

Government of N.C.T. of Delhi
Department of Training & Technical Education
Muni Maya Ram Marg, Pitampura,
Delhi – 110088.



REPORT
of
The Committee on Career
Advancement of Staff in
ITI's

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Abbreviations

1. WSA Workshop Attendant.
2. CI Craft Instructor
3. GI Group Instructor.
4. VP Vice Principal
5. FI Foreman Instructor.
6. CPC Central Pay Commission.
7. DGE&T Director General of Employment & Training
8. RR Recruitment Rule
9. CoE Centre of Excellence
10. DTTE Directorate of Training & Technical Education.
11. GP Grade Pay.
12. TGT Trained Graduate Teacher.
13. PGT Post Graduate Teacher
14. AGP Academic Grade Pay.
15. TTE Training & Technical Education, Delhi
16. MCD Municipal Corporation of Delhi
17. MACP Modified Assured Career Progression Scheme.
18. NCVT National Council of Vocational Training.

Report of the Committee on Career Advancement of Staff in ITI's

Preface

The staff welfare association named “Training Institute Engineers Welfare Association of Delhi” (TIEWAD) has repeatedly submitted the grievances for elevation/upgradation of instructional staff of Training wing of the Department. The association proposed to constitute a committee to examine the following two proposals:

- To review the existing promotion policy which is based only on vacant promotional posts, with the policy which is based on fixed time frame with due consideration for higher qualification as in polytechnics.
- Absorption/Promotion of eligible Craft Instructors on the post of lecturers in polytechnics under D.T.T.E. (Similar to the policy adopted in promotion of primary teachers of MCD to TGT in Directorate of Education, Delhi Government.).

The Deputy Director (Training) after noticing the frequent representations related to the similar grievances from different categories ranging from the lowest post of Workshop Attendants(WSA) to the topmost i.e. Principals , have suggested the following:

- To introduce the concept of “Academic Grade Pay” & “Non Compounded Advance Increments” proportional to the qualification as in polytechnics.
- To consider the elevation of all categories ranging from bottom to top of the organizational chart.

The Principal Secretary (TTE) has therefore taken the historic decision to constitute a committee named “career advancement of staff in ITIs” under the chairmanship of then Special Secretary (TTE) Ms. Madhu K. Grag. But after convening the date of first meeting she was transferred and thereafter the committee was reconstituted vide order No. F.25(1)ITSWA/2007/Trg.Admn/1311 Dated 26.11.2010 as:

Dr. Natender Kumar

B.S. Negi

Dr. Mohd. Emran Khan

S. Augusthy

Dr. Vimal Dimri

Sunil Sharma

Dr. G.N. Tiwari

Report of the Committee on Career Advancement of Staff in ITI's

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Professor,
Centre for Energy Studies,
Indian Institute of Technology Delhi,
Hauz Khas, New Delhi – 110016. : Chairman
- II. Dr. Narender Kumar,
Professor,
Deptt. of Electrical Engineering,
Delhi Technological University,
Shahbad , Daulatpur,
Bawana Road, Delhi-110042. : Member
- III. Dr. Mohd. Emran Khan,
Professor,
Deptt. of Mechanical Engineering,
Faculty of Engg. & Technology,
Jamia Milia Islamia, New Delhi -110025. : Member
- IV. Deputy Controller of Accounts,
HQ, DTTE, Pitampura, Delhi. : Member
- V. Dy. Director (Trg) , H.Q. DTTE : Member Secretary
- VI. Sh. B.S. Negi,
AD (Plg), DTTE, HQ : Member
- VII. Sh. S. Augusthy,
Principal, ITI Sirifort(W), Delhi : Member
- VIII. Sh. Sunil Sharma, CI (Elect. Maint.)
ITI Arab ki Sarai.
(President/Representative of
Association named TIEWAD) : Member

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The committee held seven (07) rounds of meeting on 20/1/2011, 6/4/2011, 28/4/2011, 5/5/2011, 19/5/2011, 2/6/2011, 7/7/2011 before concluding the recommendations. This report contains 133 Pages.

The astonishing facts submitted by the staff welfare association made us say that there are severe problems in the organization which are related to the human resources management. It seems that there is no job satisfaction in the employees. They have become scapegoat of conventional government policies and are trapped in the vicious circle of red tapism. This is shown with red line in figure 'A' wherein it can be noted that the performance & enthusiasm of the employees decreases with the passage of service tenure.

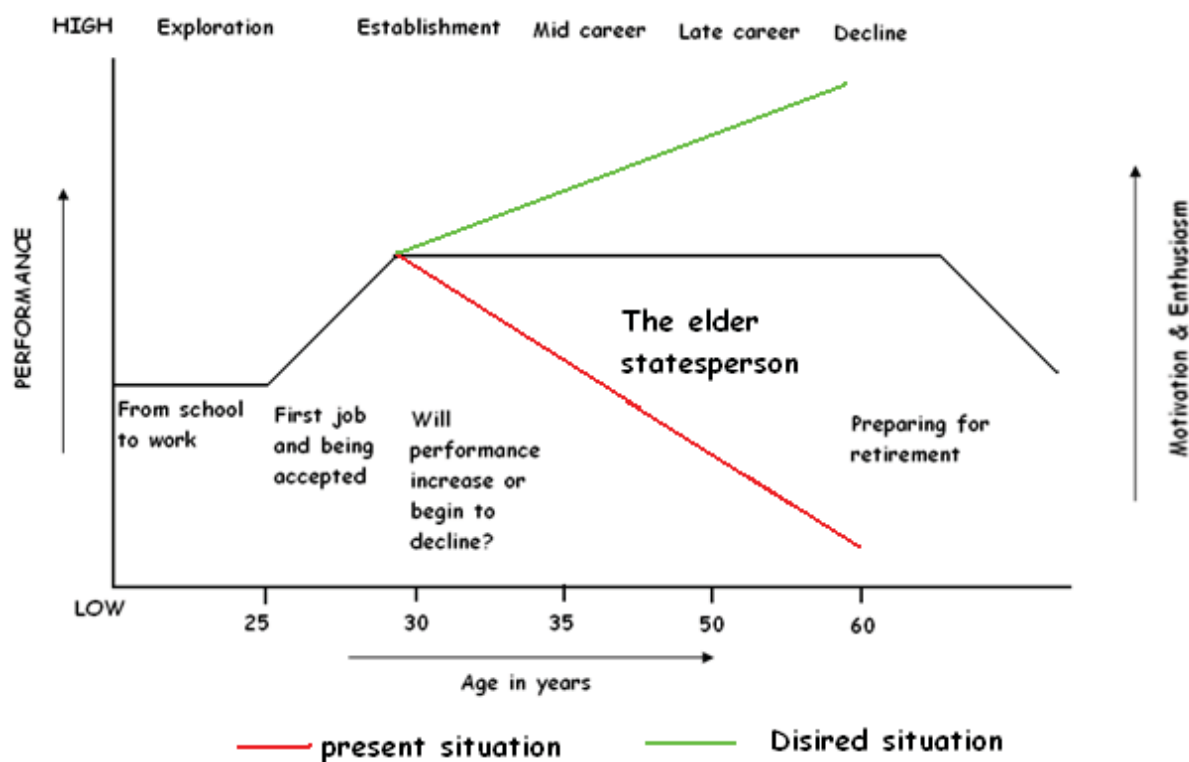


Fig. A

It is expected that the recommendations if implemented will shift the "Present situation" towards the "Desired situation" (shown by green line in the same figure) where every employee will feel the sense of belonging towards the department and our country will get the desired skilled manpower.

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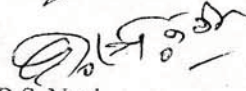
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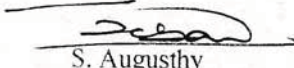
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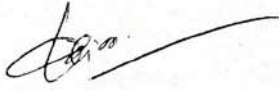
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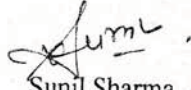
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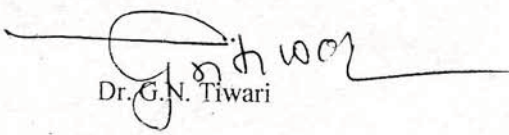
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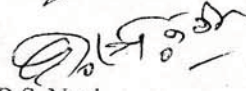


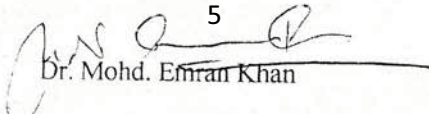
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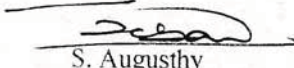
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About the Organization


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Department of Training & Technical Education, Govt. of NCT of Delhi, in its endeavour to provide technical and skilled manpower suited to various needs of industry, is implementing Craftsmen Training Scheme to impart training in technological and industrial skills through Industrial Training Institutes spread all over Delhi. The Craftsmen Training Scheme was introduced by the Government of India in 1950 to ensure a steady flow of skilled workers in different trades for the domestic industry. The Scheme is vital in the field of Vocational Training, as it has been shaping Craftsmen to meet the existing as well as future manpower needs, through the vast network of ITIs in the Country. There are 17 government ITIs and 58 privately managed affiliated Institutes having Approx.10, 000 and 3800 seats in the session 2010-11 respectively in 72 different trades affiliated with National Council for Vocational Training (NCVT) and State Council for Vocational Training (SCVT). The organisational chart is shown in the figure 1.1.

Goals of the Organization

- To provide vocationally skilled manpower through systematic training.
- To cultivate and nurture a technical and industrial attitude in the minds of younger generation.
- To improve the quality of training the department endeavours to implement the quality management systems i.e. to comply ISO 9001: 2008 standards in the ITIs. This quality management principle is aimed at continually improving performance on a long term basis by focusing the needs of industry.

The Department endeavours to implement the idea of “Public-Private Partnership” as announced by the Union Finance Minister, in his budget speech 2004-05 so that the ITIs keep in pace with the technological demands of the industry and with the expanding universe of knowledge. The objective of these efforts is to produce a world class work force in consultation with DGE&T, Ministry of Labour, Govt. of India, which has launched a special scheme called “Centre of Excellence”. The scheme is supervised and managed by specially constituted Institute Management Committees headed by Industry representatives of the respective sectors.

The department is an active partner to the Skill Development Initiative Scheme (SDI) of the DGE&T. It has 16 Government ITIs and 25 private Institutions registered as Vocational Training Providers (VTP) including the Department of Education (54 schools under 9 sectors) under its jurisdiction .

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Report of the Committee on Career Advancement of Staff in ITI's

1.1 ORGANISATIONAL CHART

DEPARTMENT OF TRAINING AND TECHNICAL EDUCATION

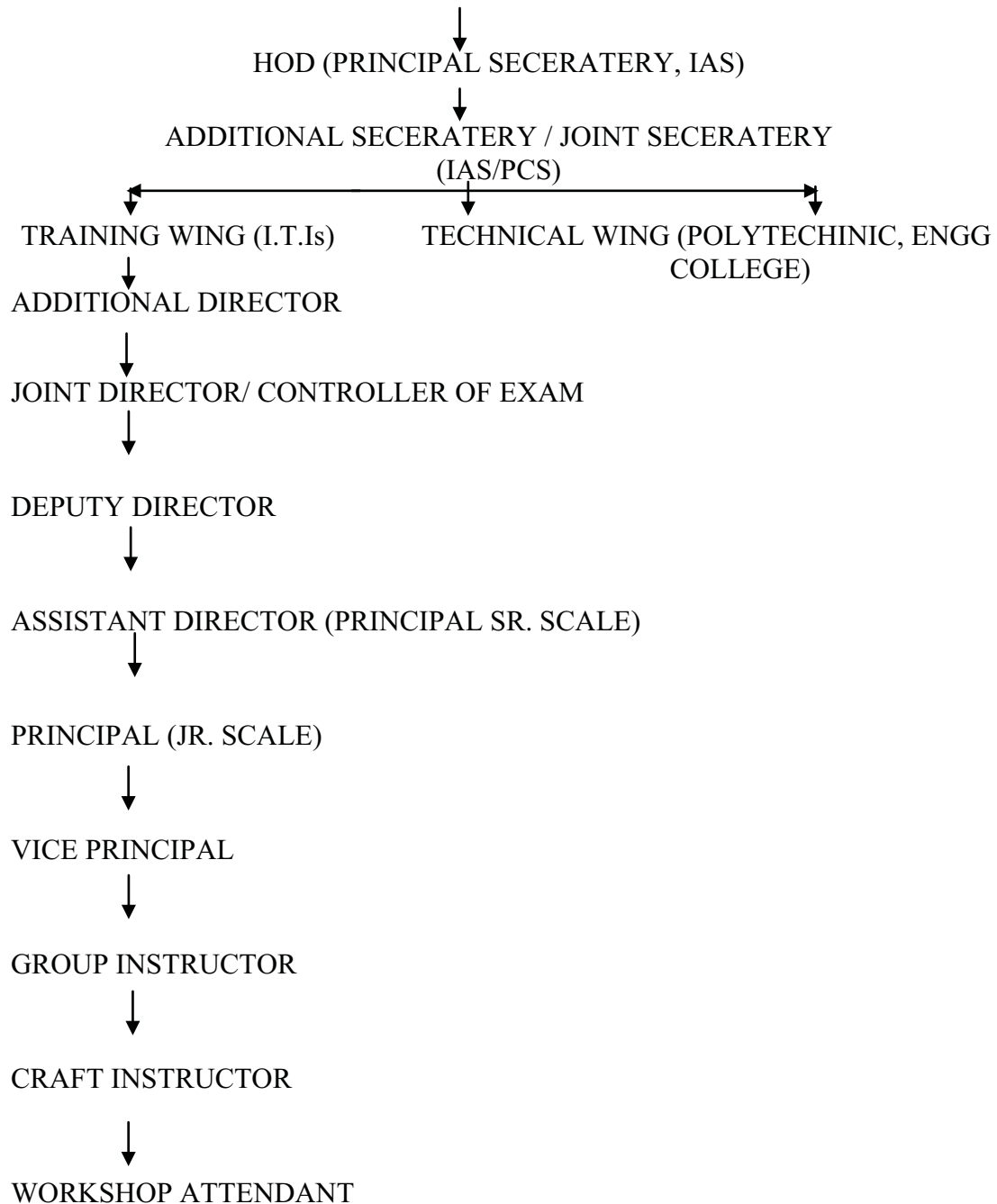
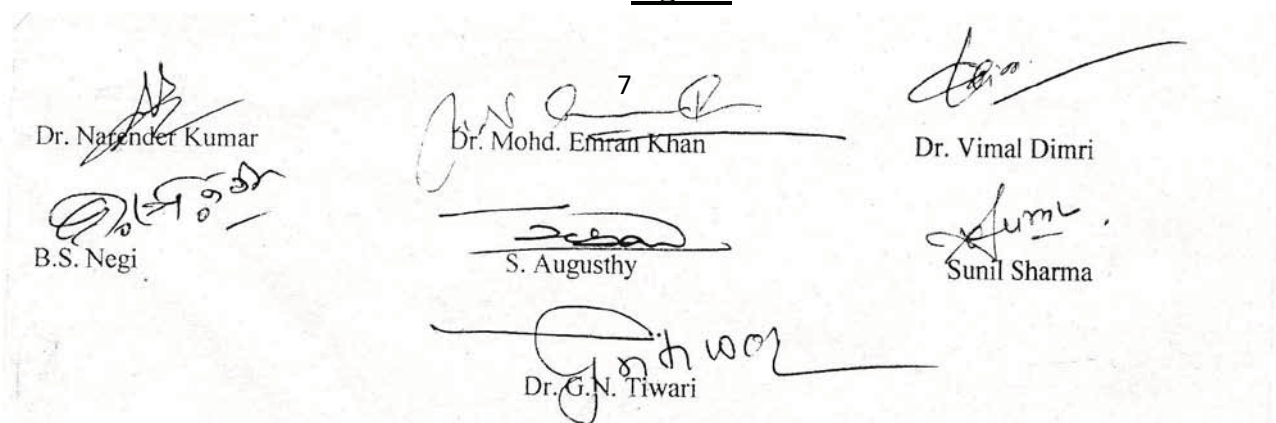


Fig. 1.1



Report of the Committee on Career Advancement of Staff in ITI's

The "Training wing at a glance" containing the pay scales of different posts, mode of recruitment, eligibility qualification & the details of posts are shown below :

1.2 Training Wing at a Glance

Name of the post	Pay scale	Mode of Recruitment Direct/promotion	Eligibility Qualification for Direct Recruitment	Sanctioned post	Filled post	No. of post Filled with staff pertaining to Technical Qualifications		
						ITI	Diploma	Degree and Above
Additional Director	Rs. 15600-39100 GP-9300	Promotional	N/A	01	Vacant	-	-	-
Joint Director/ controller of Exam.	Rs. 15600-39100 GP-7600	Promotional	N/A	01	Vacant	-	-	-
Deputy Director	Rs. 15600-39100 GP-6600	Promotional	N/A	01	01	-	-	01
Principal (Senior Scale)	Rs. 15600-39100 GP-6600	Promotional	N/A	13	9	1	-	8
Principal (Junior Scale)	Rs. 15600-39100 GP-5400	Direct	Degree in Engg./Tech.	02	2	-	-	2
Vice Principal	Rs. 9300-34800 GP- 4600	Promotional-50% Direct – 50%	Degree in Engg./Tech.	20	6	-	2	4
Group Instructor	Rs. 9300-34800 GP- 4600	Promotional	N/A	90	68	46	22	-
Craft Instructors	Rs. 9300-34800 GP- 4200	Promotional/ Direct	Diploma + 01 yr. exp or ITI+03 yr exp.	763	463	201	202	60
Workshop Attendant	Rs. 5200-20200 GP- 1900	Promotional	N/A	100	62	15	-	-
Librarian	Rs. 9300-34800 GP- 4200	Direct	Graduation+ Diploma in Lib. Science	11	6	-	6	-

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Grievances of Staff Welfare Association.

Message from the Desk of Chairman

**Dr. G.N. Tiwari,
Professor,
Centre for Energy Studies,
Indian Institute of Technology Delhi,
Hauz Khas, New Delhi – 16.**

I thank Shri. Anand Prakash, Principal Secretary (TTE), Delhi for giving me an opportunity to express my views as chairman of the committee named **“Career Advancement of staff in ITI’s”**. I, on behalf of the committee, is of the opinion that there is a shortage of good staff in the country like India and the retention of good employees in Government jobs is a major issue. To make the optimum utilization of good Government employees and resources, are matters of great concern. The existing promotion policy and the financial upgradation (MACP Scheme) in lieu of promotion is more than sufficient enough to kill the enthusiasm and zeal of an employee with the passage of time. Moreover there is no financial upgradation policy for Principals and above despite “Dry promotion policy”.

The Directorate General of Employment and Training, although too late, but have realized that for advancement of skills, the enhancement of qualification of Instructors is mandatory. I extend this principle a step forward i.e. for administrative posts also. The enhancement of the qualification should be mandatory in order to update with latest technical knowledge and administrative skills.

The Government should make a forward looking employment policy in which employees are helped to plan their careers in terms of their capacities within the context of departmental needs. It will enable them to contribute towards the departmental goals. I hope that the recommendations if implemented will not only rejuvenate the whole department but also create the sense of belonging among the employees and enhance departmental culture.

(Dr. G.N. Tiwari)

The staff welfare association has submitted their grievances in the form of “astonishing facts of ITIs” and “Problem, its root cause & comparison of promotion policies”.

2.1 Astonishing facts of ITIs.

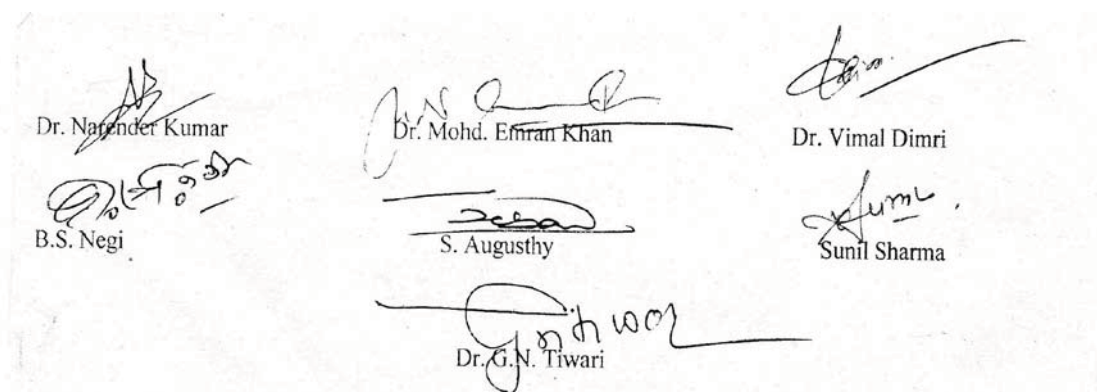
- I. Workshop Attendants (WSAs) are frustrated due to the fact that they have to wait for at least sixteen years even after vacant seats for the post of craft Instructors despite acquiring the technical qualification.
- II. Craft Instructors did not get promotion to the next post i.e. Group Instructors even after twenty Four Years of Service. Most of the craft Instructors retire without even being promoted to the post of Group Instructors despite acquiring higher qualification.
- III. The service tenure of group instructor between the date of appointment as Group Instructors and superannuation at the age of 60 Years given below is self explanatory

Category	No. of Group Instructors	Service Tenure as Group Instructors (in Yrs.)	
General	118	Approx	4.614 Years
SC	23	Approx	10.87 Years
ST	4	Approx	23.25 Years

Conclusion of Analysis:

Not to raise the issue or debate on castism but to show that most of the craft Instructors are not promoted to the post of Group Instructors. And those fortunate craft instructors who get promotion as group Instructors can't serve more than approx. 4.614 Years. The average service tenure of 81% of Group Instructors is 4.614 Years.

- IV. The pay Scale of craft Instructors is equivalent to nursery / primary teachers.
- V. Group Instructor is promoted to the post of Vice Principal on the verge of his retirement.



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- VI. The pay scale of Group Instructors & Vice Principals are same, whereas Vice Principal are superior than Group Instructor.
- VII. Vice Principals are compelled to opt legal way for the higher pay scale. Court has directed the department to pursue the matter because their juniors are also in same scale.
- VIII. Steno Instructors were compelled to opt legal way to get their legitimate pay scale & they won the battle.
- IX. Language Instructors are also pursuing their grievances with the department to get their legitimate grade pay because their post is isolated.
- X. Senior Principals are also aggrieved with the existing promotion policy.
- XI. Librarians are also dissatisfied with their grade pay.
- XII. Most of Principals of Grade 'A' retired without promotion.

Analysis on the basis of Seniority list of Principals /Vice Principals

- XIII. They are 18 in all .Out of which six have either went to court in past or are still pursuing their cases in the department.
- XIV. Group "A" Principals are not entitled for any financial up gradation. That is their financial up gradation is solely based on vacant promotional post.
- XV. Senior most principal is not promoted even after 15 years of service.
- XVI. There are Principals who are not promoted even after 12 years of service.

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Following conclusions were observed:

- Frustrated staff cannot create the desired skilled manpower.
- The energy of staff is consumed in court cases.
- Department compels the staff to opt legal way for their legitimate dues.

These astonishing facts compelled us to think that something is missing in the department. It lead us to the next chapter i.e. **“Career Advancement – The Missing Link”**

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2.2 Problem , its root cause & comparison of promotion policies

<u>ITI</u>	<u>POLYTECHNIC</u>	<u>SCHOOLS</u>	<u>NON EDUCATIONAL DEPARTMENTS</u>
<p><u>CAUSE</u></p> <p>Ratio of feeder post which is 1:8 i.e. 1 GI per 8 CI. This ratio can't be changed because the same is governed by the norms of DGE&T.</p> <p>The Craft Instructors who were appointed in 1986 didn't get promotion till date i.e. even after 24 years of service. Most of them retire without even single promotion.</p> <p style="text-align: center;">Demos ralizat ion of staff</p>	<p><u>CAUSE</u></p> <p>The ratio of F.I. and Workshop Instructors is approx 1: 3.</p> <p>There are 3 different designations of Lecturers having different AGP proportional to qualification, e.g. Lecturer, Sr Lecturer and Lecturer (Selection Grade)</p> <p><u>EFFECTS</u></p> <p>Workshop Instructor whose minimum educational qualification is similar to that of G.I in ITI are timely promoted as F.I. (Above the G.I. in ITI's)</p>	<p><u>CAUSE</u></p> <p><u>EFFECTS</u></p> <p>There are two different channels of Promotions.</p> <p>If The primary teacher acquire higher qualification</p> <p>if the primary teacher do not acquire higher qualification another option is there</p> <p>Promo ted as TGT</p> <p>Promo ted as Head Master</p>	<p>There are certain departments where staff can be promoted after passing the internal departmental examination.</p> <p>e.g. Indian Railways, Banks, Income Tax Deptt.</p>

3

Career Advancement “The missing Link”

3.1 The Concept of Career Advancement.

A career is a sequence of positions held by a person during the course of a lifetime. It comprises of a series of work related activities that provide continuity, order and meaning to an employee's life. This is an objective view of a person's career. There is also a subjective element in the concept of career. A career consists of the changes in values, attitudes and motivation that occurs as an employee grows older. In both the perceptions, the primary focus is on the employee.

3.2 Features of Career

Some of the important features of the term 'career' may be stated thus.

- a. A career develops over time: It covers objective conditions (such as job, duties, responsibilities and **also includes subjective reactions (such as enthusiasm, boredom, etc.)**)
- b. It is the employees who ultimately must judge the success of his career. He must set his own criteria for success, and such criteria can be far ranging (e.g., pay, adventure, working with new people in new environments, helping others etc.).
- c. The important element in one's career is experiencing psychological success which basically is feeling a sense of personal accomplishment and fulfilment. Psychological success energises our efforts and impels us to undertake new challenges, and scale new heights, that foster the growth over time.

3.3 Life and career advancement.

Life has become very fast because of automation, social change and the technological leap. It is the responsibility of the department to plan growth of each employee. This will enhance the departmental culture, growth and the sense of belonging.

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3.4 Defining career advancement.

Normally, employees want to advance and growth in their careers. Most individuals develop quite early in life and idea or a mental image of what career they would like to pursue. Unless the department meets these desires and aspirations of its employees, it cannot make optimum use of its human resources. But department may be due to some constraints, limited its capacity to meet the employee expectations.

Career planning is an important technique for productive resolution of this conflict, between the employees and the department.

From employees' viewpoint, career advancement can be defined as a systematic process by which one decides his/her career goals and the path to reach these goals. From department's point of view, career planning stands for the forward looking employment policies in which employees are helped to plan their careers in terms of their capacities within the context of department's needs.

3.5 Aims and Objectives of Career advancement

Career advancement aims at matching individual potential for promotion and individual aspirations with departmental needs and opportunities. It is making sure that the department has the right people with the right skills at the right time. It opens avenues for growth to higher levels of responsibilities for each and every employee of the department through hierarchy of position and development activities to equip the individuals with the requisites for succession. The principle objectives of career advancement are:

- To secure the right person at the right time for the right job.
- To provide adequate career avenues to employees to higher levels of responsibilities.
- To strengthen the retention programme of the department
- To maintain a contended team of employees

3.6 Need for Career Advancement Scheme in ITI

Career advancement scheme is necessary due to the following reasons:

- To attract competent persons and retain them in the department
- To provide suitable promotional opportunities
- Map out careers of employees suitable to their ability, and their willingness to be trained and developed for higher positions.
- To ensure better utilization of managerial reserves within department
- To reduce employee dissatisfaction.
- To improve employee morale and motivation by matching their skills to job requirements

3.7 Benefits of career Advancement Scheme.

Career Advancement Scheme helps employees enhance their job performance, thereby increasing the overall effectiveness of the department. When employees are developed for future positions, the department is assured of qualified and committed employees to replace the higher level employees. In short, career advancement benefits not only the individual employees but also the department.

3.8 Benefits of Career Advancement on System

Sr. No.	Benefits to Employees	Benefits to Organization
1	Increased skill in careers	Better use and management of employees
2	Enrichment of present job and increased job satisfaction	Greater retention of valued employees
3	Realistic goal planning and expectations	Realistic staff development.
4	Greater understanding of the organization	Greater clarity of organization goals
5	Enhanced reputation as skill developer	Expanded public image as a skill developer

Career Advancement Scheme may reveal three categories of employees:

1. Employees who are already fit and willing to take up higher responsibilities.
2. Employees who have the potential and willingness to take up higher responsibilities but would need Higher Qualification to refine their expertise.
3. Employees who have the capacity to take up higher responsibilities but lack the interest or desire.

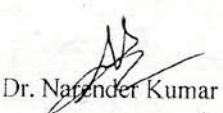
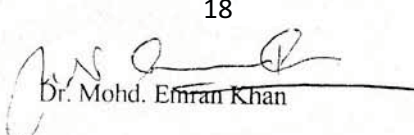

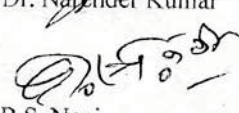
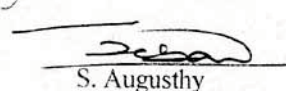
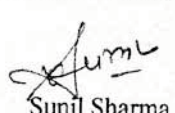
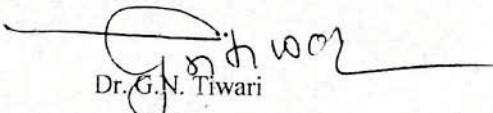
Department have to take the aspirations of the first two categories of employees and outline career paths for them.

At particular level, there may be young direct recruits as well as older persons who have risen to the level through promotions. The former aspire for quick career progression due to their better education and Higher Qualification. The latter cannot be expected to move up very high due to their limited professional education. Therefore, promotions and direct requirement at every level must be so planned as to ensure a fair share to each group.

3.9 Career opportunities:

Employees should be allowed to grow within the department rather than allowing them to go looking for better opportunities outside. Hence, department must have or develop plans for employees to advance their career goals. Career progression may take many forms like time bound promotion within the department on the basis of experience, or developmental promotion, etc. The departments must support career advancement of employees internally so as to ensure that capable and talented employees are deployed which will enable them to contribute to the departmental goals. The advantages of recommendations and consequences if there is no career advancement scheme are shown in table 3.1

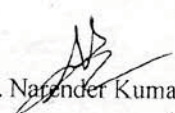
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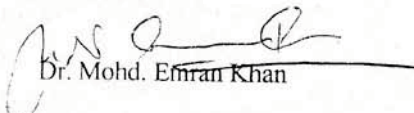
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	 Dr. G.N. Tiwari	


Advantages of Recommendations	Consequences if there is No Career Advancement Scheme.
<p>Benefits to employees: The employee has advance knowledge of career opportunities within the department. He knows where he stands, where he wants to go, who is ahead of him, how to scale the departmental ladder. This helps him set his career goals more realistically and take appropriate steps to realize them.</p>	<ol style="list-style-type: none"> 1) Demoralization & frustration of the employees will continue. 2) Degradation of quality of training. 3) Department will fail to achieve the goal of providing the skilled manpower for country.
<p>Benefits to department: Department can base their decisions more systematically. Fast tracks for stars could be arranged & training to slow movers can be provided, replacements can be planned in advance, hard-working talented people can be retained.</p>	
<p>Relations: Relations between the employer and the employee would become more cordial, employee skills could be used properly, valued employees could be retained, and there will be an expanded image of the department as a skill developer.</p>	

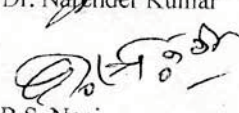
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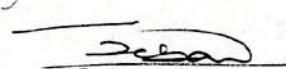
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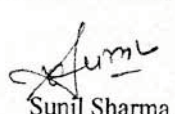

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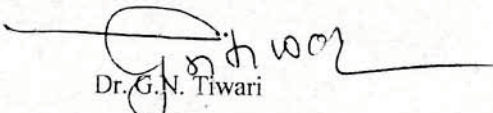

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3.10 Concepts and components of Compensation

Department have goals and objectives that it seeks to achieve by using along with other elements, the knowledge, skills and abilities of their employees. It is this need of the department that makes it hire individual with the required skill-sets. On the other hand, individuals too need department so that they are gainfully employed and their basic needs are fulfilled. In fact, it is the classic situation of 'What I have you don't and what you have I don't' that provides the basis for exchange. Employees provide knowledge, skills and abilities desired by the department to meet its goals and the department in turn provides money and services.

3.10.1 Job Enrichment

Job enrichment, as currently practiced in industry, is a direct outgrowth of Herzberg's Two Factor Theory of motivation. It is based on the assumption that in order to motivate personnel, the job itself must provide opportunities for achievement recognition, responsibility, advancement and growth. The basic idea is to restore to jobs the elements of interest that were taken away under intensive specialization. Job enrichment tries to embellish the job with factors that Herzberg characterized as motivators: achievement, recognition, increased responsibilities, opportunities for growth, advancement and increased competence. There is an attempt to build into jobs a higher sense of challenge and achievement, through vertical job loading.

Job enrichment has four unique aspects:

- It changes the basic relationship between employees and their work. Interesting and challenging work, as studies have proved, can be a source of employee satisfaction.
- It changes employee behaviors in ways that gradually lead to more positive attitudes about the organisation and a better self image. Feeling of autonomy and personal freedom help employees view their jobs in a favorable way.

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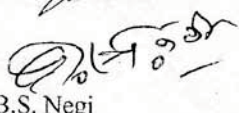
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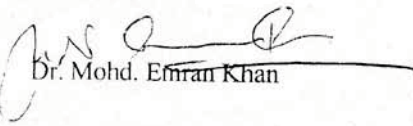
- It helps the employer to bring about organizational changes easily, securing employee cooperation and commitment.
- Job enrichment can humanize an organization. Individuals can experience the psychological lift that comes from developing new competencies and doing a job well. Individuals are encouraged to grow and push themselves.



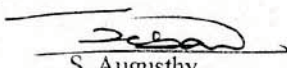
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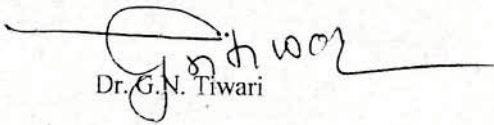
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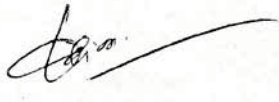
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Sunil Sharma

3.11. Higher Qualification– Need, importance, benefits & application in ITIs

3.11.1 NEED- The need for Higher Qualification in ITIs was discussed in 38th Meeting of DGE&T wherein it was mentioned that the existing qualification of instructors of ITIs/ITCs were criticized in many places as ITI pass persons are taking the classes for ITIs/ITCs. To make the teaching and training more effective it was necessarily considered to improve the quality and qualification of Instructors.

It was recommended that institutes (ITIs/ITCs) desirous of taking affiliation from NCVT should apply for a minimum of two units of a trade at a time which would require appointment of two instructors, one for each unit out of these two instructors, at least one instructor must be with Diploma/Degree in relevant branch of Engineering from recognized board of University with requisite experience.

For Multi Skill Courses which are offered under craftsmen training scheme in ITIs being upgraded as CoE the following qualification is required as per DGE&T letter No. DGE&T-19(26)2010-CD dated 30.09.2010 (Annexure-E).

Essential Qualification		Experience in Field relevant to the Module
Academic	Technical	
10th Class pass or equivalent	A. For Engineering Sectors I. Degree in appropriate branch of Engineering from a recognized university or equivalent or II. 3 Years Diploma in appropriate branch of engineering from recognized board/institute or equivalent	2 Years in appropriate/ concerned module or 5 Years in appropriate/ concerned module.
	B. For Non Engineering Sectors I. Degree in appropriate sector from recognized university or equivalent or	2 Years in appropriate/ concerned module or

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	<p>II. 3 Years Diploma in appropriate sector from recognized board/institute or equivalent</p> <p>C. Common for both Engineering & Non Engineering Sectors: Passed following modules of craft instructors Training Scheme:-</p> <p>a. Training /methodology</p> <p>b. Trade Technology of concerned advanced modules.</p>	<p>5 Years in appropriate/ concerned module.</p>
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In view of above it can be concluded that the DGE&T is emphasizing the need to enhance to qualification of instructors who are the backbone of ITIs as they contribute the pivotal role in creating the desired skilled man power.

The qualification of Craft Instructors and Supervisory Staff of training wing can be categorized in three different levels viz Certificate Level (ITI), Diploma/Degree Level. The level of qualification of existing staff is mention below in table 3.2. This data is also shown in the form of pie chart in figure 3.1.

Qualification	Approx Nos. of C.I.
ITI/ NTC	201
Diploma Only	258
Diploma & Degree both	50
Degree Only	10

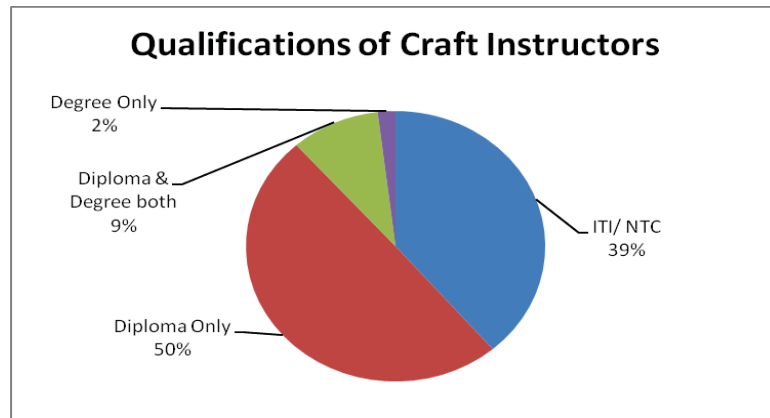
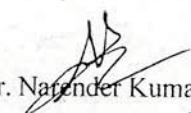
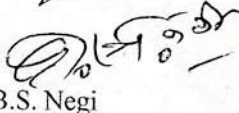
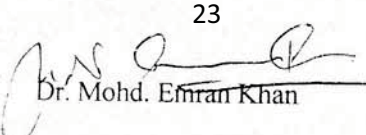
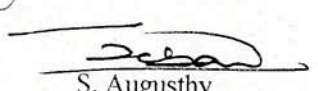
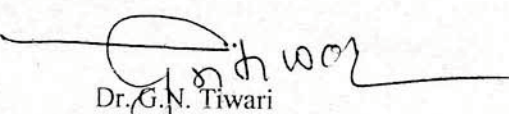
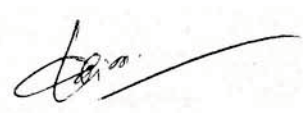
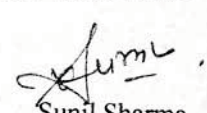


Table 3.2

Figure 3.1

The DGE&T in its letter No. DGE&T-19(12)/2010 - CD dated 28/9/2010 (Annexure-C) regarding the appointment of Instructors in trades in which one unit is already running in the ITIs/ITCs wherein it was informed that:

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- 1) If the Institute has odd Number of affiliated trade units, it can apply for one unit to make it even. Subsequently the institute would apply for even units for affiliation.
- 2) Qualification of the Instructors should be such that for every two units one instructor may be with Diploma/Degree in relevant branch of Engineering from recognized board/university and experience prescribed by NCVT.

Therefore it can be concluded that DGE&T is emphasizing the necessity of the kind of Instructors with two different sets of qualification & experience, viz.


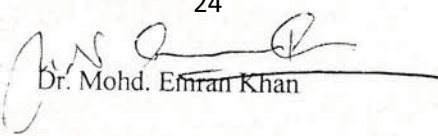
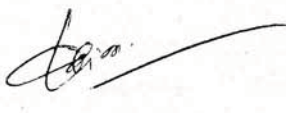
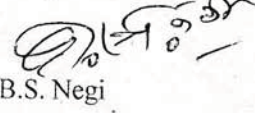
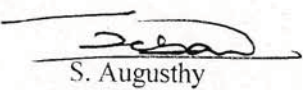
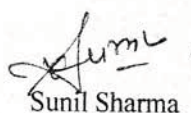
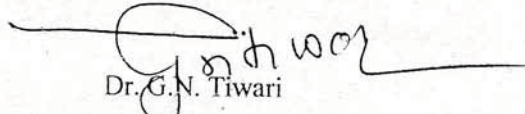
- a) ITI + 3 Years Experience or Diploma + 1 Years Experience---(at present)
- b) Diploma + 5 Years Experience or Degree + 2 Years Experience

The DGE&T in its letter No. DGE&T 19(10)/2010-CD dated 29/9/10 (Annexure-D) related to the quality of trainers of ITIs/ITCs conveyed the acceptance of Government of India that Instructor must be trained in all modules within a period of three years. It is not less than a sort of challenge before the department to improve the quality & qualification of instructors as emphasized by the DGE&T. This challenge has to be faced frontally and quickly otherwise the present situation will keep on denting the image of department and demeans the officials whose role in creating the skilled manpower for country should not be left unaddressed.

3.11.2 Importance of Higher Qualification in ITIs.

- It helps in keeping the employees or individuals abreast with sufficient knowledge so that they can cope up with the changing environment.
- The Higher Qualification can help in increasing the overall output of the employees in terms of both quality as well as quantity.
- It increases the job satisfaction and it also helps in boosting the morale of the employees.

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- The employees which are well-qualified and well-equipped with sufficient knowledge will generally need lesser supervision.
- The employees can also help themselves through Higher Qualification and they can go to higher levels within the organization and also increase their earning capacities.
- The attitudes of the employees are also positively aligned and they work with mutual cooperation within the organization.
- The qualified employees are more capable and thus they make a better and a more appropriate use of their resources.

3.11.3 Benefits of Higher Qualification to the Organization.

The Higher Qualification programs can be effective in taking care of specified problems within an organization. These could be arising due to introduction of some processes, systems in the organization or they could be due to changes in demands of competition, etc. Higher Qualification results in some of the major benefits to the organizations. These include:

- Higher productivity:** The level of performance of the employees on their current assignments can be increased with the help of Higher Qualification. This is because Higher Qualification helps increasing the skills of an individual. It is most importantly seen in case of the new employees who are still not fully well versed with the most efficient and effective ways of performing their jobs. The skills of the individuals are improved and this leads to in enhancement of the output in terms of both quality and quantity.
- Better organizational climate:** A Higher Qualification most of the times results into several positive reactions. The Higher Qualification program also helps in increasing the morale of the employees as it decreases the need for supervisory pressures. The product (trainees) quality is also increased, thus

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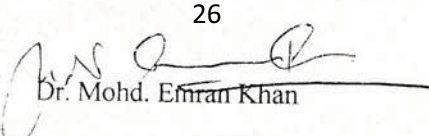
increasing the probability of the employees in earning some financial incentives. The chances of internal promotion also increases and thus overall leading to a better organizational climate.

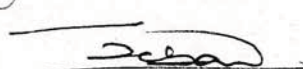
- (iii) **Less supervision:** Since the employees are better equipped with knowledge as well as skills and they also get oriented with a positive attitude, thus there is a lesser need for supervision and also constant need for supervision is reduced.
- (iv) **Prevents manpower obsolescence:** As Higher Qualification helps in keeping the employees updated with the most recent trends and also Higher Qualification fosters initiative and creativity in the employees, thus the employees adapt themselves very fast to the different technological changes.
- (v) **Economical operations:** The employees who are well trained will always manage the resources available to them in much better way and thus will help in reducing the overall wastage and demand to machinery as well as equipment.
- (vi) **Improves quality:** The chances of committing operational mistakes are lesser in case of trained employees, thus they also help in improving the overall quality of output so produced.
- (vii) **To fulfill the future personnel needs of the organization:** The trained employees can also be staffed in future to take care of the organizational vacancies. In order to ensure the same, as consistent and adequate Higher Qualification program needs to be maintained.
- (viii) **Standardization of processes:** Most of the procedures will standardized as the trained employees will work very intelligently and thus are very less likely to make any mistakes as they generally possess the knowledge that would be required in order to perform their jobs.


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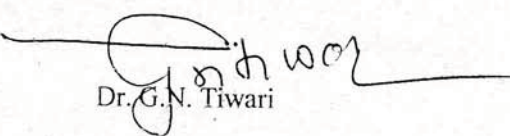
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3.11.4 Potential of job rotation

A well planned job rotation programme in an organization has immense potential of positive impact on job satisfaction, engagement of people and finally on retention of people.

Few of the outcomes of job rotation with respect to the individual are:

- Job enrichment
- Overall development
- Intrinsic motivation to perform caused by newer challenges
- Career development

Whereas for an organization, the benefits could include some or all of the following:

- Leadership development
- Aligning competencies with organizational requirements
- Lower attrition rates
- Performance improvement driven by unique view points of new people

3.12 Application of “Job Rotation” in ITIs

The instructor having ITI/NTC Certificate only, cannot teach any other trade throughout his/her career span .This results in the boredom and monotony. Therefore it is difficult to sustain his interest in a particular trade for any substantial length of time as humans have the tendency of outgrowing their jobs through the learning and experience that they gain over a period of time. Job rotation is the surest way of keeping the employee away from complacency and boredom of routine. On the other hand the instructor having diploma/degree can impart training to more than one trade in addition to Centre of Excellence (CoE advance module) where only Diploma or Degree holders are mandatory as per the DGE&T guidelines. This is where job rotation can prove to be a handy tool. This measure relieves the employee from the boredom and monotony, improves the employee's skills regarding various jobs and prepares employee's self image and provides personal growth.

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In ITIs the employees can be motivated to acquire higher qualification such as Diploma/Degree in relevant branch/discipline. From figure 3.2, it can be seen that instructor having diploma/degree in Mechanical Engineering can impart training to the following trades:

Sr. No.	Name of the Trade in ITI	Diploma/Degree in relevant Branch
1	Steel Fabricator	Mechanical Engineering
2	Fitter	
3	Welder	
4	Machinist	
5	Tool & Die Maker	
6	Turner	
7	Draughtsman Mechanical	
8	Machinist Grinder	
9	Moulder	
10	Refrigeration & Air-conditioning	

On the basis of interest of the employees, after acquiring the Diploma/Degree, may be deputed to impart training to any of the above mentioned trades.

Figure 3.2 to 3.8 shows that how the phenomenon of “Job Rotation” can be applied in ITIs. The trades of ITI are mentioned inside the triangle and their relevant diploma/degree is shown as the title of the triangle.

It is to be noted that this phenomenon should only be applied after taking the consent of the Instructor and not forced upon them.

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Some illustrative examples of higher Qualification citing the phenomenon of Job enrichment, enhancement & rotation

DIPLOMA / DEGREE IN MECHANICAL ENGINEERING

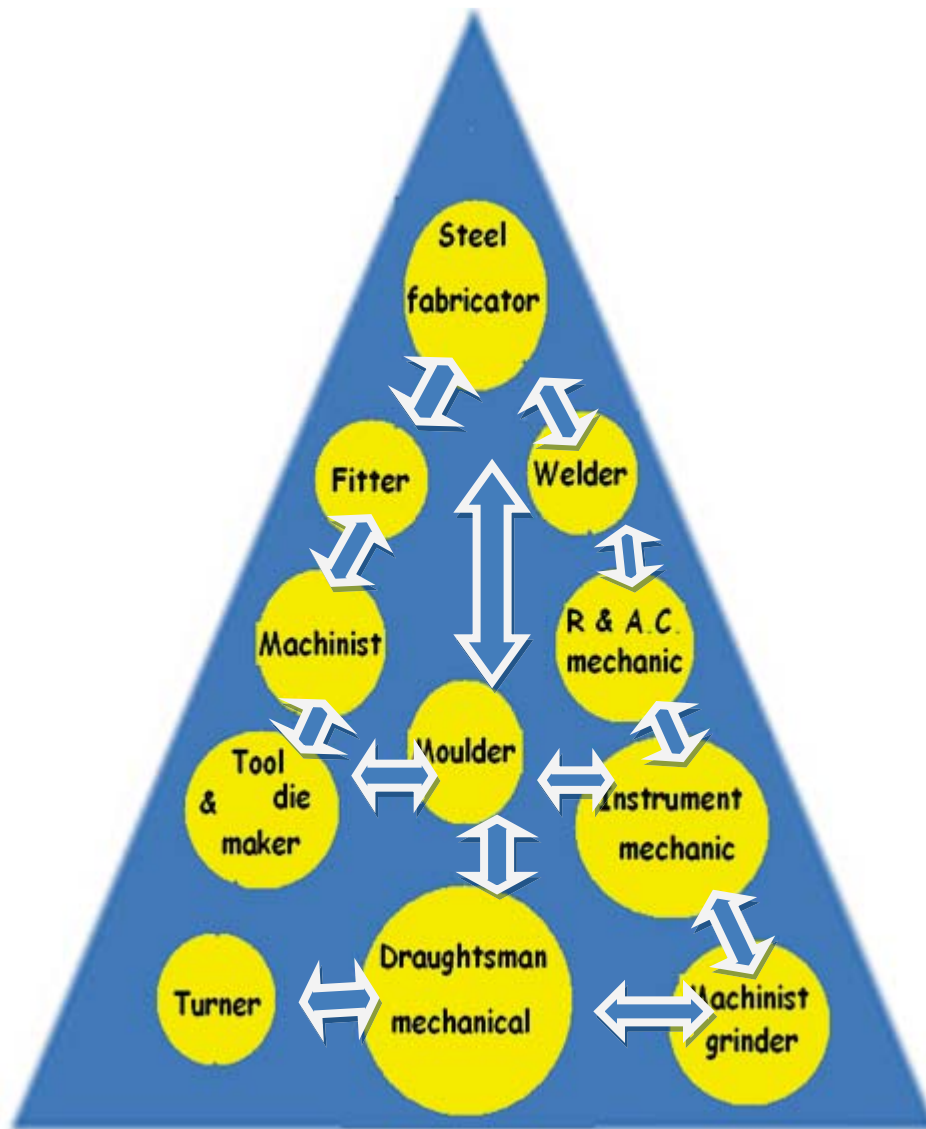


Fig. 3.1

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DIPLOMA/DEGREE IN ELECTRONICS ENGINEERING

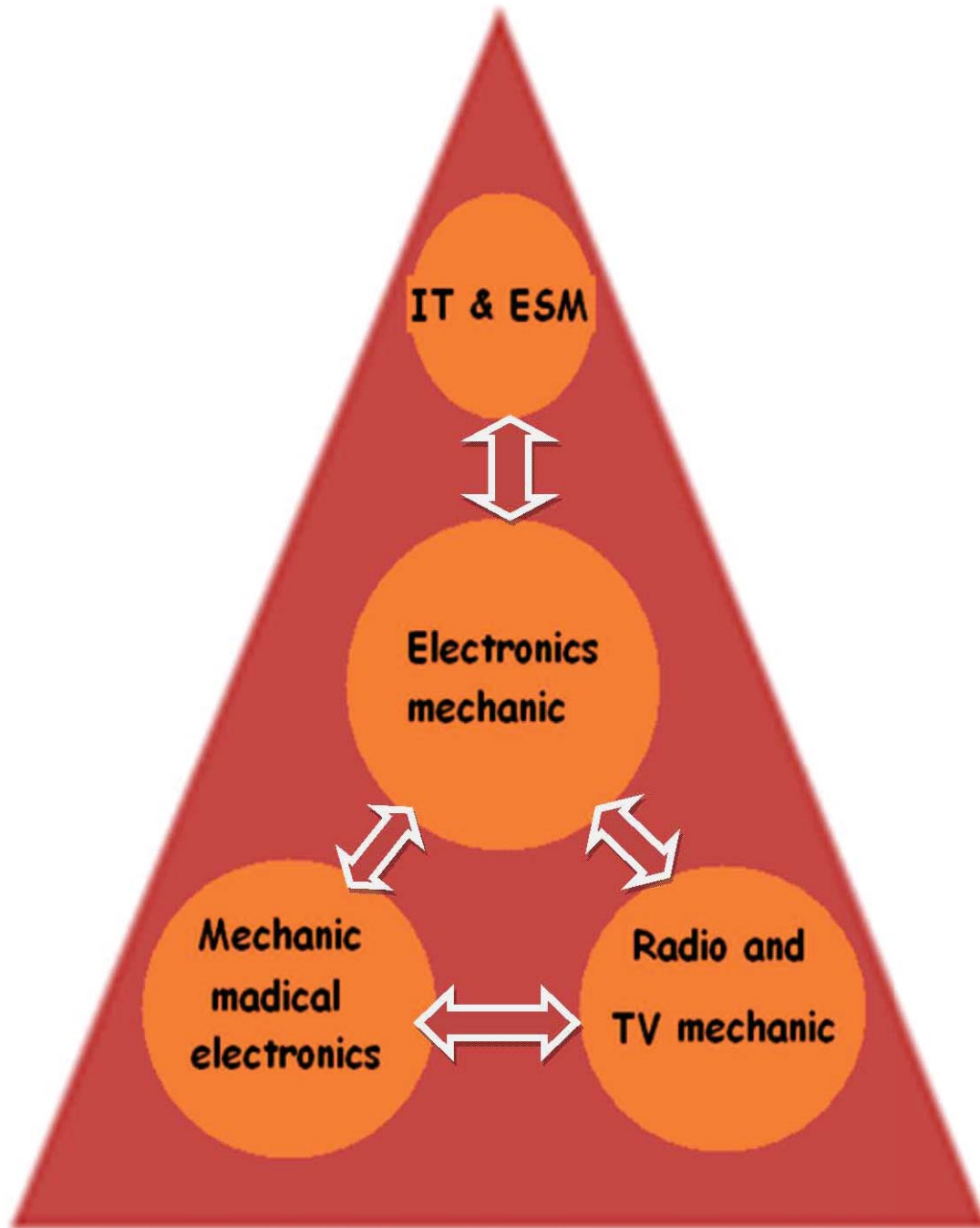


Fig.3.2

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DIPLOMA/DEGREE IN AUTOMOBILE ENGINEERING

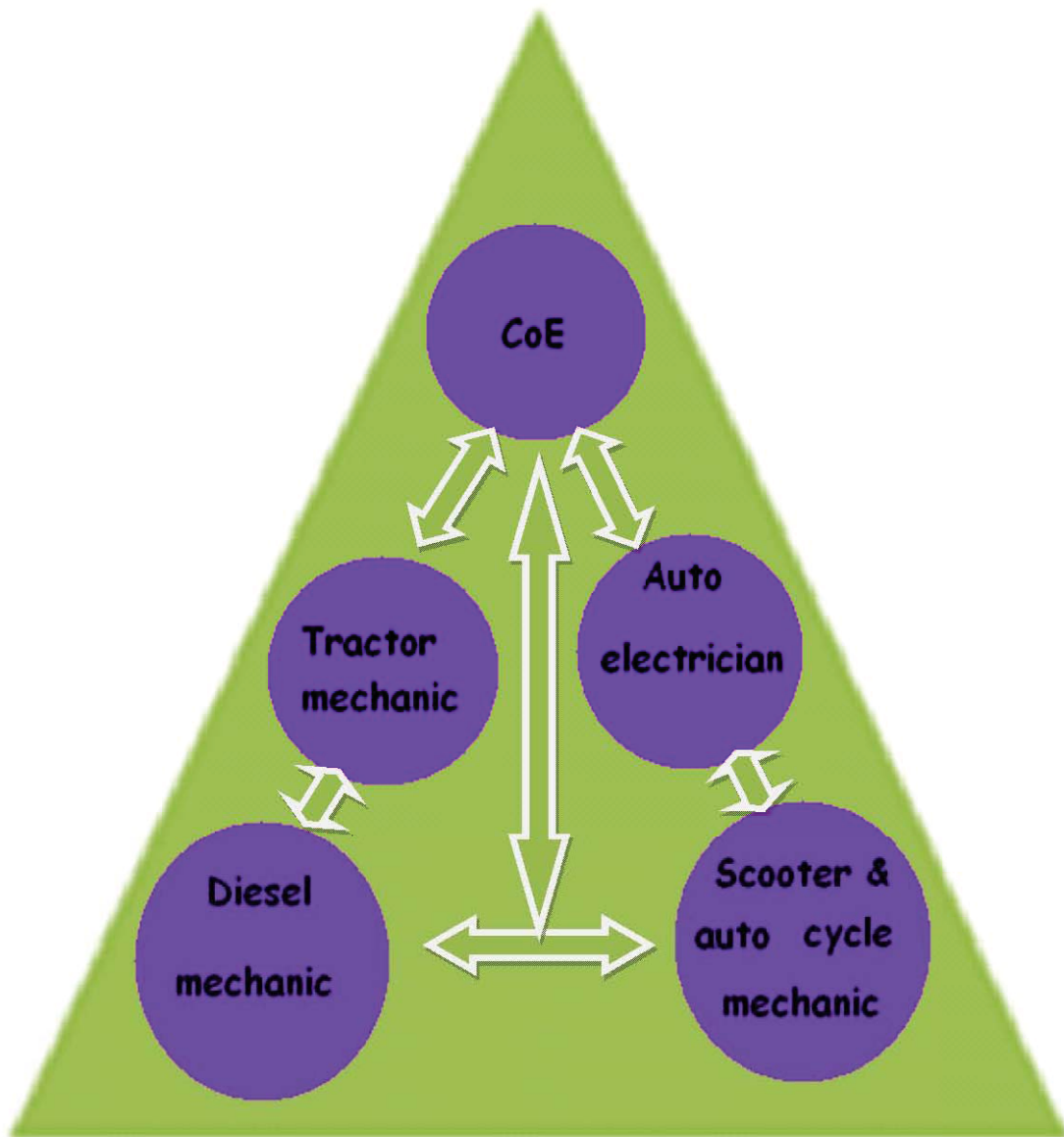


Fig.3.3

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DIPLOMA/DEGREE IN FASHION TECHNOLOGY

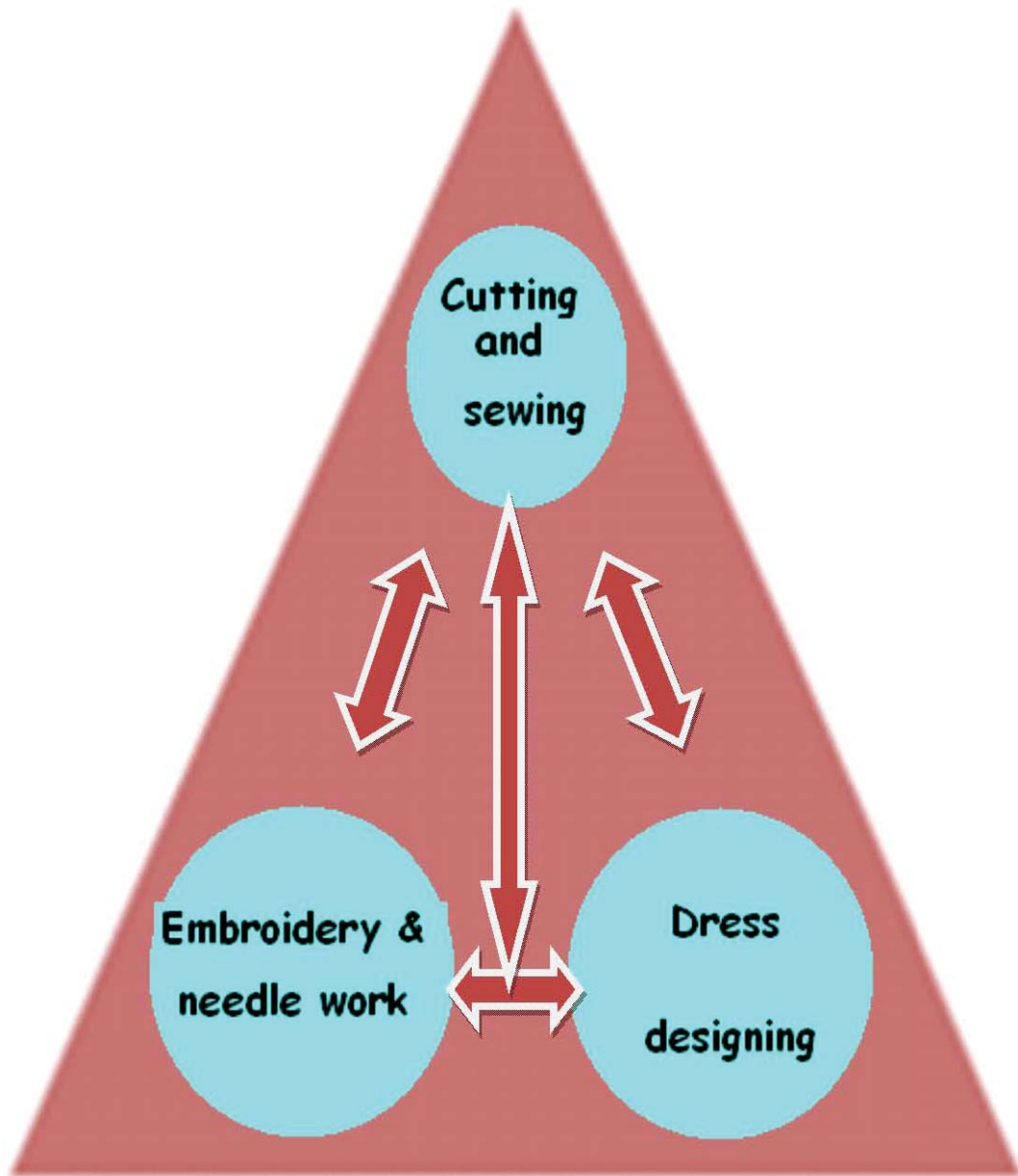


Fig.3.4

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DIPLOMA/DEGREE IN CIVIL ENGINEERING

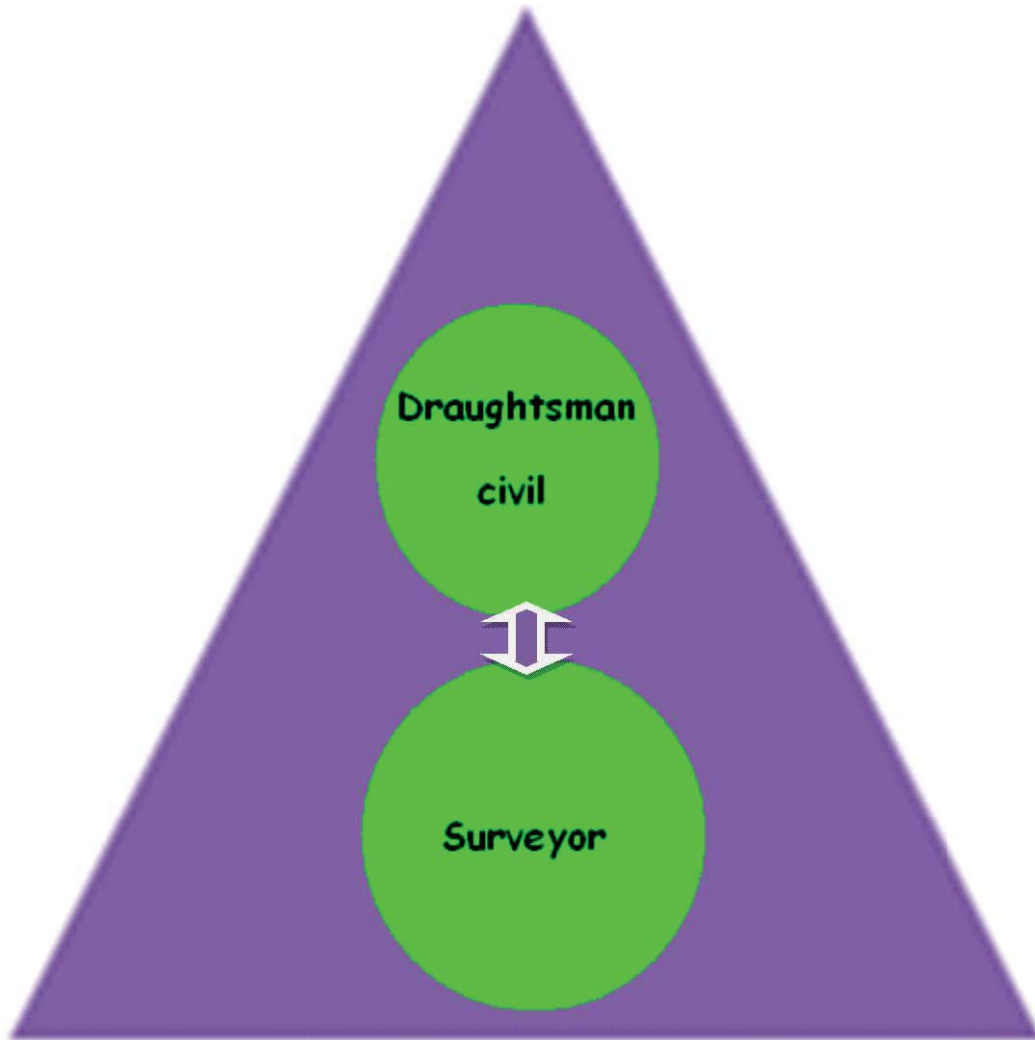


Fig.3.5

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DIPLOMA/ DEGREE IN ELECTRICAL ENGINEERING

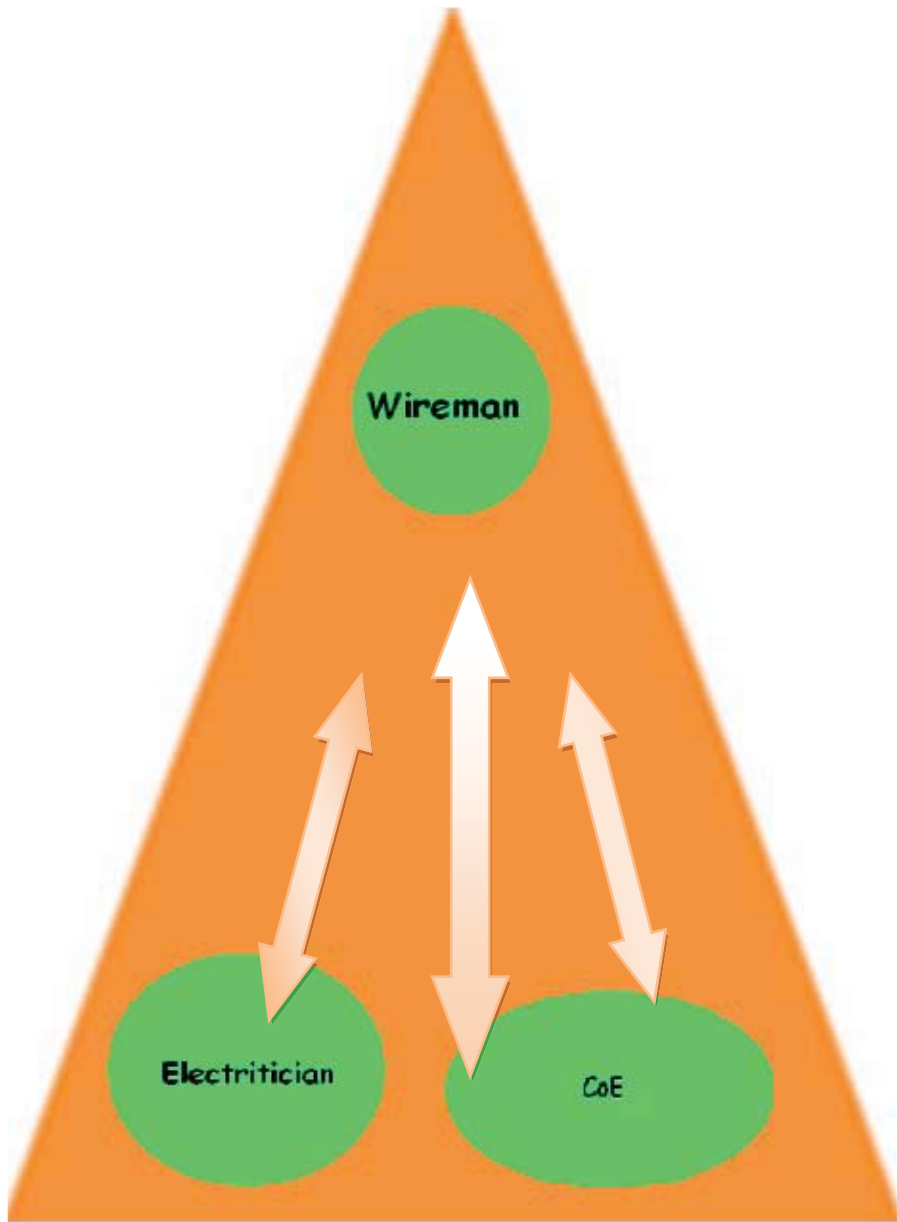


Fig. 3.6

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DIPLOMA/ DEGREE IN COMPUTER ENGINEERING

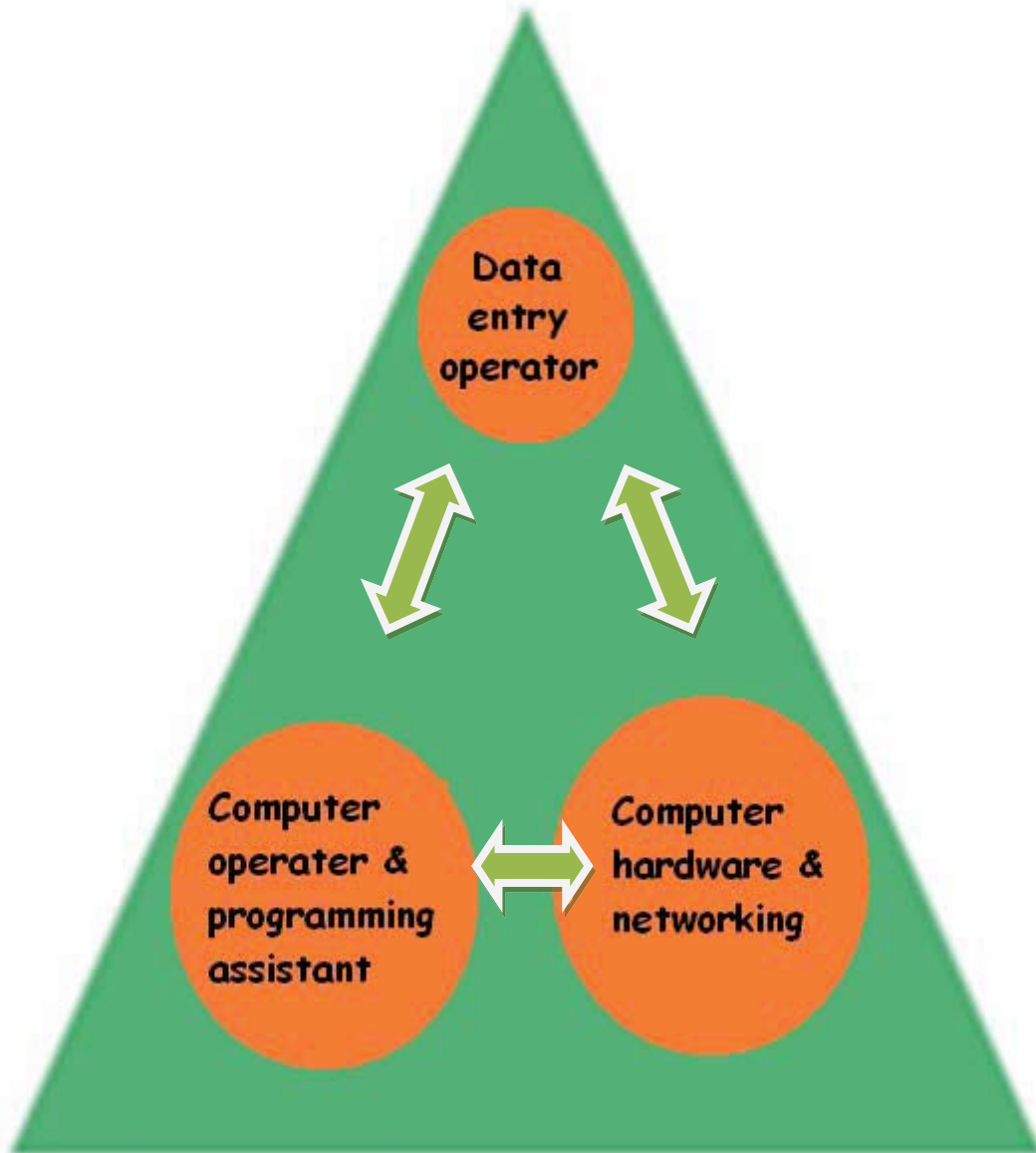


Fig. 3.7

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**The Astonishing Facts &
The Missing Link** both
are interdependent.
Before correlating them
it will be better to
understand the “**Gravity
of the Matter in Broad
Perspective**”, the next
chapter.

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**Gravity of
the Matter in
Broad
Perspective**

To understand the gravity of the matter, reference is made to the document named “**The Skill Development Landscape in India and Implementing Quality Skills Training**”. The same is annexed herewith and marked as annexure “A”. This document has been prepared by ICRA Management Consulting Services Limited (IMaCS) to serve as a background note for the 3rd Global Skill Summit of the Federation of Indian Chambers of Commerce & Industry (FICCI). This document will help to set the context of the skill development landscape in India, the current initiatives underway, challenges faced in skilling at a macro level as well as during implementation, and the way ahead.

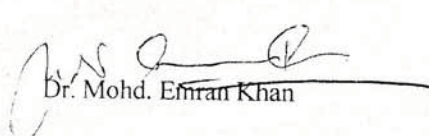
4.1. Need for Skills

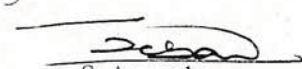
Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. As India moves progressively towards becoming a ‘knowledge economy’ it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment. In order to achieve the twin targets of economic growth and inclusive development, India’s Gross Domestic Product (GDP) has to grow consistently at 8% to 9% per annum. This requires significant progress in several areas, including infrastructure development, agricultural growth coupled with productivity improvements, financial sector growth, a healthy business environment, ably supported by a skilled workforce.

The agriculture sector accounts for about 20% of the economy. The secondary and tertiary sectors account for about 25% and 55% respectively. For the economy to grow at 8% to 9%, it is required that the secondary and tertiary sectors grow at 10% to 11%, assuming agriculture grows at 4%. In such a scenario, it is obvious that a large portion of the workforce would migrate from the primary sector (agriculture) to the secondary and tertiary sectors. However, the skill sets that are required in the manufacturing and service sectors are quite different from those in the agriculture sector. This implies that there


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is/will be a large skill gap when such a migration occurs, as evidenced by a shrinking employment in the agriculture sector. This scenario necessitates skill development in the workforce.

Out of the current workforce of about 450 million, only about 8%-9% are engaged in the organised/formal sector. **In India, only about 5% of the workforce has marketable skills, as compared to 50% to 60% in other countries. The magnitude of the challenge is further evident from the fact that about 12 million persons are expected to join the workforce every year. This emerging socio-economic scenario is poised to drive the demand for skilling India.**

4.2. Skill Development system in India

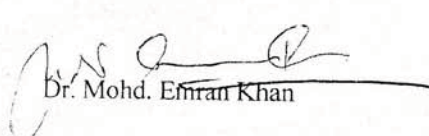
A large part of the current vocational training infrastructure, the Government ITIs and Private ITCs, falls under the Ministry of Labour and Employment's Directorate General of Employment and Training (DGET). The National Council on Vocation Training (NCVT) plays a key role in the formation of training curriculum, policies, standards, as well as in certification by means of the 'trade test'. The National Skill Development Corporation (NSDC) has been set up under Public-Private-Partnership (PPP) mode as a Section-25 Company under the Ministry of Finance to provide viability gap funding and coordinate private sector initiatives. The Prime Minister's National Council on Skill Development has been formulated to coordinate action on skill development.

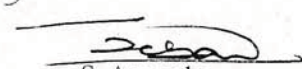
Table 4.1: Enrolment in the Education and Skill Development Systems

Category	Enrolment
Vocational Training-ITI/ITC	1,062,524
BE/B Arch	1,68,228
Polytechnics	690,410


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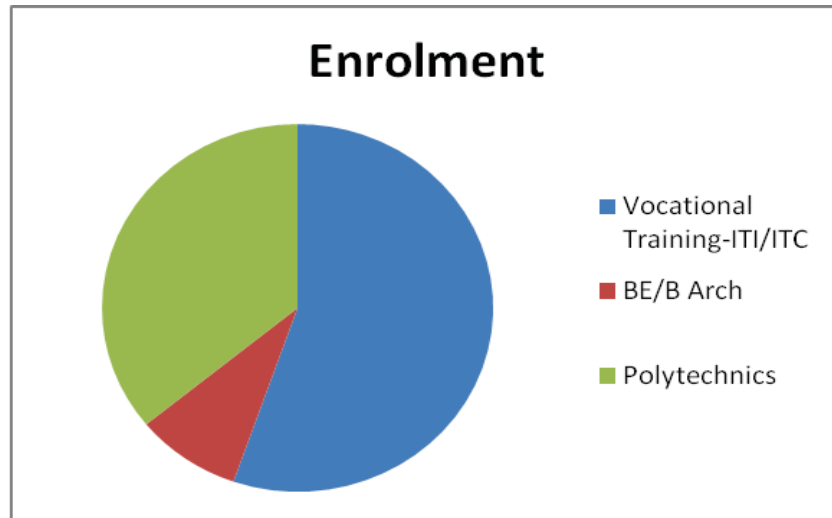

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The contents of Table 4.1 are also shown in the form pie diagram given below:



*Select Educational Statistics 2005-06, Annual Report 2009-10 of Ministry of Labour and Employment
By limiting to this, the technically and vocationally qualified and skilled workforce, primarily comprising of ITI/ITC (1 million), BE (1.7 million), Polytechnics (0.7 million), we can observe that the current pool of skilled talent is around 3.4 million.

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Correlating the existing situation with the targeting skill development pyramid given in figure 4.2 it can be concluded that since much of the workforce is concentrated at the lower levels of skill pyramid therefore the supply is extremely disproportionate on the lower side in comparison to the demand. This necessitates the extra efforts to motivate those

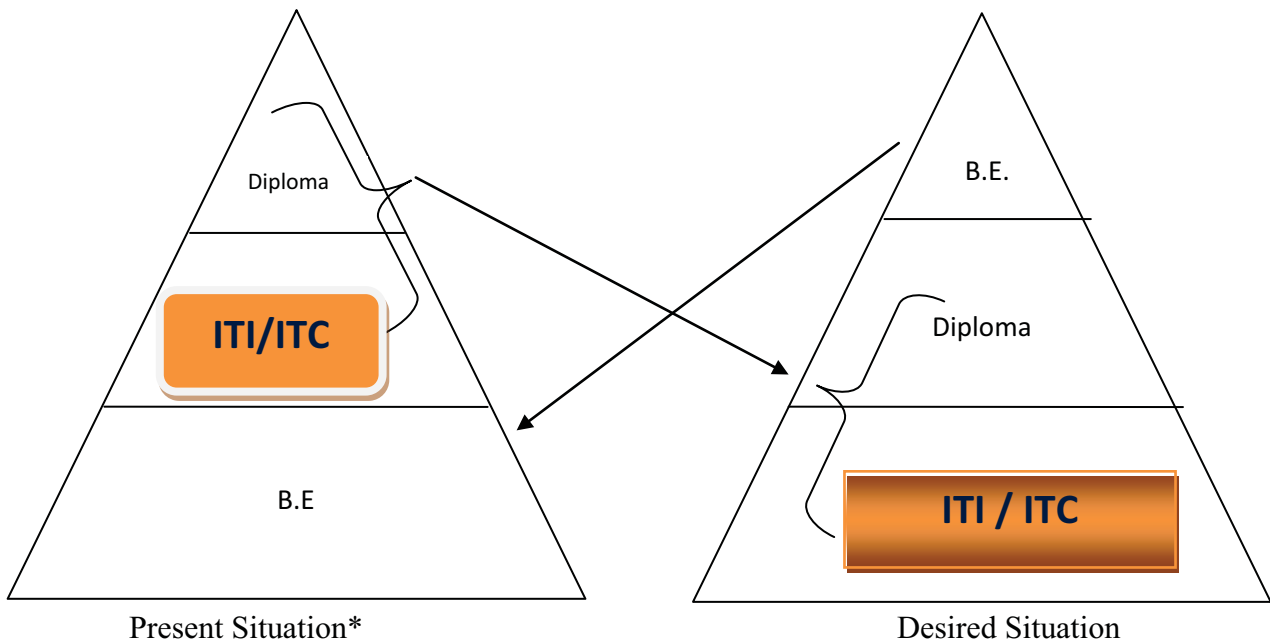


Fig. 4.2

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4.3 Projected Demand and Demand-Supply Gap

4.3.1. Projected Demand

On a long-term basis, up to 2017, it is expected that India's GDP will grow at a CAGR of about 8%. With these growth rates, we expect that the employment in the economy will be about 500 million by 2022. For an economy to sustain this growth rate it is essential that the workforce be exposed to some form of skilling or the other (could be through higher/technical education or vocation skills or a combination of both). Thus it is expected that India will have to be home to a skilled workforce of 500 million persons by 2022.

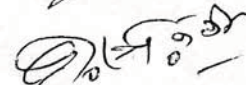
Table 4.2 : Projected Employment in Agriculture, Industry, and Services


Year	GDP growth rate	Projected Employment (in millions)			
		Agriculture	Industry	Services	Total
2011-2012	9%	229.2	105.0	153.5	487.7
	7%	225.4	102.0	149.0	476.4
	5%	221.5	99.1	144.6	465.2
2016-2017	9%	240.2	126.2	189.5	555.9
	7%	232.0	116.8	174.8	523.5
	5%	224.0	108.1	161.2	493.3

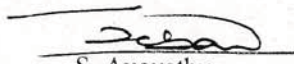
Source: 'The Challenge of Employment in India – An Informal Economy Perspective' (April, 2009)

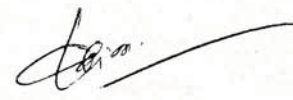
Table 4.3 presents the share of employment in various sectors for various growth scenarios till 2022. We do not see the proportion of employment to change significantly between 2017 and 2022.

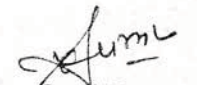

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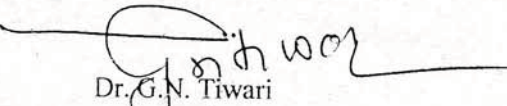

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Table 4.3 : Share of employment of different sectors till 2022

Year	GDP growth rate	Agriculture	Industry	Services	Total
2007-08	Actual	51%	20%	29%	100%
2011-12	9%	47%	22%	31%	100%
	7%	47%	21%	31%	100%
	5%	48%	21%	31%	100%
2016-17	9%	43%	23%	34%	100%
	7%	44%	22%	33%	100%
	5%	45%	22%	33%	100%
2021-22	7% to 9%	41%	23%	36%	100%

Source*

The challenge pertaining to the need for skilling would be further compounded by the fact that 95% of the employment would be generated in the informal sector (as per the National Commission for Enterprises in the Unorganised Sector - NCEUS).

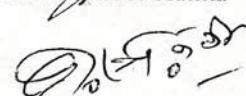
Table 4.4: projected Share of informal employment (in million and%)

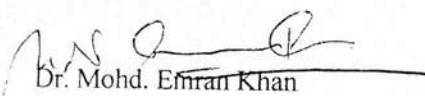
Year	GDP growth rate	Employment (in millions)			% Share		
		Formal	Informal	Total	Formal	Informal	Total
2011-12	9%	34.5	453.1	487.6	7.08%	92.92%	100%
	7%	34.1	442.2	476.3	7.18%	92.82%	100%
	5%	33.8	431.4	465.2	7.27%	92.73%	100%
2016-17	9%	33.9	522.0	555.9	6.10%	93.90%	100%
	7%	33.0	490.5	523.5	6.32%	93.68%	100%
	5%	32.1	461.0	493.3	6.54%	93.46%	100%
2021-22	7% to 9%				6%-7%	94%-95%	100%

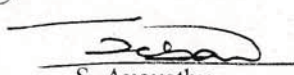
Source*

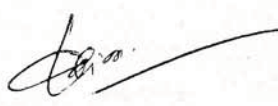
*‘The Challenge of Employment in India – An Informal Economy Perspective’ (April, 2009) and ImaCS analysis

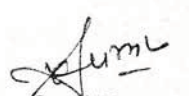

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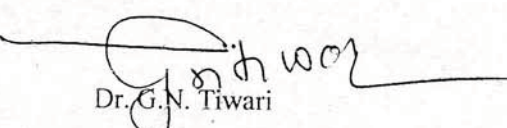

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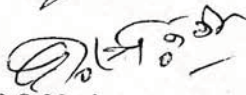

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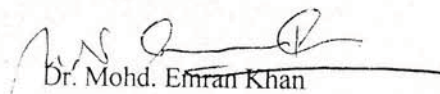
According to XI Five Year Plan of the Planning Commission, the following sectors are expected to drive the growth of the economy as well as play a significant role in employment:

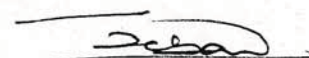
- Auto and Auto Components
- Building and Construction Materials
- Building and Construction
- Real Estate Services
- Electronics and IT Hardware
- Education and Skill Development Services
- Food Processing
- Gems and Jewellery
- Healthcare
- Textiles
- Leather and Leather Goods
- Organised Retail
- Tourism and Hospitality
- Transportation and Logistics
- Media and Entertainment
- BFSI
- Chemicals and Pharmaceuticals
- Furniture and Furnishings
- IT
- ITES.

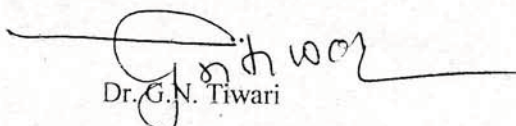
From the above we observe that the employment in the manufacturing and services sector would be in excess of 250 million persons. Illustratively, the sectors that would drive a significant portion of the employment are mentioned in the following figure.



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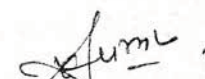

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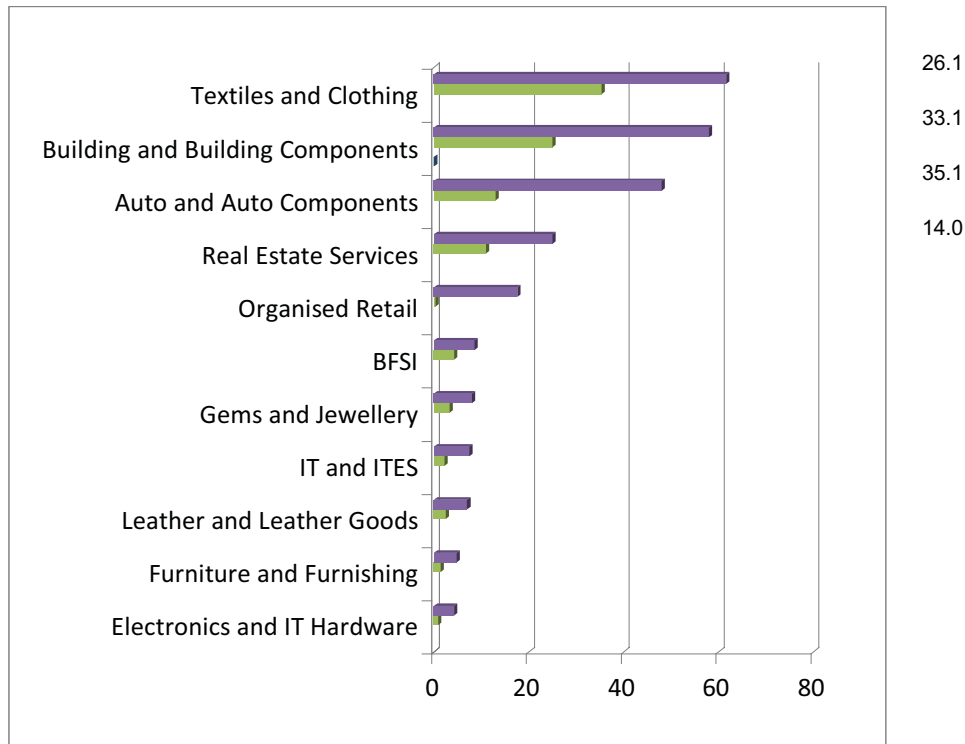


Figure 4.3 : Illustrative human resource requirements across select sectors till 2022

Source: National Skill Development Corporation (NSDC)

As is obvious, the above sectors would, amongst themselves, have a demand of about 150 million of the 250 million that is required in the manufacturing and services sectors. Thus, about 12 million persons are expected to join the workforce every year.

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4.3.2 Demand-Supply Gap

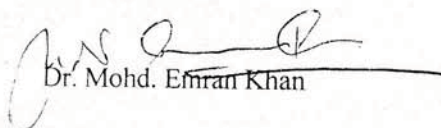
As per the above sections, with about 12 million persons expected to join the workforce every year, and an existing skill development capacity of about 3.4 million, it is thus required to enhance the skilling and technical education capacity to about 15 million (considering that even sections of the existing workforce would have to be trained). **It is expected that this 15 million would be the required skill development capacity in vocational training in itself as a large portion of the employment (as well as workforce input) would occur in the lower portions of the skill pyramid. This is also the required skill development capacity as specified in the National Skill Development Policy.** The key skill sets which would be on demand given the demand-supply gap are presented in the Table 4.5.



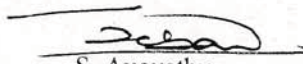
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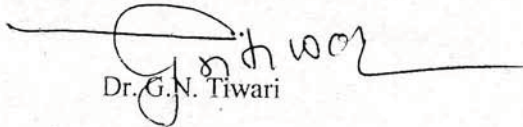
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Table 4.5: Key skills in demand in select sectors (illustrative)

Sector	Key Skills in Demand
Textiles and Clothing	Power loom operators, Apparel Manufacturing, Fashion Design, QA, Knitwear Manufacturing, Sewing Machine Operators
Building and Construction Industry	Crane Operators, Electricians, Welders, Masons, Plumbers, Carpenters, Painters, etc.
Auto and Auto Components	Auto OEMs, Auto Component Manufacturers, Drivers, Sales, Servicing, Repair, Financial Services sales, Insurers/Valuers
Organised Retail	Shop floor executives, back-store operations, merchandising
Banking, Financial Services, and Insurance	Financial Intermediaries (including Direct Selling Agents), Banking and Insurance (including agents), NBFC, Mutual Funds
Gems and Jewellery	Jewellery Fabrication, Grading, Faceting, Polishing, Cutting
IT and ITES	IT – Software Engineering, Maintenance and Application Development, End-to-End Solutions, Infrastructure Management, Testing, etc. ITES – BPO, KPO – Legal, Medical, STM, Analytics and Research
Leather and Leather Goods	Tanning, Cutting, Clicking, Stitching, Lasting, Finishing
Furniture and Furnishings	Carpenters, Operators engaged in Stitching, Sewing, Stuffing
Electronics and IT Hardware	Computers, Telecom, and Consumer Electronics Manufacturing, Sales, Servicing/ After Sales Support of electronics goods, High-Tech
Tourism and Hospitality Services	Front office staff, F&B Services and Kitchen and Housekeeping staff, Ticketing and Sales, Tour Guides

Source*

*National Skill Development Corporation (NSDC)

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4.4 Importance of ITIs

Institution-based skill development including ITIs/ITCs/vocational schools/technical schools/ polytechnics/ professional colleges, etc. Stands first in the list of coverage of the National Skill Development Policy. Lower Levels of skill pyramid shown in figure 4.4, where much of the skilled workforce is concentrated envisages the importance of ITIs.

4.4.1 Need for award & incentive mechanisms

Point No. 4.3(d) of chapter 4 on “Quality and Relevance” of National Skill Development Policy emphasis that the award and incentive mechanisms including reward and career progression system will be reviewed and institutionalized to improve the status of trainers.

4.4.2 Benchmarking of skill deficit and plan to achieve target by 2022

According to the 2007-08 economic survey, 64.8% of India's population would be in the working age of 15-64 years in 2026 up from 62.9% in 2006. Other projections also indicate emergence of young India with 800 million in the productive age group by 2015 compared to 600 million in China.

According to a study conducted by Confederation of Indian Industry and Boston Consulting Group (CII & BCG) India has a large population base of 1.14 billion with demographic shift in favor of working age group (15-59 years) while the overall population is projected to grow at 1.4% over the next five years the working age is expected to grow at 2.15%. If the present trend continues, 109 million persons will attain working age during the period of 2007-2012.

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The net addition to workforce is, therefore, expected to grow to 89 million of which around 13 million are likely to be graduates/post graduates and about 57 million are likely to be school drop outs or illiterates. A significant share of incremental demand is likely to be for skilled labour – graduates and vocationally trained people are expected to account for 23% of incremental demand by 2012. The study further estimates that India is likely to increase deficit of 5.25 million employable graduates and vocationally trained workforce by 2012.

Another study by Boston Consulting Group for PHD Chamber of Commerce & Industry has estimated that by 2020 the world will have shortage of 47 million working people but India will have a surplus of 56 million people. In order to reap the benefits of demographic dividend India will have to, therefore, equip this manpower to meet the requirement of skill talent across geographies.

***CII has conducted study in select sectors of economy in following States:-**


Punjab – Textiles, Auto/Auto Components, Light Engineering, Food Processing, Real Estate and Construction, Retail and Location based entertainment.

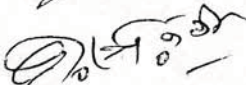
Tamil Nadu – Textiles, construction, auto/auto components, Light Engineering, IT/ITES, Leather.

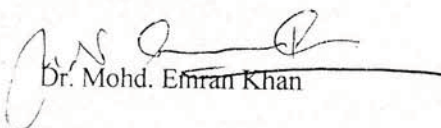
Andhra Pradesh – Construction, Textiles, Tourism, Healthcare, Engineering, IT/ITES, Pharma, Biotech, Paper, Minerals.

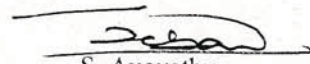
J&K – Handicrafts, Hospitality, Agro-processing, Construction, ITES, Repair Servicing.

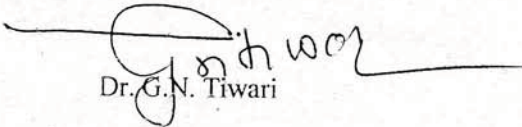
On the basis of above study CII has projected the following requirement of skilled workers at different levels by 2015:-


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S.No	Sector	Demand (in Mn)	Skill Level Break-up
1	Auto	2-2.5	Specialised skills – 5% Skill category level II – 25% Skill category level I – 30% Minimal education skilable – 40%
2	Construction	15	Specialised skills – 2% Skill category level II – 11% Skill category level I – 12% Minimal education skilable – 75%
3	Retail	4-5	Specialised skills – 6-8% Skill category level II – 32-43% Skill category level I – 45-50% Minimal education skilable – 10-15%
4	Healthcare	4-4.5	Specialised skills – 10% Skill category level II – 40% Skill category level I – 16% Minimal education skilable – 34%
5	Banking & Financial services	4.5-5	Specialised skills – 5% Skill category level II – 15% Skill category level I – 65%
			Minimal education skilable – 15%
6	Creative Industry	0.5 - 0.8	Specialised skills – 5% Skill category level II – 20% Skill category level I – 65% Minimal education skilable – 10%
7	Logistics	Drivers:51 Mn	Warehouse Managers: 8000
Total		81-83.8Mn	

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CII has further projected Incremental Human Resource Requirement till: 2022

Sectors	Incremental Human Resources Requirement
Mines and Minerals	1,754,881
Construction	55,199,568
Engineering	1,813,790
Banking and Insurance	3,947,139
Drugs and Pharma	1,383,721
Biotech	1,209,489
Healthcare	20,684,530
Textiles	86,545,390
IT and ITeS	14,806,299
Tourism	12,478,386
Agro and Food Processing	169,782
Paper	57,976
Chemicals and Fertilizers	1,391,948
Total	201,442,899

Hence total requirement of skilled work force by 2022 will be about 300Mn.

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Table 4.6 shows the present number of training institutions, their annual capacity of training and projected number of trained persons by 2022 for different Ministries/ Departments / Organizations is given below. The targets are based on projected employment potential in the concerned sectors. This may, however, vary from time to time according to growth of sectors and their actual workforce requirement.

Table 4.6

Sl/No	Ministry / Department/ Organisation	Present number of institutions	Present training capacity per annum (IN LAKH)	Projected number of trained persons by 2022 (IN LAKH)
1	National Skill Development Corporation	--	--	1500
2	Labour & Employment	33,000	12 .00	1000
3	Tourism	38	0.17	50
4	Textiles	277	0.15	100
5	Transport	1	0.02	300
6	Tribal Affairs	63		0. 06
7	Rural Development (RUDSETI) and IL & FS	156	5.48	200
8	Women & Child Welfare	68	17.50	100
9	Agriculture	72	19.81	200
10	HRD Higher Education HRD Vocational Education	10,000(Voc. schls)	19.60	500
		(Engg. Coll. 2297 Polytechnics 1675)	14.00	
11	Dept of Heavy Industry	At present not directly involved in pre-employment training activities.		100
12	Urban	34	0.013	150

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	Development			
13	Department of Information Technology	1000 (Affiliated centres) + 7 CDAC	1.37	100
14	Food Processing Industries	34	0.10	50
15	Construction Industry Development Council (under Planning Commission)	147	4.64	200
16	Health & Family Welfare	3802	1.35	100
17	Micro Small Medium Enterprise	356	2.92	150
18	Social Justice & Empowerment	Through NGOs & others		50
19	Overseas Indian Affairs	In partnership with MSME/stateGovernment/CII/ NGO etc.	0.13	50
20	Finance-Insurance/Banking	At present not directly involved in pre-employment training activities.		100
22	Consumer Affairs			100
23	Chemicals & Fertilizers	6	0.19	50
24	Others (Power, Petroleum etc.)	NA		150
	Total	99.46		5300 Crore

Hence the projected number of trained persons by National Skill Development Corporation and Labour & Employment Department is sufficient enough to understand the gravity of matter.

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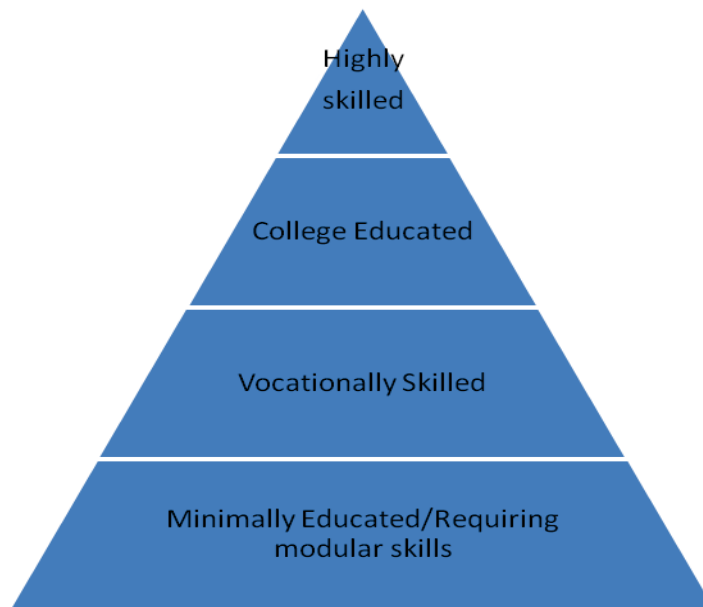
Sunil Sharma

Dr. G.N. Tiwari

4.5 The Way Ahead

Considering the magnitude of the challenge in terms of skilling about 15 million persons every year and ensuring that the workforce of 500 million is adequately skilled by 2022, it is required that the way forward comprises of adequate initiatives to achieve these humungous targets in the right 'scale' and 'speed'. Some of the possible solutions to address the issues outlined are as follows:

Targeting skill development at all levels of the 'skill pyramid': It is required to not only skill and educate the workforce at the higher skill levels (which is key to ensuring industry competitiveness through research and IP, etc.), but also to adequately skill the workforce at the lower levels (i.e., where much of the workforce is concentrated).



Accordingly it is required that skill development initiatives be targeted at all levels of the 'skill pyramid'

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Figure 4.4 : Skill Pyramid

Source*

- Formulation of institutional mechanisms for content formation, delivery, and assessment: As the demand for training grows, there will also be a cascading impact on the demand for content, standardised processes for training delivery, uniform assessment practises. These will drive the demand for trainers and assessors which will be a critical bottleneck as other pieces of the ecosystem fall in place. Furthermore, there would be a need for standards and quality processes (quality systems formulation, quality assessment, quality certification/training process certification) as the demand for training grows rapidly. These would require institutional mechanisms, specifying of quality standards and practises.

*IMaCS analysis

After studying the **gravity of matter in broad perspective**, it is necessary to make a record of some major **“observations”**, which is titled as next chapter.

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5

Observations

The committee have observed, examined and analysed various aspects before concluding the recommendations. Some major observations are as follows:

5.1 Recommendations of DGE&T

The Directorate General of Employment has conducted the study through Quality Council of India on "Performance Evaluation of Industrial Training Institute (Govt. & Private)". The Quality Council of India has submitted the report which was conveyed vide their letter No.DGE&T-6/GENERAL/QCI-1/2/20011-TC dated 19/05/2011. **The report has been accepted by the Government of India. The recommendations submitted in the report need to be implemented by the state/UT.**

Some important recommendations are worth perusal from the subject point of view:

1. There may be incentive (mandatory as one/two increments) for attaining higher qualification to teachers & instructors. To further motivate the teaching community, there may be awards as "Best Teacher, "Best Instructor" at district, regional and national levels. This forms the basis of recommendation point No. 6.5

There could be grades of Instructors depending on the additional qualifications that the instructors gain. This would encourage the instructors to seek continuing professional development for their career progression. This forms the basis of recommendation point No. 6.12.3

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Report of the Committee on Career Advancement of Staff in ITI's

2. Teaching community deserves more respect and each teacher /instructor to have pride that he is contributing to national skill development program which will shape the destiny of our children and hence our country. To meet this end, their salary structure to be reviewed and need to at par with their counterparts.

They should also be provided with adequate opportunities for career growth and enhancement of their knowledge and skills. This will ensure that the latest technologies and concepts are taught in our ITIs. This will also ensure parity with the international best practices.

Various suggestions for the improvement for ITIs/ITCs are suggested. Few of them are noted below:

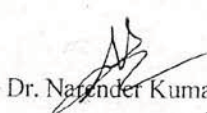
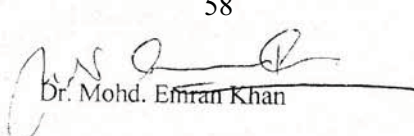

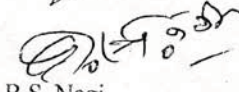
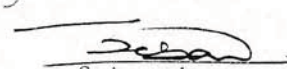
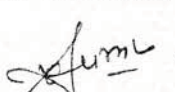
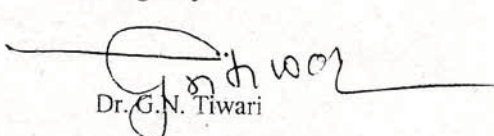
- Salary structure of instructors and staff is very poor.
- Proper pay scales are required for instructors with due promotion policy.
- Dignity and parity of instructors of ITIs with their counterparts.
- Instructors and teachers are not satisfied with their job.

The above mentioned recommendations of DGE&T form the **basis of Non Compounded Advance Increments** which are specifically mentioned in recommendations.

5.2 Views of Planning Commission, Government of India

The department has raised the issue regarding the need for examining the package of salaries in the meeting to review the Sub-Committee Report on “Evolving the vision on the status of Vocational Education and Vocational Training” with State representatives held on March 11, 2011 in Planning Commission. The director (LEM Division), Planning Commission, Government of India vide No. M-13015/9/11/LEM/LP dated 30/03/2011 has conveyed that the various recommendations were supported. The minutes of meeting are annexed herewith at annexure H.

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 B.S. Negi	 S. Augusthy	 Sunil Sharma
	 Dr. G.N. Tiwari	

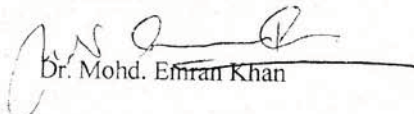
5.3 Unfair Pay Scales for Craft Instructors, Centre of Excellence (CoE)

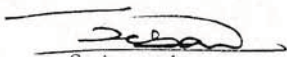
This is with reference to DTTE letter No. F.2(60)/06-07/Plg/Trg/c-187454/534 dated 30/12/2010 (Annexure I). It has been observed that some posts of Craft Instructors (CoE) for different module are recently created. The committee after comparing the requisite qualification for the CoE advance modules which are approved by Govt. of India, and are conveyed by DGE&T vide their letter No. 19(26)/2010-CD dated 30/9/2010 (Annexure E) with the qualification of Lecturer in Polytechnic, is of the opinion that the pay scales of CI (CoE) should be at least at par with the lecturers in polytechnics, if not more than that. It will not be out of place to mention here that no experience is required for Lecturer in Polytechnic but for CI (CoE) experience of two years is required for degree in relevant field and five years for diploma in relevant field.


Keeping in view of the requisite qualification and experience required for CI (COE), we do not find any reason to recommend that the pay scales of CI (CoE) be lower than the Lecturer in Polytechnics.

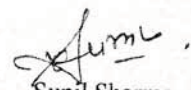

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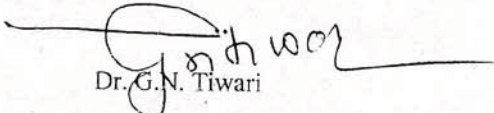

Dr. G.N. Tiwari

Table 5.1
Comparison of Pay Scales
of Staff of Department of Education and Department of Trg. &
Tech. Education, GNCT of Delhi

DEPARTMENT OF EDUCATION					DEPARTMENT OF TRG. & TECH. EDUCATION			
S. No.	Name of the Post	Pay Scale in 4 th CPC	Pay Scale in 5 th CPC	Pay Scale in 6 th CPC	Name of the Post	Pay Scale in 4 th CPC	Pay Scale in 5 th CPC	Pay Scale in 6 th CPC
1.	Trained Graduate Teacher	1400-2600	5500-9000	PB-2 of Rs. 9300-34800 with GP 4600	Craft Instructors etc.	1400-2600	5000-8000	PB-2 of Rs. 9300-34800 with GP 4200
2.	Post Graduate Teacher	1640-2900	6500-10500	PB-2 of Rs. 9300-34800 with GP 4800	Language Instructors (Eng./ Hindi)	1640-2900	5500-10500	PB-2 of Rs. 9300-34800 with GP 4200
3.	Vice Principal in School (Grade-2)	2000-3500	7500-12000	PB-3 of Rs. 15600-39100 with GP 5400	A) Vice Principal B) Group Instructor	A) 2000-3500 B) 2000-3200	6500-10500 [merged with the pay scale of Rs 2000-3200 of Group Instructors]	PB-2 of Rs. 9300-34800 with GP 4600
4.	Deputy Director of Education	3000-5000	12000-16500	PB-3 of Rs. 15600-39100 with GP 7600	Deputy Director in ITIs	3000-5000	10000-15200 [merged with the pay scale of Rs 3000-4500 of Principal/ Asstt. Director]	PB-3 of Rs. 15600-39100 with GP 6600

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5.4 History of Anomaly

Table 5.1 shows the comparison of pay scales of Instructional staff of ITI with the staff of department of education, Delhi. It is evident from the table 5.1 that the pay scales of the staff of the educational department are going upwards and that of the ITIs staff downwards.

What to say about TGT & PGT, even the pay scale of Primary School Teachers have been equated with the pay scales of ITIs staff in 6th Pay Commission.

It is also observed that the Pay Scale for the post of Joint Director and Additional Director is less in comparison to other state like Tamilnadu and Karnataka.

From the perusal of table 5.1 we are compelled to presume the following two aspects:

- While raising the Pay Scale of Teacher the 5th & 6th Central Pay Commission (CPC) might be of the view that the Scales of the pay of teaching fraternity need to be improved and a conscious decision to upgrade the pay scales of the teachers was taken.
- The focus of these reports was obviously to ensure that best available talent enters the Government schools in these fields and continues to give their best after joining, the commissions recommended the higher entry scales.

In view of the above mentioned aspects we are of the opinion that:

- Since, the economical growth of any country is based on the development made in the Industrial and Service Sector. Therefore the same conscious decision should have also been taken by the CPCs with regard to the staff of ITI/BTC which produces the skilled Technical Manpower for the industrial as well as service sectors of the country.
- Moreover, though the students passing out from the Schools have some academic knowledge but this knowledge imparted to them in schools does not make them good for any purpose. In order to convert them into useful work force, they have to take further studies either in higher education institutes such as colleges (medical, engineering etc.) or in ITIs . And the entry qualification in almost all the trades in ITIs is 10th / 12th pass. Therefore, it's a sort of discrimination in pay scales given to ITIs Staff.

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Comparison of level of Trainees/students taught and salary of teaching faculty.

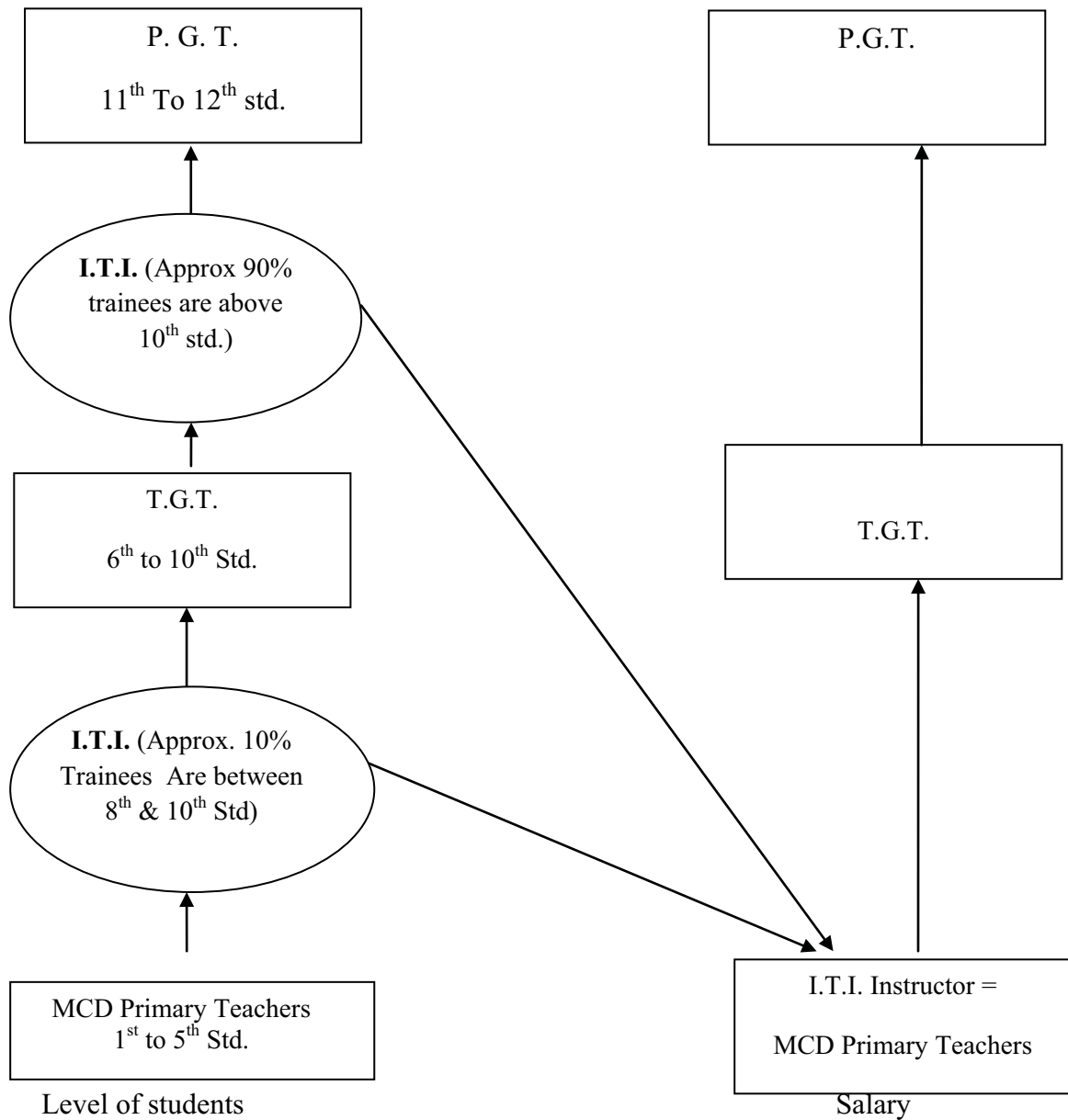


Fig. 5.1

Table 5.2

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 Dr. G.N. Tiwari		

Equivalent qualification and disproportionate future prospects.

S r. N o.	Associated Aspects for consideration	Situation of Workshop Instructors in Polytechnics under DTTE	Situation of Craft Instructors in I.T.I.'s under DTTE	Remarks
1	Mode of Selection	Through Employment Exchange/DSSSB	Through Employment Exchange/ DSSSB	Same
2	Eligibility Qualification for the post	ITI + 3 Years Experience OR Diploma with 1 Year Experience	ITI + 3Years Experience OR Diploma with 1 Year Experience	Same
3	Nature of Duties	To impart Practical training in workshop	To impart Practical training in workshop and also to deliver lectures on Trade Theory.	Duties of CI's are somewhat more than Workshop Instructors.
4	Pay Scale at the time of Appointment (Pre Revised)	Rs 5000 -150- 8000	Rs 5000 -150- 8000	Same

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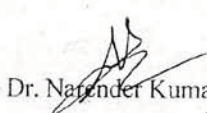
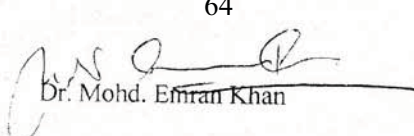

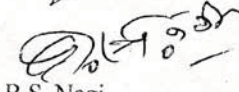
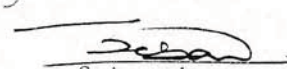
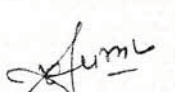
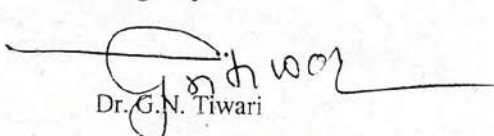
5.5 Comparison of ITI's Instructors with Primary Teachers

Figure 5.1 shows the comparison of salary of teachers & level of students taught in school with the salary of instructors & level of trainees in ITIs. In our opinion it is not justified to compare the ITI Instructors with the primary teachers due to the fact that the role of primary teachers & ITI Instructors are entirely different. Moreover primary teachers belong to academic stream and ITIs falls under the stream of vocational/Industrial training. Assuming it to be justified, for the sake of argument, than we are of the opinion that ITI Instructors should be placed at least at par with Trained Graduate Teachers (TGTs) working under Government of Delhi with Grade Pay of Rs. 4600 in the pay band -2 of Rs. 9300-34800. The instructors having higher qualification such as Diploma or / and Degree in relevant branch should be given higher initial pay and faster periodic financial up gradation. This principle is already implemented in polytechnics throughout the country including the DTTE. The model of same is shown in section 6.1.

5.6 Comparison of ITI instructors with the workshop instructors in polytechnics.

Table 5.2 shows the comparison of ITI instructors with the workshop instructors in polytechnic under DTTE. It can be noted that the four major aspects viz mode of selection, Eligibility Qualification for the post, nature of duties & pay scale at the time of joining are same. However the nature of duties of CI's are somewhat more than that of workshop instructors because in polytechnic they have to impart practical training only. The theory lectures are delivered by the lecturers. But in ITIs the instructors have to impart both practical training and theoretical classes. Major difference is observed when we compared the promotion prospects of workshop instructors in polytechnics & CI in ITI's. From the astonishing facts of ITI's it is learnt that the most of CI's are not promoted to the post of GI (Formerly called as FI). The seniority list of

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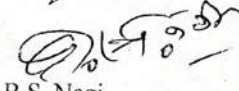
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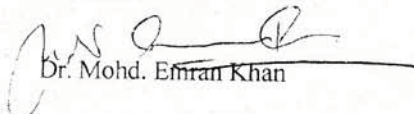
Report of the Committee on Career Advancement of Staff in ITI's

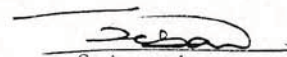
CI's (PB – 2, Rs. 9300 -34800, with grade pay of Rs. 4200) shows that CI who was appointed 24 years ago in the same pay scale is still awaiting promotion as G.I. (Grade Pay of Rs. 4600) . Where as in polytechnics the workshop instructors are promoted to the post of FI (Rs. 15600 -39100 GP-5400) after serving around 11 years from the date of appointment as workshop instructor.

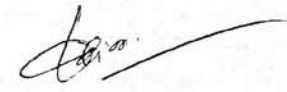
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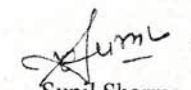

Dr. Nandender Kumar

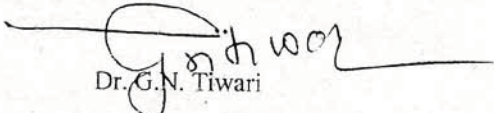

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5.7 Equivalent qualification & disproportionate future prospects

Figure 5.2 given below shows the following four major differences related to this issue.

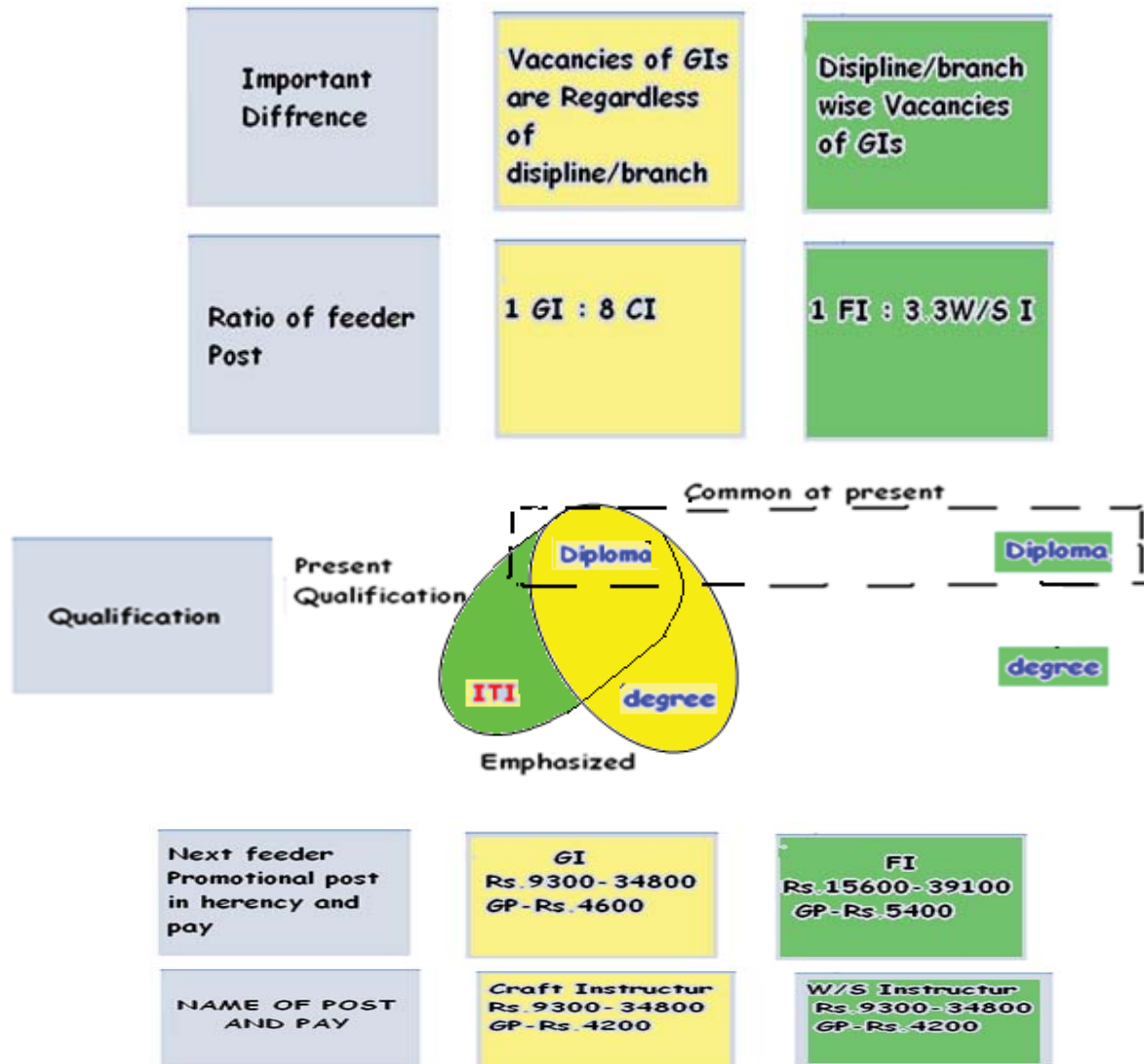


Fig. 5.2

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Dr. G.N. Tiwari

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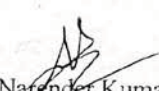
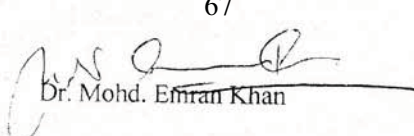

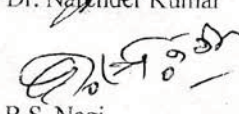
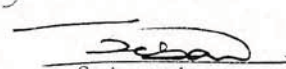
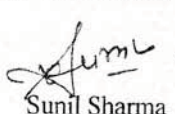
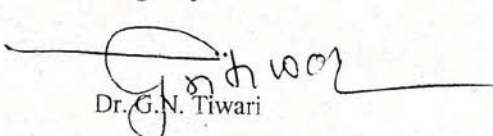
The four major differences related to this issue are given below:

- 1) The vacancies for the post of Foreman Instructors in Polytechnics are based on discipline/branch of workshop Instructor, where as in ITI's it is not so.
- 2) The ratio of Foreman Instructor & workshop Instructor in Polytechnic is approximately 1:3.3, where as in ITI the ratio of group instructor & craft Instructor is 1:8. Therefore it can be easily concluded that the promotion prospects for workshop Instructors are approximately two times better than that of craft Instructor in ITI's.
- 3) The eligibility qualification for the post of Foreman Instructor in Polytechnic is either Diploma or Degree in relevant branch/discipline. Where as in ITI's the eligibility qualification for the post of Group Instructors & Craft Instructor is same i.e either ITI or Diploma. The Qualification "Diploma" is same in both i.e ITI's & Polytechnics.
- 4) The pay scale of Foreman Instructor in Polytechnic is Rs. 15600 – 39100 with grade pay of Rs. 5400. Whereas the pay scale of Group Instructor in ITI is same as that of Craft Instructors i.e PB-2 of Rs. 9300 – 34800. The only advantage which the Craft Instructors get after promotion is the marginal higher grade pay from Rs 4200 to Rs- 4600.

The first two issues attracted our attention and lead us to know the duties of group Instructors in ITI's. According to the training manual issued by DGE&T, Ministry of Labour, the same are mentioned below:

The Group Instructors should ensure that:

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Proper coordination is maintained in all the sections and the training programme is carried out efficiently, by personal close check and inspections:

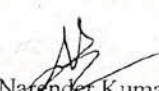
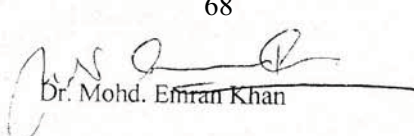

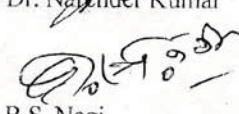
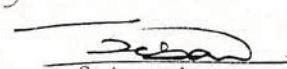
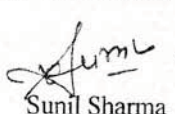
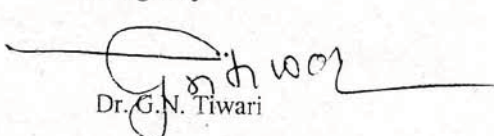
- The tests are regularly carried out, the trainees' work is correctly assessed, and proper record is kept in the progress cards.
- Raw material requirement of the sections are prepared well in advance to enable supply to be arranged in time;
- Safety precautions are observed in the workshop; and
- The sections function strictly according to the time schedule laid down and proper discipline maintained.

The Group Instructor will also conduct model lessons in his own or connected subjects. The Group Instructor will also carry out any additional work entrusted to him by the Principal.

It is also advised that:

- The lesson prepared by the instructors should be checked by the concerned Group Instructor for its correct planning and accuracy. This may be done in beginning of each working day for which the Group Instructor may spend about 15 minutes in each section.
- The Group Instructor may also carry out a check of a certain percentage of these lessons to ensure planning of lessons and right standard.

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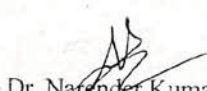
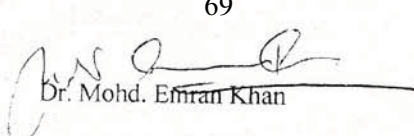

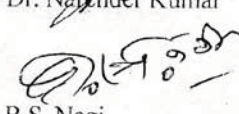
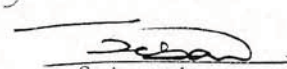
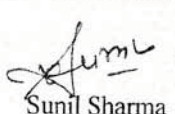
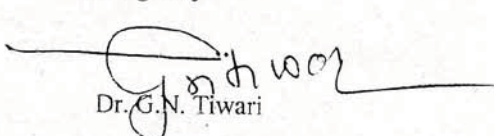
- The Group Instructor will also from time to time attend these lectures to ensure that proper teaching technique is followed.

In light of the above mentioned duties of the Group Instructor following questions are not understood.

- a) How a person who is having only ITI certificate in a particular trade can ensure that the training programme is carried out efficiently in other trades which he himself/herself has never studied?
- b) How a person who is having only ITI certificate in a particular trade can make personal close checks and inspections of the trades which he/ she has never studied?
- c) How can a person who is having only ITI certificate in a particular trade & who himself/herself has never undergone any training on the safety precautions required in the workshop can ensure the safety precautions of the trainees?
- d) How can a person who is having only ITI certificate in a particular trade can check the lesson plans of the other trades for its correct planning and accuracy?

Keeping in view of the answers of these questions we are of the opinion that the Ratio of GI to CI be changed from 1: 8 to 1:5. And every ITI Instructor


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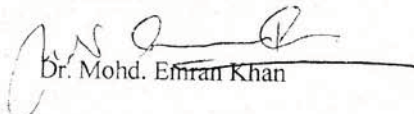
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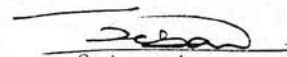
who is not having diploma/degree in relevant branch/discipline, before being promoted to the post of Group Instructor should be provided training in four other related branch/discipline.


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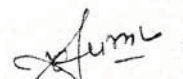

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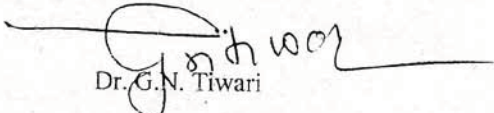

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5.8 Employees view point on existing financial up gradation policy.

Elements of Rewards	Rewards for Less qualified employees	Rewards for Highly qualified employees	Employees view point
Compensation / salary	As per Govt. Norms	Same as that for less qualified employees	All the components of rewards are same for less qualified and highly qualified employees in a situation where DGE&T is emphasizing the need of highly qualified employees. It will develop the attitude viz. "Why should I use my knowledge & skill for the department which is not bothered about my career development?"
Benefits	As per Govt. Norms	Same as that for less qualified employees	
Work Life	As per Govt. Norms	Same as that for less qualified employees	
Performance and Recognition	NIL	NIL	
Career opportunity	As per Govt. Norms	Same as that for less qualified employees	

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5.9 Incentives for acquiring higher qualification (Non Compounded advance Increments)

This is with reference to the Government of India, Ministry of personal, public Grievances and pensions (Department of Personnel & Training) Office Memorandum No. 1/2/89-Estt.(Pay.I) dated 09/04/1999 (Annexure F). It is mentioned in this office memorandum that the acquisition of the qualification should be directly related to the functions of the post held by him/her or to the functions to be performed in the next higher post. There should be direct nexus between the functions of the post and the qualification acquired and that it should contribute to the efficiency of the government servant.

In view of the fact mentioned in above para, it is noted that the post of Vice principal is the next higher post of Group Instructor. Previously the qualification for promotional post was degree in relevant branch of engineering but in the year 2003 , it has been changed to ITI. The department instead of motivating the staff by granting the incentive to the instructional staff has reduced the qualification to the lowest extent. This act of department is contrary to the requirement of higher qualified staff in ITIs. It is pertinent to mention here that in 38th meeting of DGE&T, the existing qualification of ITI instructors were being criticize due to the fact that ITI passed persons are taking the classes for ITIs. And it was emphasized that to make teaching & training more effective it is necessary to improve the quality and qualification of instructors.

In a situation where the qualification for the post of craft instructors to principal (Senior Scale) is same, it is not understood that how can the department motivate the staff to acquire higher qualification without giving any benefit. If we observe the number the persons who left the department, we can easily reach the conclusion that most of them were craft instructor and left the department because they got an opportunity in the pay scale of PB-3 i.e. Rs. 15600 – 39100, with grade pay Rs. 5400. In this scenario the most obvious questions arise is to change the recruitment rules for instructional staff and give the pay scale equivalent to lecturers in polytechnics.

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But here it is important to know that despite severe criticism as mentioned in minutes of 38 meetings of DGE&T, it was decided that at least one instructor must be with diploma /degree. They could have suggested that both the instructors should be diploma /degree in the relevant branch. But they have not suggested the same. We appreciate the view due to the fact that ITI Passed persons are more practically skilled and therefore their importance can not be under estimated. But in order to enhance the breadth and depth of knowledge, ITI passed staff should be motivated to acquire higher qualification.

In view of above discussion we are of the opinion that the staff who acquired higher qualification after their induction into service and the staff, who joined the department with higher qualification, deserve financial benefit which should be more than the fees and other efforts (Specifically mentioned below) required acquiring the higher qualification. We have recommended the benefits in form of Non Compounded Advance Increment. It is expected that the same will act as motivating force to acquire higher qualification.

Aspects considered for deciding the Models of Academic Grade Pay (AGP) and Non Compounded Advance Increments (Especially for employees who acquire higher qualification while in service)

Name of the course	Duration	Timing of Classes
Diploma in Engineering (Part Time).	4 years	6 PM to 9 PM
Degree in Engg.(B.E., B.Tech.,AMIE, IME, MCA	4 Years	6 PM to 9 PM
M.Tech.(Part Time)	2 years	
MBA(Part –Time)	2 years	
Ph. D.	Minimum 2 years	

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Sr. No.	Efforts of the Employees	Contribution of the Department
1	Employees has to face the competition Exam to get the admission	NIL
2	Employees has to bear the fees of the course from Rs. 20000 to Rs. 30000 per anum	No Study Leave
3	Employees has to bear the expenditure of the study Material	No leave for the Preparation of exams.
4	Employees has to bear the conveyance expenses from office to the University /Institute	NIL
5	Hardship of studies after office hours for Three/ Four Years	NIL

From the perusal of Government of India Ministry of personal, public Grievances and pensions (Department of Personnel & Training) office memorandum No. 1/3/2008-Estt.(Pay.I) dated 07/01/2010 (Annexure G), its seems that the matter of “ Grant of Incentive for acquiring higher qualification” was not taken in its sprit by the department and this matter also fell prey of red tapism.

5.10 Retention Policy

It is learnt that there is no retention policy for the employees in the department. Most of the employees who left the department were craft instructors. Almost all of them joined the government department. The craft instructors who left the department were obviously attracted towards the pay scale of PB-3, Rs. 15600-39100 with GP Rs. 5400. The qualification of most of them was Degree in Engineering / Technology. This situation shows that department is not bothered about the retention of good and capable employees.

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Further, during the course discussion on the matter it was learnt that the department vide office order No. F.25/Misc/Trg.Admn/2006/897 dated 13/12/2007 had issued the directions wherein the head of office (Principal ITI) was directed not to forward the application of instructional staff who apply for higher post. This decision was taken because of acute shortage of instructional staff. However later on when the staff welfare association approached the principle secretary (TTE), the same was revoked vide office No. F.25/Misc/Trg.Admn/2010/ 138 dated 16/02/2010. But after that several craft instructor have left the department.

In light of above mentioned facts it is emphasized that the problem of retention of good employee can be solved by making a policy for employee who have potential and are willing to take up higher responsibilities. The recommended policy will definitely help to retain the good employees and motivate others who have lost their interest in the departmental job due to “dry promotion policy” and financial upgradation policy in lieu of promotion. In the absence of same, the average employee may not leave the department for the sake of bread and butter but at the same time he will not give his best to the department because of frustration.

5.10.1 Limitations of existing promotion policy

At present seniority based promotion policy is applicable in department. Promoting an employee who has the longest length of service suffers from certain limitations. They are:

- The assumption that the employees learn more with length of service is not valid as employees may learn upto a certain stage and learning capabilities may diminish beyond a certain stage.
- It demotivates the young and more competent employees and results in frustration & demoralization.
- It kills the zeal and interest to develop, as everybody will be promoted without showing any all-round growth or promise.

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5.11 Recommended Promotion Policy

Seniority based promotion suffers from certain limitations. To be fair, therefore, department should institute a promotion policy that gives due weightage to both seniority and qualification. To strike a proper balance between the two, the department could observe the following points:

- 1) Establish a fair and equitable basis for promotion i.e., seniority and qualification both.
- 2) A promotion policy established thus, should provide equal opportunities for promotion in all categories of jobs, departments and regions of an organisation.
- 3) It should ensure an open policy in the sense that every eligible employee is considered for promotion rather than a closed system which considers only a particular class of employees. It must tell the employees the various avenues for achieving vertical growth.
- 4) The mode of acquiring new skills, knowledge, etc., should be specified to all employees so that they can prepare themselves for career advancement.
- 5) It should be consistent in the sense that it is applied uniformly to all employees, irrespective of their background.
- 6) Promotion policy should contain alternatives to promotion when deserving candidates are not promoted due to lack of vacancies at higher level. These alternatives include upgradation, redesignation, sanctioning of higher pay or increments or allowances assigning new and varied responsibilities to the employee by enriching the job or enlarging the job.

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5.11.1 Hypocritical Government Policy

1. Training manual issued by DGE&T states that in the new education policy, Government of India has laid great stress on linkages with the industry for training and placement. In this context, it becomes very essential to have a proper system of selection and placement of trainees in close coordination of industry. In order to accomplish this task systematically and effectively it is felt necessary that following posts should be made admissible:

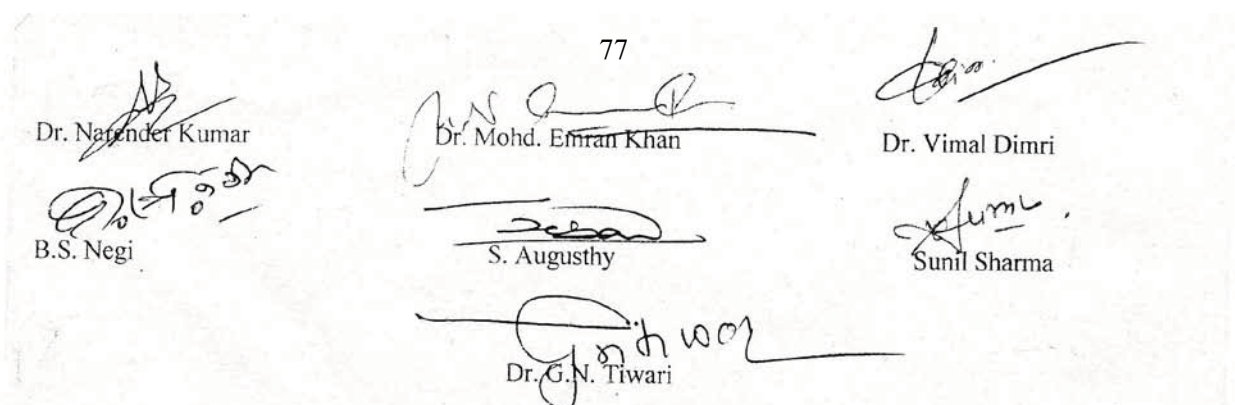
- A post of Training and Placement Officer (In the rank of Dy. Director/Joint Director) at each Regional Centre under Central and State Governments.
- One such post be created in an ITI having 1000 or more sanctioned seats.

It is also suggested that other institutes having less than 1000 seats, a staff member at appropriate level should be entrusted to carry out the function of liaison with industry. The organizational chart of an Industrial Training Institute as per DGE&T training manual is shown in figure 5.1. This shows the position of Training & Placement Officer in an ITI.

2. How would the institute guarantee placement linkages?

This question is one of the several measurable challenges in implementing skill development initiatives at a ground level which are mentioned in a study conducted by ICRA Management Consulting Services Limited (IMaCS) to serve as a background note for 3rd global summit of the Federation of Indian chambers of Commerce & Industry (FICCI).

3. The National Skill Development Policy also emphasis that skill training must ensure a job for those who seek it. The placement ratio should be monitored and placed in public domain by agencies involved in skill training.



The factual situation

It is learnt that department of Training & Technical Education has pursued the matter for the creation of posts of Training & Placement Officer but the proposal was rejected by the Administrative Reforms/Services department on very flimsy grounds. In all the ITIs the instructional staff is used as the “jack of all” including the work of Training & Placement Officer. The placement of trainees is therefore not appreciable which results in the loss of Governments Funds spent on training. On the other hand industry is struggling hard to find the skilled manpower. This factual situation shows that the policies of government are hypocritical when the laid down requirement and important suggestions are obstructed during its implementation at the ground level and that too on very flimsy grounds.

Success of department is measured by the percentage of pass out trainees employed in the industries/ organizations. Therefore

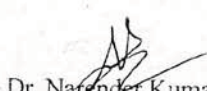
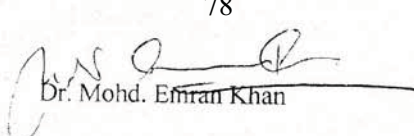

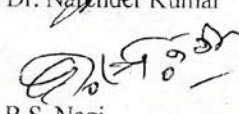
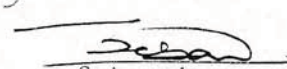
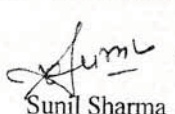
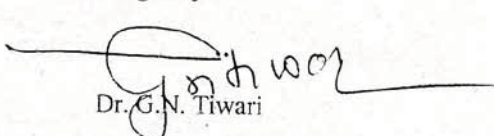
Performance of department = %age of pass out trainees employed

Cost of training per trainee = Expenditure in a given year/No. of trainees appeared in a given year.

Loss of Department under varying %age of placement is shown in fig. 5.3. While calculating the loss of department following assumptions are considered:

1. No. of trainees appeared in annual examination are equal to the No. of sanctioned strength in a given academic session.
2. The expenditure of two consecutive financial years is same.
3. The cost of training may vary from trade to trade. Therefore the cost of training per trainee pertaining to one year course ranges from Rs. 50000 to 60000 per

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4. year. The cost of training per trainee pertaining to two year course ranges from Rs. 80000 to 90000 per year.
5. Only recurring cost are considered. Non recurring cost like cost of land & building are not considered.
6. It is assumed that the No. of trainees appeared in exams are equal to the No. of sanctioned intake in a particular trade. But actually due to the dropout of trainees, the No. of trainee appear in exam are less than the No. of sanctioned intake of trainees. Therefore the cost of training increases with the increase in dropout rate.
7. 5% of passed out trainees opt for higher studies.
8. Considering the assumption No. 3, assuming the average cost of training is Rs. 70,000/- per trainee per year, the cost of training of 10,000 trainees is Rs. 70 Crore.
9. Table 5.3 shows the %age of placement and loss of Govt. funds in a year.

Table 5.3

% of Placement	% loss of Recurring Govt. funds per year	loss of Recurring Govt. funds per year in Rs.
20	75	52,50,000,00
40	55	38,50,000,00
60	35	24,50,000,00
80	15	10,50,000,00
100	0	0

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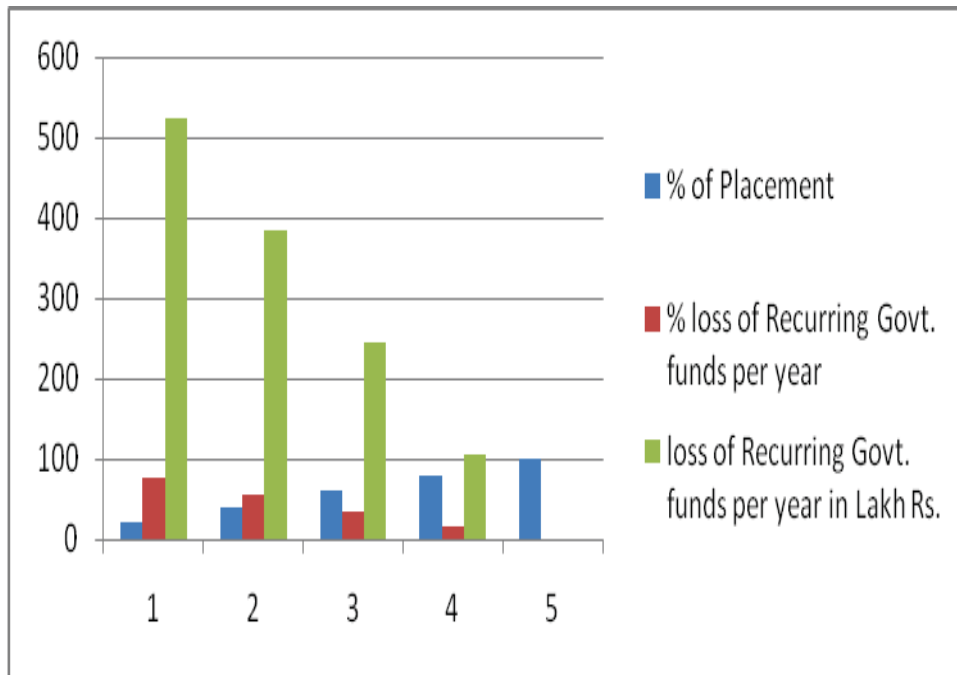
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It is pertinent to mention here that the percentage of placement at national level is less than 40%.



The above discussion forms the basis of recommendation given at point no. 6.12.2

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Involvement of People (Motivation) outweigh other seven principles of quality management principals

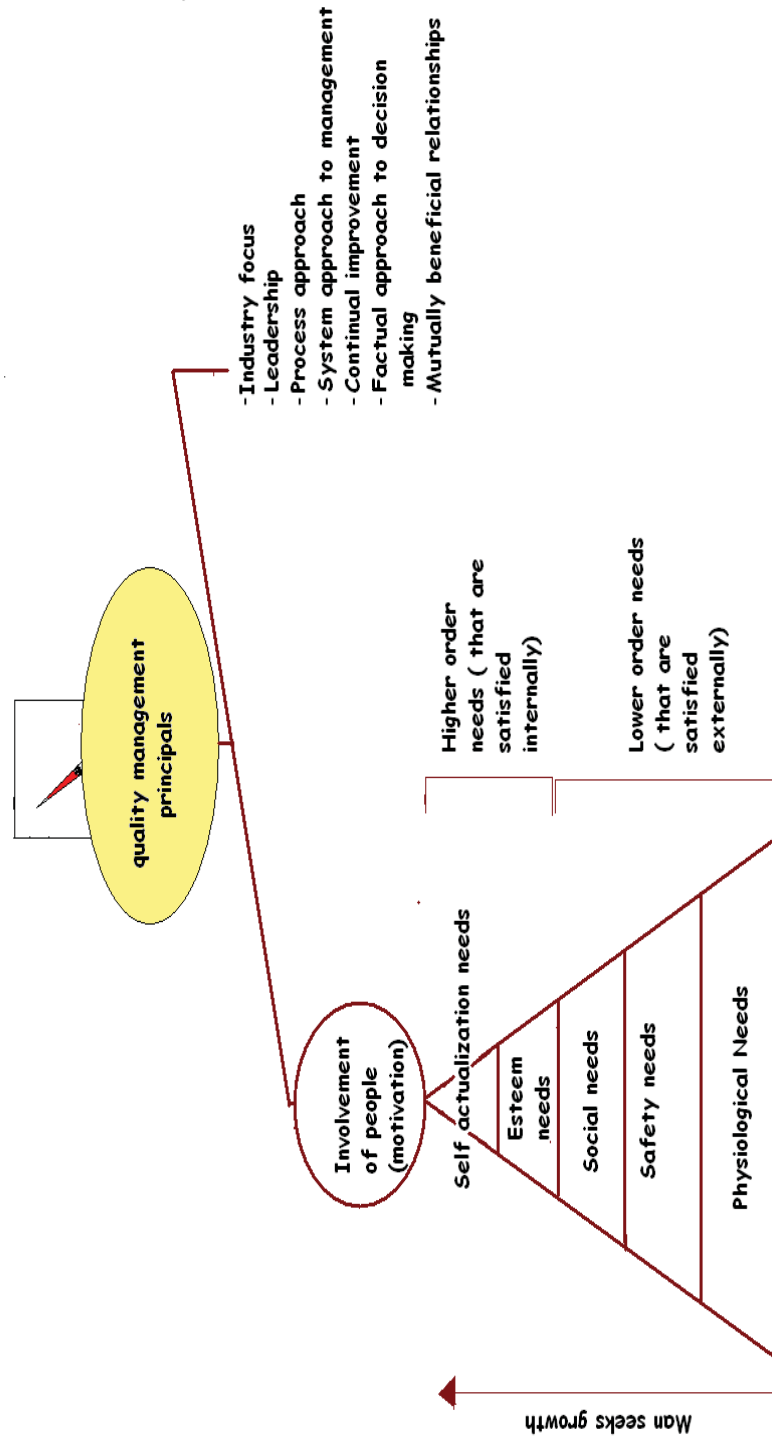


Fig. 5.4

5.11.2 Implementation of Quality Management Principles in ITI's

We have observed that in order to improve the quality of training the department endeavors to implement the quality management systems i.e. to comply ISO 9001: 2008 standards in the ITIs. This quality management principle is aimed at continually improving performance on a long term basis by focusing the needs of industry by focusing on industry needs while addressing the need of all the other stake-holders.

Therefore in our opinion the eight quality management principles on which the quality management system standards in ITIs are based are as follows:

Principle 1: Industry Focus

The success of department depends on the fact that whether it is capable of providing desired skill manpower to the industry or not. And therefore should understand current and future industry needs, should meet industry requirement and strive to exceed industry expectations.

Principle 2: Leadership

Leaders establish unity of purpose and direction of the department. They create and maintain the internal environment in which people can become fully involved in achieving the department's objectives. Principals and Vice Principals may be referred as leaders in ITI's

Benefits that may be derived from the use of leadership principle include:

- Employee's motivation towards department's goal and objectives.
- Better understanding of organization's objectives.

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- Better communication within the department.

Principle 3: Involvement of People (Motivation)

People at all levels are the essence of department and their full involvement enables their abilities to be used for the department's benefit.

Benefits that may be derived from the use of "involvement of people" principle include:

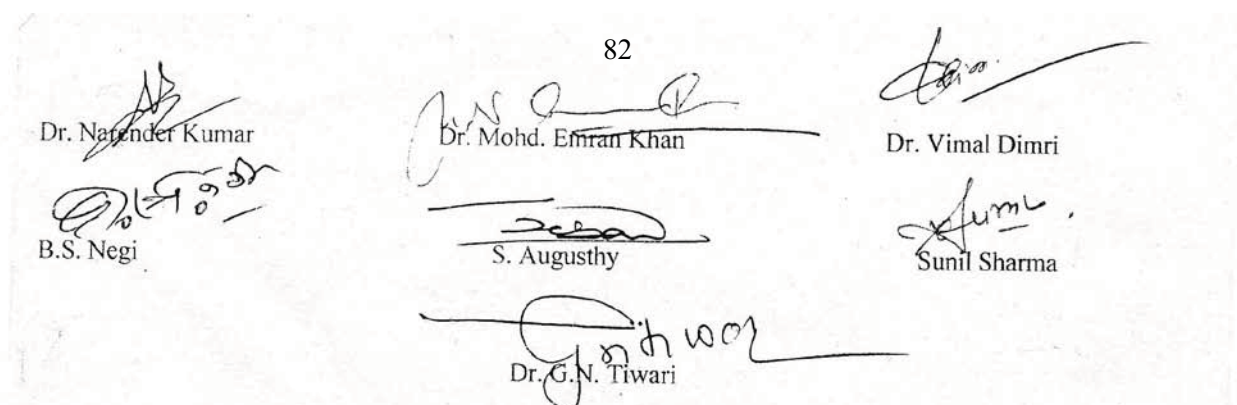
- Motivation and commitment of employee
- Involvement of employees at all levels
- Innovation and creativity
- Employee's participation and contribution for continual improvement.

From the mere perusal of astonishing facts of ITI's and the analyses on the basis of seniority list of principals and Vice Principals it can be concluded that no one is satisfied from top to bottom in the department. And without job satisfaction it is very difficult to achieve the "**Quality and Goals**" of the department. In our view this principle of quality that is "**Involvement of People (Motivation)**" outweighs all other seven principle of quality as illustrated in the figure 5.4.

Principal 4: Process approach

A desired result is achieved more efficiently when activities and related resources are managed as a process.

Benefits that may be derived from the use of "Process approach" include:



- Effective use of resources
- Improved, consistent and desired results

Principle 5: System approach to management

Identifying, understanding and managing interrelated processes as a system contributes to the department's effectiveness and efficiency in achieving its objectives.

Benefits that may be derived from the use of “**System approach to management**” include:

- Integration and desired results
- Achievement of desired results
- Increase in effectiveness and efficiency in the department

Principle 6: Continual Improvement

Continual improvement of the departments overall performance should be a permanent objective of the department.

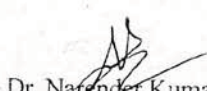
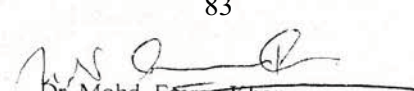

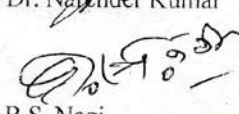
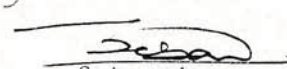
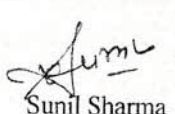
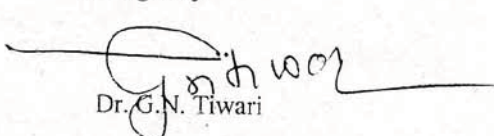
Principle 7: Factual Approach to decision making

Effective decision are based on the analysis of data and information

Benefits that may be derived from the use of “**Factual approach to decision making**” principle include:


- Increased ability to have decision based on analysis
- Increased ability to review challenge and change opinions and decisions.

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Principle 8: Mutually beneficial relationship with industries and employees

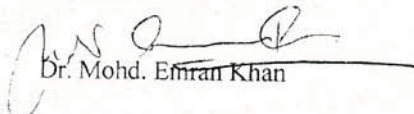
Departmental goals, employees of department and Industries are inter dependent and a mutually beneficial relationship enhances the ability of employees, meets the requirement of industries and goals of the department.



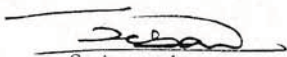
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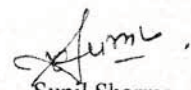
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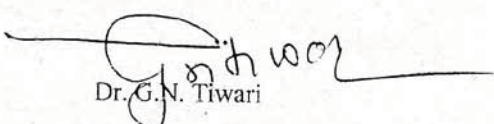
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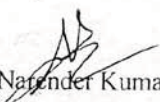
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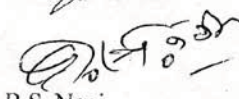
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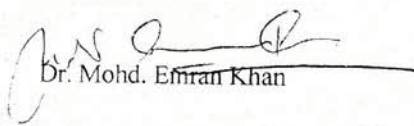
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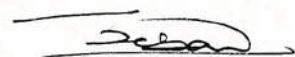
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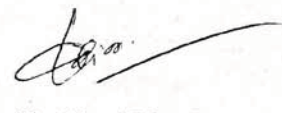
B.S. Negi



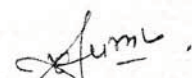
Dr. Mohd. Emran Khan



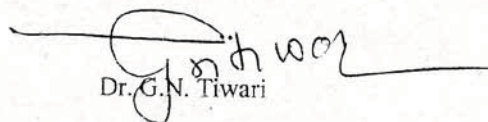
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Sunil Sharma



Dr. G.N. Tiwari

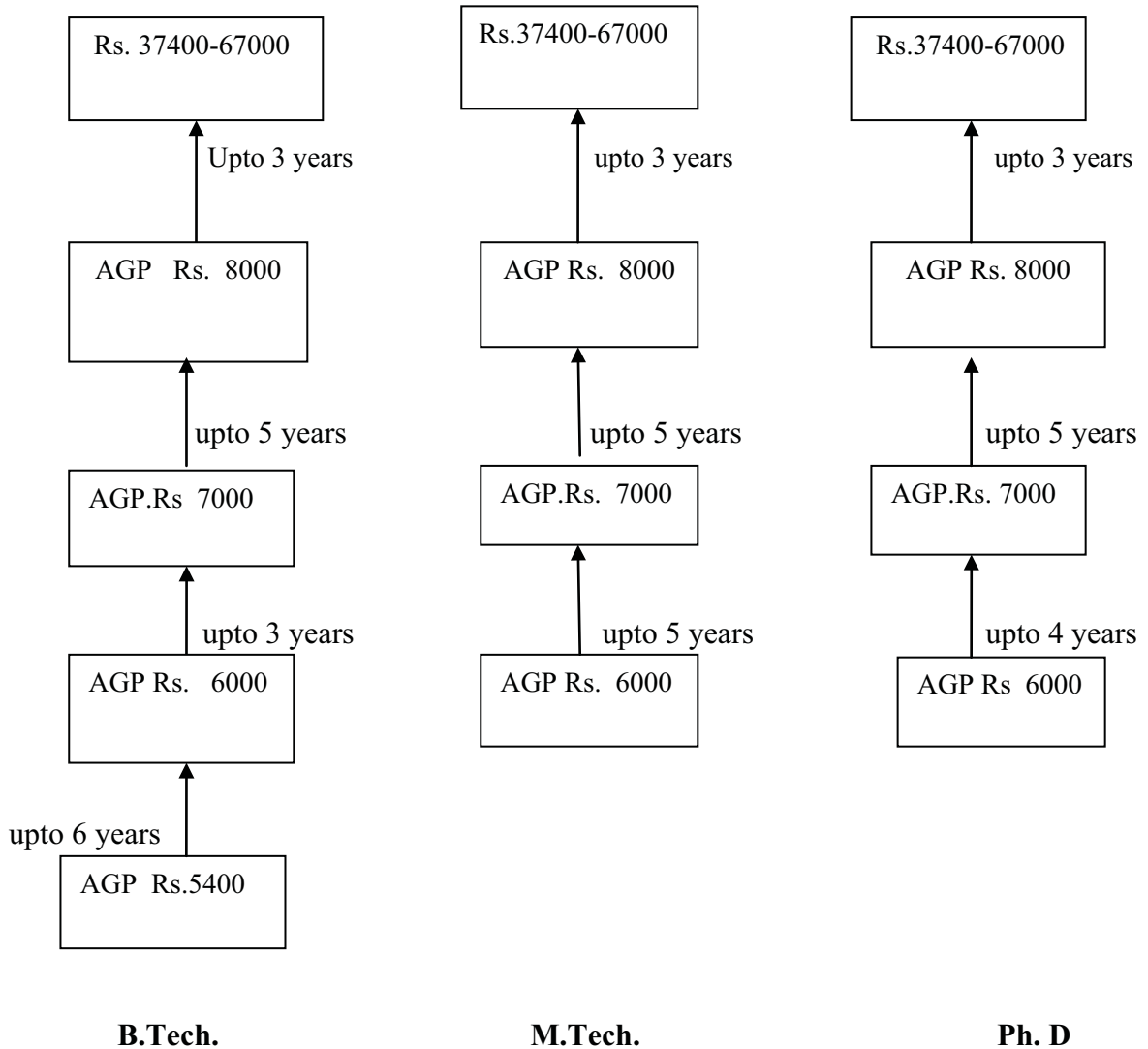
6.

Recommendations

6.1 Model & Recommended Principle of Financial Upgradation

On the basis of concept of Academic Grade Pay (AGP) in polytechnics

Illustration-(a) Lecturers (PB-3, Rs. 15600-39000)



Conclusion: Upward movement of Pay band is proportional to

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Qualification.

Qualification	Time Required for Change of Pay Band
B. Tech	17 Years
M.Tech	13 Years
Ph.D	12 Years

Reference source: DTTE Order No. F.1(702)/2010-SB/PF.I/1154 dated 29/7/10 (Annexure-H)

Illustration-(b)

Assistant Director of Physical Education (Senior Scale)*

Assistant Director of Physical Education (Senior Scale) in the pre-revised pay scale of Rs. 10000-15200 is placed in the Pay Band of Rs. 15600-39000 with AGP of Rs. 7000.

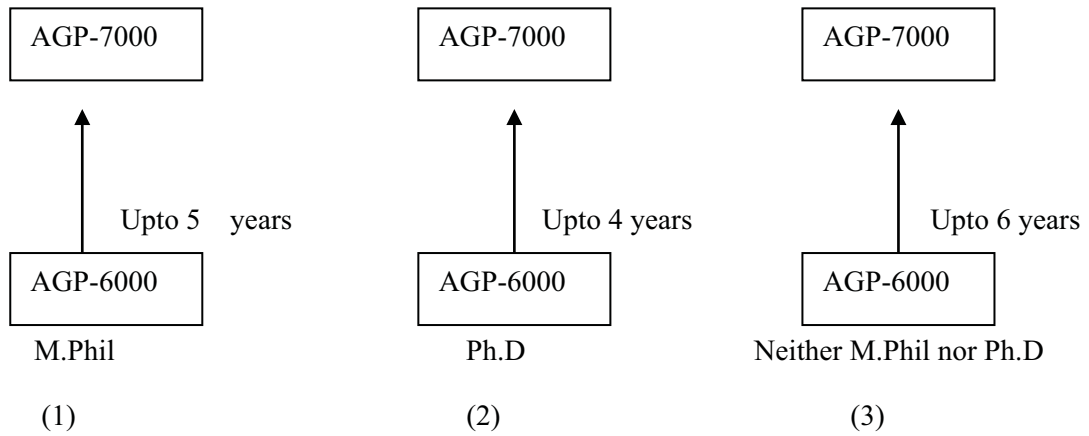


Illustration – (c)

Deputy Director of Physical Education (PB-3, Rs. 15600-39000)

AGP-9000

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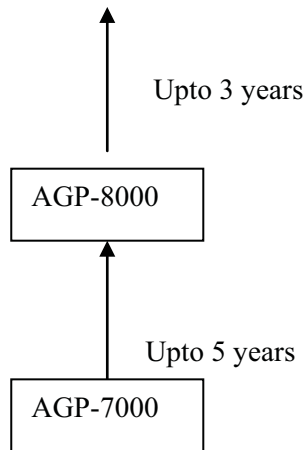
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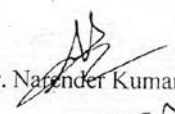
Dr. Vimal Dimri

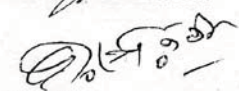
Sunil Sharma

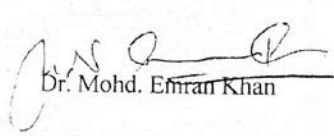
Dr. G.N. Tiwari

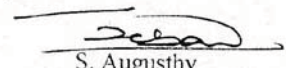


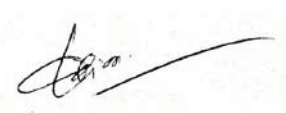
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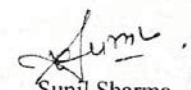

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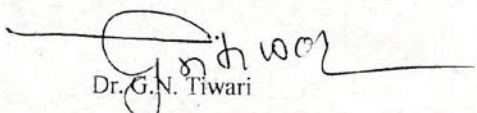

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6.2 Recommendation for Workshop Attendants (WSAs)

Change Recruitment Rules (RR):

Sr. No.	Particulars of Recruitment Rules to be changed	Present	Recommended
1	Method of Recruitment	Direct – 95% By Promotion – 5%	Direct – 85% By Promotion – 15%
2	Time span of regular service in the grade (Column 12 of RR)	16 Years of regular service in the grade	7 Years of regular service in the grade

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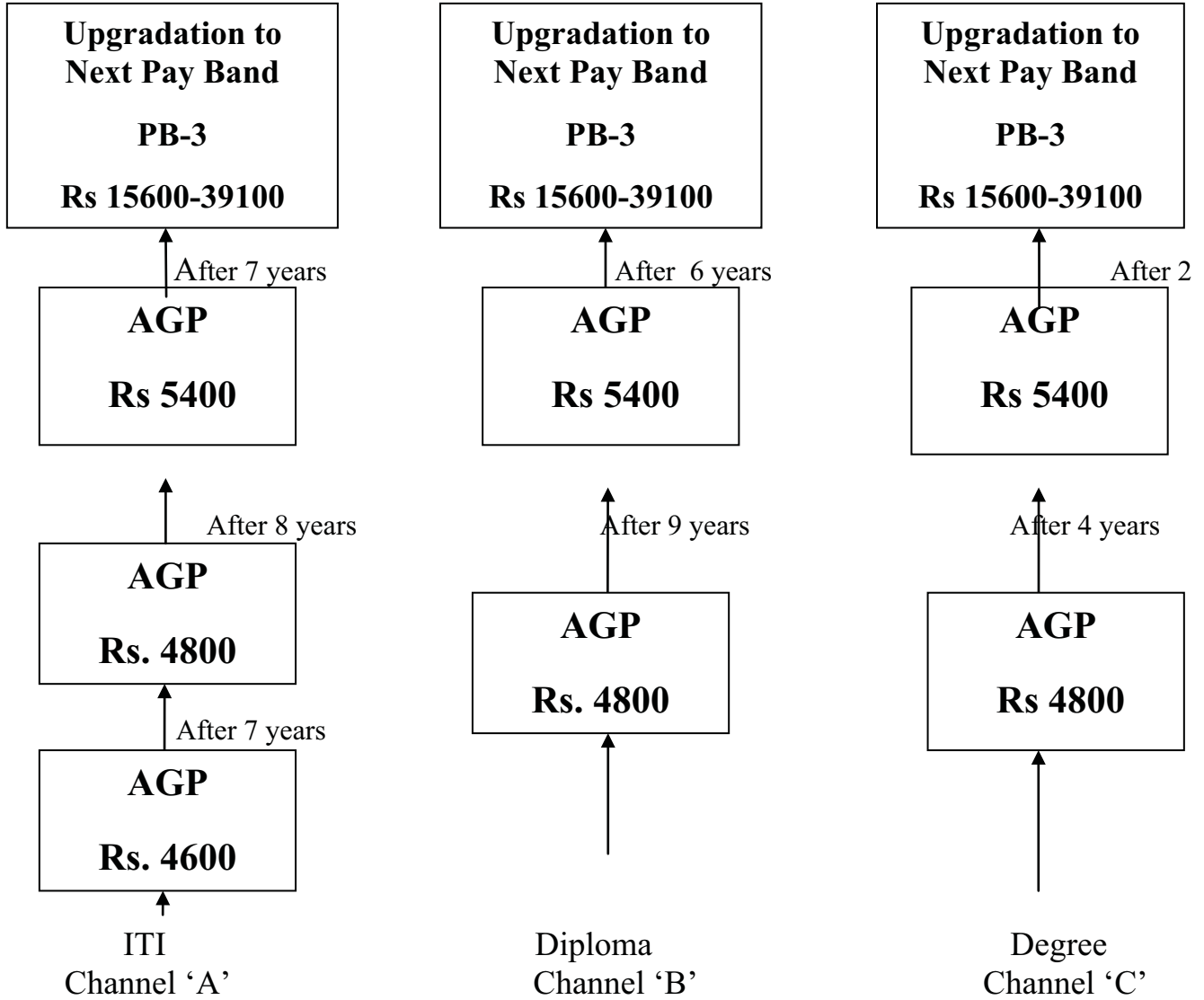
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6.3 Recommended upgradation Model of AGP for all categories

6.3.1 MODEL OF ACADEMIC GRADE PAY (AGP) FOR CRAFT INSTRUCTOR



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FOR CRAFT INSTRUCTOR:

- 1 Craft Instructor with ITI Certificate who do not acquire Diploma or Degree in appropriate branch/discipline
 - A) Craft Instructor with ITI Certificate in appropriate branch /discipline either entering the teaching profession newly or Instructor already in service in Training Wing of DTTE may be placed in the pay Band 2 of Rs of Rs. 9300-34800 with AGP of Rs. 4600.
 - B) And will move to AGP of 4800 only after completion of 7 years of service as Craft Instructor.
 - C) And will move to AGP of Rs. 5400 only after completion of 15 years of service as Craft Instructor.
 - D) And will move to next Pay Band -3 Rs.15600-39100 only after completion of 22 years of service as Craft Instructor.

2 Craft Instructor with ITI Certificate who acquires Diploma in appropriate branch/discipline while in service.

Will follow channel 'B' prescribed for Diploma holders. But movement to the next higher AGP will be subject to the maximum retention period prescribed for diploma holders.

3 Craft Instructor with ITI Certificate who acquires Degree in appropriate branch/discipline.

Will follow channel 'C' prescribed for Degree holders. But movement to the next higher AGP will be subject to the maximum retention period prescribed for degree holders.

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4 Craft Instructor who have Diploma in appropriate branch /discipline (or BCA in case of Instructors of COPA trade) who do not acquire Degree in appropriate branch/discipline.

A) Craft Instructor with Diploma in appropriate branch /discipline(or BCA in case of Instructors of COPA trade) either entering the teaching profession newly or Instructor already in service in Training Wing of DTTE may be placed in the pay Band 2 of Rs of Rs. 9300-34800 with AGP of Rs. 4800.

B) And will move to AGP of Rs. 5400 only after completion of 9 years of service as Craft Instructor

C) And will move to upgradation to next Pay Band -3 Rs.15600-39100 only after completion of 15 years of service as Craft Instructor.

5 Craft Instructor who have Diploma in appropriate branch /discipline (or BCA in case of Instructors of COPA trade) who acquires Degree in appropriate branch/discipline while in service

Will follow channel 'C' prescribed for Degree holders. But movement to the next higher AGP will be subject to the maximum retention period prescribed for degree holders.

6 Craft Instructor with Degree

A) Craft Instructor with Degree in relevant branch/discipline (or MCA in case of Instructors of COPA trade) either entering the teaching profession newly or Instructor already in service in Training Wing of DTTE may be placed in the pay Band 2 of Rs of Rs. 9300-34800 with AGP of Rs. 4800.

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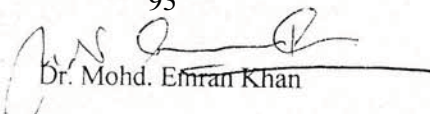
- B) And will move to AGP of Rs. 5400 only after completion of 4 years of service as Craft Instructor.
- C) And will move to next Pay Band -3 Rs.15600-39100 only after completion of 6 years of service as Craft Instructor.

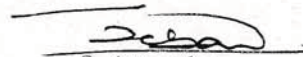
7 The "Craft instructor" means all craft Instructors of Engineering & Non Engineering Trades, including Steno Instructors, Drawing Instructors, Millwright Instructors, Maths Instructors, Language Instructor, etc.

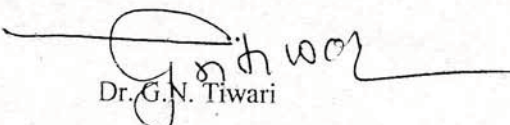

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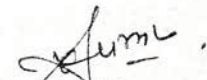
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Financial upgradation

8 Model of AGP for CI/GI/VP (By Promotion) from PB-3 to PB-4

Rs. 37400-67000	Rs. 37400-67000	Rs. 37400-67000
↑ 7 Years	↑ 4 Years	↑ 3 Years
AGP Rs. 8000	AGP Rs. 8000	AGP Rs. 8000
↑ 8 Years	↑ 6 Years	↑ 5 Years
AGP Rs. 7000	AGP Rs. 7000	AGP Rs. 7000
↑ 7 Years	↑ 4 Years	↑ 3 Years
AGP Rs. 6000	AGP Rs. 6000	AGP Rs. 6000
↑ 8 Years	↑ 7 Years	↑ 6 Years
AGP Rs. 5400	AGP Rs. 5400	AGP Rs. 5400
ITI	Diploma	Degree

The financial upgradation of officials having qualification degree or above should be same as that mentioned in DTTE order no. F.1(702)/2010-SB/PF.I/1154 dated 29/7/2010 (Annexure- B)

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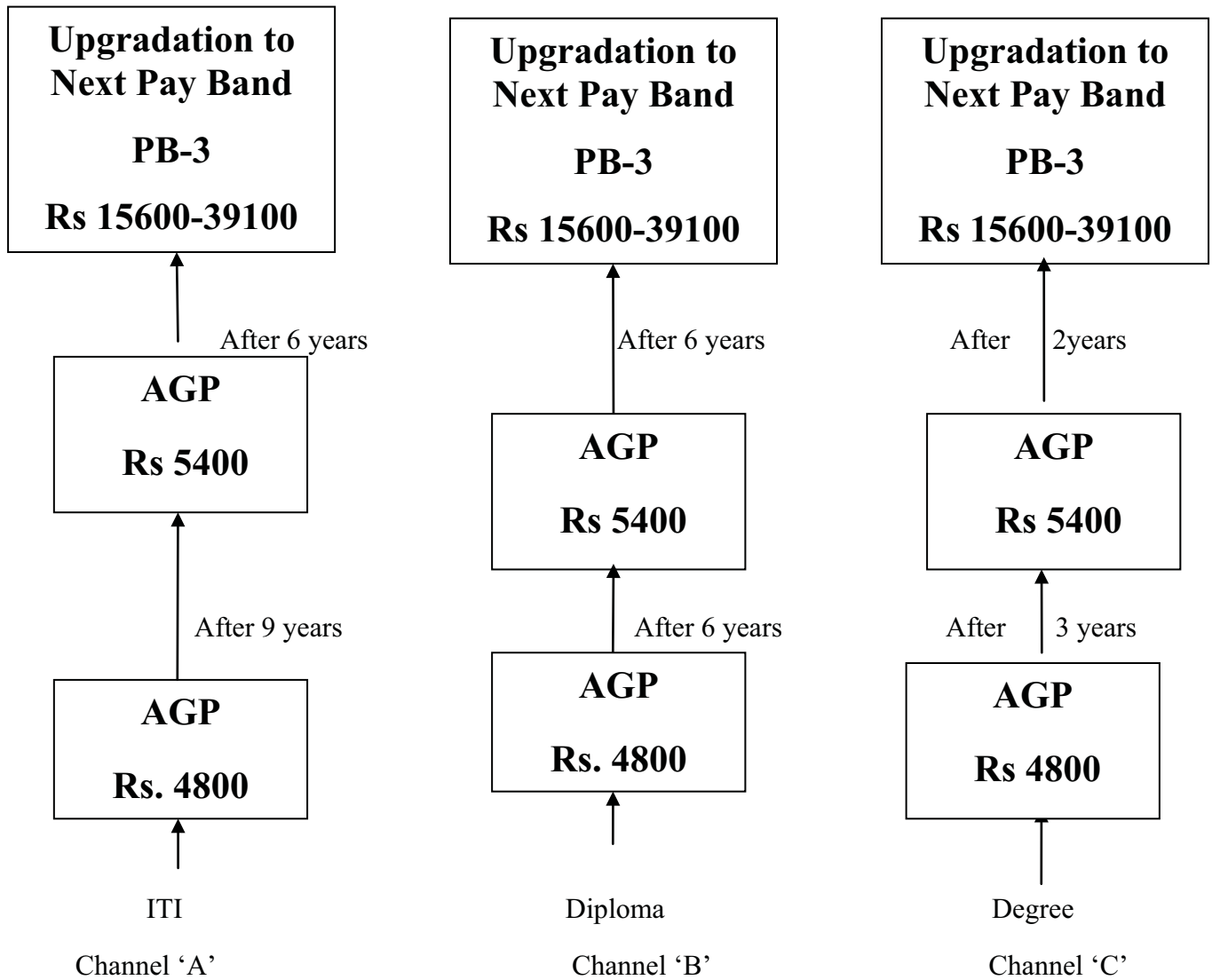
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6.3.2 MODEL OF ACADEMIC GRADE PAY (AGP)

FOR GROUP INSTRUCTOR



(Qualification for feeder post)

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FOR GROUP INSTRUCTOR:

1 Group Instructors with ITI Certificate who do not acquire Diploma or Degree in appropriate branch/discipline.

A) Group Instructors with ITI Certificate in appropriate branch /discipline either entering the profession newly or Group Instructor already in service in Training Wing of DTTE may be placed in the Pay Band 2 of Rs of Rs. 9300-34800 with AGP of Rs. 4800.

B) And will move to the AGP of Rs. 5400 only after completion of 9 years of service as Group Instructors.

C) And will move to the next Pay Band -3 Rs.15600-39100 only after completion of 15 years of service as Group Instructor.

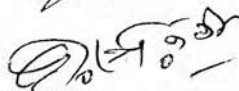
2 Group Instructors with ITI Certificate who acquires Diploma in appropriate branch/discipline while in service.

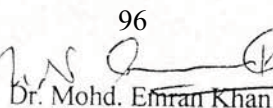
Will follow channel 'B' prescribed for Diploma holders. But movement to the next higher AGP will be subject to the maximum retention period prescribed for diploma holders.


3 Group Instructors with Diploma who do not acquire Degree in appropriate branch/discipline.

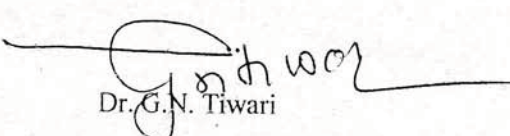
A) Group Instructors with Diploma in appropriate branch /discipline either entering the profession newly or Group Instructor already in service in Training Wing of


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DTTE may be placed in the pay Band 2 of Rs of Rs. 9300-34800 with AGP of Rs. 4800.

- B) Group Instructors will move to the AGP of Rs. 5400 only after completion of 7 years of service as Group Instructors
- C) And will move to the upgradation to next Pay Band -3 Rs.15600-39100 only after completion of 13 years of service as Group Instructor.

4 Group Instructors with Diploma who acquire Degree in appropriate branch/discipline.

Will follow channel 'C' prescribed for Degree holders. But movement to the next higher AGP will be subject to the maximum retention period prescribed for degree holders.

5 Group Instructors with Degree

- A) Group Instructors with Degree in relevant branch /discipline (or MCA in case of Instructors of COPA trade) either entering the teaching profession newly or Instructor already in service in Training Wing of DTTE may be placed in the pay Band 2 of Rs of Rs. 9300-34800 with AGP of Rs. 4800.
- B) And will move to the AGP of Rs. 5400 only after completion of 3 years of service as Group Instructors.
- C) And will move to the upgradation to next Pay Band -3 Rs.15600-39100 only after completion of 5 years of service as Group Instructor.

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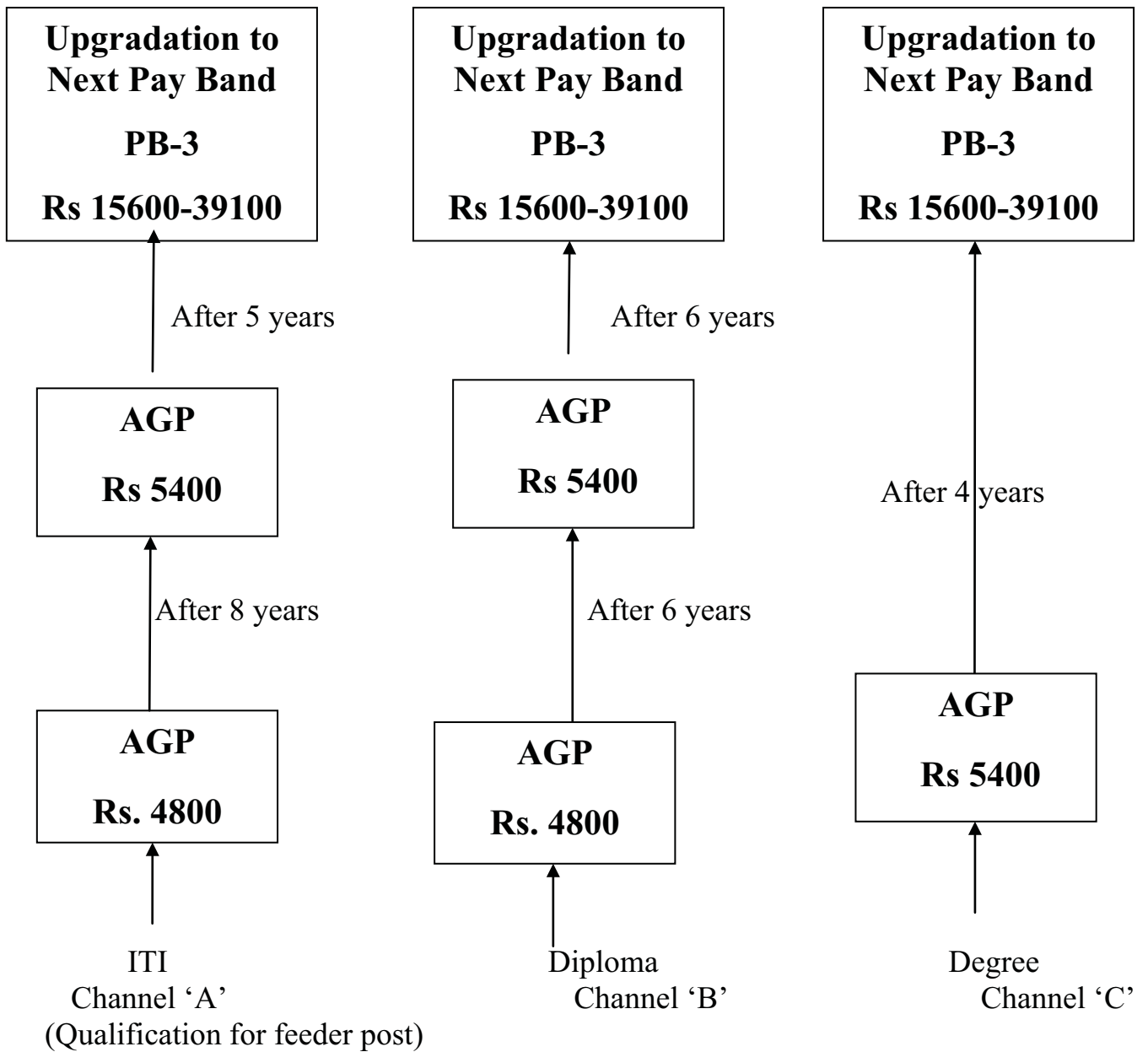
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6.3.3 MODEL OF ACADEMIC GRADE PAY (AGP) FOR VICE PRINCIPAL



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FOR VICE PRINCIPAL:

1 Vice Principal with ITI Certificate who do not acquire Diploma or Degree in appropriate branch/discipline.

A) Vice Principal with ITI Certificate in appropriate branch /discipline either entering the profession newly or already in service in Training Wing of DTTE may be placed in the Pay Band 2 of Rs of Rs. 9300-34800 with AGP of Rs. 4800.

B) And will move to AGP of Rs. 5400 only after completion of 8 years of service as Vice Principal.

C) And will move to next Pay Band -3 Rs. 15600-39100 only after completion of 13 years of service as Vice Principal.

2 Vice Principal having ITI Certificate at the time of joining the department but acquires Diploma in appropriate branch/discipline while in service.

Will follow channel 'B' prescribed for Diploma holders. But movement to the next higher AGP will be subject to the maximum retention period prescribed for diploma holders.

3 Vice Principal with Diploma who do not acquire Degree in appropriate branch/discipline.

A) Vice Principal with Diploma may be placed in AGP of Rs.4800.

B) And will move to AGP of Rs. 5400 only after completion of 6 years of service as Vice Principal.

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C) And will move to next Pay Band -3 Rs.15600-39100 only after completion of 12 years of service as Vice Principal.

4 Vice Principal having Diploma at the time of joining the department but acquire Degree in appropriate branch/discipline while in service.

Will follow channel 'C' prescribed for Degree holders. But movement to the next higher AGP will be subject to the maximum retention period prescribed for degree holders.

5 Vice Principal who have Degree or above in relevant branch /discipline

A) Vice Principal who have Degree in relevant branch /discipline either entering the profession newly or already in service in Training Wing of DTTE may be placed in the pay Band 2 of Rs of Rs. 9300-34800 with AGP of Rs. 5400.

B) And will move to next Pay Band -3 Rs.15600-39100 only after completion of 4 years of service as Vice Principal.

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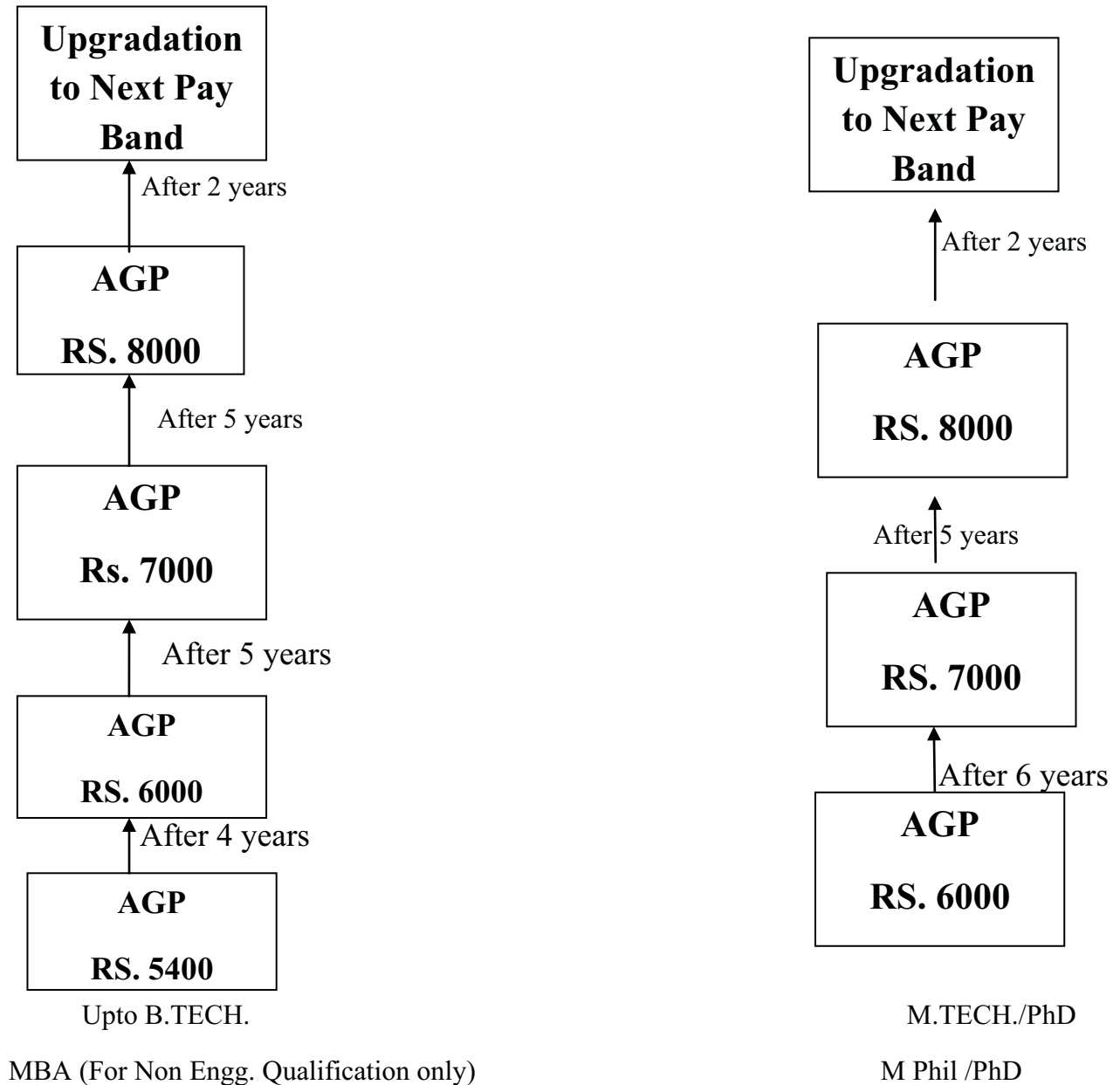
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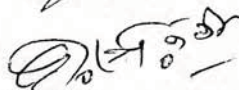
Dr. Vimal Dimri

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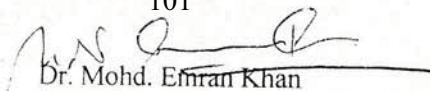
6.3.4 MODEL OF ACADEMIC GRADE PAY (AGP) FOR PRINCIPAL (Junior Scale)

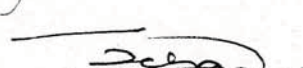


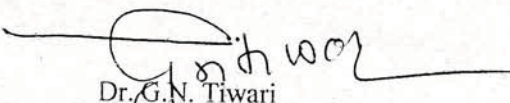

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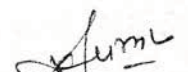
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For Principal (Junior Scale):

1 Principal (Junior Scale) upto Degree in Engineering/MBA

- A)** Principal (Junior Scale) upto Degree in Engineering/MBA in relevant branch/discipline either entering the profession newly or already in service in Training Wing of DTTE may be placed in the pay Band 3 of Rs of Rs. 15600-39100 with AGP of Rs. 5400.
- B)** And will move to the AGP of Rs. 6000 only after completion of 4 years of service as Principal (Junior Scale)
- C)** And will move to the AGP of Rs. 7000 only after completion of 9 years of service as Principal (Junior Scale)\]
- D)** And will move to the AGP of Rs. 8000 only after completion of 14 years of service as Principal (Junior Scale)
- E)** And will move to the upgradation to next pay band only after completion of 16 years of service as Principal (Junior Scale).

2 Principal (Junior Scale) with M. Tech/ PhD Degree or M Phil /PhD

- A)** Principal Sr. Scale with M. Tech/ PhD Degree M Phil/PhD in relevant branch /discipline either entering the profession newly or already in service in Training Wing of DTTE may be placed in the pay Band 3 of Rs of Rs. 15600-39100 with AGP of Rs. 6000.
- B)** And will move to the AGP of Rs. 7000 only after completion of 6 years of service as Principal (Junior Scale).
- C)** And will move to the AGP of Rs. 8000 only after completion of 11 years of service as Principal Grade.
- D)** And will move to the upgradation to next pay band only after completion of 13 years of service as Principal (Junior Scale).

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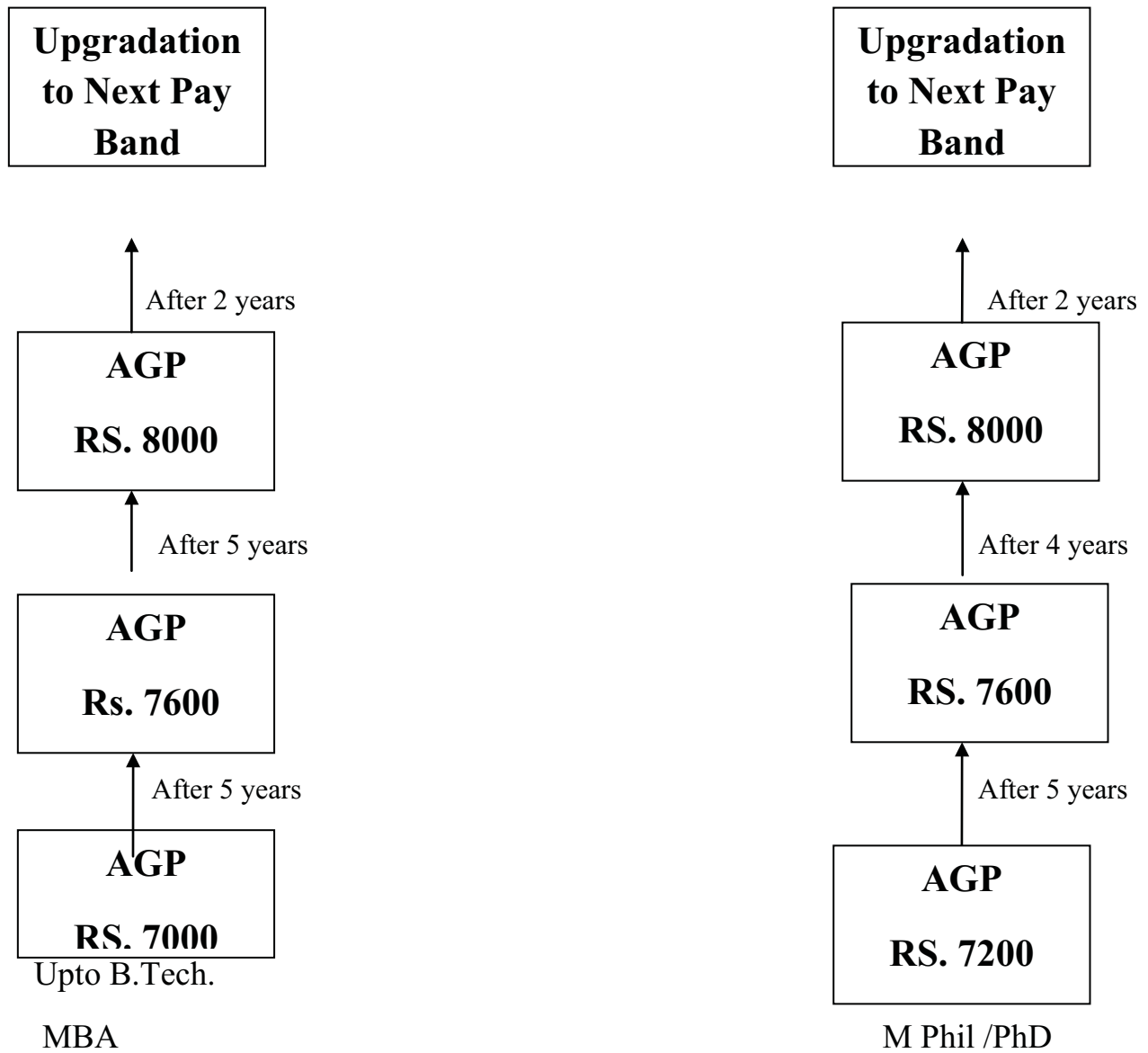
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6.3.5 MODEL OF ACADEMIC GRADE PAY (AGP) FOR PRINCIPAL (SENIOR)



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For Principal (Sr. Scale):

1 Principal (Sr. Scale) upto Degree in Engineering/MBA

- A) Principal (Sr. Scale) upto Degree in Engineering in appropriate branch /discipline either entering the profession newly or already in service in Training Wing of DTTE may be placed in the pay Band 3 of Rs of Rs. 15600-39100 with AGP of Rs. 7000.
- B) And will move to the AGP of Rs. 7600 only after completion of 5 years of service as Principal Sr. Scale.
- C) And will move to the AGP of Rs. 8000 only after completion of 10 years of service as Principal Sr. Scale.
- D) And will move to the next pay band only after completion of 12 years of service as Principal Sr. Scale.

2 Principal Sr. Scale with M. Tech/ PhD Degree or M Phil /PhD

- A) Principal Sr. Scale with M. Tech/ PhD Degree in relevant branch/discipline either entering the profession newly or already in service in Training Wing of DTTE may be placed in the pay Band 3 of Rs of Rs. 15600-39100 with AGP of Rs. 7600.
- B) And will move to the AGP of Rs. 8000 only after completion of 5 years of service as Principal Sr. Scale.
- C) And will move to the AGP of Rs. 8700 only after completion of 9 years of service as Principal Sr. Scale.
- D) And will move to the next pay band only after completion of 11 years of service as Principal Sr. Scale.

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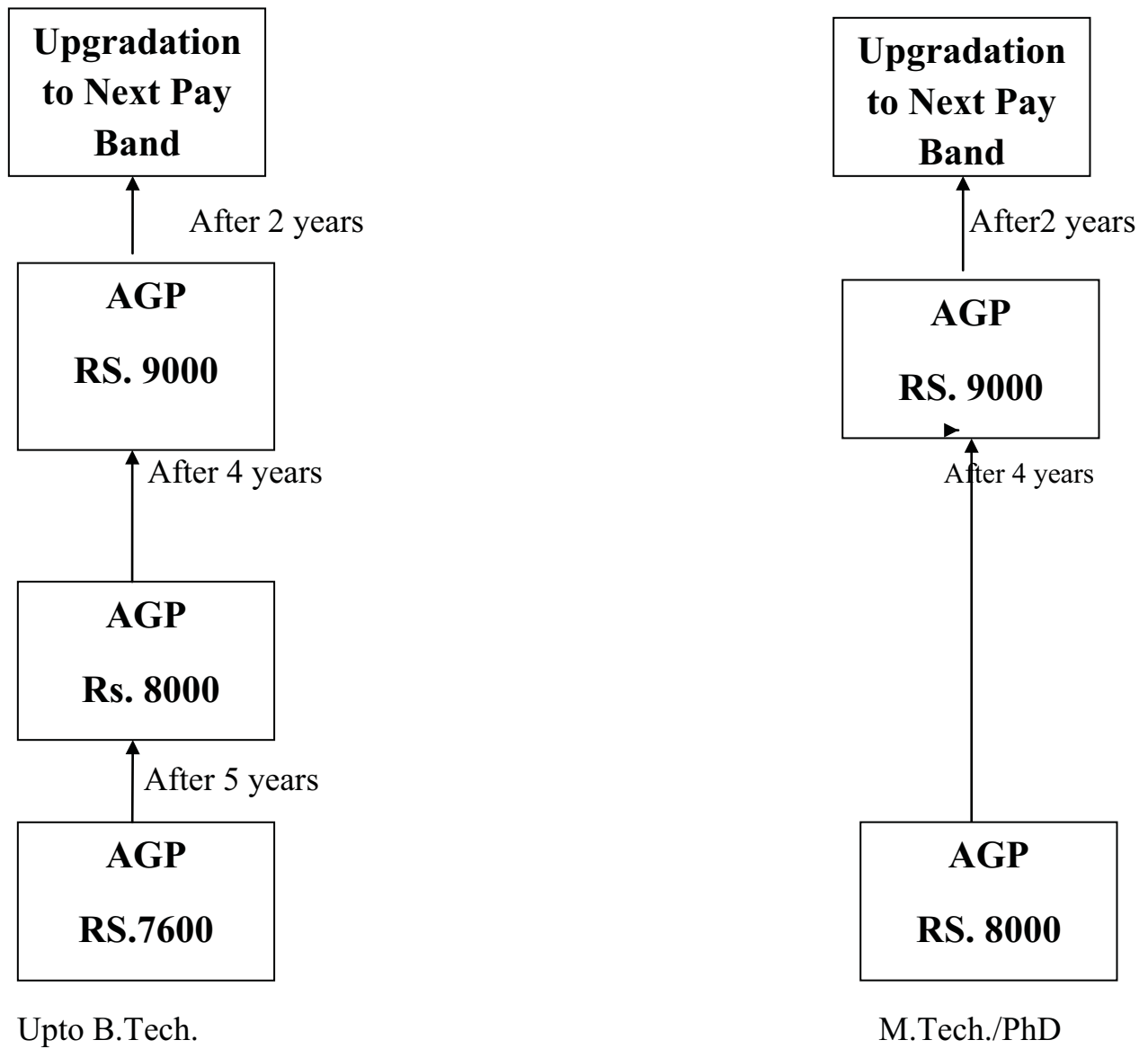
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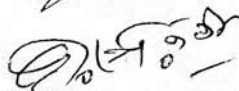
Dr. Vimal Dimri

Sunil Sharma

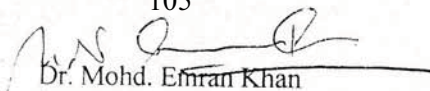
6.3.6 MODEL OF ACADEMIC GRADE PAY (AGP) FOR DEPUTY DIRECTOR

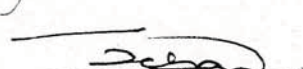


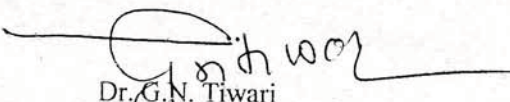

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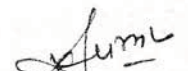
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For Deputy Director:

1 Deputy Director with B.Tech Degree

- A) Deputy Director with Degree in engineering either entering the profession newly or already in service in Training Wing of DTTE should be placed in the pay Band 3 of Rs of Rs. 15600-39100 with AGP of Rs. 7600.
- B) And will move to the AGP of Rs. 8000 only after completion of 5 years of service as Deputy Director.
- C) And will move to the AGP of Rs. 9000 only after completion of 9 years of service as Deputy Director.
- D) And will move to the upgradation to next pay band only after completion of 11 years of service as Deputy Director.

2 Deputy Director with M.Tech / PhD Degree

- A) Deputy Director with M.Tech/ PhD in relevant branch/discipline either entering the profession newly or already in service in Training Wing of DTTE may be placed in the pay Band 3 of Rs of Rs. 15600-39100 with AGP of Rs. 8000.
- B) And will move to the AGP of Rs. 9000 only after completion of 4 years of service as Deputy Director with AGP of Rs. 8000.
- C) And will move to the next pay band only after completion of 2 years of service as Deputy Director with AGP of Rs. 9000.

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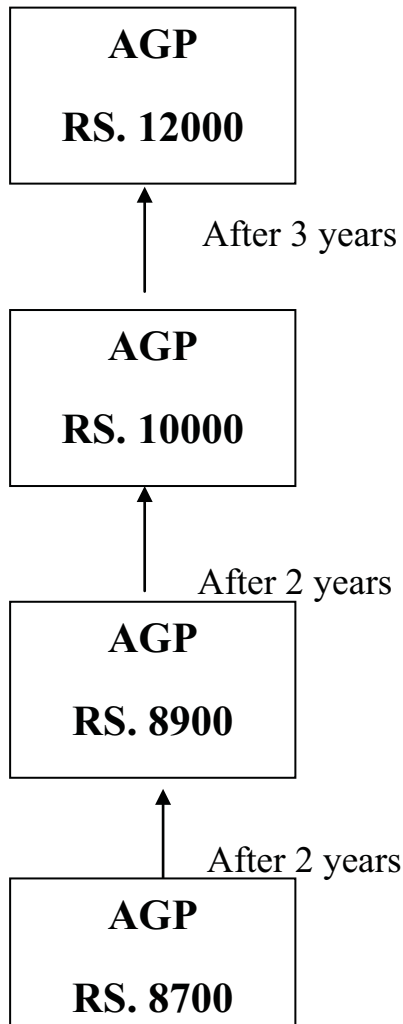
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6.3.7 MODEL OF ACADEMIC GRADE PAY (AGP) FOR JOINT DIRECTOR/CONTROLLER OF EXAM



PB - 4 Rs 37400-67000

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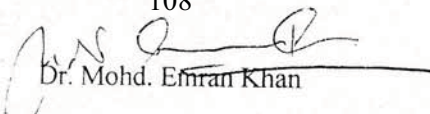
1 For Joint Director/ Controller of Exam

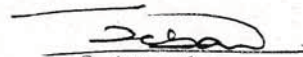
- A) Joint Director/ Controller of Exam** in Training Wing of DTTE may be placed in the pay Band 4 of Rs 37400-67000 with AGP of Rs. 8700.
- B) And will move to the AGP of Rs. 8900 only after completion of 2 years of service as **Joint Director/ Controller of Exam.****
- C) And will move to the AGP of Rs. 10000 only after completion of 4 years of service as **Joint Director/ Controller of Exam.****

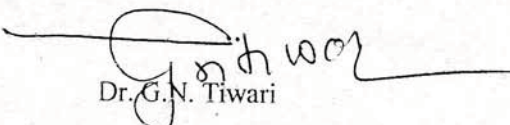

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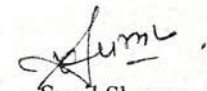
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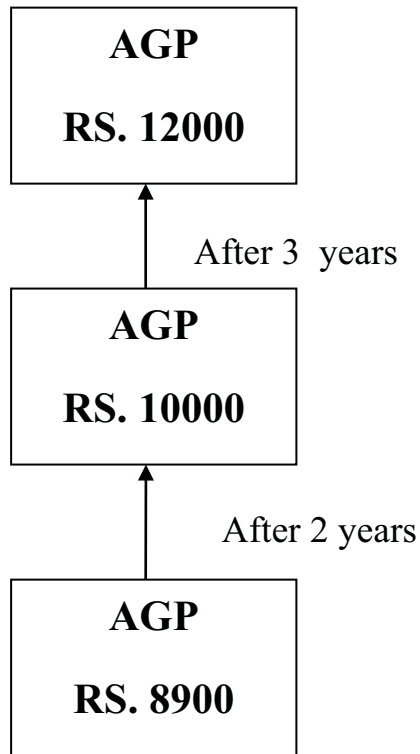

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6.3.8 MODEL OF ACADEMIC GRADE PAY (AGP) FOR ADDITIONAL DIRECTOR



PB - 4 Rs 37400-67000

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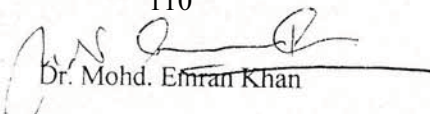
1. For Additional Director

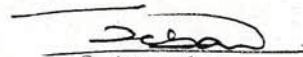
- A) Additional Director (Trg)** should be placed in the pay Band 4 of Rs of Rs. 37400 - 67000 with AGP of Rs. 8900.
- B)** And will move to AGP of Rs. 10000 only after completion of 2 year of service as Additional Director with AGP of Rs. 10000.
- C)** And will move to AGP of Rs. 12000 only after completion of 3 years of service as Additional Director with AGP of Rs. 10000.

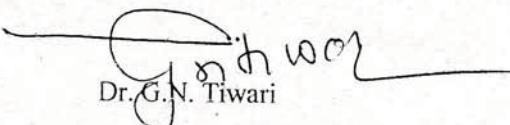

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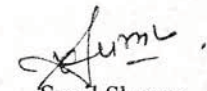
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6.3.9

MODEL OF ACADEMIC GRADE PAY (AGP)

FOR LIBRARIAN

Same as that of craft Instructors

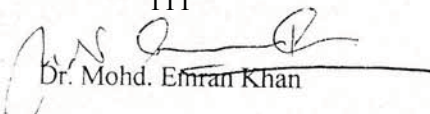
6.4 Ratio of GI to CI


The Ratio of GI to CI be changed from 1: 8 to 1:5. And every ITI Instructor who is not having diploma/degree in relevant branch/discipline should be provided training in four other related branch/discipline before being promoted to the post of Group Instructor.

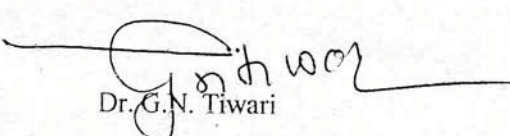

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6.5 INCENTIVES FOR HIGHER QUALIFICATION

Incentives for higher qualification in the form of Non Compounded Advance Increments.

Name of Post	Minimum Technical Qualification for Direct Recruitment	No. of Non Compounded Advance Increments to be granted				
		ITI	Diploma	Degree	M.Tech or equivalent	Ph. D
Addl Director(Trg)	N/A	For the administrative Posts ranging from directly recruited Vice Principal, Principal & above i.e. for those posts which possesses same eligibility qualification as that of lecturers in polytechnics, the number of Non Compounded Advance Increments should be same as that for Lecturers. These are specifically mentioned in point No. 13 of DTTE order No F.1(702)/2010-SB/PF.I/1154 dated 29/7/10. In addition to above they should be granted two additional increments for acquiring MBA or PGDHRM or its Equivalent.				
Joint Director(Trg)	N/A					
Dy. Director (Trg)	N/A					
Principal SR. Scale	N/A					
Principal JR. Scale	B.Tech. or Equivalent					
Vice Principal(Direct recruitment)	B.Tech. or Equivalent					
		ITI	Diploma	Degree	M.Tech or equivalent	Ph. D
Craft Instructor, Group Instructor, Vice Principal(by Promotion having ITI at the time of joining)	N/A	0	2	2	2	3
Craft Instructor, Group Instructor, Vice Principal(by Promotion having Diploma at the time of joining)	N/A	0	0	2	2	3
Craft Instructor having Degree at the time of Joining.	ITI	0	0	2	2	3
Workshop Attendant	8 th Pass	1	2	2	2	3

Note: The number of increments should be increased with the increase in qualification. For example the craft instructor having ITI at the time of joining, if acquires a degree in Engineering he/she should be granted four increments. Similarly, a principal having two additional higher qualifications like M. Tech. and MBA/PGDHRM should be granted four increments.

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6.6 Provision of Special Pay

All hierarchy of administrative posts may be granted special pay depending upon work profile.

Name of Post	Amount of Special Pay Proposed to be Admissible
Principal Secretary	Rs. 5,000
Special Secretary	Rs. 4,500
Addl Director(Trg)	Rs. 4,000
Joint Director(Trg)	Rs. 3,500
Dy. Director	Rs. 3,000
Principal SR. Scale	Rs. 3,000
Principal JR. Scale	Rs. 2,500
Vice Principal	Rs. 2,000

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6.6.1

Date of Implementation of Revised Pay Scale /Allowances and Payment of Arrears:

The Proposed revised pay Scales under consideration may be effective from 01/01/2006(Without Arrears)

6.7 Promotion Policy for Recruitment as Lecturer in Polytechnic

Especially for Instructional Staff who has Degree in Engineering/ Technology or any other relevant branch which makes them eligible for recruitment to the post of Lecturer in polytechnic.

Craft / Group Instructor who have completed at least 10 years of service in DTTE and also possess Degree in Engg./Tech. or any other relevant branch which makes them eligible for recruitment to the post of Lecturer in polytechnic, may be eligible for Promotion as Lecturer in polytechnics under DTTE. At Present all the Lecturers are directly recruited. **It will be beneficial both for department as well as eligible instructional staff if 70% of lecturers are recruited by promotion. This proposal is based on the policy of department of education, GNCTD, where 70% Trained Graduate Teachers (TGT) are recruited by promotion from the eligible primary teachers of MCD who acquire eligibility qualification for TGT.**

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Present Vs Recommended Recruitment Rules for Lecturer

	Present	Recommended
Mode of Recruitment	Direct Recruitment: 100%, Promotion: 0%	Direct Recruitment: 30%, Promotion: 70%
Eligibility Qualification for Direct Recruitment	Degree in Engineering/Technology	Degree in Engineering/Technology
Eligibility Qualification for Recruitment through Promotion	N/A	6 years service as Craft / Group Instructor in DTTE out of which at least three years may be after passing the Degree in Engg./Tech.

Financial Analysis in support of this recommendation.

Pay Description	Salary of Newly appointed Craft Instructor	Salary of Newly appointed Lecturer	Salary of Craft Instructor after 10 years	Maximum Financial Benefit to Craft Instructor if promoted as Lecturer after 10 years of service	Maximum Financial Benefit to Department if Craft Instructor is promoted as Lecturer after 10 years of service
	1	2	3	4	5
				2-3	3-1
Basic	9300	15600	13972	1628	4672
Grade Pay	4200	5400	4600	800	400
DA (Assumed 1%)	1350	2100	1857	243	507
HRA	4050	6180	5571	609	1521
	18900	29280	26000	3280	7100

It can be concluded / verified from above table that financial benefit to department is more than the financial benefit to the instructors who will be promoted as lecturers in the polytechnic.

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Justification in support of above recommendation

- A) Financial benefit both for department as well as eligible instructional staff. It can be concluded from the above table that financial benefit to department is more than the financial benefit to the Instructor who will be promoted as Lecturer in polytechnic.

The following assumptions /aspects may please be considered/ noted for conclusion

- 1) The C.I. and Lecturer are appointed on 01.01.2006.
- 2) The C.I. and Lecturer possess minimum requisite qualification for recruitment as lecturer in polytechnic.
- 3) The DA is 1% as on 01.01.2006.
- 4) The C.I. is promoted exactly after 10 years of service.
- 5) The benefit of MACP after 10 years of service is also included in the basic pay of C.I.
- 6) The same analysis also holds well in case of Group Instructor.

MINIMUM FINANCIAL BENEFIT OF DEPARTMENT WILL FURTHER INCREASE AND MINIMUM FINANCIAL BENEFIT FOR CRAFT INSTRUCTOR WILL FURTHER DECREASE UNDER THE FOLLOWING CIRCUMSTANCES.

- a) If the qualification of newly recruited lecturer is more than the minimum required qualification.
- b) If the time limit for promotion of Craft Instructor exceed the minimum period of 10 years. It is pertinent to mention here that all the eligible craft instructors cannot be promoted exactly after completion of 10 years of service.

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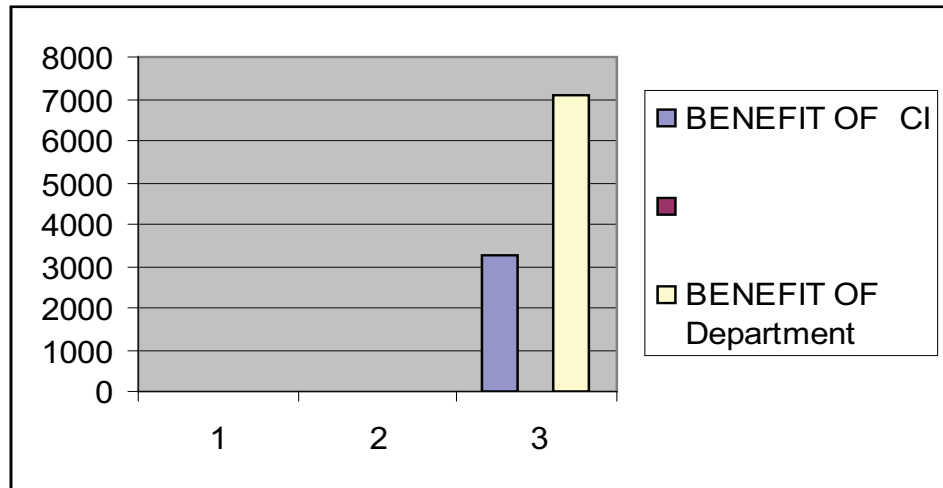


ILLUSTRATION FOR ABOVE PROPOSAL

For the promotion on the post of Lecturer from eligible C.I.'s, G.I.'s as on closing date of advertisement for a particular branch as :

Sr. No.	Name of the eligible G.I. in the order of seniority	Date of acquiring eligibility qualification	Name of the eligible C.I. in the order of seniority	Date of acquiring eligibility qualification
1	GI-1	01/02/01	CI-1	01/02/01
2	GI-2	01/03/09	CI-2	01/02/09

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3	GI-3	01/03/07	CI-3	01/02/02
4	GI-4	01/02/07	CI-4	01/02/08
6	GI-7	01/02/08	CI-7	01/02/02

Preference List for the appointment of Lecturer

1	2	3	4	5
GI-1	CI-1	CI-3	CI-7	GI-3

6	7	8	9	10
GI-4	GI-7	CI-4	CI-2	GI-2

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Sr. No.	Different Situations	Preference
1	If CI & GI both acquired eligibility Qualification on the same date.	GI being the promotional post having senior than CI, may be proffered first
2	If the CI has acquired eligibility qualification earlier than the GI	The one having more post qualification experience will be preferred first i.e. CI will be preferred first.
3	If there are more than two GIs who acquire eligibility qualification on the same date.	The GI who is senior as per the seniority list will be preferred first.
4	If there are more than two CIs who acquire eligibility qualification on the same date.	The CI who is senior as per the seniority list will be preferred first.

Note: The eligibility of personnel of feeder cadre will be determined with reference to qualifications possessed by them as on 1st January of the year in which selection is made.

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6.8 Grant for professional development

[1] All ex- cadre staff in turns may be given a one time startup grant of Rs. One Lakh for purchasing of computers, teaching materials including books, and office furnishing etc.

[2] All Craft Instructors may be given a grant upto Rs 50,000/- on reimbursement bases for a period of 3 years towards acquiring the membership of professional societies and for participating in national conferences/workshops etc.

[3] All Group Instructors may be given a grant upto Rs 75,000/- on reimbursement bases for a period of 3 years towards acquiring the membership of professional societies and for participating in national conferences/workshops etc.

[4] All V.P/Principal may be given a grant upto Rs 1,00,000/- on reimbursement bases for a period of 3 years towards acquiring the membership of professional societies and for participating in national/international conferences/workshops etc.

[5] All ex- cadre staff (Craft Instructors and above) should be provided with internet access facility.

That is the grant of Rs. 50000/- for Craft Instructor and 75000/- for Group Instructor and Rs. 100000 for Vice Principal and above officer to purchase the computer, teaching materials books etc. as 50% of amount as non recurring fund and rest of 50% amount as recurring fund in two consecutive years.

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6.9 AGE OF SUPERANNUATION:

In order to meet the situation arising out of shortage of staff in training wing and the consequent vacant positions therein, the age of superannuation in training wing should be enhanced from 60 to 65 years.

6.10 Study Leave

For the encouragement of all ex-cadre staff to acquire higher technical qualification, study leave with pay should be granted to them to pursue the following levels of qualification subject to the maximum of three years. Officials desirous of studying diploma or degree may attend the evening classes without study leave.

Level of Technical Qualification
Master Degree
Ph.D

6.11 Weightage in promotion

S.No	Name of the Post	Present		Recommended	
		Pay Scale	Mode of Recruitment	Pay Scale	Mode of Recruitment
1	Principal (Senior Scale)	Rs. 15600-39100 + GP 6600	Promotion	Rs 15600-39100 with AGP 7000+ Special Allowance Rs. 2000	Promotion 100% (50% of sanctioned post may be reserved for the eligible qualified staff.)
2	Vice Principal	Rs. 9300-34800 + GP 4600	Promotion-50% Direct-50%	Rs 15600-39100 with AGP 5400	Direct – 25% Promotion-75% (In Promotion 50% of sanctioned post may be reserved for the staff who have Degree in Engineering.)

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6.12 Miscellaneous Recommendations

{In Line with AICTE recommendations regarding revision of pay scale and service conditions of Teachers of Technical Institutions (Diploma) conveyed by member secretary AICTE vide F.No.1-65/CD/NCE/98-99 Dated 30.12.1999}

1. Anomalies, if any, in the implementation of the scheme may be brought to the notice of Directorate of Training and Technical Education, Delhi for clarification.
A Standing Committee may be constituted by Directorate of Training and Technical Education, dealing with anomalies which may arise from time to time during implementation of the Scheme of Revision of Pay Scales.

2. Reimbursement of Cost of Books:

Teachers may be reimbursed 75% of the cost of relevant books and journals, limited to a maximum reimbursement of Rs. 3,000 per annum.

3. Reimbursement of Professional Society Membership Fee:

Teachers may be reimbursed 25% of the annual membership fee of one National/international Professional Society.

4. Reimbursement of TA/DA Registration Fee for Conferences for presenting Technical Papers:

5. Teachers may be reimburse the expanses incurred for registration fee and TA/DA for presenting technical papers at one National Conference every year and one international Conference every 3 years.

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6. Opportunities for Higher Studies:

In the interest of improving the quality of faculty it is recommended that at any time upto 20% of the sanctioned faculty strength may be allowed study leave for acquiring Master's or Ph.D degree, and for industrial training.

6.12.1 Condition for advancement to higher grade pay.

- All advancement to higher grade pays in various cadres may be effected subject to the completion of two refresher programs of not less than two weeks duration each. The expenditure involved in the refresher courses should be borne by Administrative Department i.e TTE.
- The curriculum of refresher program which makes the Vice Principals and above officers eligible for the advancement to higher grade pay, may be decided in consultation with any one of the following:
 - Department of Management Studies, IIT Delhi.
 - Faculty of Management Studies, University of Delhi.
 - Department of Management Studies, DTU.
 - Guru Gobind Singh I.P. University.
 - Indian Institute of Management (IIM).

Also any of the above universities may also be requested to conduct the refresher programs itself.

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- Similarly, the curriculum of refresher program for instructional staff which makes them eligible for the advancement to higher grade pay may be decided by the Department of Training & Technical Education, GNCTD in consultation with DGE&T. This refresher course may also be conducted by the polytechnics and Engineering Colleges under the Department.

6.12.2 Creation of post of Training & Placement Officer

- a) There should be a post of Training and Placement Officer (In the rank of Dy. Director/Joint Director) at H.Q. DTTE.
- b) There should be a post of Training and Placement Officer in each ITI having 700 or more trainees instead of 1000 as suggested by DGE&T. And in case if any ITI is having less than 700 trainees, the strength of two ITIs may be added for calculating the number of posts to be created.
- c) These posts mentioned in point 'b' above should be filled by making the promotion policy for the instructional staff that possesses degree in Engineering or Technology or its equivalent. The pay scale for the post of Training and Placement Officer (In the rank of Dy. Director/Joint Director) at H.Q. DTTE should be in PB-3 with Grade Pay 8700 and in ITI, it should be in PB-3 with grade pay of Rs. 5400 . The financial up gradation of Training and Placement Officer (In the rank of Dy. Director/Joint Director) should be same as that mentioned for the post of Dy. Director(Trg) /Joint Director(Trg). The financial upgradation for the post of Training and Placement Officer in ITI should be same as that of lecturers in polytechnics under DTTE.
- d) The person who is promoted on the post of Training and Placement Officer (In the rank of Dy. Director/Joint Director) or Training and Placement Officer in ITI if

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already have MBA or PGDHRM or its equivalent should be granted two non compounded advance increments and the person who are willing to do MBA or PGDHRM or equivalent should be motivated by granting study leave with pay for a duration not exceeding two years. But in that case they should not be granted two non compounded advance increments. Those who acquire without availing the study leave should be granted two non compounded advance increments.

6.12.3 Grading of Instructors

In view of the recommendations of DGE&T conveyed vide their letter No.DGE&T-6/GENERAL/QCI-1/2/20011-TC dated 19/05/2011 the following grading for instructors may be implemented depending on the additional qualifications that they gain:

Qualification of instructor	Grading
ITI	Assistant Training Officer(Grade-II) {ATO-II}
Diploma	Assistant Training Officer(Grade-I) {ATO-I}
Degree	Deputy Training Officer {DTO}

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Epilogue

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From the perusal of “astonishing facts of ITI’s”, even without conducting the job satisfaction survey, one can easily conclude that no one is satisfied in the whole department. This necessitates the career advancement scheme which must be underpinned by a policy which is both comprehensive as well as national in character. A national policy response is therefore needed to guide the career advancement strategies and coordinated action by all stake holders to avoid a piecemeal approach. It is hoped that the recommendations if implemented will help the department to achieve its goal of creating the desired level of skilled manpower. This target can not be achieved until and unless the employees are satisfied from their job. The job satisfaction is only possible by introducing the policy which fulfill their higher order needs (that are satisfied internally) comprising of “self actualization needs” & “esteem needs” which are shown in figure 5.4. This can also be concluded with the help of figure 7.1 & 7.2 wherein it is shown that career advancement scheme based on difference in qualification can increase the morale of the employees & the quality of training. **The implementation of this “principle” in polytechnics (governed by AICTE regulations) throughout the country is the best example to support our views.**

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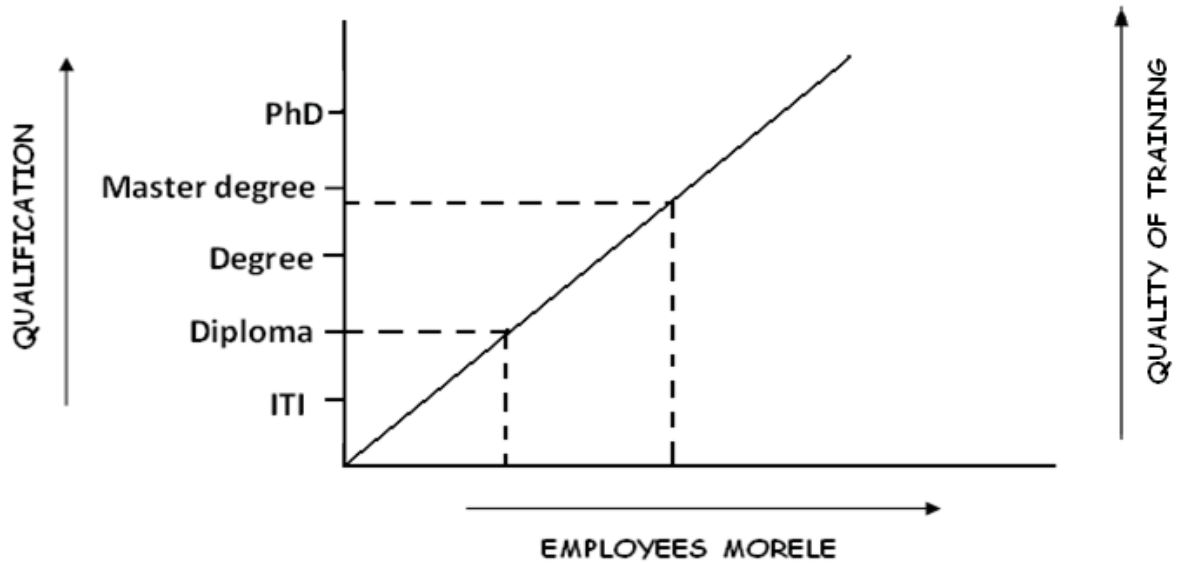


Figure 7.1

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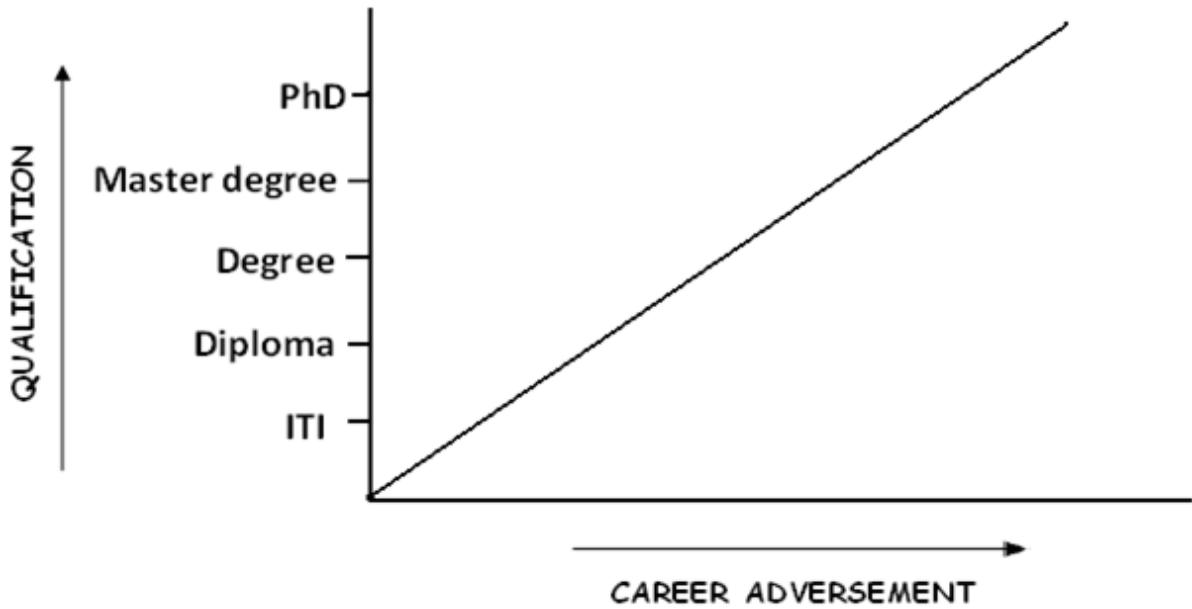


Figure 7.2

To justify our message in measurable terms the Job Satisfaction Survey containing the following questions may be carried out to assess the viability of recommendations.

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Report of the Committee on Career Advancement of Staff in ITI's

Job Satisfaction Survey (To be filled by the employees)

Name of ITI: _____

Name of employee: _____ **Role** _____

Please circle the one number for each statement that comes closest to reflecting your opinion about it –

1 = DISAGREE VERY MUCH 4 = AGREE SLIGHTLY
2 = DISAGREE MODERATELY 5 = AGREE MODERATELY
3 = DISAGREE SLIGHTLY 6 = AGREE VERY MUCH

1. I feel I am being paid a fair amount for the work I do.
2. There is really too little chance for promotion on my job.
3. My senior is quite competent in doing her/his job.
4. I am not satisfied with the benefits I receive.
5. When I do a good job, I receive the recognition for it that I should receive.
6. Many of our rules and procedures make doing a good job difficult.
7. I sometimes feel my job is Meaningless.
8. Communication seems good within this organisation.
9. Raises are too few and far between.
10. Those who do well on the job stand a fair chance of being promoted.
11. The benefits we receive are as good as most other organizations offer.
12. I do not feel that the work I do is appreciated.

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13. My efforts to do a good job are seldom blocked by red tape.
14. I find I have to work harder at my job than I should, because of the incompetence of the people I work with.
15. I like doing the things I do at work.
16. The goals of this organisation are not clear to me.
17. I feel unappreciated by the organisation, when I think of what they pay me.
18. People get ahead as fast here as they do in other places.
19. The benefits package we have is equitable.
20. There are few rewards for those who work here.
21. I have too much to do at work.
22. I often feel that I do not know what is going on in this organization.
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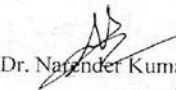
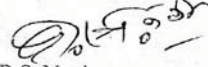
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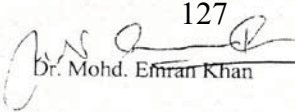
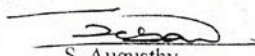
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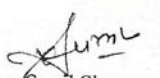
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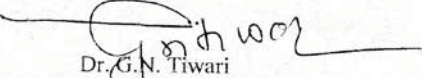
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From the perusal of “astonishing facts of ITI’s”, even without conducting the job satisfaction survey, one can easily conclude that no one is satisfied in the whole department. This necessitates the career advancement scheme which must be underpinned by a policy which is both comprehensive as well as national in character. A national policy response is therefore needed to guide the career advancement strategies and coordinated action by all stake holders to avoid a piecemeal approach. It is hoped that the recommendations if implemented will help the department to achieve its goal of creating the desired level of skilled manpower. This target can not be achieved until and unless the employees are satisfied from their job. The job satisfaction is only possible by introducing the policy which fulfill their higher order needs (that are satisfied internally) comprising of “self actualization needs” & “esteem needs” which are shown in figure 5.4. This can also be concluded with the help of figure 7.1 & 7.2 wherein it is shown that career advancement scheme based on difference in qualification can increase the morale of the employees & the quality of training. **The implementation of this “principle” in polytechnics (governed by AICTE regulations) throughout the country is the best example to support our views.**


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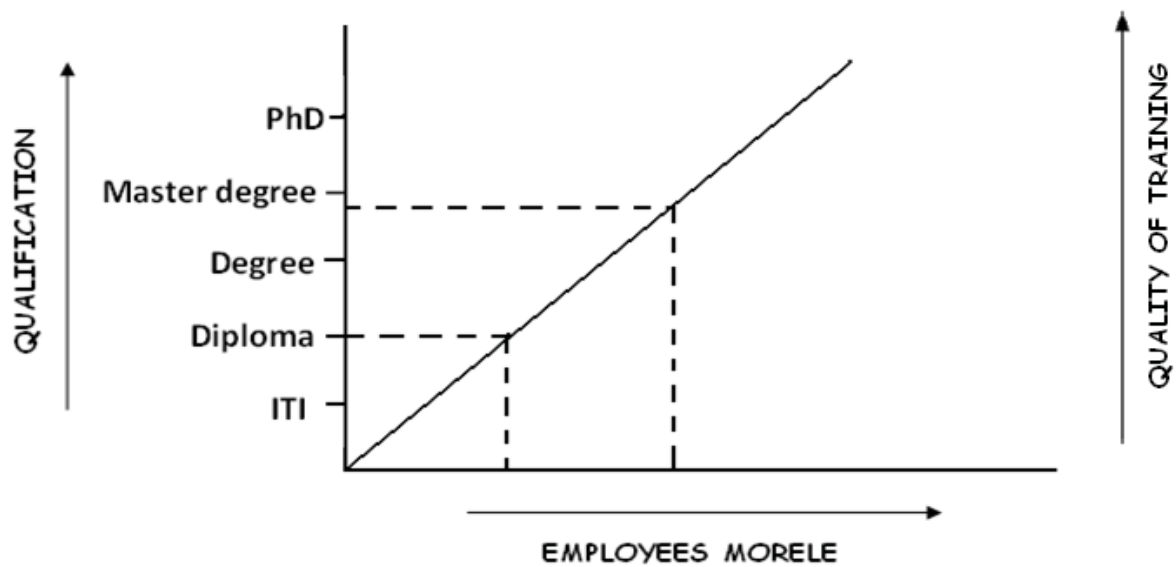


Figure 7.1

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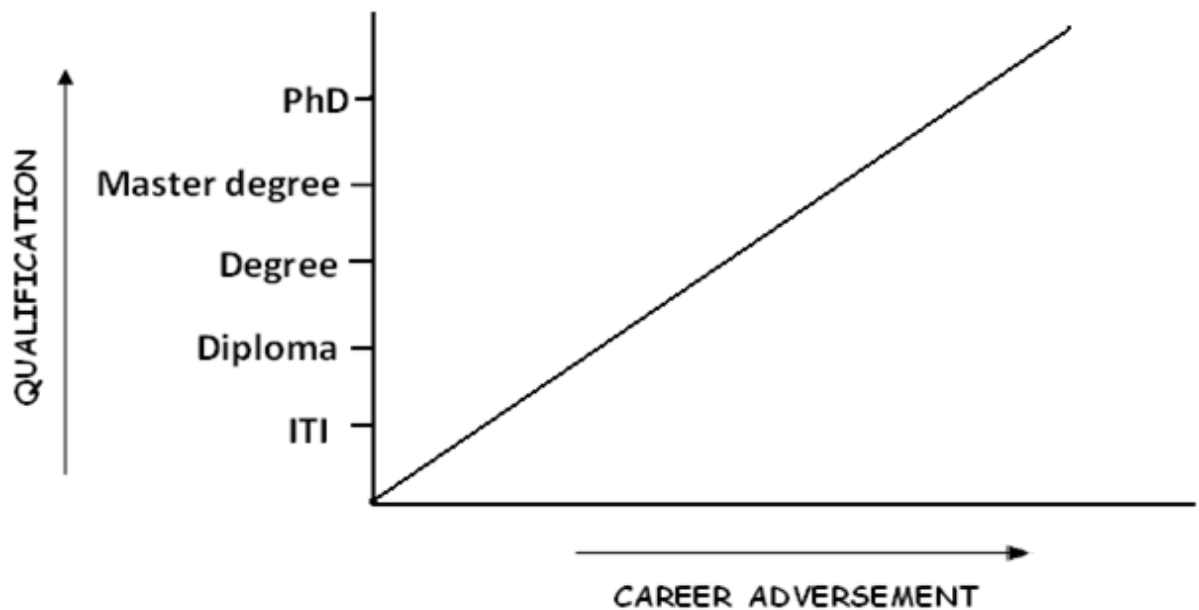
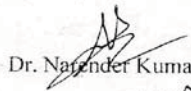
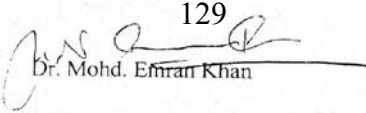
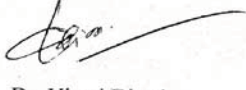
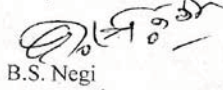
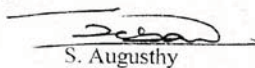
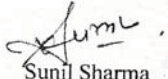
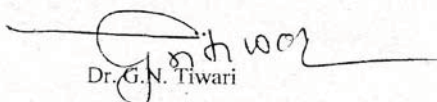


Figure 7.2

To justify our message in measurable terms the Job Satisfaction Survey containing the following questions may be carried out to assess the viability of recommendations.

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Job Satisfaction Survey
(To be filled by the employees)

Name of ITI: _____

Name of employee: _____ **Role** _____

Please circle the one number for each statement that comes closest to reflecting your opinion about it –

1 = DISAGREE VERY MUCH 4 = AGREE SLIGHTLY
2 = DISAGREE MODERATELY 5 = AGREE MODERATELY
3 = DISAGREE SLIGHTLY 6 = AGREE VERY MUCH

1. I feel I am being paid a fair amount for the work I do.
2. There is really too little chance for promotion on my job.
3. My senior is quite competent in doing her/his job.
4. I am not satisfied with the benefits I receive.
5. When I do a good job, I receive the recognition for it that I should receive.
6. Many of our rules and procedures make doing a good job difficult.
7. I sometimes feel my job is Meaningless.
8. Communication seems good within this organisation.
9. Raises are too few and far between.
10. Those who do well on the job stand a fair chance of being promoted.
11. The benefits we receive are as good as most other organizations offer.
12. I do not feel that the work I do is appreciated.

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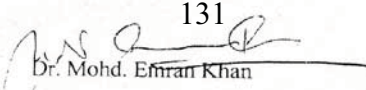

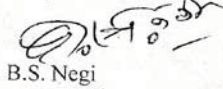
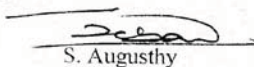
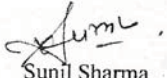
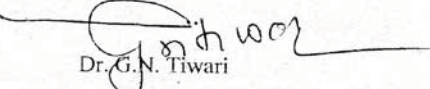
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13. My efforts to do a good job are seldom blocked by red tape.
14. I find I have to work harder at my job than I should, because of the incompetence of the people I work with.
15. I like doing the things I do at work.
16. The goals of this organisation are not clear to me.
17. I feel unappreciated by the organisation, when I think of what they pay me.
18. People get ahead as fast here as they do in other places.
19. The benefits package we have is equitable.
20. There are few rewards for those who work here.
21. I have too much to do at work.
22. I often feel that I do not know what is going on in this organization.
23. I feel a sense of pride in doing my work
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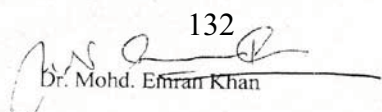

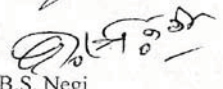
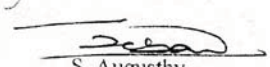
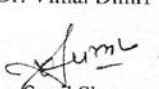
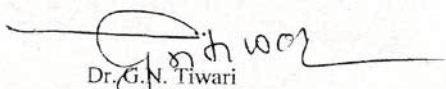
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