



# **ITians for ITIs**

*Business Plan – 2007-9*

*v0.92*

*Program Launch Team – Task force*

*July 13, 2007*

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## 1 Executive Summary

This document presents the preliminary business plan for the PanIIT IITians for ITIs program the next 24 months. The document describes the Launch, Pilot and Growth phases of the program. It lists the activities for the existing projects and the projects in the pipeline. It also presents a summary of the activities of the program launch team and other supportive teams. It also gives an overview of collaboration of the program team with partner Industry and Partner ITIs. All the activities are tied to the metrics of the program, including the target count of partner ITIs in the first 2 years, and quantitative benefits to partner Industry and Partner ITIs.

The document estimates the resources required over the next 2 years in terms of manpower/skills and funding. The financial projections include the need for seed money from PanIIT in the first 6 months, and the kind of funding that is needed from the Government. The accompanying spreadsheet presents the financial model in more detail.

## 2 About the "IITians for ITIs" Program

### 2.1 Background Information

#### 2.1.1 Industrial Training Institutes

ITI stands for Industrial Training Institutes and there are more than 5000 of these institutes in India, of which over 1350 are government owned. However, the quality of training at the ITIs is rather uneven. These ITIs produce 700,000 technicians each year. Improving their skill level would be a very powerful channel of advancing India's technical/manufacturing capabilities.

#### 2.1.2 PanIIT

In 1950 the first of the Indian Institute of Technology (IIT) was started in India with the mission of developing the technology leaders of tomorrow. Since that time, IIT has expanded, and the seven campuses of IIT's, are considered as some of the best in the world. IITs have been known for quality education to its students in various engineering, science, technology and management disciplines. IIT alumni have gone on to contribute significantly to the economic and social context of the global community and have made the IIT brand a synonym for excellence in technology and leadership.

The PanIIT Alumni organization was started in 2003 to represent the common interests and goals of all graduates from the seven IITs. Some of the relevant purposes for formation of PanIIT are to:

- Provide a platform for Advocacy and to share **Best Practices in education governance**,
- and, Offer services and nurture a culture of giving back to our alma mater and **Nation Building**.

We are desirous of creating such synergies and economic growth in countries around the world. We see such cultural and business ambassadors nurtured by the education system at the IITs have truly made our world a much flatter, smaller and hopefully, a better place!

## **2.2 PanIIT Knowledge Economy Theme**

The KET Core Team has overall responsibility for driving the KET plans on behalf of PanIIT within India.

### **KET Charter**

1. Work with the Knowledge Commission and Government to help in implementation of the recommendations made to the Prime Minister
2. Take up/coordinate/monitor KET projects aimed at “nation-building” which are the outcome of PanIIT global conferences
3. The KET core team has overall responsibility for driving the Knowledge Economy Theme plans on behalf of PanIIT within India.
4. Provide inputs about activities of KET to the Public Relations Theme Group of PanIIT to publish in the media and thus build awareness of PanIIT’s work in nation-building

‘IITians for ITIs’ Program comes under the Knowledge Economy Theme of PanIIT.

## 2.3 'IITians for ITIs' Program

'IITians for ITIs' is a PanIIT program initiated by a group of IIT alumni to drive sustainable excellence in the technical/vocational training in India by creating institutions similar to the IITs but focused on vocational education and highly skilled workers. This vision will be fulfilled by:

- Driving excellence by engaging with ITIs (Industrial Training Institute).
- Removing any roadblocks, raising catalyst funds, advocating with government for reforms and recommendations for grants to specific ITIs and by facilitating collaboration with industry as well as institutions in a global context
- Institutionalizing the process of driving excellence by establishing not-for-profit and self-sustaining accreditation and certification institutes for technical/ vocational training in India of global recognition and reputation

More broadly, the program is aligned with the vision outlined in the report "India' Manufacturing Sector Policy Framework" which is "anchored upon three key foci":

- "Achieve global levels of excellence in Indian manufacturing"
- "Improve standard of living of the people through manufacturing growth"
- "Develop India into a strong player in the global market"

*(From report authored by Accenture business consulting: India' Manufacturing Sector Policy Framework, p53 - Published by "WTI – We Think for India" in 2003)*

## 2.4 Program Charter

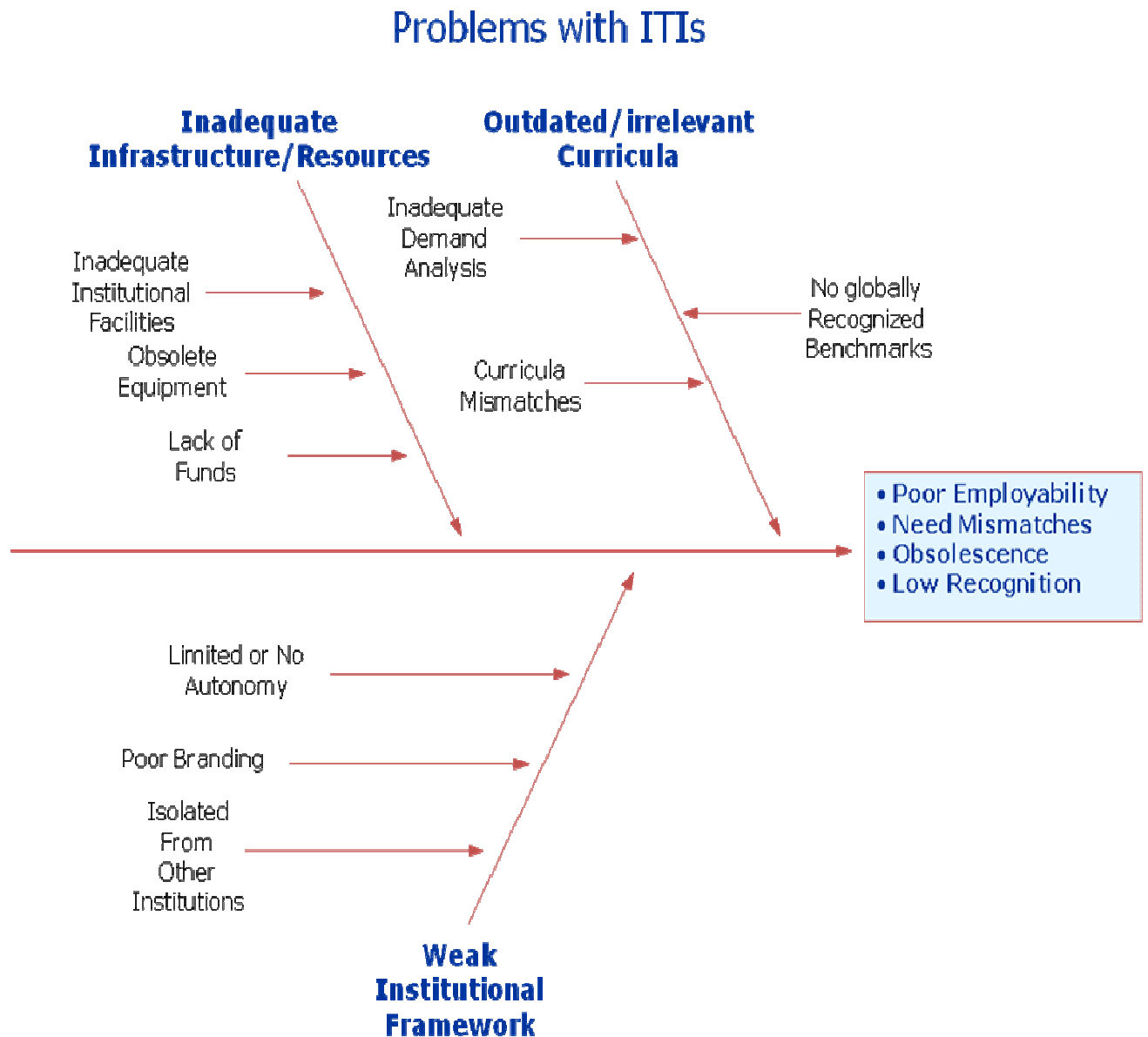
This PanIIT program aims to achieve the following goals on a sustainable basis:

- Set a globally recognized standard of technical training in India
- Facilitate imparting of such training to technicians in India
- Facilitate accreditation and branding of institutions, teachers, courses, and pupils for adherence to such standard
- Facilitate a mechanism for ongoing improvements and innovation in training
- Facilitate effective utilization of trained manpower in industry and entrepreneurship that inspires others to join the constructive opportunities

## 2.5 Issues with ITI

To evaluate and improve the ITIs in India, several studies have been made recently including by FICCI and ILO. There have been initiatives taken by the Central Government as well as by various state governments in this respect. Additionally, members of PanIIT IITians for ITI program team have also visited a few institutions Maharashtra, Rajasthan, Gujarat, West Bengal, and elsewhere. Our own findings seem to largely validate the findings in these studies.

The key issues emerging are depicted in the fishbone diagram below:

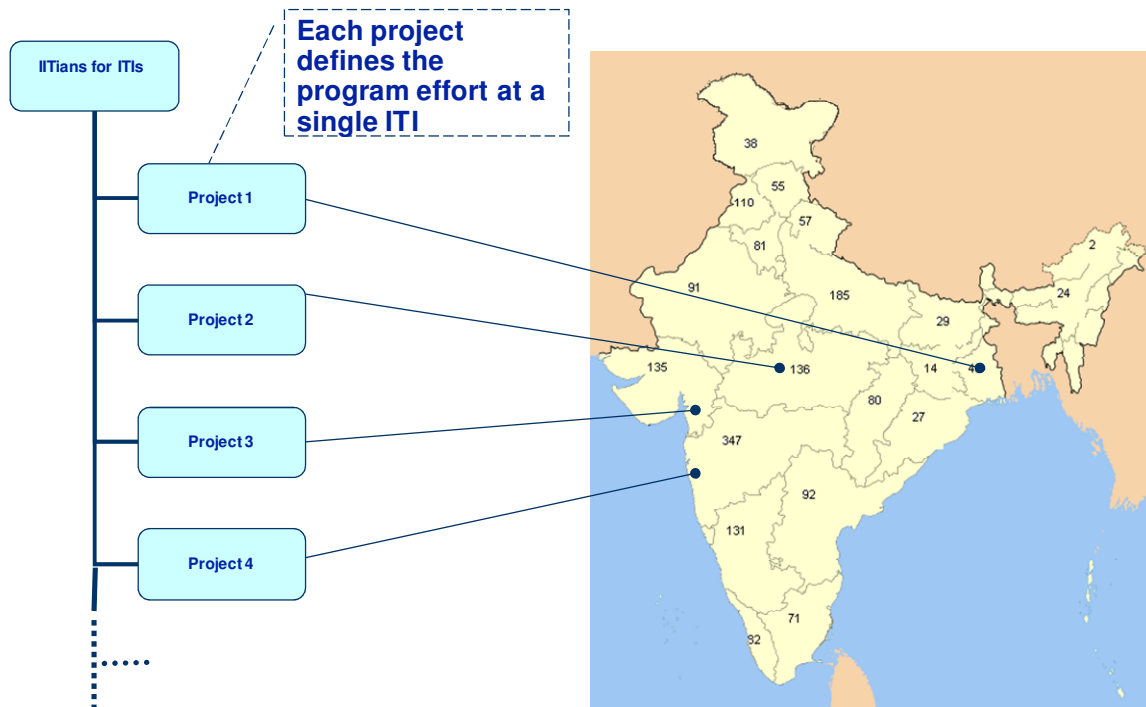


## 2.6 Program Strategy

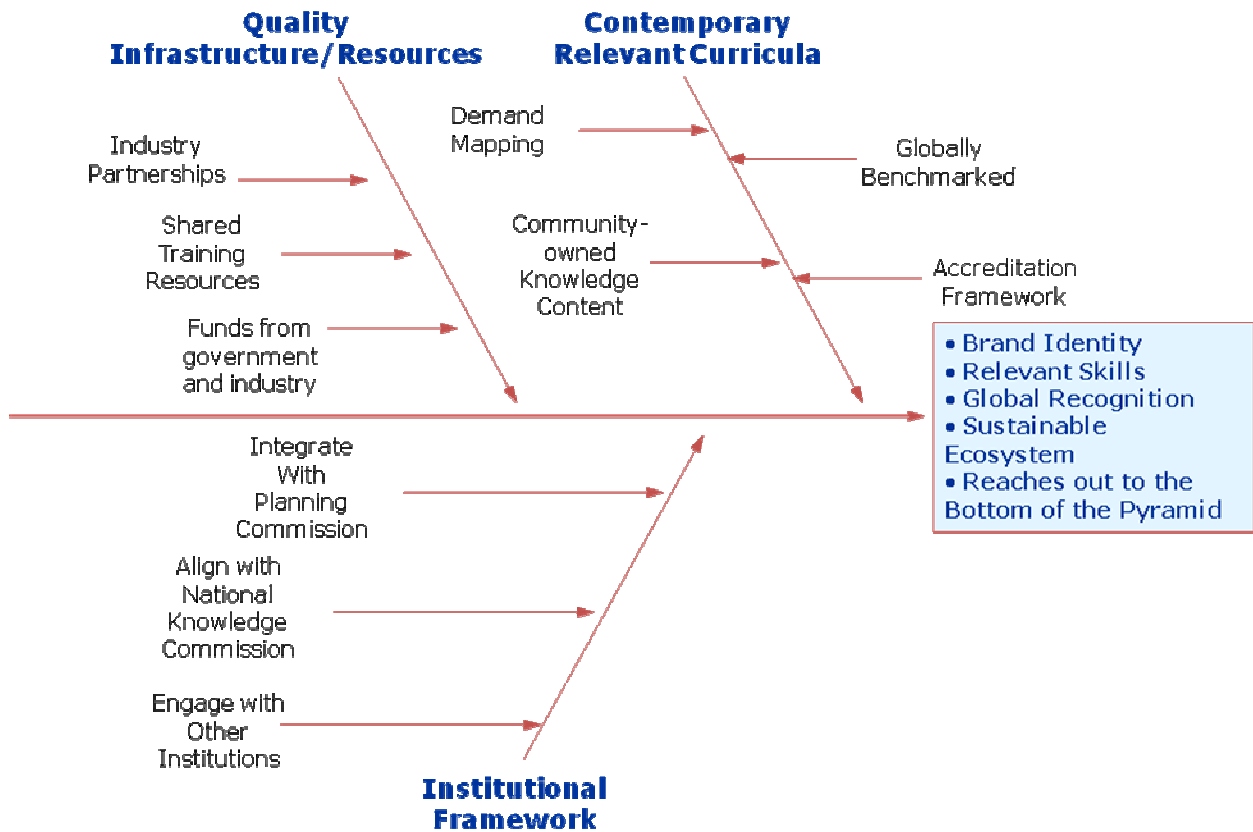
This program is a **volunteer driven program** which aims to address all of the above problems in a comprehensive and sustainable way, in partnership with the ITIs and industry, with a nation-wide and a long term view (with a time horizon of 15 years) of the problems.

The Program will consist of many simultaneous projects at different ITIs around India. The Program is predicated on the active involvement of local IIT alumni, who will work at the local level, mentoring an Institute's principal, its instructors, students and also liaise with the local industry. Other IITians will support the local IIT Alumni by taking up program administration, governance and monitoring, as well as by financially contributing for instructor training, equipment and student scholarships. PanIIT will leverage IIT brand to work with government agencies and industry to clear roadblocks and solicit support for such partner ITIs.

### Program will consist of many simultaneous projects at different ITIs around India

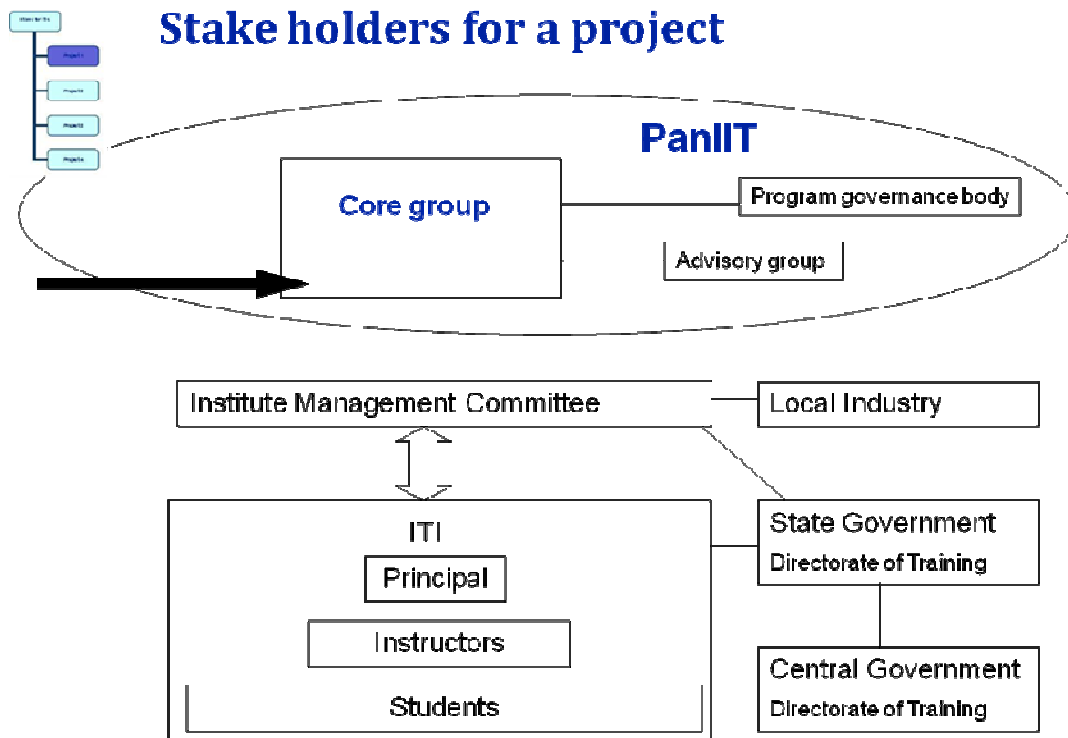


## Excellence in technical training in India



Our strategy is based on the following broad points:

- A. Develop relevant, high-quality curricula and training Content
  - a) Analysis and development of curricula that are demand-driven, relevant for the industry and the society
  - b) Provide infrastructure for hosting and disseminating community-based training content (on-demand or mediated instruction – DVD/web)
  - c) Liaise with Planning Commission, National Knowledge Commission, and suitable institutions to ensure acceptance and credibility
- B. Ongoing Demand Analysis and Mapping
  - a) Develop infrastructure for collection and collation of skills requirements in qualitative and quantitative terms
  - b) Liaise with industry bodies like CII and FICCI in this respect
- C. Facilitate Resources Availability for all the partner ITIs
  - a) Equipment and trainers
  - b) Training facilities
  - c) Help create and adopt benchmarks and accreditation



- D. Participate in the Management of the partner Institutes (ITIs)
  - a) Join Institute Management Committees in executive and/or advisory roles to promote good educational governance
  - b) Help outreach programs from it to unskilled and semi-skilled workers
- E. Support and facilitate Accreditation/Certification for all the partner ITIs
  - a) Institutes Accreditation/ ISO 9001 certification
  - b) Courses
  - c) Teachers training and certification
  - d) Students certification (NCVT and higher)

### 3 Assumptions

#### 3.1 Context for success – ITIs, Industry & Alumni

- a. Industry needs for skills development are clear and immediate.
- b. Many studies have been already conducted (CII, World Bank, ILO, IIT Delhi, Accenture) that point at the need to *“improve the pipeline of skills at every level, from basic education to high-level skills, including the use of e-learning solutions.”*

- c. With the introduction of Center of Excellence scheme for selected ITIs, their management is with Institute Management Committees formed under the Public-Private partnership (PPP) concept.
- d. Central funding available to the ITIs can be directed to impact the quality of training. For instance, in the recent central budget, 300 ITIs have been offered grants (initially presented as interest free loans) of Rs. 25 million each. In response, both CII and FICCI members have come forward to adopt ITIs.
- e. Most of the infrastructure needed for our program can be obtained by leveraging the IIT alumni in India and elsewhere.

### **3.2 Trades/disciplines**

- a. Priority areas have been identified to address both the quality and quantity aspect of the problem.
- b. There is clear skill shortage due to expansion in infrastructure and real estate projects at a massive scale.
- c. We have made contacts with institutes and specialists in several countries already via our alumni. We will leverage this network to get to other experts as needed.
- d. Over the next 5 years, the base of ITI instructors and administrators can be grown from the pool of veterans retiring from the Indian armed forces.

### **3.3 Volunteers**

- a. IITians for ITI program team has a pool of over 80 IIT alumni, of which over 36 have signed up for this program for various activities.
- b. From this core, the alumni outreach team will grow the volunteer base over the next 2 years.
- c. During the next 2 years, about 2000 Alumni from the original 5 IITs and IIT Roorkee will be reaching the retirement age. During the growth phase, the program will primarily draw volunteers from this pool of experienced professionals.
- d. If the volunteers need to relocate within India for significant period, the program will use the model established by “Doctors without borders” program and Pratham.
- e. In some cities we have a pool of professionals enlisted from other institutions like defense labs, engineering industries, and other colleges.
- f. PanIIT Reach 4 India program will contribute significantly during the growth phase of the program through volunteers/consultants.
- g. All the volunteers will be trained in the processes for quality improvement and educational governance.

## 4 Program Implementation Plan

We propose to implement this program in three initial phases over the next 24 months. During this period, we will take deliberate small steps with the plans to lay the foundations for a self-sustaining ecosystem for the future.

### 4.1 Overview of implementation phases

The three phases and their goals are described below:

<b>Launch Phase</b>	<b>0-6 months</b>
<ul style="list-style-type: none"><li>• Program governance and organization established</li><li>• Curricula development and content management program launched</li><li>• Prepare foundations for accreditation and benchmarking program</li><li>• Establish liaison with industry, industry bodies, governments and associated agencies for resources sharing</li><li>• At least 6 ITIs engaged and the discovery phase initiated</li></ul>	
<b>Pilot Phase</b>	<b>7-18 months</b>
<ul style="list-style-type: none"><li>• Program expanded to cover at least 24 ITIs in different phases</li><li>• Curricula developed and launched in initial partner ITIs</li><li>• Pilot projects completed at the initial 6 ITIs</li><li>• Verify program impact at the pilot projects for effectiveness and efficacy and refine approach</li><li>• Learning incorporated in the processes for all the projects</li><li>• Program delivery channels and resources established</li><li>• Mechanisms for sharing resources, trainers, and facilities established with industry help</li><li>• Accreditation and benchmarking processes defined</li></ul>	
<b>Growth Phase</b>	<b>19-24 months</b>
<ul style="list-style-type: none"><li>• Launch accreditation and benchmarking programs</li><li>• Expand curricula coverage and use to target ITIs</li><li>• Expand resources, trainers, and facilities sharing mechanism established with industry help in terms of disciplines and geographies covered</li></ul>	

## 4.2 Launch phase

### 4.2.1 Program Organization

In those launch phase we will establish the program teams for various activities. Each team will be led by a team coordinator and committed volunteers. These teams are listed in the following table:

Team	Team Charter	Activities
Launch Team	Team building, launch planning, and coordination	<ul style="list-style-type: none"> <li>• Goals, strategies, planning</li> <li>• Governance Model, Code of Conduct</li> <li>• PanIIT Executive Council Liaison</li> </ul>
Alumni Relations	Evangelism	<ul style="list-style-type: none"> <li>• Program recognition among alumni</li> <li>• Seek volunteers, funding, networking, and strategic support</li> </ul>
Volunteer Coordination	Volunteer relations management	<ul style="list-style-type: none"> <li>• Recruit and nurture volunteers</li> </ul>
Accounts	Treasurer and audit functions	<ul style="list-style-type: none"> <li>• Develop systems and processes for recording, reporting, budgeting, and expenses management</li> <li>• Establish internal audit norms and processes</li> </ul>
Knowledge Management	Develop facilities, processes, and content for knowledge management	<ul style="list-style-type: none"> <li>• Publish the program's knowledge management concept document</li> <li>• Develop the knowledge management infrastructure</li> <li>• Cultivate content creation and screening mechanism</li> <li>• Facilitate access and dissemination of knowledge content</li> <li>• Develop relationships across the globe for evolution, evaluation, and development</li> </ul>
Finance	Fund raising and application	<ul style="list-style-type: none"> <li>• Funding Activities</li> <li>• Resource Generation</li> <li>• Budgeting</li> <li>• Operational Expenses</li> </ul>
International Partnership Development	Liaison with international institutions, industry organizations, agencies	<ul style="list-style-type: none"> <li>• Community Colleges</li> <li>• Specialized Institutions</li> <li>• Facilities and Equipment Providers</li> <li>• Industry Bodies</li> </ul>
Information Technology	IT Infrastructure/Content Management	<ul style="list-style-type: none"> <li>• Program Collaboration Platform</li> <li>• Partners Collaboration Platform</li> <li>• Knowledge Management Platform</li> <li>• Content Creation Facilities</li> <li>• Program and Event Management Systems</li> </ul>
Research/Analysis	Benchmarking, Accreditation,	<ul style="list-style-type: none"> <li>• Curricula Research and</li> </ul>

	Demand mapping	<ul style="list-style-type: none"> <li>Development</li> <li>Benchmarking and Accreditation Studies</li> <li>Demand data collection, collation, analysis</li> <li>Publication</li> </ul>
Academic Partnerships Development	Content, Trainers, Curricula, Facilities	<ul style="list-style-type: none"> <li>Academic Programs Partnerships</li> <li>Content Sharing</li> <li>Exchange of Trainers</li> <li>Curricula Development Partnerships</li> </ul>
Government Liaison	Planning, Policy, Programs, Execution, Advocacy for specific ITIs	<ul style="list-style-type: none"> <li>Planning Commission</li> <li>Labor, Employment, HRD, Finance, Science and Technology</li> <li>State Governments</li> <li>Academic Bodies – curricula development, teachers development, accreditation bodies</li> <li>ITI Management</li> </ul>
Projects	Program and Project Management	<ul style="list-style-type: none"> <li>Pilot Projects</li> <li>Resource Generation Projects</li> <li>Content Development Projects</li> <li>Desk Research Projects</li> </ul>
ITI Relations	ITI Liaison	<ul style="list-style-type: none"> <li>Engaging ITIs teachers, management, students</li> <li>Institute Management Committees</li> </ul>

#### 4.2.2 Curriculum Research

Curriculum research is aimed at making curricula in the selected priority disciplines:

- Research the current state of curricula in ITIs
- Study global curricula and prepare a comparative analysis
- Study priorities from industries' perspective of skills in terms range, quality, and quantity

#### 4.2.3 Resources Development

- Study availability, ability, and willingness of facilitators, resource providers, specialists, and trainers to assist in the initiative
- Study priority areas and conduct their assessment on a priority basis
- Investigate content availability, creation, validation, and dissemination techniques, resources, and potential resource providers

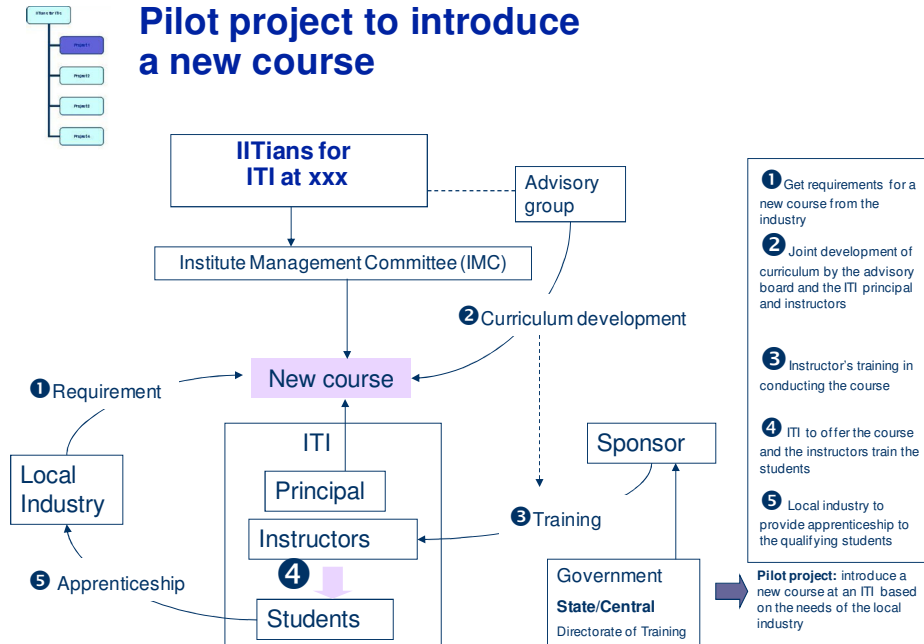
#### 4.2.4 ITI Engagement

- Develop Memoranda of Understanding with governments and institutes
- Get governmental mandate for participating in the Institute Management Committees through the intervention of IITian IAS officers
- Engage with ITIs with some immediate term, specific, and measurable goals
- Bonding between IITians and ITI community
- Develop benchmarks for gradation of ITIs and possibilities in each case

### 4.3 Pilot phase

During this phase, we will leverage the passion of motivated IITians to adopt ITIs of their choice at their location and work with these ITIs with a great deal of freedom to operate independently within certain broad parameters. The project teams will initiate pilot projects at these ITIs to improve the quality of training. The program focus will be to develop the processes that can be replicated at other ITIs. At the end of this phase, these pilot efforts will be studied to identify best practices and to formulate more refined projects to deliver in a more organized way in the growth phase.

The recommended approach for each project team is to work with a CoE ITI and introduce a new course that meets an identified industry need in one of the priority areas, and leads to apprenticeship for the students. The following diagram shows the overall process.



During this phase, the program launch team will provide program governance to provide loose structure and coordination, where the program acts as a forum for these individuals to get together, share experiences, discuss learning cycles etc. Further the efforts of the other support teams will be channeled to support these pilot

projects, and to setup mechanisms for later growth. These will be incorporated in the “Operations manual and the Code of Conduct Handbook”.

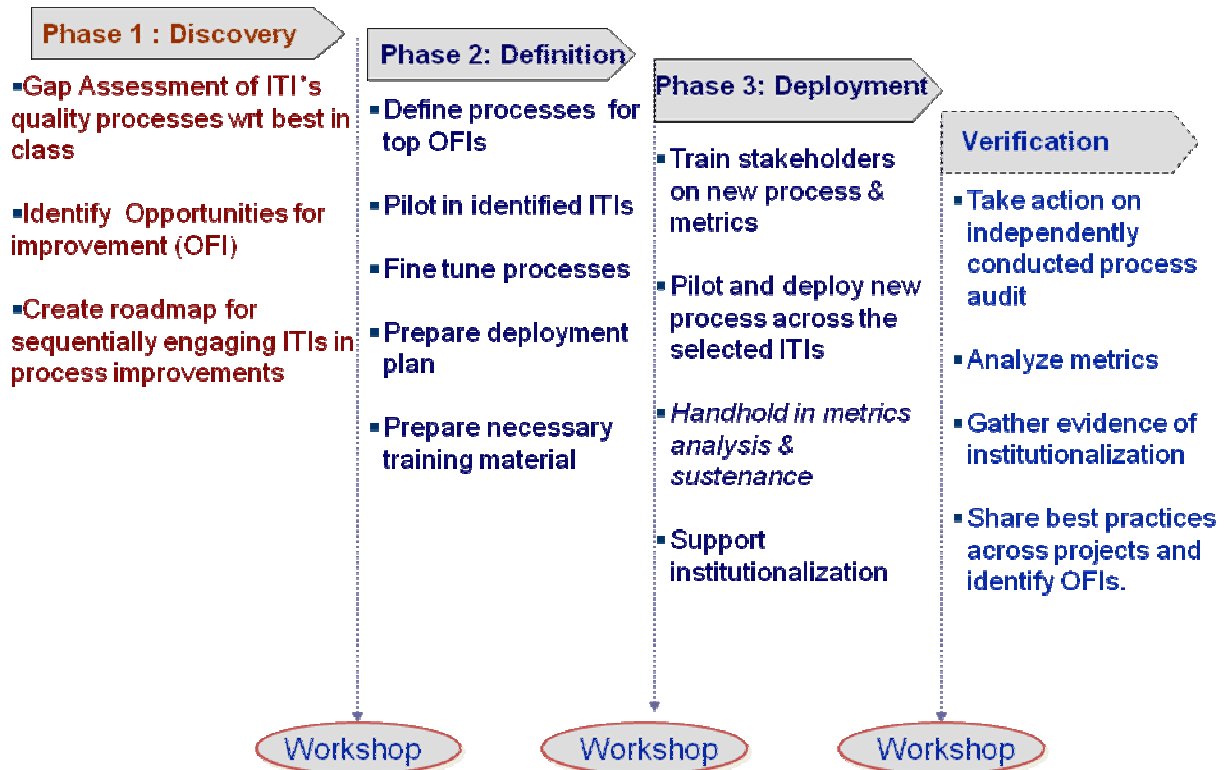
The initiatives started during the launch phase will continue during this phase. In particular, the focus will be on growing the pool of Volunteers and Reach4India Volunteers, Curricula Research Initiative, Industry Liaison and the efforts of the Accreditation and Benchmarking Teams.

### 4.4 Growth phase

During this phase of the program, based on the learning from the pilot phase, we will execute a large scale roll-out of the program to a number of ITIs in diverse locations around India. We will adopt a quality and process improvement approach taking regional differences into account.

The actual quantum of growth will depend on the number of IITian volunteers and the volunteers/consultants from the PanIIT Reach4India program, supported by paid staff that can be leveraged. The following diagram shows the overall process roadmap during this phase:

#### “IITians for ITI” program - Process roadmap



The **gap assessment** will be required at a sufficient depth so that the regional differences can be highlighted to an extent that enables building of customized roadmaps.

At the end of each phase a **workshop** will be conducted to transfer knowledge and address issues required to successfully manage the next phase. Pan IIT senior members will be more involved in the first two phases, and PanIIT consultants (volunteers/consultants from Reach4India program) will be involved to a greater extent in the last two phases.

The **definition phase** will involve working with various stakeholders in SME teams from PanIIT, Industry and the ITIs. A number of such teams will have to be created based on the roadmap for process improvement.

**Deployment** will be done initially in a small number of ITIs is so that any shortcomings in the processes can be addressed prior to a large scale roll-out. Deployment will be done in a phased manner, taking into account the resource availability both on the ITI side and the PanIIT members.

**Verification** is an optional phase, although strongly recommended to ensure that the implemented processes are effectively used. This phase can also be outsourced to an auditing organization like CII/KPMG etc. It is recommended that PanIIT members get involved in this phase because of the immense amount of learning that can take place in a short time, and that will help immensely in setting the future course of action.

## **5 Impact**

### **5.1 Qualitative Impact**

- An ecosystem is established for technical skills development integrating all stakeholders that adapts to changing needs
- All players have clear and measurable benefits leading to better morale and motivation to excel
- Knowledge infrastructure and content improves in quality, quantity, and reach

### **5.2 Metrics**

The impact of this program would be measured using the following metrics:

Entity	Parameter	Description	Launch Phase	Pilot Phase After 1 <sup>st</sup> Year	Growth Phase After 2 <sup>nd</sup> Year
<b>PanIIT IITians for ITI Program</b>	Number of partner ITIs	Count of ITIs where IITians have initiated engagement	6	24	100
<b>Partner ITIs</b>	Earning potential of graduating students	Average salary offered in Rs./Month upon graduation	Rs. 2,000 to 5,000/Month	Rs. 2,500 to 6,000/Month	Rs. 3,500 to 7,500/Month
	Overall placement rate	% of students getting jobs in their trade/discipline	30-80%	50-80%	98%
	Quality of placement	% of students employed with the best employers in the country	5%	20-50%	30-80%
	Recognition as premier institutes	Acceptance percentage (number of students admitted for 100 applicants)	N/A	N/A	10%
<b>Partner industry</b>	Recruitment	Number of students recruited per year (per partner)	N/A	60	240

## 6 Financial plan

Please see the enclosed spreadsheet for the financial plan. The next section is an extract from the spreadsheet.

These projections are needed to be considered in two ways, viz.

- a. Funds required for the current project's operations including supported projects
- b. Funds required for executing specific projects in the context of a specific ITI

The projections considered in this document refer to the first one alone, i.e. to make the project viable and resourceful.

### 6.1 Financial Projections - Resources/Costs(INR)

Head	0-12 Months
Number of ITIs	3-12
Honoraria	1,551,500
Contingent Honoraria	122,540
Discretionary Expenses	122,540
Advertising & Promotion	35,741
Events Participation	10,212
Supplies/Materials	152,000
Travel & Meals	496,500
Telephone/Postage/Communication	207,000
Maintenance & Repair	2,970
Rent	237,600
Utilities	237,600
Insurance	10,212
Prior Accounts Payable	66
Facilities & Equipment	1,730,000
Furniture & Fixtures	-
Subscriptions	115,000
<b>Total</b>	<b>Rs. 5,031,480</b>

## 6.2 Financial Projections – sources of funds

### 6.2.1 Program grants

These grants will be used for the support activities that are program wide.

### 6.2.2 Project wise revenues/grants/donations

The ITIs are state government owned institutions, and they will get grants from central government and state government. Further, under PPP scheme at the CoE ITIs, the industry will also participate in improving quality of ITIs and provide its own grants to the ITI. This will not cover the expenses of the project team itself.

The local IITians, with the support of the program team, will build a network of IITians forming an extended project team for an ITI. This team will sustain the efforts of the local IITians in various ways, including with regular donations. PanIIT grants will supplement the donations made by the extended team and help make the projects successful. PanIIT grants will be particularly critical for pilot projects, since the program will be in the process of building a proven track-record. To make up for the shortfall, the project team will need PanIIT grants. This section describes the cost structure of

### 6.2.3 Program team - overheads

## 6.3 Financial Requirement - summary

### 6.3.1 Requirement

### 6.3.2 Capital Items

### 6.3.3 Assets

## 6.4 Risks

The following risks are anticipated:

Execution Risk	<ul style="list-style-type: none"><li>• Failure to engage adequate number of volunteers in target locations</li><li>• Failure to evoke interest among key</li></ul>
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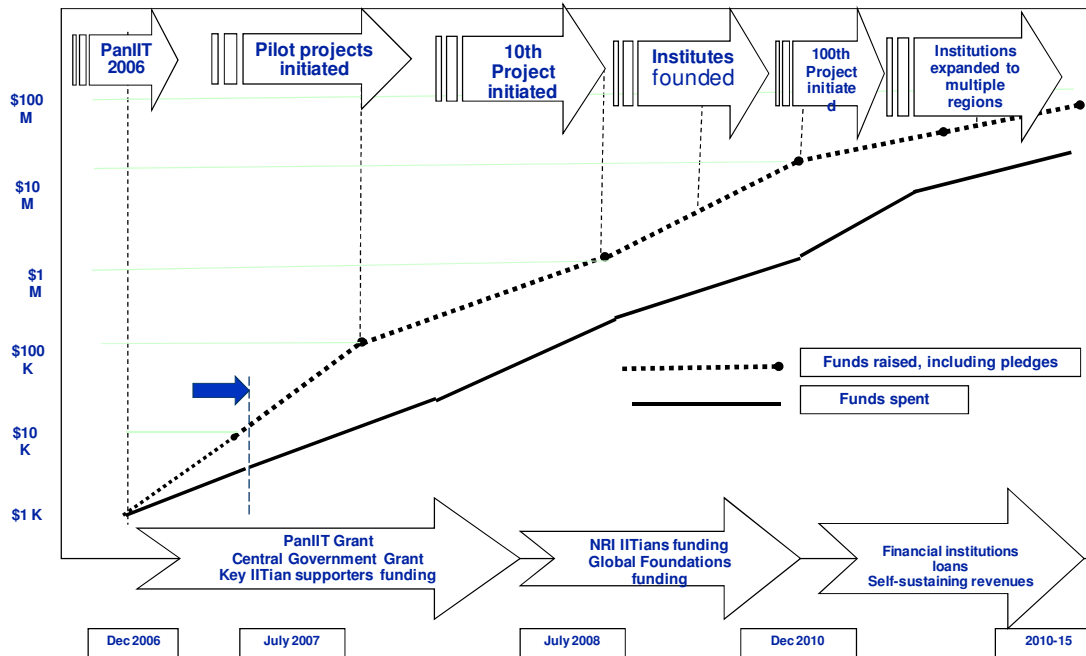
	stakeholders
Resources Risk	<ul style="list-style-type: none"> <li>• Failure to get minimum funding for operational effectiveness</li> <li>• Failure to mobilize adequate financial resources for executing ITI projects</li> <li>• Failure to develop adequate infrastructure and content development facilities to be available to ITIs</li> </ul>
Legal Risks	<ul style="list-style-type: none"> <li>• Issues of possible intellectual property infringement knowingly or unknowingly</li> <li>• Issues of improper conduct by program members</li> <li>• Issues of compliance with sponsors' requirements</li> </ul>
Marketing Risk	<ul style="list-style-type: none"> <li>• Project's inability to create a credible brand for its efforts to make it sustainable</li> </ul>

## 7 Medium term and long term strategy

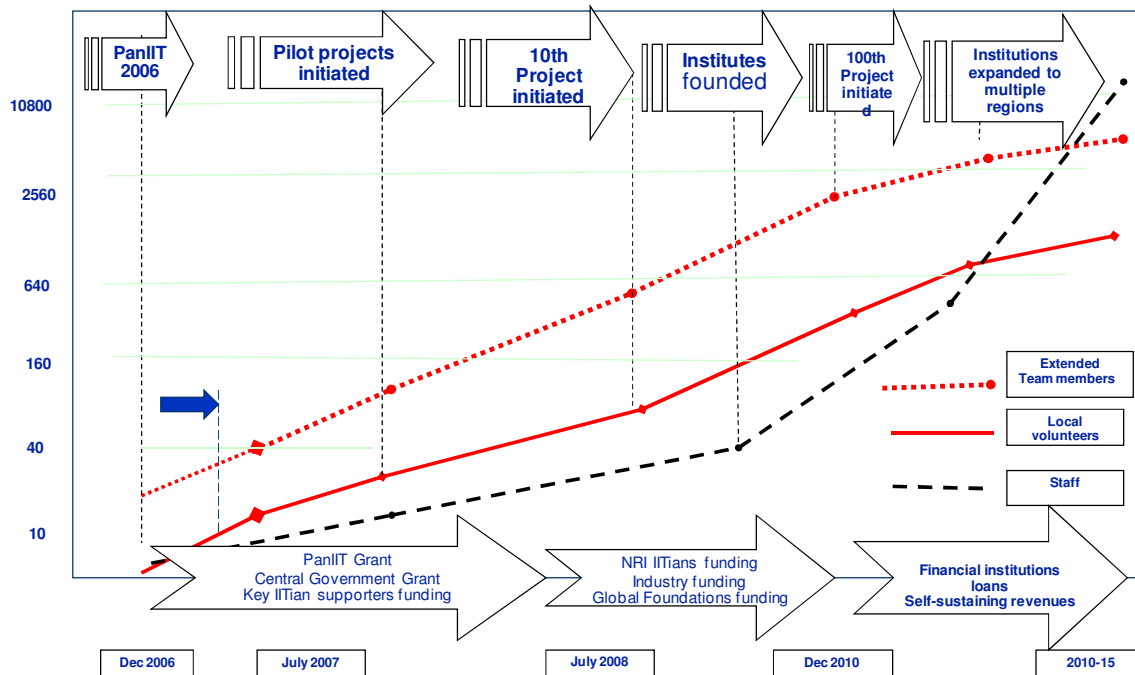
### 7.1 Roadmap

The medium and long term vision of the program (3-5 years and beyond 5 years) is depicted in the following two diagrams. These diagrams show the growth of funding and volunteers over the years. These roadmaps are not to scale and are to be interpreted for qualitative analysis only.

## Program roadmap - funding



## Program roadmap – volunteers/staff



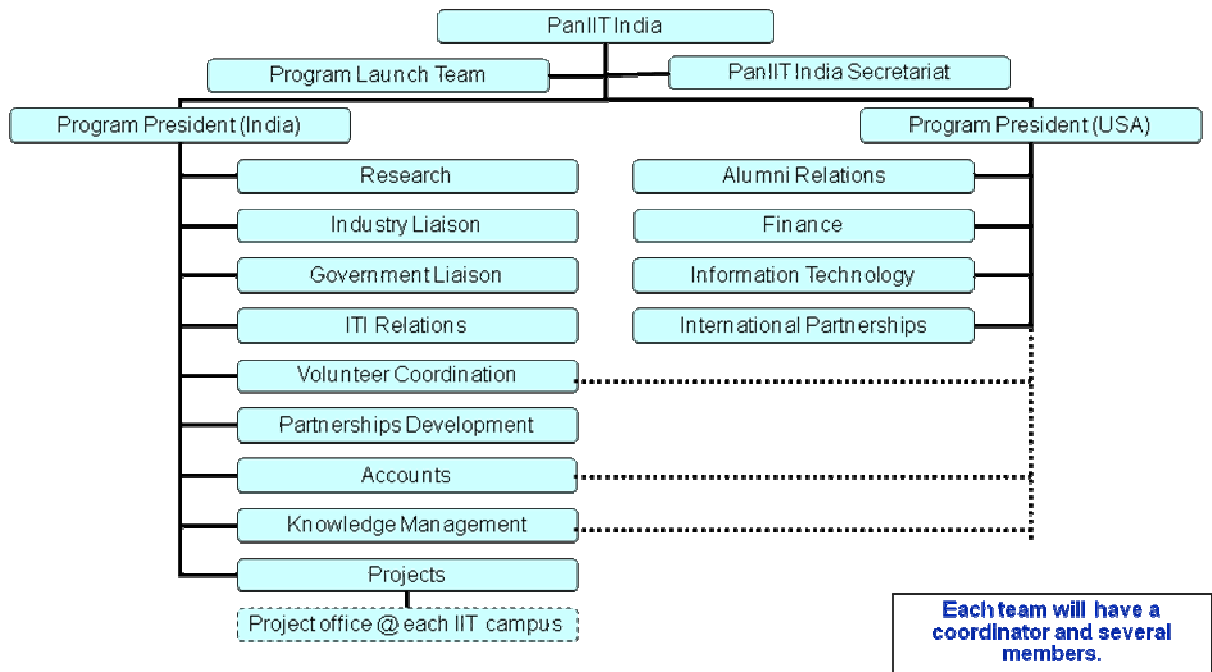
## 8 Appendix

### 8.1 Appendix A: Other Initiatives

Several initiatives are already in the offing, e.g.

- 'Center of Excellence' initiative of Govt of India
- World Skills alignment by CII
- FICCI has adopted 43 ITIs
- The recent budget allocates almost USD 0.5 Million for each ITI
- Our interactions have been very positive with Planning Commission (Dr Montek Singh Ahluwalia), President APJ Abdul Kalam, Finance Minister P Chidambaram, and HRD Minister Arjun Singh
- Our interactions with CII (Gen SS Mehta) and FICCI (?) have been quite encouraging

### 8.2 Appendix B : Program organization chart



### 8.3 Appendix C : Terminology

Acronym	Meaning	Remarks
ITI	Industrial Training Institute	
IMC	Institute Management Committee	
CoE	Center of Excellence ITI	
CII	Confederation of Indian Industry	
FICCI		
ILO	International Labour Organization	
MoL&E	Ministry of Labour and Employment	

Terminology	Meaning	
Sustainable ecosystem	Industry <-> training institutes	Funding and demands from the industry will be translated into training programs by the ITIs for the technicians.

### 8.4 Appendix D: SWOT analysis

This SWOT analysis is for the PanIIT organization and IITians for ITI program.

#### 8.4.1 Strengths

- Brand - opens doors, association possible, apolitical
- Professionals as volunteers and/or associates with expertise, experience, exposure, enthusiasm

#### 8.4.2 Weaknesses

- Little experience with ITIs
- Lack of coherence - diverse experiences, incoherent understanding of vision
- Volunteer efforts are hard to sustain in a time-bound manner
- Lack of financial strength

#### 8.4.3 Opportunities

- Set standards of quality to look up to
- Opportunity to leverage existing initiatives
- Involve, inspire, transform on the ground and in a sustainable manner
- Prove to PanIIT, IITs, India, and the world - Can Do

- Everyone we talk to is favorably disposed - government, industry, PanIIT, ITIs, other professionals

#### 8.4.4 Threats

- Too much armchair analysis, too little action
- Capitalize on goodwill before it dissipates

### **8.5 Appendix E: Contributors**

The document has contributions from a number of members of the program launch team and has been prepared under the overall guidance of program president – India and the program president – USA.

Ranjan Kumar created the first draft, laid out the skeleton and documented the program strategy. Ranjan also added the fishbone diagrams and summary of financial projections. Sesh Rao and Atul Mathur worked on the structure of the document, defined the program phases and added additional content for program roadmap etc. Ray Mehra defined the quantitative metrics for the program. Sameer Sahay put together the quality improvement process for the growth phase.