INDUSTRIAL TRAINING INSTITUTES (ITI) OF SCHEDULED CASTES DEVELOPMENT DEPARTMENT

Submitted to

Scheduled Castes Development Department
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gIFT | GULATI INSTITUTE OF FINANCE AND TAXATION

INDUSTRIAL TRAINING INSTITUTES (ITI) OF SCHEDULED CASTES DEVELOPMENT DEPARTMENT
(Report No. 2)

MONITORING AND EVALUATION OF SCHEMESIMPLEMENTED BY SCHEDULED CASTES DEVELOPMENT DEPARTMENT DURING THE ELEVENTH AND TWELFTH PLAN PERIOD [2007-2017]

Submitted to
Scheduled Castes Development Department
Government of Kerala

August 2017

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Industrial Training Institutes (ITIs) are one of the many institutions functioning under the Scheduled Castes Development Department, Government. of Kerala, for the welfare of the Scheduled Caste Community. One of the major problems faced by the youngsters belonging to Scheduled Caste community in modern Kerala is the lack of employment opportunities, which in turn is related to their lack of exposure to technical skills of various kinds. ITIs play a major role in imparting training in technical education to the youngsters of the community. Though the ITIs under SCDD are functioning well, its functioning has certain shortcomings. Such shortcomings have to be identified and solutions have to be found. It is in this context that GIFT was entrusted the monitoring and evaluation of schemes implemented by Scheduled Castes Development Department during eleventh and twelfth plan period [2007-2017]. This report focuses on the functioning of the ITIs, their limitations, and the measures needed to improve their effectiveness.

The study team consists of Dr. N. Ramalingam, Dr. C. S. Venkiteswaran, K. C. Rennymon and N. Sheeja.

We thank the SCDD and its officials and other stakeholders for extending whole-hearted support to the team. We are happy to submit this report to the Scheduled Castes Development Department, Government of Kerala. Thefindings and suggestions, which we hope, will contribute to policy formulation for the better functioning of ITIs.

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LIST OF ABBREVIATIONS

No.	Description
ACD	Arithmetic Calculation and Drawing
DCM	Driver-cum-Mechanic
DGET	Director General of Employment and Training
DGT	Directorate General of Training
GO	Government Order
ITC	Industrial Training Centre
ITD	Industrial Training Department
ITI	Industrial Training Institute
MMV	Mechanic, Motor Vehicle
MRAC	Mechanic, Refrigeration & Air Conditioning
NABET	National Accreditation Board for Education and Training
NCVT	National Council for Vocational Training
QCI	Quality Council of India

The Industrial Training Institutes (ITI) under SCDD, one of the many institutions established by Government of Kerala, intends to impart formal technical skills and training to the SC youth in Kerala. There are 44 ITIs functioning under the SCDD in the State spread over 12 districts in the State except for Idukki and Wayanad. Out of 44 ITIs under SCDD, 41 were started before 1992 as Industrial Training Centres (ITCs) known as Production-cum-Training Centres. Realising that the certificates given from the ITCs in traditional trades were not accepted by the industrial establishments under public and private sectors, the state government converted the ITCs into ITIs as per the standards and norms prescribed by NCVT.

The primary objective of ITIs is to provide vocational and technical skills to the youngsters of the community. Following are the major objectives of the ITIs:-

1. Develop and introduce state-of-the-art trades
2. Attract more students, especially female
3. Provide better employment opportunities
4. Create self-sustained ITIs with vibrant revenue model

This study is an analysis of the functioning of ITIs under SCDD in Kerala, keeping in view the objectives behind establishing them. This Study analyses the functioning of the ITIs, their present position, strengths and limitations, to suggest measures needed to improve their effectiveness.

The suggestions and recommendations have been made on 19 different areas pertaining to the functioning of ITIs under SCDD in Kerala. They cover infrastructure facilities (both general and academic), curriculum, capacity utilisation, issues of dropout students, learning facilities, study materials/text books, institutional affiliation, students support system, gender dimension, apart from service matters of both academic and non-academic staff, issues faced by the training superintendents and training instructors, the potential for new ITIs etc. The

suggestions and recommendations, apart from the above, are made on extra-curricular aspects of student life, like state level cultural festivals and sports competition, annual meet of ITI instructors, alumni meeting and job fairs.

The above mentioned areas of suggestions and recommendations cover the following:-

- Construct new buildings and maintain existing ones for the class rooms and other purposes.
- Ensure well maintained class room, workshop, computer lab and library facilities.
- Start new trades and increase the number of existing trades, which have high demand, in more ITIs.
- Take steps to fill in the existing seats, attract more candidates, and address the issues relating to dropout of students.
- Give special attention to the female candidates and students.
- Ensure availability of study materials and tools and equipment.
- Ensure that ITIs under SCDD get affiliated and re-affiliated to NCVT.
- Ensure maximum welfare measures and financial assistance to the students.
- Ensure apprenticeship of the SC trainees in reputed firms.
- Try to solve service related issues of both academic and non-academic staff.
- Start placement cells and take steps to start campus recruitment and job fairs.
- Conduct cultural and sports events for the students.
- Conduct alumni meetings and make alumni groups.
- Conduct annual meet of ITI instructors.
- Establish new ITIs, especially in the districts where there are no ITIs under SCDD functioning.

CHAPTER 1
INTRODUCTION

Youngsters from Scheduled Caste community are far behind in acquiring modern technical skills. The major reason behind this is that they are not getting ample opportunities to get trained in such skills. In the past they had their own traditional occupations. Now many of the traditional occupations have become redundant or vanished due to many reasons such as shortage of raw materials, lack of marketing facilities, and absence of attitude to pursue the traditional skills. The only section of people who are engaged in traditional occupations are the old generation of the community. Among them too, only a minority are engaged in such occupations. In such a situation youngsters of the Scheduled Caste community are getting less employment opportunities. Both central and state governments have taken a number of steps to support the community in solving their socio-economic problems. But still, many of their problems remain unresolved. One of the major problems faced by the youngsters belonging to Scheduled Caste community in modern Kerala is the lack of employment opportunities, which in turn is related to their lack of exposure to technical skills of various kinds.

1.1 Rationale of the Study

Programmes and schemes of Scheduled Caste Development Department for the SC in Kerala aim at their socio-economic development. Targeting at the welfare of SC in Kerala, a number of institutions have been established under SCDD. Industrial Training Institutes for SC constitute one such group of institutions. The primary objective of ITIs is to give vocational and technical skill to the youngsters of the community. It has contributed a lot to the community in this regard. But at the same time, like any other institutions under SCDD, ITIs too face a lot of problems in various areas stretching from the infrastructural facilities to human resources. This study in general aims at understanding and analyzing how the ITIs are functioning in Kerala, keeping in view the objectives behind establishing ITIs. After

analyzing the functioning of ITIs by focusing on its strength and weakness, the study offers measures to improve their effectiveness and suggestions and recommendations to solve their issues and problems.

1.2 Industrial Training Institutes: A General Profile

Industrial Training Institutes play a vital role in human resource development of the country especially in terms of providing skilled manpower. In the ITIs across the country training is imparted in 126 trades (73 Engineering+ 48 Non- Engineering +05 exclusively for visually impaired) of duration 1-2 years. National Trade Certificate, nationally and internationally recognized under the aegis of National Council for Vocational Training (NCVT) is awarded to successful trainees.

Vocational training is concurrent subject. Central Government is entrusted with the responsibility of framing overall policies, norms and standards and examination for vocational training while day-to-day administration of Industrial Training Institutes rests with the State Governments/ Union Territories Administrations.

The task of accreditation/inspection of institute has been assigned to the Quality Council of India (QCI) w.e.f 1.9.2012.

1.3 Origin of Industrial Training Institutes in Kerala

The Industrial Training Department is functioning with the key objective of providing vocational and apprenticeship training to the youth in Kerala State. To achieve this objective, the Industrial Training Department (ITD) runs a variety of long-term and short-term training programmes in Industrial Training Institutes/Centres (ITIs/ITCs) in the State. It also registers the youth for apprenticeship training across various establishments in the state. The Craftsman Training Scheme, the most important initiative in the field of vocational training, has been shaping craftsmen to meet the existing as well as future skilled manpower needs, through the vast network of ITIs in the State. The administration of ITIs under the Craftsmen Training Scheme was transferred to the State Government with effect from the year 1956.

The National Council for Vocational Training (NCVT), an advisory body, was set-up by the Government of India in the year 1956 with a view to ensure and maintain uniformity in the standards of training for vocational/technical courses all over the country. It is essential for all ITIs (under public and private) to get affiliated to NCVT in each trade/unit before admitting the trainees.

1.4 Industrial Training Institutes for the Scheduled Castes in Kerala

Apart from the ITIs under ITD, certain ITIs have been established exclusively for the Scheduled Castes in Kerala. At present there are 44 ITIs under the SCDD in Kerala that target Scheduled Caste youth. Out of these, 41are affiliated to NCVT and the rest to the State Council for Vocational Training (SCVT). In order to facilitate and coordinate the administration of all the ITIs under SCDD, the State is divided into two administrative zones; South Zone and North Zone. South Zone covers 21 ITIs from Thiruvananthapuram to Ernakulam districts and North Zone covers 23 ITIs from Thrissur to Kasargod districts. The head offices of South and North Zones are at Thiruvananthapuram and Kozhikkode respectively.

1.5 Concept behind establishing ITIs for SCs in Kerala

The concept of the ITIs for SCs does not find any explicit mention in the Government Orders relating to ITIs. The following is an attempt based on various GOs in this regard to delineate the concept behind establishing ITIs exclusively for the Scheduled Castes.

Originally, there were Industrial Training Centres (ITCs) known as Production-cum-Training Centres in traditional trades managed by the SCDD. Realising that the certificates given from the ITCs were not accepted by the industrial establishments under public and private sectors the state government converted the ITCs into ITIs as per the standards and norms prescribed by NCVT. At present the ITIs under SCDD are functioning according to the norms framed by NCVT, and national level Trade Certificates are issued for the students. Thus the ITIs, formerly known as Training Centres/Production-cum-Training Centres, in the past were not functioning properly in fulfilling the objectives in vocational training. In this context, the institutions exclusively meant for SCs were meant to give training to the youth from SC communities in traditional and new occupations.

Keeping this in view, many trades have been inducted in the new ITIs, obsolete trades have been discontinued and the existing trades have been modified according to the demands and changes in the job market.

1.6 Vision, Mission and Objectives

The following are the vision, mission and objective statements conceived by the study team for the ITIs of SCDD in Kerala.

Vision: Empowerment of SC Communities in Kerala through Technical Skills

Mission: To provide and create a new generation of skilled and technically qualified SC youth through self-reliant ITIs that provide state-of-the art knowledge/skill inputs to address the changing and growing demands of technical job market

Objectives:

1. Develop and introduce state-of-the-art trades
2. Attract more students, especially female
3. Provide better employment opportunities
4. Create self-sustained ITIs with vibrant revenue model

Methodology

The study mainly depends on primary data. As part of collecting primary data, filled in questionnaires from all the 44 ITIs were collected. The study team personally met both students and staff and had conversation with them. Two workshops were conducted for the staff (both instructors and superintendents) of all ITIs and 43 ITIs were represented in both of them. Apart from this, 21 instructors from 9 ITIs were personally met and interviewed and filled in questionnaires were collected from them. Filled in questionnaires from students were also collected. The samples of the students were selected from 11 ITIs across the state. The sample covers 7 out of 11 trades. The sample size is 279 out of nearly 1800 trainees in the ITIs across the state. Apart from this the study uses government reports and websites as part of collecting primary data. The study uses secondary also. Books and articles are used in this regard.

CHAPTER 2

DEVELOPMENT OF ITIs FOR SCHEDULED CASTES IN KERALA: HISTORICAL BACKGROUND

The Government of Kerala in the 1950's decided to start institutes and centres to train the youngsters belonging to the Scheduled Castes in technical skills. The evolution and development of the present Industrial Training Institutes (ITIs) functioning under the Scheduled Caste Development Department (SCDD) can be traced back to such institutes and centres. Now the ITIs for SCs in Kerala play a major role in giving vocational and technical training to the students in the community.

2.1 Towards the Formation of Industrial Training Centres (ITCs)

The former Harijan Welfare Department had started certain institutions under the names 'Model Welfare Centres' and 'Production-cum-Training Institutes' in the 1950's with the objective of giving vocational training to the youngsters belonging to the backward section of Scheduled Castes and they were trained in carpentry and rattan coir. It is these centres and institutes later took the form of ITCs.

2.2 Reorganisation of Industrial Training Centres (ITCs) for SCs

As per G.O. (Ms.) No. 474/65/Ref., dated 22nd May 1965, the Government constituted a committee for studying the working of various types of Training Centres run by the Harijan Welfare Department and to make appropriate recommendations to Government regarding measures to impart useful training to the maximum number of Scheduled Castes at minimum cost and also to provide employment to them or to rehabilitate the successful trainees to the best of their advantage. The report of the Committee was placed before the State Advisory Council for discussion. A sub-committee was constituted to study and make recommendations on the report

The Official Committee recommended that the minimum qualification may be fixed as pass in Standard V, preference being given to those with higher qualifications at least for Scheduled Castes and the qualification already fixed viz. literacy, may continue in the case of Scheduled Tribes. The committee recommended that candidates in the age group of 15-25 alone should be selected with preference to those in the age group of 15 and 20. The committee recommended that the selection boards may be replaced by committees consisting of a representative of the Harijan Welfare Department, head of the respective institution and a technical expert. The venue for interview and selection may be fixed as the training centre or a convenient place in the neighbourhood to facilitate the attendance of the candidates.

The Sub Committee recommended that the minimum qualifications for admission of trainees may be fixed as Standard V subject to the condition that preference would be given to those with higher qualification. The Sub Committee also was in agreement with the recommendation that candidates within the age group of 15 to 20 be given preference. The constitution of a selection committee in each District for this purpose was suggested. The District Welfare Officer of the District, Head of the Institution and one non-official member was to be selected by the District Advisory Committee to constitute the selection committee. The Industrial Supervisor should also be associated with the selection committee.

Government accepted the recommendations of the sub-committee with regard to qualification, age and preferential age group. Suggestion about the selection committee was also accepted (G. O. (Ms.) 2/71/L&SWD, dated, Trivandrum, 2nd January 1971).

2.3 Renovation of Functioning of ITIs for SCs

As per Order No. 43/87/SC-STDD., a special officer was appointed to conduct a study on ITCs under Harijan Welfare Department and to submit its report. At the same time the Evaluation Division of the State Planning Board also conducted a study on these institutions. Both these reports came to the conclusion that the functioning of the ITCs under Harijan Welfare Department should be renovated and training should be given in new trades. Based on another order dated 18-07-1983, No. 276/83/Harijan Welfare Department, a technical committee was

appointed for making recommendations on the ways to improve the functioning of these institutions after having an in depth study of them.

The following areas were the Terms of Reference to the committee:-

1. Selection of new trades based on employment opportunity and the demand for human resource.
2. Strategies to be adopted for giving training to the existing and the coming trades.
3. Criteria for selecting trainers
4. Training method, syllabus etc.
5. Facilities for giving training to the existing and newly coming trades
6. Recommendations to decide the qualifications/eligibilities of trainers and giving certificates
7. To decide the institutions, which give training to the existing trades, to be continued and wherever they want to be established
8. To decide the location of these institutions
9. The means to raise fund and reduce economic burden of the government
10. Working scheme to implement the instructions

2.4 Areas of Renovation

The committee submitted its report to the government on 24-10-1984. An 'empowered' committee of the members was appointed in order to take decision on the recommendations. Recognizing the recommendations of the empowered committee and considering the recommendations of the technical committee, an appropriate decision was taken by Government on the subject. Details are furnished below.

2.4.1 Curriculum and Trades

1. Existing, continuing and newly started trades: The following are the different trades existing in the training centres under the Scheduled Caste Developement Department:-
   a) Weaving
   b) Carpentry
   c) Cain Work

d) Mat Weaving

e) Grass Mat Weaving

f) Coirmaking

g) Cutting and Tailoring

It was decided to continue the following out of the above mentioned trades:-

a) Weaving- Only the 6 units to be continued out of the 56. Training for this occupation should be given only in the institutions which are located in the areas where employment opportunities are available in private sector or cooperative sector.

b) Carpentry

c) Chooralppani(Both were renamed as furniture technology)

d) Coir making

e) Cutting and Tailoring- It should be renamed as Tailoring and Dress Making

2. Apart from the above mentioned,it was decided to give training in the occupations mentioned below:-

a) Servicing and repairing of electrical home appliances.

b) Servicing and repairing of electronic goods.

c) Sanitary pipe fitting

d) Building construction

e) Servicing and repairing of two and three wheelers

f) Spray painting

g) Computer programming and console operations

h) PABX/Telex operator

i) Servicing and repairing of electonic/electrical equipments

j) Servicing and repairing of four wheelers such as cars and trucks

2.4.2 Qualification and Age

The minimum educational qualification to join the training to be fixed as SSLC failed in the tradional trades and SSLC pass in the new trades.The candidates aged between 15 and 25 only should be selected to the training, on the basis of their aptitude. A Committee consisting the head of the institution (as its convener), the

Training Assistant Inspector in the area, Taluk Welfare Officer/Scheduled Caste Extension Officer and a technical expert from Department of Technical Education was assigned to select the candidates. The Director of the Department should take steps to constitute the committee for every instituion.

2.4.3 Duration

The duration of the traditional and new trades will be two years. The progress of the training should be evaluated from time to time. Every trainee should be made capable of finding jobs and the y have to be taught about cooperatvie societies at the end of the course.

At the time when there is no trainers in the Deaprtment, the technical experts from outside should be invited. Training should be arranged in the NCVT standard and in the manner in which training is given in the ITIs. The students should visist a nenowned institute of their field at least once in a year. Visual and hearing devices like OHP, Supply Projectors, Epidiascope etc should be used in the training and these kinds of devices should be made available in all institutions. Along with starting new trades, better training facilities sould be arranged in the traditional trades also. New trainig methods should be adopted in all institutions.

2.4.4 Examination Criteria

The Director, Scheduled Caste Development, in consultation with the Director of Technical Education, should finalise the criteria for determining passouts, certification procedures etc. There should be 12 trainees in a unit of the trade.

2.4.5 Geographical Distribution

Training centres should be distributed in all parts of the state since SC population is scattered all over the state. As SC population is scattered all over the state, training centres too should be equally distributed in all parts of the state. For better administration, the ITIs under SCDD in the state should be made under three zones. Of all the 65 training centres 32 should be production-cum-training centres, 32 should be training centres and the remaining one in Edappally should be the

training centre for the staff. The details regarding the division of the state into three zones and the distribution of different institutions under each zone are given in table 2.1.

Sl. No.	Zones and Districts	No. of Training Centres	No. of Production-cum Training Centres	Total	Total
	Table 2.1 **Zonal Distribution of ITIs**				
1	**South Zone (Head Quarters- Thiruvananthapuram)**				24
	Thiruvananthapuram	5	5	10	
	Kollam	3	3	6	
	Pathanamthitta	2	1	3	
	Alappuzha	2	3	5	
2	**Middle Zone (Head Quarters- Ernakulam)**				21
	Kottayam	2	2	4	
	Idukki	0	2	2	
	Ernakulam	1	3	4	
	Thrissur	7	4	11	
3	**North Zone (Head Quarters- Kozhikkode)**				19
	Palakkadu	4	2	6	
	Malappuram	2	2	4	
	Kozhikkode	2	1	3	
	Wayanad	0	1	1	
	Kannur	1	1	2	
	Kasargod	1	2	3	
	Total	**32**	**32**	**64**	
	Source: Hand Book of the SCDD, Vol. II, 1999 (Rules & Govt. Orders)				

There will be one showroom (sales depot) each in Thiruvananthapuram, Ernakulam and Kozhikkode for sale of the goods produced in the Production-cum-Training Centres. It was decided to reduce the number of units providing training in traditional trades like handloom, carpentry, cain work, mat weaving, grss mat weaving and cutting & tailoring. The trades such as Carpentry and Chooralppani were decided to be categorised under common name Furniture Technology. The details of trades after their modification are given in Table 2.2.

Table 2.2 Categorisation of ITIs: Traditional and New			
Sl. No.	Traditional Trades	No. of Centres	No. of Units
1	handloom	6	6
2	Furniture technology	22	22
3	Mat Weaving	Not to be continued	-
4	Grass mat weaving		-
5	Coir products making	2	2
6	Tailoring & Dress making	4	4
Sl. No.	New Trades	No. of Centres	No. of Units
1	Sanitary pipe fitting	17	17
2	Building construction	15	15
3	Repairing, servicing and spray painting of 2/3 wheelers	4	4
4	Repairing and servicing of domestic electric equipments	9	9
5	Repairing and servicing of electrical/electronic equipment which needs less technical skill	2	2
Source: Hand Book of the SCDD, Vol. II, 1999 (Rules & Govt. Orders)			

2.4.6 Staff Pattern

As per GO, No. 43/87/SCSTDD, dated 09-09-1987, the government further decided to renovate the Training Centres and Production-cum-Training Centres and to introduce the innovated training programmes. It was also decided to create posts at various levels as part of implementing innovated programmes.

Before the measures were implemented in 1989, the staff pattern was as given in Table 2.3:-

Table 2.3 Staff Pattern		
Sl. No.	Posts	No.
1	Chief Industrial Supervisor	1
2	Industrial Supervisor	4
3	Showroom Manager	2
4	Supervisor	60
5	Instructor	146
6	U. D. Clerk	3
7	Sweeper-cum-Watchman	40
8	Peon	64
Total		**320**
Source: Hand Book of the SCDD, Vol. II, 1999 (Rules & Govt. Orders)		

The Director of SCDD recommended that the following posts be created for implementing the innovated training programme. The details are given in Tables 2.4 and 2.5.

Table 2.4 A) Technical Staff			
Sl. No	Posts	No.	Level
1	Joint Director	1	State level
2	Training Officer	1	State level
3	Inspector of Training	1	Zonal level
4	Assistant Inspector of Training/Training Superintendent	64	Institute level- 63 Staff training centre- 1
5	Training Inspector/Showroom Manager	90	Institute- 81 Showroom- 3 Zonal level- 3 State level- 3
	Total	160	
Source: Hand Book of the SCDD, Vol. II, 1999 (Rules & Govt. Orders)			

Table 2.5 B) Non-Technical Staff			
Sl.No	Posts	No.	Level
6	Clerk	6	Zonal level- 3 Showroom- 3
7	Confidential Assistant	1	State level
8	Clerk-cum-Typist	4	Zonal level- 3 Staff training centre-1
9	Typist	1	State level
10	Driver	4	Zonal level-3 State level- 1
11	Sweeper-cum-Watchman	67	Institutes- 63 Showroom- 3 Staff training centre- 3
12	Peon	71	Institute - 63 Showroom- 3 Zoal level- 3 State level- 1 Staff training centre- 1
	Total	154	
Source: Hand Book of the SCDD, Vol. II, 1999 (Rules & Govt. Orders)			

Total number of the posts to be created for both technical and non-technical fields is 160+154=314. The government accepted the recommendation of the Director of SCDD and issued the order in this regard.

Apart from the above mentioned posts, it was decided to create the following posts as part of taking preliminary steps for implementing the innovated training programme. The details in this regard are given in Table 2.6.

Table 2.6 List of New Posts to be Created		
Sl. No	Posts	No.
1	Joint Director	1
2	Confidential Assistant	1
3	Typist	1
4	Peon	1
Source: Hand Book of the SCDD, Vol. II, 1999 (Rules & Govt. Orders)		

The posts mentioned in Table 2.7, which existed then, were decided to be continued in the innovated staff pattern.

Table 2.7 Old Posts to be Continued		
Sl. No	Posts to be continued	No.
1	Chief Industrial Supervisor	1
2	Showroom Manager	2
3	U. D. Clerk	3
4	Sweeper-cum-Watchman	40
5	Peon	64
Source: Hand Book of the SCDD, Vol. II, 1999 (Rules & Govt. Orders)		

The posts of Chief Industrial Supervisor and Showroom Manager were renamed as Training Officer and Training Superintendent respectively.

As shown in Table 2.8 the posts in the technical field given in column A were upgraded and renamed as in column B.

Table 2.8 Renaming of the Posts				
Sl. No	Name of the posts in the then existed training programme (A)	No.	Upgraded and renamed posts in the renovated training programme (B)	No
1	Industrial Supervisor	4	Inspector of Training	4
2	Supervisor	60	Assistant Inspector of Training/ Training Superintendent	60
3	Instructor	120	Training Inspector	120
	Total	**184**	**Total**	**184**
Source: Hand Book of the SCDD, Vol. II, 1999 (Rules & Govt. Orders)				

The newly created posts are given in Table 2.9.

Sl. No	New Posts to be Created	No.
	Table 2.9 **List of Newly Created Posts**	
1	Assistant Inspector of Training/ Training Superintendent	2
2	Clerk	3
3	Clerk-cum-Typist	4
4	Driver	4
5	Sweeper-cum-Watchman	27
6	Peon	6
	Total	46
	Source: Hand Book of the SCDD, Vol. II, 1999 (Rules & Govt. Orders)	

As part of modernising the training programmes, trades such as Furniture Technology, Electrical and Home Appliances Repairing, Sanitary Fittings, Building Maintenance etc. were started in the training centres in 1990. Those who complete the training successfully were given certificates by the Department of Technology. The Government decided to end such courses by March 1992.

In 1992, out of all those training institutes, 41 were converted into Industrial Training Centres (ITCs) and training courses were started in such centres as per the criteria laid down by the National Council for Vocational Training. Industrial Training Centres were later renamed as Industrial Training Institutes (ITIs). At present ITIs are functioning in 12 districts (no SCDD ITIs are functioning in Wayandu and Idukki district) and training is given in the trades such as Draftsman (Civil), Electrician, Electronics Mechanic, Mechanic Motor Vehicle, Carpenter, Sewing Technology, Plumber, Welder, Painter (General) in 44 ITIs. Those who participate and pass the national trade test from the 41 ITIs which are affiliated to NCVT are given National Trade Certificate. Others who successfully complete their course from other 3 ITIs are given the certificates of SCVT.

The 'Model Welfare Centre' and 'Production-cum-Training Institute' which were started in the 1950s had a number of limitations in giving technical training to the youngsters belonging to Scheduled Castes. The major limitation was that some of the trades were outdated. In order to address the limitations a number of new courses/trades were started and the outdated trades/courses were scrapped. Later these centres and institutes took the form of Industrial Training Centres (ITCs)

under which training courses were started as per the criteria laid down by the National Council for Vocational Training.

CHAPTER 3
ITIs UNDER SCDD IN THE PRESENT CONTEXT:
A GENERAL PROFILE

It is generally felt that ITIs under SCDD are functioning in a better manner. SCDD officials are also under the opinion that ITIs have secured certain significant standards as compared to all other institutions under SCDD. But when a retrospective analysis is held, it can be found that there are a lot of problems for the smooth functioning of ITIs. ITIs have its own potentials and there are a lot of opportunities to be explored. At the same time it faces some threats also. This section, which deals with the case of ITIs under SCDD in the present context, gives an overall picture of the ITIs, its trade details, affiliation details, and the human resources. By going through all of these parameters an analysis is made to see how the ITIs under SCDD are functioning.

3.1 ITIs under SCDD at a Glance

The 44 ITIs functioning under the SCDD in the State are spread over 12 districts. In Idukki and Wayanad districts there are no ITIs started by SCDD. Thiruvananthapuram and Thrissur districts have the largest number of ITIs. The above mentioned districts have 9 ITIs each. Ernakulam and Kannur districts have only one ITI each. The district-wise details of the ITIs in the state are given in annexure I.

3.2 Geographical Dispersion of ITIs

It is important to note the locations of ITIs under SCDD in Kerala focusing the geographical features and the administrative divisions of the state as majority of the SC population in the state are residing in the rural areas.

3.2.1 Distribution of ITIs in Urban and Rural Local Governing Areas

The table 3.1 shows that 18 ITIs, out of the 44 under SCDD, are located in urban areas while the rest 26 are located in rural areas.

Table 3.1 Urban-Rural Distribution of ITIs				
District	**Urban**		**Rural**	
	Municipal Corporation	**Municipality**	**Grama Panchayat**	**Total**
Thiruvananthapuram	4	1	4	9
Kollam	0	0	3	3
Pathanamthitta	0	1	1	2
Alappuzha	0	2	0	2
Kottayam	0	0	4	4
Ernakulam	1	0	0	1
Thrissur	2	3	4	9
Palakkad	0	1	2	3
Malappuram	0	1	3	4
Kozhikkode	0	1	2	3
Kannur	0	0	1	1
Kasargod	0	1	2	3
Total	**7**	**11**	**26**	**44**
				Primary Source

The table 3.2 shows the percentage-wise details of the distribution of ITIs in urban and rural local areas.

Table 3.2 Percentage of ITIs in Urban and Rural Local Governing Areas				
District	**Urban**		**Rural**	
	Municipal Corporation	**Municipality**	**Grama Panchayat**	**Total**
Thiruvananthapuram	57.1	9.1	15.4	20.5
Kollam	0.0	0.0	11.5	6.8
Pathanamthitta	0.0	9.1	3.8	4.5
Alappuzha	0.0	18.2	0.0	4.5
Kottayam	0.0	0.0	15.4	9.1
Ernakulam	14.3	0.0	0.0	2.3
Thrissur	28.6	27.3	15.4	20.5
Palakkad	0.0	9.1	7.7	6.8
Malappuram	0.0	9.1	11.5	9.1
Kozhikkode	0.0	9.1	7.7	6.8
Kannur	0.0	0.0	3.8	2.3
Kasargod	0.0	9.1	7.7	6.8
Total	**100.0**	**100.0**	**100.0**	**100.0**
Percentage	**15.9**	**25.0**	**59.1**	**100.0**
				Primary Source

3.2.2 ITIs in Rural Sector by Geographical Location

Table 3.3 shows the distribution of ITIs in three geographical regions of Kerala known as highland, midland and lowland and it can be found that 50 percent of the total number of ITIs are located in the midland.

Table 3.3 Geographical Location of ITIs					
Zone	District	Highland	Midland	Lowland	Total
South	Thiruvananthapuram	-	2	2	4
	Kollam	-	2	1	3
	Pathanamthitta	-	1	-	1
	Kottayam	1	2	1	4
	Total	**1**	**7**	**4**	**12**
	Percentage	**8.3**	**58.3**	**33.3**	**100**
North	Thrissur	1	2	1	4
	Palakkad	1	1	-	2
	Malappuram	-	2	1	3
	Kozhikkode	-	1	1	2
	Kannur	-	1	-	1
	Kasargod	1	-	1	2
	Total	**3**	**7**	**4**	**14**
	Percentage	**21.4**	**50.0**	**28.6**	**100**
					Primary Source

3.3 Institutional Affiliation of ITIs under SCDD

Out of the 44 ITIs under SCDD in Kerala, 41 are affiliated to National Council for Vocational Training (NCVT). All the trainees from these ITIs, except for whose trades are not recognised by NCVT, are given NCVT certificate after passing their courses. The three ITIs which do not have NCVT affiliation have managed to secure the recognition of State Council for Vocational Training (SCVT). As mentioned above, these ITIs were established only in 2010 while all others were established decades back. For a new ITI it is difficult to secure recognition from NCVT as it is difficult for them to follow the standards set by NCVT for the recognition. Normally for every new ITI it is very difficult to follow the rigid norms of NCVT. Therefore, the new ITIs mentioned in Table 3.4 are affiliated to SCVT.

	Table 3.4		
	ITIs Affiliated to SCVT		
No	*District*	*Name & Address*	*Year of Starting*
1	Thrissur	Govt. ITI (SCDD), Varavur, Kumarappanal	2010
2	Kozhikkode	Govt. ITI (SCDD), Thuneri, Kodanchery P. O.	2010
3	Kasargod	Govt. ITI (SCDD), Bela, Kasargod	2010
			Primary Source

3.4 Trade-wise Details of ITIs

There are 11 trades in the ITIs under SCDD in Kerala. These 11 trades can be categorized under five heads based on their duration and the eligibility criteria for admission. They are; 1) Six Month Matric Trade, 2) One Year Matric Trade, 3) Two Year Matric Trade, 4) One Year non-Matric Trade, and 5) Two Year non-Matric Trade. Table 3.5 gives the details of different categories of trade.

	Table 3.5		
	Categorisation of Trades in the ITIs		
No.	**Category of Trade**	**Name of Trade**	**Total No.**
1	Six Month Matric Trade	1) Driver-cum-Mechanic (DCM)	1
2	One Year Matric Trade	1) Surveyor	1
3	Two Year Matric Trade	1) Draftsman (Civil) 2) Electrician 3) Electronics Mechanic 4) Mechanic (Motor Vehicle)	4
4	One Year non-Matric Trade	1) Plumber 2) Carpenter 3) Sewing Technology 4) Welder	4
5	Two Year non-Matric Trade	1) Painter (General)	1
	Grand Total		**11**
			Primary Source

3.4.1 Units of Trades

Every trade has one or two units subject to the duration of course and the number of trainees. One batch with maximum number of 21 trainees can be considered as a unit. Normally a one year trade has only one unit in a year. The two year trades have two units; one for the first year and the other for the second year. But the Surveyor trade, though it is a one year trade, has two units for a year with a strength of 42 trainees (21 trainees for each unit), except the case of Mariyapuram

ITI. Total number of trainees decides the number of units. The details of the units of each trade and the total number of units in an ITI are shown in Annexure II.

3.4.2 Trades- Affiliation/Recognition

It is not only the ITIs but the trades are also to be recognised by NCVT. But certain trades in certain NCVT affiliated ITIs do not have NCVT recognition. It is not easy for the new trades, like the case of new ITIs, getting recognition from NCVT as they have to fulfill its strict standards and norms. Such trades in the NCVT affiliated institutes manage to get recognition from SCVT. In other words all the trades in SCVT affiliated ITIs and all the new trades in NCVT affiliated ITIs have secured only SCVT recognition. The Table 3.6 gives the details of all the trades which are recognised only by the SCVT in both NCVT and SCVT affiliated ITIs:-

<table>
<tr><td colspan="5">Table 3.6
Details of Trades Recognised by SCVT</td></tr>
<tr><th>No.</th><th>Name of ITIs</th><th>Affiliation of ITIs</th><th>Trades Recognised by SCVT</th><th>Year of Starting</th></tr>
<tr><td>1</td><td>Govt. ITI (SCDD), Mariyapuram</td><td>NCVT</td><td>Surveyor, MMV</td><td>2016</td></tr>
<tr><td>2</td><td>Govt. ITI (SCDD), Pandalam</td><td>NCVT</td><td>Electrician, MMV</td><td>2016</td></tr>
<tr><td>3</td><td>Govt. ITI (SCDD), Mavelikkara</td><td>NCVT</td><td>Electronics Mechanic</td><td>2016</td></tr>
<tr><td>4</td><td>Govt. ITI (SCDD), VR Puram</td><td>NCVT</td><td>Electrician</td><td>2016</td></tr>
<tr><td>5</td><td>Govt. ITI (SCDD), Varavur</td><td>SCVT</td><td>MMV</td><td>2010</td></tr>
<tr><td rowspan="3">6</td><td rowspan="3">Govt. ITI (SCDD), Elathur</td><td rowspan="3">NCVT</td><td>Welder</td><td>2016</td></tr>
<tr><td>Draftsman (Civil)</td><td>2016*</td></tr>
<tr><td>DCM</td><td>2009</td></tr>
<tr><td>7</td><td>Govt. ITI (SCDD), Thuneri</td><td>SCVT</td><td>Draftsman (Civil)</td><td>2010</td></tr>
<tr><td>8</td><td>Govt. ITI (SCDD), Bela</td><td>SCVT</td><td>Welder</td><td>2010</td></tr>
<tr><td colspan="5" align="right">Primary Source</td></tr>
<tr><td colspan="5">* Trade Draftsman (Civil) got sanctioned in 2016. But the class for the new batch is yet to be started</td></tr>
</table>

3.5 Infrastructure Facilities: General and Academic

3.5.1 General

Many of the ITIs under the Department are located in the Scheduled Caste habitats. This is because historically the training centres and production-cum-

training centres were interested to provide skill training to the residents in the habitats. This enabled to acquire minimum extent of land to the institutes. All 44 ITIs have their own land and buildings. Out of these 44 ITIs, 7 have their own hostel buildings. The Table 3.7 gives the details of the ITIs which have hostel facilities.

	Table 3.7 List of Hostels	
	Name of ITI	District
1	Govt. ITI (SCDD), Mariyapuram	Thiruvananthapuram
2	Govt. ITI (SCDD), Oachira	Kollam
3	Govt. ITI (SCDD), Aycadu	Pathanamthitta
4	Govt. ITI (SCDD), Pandalam	Pathanamthitta
5	Govt. ITI (SCDD), S. P. Colony	Kottayam
6	Govt. ITI (SCDD), Enkakkadu	Thrissur
7	Govt. ITI (SCDD), Mangalam	Palakkadu
		Primary Source

Hostel Building for ITI Mariyapuram, Thiruvanathapuram District

The construction works of the building for all these hostels were completed and the hostels were officially inaugurated in 2011. But the appointment of the staff to the hostels is pending and so the students are yet to be accommodated.

3.5.2 Academic

Every ITI owns workshops with tools and equipment. Different trades need different types of workshops with different tools and equipment. The NCVT has issued certain norms regarding the size of the workshop and the number and quality of the tools and equipment. At present, as per the revised norms of the NCVT, ITIs under SCDD do not have sufficient number of tools and equipment.

The study materials, raw materials, furniture, computers etc., which are required for giving advanced training to the trainees, are made available in all the ITIs. Apart from this, telephone, unlimited internet facilities, LCD projector, photostat machine etc. are also provided in the ITIs. As per the NCVT norms it is mandatory for every ITI having a computer lab with at least 10 computers and internet facilities. This norm has been fulfilled in the ITIs.
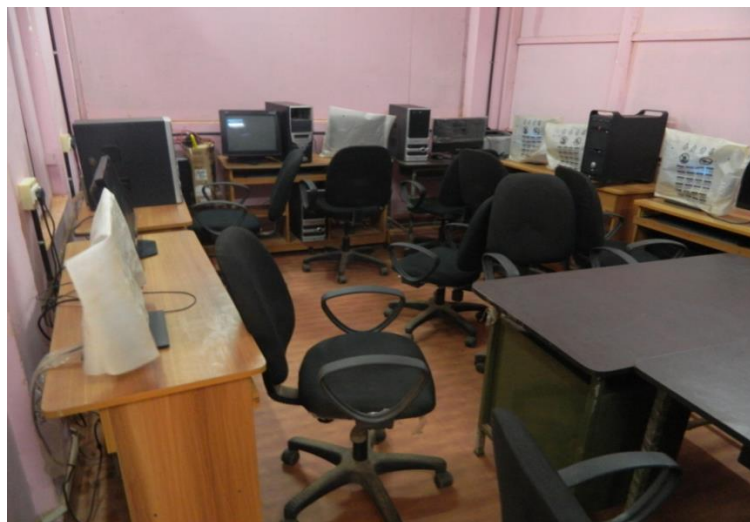
3.6 Stakeholders

a) **Trainees in Govt. ITIs under SCDD:-**Being the direct beneficiaries of ITIs, the trainees constitute one of the principal stakeholders of ITIs.

b) **Scheduled Castes in Kerala:-**The Scheduled Castes in Kerala also constitute one of the principal stakeholders of ITIs under SCDD as ITIs are functioning mainly for them and they can be benefitted from the technical training imparted by the ITIs.

c) **Staff of Govt. ITIs under SCDD:-**The staff of the ITIs under SCDD constitutes one of the main supportive forces behind the effective functioning of ITIs.

d) **National Council for Vocational Training (NCVT):-** All the ITIs under SCDD, except three, are affiliated to NCVT. NCVT is entrusted to give National Trade Certificates to the trades in the ITIs and the majority of the trades in the ITIs under SCDD have secured its recognition.

e) **State Council for Vocational Training (SCVT):-** The three ITIs under SCDD, which do not have NCVT affiliation, are affiliated to SCVT. Many of the trades in other ITIs under SCDD also have only SCVT recognition.

f) **Directorate General of Training (DGT):-** The Directorate General of Training (DGT) in Ministry of Skill Development and Entrepreneurship is the apex organisation for development and coordination at national level for the programmes relating to vocational training and employment services. Employment service is operated through a countrywide network of Employment Exchanges. Industrial Training Institutes are under the administrative and financial control of State Governments or Union Territory Administration. DGT also operates vocational training schemes in some of the specialised areas through field institutes under its direct control. Development of these programmes at national level, particularly in the area concerning common policies, common standards and procedures, training of instructors and trade testing are the responsibility of the DGT.

g) **The Quality Council of India (QCI):-** Quality Council of India has been entrusted with responsibility of accreditations and inspections of ITIs. Quality Council of India was set up jointly by the Government of India and the Indian Industry represented by the three premier industry associations i.e. Associated Chambers of Commerce and Industry of India (ASSOCHAM), Confederation of Indian Industry (CII) and Federation of Indian Chambers of Commerce and Industry (FICCI), to establish and operate national accreditation structure and promote quality through National Quality Campaign.

h) **National Accreditation Board for Education and Training (NABET):-** The National Accreditation Board for Education and Training (NABET), a constituent board of Quality Council of India is responsible for operating the scheme of Accreditation of Government and Private Industrial Training Institutes. QCI (NABET) accreditation is applicable to the following Industrial Training Institutes: a) New Government and Private Industrial Training Institutes, b) Existing ITIs requiring to add new trades, c) Existing ITIs proposing to add units in existing Trade/s. The accreditation criteria provides framework for the effective management and delivery of the competency based Training aimed at overall development of the students.

i) **The Industrial Training Department (ITD), Govt. of Kerala:-**The craftsman training scheme was introduced by Government of India in 1950. The day-to-day administration of ITIs under the craftsman training scheme was transferred to the state governments with effect from the year 1956. In the state the responsibility in this regard is entrusted with the Industrial Training Department.

j) **Other officials of SCDD:-**ITIs need the support of other officials and staff of SCDD for its effective functioning.

k) **Officials of Government of Kerala, State Planning Board, and Local Governments:-**Kerala government employees, State Planning Board employees and the employees of local governments are also in one way or other linked to the effective functioning of ITIs under SCDD.

l) Government of Kerala and Government of India:-State and Central governments financially support ITIs under SCDD and provide other infrastructural facilities to them in various manners.

m) Researchers/Trainers:-Researchers and trainers play their role while conducting studies on the functioning of the ITIs and making their comments on them.

n) Political Leaders/Statesmen:-Political leaders, being the representatives of public interests, show their concern to the issues of Scheduled Castes and the institutions established for them.

3.7 Students Admission Procedure

As it has already been seen, trades in the ITIs can be categorized into two based on the eligibility criteria for admission, i.e., a) matric trade and b) non-matric trade. Those who pass their 10th standard or matriculation are eligible for matric trades. 10thclass failed are considered for non-matric trade. In order to apply for some non-matric trades the candidates should have attended X class. For some other non-matric trades, the candidates need to pass only VIII class and they even need not to attend X class. For the matric trades the marks of English, Mathematics, Physics and Chemistry of the 10th class are considered for selecting the candidates. For the non-matric trades also marks will be considered. If the candidates have higher qualification he/she will be given 20 grace marks. Upper age limit has not been fixed for applying to any of the trades.

The application for admission to various trades is invited during the months of April and May every year. Interview for the selection of candidates is held by the end of July. The classes will be started on 1st August. For six month trades application is called twice in a year.

The centralized allotment scheme has not been implemented for the admission of the candidates to the ITIs under SCDD. If the candidate wants to apply in more than one ITI, separate applications should be submitted to each of them. Every ITI makes its own eligibility list by selecting the qualified applicants and submit it to the Zonal Office. The Zonal Office gives approval to the list and sends intimation cards to the selected candidates. The interview for the candidates is held

in the respective ITIs where the applicants have submitted their application. Scheduled Caste Development Officer (SCDO) of the locality will be a member in the interview board (selection committee) as a representative of SCDD.

3.8 Teaching- Pedagogy

The curriculum of ITIs is focused on imparting 70 percent skills and 30 percent theory. Admission and all its procedures are completed every year in the month of August based on the criteria (entrance exam/merit list) laid down by respective states.

The classes are held in one shift in the ITIs which have only one unit. The classes in such ITIs start at 10:00 AM and end at 05:10 PM. Theory class is held from 10:00 AM to 12:00 noon and practical class is held from 12:30 PM to 05:10 PM. In the ITIs where two or more than two units are there the classes are held in two shifts. The first shift starts at 07:50 AM and ends at 03:00 PM. The practical class is held from 07:50 AM to 12:30 PM and the theory class is held from 01:00 PM to 03:00 PM. The time frame of the second shift is the same as in the case of single unit ITIs, i.e., 10:00 AM to 05:10 PM. The theory and practical classes are also held in the same time frame.

A major shift that occurred in the curriculum of ITIs was the introduction of semester system. The semester system was brought into practice in the academic year 2012-13.

There are two common subjects for all trades. The first one is Arithmetic Calculation and Drawing and the second one is Employability Skill. Both these papers are taught in the first two semesters.

CHAPTER 4
HUMAN RESOURCES: TRAINEES

Trainees are the prime beneficiaries and the stakeholders of the ITIs under SCDD. Majority of the trainees in the ITIs are boys. In majority of the trades, especially carpenter, plumbing etc., only boys are seeking admission, except certain minor cases. Most of the girls, who join the ITIs under SCDD, opt for Draftsman (Civil) and Surveyor trades. They also give preference to Electrician and Electronics Mechanic wings. In the Sewing Technology trade all the trainees are girls.

4.1 Numerical Strength of the SC Trainees in the ITIs under SCDD

4.1.1 One Year Trades (Except Surveyor)

Out of the 28 single trade ITIs 17 are taken for analysis here. Surveyor trade, though a one year trade now, is not included here as it had been two year trade until 2013. Table 4.1 shows that 15.67 percent of total seats have not been filled in the last 10 years. The reason behind this is that all of them are non-matric trades and the candidates do not prefer such trades.

Batch	Intake	Admitted	%	Vacant	%
Table 4.1					
Strength of SC Trainees: One Year Trades					
2007-08	369	282	76.42	87	23.58
2008-09	375	284	75.73	91	24.27
2009-10	383	295	77.02	88	22.98
2010-11	400	325	81.25	75	18.75
2011-12	408	349	85.54	59	14.46
2012-13	426	350	82.16	76	17.84
2013-14	426	375	88.03	51	11.97
2014-15	426	378	88.73	48	11.27
2015-16	425	390	91.76	35	8.24
2016-17	426	399	93.66	27	6.34
Total	**4064**	**3427**	**(84.33)**	**637**	**(15.67)**
					Primary Source

4.1.2 Two Year Trades

Out of the total 24 two year trade ITIs 14 are considered for the analysis. As compared to one year trades, only a less number of seats become vacant (2.33 percent) in the case of two year trades. The reason behind this is that all of them, except Painter (General), are matric trades and have high demand from the part of students. Table 4.2 gives the details of the strength of the trainees in the two year trades.

Table 4.2 Strength of SC Trainees: Two Year Trades					
Batch	Intake	Admitted	%	Vacant	%
2007-09	299	275	91.97	24	8.03
2008-10	315	301	95.56	14	4.44
2009-11	314	286	91.08	28	8.92
2010-12	358	354	98.88	4	1.12
2011-13	357	355	99.44	2	0.56
2012-14	357	355	99.44	2	0.56
2013-15	357	356	99.72	1	0.28
2014-16	357	355	99.44	2	0.56
2015-17	378	377	99.74	1	0.26
2016-18	378	375	99.21	3	0.79
Total	**3470**	**3389**	**(97.67)**	**81**	**(2.33)**
					Primary Source

4.1.3 Surveyor Trade

The case of Surveyor Trade is considered separately from all other trades as it had been a two year trade for many years and was converted into a one year trade in 2013. Here 4 out of 5 ITIs are taken for the analysis. The number of seats remains unfilled in Surveyor trade is just below one percent since it is a matric trade. Details in this regard are given in Table 4.3.

Table 4.3 Strength of SC Trainees: Surveyor Trade					
Batch	**Intake**	**Admitted**	**%**	**Vacant**	**%**
2007-09	78	76	97.44	2	2.56
2008-10	84	84	100.00	0	0.00
2009-11	82	81	98.78	1	1.22
2010-12	84	83	98.81	1	1.19
2011-13	84	84	100.00	0	0.00
2012-14	84	84	100.00	0	0.00
2013-15	84	84	100.00	0	0.00
2014-15	84	84	100.00	0	0.00
2015-16	162	162	100.00	0	0.00
2016-17	167	165	98.80	2	1.20
Total	**993**	**987**	**(99.40)**	**6**	**(0.60)**
					Primary Source

4.1.4 Matric Trades (Except Surveyor)

For this analysis 13 out of 27 matric trade ITIs are taken. Surveyor trade is not considered here as its details are given separately. The average of the percentage of the vacant seats in the last 10 years is just 2.15. Details in this regard are given in Table 4.4.

Table 4.4 Strength of SC Trainees: Matric Trades (Except Surveyor)					
Batch	**Intake**	**Admitted**	**%**	**Vacant**	**%**
2007-09	281	257	91.46	24	8.54
2008-10	294	280	95.24	14	4.76
2009-11	293	275	93.86	18	6.14
2010-12	337	333	98.81	4	1.19
2011-13	336	334	99.40	2	0.60
2012-14	336	335	99.70	1	0.30
2013-15	336	335	99.70	1	0.30
2014-16	336	334	99.40	2	0.60
2015-17	357	356	99.72	1	0.28
2016-18	357	354	99.16	3	0.84
Total	**3263**	**3193**	**(97.85)**	**70**	**(2.15)**
					Primary Source

4.1.5 All Trades Together

When all the trades (except DCM) in all the ITIs (except ITI, Madayi) are taken together for the analysis, the percentage of the vacant seats in the last 10 years seems to be 7.37. The details in this regard are given in Table 4.5.

Trade Type	Intake	Admitted	%	Vacant	%
Table 4.5 **Strength of SC Trainees: All Trades Together**					
One Year	4064	3427	84.33	637	15.67
Two Year	3470	3389	97.67	81	2.33
Surveyor	993	987	99.40	6	0.60
Total	**9933**	**9201**	**(92.63)**	**732**	**(7.37)**
					Primary Source

4.2 Male-Female Ratio of the Scheduled Caste Students

Table 4.6 shows the male-female ratio of the strength of ITI trainees. As shown in the table, only a small number of girls join the course as compared to the case of boys in this regard.

4.2.1 Duration-wise

In the case of one year trade the average of the total strength of girls is below 10 percent in the last 10 years. More than 90 percent of the trainees are boys.

Table 4.6
Male-Female Ratio of Strength of SC Trainees: One Year Trades

Batch	SC Total	Boys		Girls	
		No.	%	No.	%
2007-08	250	229	91.60	21	8.40
2008-09	245	217	88.57	28	11.43
2009-10	257	224	87.16	33	12.84
2010-11	280	246	87.86	34	12.14
2011-12	308	275	89.29	33	10.71
2012-13	306	281	91.83	25	8.17
2013-14	321	302	94.08	19	5.92
2014-15	322	299	92.86	23	7.14
2015-16	334	314	94.01	20	5.99
2016-17	343	332	96.79	11	3.21
Total	**2966**	**2719**	**(91.67)**	**247**	**(8.33)**
					Primary Source

More number of girls is there in two year trades than in one year trades. See the Table 4.7 given below. As it has been seen before, all two year trades (except Painter, General) are matric trades and that is why more number of girls is attracted towards such trades.

Table 4.7
Male-Female Ratio of Strength of SC Trainees: Two Year Trades

Batch	SC Total	Boys		Girls	
		No.	%	No.	%
2007-09	254	196	77.17	58	22.83
2008-10	267	208	77.90	59	22.10
2009-11	251	185	73.71	66	26.29
2010-12	319	220	68.97	99	31.03
2011-13	314	228	72.61	86	27.39
2012-14	314	220	70.06	94	29.94
2013-15	320	243	75.94	77	24.06
2014-16	317	234	73.82	83	26.18
2015-17	340	264	77.65	76	22.35
2016-18	333	272	81.68	61	18.32
Total	3029	2270	(74.94)	759	(25.06)

Primary Source

4.2.2 Matric and Non-Matric Trades

The case of non-matric trades in this regard can be taken similar to that of one year trades as most of them are one year trades. See Table 4.6 and Figure 4.2 in this regard. The case of matric trades is similar to that of two year trades with slight difference. The strength of girls in the last 10 years in matric trades is seen as 30 percent as shown in the Table 4.8.

Table 4.8
Male-Female Ratio of Strength of SC Trainees: Matric Trades

Batch	SC Total	Boys		Girls	
		No.	%	No	%
2007-09	307	215	70.03	92	29.97
2008-10	322	225	69.88	97	30.12
2009-11	314	222	70.70	92	29.30
2010-12	373	235	63.00	138	37.00
2011-13	370	250	67.57	120	32.43
2012-14	370	258	69.73	112	30.27
2013-15	377	270	71.62	107	28.38
2014-15	371	258	69.54	113	30.46
2015-16	464	328	70.69	136	29.31
2016-17	460	332	72.17	128	27.83
Total	3728	2593	(69.55)	1135	(30.45)

Primary Source

4.2.3. Surveyor Trade

In this analysis also the case of Surveyor trade is taken separately. Of all the trades, this is the only one trade (except Sewing Technology) in which girls constitute majority of the trainees. Girls have a slight majority as compared to the boys. Their strength in the last 10 years constitutes 51.76 percent as shown in Table 4.9.

Batch	SC Total	Boys		Girls	
		No.	%	No	%
2007-09	70	32	45.71	38	54.29
2008-10	75	33	44.00	42	56.00
2009-11	73	40	54.79	33	45.21
2010-12	75	25	33.33	50	66.67
2011-13	75	32	42.67	43	57.33
2012-14	74	44	59.46	30	40.54
2013-15	76	39	51.32	37	48.68
2014-15	73	31	42.47	42	57.53
2015-16	145	72	49.66	73	50.34
2016-17	147	78	53.06	69	46.94
Total	**883**	**426**	**(48.24)**	**457**	**(51.76)**

Table 4.9
Male-Female Ratio of Strength of SC Trainees: Surveyor Trade

Primary Source

After Surveyor trade, Draftsman (Civil) trade has the highest strength of girls in the last 10 years. In Draftsman (Civil), the girls constitute 40 % of the total strength in the last 10 years. The details in this regard are given in Table 4.10.

Trades	SC Total	Boys		Girls	
		No.	%	No.	%
Surveyor	883	426	48.24	457	51.76
D/Civil	644	388	60.25	256	39.75

Table 4.10
Male-Female Ratio of Strength of SC Trainees:
Surveyor and Draftsman Trades

Primary Source

4.3 Pass Rate of Trainees

ITIs under SCDD maintain a moderate pass rate. The rate of success is different for different trades. Students with comparatively good marks in SSLC and Higher Secondary are joining the trades like Mechanic Motor Vehicle (MMV). Naturally there will be better results for such courses. The case of other trades such as Surveyor, Electrician and Draftsman (Civil) trades are also more or less similar to that of MMV. The students with comparatively less mark in the qualifying examinations usually join trades such as Carpenter and Plumber and their poor academic performance is reflected in the results also. The details in this regard are illustrated with the help of tables and figures under the following sub sections from 4.3.1 to 4.3.3.

4.3.1 All Trades

As per the table 4.11, the average of the pass percentage of the boys from all the trades for the given eight years is 58.67.

There is a difference between the pass percentage of girls and boys. As per the Table 4.12 pass percentage of the girls from all the trades for the given eight years is 64. This pass percentage is higher than that of boys.

Table 4.11 Pass Percentage of SC Trainees (Boys): All Trades					
Year of Result	Admitted	Dropout	Exam Attended	Passed	Pass %
2009	413	62	351	204	58.12
2010	432	88	344	179	52.03
2011	431	115	316	185	58.54
2012	495	107	388	210	54.12
2013	509	101	408	198	48.53
2014	522	118	404	255	63.12
2015	542	104	438	288	65.75
2016	548	131	417	238	57.07
Total	**3892**	**826**	**3066**	**1757**	**(57.31)**
					Primary Source

	Table 4.12				
	Pass Percentage of SC Trainees (Girls): All Trades				
Year of Result	**Admitted**	**Dropout**	**Exam Attended**	**Passed**	**Pass %**
2009	86	13	73	57	78.08
2010	92	12	80	59	73.75
2011	100	12	88	68	77.27
2012	132	14	118	65	55.08
2013	111	19	98	56	57.14
2014	113	26	87	48	55.17
2015	100	18	82	63	76.83
2016	103	12	91	43	47.25
Total	**837**	**126**	**717**	**459**	**(64.02)**
					Primary Source

The pass percentage of all the trainees from all the trades for the given eight years is 58.67. This gives an allover picture of all the ITIs under SCDD and all the trades. See Table 4.13 for more details.

	Table 4.13				
	Pass Percentage of SC Trainees: All Trades				
Year of Result	**Admitted**	**Dropout**	**Exam Attended**	**Passed**	**Pass %**
2009	499	75	424	261	61.56
2010	524	100	424	238	56.13
2011	531	127	404	253	62.62
2012	627	121	506	275	54.35
2013	620	120	500	254	50.80
2014	635	144	491	303	61.71
2015	642	122	520	351	67.50
2016	651	143	508	281	55.31
Total	**4729**	**952**	**3777**	**2216**	**(58.67)**
					Primary Source

4.3.2 Matric and Non-Matric Trades

There is difference between matric and non-matric trades regarding the pass percentage of trainees. The average of the pass percentage of boys from the matric trades for the given eight years is 73.03. It shows a good performance of boys. Table 4.14 gives the details in this regard.

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Table 4.14 Pass Percentage of SC Trainees (Boys): Matric Trades					
Batch	**Admitted**	**Dropout**	**Exam Attended**	**Passed**	**Pass %**
2007-09	183	22	161	104	64.60
2008-10	192	31	161	121	75.16
2009-11	182	53	129	90	69.77
2010-12	210	33	177	130	73.45
2011-13	218	36	182	129	70.88
2012-14	214	37	177	115	64.97
2013-15	231	53	178	138	77.53
2014-15	227	57	170	148	87.06
Total	**1657**	**322**	**1335**	**975**	**(73.03)**
					Primary Source

Pass percentage of the girls also from the matric trades shows a good result, thoughit is slightly lesser than that of boys. The average of the pass percentage of the girls for the given eight years is 72.55. The details in this regard are given in Table 4.15.

Table 4.15 Pass Percentage of SC Trainees (Girls): Matric Trades					
Batch	**Admitted**	**Dropout**	**Exam Attended**	**Passed**	**Pass %**
2007-09	54	7	47	44	93.62
2008-10	55	7	48	42	87.50
2009-11	59	7	52	47	90.38
2010-12	88	9	79	50	63.29
2011-13	77	14	63	48	76.19
2012-14	82	18	64	40	62.50
2013-15	70	12	58	42	72.41
2014-16	71	12	59	28	47.46
Total	**556**	**86**	**470**	**341**	**(72.55)**
					Primary Source

There is only a slight difference between the pass percentage of the boys and the girls from the matric trades. The aveage is 72.91 as shown in Table 4.16.

	Table 4.16 Pass Percentage of SC Trainees: Matric Trades				
Batch	**Admitted**	**Dropout**	**Exam Attended**	**Passed**	**Pass %**
2007-09	237	29	208	148	71.15
2008-10	247	38	209	163	77.99
2009-11	241	60	181	137	75.69
2010-12	298	42	256	180	70.31
2011-13	295	50	245	177	72.24
2012-14	296	55	241	155	64.32
2013-15	301	65	236	180	76.27
2014-15	298	69	229	176	76.86
Total	**2213**	**408**	**1805**	**1316**	**(72.91)**
					Primary Source

4.3.3 Surveyor Trade

In the case of Surveyor trade also the result is encouraging as shown in Table 4.17.The pass percentage of the boys for the given eight years is 71.82 as indicated in Table 4.17.

	Table 4.17 Pass Percentage of SC Trainees (Boys): Surveyor Trade				
Batch	**Admitted**	**Dropout**	**Exam Attended**	**Passed**	**Pass %**
2007-09	32	7	25	11	44.00
2008-10	33	6	27	17	62.96
2009-11	40	7	33	28	84.85
2010-12	25	5	20	16	80.00
2011-13	32	3	29	21	72.41
2012-14	44	7	37	37	100.00
2013-15	39	13	26	21	80.77
2014-15	31	8	23	7	30.43
Total	**276**	**56**	**220**	**158**	**(71.82)**
					Primary Source

Contrary to the result of many other trades, pass percentage of the girls in the case of Surveyor trade is lower than that of boys. While the pass percentage of boys is 72, the pass percentage of girls is only 58 as shown in Table 4.18.

Table 4.18 Pass Percentage of SC Trainees (Girls): Surveyor Trade					
Batch	Admitted	Dropout	Exam Attended	Passed	Pass %
2007-09	38	5	33	17	51.52
2008-10	42	3	39	24	61.54
2009-11	33	3	30	18	60.00
2010-12	50	7	43	29	67.44
2011-13	43	5	38	22	57.89
2012-14	30	5	25	17	68.00
2013-15	37	12	25	13	52.00
2014-15	42	10	32	13	40.63
Total	315	50	265	153	(57.74)
					Primary Source

The pass percentage of all the trainees for Surveyor trade is 64 and it is higher than that of the average of pass percentage of all other tradeswhen they are taken together. Details in this regard are shown in Table 4.19.

Table 4.19 Pass Percentage of SC Trainees: Surveyor Trade					
Batch	Admitted	Dropout	Exam Attended	Passed	Pass %
2007-09	70	12	58	28	48.28
2008-10	75	9	66	41	62.12
2009-11	73	10	63	46	73.02
2010-12	75	12	63	45	71.43
2011-13	75	8	67	43	64.18
2012-14	74	12	62	54	87.10
2013-15	76	25	51	34	66.67
2014-15	73	18	55	20	36.36
Total	591	106	485	311	(64.12)
					Primary Source

Table 4.20 shows the comparison of the pass rate of trainees from matric and non-matric trades during 2015-16. As shown there in there is a vast difference between matric and non-matric trades with regard to the pass rate of the trainees.

Table 4.20 Pass Percentage of SC Trainees: Matric and Non-Matric Trades During 2015-16						
Trade Type	Trades	Admitted	Dropout	Exam Attended	Pass	Pass Percentage
Non-Matric	Carpenter	138	40	98	58	59.18
	Painter (General)	19	6	13	12	92.31
	Plumber	213	42	171	44	25.73
	Sewing Technology	19	2	17	7	41.18
	Welder	59	11	48	13	27.08
	Total	**448**	**101**	**347**	**134**	**(38.62)**
Matric	Draughtsman (Civil)	183	19	164	136	82.93
	Electrician	114	12	102	79	77.45
	Electronics Mechanic	38	3	35	17	48.57
	MMV	101	15	86	56	65.12
	Surveyor	182	19	163	67	41.10
	Total	**618**	**68**	**550**	**355**	**(64.55)**
						Primary Source

Of all the matric trades, Draftsman (Civil) shows the highest pass percentage in the given eight years (2007-09 to 2014-15). See Table 4.21 for more details. Both boys and girls show a good result. As in the case of Surveyor trade, here also boys show better result than girls. Except these two trades, in the case of all other trades girls show better result than boys.

Table 4.21 Pass Percentage of SC Trainees: Draftsman (Civil) Trade					
Trainees	Admitted	Dropout	Exam Attended	Passed	Pass %
Boys	300	58	242	199	82.23
Girls	205	36	169	123	72.78
Total	**505**	**94**	**411**	**322**	**78.35**
					Primary Source

4.4 Dropout Rate of Trainees

Table 4.22 shows the details of the SC dropouts in a given period of 9 years (2007-08 to 2015-16) under one year trades and Table 4.23 shows the same in a given period of 8 years (2007-08 to 2014) under two year trades.

4.4.1 Duration-wise

There is only a slight difference between one year trades and two year trades with regards to the dropout of the students. The Table 4.22 shows the details of duration-wise drop-out of SC trainees under one year trade for a periodof9 years from 2007-08 to 2015-16.

Batch	SC Boys			SC Girls			SC Total		
	Admitted	Dropout	%	Admitted	Dropout	%	Admitted	Dropout	%
2007-08	229	43	18.78	21	-	-	250	43	17.20
2008-09	217	38	17.51	28	6	21.43	245	44	17.96
2009-10	224	50	22.32	33	4	12.12	257	54	21.01
2010-11	246	57	23.17	34	5	14.71	280	62	22.14
2011-12	275	66	24.00	33	2	6.06	308	68	22.08
2012-13	281	61	21.71	25	1	4.00	306	62	20.26
2013-14	302	78	25.83	19	2	10.53	321	80	24.92
2014-15	299	48	16.05	23	-	-	322	48	14.91
2015-16	314	68	21.66	20	-	-	334	68	20.36
Total	**2387**	**509**	**(21.32)**	**236**	**20**	**(8.47)**	**2623**	**529**	**(20.17)**

Table 4.22
Dropout Rate of SC Trainees: One Year Trades

Primary Source

The Table 4.23 shows the details of duration-wise and drop-out of SC trainees under two year trade for a period of 8 years from 2007-09 to 2014-16.

Batch	SC Boys			SC Girls			SC Total		
	Admitted	Dropout	%	Admitted	Dropout	%	Admitted	Dropout	%
2007-09	196	24	12.24	58	7	12.07	254	31	12.20
2008-10	208	38	18.27	59	8	13.56	267	46	17.23
2009-11	185	58	31.35	66	7	10.61	251	65	25.90
2010-12	220	41	18.64	99	12	12.12	319	53	16.61
2011-13	228	40	17.54	86	18	20.93	314	58	18.47
2012-14	220	40	18.18	94	24	25.53	314	64	20.38
2013-15	243	56	23.05	77	18	23.38	320	74	23.13
2014-16	234	63	26.92	83	12	14.46	317	75	23.66
Total	**1734**	**360**	**(20.76)**	**622**	**106**	**(17.04)**	**2356**	**466**	**(19.78)**

Table 4.23
Dropout Rate of SC Trainees: Two Year Trades

Primary Source

The Case of Pramod

(Pramod S., I Rank Holder, PSC Rank List, Tradesman (Plumbing/Hydraulics), Technical Education Department, Govt. of Kerala)

The success story of Pramod S., 33, is an interesting and encouraging one for anyone coming from a lower class or caste background. He belongs to an economically poor Scheduled Caste family from Anayara who through sheer effort and dedication secured I Rank in open merit in a test conducted by Kerala PSC. He completed his diploma course from ITI, Kadakampally under SCDD and has been selected to the post of Tradesman (Plumbing/Hydraulics), in Technical Education Department, Govt. of Kerala. Making use of the reservation benefits for his primary formal and technical education, he was able to prove his ability to compete with others and secure I Rank under Merit List. His story is a model for anyone coming from economically and socially oppressed conditions. His success also proves that, given adequate support and facilities, individual initiative and commitment can prove to be successful.

PRAMOD S.

Pramod is from a working class family. He is the younger of the two sons of Soman (a head load worker) and Baby (house wife) from Anayara, Thiruvananthapuram. His brother is also engaging in various plumbing jobs in private sector. He joined for the plumbing course of Govt. ITI (SCDD), Kadakampally, Thiruvananthapuram, in 2011-12 Batchand successfully completed the same in 2012

He is now working in the private sector as a plumber. He was selected to the post of Tradesman (Plumbing/Hydraulics) in Technical Education Department with first position in the open rank list of Kerala PSC. The test was held on 24/10/2014

and the Rank List came into force with effect from 16/01/2017. He is waiting for the appointment to the said post now.

After completing Higher Secondary Course in 2001 he had been working as a plumber in the private sector for a period of 9 years until joining ITI in 2010. He passed SSLC examination in 1999 with 254 marks (42%) out of total 600. After matriculation he joined Higher Secondary Course in Commerce Group. He passed 12th Class in 2001. After the completion of 12th class he decided to discontinue studies for engaging in electrical and plumbing works in which he was much passionated. He says it was his own decision finding an apt job and not joining degree course; the economic condition of his family was not very bad and there was no compulsion on the part of the family to take up a job. He did not find graduating or joining higher courses interesting as he has different interests. He says that it would have been difficult for him to pass B. Com., if he had joined it. Thus, he found it is best for him to find a technical job instead of joining an academic course.

At the time he joined ITI, he already had 9 years of experience in the field of plumbing. He joined the ITI course for Plumbing trade at the age of 27 and secured 525 marks (75%) out of total 700 in the final examination in 2011. He says that his age and experience were important factors that helped him to complete the course successfully. It was his passion, spirit and dream that led him to success. He says that his teachers also helped him to become what he is today. Teachers were very encouraging and they supported him during his difficult times. His parents were also encouraging which helped him to keep his passion and spirit high. He is of the opinion that at the age of 16 or 17 the students who join ITIs are not mature enough to understand the importance of job and learning the trade systematically. At that age they may be distracted by many other things. That is why many of them were not able to complete or pass their course, he says. And this was where he was different from others who were his classmates or batch mates during the period of training in ITI, Kadakampally.

After completing his 12th class he started his career as a helper in plumbing work in which he was later formally trained.Now he is able to earn not less than Rs. 1000/- per day. The story of Pramod proves that given equal opportunities to study and facilities to prove one's mettle, students from deprived classes also perform equally or better than other. It is due to the lack of effective and proper support and due to the socio-economic marginality that many of them are not able to succeed in getting jobs in the formal and government sector. Affirmative action programmes, if they are implemented properly and effectively, enable and empower them to compete like an equal, instead of simply helping them to bag what is reserved for them.

4.4.2 Trade-wise

Both trade-wise and duration-wise details of drop-out are also almost same. There is only a slight difference between matric and non-matric trades with regards to the dropout rate of SC trainees. Table 4.24 gives a detailed picture of the drop-out of trainees under matric trades. The overall rate of dropout seems to be around 18 percent.

	SC Boys			SC Girls			SC Total		
Table 4.24 **Dropout Rate of SC Trainees: Matric Trades**									
Batch	**Admitted**	**Dropout**	**%**	**Admitted**	**Dropout**	**%**	**Admitted**	**Dropout**	**%**
2007-09	215	29	13.49	92	12	13.04	307	41	13.36
2008-10	225	37	16.44	97	10	10.31	322	47	14.60
2009-11	222	60	27.03	92	10	10.87	314	70	22.29
2010-12	235	38	16.17	138	16	11.59	373	54	14.48
2011-13	250	39	15.60	120	19	15.83	370	58	15.68
2012-14	258	44	17.05	112	23	20.54	370	67	18.11
2013-15	270	66	24.44	107	24	22.43	377	90	23.87
2014-16	258	65	25.19	113	22	19.47	371	87	23.45
Total	**1933**	**378**	**(19.56)**	**871**	**136**	**(15.61)**	**2804**	**514**	**(18.33)**

The dropout rate of trainees under non-matric trades for a period of 9 years from 2007-08 to 2015-16 is furnished in Table 4.25. As per the Table the average of the droput rate for the given period of 9 years is 20 percent.

Primary Source

	SC Boys			SC Girls			SC Total		
Table 4.25 **Dropout Rate of SC Trainees: Non-Matric Trades**									
Batch	**Admitted**	**Dropout**	**%**	**Admitted**	**Dropout**	**%**	**Admitted**	**Dropout**	**%**
2007-08	229	43	18.78	229	0	0	250	43	17.20
2008-09	217	38	17.51	217	6	22.43	245	44	17.96
2009-10	224	50	22.32	224	4	12.12	257	54	21.01
2010-11	246	57	23.17	246	5	14.71	280	62	22.14
2011-12	275	66	24.00	275	2	6.06	308	68	22.08
2012-13	281	61	21.71	281	1	4.00	306	62	20.26
2013-14	302	78	25.83	302	2	10.53	321	80	24.92
2014-15	299	48	16.05	299	0	0	322	48	14.91
2015-16	314	68	21.66	314	0	0	334	68	20.36
Total	**2387**	**509**	**(21.32)**	**2387**	**20**	**(8.47)**	**2623**	**529**	**(20.17)**

Primary Source

Table 4.26 gives a detailed picture of the dropout rate of all the trades, except DCM. For the analysis in this regard 2015-16 batch of the non-matric trades and 2014-16 batch of the matric trades are taken. The case of Surveyor trade is taken separately. The table shows a wide difference between matric and non-matric trades with regard to the dropout rate of trainees. The dropout rate for the matric trade is 22.54 percent while it is 11 percent for the matric trades.

Table 4.26 Dropout Rate of SC Trainees: Matric and Non-Matric Trades				
Trade Type	**Trades**	**Admitted**	**Dropout**	**Dropout Rate**
Non-Matric	Carpenter	138	40	28.99
	Painter (General)	19	6	31.58
	Plumber	213	42	19.72
	Sewing Technology	19	2	10.53
	Welder	59	11	18.64
	Total	**448**	**101**	**(22.54)**
Matric	Draughtsman Civil	183	19	10.38
	Electrician	114	12	10.53
	Electronics Mechanic	38	3	7.89
	MMV	101	15	14.85
	Surveyor	182	19	10.44
	Total	**618**	**68**	**(11.00)**
				Primary Source

4.5 Financial Assistance and Welfare Measures to the Trainees

The Department is giving financial assistance to the trainees along with offering other welfare measures. Trainees are eligible for financial assistance as shown in Table 4.27.

Table 4.27 Financial Assistance to ITI Trainees			
Sl.No	**Item**	**Amount (in Rs.)**	**Period**
1	Lump-sum Grant (first year)	650	Annual
2	Lump-sum Grant (second year)	500	Annual
3	Stipend	500	Monthly
4	Uniform Allowance	900	Annual
5	Study Tour	3000	Annual
			Primary Source

Rs. 1500/- per month are given to the trainees who do not have hostel facilities. The trainees are given mid-day meals also. The proposal to provide one

glass of milk and an egg daily to the trainees is under consideration. Apprenticeship programme for a period of one year has been facilitated to the trainees who successfully complete their courses. Apprentices are given Rs. 2000/- per month as per the scheme. A 'tool kit scheme', by which the trainees who successfully complete their course are given tools and equipment, has also been made for the benefit of trainees.

CHAPTER 5

HUMAN RESOURCES: STAFF PATTERN

Sufficient number of staff makes effective the functioning of every institution. ITIs under SCDD lack sufficient number of staff and this in turn affects its well-functioning. This is one of the major problems faced by the ITIs under SCDD. Despite facing many challenges due to the lack of sufficient number of staff, ITIs under SCDD seem to perform in a satisfied manner. The efforts made by the staff are significant in this regard. It is not only the institutions, but the staff (both teaching and non-teaching) in those institutions are also facing certain kind of problems. They say that they are discriminated by the government against their service rights.

5.1 Teaching Staff

Each unit of a trade in an ITI needs an instructor. Therefore the number of instructors in an ITI depends upon the number of units of all the trades in an ITI. There are no permanent Training Instructors for some of the trades in the ITIs under SCDD. In the ITIs where there are no permanent Training Instructors, guest instructors are engaging classes. For the subject Arithmetic Calculation Drawing (ACD), no permanent instructor is appointed in any of the 44 ITIs under SCDD.

Altogether, there are 140 posts of Training Instructors in the ITIs consisting of 75 permanent and 63 temporary vacancies. Posting has not been done in two vacancies. Details in this regard are given Table 5.1. The institution-wise details of Training Instructors are furnished in Annexure III.

No.	Trade and Subject/Paper	Permanent	Temporary	No posting	Total
Table 5.1 **Training Instructors in the ITIs**					
1	Driver-cum-Mechanic	1	-	1	2
2	Surveyor	8	2	1	11
3	Draftsman, Civil	18	2	-	20
4	Electrician	7	7	-	14
5	Electronics Mechanic	3	2	-	5
6	Mechanic (Motor Vehicle)	7	3	-	10
7	Plumber	13	1	-	14
8	Carpenter	9	-	-	9
9	Sewing Technology	1	-	-	1
10	Welder	4	2	-	6
11	Painter (General)	4	-	-	4
12	Arithmetic Calculation & Drawing*	-	44	-	44
	Total	**75**	**63**	**2**	**140**
					Primary Source
*Arithmetic Calculation and Drawing is not a trade and it is a subject/paper common for all the trades except Sewing Technology.					

5.2 Non-Teaching Staff

Normally every ITI under SCDD has an Office Assistant and a Sweeper-cum-Watchman who are appointed permanently. No Clerk is appointed permanently in any of the ITIs under SCDD. But recently apprentice clerks have been appointed on contract basis for a period of one year in all the ITIs, except minor cases. In ITI Mariyapuram the person appointed left the post and therefore the post is still vacant there. All the office works which are supposed to be done by a clerk were being done by the Training Superintendents and Training Instructors until recently. The Superintendents and Instructors are of the opinion that the appointment of apprentice clerks for a temporary period does not solve the problem as these temporary staff may take much time to get acquainted with the office work, and by the time they get acquainted their period of service may end. Another thing is that every ITI does not have permanent Training Superintendents. In such cases one of the senior Training Instructors is given additional charge of the Superintendent. This additional charge may less attractive for the instructors as they are not properly paid for the additional work.

The general pattern of non-teaching staff in an ITI is Training Superintendent (Head of the Institution), clerk, office assistant, and sweeper-cum-watchman. At present there are Training Superintendents in 38 ITIs and temporary arrangements have been made in 6 ITIs. The post of clerk is filled on contract basis in almost all institutions. The posts of office assistants and sweeper-cum-watchman are permanent. All the vacancies of office assistants have been filled by permanent employees. The post sweeper-cum-watchman is vacant in two ITIs where temporary arrangements have been made by engaging daily workers. Apart from this there is a post of workshop attendant in ITI, VR Puram. The details of non-teaching staff in the ITIs are given in Annexure IV.

5.3 Staff Pattern of ITIs under SCDD and ITD: A Comparison

The staff pattern of ITIs under SCDD and ITIs under ITD is different. There are no certain kinds of posts/designations in the ITIs under SCDD, which the ITIs under ITD have. Likewise, name of some of the designations are also different. In the ITIs under ITD the head of the institution is known as Principal. But in the ITIs under SCDD the head of the institution is known as Training Superintendent. There are only 4 types of permanent posts in the ITIs under SCDD. But in the ITIs under ITD there are 15 categories of posts. More details in this regard is given in Table 5.2.

5.3.1 Pay Scale

The pay scale of both teaching and non-teaching staff in both ITIs is also different. At present, the pay scales of the instructors and superintendents of ITIs under SCDD is not at par with that of similar posts in ITIs under Industrial Training Department, though the qualifications, duties and responsibilities of both are identical. Instructors and head of the institution of ITIs both under ITD and SCDD do the same job and they are in the same rank. As part of treating the staff under both (ITD and SCDD) equally the government has to increase the amount spent towards the salary and allowance of the staff of ITIs under SCDD. If so, the monthly additional financial commitment of the government for the existing staff in the ITIs under SCDD and the proposed new appointments is Rs. 13,35,62,612/-. The details in this regard are given in Table 5.2.

Table 5.2 : Staff Pattern and the Pay Scale: ITIs under ITD and SCDD									
	ITI Staff under SCDD Present Status				ITI Staff under SCDD Proposed in Parity with ITD				Remarks	Additional Financial Commitment for the existing Staff
	Designation	Qualification	Pay-Scale	Strength	Designation	Qualification	Pay Scale	Strength		
1	Training Spdt	Diploma In Engineering with five year experience as training instructor	30700-65400	45	Principal	Diploma In Engineering with Seven year experience	42500-87000	45		1898988
	NIL				Senior Spdt.		36600-79200	44		1803648
	NIL				Junior Spdt.		30700-65400	44		21643776
	NIL				Accountant		25200-54000	44		14902272
	NIL				Computer Operator (Instructor)	Diploma In Engineering	26500-56700	44		15671040
	NIL				Clerk	SSLC	19000-43600	44		11235840
	NIL				Group Instructor	Diploma In Engineering	32300-68700	44	(30700-26500x1.12x12x4)	19100928
2	Training Instructor	Diploma in Engineering	26500-56700	90	Senior Instructor	Diploma In Engineering	30700-65400	45		2540160
					Junior Instructor	Diploma In Engineering	26500-56700	45	Higher qualification But lower scale in SCDD ITI	
	NIL				Work shop Attender	NTC	18000-41500	44		10644488
	NIL				Librarian (Grade IV)		22200-48000	44		13128192
3	Office Attendant		16500-35700	44	Office Attendant		16500-35700	44		
4	Sweeper Cum Watchman		16500-35700	44	Watch man		16500-35700	44		
	NIL				Full Time Sweeper		16500-35700	44		9757440
	NIL				Clerk Typist	SSLC & Typing (Mal &English)	19000-43600	44		11235840
				TOTAL						13,35,62,612
										Primary Source

CHAPTER 6
STRENGTH AND WEAKNESS OF ITIs UNDER SCDD

This chapter gives a brief idea of the strength and weakness of the ITIs under SCDD in Kerala. The ITIs have their own strength and weakness. Unlike the case of ITIs under ITD, the functioning of ITIs under SCDD is constrained by a number of factors and they are facing a number of problems. At the same time it cannot be ignored the fact that ITIs under SCDD has certain advantages also as compared to the ITIs under other sectors. Major problems are relating to the infrastructure facilities such as buildings and strength of the staff, number of trades, the issues faced by trainees and staff etc.

6.1 Strength

Infrastructure

- Better workshop facilities are available in the ITIs under SCDD. The staff are of the opinion that the workshop facilities available in the ITIs under SCDD are better than that of the same available in the ITIs under other sector. Modern tools and equipment as per the norms and criteria of NCVT are available in the workshops of the ITIs under SCDD.

- Every ITI under SCDD has a Computer lab with internet facilities and many of them have smart class rooms also.

Ensured Financial Support

- The Government of Kerala ensures financial support to the ITIs under SCDD.

- Full fee concession and financial assistance are made available to the trainees of ITIs under SCDD.

Human Resources

- The teaching staff are sufficiently qualified. Many of the Training Instructors and Training Superintendents in the ITIs under SCDD are Poly Technique Diploma or B. Tech Degree holders.

- As per the latest instruction the Poly Technique Diploma or B. Tech Degree holders only are eligible to be appointed as Training Superintendents in the ITIs under SCDD.

Exposure to Modern Occupations

- Unlike the case of former Production-cum-Training Centres, ITIs provide the trainees the opportunities to get trained in modern trades.

Support to the Traditional Skills with Modern Tools and Equipments

- Training is also imparted in the traditional skills like carpentry with the support of modern tools and equipments.

Employment Opportunities

- The pass certificate of ITIs provides employment opportunities both in public and private sectors. The Kerala PSC has approved courses offered under ITIs.
- More employment opportunities in technical field are available in private sector than in public sector and the ITIs provide more employment opportunities in private sector.
- Even the failed trainees in some trades (carpenter, plumber etc.) get employment opportunities in private sector.
- ITI training provides job opportunities abroad.

Provide Entrepreneurial Opportunities

- Rather than merely providing employment opportunities, ITI certificates promote the entrepreneurship skill among the youngsters belonging to Scheduled Castes. After completing the trades such as MMV, Plumber, Carpenter, Electrician etc. successfully, many of the youngsters run workshops, work as contractors, and become license holders of plumbing and electrical works. They are able to give employment opportunities to other youngsters through their entrepreneurial efforts.

ITIs being an Extra Supporting Mechanism

- Being the institutions functioning exclusively for the Scheduled Castes, ITIs under SCDD provides extra support to the community.
- Candidates with even low marks in their SSLC examination get admission in various trades in the ITIs under SCDD.

6.2 Weakness

Limitations in General

- Disproportionate distribution of ITIs in various districts:- In Idukki and Wayanad districts there are no ITIs started by SCDD. In Ernakulam and Kannur districts there are only one ITI each. Alappuzha and Pathanamthitta districts have only two ITIs each. Both Thiruvananthapuram and Thrissur districts have nine ITIs each.

Limitations of Infrastructure- General

- The buildings of some of the ITIs are too old. Certain buildings were constructed in the 1950's. Repair and maintenance of such buildings are not advisable.
- The buildings for seven hostels have been completed. But the hostels are yet to be opened for the students due to delay in posting the staff. The posting of the staff for the hostels is still pending.
- For many of the ITIs there are no separate rooms for both teaching and non-teaching staff. Office room is used as staff room also. There are no separate rooms available for many other purposes too.

Limitations of Infrastructure- Academic

- For many of the ITIs there are no better library facilities. Some of the ITIs do not have even room for the library. In such cases books are kept in the office rooms.
- No printed books/texts are available for some trades. The trainees are compelled to use old copies or the photocopies of the books.

Insufficient Human Resources: Staff

- Guest instructors are engaging classes for certain trades in some of the ITIs as there is no sufficient number of permanent Training Instructors. Some of the instructors are in additional charge of Training Superintendents also. The subject Arithmetic Calculation and Drawing (ACD) has no permanent instructor in any of the ITIs under SCDD.

- The ITIs under SCDD do not have sufficient number of non-teaching staff. There are no permanent Training Superintendents for some of the ITIs. The ITIs under SCDD have no permanent post of clerk. The clerks are appointed on contract basis. The functions which are supposed to be done by the clerks were being done by the Training Superintendents and Training Instructors until recently.

- The promotion chances available to the teaching staff of the ITIs under SCDD to higher grades are very minimal as compared to the promotion chances of teaching staff of the ITIs under ITD. The number of posts to be promoted is minimal. There are only three posts which have state level status. Only these three are the posts available above the rank of Training Superintendent.

- Due to the lack of the scope for promotion to higher grade, the instructors who join the ITIs are leaving the institution on getting placement in other departments.

- In ITD there is more number of technical staff than ministerial staff where as in SCDD ministerial staff are more in number than technical staff. Technical staff in the ITIs under SCDD constitutes a minority. Therefore there is difference between the functioning of ITIs under SCDD and the functioning of ITIs under ITD. This phenomenon adversely affects the functioning of ITIs under SCDD.

Insufficient Human Resources: Trainees in General

- There is no sufficient number of applicants for certain non-matric trades such as Carpenter and Plumber in the ITIs under SCDD.

- Dropout rate is high among the trainees of some non-matric trades.

Insufficient Human Resources: Female Trainees

- Comparatively female trainees constitute a minority in ITIs. For certain trades like Carpenter and Plumber, the representation of girls is practically nil.

- The proportion of females who accept jobs in the trades in which they are trained is very low as compared to male students.

Lack of Trades in High Demand

- Trades like MMV have high demand in public and private sectors. They are available only in a limited number of ITIs under SCDD.

Lack of Linkage with Industry

- ITIs under SCDD do not have any direct linkage with the industrial sector.

No Campus Recruitment

- Opportunities are not available to the trainees in the ITIs under SCDD for the campus recruitment.

Inadequate Financial Support to Trainees

- The amount made available for the apprentice trainees as stipend is only Rs. 2000/- per month. This amount is inadequate and therefore trainees who successfully complete their course are unwilling to join as apprentice trainees in the ITIs under SCDD.

- Likewise the trainees cannot join better private companies also for the apprenticeship as the companies offer only a limited amount of stipend. At present the government cannot support apprentices who avail limited amount of stipend in the private firms.

Limitations in Imparting Training

- Limitations in giving better training to the trainees in theory papers and the problems faced by the trainees in cope up with the curriculum/syllabus.

- No opportunities are available for the trainees to acquire better skill in English language. This causes low level of coaching.

Problems Related to Affiliation/Recognition

- It takes more time for an ITI or a trade to get approved by NCVT. Sometimes it takes up to 10 years.

- SCVT certificates do not have national level validity. It is valid in the state only. Those who get the pass certificates from SCVT should later secure the certificates from NCVT.

- ITIs under SCDD face certain practical difficulties in maintaining NCVT's recognition. If the ITIs want to maintain NCVT's recognition, they have to adhere to the norms of NCVT. Limited number of staff and limited infrastructural facilities affect affiliation and recognition of ITIs.

Competition from Other ITIs

- Unlike the case of ITIs under ITD, ITIs under SCDD are functioning within a number of constraints. These limitations and constraints make the ITIs under SCDD less capable of competing with ITIs under other sector.

6.3 Satisfaction Level of Students

An analysis of students' opinion regarding the functioning of ITIs, infrastructure facilities (both academic and general), quality of teaching and the relationship with teachers etc. has been made with the help of a sample study. The selected students made their opinion on the above mentioned matters. The samples of the students were selected from 11 ITIs across the state. The sample covers 7 out of 11 trades. The sample size is 279 out of nearly 1800 trainees in the ITIs across the state. The details of the ITIs and the trades selected are given in Table 6.1.

Table 6.1 **Selected ITIs and Trades**	
Selected ITIs	1) Govt ITI (SCDD),Anchamada, 2) Govt ITI (SCDD),Attipra, 3) Govt ITI (SCDD),Kadakampally, 4) Govt ITI (SCDD),Kulakkada, 5) Govt ITI (SCDD),Vettikkavala, 6) Govt ITI (SCDD),Kurichy, 7) Govt ITI (SCDD),Madappally, 8) Govt ITI (SCDD),Madhuraveli, 9) Govt ITI (SCDD), V R Puram, 10) Govt ITI (SCDD), Kuruvanagad, and 11) Govt ITI (SCDD),Madayi
Selected Trades	1) Draughtsman Civil, 2) Surveyor, 3) Electrician, 4) Electronics Mechanic, 5) Carpenter, 6) Plumber, and 7) Painter(General)

The satisfaction level of students on various aspects of training in the ITIs under SCDD is indicated in Table 6.2.

Table 6.2 Satisfaction Level of Trainees							
Distribution of ITI Students interviewed by their Opinion-Percentage of Satisfaction Level							
Areas of Opinions	Excellent	Very Good	Good	Fair	Poor	No Response	Total
1. Syllabus/ Curriculum (Theory & Practical)	14.7	32.26	37.99	14.34	0.72	0	100
2. Course Materials (Text Books etc.)	16.85	17.2	16.13	16.13	33.33	0.36	100
3. Learning Facilities and Equipments (Computer/ Internet, Library/Reference, Machines/Tools)	9.32	14.7	21.51	25.09	28.32	1.08	100
4. Learning and Academic Atmosphere	26.88	18.28	27.96	12.54	12.9	1.43	100
5. Examination/ Assignments	28.32	36.92	32.26	1.08	0.72	0.72	100
6. Relationship with Instructors	50.18	18.64	21.51	7.89	1.08	0.72	100
7. Medium of Instruction	15.05	25.81	39.43	13.26	3.23	3.23	100
8. Quality of Teaching/Training	32.62	32.97	24.01	5.38	3.23	1.79	100
9. Interface with SCDD (in availing stipends, lump sum grant etc.)	17.2	13.26	20.79	24.73	21.15	2.87	100
10. Mentoring/ Counseling	9.32	13.62	15.05	15.77	40.86	5.38	100
						Primary Source	

As per the table given above majority of the students seem to be satisfied with the majority of the matters they are asked. In all the matters, except the questions relating to learning facilities and equipments (item No. 3) and mentoring/Counseling (item No. 10), they chose the option good or very good or excellent. That means only a minority seem to be not satisfied. The number of students who chose the opinion 'fair' against each items is also very small.

Though there are a lot of problems with regards to the functioning of ITIs under SCDD in Kerala, they contribute much towards the advantage of the youngsters from the Scheduled Castes. The SCDD officials are also of the opinion

that ITIs are one of the well functioning institutions under SCDD. Despite being faced by a number of constraints, ITIs under SCDD have their own potential to perform in a satisfactory level. The staff in the ITIs has a major role to play in this regard. The success of the institutions depends upon the future of the trainees coming out of the institutes. The vocational training provided at ITIs enables the trainees choosing suitable job or engaging any work on their own effort. The challenges that it faces badly affect their performances. Therefore, necessary steps should be taken to address the issues at the earliest.

CHAPTER 7

SUGGESTIONS AND RECOMMENDATIONS

The importance of technical education in enhancing the skill sets and thereby employability of the youth cannot be over emphasized. Acquisition of technical knowledge is dependent on a network of robust technical institutes and schools that are capable of imparting state-of-the-art technical education to students. In this context, the role of ITIs is very crucial. The suggestions and recommendations are framed taking into account the various aspects dealt with in detail in the earlier chapters of this report, which included, infrastructure, human resources, curriculum, learning/teaching facilities etc. Favourable consideration and implementation of the suggestions in the following areas will facilitate an improved and effective functioning of the ITIs under SCDD. The objective is to convert ITIs under SCDD into centres of excellence at par with any other institutions of similar nature in the state.

7.1 Infrastructure Facilities- General

Construction of New Buildings

- It is suggested to get done a need assessment with regards to the construction of new buildings and the demolition of older ones. Many ITIs are functioning in old buildings; many of them need new buildings to expand their activities and start new courses. A technical committee may be constituted to review the status of the existing buildings and assess the need for new constructions.

- Buildings for those ITIs which require more space to conduct existing courses, and to start new courses need to be constructed on a priority basis considering the demand and needs of the respective institutions. In certain ITIs new trades have been started and in some other ITIs total intake of the trainees has increased beyond their spatial capacity. Such ITIs need sufficient building facilities. For eg, in ITI Varavur due to the lack of sufficient infrastructure facilities DCM trade could not be started, though the ITI was given permission to start the trade during the academic year 2016-17.

Buildings are key to any academic institution and this need is to be addressed as top priority. Similarly some ITIs lack basic facilities like office rooms, work space for different trades, store rooms, play ground etc. As a result, many ITIs look congested and crowded affecting the learning environment and morale of the trainers and trainees. This needs to be addressed urgently.

Maintenance of Existing Buildings

- As many ITIs are functioning in old buildings, most of which were constructed during 1960's, adequate and necessary steps need to be taken for their repair and maintenance on a regular basis. In the context of increasing competition from private institutions, the quality and facilities of the building is also very important as far as the student and their parents are concerned. Maintenance is also crucial as it relates to the safety and security of the students and the staff.

Hostel Facilities

- Hostel facility for students studying at ITIs under SCDD is an added attraction and an essential facility as far as SC community is concerned. At present only seven ITIs have hostels. The construction of all the hostels is completed but is unoccupied so far due to lack of posting of hostel/kitchen staff. Necessary steps need to be taken to create adequate number of posts and appoint the staff to run these hostels.

7.2 Infrastructure Facilities- Academic

Libraries & Class Rooms

- The basic learning/teaching facilities such as good class rooms, libraries, work shop etc are not adequate in many ITIs. This affects the quality of education and performance of the students. Such basic requirements and facilities should be made available in all the ITIs. A committee to suggest improving the functioning of the library should be constituted. This committee is supposed to prepare a listing of necessary books for various trades and general books in both languages.

Tools and Equipments

- In many ITIs necessary tools, equipment, machineries, raw materials, etc are not available in adequate quantities or on appropriate time. Urgent steps have to be taken to make available all the required tools and equipment as

per the norms and standards set by the NCVT in all the workshops in the ITIs.

7.3 Curriculum

Trades: From Traditional to Contemporary

- Most of the ITIs under SCDD offer courses on conventional trades which were in vogue during the time of their establishment. Many trades like carpentry, plumbing, surveyor etc. have undergone radical technological changes, which calls for new modes of teaching and learning, facilities, equipment etc. There is also an urgent need to restructure the teaching/learning methodologies with facilities like e-learning, smart class rooms etc.

- New Trades: It is suggested to upgrade ITIs by introducing new trades which have greater potential in providing employment opportunities to the trainees. Some of the new trades which can be given priority are Fitter, Turner, Information Technology, Architect Assistant, Machinist, MRAC (Mechanic, Refrigeration & Air Conditioning), Wireman, Tool & Die Maker, Interior Designing, Diesel Mechanic, Plastic Printing Operator, Commercial Art, Leather Goods Maker, Manufacture Footwear etc. Persons/apprentices with skills in these areas are in great demand in the job market in the country and abroad.

- More Trades in existing ITIs: Trades such as MMV and Electronic Mechanics can be launched in more ITIs as they have great demand in the job market. Out of the 44 ITIs under SCDD, only 6 ITIs offer MMV trade and 3 ITIs offer Electronic Mechanics trade. Urgent steps have to be taken to initiate a feasibility study on this issue. Such trades can be started in single trade ITIs. Majority of all the ITIs (28 out of 44) are single trade ITIs. Taking into account the physical infrastructure available and considering the demand for trades, it is suggested that ITIs at present offering one course may be expanded to offer more. If physical infrastructure is sufficient, such expansion will enhance the academic profile of the institution and expand educational facilities by offering more trades. It will also be helpful in attracting more students.

- While starting more new trades, preference may be given to the ITIs where only carpenter or plumber trades are available as fewer students are attracted towards such trades. If the total strength of the trainees is increased, naturally more candidates will take admission and they will continue their study until the course tenure is over.

7.4 Capacity Utilisation

Filling the Seats

- In the case of 2015-16 batches of one year trades and 2014-16 batches of two year trades 7.37 percent of the total seats were left unfilled due to the absence of sufficient number of applications. In 2016-17, in 13 ITIs 47 seats are vacant and remain unfilled. Urgent steps need to be taken to fill all the seats in the ITIs. The following measures can be taken in this regard:-

  - ➤ *Publicity Campaign*: One of the most important tasks of the ITIs is to reach out to its target community. The Scheduled Castes have to be made aware of the importance of technical education and its job prospects. The information about the location, courses, facilities offered by ITIs have to be communicated to the eligible youth among SC community. Campaigns through official channels, media and special outreach programmes have to be planned and executed for this.

  - ➤ *Print and Visual Media*: The channels of print and visual media have to be used to disseminate information about ITIs and the courses. Facilities for online viewing application and selection can be arranged.

  - ➤ *Official Channels*: The active assistance of the SC promoters have to be sought to enhance admission in ITIs. They function at the local level and are most aware about the potential students in each community. Such students have to be identified in advance and their families informed about the ITI courses and the facilities offered there.

  - ➤ **Technical Education Fairs** can be organized by the SCDD at important centers where SC population is comparatively high. The potential youth/students from the community can be invited to this fair and information about the courses, job prospects, financial and other assistance offered etc explained to them.

7.5 Addressing the Issues of Dropouts

Another major issue that haunts ITIs is that of drop outs. While the students who discontinue do not complete their course and remain unqualified for better jobs, it also denies learning opportunity to a student by wasting resources and opportunities. The reasons for leaving the institutions are many; the poor economic backgrounds of the trainees, the practical difficulties they face in coping with the syllabus, difficulty to follow English language which is the medium of instruction/examination etc. are some. The dropout rates in the case of non-matric trades such as carpentry and plumbing is higher compared to matric trades.

- In trades like carpentry and plumbing the dropout rates are very high. Firstly, these are non-matric courses and majority of the students do not have good academic qualifications or aptitude. Secondly, these are skill areas where assistant/helper jobs are easy to get; the father or brothers or friends of many students may be working in this profession and the students are tempted to go with them as helpers which also provide them with extra income. All these factors prompt the students in these trades to discontinue their study. Though they will get odd jobs like this even without completing ITI course, the certificate will definitely enhance their job prospects especially in the formal and public sectors. Hence there is a need to take special care to retain students of these trades by giving them counseling and also ways in which work and study are combined without one affecting the other.

In order to address the issues of dropouts, the following suggestions are made:-

- ***Financial Assistance to retain students***- In many cases, the main reason for dropping out is economic; the trainees are not getting financial assistance on time or adequately. Many discontinue their studies to help their family members in work or to do some odd jobs in order to support families. Possibilities of making available soft loans by the SCDD or through banks have to be explored. Another possibility is to make arrangements to combine work and study: i.e., to create income generating activities within ITIs itself, in which these students can be engaged without affecting their academic studies.

- **_Remedial Coaching/Orientation/Special Coaching to retain Students and check Drop-out_:** It is suggested to take steps to make the trainees more comfortable with the syllabus or curriculum and make them able to comprehend it. Remedial coaching can be suggested in this regard as they are facing difficulties in managing the theory papers and the papers like Arithmetic.

- **_Counseling_:** Making necessary arrangements for counseling to the students to prevent them from discontinuing their study is suggested.

7.6 Learning Facilities

Supply of Goods/Raw Materials, Tools and Equipment

- For the smooth and successful functioning of technical courses run by ITIs, constant and hassle-free availability of materials, tools and equipment is essential. The need for such items of each ITI differs according to their student intake and variety of courses offered. While the requirement for some items can be estimated in advance, the demand for others vary; likewise while some of these items can be procured centrally, that is, at the State level, others have to be arranged locally.

- The following recommendations are made in this regard:-

  ➤ There should be a centralised Planning & Procurement Committee for purchasing goods. Centralized purchasing should be done through Zonal Office.

  ➤ There should be a centralised system for the purchasing of tools and equipment also.

  ➤ Common instructions (uniform criterion/norm at state level for purchasing goods) should be issued to the stationary officers in all the 14 districts regarding the purchase procedures and formalities.

  ➤ Though the goods have to be purchased through a centralised system, its distribution should be done in a decentralized way, by taking into account regional and local needs/demand.

  ➤ There should be a committee to check the quality of such tools, equipment and goods. Strict norms should be laid out in this regard.

➢ Take steps to authorize the instructors to inspect the condition of damaged tools/equipment when they get damaged, before ordering replacement/purchase.

7.7 Study Materials / Text Books

- One of the major problems faced by students at ITI is the non-availability of text books on time. These books are supplied by NIMI (National Instructional Media Institute) at Chennai, and so, arrangements should be made to give the order for books well in advance, so that the students are not denied this basic facility. Due to non-distribution of text books by SCDD on time, the instructors are forced to make other arrangements for the same. In many instances, more than one student is using one text book, which in most cases, is a Xerox copy. Such denial of basic facility affects the quality of education, performance of students and the morale of instructors. Following recommendations can be made in this regard:-

  ➢ Give order for the text books to the authorized agency at least three months in advance of starting the course. At present the order is given only after the students are admitted and the course is started.

  ➢ Necessary materials can be uploaded in the website

7.8 Institutional Affiliation

- Necessary arrangements have to be made to ensure that ITIs under SCDD get re-affiliated to NCVT. The ITIs have to fulfill and maintain certain standards and basic requirements set by NCVT. The following recommendations are made in this regard:-

  ➢ Appoint sufficient number of permanent staff (both teaching and non-teaching)

  ➢ Create sufficient number of posts of non-teaching staff and fill the existing vacancies as majority of ITIs lack sufficient number of non-teaching staff.

  ➢ Ensure that the standard set by NCVT is adhered in maintaining sufficient quality and quantity of tools and equipment.

  ➢ Ensure that the standard set by NCVT is satisfied with regard to the construction and maintenance of infrastructural facilities like workshops and computer labs.

➢ Ensure that the required building facilities are available for class rooms, smart class rooms, office rooms, computer labs etc.

➢ An affiliation committee should be constituted at state level

7.9 Students Supporting System

Communicative English

- One of the major problems faced by students of ITI is their lack of mastery in English language, which is the medium of communication and for answering in examination as many of them do not have educational qualification beyond SSLC examination. Only English and Hindi are used in the question papers prepared by NCVT at national level. Notes are also prepared by the instructors and given to the trainees only in English. A short term course at the beginning of the course – evening course or week end course – to offer coaching to the students in communicative English is suggested. Such coaching, apart from helping the students to follow the text books and improve performance in examination, will also enable for their personality development.

Welfare and Concessions to the Trainees

The allowances given to trainees at present are very inadequate and needs to be revised as follows:

- Uniform allowance of the trainees from Rs. 900/- to Rs. 2000/-

- Lump-sum grant from Rs. 820/- to Rs. 1500/-

- Monthly stipend from Rs. 630/- to Rs. 1250/-

- Monthly allowance for those trainees who do not have hostel facilities from Rs. 1500/- to Rs. 3500/-

Support to the Successful Students

- **Enhance the Stipend to the Apprentice Trainees:** It is suggested to enhance the stipend for apprenticeship. Now an apprentice in the ITIs under SCDD is getting only Rs. 2000/- per month. As this is a small amount, students who pass their course from an ITI never join ITIs under SCDD; instead they seek jobs in private sector where they get better emoluments. As far as ITI trainees are concerned, this limits their opportunities in earning good work experience from a recognized firm/institution. If efforts are made to retain them as apprentices, the experience certificate they get from

ITI-SCDD will enhance their opportunities in the public/government sector. It is suggested to enhance the stipend for the apprentice trainees from Rs. 2000/- per month to Rs. 8000/- per month.

- **Ensure Financial Support to the Trainees in Private Sector:** In many cases, even reputed companies who recruit successful ITI students as apprentices or interns do not pay them any stipend or underpay, though they may offer food and accommodation. Due to financial stringency, the SC trainees are discouraged to take up such positions and availing the opportunity to gain work experience in reputed firms. It is suggested that financial support as monthly stipend may be given to the apprentice trainees who get such facility in reputed private firms during their apprenticeship period. This will also encourage the firms to select students from ITIs under SCDD.

Placement Cells and Campus Recruitment

- Placement cells have to be established in every ITI under SCDD or at the regional or district level. They have to collect the Curriculum Vitae of all the students in the ITIs and also keep track of job opportunities that are available to them. Constant communication and rapport with potential employers has to be nurtured.

- It is suggested to take steps to conduct campus recruitment by inviting reputed companies or firms to ITIs.

7.10 Gender Dimension

Female Trainees

- It is suggested to take steps to attract more girls to various trades in ITIs. At present girls prefer to choose trades such as Draftsman (Civil) and Surveyor in ITIs under SCDD. Some others choose trades such as Electronics Mechanic or Electrician too. Girls are mainly attracted to the trades such as Sewing Technology, but that trade is available only in one ITI. Except minor instances, they normally do not choose the trades such as Carpentry or Plumbing. This leads to a kind of gender bias in ITI trades and institutions. There should be a conscious attempt to attract female students to technical education by offering courses that are suitable for them, and also by re

packaging existing courses to accommodate and encourage female students. Hostel facility is a key factor that will attract female students.

- The ITIs have to take upon themselves the special task of reaching out to prospective girl students in the SC communities through media and SC promoters

- Girl students have to be given additional incentive to pursue technical education

7.11 Service Matters: Academic Staff

Pay Scale

- At present, the pay scales of the instructors and superintendents of ITIs under SCDD is not at par with that of similar posts in ITIs under Industrial Training Department, though the qualifications, duties and responsibilities of both are the same. Steps have to be taken to revise and enhance the pay scale of and equalize it with the staff of ITIs under ITD. Instructor and head of the institution (Training Superintendent in the ITIs under SCDD and Principal in the ITIs under ITD), both under ITD and SCDD, do the same job and are in the same rank. The pay scale of the staff under SCDD has to be made equal to that of the staff under ITD. Additional financial commitment to the existing staff is Rs. 13,35,62,612/- (for both teaching and non-teaching staff) if the pay scale of the staff under SCDD is enhanced and is made equal to that of the staff under ITD.

Appointment of Staff

- Many of the academic posts, which have been created in the ITIs under ITD, do not exist in the ITIs under SCDD. It is suggested that the staff pattern in the ITIs in both the sector may be made identical.

Promotion Chances

- At present, promotion opportunities are nil or minimal in ITIs under SCDD. Stagnation in service period affects the morale of the ITI staff. This issue has to be addressed.

Guest Instructors

- It is suggested to ensure a minimum amount of monthly consolidated payment to all the guest instructors. At present they are paid at the rate of

Rs. 125/- per hour which has to be enhanced least to Rs. 400/-. When they are paid on hourly basis for their duties, it should also be not lesser than the minimum consolidated amount. Now ACD instructors are getting Rs. 125/- only for a one hour class. In the ITIs where only one unit of trade is there, only one hour is available for the ACD instructors in a day. So they get only below Rs. 5000/- in a month, which is far too low for any job of this nature.

7.12 Service Matters: Non-Academic Staff

Strength of Non-Teaching Staff

- Sufficient number of non-teaching staff should be appointed in all the ITIs. No permanent clerks are appointed in any of the ITIs under SCDD.

- Instead of one Sweeper-cum-Watchman post, there should be two posts. These posts have to be created urgently in institutions, which offer more than one course and has a large campus.

7.13 Training Superintendents

- At present, in certain ITIs there are no permanently appointed Training Superintendents and the Training Instructors hold additional charge of Training Superintendents. This in turn becomes an extra burden for the Training Instructors, who have to do both the jobs and the responsibilities associated with them, leading to inefficiency. It is suggested that Training Superintendents be appointed for each ITI.

7.14 Training Instructors

- In a number of ITIs the guest Training Instructors are engaging in the teaching and training programmes for many trades. This affects the quality of teaching and also learning. It is suggested that adequate number of teaching staff be appointed in the ITIs.

- In ITIs where there are more than three trades, Arithmetic-cum-Drawing (ACD) instructors should be appointed on a regular basis.

7.15 A State Level Cultural Festival and Sports Competition for Students of ITIs under SCDD

- Every year, a state level cultural festival and sports competition for students from ITI should be organized. It will help in creating a sense of ownership and pride among the students and faculty and also showcase the talents of ITI students in a state level platform.

7.16 Annual Meet of ITI Instructors

- An annual get together of ITI instructors should be organized by SCDD to share experiences, discuss teaching methods/problems, introduce new techniques, and to share ideas on student management, counseling and also to present leading examples that could be emulated by others.

- Such meet will also contribute to share ideas to improve the quality of teaching and thereby, the performance of students.

7.17 Alumni

- Efforts should be made to establish alumni organizations in all ITIs. Annual meetings of the alumni will enable in inspiring the students and also to monitor the quality and enhance the performance of the students.

- Regular Interface with Potential Employers

- Each trade in ITI has a specific group or category of employers. The recruitment patterns, procedures and formalities differ as do the pay packages and working conditions. An interaction between the students and the prospective employers will give the former an idea about what they expect from an employee/apprentice – the attitude, work ethic, discipline, expertise, knowledge, skills, language command etc that is expected of them or will enhance their career prospects.

- Such interaction with the prospective employers will also facilitate to create a rapport between ITI and the firms on a long term basis which in turn will promote campus recruitment and job prospects of the students.

7.18 Job Fairs

- Job fairs have to be organized on a regular basis in as many districts/regions as possible. It will bring face to face, students who are prospective employees, the teaching staff and the employers in a common platform. The employers can share the trends in the job market, changing needs and skill sets in different trades. The teaching staff can accustom themselves with the current trends in industry/trade and thus make it part of their teaching strategies. The students ought to be familiar with the changing trends in their area of specialization, and the job fairs will expose them to new fields, apart from inspiring them to aspire for better jobs.

- Maximum number of public sector undertakings should be encouraged to attend the job

- Local Firms/Entrepreneurs should be invited to participate in the Fair

7.19 Establishing New ITIs

- Considering the increasing importance of technical education and the need to enhance employability of the youth among SC community, it is suggested to establish new ITIs in Idukki and Wayanad, the two districts where there are no ITIs under SCDD at present. Likewise in districts where there are only one ITI each (Ernakulam and Kannur) more ITIs can be established as there is demand for technical courses in these areas.

If necessary arrangements are made to the ITIs under SCDD, they can be made a centre of excellence. For that there should be an intervention from the part of government. The staff of the institutions should always be vigilant to make it a best institute. It is not wise to say that ITI trainees do not produce good result. The success of an institute cannot be estimated based on the pass rate or failure of the students there. If there are limitations from the part of students regarding their study, steps should be taken to address such limitations also.

Annexure I
ITIs under SCDD at a Glance

Sl. No.	District	Sl. No.	Name & Address of ITIs	Total No.
1	Thiruvananthapuram	1	Govt. ITI (SCDD), Kanjiramkulam, Neyyattinkara	9
		2	Govt. ITI (SCDD), Mariyapuram, Neyyattinkara	
		3	Govt. ITI (SCDD), Kadakampally, Thiruvananthapuram	
		4	Govt. ITI (SCDD), Anchamada, Thiruvananthapuram	
		5	Govt. ITI (SCDD), Attipra, Thiruvananthapuram	
		6	Govt. ITI (SCDD), Perumala, Thiruvananthapuram	
		7	Govt. ITI (SCDD), Varkkala	
		8	Govt. ITI (SCDD), Edacodu, Attingal	
		9	Govt. ITI (SCDD), Shinkarathopu, Thiruvananthapuram	
2	Kollam	10	Govt. ITI (SCDD), Oachira, Kollam	3
		11	Govt. ITI (SCDD), Kulakkada, Kollam	
		12	Govt. ITI (SCDD), Vettikkavala, Kottarakkara	
3	Pathanamthitta	13	Govt. ITI (SCDD), Aycadu, Pathanamthitta	2
		14	Govt. ITI (SCDD), Pandalam, Cherikkal	
4	Alappuzha	15	Govt. ITI (SCDD), Mavelikkara, Umbernadu	2
		16	Govt. ITI (SCDD), Harippad, Alappuzha	
5	Kottayam	17	Govt. ITI (SCDD), Nedumkavuvayal, Erumely	4
		18	Govt. ITI (SCDD), S. P. Colony, Kottayam	
		19	Govt. ITI (SCDD), Madapally, Kottayam	
		20	Govt. ITI (SCDD), Madhuraveli, Kottayam	
6	Ernakulam	21	Govt. ITI (SCDD), Edapally, Ernakulam	1
7	Thrissur	22	Govt. ITI (SCDD), Mayannoor, Vadakkancherry	9
		23	Govt. ITI (SCDD), Enkakkadu, Thrissur	
		24	Govt. ITI (SCDD), Pulluttu, Thrissur	
		25	Govt. ITI (SCDD), Edathiruthi, Chulloor	
		26	Govt. ITI (SCDD), Nadathara, Thrissur	
		27	Govt. ITI (SCDD), V R Puram, Chalakkudy	
		28	Govt. ITI (SCDD), Herbert Nagar, Nedupuzha	
		29	Govt. ITI (SCDD), Erumappetti, Wadakkancherry	
		30	Govt. ITI (SCDD), Varavur, Kumarappanal	
8	Palakkad	31	Govt. ITI (SCDD), Palappuram, Ottappalam	3
		32	Govt. ITI (SCDD), Mangalam, Palakkad	
		33	Govt. ITI (SCDD), Chittur, Nedumgod	
9	Malappuram	34	Govt. ITI (SCDD), Keraladeswarapuram, Thiroor	4
		35	Govt. ITI (SCDD), Pathaikkara, Perumthalmanna	
		36	Govt. ITI (SCDD), Ponnani, Malappuram	
		37	Govt. ITI (SCDD), Pandikkadu, Malappuram	
10	Kozhikkode	38	Govt. ITI (SCDD), Kuruvangadu, Koyilandi	3
		39	Govt. ITI (SCDD), Elathoor, Kozhikkode	
		40	Govt. ITI (SCDD), Thuneri, Kodanchery P. O.	
11	Kannur	41	Govt. ITI (SCDD), Madayi, Vengara	1
12	Kasargod	42	Govt. ITI (SCDD), Bela, Kasargod	3
		43	Govt. ITI (SCDD), Cheruvathoor, Kasargod	
		44	Govt. ITI (SCDD), Neeleswaram, Kasargod	
			Grand Total	**44**
			Primary Source	

Annexure II
Unit-wise Details of Trades in the ITIs

No.	Name of ITIs	Trade	No. of Units	No. of Units in ITI
1	Govt. ITI (SCDD), Kanjiramkulam	Plumber	1	1
2	Govt. ITI (SCDD), Mariyapuram	MMV	1	3
		Surveyor	1	
		Carpenter	1	
3	Govt. ITI (SCDD), Kadakampally	Plumber	1	1
4	Govt. ITI (SCDD), Anchamada	Electrician	2	4
		Electronics Mechanic	2	
5	Govt. ITI (SCDD), Attipra	Surveyor	2	2
6	Govt. ITI (SCDD), Perumala	Plumber	1	1
7	Govt. ITI (SCDD), Varkkala	Plumber	1	1
8	Govt. ITI (SCDD), Edacodu	Painter (General)	2	2
9	Govt. ITI (SCDD), Shinkarathoppu	MMV	2	2
10	Govt. ITI (SCDD), Oachira	Draftsman (Civil)	2	3
		Plumber	1	
11	Govt. ITI (SCDD), Kulakkada	Electrician	2	4
		Draftman (Civil)	2	
12	Govt. ITI (SCDD), Vettikkavala	Carpenter	1	1
13	Govt. ITI (SCDD), Aycadu	Draftsman (Civil)	2	4
		Electrician	2	
14	Govt. ITI (SCDD), Pandalam	Electrician	1	3
		MMV	1	
		Plumber	1	
15	Govt. ITI (SCDD), Mavelikkara	Electronics Mechanic	1	1
		Carpenter	1	
16	Govt. ITI (SCDD), Harippadu	Surveyor	2	2
17	Govt. ITI (SCDD), Nedumkavuvayal	Draftsman (Civil)	2	2
18	Govt. ITI (SCDD), S. P. Colony	Electrician	2	2
19	Govt. ITI (SCDD), Madappally	Carpenter	1	1
20	Govt. ITI (SCDD), Madhuraveli	Carpenter	1	1
21	Govt. ITI (SCDD), Edappally	MMV	2	3
		Welder	1	
22	Govt. ITI (SCDD), Mayannur	Sewing Technology	1	1
23	Govt. ITI (SCDD), Enkakkadu	Surveyor	2	2
24	Govt. ITI (SCDD), Pullut	Carpenter	1	1
25	Govt. ITI (SCDD), Edathuruthy	Electrician	2	2
26	Govt. ITI (SCDD), Nadathara	Welder	1	2
		Carpenter	1	
27	Govt. ITI (SCDD), V.R. Puram	Draftsman (Civil)	2	4
		Electrician	1	
		Plumber	1	

No.	Name of ITIs	Trade	No. of Units	No. of Units in ITI
28	Govt. ITI (SCDD), Herbert Nagar	Electronic Mechanic	2	2
29	Govt. ITI (SCDD), Erumappetty	Draftsman (Civil)	2	3
		Plumber	1	
30	Govt. ITI (SCDD), Varavur	MMV	2	2
		DCM	0	
31	Govt. ITI (SCDD), Palappuram	Carpenter	1	1
32	Govt. ITI (SCDD), Mangalam	Draftsman (Civil)	2	3
		Plumber	1	
33	Govt. ITI (SCDD), Chittur	Surveyor	2	2
34	Govt. ITI (SCDD), Keraladeswarapuram	Plumber	1	1
35	Govt. ITI (SCDD), Pathaikkara	Plumber	1	1
36	Govt. ITI (SCDD), Ponnani	Electrician	2	2
37	Govt. ITI (SCDD), Pandikkadu	Draftsman (Civil)	2	2
38	Govt. ITI (SCDD), Kuruvangadu	Surveyor	2	3
		Plumber	1	
39	Govt. ITI (SCDD), Elathur	Welder	2	6
		MMV	2	
		Carpenter	1	
		DCM	1	
40	Govt. ITI (SCDD), Thuneri	Draftsman (Civil)	2	2
41	Govt. ITI (SCDD), Madayi	Painter General	2	3
		Plumber	1	
42	Govt. ITI (SCDD), Cheruvathur	Plumber	1	1
43	Govt. ITI (SCDD), Neeleswaram	Draftsman (Civil)	2	2
44	Govt. ITI (SCDD), Bela	Welder	2	2
		Grand Total	**95**	**95**

Primary Source

Annexure III
Strength of Teaching Staff in the ITIs under SCDD

Sl. No.	Name of ITIs	Details of the Training Instructors			Total
		No.	Trade/Subject	Whether Permanent or Temporary	
1	Mariyapuram	1	Carpenter	Permanent	4
		2	ACD	Temporary	
		3	Surveyor	Temporary	
		4	MMV	Temporary	
2	Kanjiramkulam	1	Plumber	Permanent	2
		2	ACD	Temporary	
3	Shinkarathopu	1	MMV	Permanent	3
		2	MMV	Temporary	
		3	ACD	Temporary	
4	Anchamada	1	Electrician	Permanent	5
		2	Electrician	Permanent	
		3	Electronics Mechanic	Permanent	
		4	Electronics Mechanic	Temporary	
		5	ACD	Temporary	
5	Kadakampalli	1	Plumber	Permanent	2
		2	ACD	Temporary	
6	Attipra	1	Surveyor	Permanent	3
		2	Surveyor	No posting	
		3	ACD	Temporary	
7	Perumala	1	Plumber	Temporary	2
		2	ACD	Temporary	
8	Edacodu	1	Painter General	Permanent	3
		2	Painter General	Permanent	
		3	ACD	Temporary	
9	Varkkala	1	Plumber	Permanent	2
		2	ACD	Temporary	
10	Vettikkavala	1	Carpenter	Permanent	2
		2	ACD	Temporary	
11	Kulakkada	1	Draftsman, Civil	Permanent	5
		2	Draftsman, Civil	Permanent	
		3	Electrician	Temporary	
		4	Electrician	Temporary	
		5	ACD	Temporary	
12	Oachira	1	Plumber	Permanent	4
		2	Draftsman, Civil	Permanent	
		3	Draftsman, Civil	Permanent	
		4	ACD	Temporary	

Sl. No.	Name of ITIs	No.	Trade/Subject	Whether Permanent or Temporary	Total
			Details of the Training Instructors		
13	Aycadu	1	Electrician	Permanent	5
		2	Draftsman, Civil	Permanent	
		3	Draftsman, Civil	Temporary	
		4	Electrician	Temporary	
		5	ACD	Temporary	
14	Pandalam	1	Plumber	Permanent	4
		2	Electrician	Temporary	
		3	MMV	Temporary	
		4	ACD	Temporary	
15	Mavelikkara	1	Carpenter	Permanent	3
		2	Electronics Mechanic	Permanent	
		3	ACD	Temporary	
16	Harippadu	1	Surveyor	Permanent	3
		2	Surveyor	Temporary	
		3	ACD	Temporary	
17	Nedumkavuvayal	1	Draftsman, Civil	Permanent	3
		2	Draftsman, Civil	Permanent	
		3	ACD	Temporary	
18	Madappalli	1	Carpenter	Permanent	2
		2	ACD	Temporary	
19	SP Colony	1	Electrician	Temporary	3
		2	Electrician	Temporary	
		3	ACD	Temporary	
20	Madhuraveli	1	Carpenter	Permanent	2
		2	ACD	Temporary	
21	Edappalli	1	MMV	Permanent	4
		2	MMV	Permanent	
		3	Welder	Permanent	
		4	ACD	Temporary	
22	Pullut	1	Carpenter	Permanent	2
		2	ACD	Temporary	
23	VR Puram	1	Plumber	Permanent	5
		2	Draftsman, Civil	Permanent	
		3	Draftsman, Civil	Permanent	
		4	Electrician	Temporary	
		5	ACD	Temporary	
24	Edathiruthi	1	Electrician	Permanent	3
		2	Electrician	Permanent	
		3	ACD	Temporary	
25	Herbert Nagar	1	Electronics Mechanic	Permanent	3
		2	Electronics Mechanic	Temporary	
		3	ACD	Temporary	

Sl. No.	Name of ITIs	Details of the Training Instructors			Total
		No.	Trade/Subject	Whether Permanent or Temporary	
26	Nadathara	1	Carpenter	Permanent	3
		2	Welder	Permanent	
		3	ACD	Temporary	
27	Enkakkadu	1	Surveyor	Permanent	3
		2	Surveyor	Permanent	
		3	ACD	Temporary	
28	Erumappetti	1	Plumber	Permanent	4
		2	Draftsman, Civil	Permanent	
		3	Draftsman, Civil	Permanent	
		4	ACD	Temporary	
29	Varavur	1	MMV	Permanent	4
		2	MMV	Permanent	
		3	DCM	No posting	
		4	ACD	Temporary	
30	Mayannur	1	Sewing Technology	Permanent	1
31	Mangalam	1	Draftsman, Civil	Permanent	4
		2	Draftsman, Civil	Permanent	
		3	Plumber	Permanent	
		4	ACD	Temporary	
32	Palappuram	1	Carpenter	Permanent	2
		2	ACD	Temporary	
33	Chittur	1	Surveyor	Permanent	3
		2	Surveyor	Permanent	
		3	ACD	Temporary	
34	Ponnani	1	Electrician	Permanent	3
		2	Electrician	Permanent	
		3	ACD	Temporary	
35	Pathaikkara	1	Plumber	Permanent	2
		2	ACD	Temporary	
36	KPuram	1	Plumber	Permanent	2
		2	ACD	Temporary	
37	Pandikkadu	1	Draftsman, Civil	Permanent	3
		2	Draftsman, Civil	Permanent	
		3	ACD	Temporary	
38	Elathur	1	Carpenter	Permanent	8
		2	MMV	Permanent	
		3	MMV	Permanent	
		4	Welder	Temporary	
		5	Welder	Temporary	
		6	DCM	Permanent	
		7	ACD	Temporary	
		8	ACD	Temporary	

Sl. No.	Name of ITIs	No.	Trade/Subject	Whether Permanent or Temporary	Total
			Details of the Training Instructors		
39	Kuruvangadu	1	Surveyor	Permanent	4
		2	Surveyor	Permanent	
		3	Plumber	Permanent	
		4	ACD	Temporary	
40	Thuneri	1	Draftsman, Civil	Permanent	3
		2	Draftsman, Civil	Temporary	
		3	ACD	Temporary	
41	Madayi	1	Painter General	Permanent	4
		2	Painter General	Permanent	
		3	Plumber	Permanent	
		4	ACD	Temporary	
42	Cheruvathur	1	Plumber	Permanent	2
		2	ACD	Temporary	
43	Nileshwar	1	Draftsman, Civil	Permanent	3
		2	Draftsman, Civil	Permanent	
		3	ACD	Temporary	
44	Bela	1	Welder	Permanent	3
		2	Welder	Permanent	
		3	ACD	Temporary	
Total					**140**

Primary Source

Annexure IV
Strength of Non-Teaching Staff in the ITIS under SCDD

	Name of ITIs	Training Supdt (Whether Permanent or in Charge)	Clerk (Whether Permanent or Contract)	Office Assistant (Whether Permanent or Contract)	Sweeper cum Watchman (Whether Permanent or Contract)	Workshop Attendant (Whether Permanent or Contract)	Total
1	Mariyapuram	Permanent 1	0	Permanent 1	Permanent 1	0	3
2	Kanjiramkulam	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
3	Shinkarathopu	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
4	Anchamada	Permanent 1	Contract 1	Permanent 1	Daily Wages 1	0	4
5	Kadakampalli	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
6	Attipra	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
7	Perumala	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
8	Edacodu	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
9	Varkkala	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
10	Vettikkavala	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
11	Kulakkada	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
12	Oachira	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
13	Aycadu	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
14	Pandalam	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
15	Mavelikkara	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
16	Harippadu	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
17	Nedumkavuvayal	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4

	Name of ITIs	Training Supdt (Whether Permanent or in Charge)	Clerk (Whether Permanent or Contract)	Office Assistant (Whether Permanent or Contract)	Sweeper cum Watchman (Whether Permanent or Contract)	Workshop Attendant (Whether Permanent or Contract)	Total
18	Madappalli	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
19	SP Colony	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
20	Madhuraveli	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
21	Edappalli	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
22	Pullut	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
23	VR Puram	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
24	Edathiruthi	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
25	Herbert Nagar	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
26	Nadathara	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
27	Enkakkadu	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
28	Erumappetti	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
29	Varavur	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
30	Mayannur	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
31	Mangalam	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
32	Palappuram	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
33	Chittur	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
34	Ponnani	In-Charge 1	Contract 1	Permanent 1	Permanent 1	0	4
35	Pathaikkara	Permanent 1	Contract 1	Permanent 1	Daily Wages 1	0	4
36	KPuram	Permanent 1	Contract 1	Permanent 1	Permanent 1	Contract 1	5
37	Pandikkadu	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4

	Name of ITIs	Training Supdt (Whether Permanent or in Charge)	Clerk (Whether Permanent or Contract)	Office Assistant (Whether Permanent or Contract)	Sweeper cum Watchman (Whether Permanent or Contract)	Workshop Attendant (Whether Permanent or Contract)	Total
38	Elathur	Permanent 1	Contract 1	Permanent 1	Permanent 1	0	4
39	Kuruvangadu	In-Charge 1	Contract 1	Permanent 1	Contract 1	0	4
40	Thuneri	In-Charge 1	Contract 1	Permanent 1	Contract 1	0	4
41	Madayi	Permanent 1	Contract 1	Permanent 1	Contract 1	0	4
42	Cheruvathur	In-Charge 1	Contract 1	Permanent 1	Permanent 1	0	4
43	Nileshwar	In-Charge 1	Contract 1	Permanent 1	Permanent 1	0	4
44	Bela	In-Charge 1	Contract 1	Permanent 1	Permanent	0	4
	Grand Total						**175**
							Primary Source

Annexure V

Questionnaire for Industrial Training Institutes (ITIs)

1) Name & Address of the Institution:

1	Name & Address of the Institution	
2	Year of Establishment	
3	Ph. No & E-Mail	
4	Block	
5	District	
6	Zone	

2) Affiliation:

3) Name of the Training Superintendent:

4) Details of the students:

A) Total Strength:-

Years	Total Intake	No. of Admitted	No. of SC students			No. of ST students			No. of Other students		
			SC Boys	SC Girls	Total	ST Boys	ST Girls	Total	Other Boys	Other Girls	Others Total
2007-08											
2008-09											
2009-10											
2010-11											
2011-12											
2012-13											
2013-14											
2014-15											
2015-16											
2016-17											

B) Pass rate:-

Years	Total Intake	No. of Admitted	No. of Passed out students from SCs			No. of Passed out Students from STs			No. of Passed out Students from Other Castes		
			SC Boys	SC Girls	SC Total	ST Boys	ST Girls	ST Total	Other Boys	Other Girls	Others Total
2007-08											
2008-09											
2009-10											
2010-11											
2011-12											
2012-13											
2013-14											
2014-15											
2015-16											
2016-17											

C) Dropout rates:-

Years	Total Intake	No. of Admitted	No. of SC Dropouts			No. of ST Dropouts			No. of Dropouts from Other Castes		
			SC Boys	SC Girls	Total	ST Boys	ST Girls	Total	Other Boys	Other Girls	Others Total
2007-08											
2008-09											
2009-10											
2010-11											
2011-12											
2012-13											
2013-14											
2014-15											
2015-16											
2016-17											

5) Buildings and Accommodation:
   A) For ITIs:

	Details of Buildings	Facilities existing in the Institute (Yes/No)	Total No.
1	Whether own/rent		
2	No. of Class Rooms		
3	Workshop		
4	Office Rooms		
5	Reception Rooms		
6	Computer Lab		
7	Store Room		
8	No. of Toilets/Latrines		
9	No. of Urinal		

B) For Hostels:

	Details of Buildings	Facilities existing in the Institute (Yes/No)	Total No.
1	Whether own/rent		
2	Office Rooms		
3	Reception Rooms		
4	Kitchen		
5	Store rooms		
6	Dining Halls		
7	No. of toilets/Latrines		
8	No. of Bath Rooms		

C) Other infrastructure facilities in the Institute:

	Other Infrastructure Facilities	Yes/No	Remarks if any
1	Play Ground		
2	Auditorium		
3	Any other (specify)		
4	„		
5	„		

6) Sanitation and Hygiene in hostels:

	Sanitation and Hygiene	Yes/ No	Remarks if any
1	Sufficient purified Drinking Water		
2	Sufficient water bathing and washing		
3	Arrangements for disposal of Garbage		
4	Protection from mosquitoes by providing mosquitoes nets		
5	Clean and fly-proof kitchen and separate area washing utensils		

7) Details of instructors:

	Name of the Instructors	Trade	Permanent	Temporary	Daily wages
1					
2					
3					
4					
5					
6					
7					

8) Details of non-teaching staff:

A) For ITIs:

	Designation	No. of Posts	Permanent	Contract	Daily wages
1	Clerk				
2	Office Assistant				
3	Watch man				
4	Store keeper				
5	Sweeper				
6	Driver				
7	Sweeper-cum-Watch man				
8	Any other (specify)				
	Total No. of Staff				

B) For Hostels:

	Designation	No. of Posts	Temporary	Daily wages
1	Cook			
2	Office Assistant			
3	Store Keeper			
4	Watch man			
5	Sweeper			
6	Sweeper-cum-Watch man			
7	Any other (specify)			
	Total No. of Staff			

9) Details of the Schemes Proposed & Sanctioned during the period of 2007-2016:

	Name of the Scheme	Year Proposed	Year Sanctioned	Whether implemented or Not (Yes/No)
1				
2				
3				
4				
5				
6				
7				

10) Details of Trades proposed, sanctioned and started during 2007-2017:

	Name(s) of the Trade	Year proposed (if not sanctioned)	Year Sanctioned (if not started)	Year Started	Affiliation (NCVT/ SCVT)
1					
2					
3					
4					
5					

11) How many of the trades in your institute are recognised only by the SCVT?
(Trades which are not recognised by the NCVT)   NA

	Name(s) of the Trade	Year proposed	Year Sanctioned	Year Started
1				
2				
3				
4				
5				
6				

12) Does your Institute have sufficient tools & equipments as per the norms made by NCVT/SCVT? Give more details.

13) Does your Institute have access to the computer & internet facilities for better training purposes? Give more details.

14) Do the students avail the following schemes?

	Items	Yes/No	N.A.	Problems
1	Lump Sum Grant			
2	Stipend			
3	Pocket money			
4	Expenditure for Uniform			
5	Apprenticeship			
6	Tool kits for apprentices			
7	Expenditure for Study tour			
8	Expenditure for Food & Beverages			
9	Hostel Expenditure			

15) Do the instructors get refresher training (staff training) in their fields from SCDD or any other agency? Give details

16) Do you have a list of alumni? If yes, give contact details of 5 students (Their present position & Address).

17) Does the Institute have any kind of Grievance redressal mechanism? If yes, give more details.

18) Has there been any improvement for the Institute during the last ten years without the support of the SCDD? If yes, particulars and sources of finance.

19) When was the last Parent Teacher Meeting? Give more details on Parent Teacher Meeting.

20) What are the problems (if, so any) you identify in the following areas/matters? Give suggestions to solve it. You can find more problems apart from those mentioned below and give your own suggestions.

    A. Infrastructure Facilities
    B. Tools & Equipment
    C. No. of Teachers
    D. No. of non-Teaching Staff
    E. Curriculum/Syllabus
    F. Student Teacher Relationship

Annexure VI

Questionnaire for Trainees/Students

<div align="right">Place: Date:</div>

	I General Details						
1	Name of ITI						
2	Name of the Students/Trainee						
3	Gender	4 Age		5 Category (whether SC, ST, OBC, or Others.)			
6	Qualification						
7	Trade						
8	Mention 1st or 2nd year (In case of two years trade)						
9	Mobile No:						
10	E-mail ID						

II Please give your OPINIONS (Put a tick ✓) AND SUGGESTIONS about the following

	Areas	Poor	Fair	Good	Very Good	Excellent	Reason for the opinion	Suggestions for improvement
1	Syllabus/ Curriculum (Theory & Practical)							
2	Course materials (Text Books etc.)							
3	Learning Facilities and Equipments *(Computer/ Internet, Library/Reference, Machines/Tools)*							
4	Learning and Academic Atmosphere							
5	Examination/ Assignments							

6	Relationship with Instructors						
7	Placement Support						
8	Medium of Instruction						
9	Quality of Teaching/ Training						
10	Interface with SCDD (in availing stipends, lump sum grant etc.)						
11	Mentoring/ Counseling						
12	Any other matter						

Annexure VII

Questionnaire for Training Instructors

Place: Date:

	I General Details		
1	Name of the ITI		
2	Name of the Instructor		
3	Gender	4 Age	5 Category (whether SC, ST, OBC, or Others.)
6	Qualification		
7	Designation		
8	Whether permanent/contract		
9	Total Experience in ITIs (years)		
10	Trade		
11	Mobile No.		
12	E-mail ID		
	II Please give your OPINIONS AND SUGGESTIONS about the following		
1	Syllabus/ Curriculum (Theory & Practical)		
2	Course materials (Text Books etc.)		
3	Learning Facilities and Equipment *(Computer/Internet, Library/Reference, Machines/Tools)*		
4	Learning and Academic Atmosphere		
5	Examinations, Assignments & Students' Performance		

6	Relationship with Students/ Trainees	
7	Placement Support	
8	Training for Instructors	
9	Interface with SCDD	
10	Service related matters of Instructors	
11	Any other matter (please specify)	

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