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Title of Thesis: WORKING AND PERFORMANCE OF TECHNICAL TRAINING INSTITUTIONS IN INDIA – A STUDY OF GOVERNANCE, SYSTEMS AND PROCESSES OF INDUSTRIAL TRAINING INSTITUTES (ITIS)

Findings

Skills and knowledge are important factors for social development and economic growth of a country. In India, the Industrial Training Institutes (ITIs) are key technical training institutes to meet skilled workforce needs of Industry, especially at workers level. However, policy makers are concerned with severe quantitative and qualitative mismatch between demand and supply of skills produced by the ITIs and that their performance is not improving, despite huge investments made by the government. This poses serious challenges to the competitiveness and growth of Indian economy and efforts to reduce poverty and unemployment.

There is a dearth of research work on the functioning of ITIs, particularly on the effectiveness of new forms of governance of government ITIs; and comparative analysis of government and private ITIs. Most of the reports are produced by various commissions, task forces and working groups set up by the Government and focuses on government ITIs. This study filled these crucial gaps.

The study used a combination of secondary and primary research methods including survey of International, Institutional and Industry experts, principals, teachers and students. Governance and systems of vocational training institutions in Australia, UK and South Africa were also studied and lessons drawn.

This thesis would contribute to the efforts of government and industry to improve the effectiveness and efficiency of training in ITIs as it analysed governance and systems at national, state and ITI levels and identified Key Success Factors (KSFs). A new measure '**Criticality Factor (CF)**' has been designed to identify most critical of the KSFs and to prioritise actions. The study reported huge gap between desirability and availability of all KSFs, which is more than 50 percent for all but two factors. ITIs and related regulatory bodies need to reform the system immediately as experts have termed six of 10 categories of KSFs as the most critical ones. These are: Research, monitoring and evaluation; Governance at ITI level; Governance at state level; Training delivery and its quality assurance; Governance at national level; Costs and financing.

The thesis supported idea of 'Coordinated Action on Skills Development (CASD)' under the leadership of the Prime Minister but termed it as an 'Uncoordinated Action' due to weaknesses in its design. The thesis also stated that the National Policy on Skill Development is weak on the crucial areas related to 'Governance of Regulatory Bodies' and 'Financing', and has over ambitious targets.

The study evaluated new governance models including Institute Management Committee (IMC), Centre of Excellence (CoE) and Public Private Partnership (PPP); did comparative analysis of working and performance of government and private ITIs. The thesis included strategies for improving the effectiveness and efficiency of training in ITIs, drawing on the views of experts and staff, the lessons from other countries, and the past implementation experience. The methodology and tools used in this study could be applied for comparative analysis of Technical Vocational Education and Training (TVET) systems and institutions across nations.