Needle works iv) Dress making v) Hair & skin care vi) Preservation of Fruits and vegetables
		ITI, Senapati District: Senapati	i) Carpenter ii) Welder iii) wiremen iv) Stenography
		ITI, Tamenglong District: Tamenglong	i) Carpenter ii) Welder iii) Stenography iv) Computer operator programming assistant

			v) Secretarial Practice vi) Dress making vii) wiremen viii) Draughtsman(Civil) ix)General Electronics
		ITI, Ukhrul District: Ukhrul	i)Carpenter ii)Welder iii)Stenography iv) Hair & skin care v) Preservation of Fruits and vegetables vi) wiremen vii) Fitter viii)Motor Mechanic ix) General Electronic x)IT &ESM
		ITI, Jariban District:Jariban	i) Stenography ii) wiremen
		ITI, Kakching District: Kakching	i) Carpenter ii)Welder iii) Computer operator programming assistant iv) Secretarial Practice v) Dress making vi) Hair & skin care vii) Electrician viii) Motor Mechanic ix) Draughtsman(Civil) x) General Electronic xi) IT &ESM
		ITI Takyel	i) Carpenter ii)Welder iii)Plastic Processing iv)Diesel Mechanic v)Stenography vi) Computer operator programming assistant vii) Hair & skin care viii) Preservation of Fruits and vegetables ix) Craftsman Food Production x) wiremen xi) Electrician xii)Instrument Mechanic xiii)Fitter xiv)Turner xv)Mechanist xvi)Motor Mechanic xvii)Farm Mechanic xviii)surveyor xix)Draughtsman Mechanic xx)General Electronics xxi)Mechanic(Radio & TV) xxii)IT&ESM

			xxiii) Refrigeration & Air Conditioning (RAC)
		ITI, Sekmai (New ITI)	
		ITI, Kangpokpi (New ITI)	
4	<b>Mizoram</b>	ITI, Aizwal	1.Mason(Building Construction) 2.fitter 3.Electronics Mechanic 4. Electrician 5.Draughtsman(Civil) 6.Carpenter 7.Wireman 8.Welder(Gas & Electric) 9.Surveyer 10.Sheet Metal worker 11.Plumber 12. Mechanic Auto Electrical & Electronics
		ITI, Saiha	1.Mechanic(Motor Vehicle) 2.Information Technology & Electronics System Maintenance 3.Hair & Skin care 4.Electrician
		ITI, Salem Veng, Lunglei	1.Mechanic(Motor Vehicle) 2.Dress making 3.Computer operator & programming Assistant 4.Carpenter
		ITI, Champhai (New ITI)	
		ITI,, Thingdawl (New ITI)	
		ITI, Serchhip(New ITI)	
5	<b>Nagaland</b>	Industrial Training Institute, Mokokchung	1. Secretarial Practice (English) 2. Mechanic (Motor Vehicle) 3. Electronics Mechanic 4.Electrician 5.Draughtsman (Civil) 6.Computer Operator & Programming Assistant
		Industrial Training Institute, Mon	1Mechanic (Motor Vehicle) 2.Electrician 3.Cutting and Sewing 4.Carpenter
		Industrial Training Institute, Tuensang	1.Mechanic (Motor Vehicle) 2.Mechanic (Diesel) 3.Electrician 4.Cutting and Sewing 5.Carpenter
		Industrial Training Institute, Wokha	1.Mechanic (Motor Vehicle) 2.Information Technology & Electronics System Maintenance

			3.Carpenter
		Industrial Training Institute, Dimapur	1. Carpenter 2. Draughtsman (Civil) 3. Electrician 4. Fitter 5. Machinist 6.Mechanic (Motor Vehicle) 7.Mechanical (Diesel) 8.Secretarial Practice (English) 9. Surveyor 10. Welder
		Industrial Training Institute, Zunheboto	1. Electrician 2. Computer Operator and Programming Assistant (COPA) 3.Dress Making 4.Plumber
		Women Industrial Training Institute, Dimapur	1.Cutting & Sewing 2. Computer Operator and Programming Assistant (COPA) 3.Hair & Skin Care 4.Knitting 5.Secretarial Practice 6.Stenographer
		Industrial Training Institute, Phek	1.Mechanic (Motor Vehicle) 2.Carpenter 3.Cutting & Sewing 4.Plumber
		<b>ITI for women,</b> Dimapur (New ITI)	1.Knitting 2.cutting&Sewing 3.Carpentary 4.Plumber 5.Welder 6.Hair & skincare 7.Stenography 8.Secretarial Practice 9.COPA 10.Diesel Mechanic 11.Motor Mechanic 12.Draughtsman (Civil) 13.Surveyor 14.Mechanist 15.Turner 16.Fitter 17.Dress Making 18.Sewing Technology 19.Meson(Building Construction)
6	<b>Sikkim</b>	.ITI, Rangpo, East Sikkim	1.Plumber 2.Wireman 3.Cutting and Sewing 4.Draughtsman(Mechanical)

			5.Embroidery and Needle work 6.Hair & skin care
		.ITI, Nanchi, South Sikkim	
		.ITI, Kewzing(New ITI)	
		.ITI, Gyalashing,West Sikkim	
		ITI, Geyzing, North Sikkim	
7	<b>Tripura</b>	ITI, Indranagar	1. Computer Hardware & Network Maintenance 2. Computer Operator and Programming Assistant (COPA) 3. Draughtsman (Civil) 4. Electrician 5. Electronics Mechanic 6. Fitter 7.Information Communication Technology System Maintenance 8.Mechanic (Consumer Electronics) 9.Mechanic (Motor Vehicle) 10. Mechanic (Refrigeration and Air-Conditioning) 11. Mechanic Consumer Electronics Appliances 12. Mechanic (Diesel) 13. Mechanic (Radio & T.V) 14. Plumber 15. Stenographer and Secretarial Assistant 16. Surveyor 17. Turner 18. Carpenter 19. Wireman
		Women ITI, Indranagar	1.Computer Operator and Programming Assistant (COPA) 2. Desk Top Publishing Operator 3. Draughtsman (Civil) 4. Dress Making 5. Electronics Mechanics 6.Information Communication Technology System Maintenance 7.Information Technology 8. Stenographer & Secretarial Assistant (English)
		ITI, Udaipur	1.Architectural Assistant 2. Bamboo Works 3. Computer Operator and Programming Assistant (COPA) 4. Desk Top Publishing Operator 5. Interior Design & Decoration 6. Mechanic (Motor Vehicle)

			7. Mechanic (Radio &T.V) 8. Carpenter 9. Wireman
		ITI, Jatanbari	1.Carpenter 2. COE-Electrical - BBBT 3. Computer Operator and Programming Assistant (COPA) 4. Draughtsman (Civil) 5. Electrician 6. Electronics Mechanics 7.Information Communication Technology System Maintenance 8. Mechanic (Radio & T.V) 9.Stenographer & Secretarial Assistant (English) 10. Surveyor 11. Wireman
		ITI, Dharmanagar	1. Computer Operator and Programming Assistant (COPA) 2. Electrician 3.Electronics Mechanic 4. Fashion Design Technology 5.Mechanic (Motor Vehicle ) 6. Sanitary Hardware Fitter 7. Carpenter 8. Wireman
		ITI, Kailasahar	1. Computer Operator and Programming Assistant (COPA) 2.Desk Top Publishing Operator 3. Draughtsman (Civil) 4. Electrician 5. Fitter 6. Information Communication Technology System Maintenance 7. Mechanic (Motor Vehicle) 8.Mechanic (Refrigeration & T.V) 9. Mechanic Consumer Electronics Appliances 10. Mechanic Medical Electronics 11. Stenographer & Secretarial Assistant 12. Surveyor
		ITI, Ambassa	1.Computer Operator and Programming Assistant (COPA) 2. Draughtsman (Civil) 3. Driver Cum Mechanic 4. Electrician 5. Electronics 6. Mechanic Radio & T.V 7. Carpenter 8. Wireman
		ITI, Belonia	1.Computer Operator and Programming Assistant (COPA)

			2. Draughtsman (Civil) 3. Electrician 4. Electronics 5. Fitter 6. Mechanic (Motor Vehicle) 7. Mechanic (Refrigeration & T.V) 8. Plumber 9. Sanitary Hardware Fitter 10. Surveyor 11. Carpenter 12. Wireman
		ITI, Khumuluwng	1. Building Maintenance 2. Cane Willow and Bamboo Worker 3. Computer Operator and Programming Assistant (COPA) 4. Dress Making 5. Motor Mechanic 6. Mechanic Auto Electrical and Electronics
		ITI, Boxanagar	1. Computer Operator and Programming Assistant (COPA) 2. Dress Making 3. Driver-cum-Mechanic 4. Electrician 5. Mason (Building Constructor) 6. Plumber
		ITI, Manubankul	1. Dress Making 2. Electrician 3. Electronics Mechanic 4. Mechanic (Motor Vehicle)
		ITI, Khowai	1. Computer Operator and Programming Assistant (COPA) 2. Electrician 3. Mason (Building Constructor) 4. Pump Operator-Cum-Mechanic
		ITI, Bishramganj	1. Draughtsman (Civil) 2. Dress Making 3. Electrician 4. Electronics Mechanic 5. Information Communication Technology System Maintenance 6. Pump Operator-Cum-Mechanic 7. Stenographer & Secretarial Assistant 8. Surveyor
		ITI, Teliamura	1. Architectural Assistant 2. Computer Aided Embroidery And Designing 3. Desk Top Publishing Operator 4. Electronics Mechanic 5. Fashion Design Technology 6. Fitter 7. Information Communication Technology



			System Maintenance 8. Mechanic Diesel
		ITI, L.T.Valley	1. Computer Operator and Programming Assistant (COPA) 2. Dress Making 3. Electrician 4. Electronics Mechanic 5. Mechanic (Refrigeration and Air-Conditioning) 6. Pump Operator-Cum-Mechanic 7. Surveyor 8. Carpenter
		ITI, Kamalpur	1. Computer Operator and Programming Assistant (COPA) 2. Draughtsman (Civil) 3. Electrician 4. Electronics Mechanic 5. Information Communication Technology System Maintenance 6. Pump Operator-Cum-Mechanic 7. Stenographer and Secretarial Assistant 8. Surveyor
		ITI, Kanchanpur*	
		ITI, Gandacharra*	New ITI

Source: The official websites of respective states

## **Study on Enhancing Skill Development Infrastructure in NE States (ESDI)**

(A study sponsored by Economy & Policy Wing, Ministry of Skill Development & Entrepreneurship  
Government of India)

**Head of ITI College  
(Up-gradation)**

### **Declaration**

The information requested in this questionnaire is strictly confidential and would be used in aggregated form for the purpose of the above study. Individual level information would not be revealed to any person or organization whatsoever.



**National Institute of Labour Economics Research and Development (NILERD)**  
(Formerly Institute of Applied Manpower Research),  
A-7, Narela Institutional Area, Delhi-110 040, INDIA  
Website: [www.iamrindia.gov.in](http://www.iamrindia.gov.in)

Interview Number

**Q-1: Identification of Institution**

Sl. No.	Particulars	Response
1	Name of the Institution	
2	Year of establishment	
3	State	
4	District	
5	City	
6	Address	
7	Pin code	
8	Website (if any)	

**Q-2: Basic Institutional information**

Sl. No.	Particulars	Response
1	Name of the head/principal of the college	
2	Types of appointment of head of the institution (regular/Additional in-charge/temporary)	
3	Name of the respondent	
4	Designation of the respondent	
5	Email ID of the respondent	
6	Contact number of the respondent	
9	How many departments/trades in your institution?	
10	Please provide the name of the trades before the scheme was implemented.	
	1.	2.
	3.	4.
	5.	6.
	7.	8.
	9.	10.
11	What are the new trades introduce under the scheme?	

**Q-3: Available Infrastructure**

Sl. No.	Infrastructure		Yes/No	Number	Adequate/ Inadequate	Requirements/what is
1	Institution building	Classrooms				
		Head of the institutions room				
		Office room				
		Science				
		Computer room/laboratory				
		Art/Craft/Culture Laboratory				
		Library				
2	Toilets (with water)	Male				
		Female				
3	Drinking					
4	Transport (No. of bus)					
5	Sports grounds					
6	Hostels	Male				
		Female				
7	Residential quarters for Faculty					
8	Any other (please specify)					

**Q-4: Availability of Equipment (Before the scheme was implemented)**

Name of the Branch/Discipline	Availability of Machines & Equipment		No. of Equipment/ Machines non functional	Any new Models of Machines/ Equipment needed, if yes name the machine/ equipment	Remarks, if any
	Sufficient (1)	Not Sufficient (2)			

**Q-5: Status of Availability of funds for the following: (Before the scheme was implemented)**

Name of the Items	Amount Adequate		If No, what Percentage Increase would you suggest				
	Yes	No	Up to 20%	Up to 30%	Up to 50%	Up to 70%	More than 100%
Upgradation/ Infrastructure							
Upgradation of Workshop/Lab.							
Maintenance							
Furniture/Fixture							
Purchase of Equipment							
Purchase of Raw Materials							
Any other (Pl. specify)							

6. When did you sign the MoU for Upgradation? (Give details).....

7. Do you have any industry partner? Yes / No, If Yes please give the name of the industry and type of agreement between your college and the partner industry

8. What kind of role the state government has to play for implementation of the scheme?

9. Is there any monitoring agency of the works under the scheme? Yes / No, If yes, name of the agency:.....

10. Do you have an Institute Development Plan? Yes / No

11. What are the necessary conditions to utilize the fund receive under the scheme?

12. Do you have a separate book of accounts for the scheme? Yes / No

13. What type of monitoring mechanism is there for different level of work?

14. Who own the financial and administrative power regarding scheme related work?

15. What are different stages for releasing the fund?

#### Q- 16: Information about Admission

Intake Capacity:

Students/Trainees on Roll:

1. Admissions in existing trades taken up for Upgradation under the scheme

Sl.No	Name of Trade	Date of Commencement of the course	No. of applications received	No. of Trainees admitted	Remarks
1					
2					
3					
4					

2. Admissions in new trades opened under the scheme

Sl.No	Name of Trade	Date of Commencement of the course	No. of applications received	No. of Trainees admitted	Remarks
1					
2					
3					
4					

#### Q-17: Information about Passing Rate and Placement

1. For new trades opened under the scheme [For academic year.....]

Sl.	Name of the	No. of the	No. of	Pass %	Remarks
-----	-------------	------------	--------	--------	---------

No.	Trade	trainees studied	trainees passed		
1					
2					
3					
4					

2. For trades courses not directly covered under the scheme [For academic year.....]

Sl. No.	Name of the Trade	No. of the trainees studied	No. of trainees passed	Pass %	Remarks
1					
2					
3					
4					

3. Please provide information about the percentage of the passed out trainees employed, self employed within next one year and the range of income being earned by them.

**Q- 18: Details of instructors in the ITI**

(a) For trades taken up for Upgradation under the scheme

Sl. No.	Trade	Sanctioned Strength	Filled up	Vacant

(b) New trades opened under the scheme

Sl. No.	Trade	Required Strength	Filled up by regular appointment by State Govt.	Vacant

(c) New trades sector opened on CoE pattern under the Scheme

Sl. No.	Trade	Required Strength	Filled up by regular appointment by State Govt.	Vacant

(d)

**Q-19: Civil Work for introducing 3 new trades**

Sl. No	Name of the Trade	Class Room		Workshop		Total	
		Total area	% Complete	Total area	% Complete	Total area	% Complete

Name of the Executing Agency: PWD.....Others.....Both..... (Please tick)

Equipment and machinery procured <Please attached a list if required>

Name of the Supply Agency:

Agency under DGS&D rate contract: Others: Both:

**Q-20: Please specify the following on procurement of tools, equipment and hand tools**

Sl. No.	Name of the Trade	Order Placed (Rs.)	Order Supplied

**Q-21. Status of Infrastructure**

**A) Pre construction information**

24.1 Construction of the class rooms completed Yes No

If Yes

- When the construction started .....Completed .....
- What is the built up area .....



24.2 What is the time taken for calling of tenders? ..... (in days)

24.3 Time taken for issue of award letter.....days/months

24.4. Time taken for completion of work .....months/years

24.5 Has the construction work completed as per the time line Yes/ No

If No

- a) How much period the work got delayed ..... days/months/years
- b) Was extension of Time given? Yes/No
- c) How much extra time was given for completion? .....
- d) Reasons for the delay.....
- e) Is there a penalty clause in the contract?

2.6. To whom the construction contract was awarded

CPWD/

SPWD/

Private contact agency

## **B) Post construction Infrastructure details**

24.6 Total Number of class rooms constructed: .....

24.7 Total Number of workshops constructed: .....

## **Q-22: Purchase of Tools**

### **Financial details**

25.1 What is the total budget estimated for

- a) Equipment .....
- b) Class rooms .....
- c) Workshops .....

25.2 What is the Actual sanctioned amount for?

- a) Equipment .....
- b) Class rooms .....
- c) Workshops.....

25.3 How much actually utilized

- a) Equipment .....
- b) Class rooms .....
- c) Workshops.....

25.4 Procedure followed for procurement of tools

- a) Tenders called through news paper add
- b) Local market survey and collecting quotation
- c) Purchasing from Govt. approved agency
- d) Any other (please specify)

25.5 Time taken for receiving approval for purchase of tools: .....

25.6 Time taken for fund sanctioning after approving: .....

25.7 Time taken between fund sanctioning and releasing: .....

25.8 Time taken for procurement after receiving the fund: .....

25.9 Please tick the items/ Tools procured in the attached trade wise list of tools and equipment needed.

\*\*\*



**National Institute of Labour Economics Research and Development**  
**(An Autonomous Institute under NITI AAYOG, Government of India)**  
**Sector A-7 Institutional Area, Narela, Delhi – 110040**

**Research study on**  
**Enhancing Skill Development Infrastructure in North Eastern States**

**Schedule for ITI institution (Supplementing infrastructure Deficiencies)**

**1: General details**

<b>1. Name of the State:</b>		
<b>1. Arrunahal Pradesh</b> <b>2. Assam</b> <b>3. Manipur</b>	<b>4. Meghalaya</b> <b>5. Mizoram</b> <b>6. Nagaland</b>	<b>7. Sikkim</b> <b>8. Tripura</b> <div style="border: 1px solid black; width: 50px; height: 20px; margin-left: auto; margin-top: 10px;"></div>
<b>2. Name of the district: -----</b>		
<b>3. Type of Settlement:      1. Rural                      2. Urban</b>		
<b>4. Name of the Village/ Urban Area: -----</b>		
<b>5. Name and Address of ITI: -----</b>		
-----		
<b>Phone:-----</b>		
<b>Mobile:-----</b>		
<b>Email Id:-----</b>		

**Q 2: Basic Institutional information**

Sl. No.	Particulars	Response
1	Name of the head/principal of the college	
2	Types of appointment of head of the institution (regular/Additional in-charge/temporary)	
3	Name of the respondent	
4	Designation of the respondent	
5	Email ID of the respondent	
6	Contact number of the respondent	<div style="display: flex; justify-content: space-between; width: 100%;"> <div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div>
7	How many departments/Trades in your institution?	
8	Please provide the name of the Trade/ departments.	
	1.	2.
	3.	4.

5.	6.
7.	8.
9.	10.

11. When did you sign the MOU for Supplementing infrastructure Deficiencies?.....

12. Do you have any Institution Development Plan: Yes / No

13. Is there a monitoring agency for implementing the scheme.....

14. What type of monitoring mechanism is there for different level of work.....

.....

15. Do you have any Skill Development Society for skill Development and Employment Generation.....

### **Q3 .Basic information regarding land**

3.1 Does the ITI have hostels? Yes/ No

3.2 If Yes what is occupancy Capacity.....

3.3 Do you have a separate hostel for Girls? Yes/ No

3.4 If Yes what is occupancy Capacity.....

3.5 Did the ITI demanded for construction of New Hostel? Yes/No

3.6 Is there an earmarked land for construction of Hostel Yes/ No

3.7 If No when you acquired the land for hostel?.....

3.8 Total Land acquired/ allotted for the building .....

3.9 Is it dispute free? Yes/No

3.10 Funding for hostel land Centre/ State/ Trust/ Others

3.11 How much time taken to get land for hostel .....

3.12 Does the college has a boundary wall Yes/ No

3.13. Does the college has approach Road... Yes/ No

#### **Q4.Status of Infrastructure**

##### **A) Pre construction information**

4.1 Construction of the Hostel building completed Yes / No

If Yes

c) When the construction started .....Completed .....

d) What is the built up area .....

4.2 What is the time taken for calling of tenders----- months

4.3 Time taken for issue of award letter.....days/months

4.4. Time taken for completion of work .....months/years

4.5 Has the construction work completed as per the time line Yes/ No

If No

f) How much period the work got delayed .....months/years

g) Was extension of Time given? Yes/No

h) How much time .....

i) Reasons for the delay.....

j) Is there a penalty clause in the contract

4.6. To whom the construction contract was awarded CPWD/SPWD/Private  
contact agency

##### **Post construction Infrastructure details**

4.7 Number of floors constructed: .....

4.8 Number of Rooms constructed: .....

4.9 Bed capacity in each room .....

4.10 Number of General Washrooms .....

4.11 Washrooms for disabled persons:.....

4.12 Ramp facility for disabled persons Yes No

4.13 Is purified drinking water facilities is there Yes No

4.14 Washing area Yes No

4.15 Reception area Yes No

##### **Internal facilities in room/common area**

4.16 AC/Non AC rooms Yes No

- 4.17 No. Of beds with mattress: .....
- 4.18 No. Of cupboards: .....
- 4.19 No. Of study table and chair: .....
- |                                      |     |    |
|--------------------------------------|-----|----|
| 4.20 Washing machine in washing area | Yes | No |
| 4.21 TV in common area               | Yes | No |
| 4.22 Wifi/Internet facilities        | Yes | No |

## **B) Construction of Boundary wall**

5.0. Boundary wall construction completed: ..... Yes No

If Yes

5.1 What is the total area of the boundary wall constructed: .....

5.2 Name of the agency to which construction contract was given: .....

5.3 Time taken for completion of the work: .....

If No

Reasons for not completing pls. explain: .....

.....

.....

## **C) Purchase of Tools**

### **Financial details**

6.1 Time taken for receiving approval for purchase of tools: .....

6.2 Time taken for fund sanctioning after approving: -----

6.3 Time taken between fund sanctioning and releasing: .....

6.4 Time taken for procurement after receiving the fund: .....

6.5 Please tick the items/ Tools procured in the attached trade wise list of tools and equipment needed.

7.0 Others

Like to share your views and observations on the Scheme :.....

.....

.....

NATIONAL INSTITUTE OF LABOUR ECONOMICS RESEARCH AND DEVELOPMENT  
(NILERD)  
(NITI Aayog, Government of India)  
Sector- A-7, Institutional Area, Narela, Delhi –110040.

**Evaluation study of Scheme “Enhancing of Skill Development Infrastructure in NE states”**

**Schedule 1.1: For New ITIs**

**I: Particulars of the ITI**

1. Name and Address:.....

District:..... State .....Rural/Urban.....

Name of the Head/Principal/Director: .....

E-mail ID& Mobile: .....

2. Type of Management: Govt./ Private/Other

3. Kind of area Plain/hilly/

4. Please indicate the stage of construction of the ITI:

Completed/Under Progress/Not started

**II. Construction related questions**

5. When was the construction started..... completed.....

a. Does the ITI have a retaining wall Yes/No

If Yes, did the inspection team visit during its construction Yes/No

b. Is there a Diesel generator with shed Yes/No

6. Please provide following information

Sl.No.	Item		
	CIVIL WORK	Approved	Constructed
1.	Number of Classrooms		
2.	Number of Workshops		
3.	Number of Laboratories		
	TRADES	Approved	Started
4.	Number of Engineering trades		
5.	Non-Engineering trades		
	FINANCIAL	Sanctioned	Released
6.	Budget for construction		
	Budget for Furniture		
	Budget for Tools and Equipment		

7. Please indicate the time taken for following activities:

Sl. No	Activity	Time taken
	Approval of proposal for new ITI after submission	
	Finalization of Land	
	Acquisition of land after finalization	
	Approval of building plan after submission	
	Approval of agency for construction	
	Release of 1 <sup>st</sup> Instalment	
	Construction of Building	
	Release of 2 <sup>nd</sup> Instalment	
	Approval of posts for faculty and staff	
	Release of 3 <sup>rd</sup> Instalment	
	Purchase of Furniture, tools and equipment	

8. Please indicate the agency responsible for decision on the following activities:

Sl. No	Activity	Agency /Approving Authority
	Submission of Proposal for new ITI	
	Approval of Proposal for construction of New ITI	
	Land selection and acquisition	
	Preparation of Building plan	
	Approval of building plan	
	Selection of Agency for construction	
	Selection of trades to be offered	
	Decision about number of Faculty required	
	Decision about number of Staff required	
	Decision on Intake capacity	
	Assessing the requirement of type of Furniture, tools and equipment	
	Purchase of Furniture, tools and equipment	

9. Please provide following details:

Sl.No	Name of trade	Intake capacity	Number of students	Number of Faculty	Number of Equipment/Tools available

10. What was the basis of choosing the trades being offered at the ITI:

- Demand from local industry
- Skill assessment in the region



- c. Based on national demand
- d. Decided by government departments/ministry
- e. Other, please specify.....

11. Is the intake capacity fully realized for trades offered? Yes/No

If No, which trades have less enrolment than intake capacity?

What in your opinion are the reasons for low enrolment?

.....

.....

.....

.....

.....

12. Do you have enough faculty for each trade? Yes/No

If No, which trades require more

faculty.....

What are the reasons for shortage of faculty

- a. Non availability of qualified people
- b. Low remuneration
- c. Location of ITI
- d. Other Please specify,.....

13. Do you have enough tools/equipment for students? Yes/No

14. How many students work on an equipment .....

15. How would you rate practical training provided to students by your ITI: Very

Good/Good/Average/Poor/Very poor

16. Do you have tie-up with industry for apprenticeship of the trainees? Yes/No

If yes, give the number of industries you have tie-up with.....

17. In your opinion, how will the ITI affect the socio-economic and social status of the region?

.....

.....

.....

18. Do you think, the training received at ITI prepares a trainee for employment? Yes/No

Please state reasons for the same

.....

.....

.....

.....

.....

19. In your opinion what are the major challenges faced by ITIs?

.....  
 .....  
 .....  
 .....  
 20. Any suggestions for improving the functioning of ITIs.

.....  
 .....  
 .....  
 .....

NATIONAL INSTITUTE OF LABOUR ECONOMICS RESEARCH AND DEVELOPMENT  
 (NILERD)  
 (NITI Aayog, Government of India)  
 Sector- A-7, Institutional Area, Narela, Delhi –110040.

Evaluation study of Scheme “Enhancing of Skill Development Infrastructure in NE states”

#### **Schedule 1.1 a: For ITI s under construction**

##### **I: Particulars of the ITI**

1. Name and Address: .....

District:..... State .....Rural/Urban.....

2. Kind of area Plain/hilly/

3. When was construction started? .....

4. Please indicate the stage/status of construction of the ITI

a. Proposal Submitted	Yes/No
b. Proposal Accepted	Yes/No
c. Land allotted	Yes/No
d. Building Plan approved	Yes/No
e. 1 <sup>st</sup> instalment for civil work received	Yes/No
f. Civil work in progress	Yes/No
g. Inspection complete	Yes/No/Not Applicable
h. UC of 1 <sup>st</sup> instalment submitted	Yes/No
i. Trades to be offered approved	Yes/No
j. New posts created and approved	Yes/No
k. Submitted request for release of 2 <sup>nd</sup> instalment	Yes/No

l. 2 <sup>nd</sup> instalment received	Yes/No
m. Civil work complete	Yes/No
n. Request for release of 3 <sup>rd</sup> instalment	Yes/No
o. 3 <sup>rd</sup> instalment received	Yes/No
p. Purchase of furniture to be made	Yes/No
q. Purchase of tools & equipment	Yes/No
r. Recruitment of Faculty and Staff under process	Yes/No
s. Faculty and Staff recruited	Yes/No
t. Student enrolment under process	Yes/No
u. Student enrolments complete	Yes/No
v. First session to start	Yes/No

5. What are the main reasons for delay in construction?

- a) Administrative
- b) Financial
- c) Non-availability of land
- d) Lack of coordination among different agencies
- e) Non availability of faculty
- f) Non-availability of equipment
- g) Others, please specify.....

6. Which trades will be offered in the ITI?

.....

.....

.....

.....

7. What is the basis of choosing the trades:

- i. Demand from local industry
- ii. Skill assessment in the region
- iii. Based on national demand
- iv. Decided by government departments/ministry
- v. Other, please specify.....

8. In your opinion, how will the ITI affect the socio-economic and social status of the region?

.....

.....

.....

9. Will the ITI help in meeting the skill requirement of the country? Yes/No  
Why?

.....  
.....  
.....

NATIONAL INSTITUTE OF LABOUR ECONOMICS RESEARCH AND DEVELOPMENT  
(NILERD)  
(NITI Aayog, Government of India)  
Sector- A-7, Institutional Area, Narela, Delhi –110040.

**Evaluation study of Scheme “Enhancing of Skill Development Infrastructure in NE states”**

**Schedule 1.1 a: For ITI s that have not started work**

**I: Particulars of the ITI**

1. Name and Address: .....

District:..... State .....Rural/Urban.....

10. What are the main reasons for delay in construction?

- i. Administrative
- ii. Financial
- iii. Non-availability of land
- iv. Lack of coordination among different agencies
- v. Non availability of faculty
- vi. Non-availability of equipment
- vii. Others, please specify.....

\*\*\*



**National Institute of Labour Economics Research and Development**  
**(An Autonomous Institute under NITI AAYOG, Government of India)**  
**Sector A-7 Institutional Area, Narela, Delhi – 110040**

Research study on  
Enhancing Skill Development Infrastructure in North Eastern States

**Schedule for Establishments (INDUSTRIES)**

1. Name and Address of the Establishments .....

District.....State.....

Contact Person Name .....Designation.....

Phone/Mob.....Email.....

2. Year of establishment .....

3. Nature of the Establishments (Please ✓ in appropriate place)

Manufacturing/ Processing	Construction	Transport/ Communication	Hotels & Restaurants	Trade	Electricity/Gas/ Water Supply
Repairing/Service	IT Services	Others	(Please specify).....		

4. Type of Management of the Establishment (Please ✓ in appropriate place)

Central Government/ Central Public Sector Undertakings	State Government/ State Public Sector Undertakings	Private	Cooperatives	Others (please specify)
--	--	---------	--------------	----------------------------

5. Employment Size of the Establishments (Please ✓ in appropriate place)

Up to 10	11 -25	26-50	51 to 75	76-100	101-200
2001-500	501-1000	More than 1000			

6. Please provide the employment details of the Establishment (As on today)

Skill Background	Gender wise Distribution		
	Male	Female	Total
No. of Employees with ITIs Qualification			
No. of Employees with Diploma Holders (Polytechnic Qualification )			
Other Employees			
Total Employees			

7. Do you get the enough number of skilled workers in the required skills/ trades?

No

Yes	
-----	--

If no, Skills / Trades / are in shortage.....

Reasons for shortages.....

8. According to you skills / trades are more in supply in the region .....

9. Are there enough skill training institutions in your town/village to meet the skill demand of the establishments?

Yes	
-----	--

No	
----	--

If no, which level of institutions are required to meet the skill demand of the establishments  
(Please ✓ in appropriate place)

ITIs		Polytechnics		Engineering Colleges		General Degree Colleges		Short-term Vocational Training Institutions	
Others (Please specify)									

10. Do you find any changes in the Skills/Quality of the fresh pass outs from ITIs during recent years (say last five years)?

Yes	
-----	--

Yes	
-----	--

11. How do you rank the employability of the fresh pass outs from it is (Please ✓)

Highly satisfactory		Satisfactory		Average		Below average		Poor		Not at all employable	
---------------------	--	--------------	--	---------	--	---------------	--	------	--	-----------------------	--

12. Did you have a plan to expand core activities which would require more skilled workers?

Yes		No	
-----	--	----	--

If yes, skills / trades / Disciplines are expected in more numbers .....

13. Do you have any linkages with Educational/ Skill Training Institutions?

Yes		No	
-----	--	----	--

If yes nature of linkages (Please ✓ in appropriate place) more than one answer possible

Campus Placements		Curriculum / Academic Council members/ Chairs		Taking Classes/ Lecture		Student Internship		Others (Please specify)	
-------------------	--	---	--	-------------------------	--	--------------------	--	-------------------------	--

Number of Institutions you have the above linkages .....

If no, is any Skill Training Institutions in the locality ever contacted you for such linkages?

Yes		No	
-----	--	----	--

If no, are you willing to provide / share your expertise with skill training Institutions?

Yes		No	
-----	--	----	--

14. Any other information would you like to share .....

---

NATIONAAL INSTITUTE OF LABOUR ECONOMICS RESEARCH AND DEVELOPMENT  
(NILERD)

(NITI, Aayog, Government of India)

Sector- A-7, Institutional Area, Narela, Delhi-110040.

Evaluation of Central Sector Scheme “Enhancing Skill Development Infrastructure in North East States”

(Sponsored by Ministry of Skill Development and Entrepreneurship)

State.....

District.....

**Schedule for Student**

**1. Identification Particulars**

1.1 Name and Address of the Student: .....  
.....  
.....

1.2 Age: .....

1.3 Gender: Male/ Female

1.4 Social Category: General/SC/ST/OBC

1.5 Present area of resident: Rural/ Urban

1.6 Permanent area of residence: Rural/ Urban

1.7 Parent's/ Guardian's occupation: Agriculture/Business/Service/Entrepreneur/Others

1.8 Parent's/ Guardian's monthly income (Rs.):

a) Below 10,000

b) 10,000 to 20,000

c) 20,000 to 40,000

d) Above 40,000

**2. Academic Particulars**

**2.1**2.2 Name of the course/ Trade in which took admission:

.....

2.2 Why did you choose ITI course:

1. Could not get admission in Polytechnic

2. Families economic position did not permit to take up polytechnic/higher education

3. Can get immediate employment
4. Certificate holders are in much demand in industry
5. Can get employment in the native place and need not move out
6. Others

**3. Infrastructure/ facilities in the ITI:**

3.1. Does your institute have the necessary infrastructure to impart practical Training? Yes/No

3.2. Are the equipment/tools sufficient to learn the skills that are demanded by the Industry? Yes/No

3.3. List the name of existing equipment/tools in your Workshop/Lab.(Tick in the list attached)

1..... 2. .... 3. .... 4. .... 5.  
..... 6. ....

7. .... 8. .... 9. .... 10. .... 11. ....12.  
.....13. ....

3.4. Do you have sufficient class room? Yes/No

3.5. Do you have Modern Workshop/lab? Yes/No

3.6. Do you have internet/Wi-Fi facility? Yes/No

3.7. Do you have hostel facilities? Yes/No

3.8. What type of new infrastructure is needed to get employable skills: .....

3.10. From how far do you commute to college:  
.....

**(Questions for girls students only from Q. No. 3.11 to 3.17)**

3.11. Why did you choose this trade/course?  
.....

3.12. Is the course of your choice or was decided by others? .....

3.13. Do you have hostel facility in your institution? Yes/No

3.14. Do you think availability of hostel facility will encourage more girls to join ITI?



Yes/No

3.15. Are you from the same town/village? Yes/No

3.16. If there are outsiders, what is the average distance they are travelling: .....

3.17. Do you prefer to go to Industry or go for self employment?

.....

3.18. Adequacy of training facilities, etc. (for all students)

Details of facilities	Adequacy				
	Not at all	Fair	Good	Very good	Excellent
Practical instructions					
Workshop facilities					
Duration of training					
Any other					

3.19. Whether the training meets the employability to complete for Job in the market? Yes/No

3.20. What you suggest for modification/requirement in ITI course curriculum.

1. Introducing new trades/courses
2. Practical & extending training in ITI
3. Delivered lectures by Professionals from industry
4. Course curriculum designed for industry needs

3.21. Do you feel practical training in industry will better your employability? Yes/No

#### **4. Suggested measures for improvement of the Scheme**

4.1. Any suggestions you would like to give for improving the scheme.

.....  
.....  
.....

\*\*\*



NATIONAL INSTITUTE OF LABOUR ECONOMICS RESEARCH AND  
DEVELOPMENT

(NILERD)

(NITI, Aayog, Government of India)

Sector- A-7, Institutional Area, Narela, Delhi-110040.

Evaluation of Central Sector Scheme

“Enhancing Skill Development Infrastructure in North East States”  
(Sponsored by Ministry of Skill Development and Entrepreneurship)

**Schedule for Parents/Head of the Household**

State..... District..... Block  
..... Village .....

**1. Respondent Profile**

1.1 Name and Address of the Respondent .....  
.....  
.....

1.2 Age (in completed years): .....

1.3 Educational qualification.

- a. Graduation and above    b. 12<sup>th</sup> pass    c. 10<sup>th</sup> pass    d. up to 8<sup>th</sup>  
e. No formal schooling    f. Illiterate

1.4 Occupation:

- a. Cultivation, b. Agricultural labour, c. Non-Agricultural Labour, d. Trade/Business,  
e. Govt. Service, f. Private Service, g. Unemployed/Not working / retired  
h. Others, please specify.....

1.5 Monthly income (Rs.):

- a. Below 5000, b. 5000 to 10,000    c. 10,000 to 20,000    d. 20,000 to 40,000  
e. Above 40,000

1.6 Type of dwelling unit..... (Own-1, Rented-2, Encroached-3).

1.7. Type of housing quality..... (Kutcha-1, Pucca-2, Mixed-3).

1.8. Do you have access to electricity in your house? ..... (Yes-1, No-2).

1.9. Do you have a toilet in your house?..... (Yes-1, No-2).

1.10. What is the main source of drinking water for your family?.....

*(Enter the one that is used most often: bottled water-1, tap water-2, tube well/hand pump- 3, well-protected- 4, well-unprotected-5, tank/pond (reserved for drinking water- 6, other tank/pond-7, river/canal/lake-8, spring-9, harvested rainwater-10, others-19)*

1.11. What is the means of cooking fuel in your family?.....

*(Firewood- 1, Kerosene- 2, Coal- 3, Cow Dung- 4, LPG- 5, Gobar gas- 6, any others- 7 <specify>)*

## **2. Family Particulars**

2.1 Number of members in the family: .....

2.2 Which trade/branch is your son/daughter enrolled in?

How did he/she get a seat in ITI?

a. Through merit in qualifying exam

b. Through entrance exam

c. Management quota

d. Any other, please specify.....

2.2. Why have you chosen to enroll your child in ITI?

a) Can get immediate employment

b) Certificate holders are in much demand in industry

c) Can get employment in the native place and need not move out

d) Did not want to send my child far away for further studies

e) Financial reasons

f) Child is interested in ITI

g) Others.....

2.3 Why did you choose this particular trade/department for your child?

a) Child is interested

b) He got a seat in this only

c) Good demand for this trade in this area

d) His friends are also enrolled in this trade

e) Others.....

2.4 How far is the ITI from your residence? .....

2.5 How does your child commute to ITI

a. On foot    b. By bus    c. By bicycle / Scooter / Motorcycle

**3(A) these questions for parents where New ITI is opened**

3. (a)1. Are you aware that a new ITI has opened in your village/town Yes/No

2. Do you think the new ITI was needed Yes/No

3. In your opinion, is it going to benefit the local youth? Yes/No

If yes, in what way this new ITI is going to be helpful to the youth in your village/town.

If No, Why?

4. Prior to the establishment of this ITI which ITI this village/Town youth were joining?

.....

5. How far is it from this village .....

**3B questions for Parents for Supplementing Infrastructure Deficiencies ITI located**

3.(b)1. Are you aware that Government is supplementing infrastructure deficiencies in ITI?  
Yes/No

If yes, for what deficiencies did the Government sanction funds?

Do you know the details of the funds and how they were spent?

Were any new constructions taken up recently?

1. College building

2. Hostel building

3. Boundary wall

Is there a need for a hostel in the local ITI?

Yes/No

If yes give reasons

- i) Will reduce the daily commuting time for the students
- ii) It will help more girls to enroll in ITIs

If No reasons

- i) No demand for the hostel
  - ii) Others-----
- 2 what is your opinion about the new hostel buildings constructed
- i) Very good.
  - ii) Spacious
  - iii) Facilities not so good
  - iv) Food quality not so good

3. Do you think a boundary wall is required for the college Yes/No

4.1. Any suggestions you would like to give for improving the scheme.

.....  
.....  
\*\*\*

# **Research Study on Enhancing Skill Development in North Eastern States**

## **Discussion Points for Focus Group Discussions**

### ***1. Discussion Points for State Education / Skill Training Departments***

- State Specific Policy on Skill Development
- Schemes and Programmes for Skill Development
- Institutional set up for Skill Development in the States
- Resources Allocation
- Sanctions and approvals (Periodicity and timeframe /frequency)
- Linkages with similar Organizations
- Coordination with Central Ministries/Departments/Agencies for Resources
- Issues in getting / allocating resources
- Areas of concern regarding the provision of Skill Development
- Region/State specific issues in Skill Development
- Region specific skills required
- Employment generation in the region
- Institutional Mechanism
- Timeliness of fund flow
- Adequacy of Funds
- Utilization of funds through public expenditure tracking
- Human resources allocated for the implementation of the scheme
- Bottlenecks/issues & challenges in the implementation mechanisms
- Opinion on the quality of assets created

- Suggest some best practices in monitoring and evaluation
- Any gaps in the scheme outcomes in light of National priorities/SDGs
- Opinion about the continuation of the scheme
- Any Other issues

## ***2. Authorities who are part of Scheme Implementation and Skill Development Mission in the State***

- Perceptions about the overall Skill Development initiatives of the State
- Policy support / Schemes for Skill Development
- Suitability of the Schemes in the locality (Region/State)
- Resources Allocation and Management of the Schemes
- Time factors in taking decisions / approvals / sanctions
- Achievements / Successes of the State in Skill Development Mission
- Additions / Modifications in the existing Skill Development Schemes and Programmes
- Societies participation and involvements / support
- Action Policy Recommendations / Interventions Required in Skill Development and Employment
- Coordination between sponsoring and implementing agencies
- Major hurdles while implementing these kinds of schemes in the region
- Solutions and suggestions to overcome from these hurdles
- Accountability and transparency
- Find any direct/indirect employment generation
- Mainstreaming of Tribal
- Mainstreaming of SC

- Any behavioural change in the beneficiary/stakeholder
- Type of role that private sector, community and civil society play in the scheme
- Any unintended consequences/negative externalities
- Any other issues to be addressed

### ***3. Establishments / Industries***

- Perception about the skilled manpower
  - i) availability
  - ii) quality
- Skill needs / requirements of the Establishments / Industries in the locality
- Shortages / and Mis-match of skills in states
- Perceptions about the Skill Development initiatives of the State
- Creation of more opportunities – feasibilities in the region
- Gender Specific / Occupation specific skill requirements of the Establishment
- Areas of concern of the Establishments
- Policy Intervention / recommendations of the Establishments
- Is there an increase in number of women skilled labour
- Scope for increased employment generation in light of local manpower availability
- Interaction with academic/training institutions.

### ***4. Parents/Unemployed Youths***

- The availability of Skill Development opportunities
- The reach / accessibility to those opportunities
- Skill demands in the locality / Fields of Skill Training available



- Constraints in getting Skill Development
- Employment opportunities in the locality
- Trend of employment avenues in the region over the years
- Self –employment avenues in the locality
- Sustainability of business activities
- Solutions to overcome the issue of unemployment / Skill mis-match
- Increase in girls enrolment in to ITI trades
- Girls enrolment in to non-conventional trades
- Training is offered in number of disciplines. But there may not be employment opportunities for all trades. So do your children find employment in other states of the country
- Any other Issues to be addressed

\*\*\*