MEMORANDUM OF UNDERSTANDING

THIS Memorandum of Understanding ("MoU") has been entered into on this 5th day of July 2019 ("the Effective Date") at Kolkata, West Bengal.

BETWEEN

The Director, Directorate of Industrial Training, West Bengal State having its office at Kalinga Bhavan, Plot No. B-7, AA-III, 4th Floor, New Town Road, Opposite, Uniworld City, Newtown, Newtown, Kolkata, West Bengal 700160 (hereinafter referred to as the "DIT") which expressions shall, unless repugnant to the context or meaning hereof, include its successors-in-interest and permitted assigns) of the ONE PART;

AND
Siemens Limited, a Company incorporated under the provisions of Companies Act, 1956 having its Registered Office at Birla Aurora, Level 21, Plot No. 1080, Dr. Annie Besant Road, Worli, Mumbai - 400030, represented through its authorized signatories Anupam Nidhi by way of a Resolution dated January 2018, hereinafter referred to as “Siemens” (which expression shall unless it be repugnant to the context or meaning thereof be deemed to mean and include its successor/s and assignees in title and assigns)

AND

Tata Community Initiatives Trust (TCIT), represented by its trustees Mr Suprakash Mukhopadhyay, s/o Mr. Moni Prasad Mukhopadhyay, aged 54 years and Ms. Roopa Purushothaman D/o Mr. Ariketh Purushothaman, aged 40 years, acting through their authorised representative, Ms. Anita Rajan aged 58 years W/o Mr. Vijay Rajan, is a public charitable trust set up by Tata Sons Limited under the provisions of the Indian Trusts Act, 1882 and having its office at Jeewan Bharti, 10th Floor, Tower-1|124 Connaught Circus, New Delhi- 110 001 (hereinafter referred to as “TCIT” which expression shall, unless repugnant to the context or meaning thereof, shall include its successors and permitted assigns) of the Other Part.

Siemens and TCIT are collectively referred to in this MoU as “S&TS”.

The Directorate, Siemens and TCIT are also collectively referred to in this MoU as the “Parties” and individually as “Party”.

WHEREAS

A. The Directorate is entrusted with the responsibility of providing trained technical manpower for the technological up-gradation of industrial production, services, productivity and innovation; thereby contributing to the planned growth of India’s economy. Therefore, the Directorate runs various Industrial Training Institutes (hereinafter referred to as “ITIs”) in West Bengal. The ITIs impart vocational training to the aforementioned manpower by keeping pace with the technological demands of the industry and expanding its knowledge base.

B. S&TS, have both contributed to society, by educating, sharing, creating awareness and training among people, technicians, technical and vocational students on the technological demands of the industry;

C. S&TS have come together to carry out a CSR program that will address the pressing need of training and enabling India’s youth for employment, entrepreneurship and community enterprise by deploying the world-class German Dual VET (Vocational Education & Training) methodology in the existing ITIs in the manner prescribed in this MoU.

D. S&TS understands the vision of the Directorate and has agreed to support the cause by providing pedagogy training to the instructors of ITIs based on the German Dual VET training model through integrated Train the Trainers (TTT) programme which exposes the trainers to the principles of inquiry based learning and project based learning with safety as the cross cutting theme, thus enabling them to extend the classroom learning into practical experiences enhanced by observation, feedback and remediation, as defined in
the MoU, in the ITI premises and the Directorate has agreed to accept and support the
described cause on the terms and conditions more specifically defined hereinbelow.

NOW THIS AGREEMENT WITNESSETH AND IT IS HEREBY AGREED BY AND BETWEEN THE
PARTIES HERETO AS FOLLOWS:

1. **Purpose of MoU**

   The ITIs imparts vocational training to the technical manpower for the technological up-
   gradation of industrial production, services, productivity and innovation. To meet this
   requirement, it is necessary for the ITIs to have trained instructors, infrastructure, training
   equipment and conduct training as per the Craftsmen Training Scheme.

   According to the National Skills Development Policy, India has a target of skilling 500 million
   people by 2022. Currently, a huge gap exists between the need of the industry for an
   employable work force and the capacity of the skill development programs. In line with the
   focus area of "promotion of science and technical education" and to support the National
   Skills Development policy of the Government of India, S&TS intends to support the up
   skilling of trainees of government Industrial Training Institutes (ITI).

   S&TS has agreed to introduce world-class German Dual VET through integrated Train the
   Trainers (TTT) programme which exposes the trainers to the principles of inquiry based
   learning and project based learning, with Safety as a cross cutting subject to drive it as part
   of a cultural change in the ITIs and the Directorate has agreed to support and accept the
   same (hereinafter referred to as the "Project").

2. **Scope of the Project**

   2.1 The Project will be based on the German Dual VET model which will be implemented
   in the existing framework of the Craftsmen Training Scheme (CTS). The format and
   the methodology of the implementation of the German Dual VET model are enumerated in Annexure I of this MoU.

   2.2 The German Dual VET pedagogy covers the two years of the CTS and one year of
   apprenticeship in the industry more particularly enumerated in this MoU.

   2.3 The project will include integrated training module jointly developed by S&TS that
   will be an integral part of the Dual VET model, the details of the module are
   enumerated in Annexure II of this MOU

   2.4 At the end of the 3 years, as mentioned in the Clause 2.2 and after successfully
   qualifying the German Dual VET model examination, certificates will be issued by
   S&TS.

   2.5 The German Dual VET model will be implemented in Government ITIs of West Bengal
   as per the list given in Annexure IV from 5th July, 2019.

   2.6 The Project will be implemented in the following manner:
2.6.1 The Dual VET model will be implemented with the new batch of Electricians inducted from **August 2019** by the respective ITI (hereinafter referred to as "Electrician")

2.6.2 The Dual VET model will be implemented with the new batch of Fitters inducted from **August 2019** by the respective ITI (hereinafter referred to as "Fitters")

2.6.3 With every new batch of Electricians & Fitters including the Electricians & Fitters inducted in **2019-2022** will be covered under the project until the Electricians & Fitters completes the CTS course and One Year Apprenticeship in the Industry.

The Electricians & Fitters are referred to as "Trainees". The Project will be implemented for the Trainees in the manner described in this MoU.

3. **Applicability of the Project**

3.1 This Project is applicable to all Government ITIs as per Annexure V being operated directly by the Directorate of Industrial Training, Government of West Bengal, India. The Project will be implemented in accordance with a time-schedule to be mutually agreed amongst the Parties.

3.2 The Project will start with the fresh batch of Trainees in ITIs who will be inducted by the respective ITIs in the academic year starting **August 2019**

3.3 S&TS may, at its discretion, decide to extend the German Dual VET model to other engineering CTS trades and will communicate their intention to do so in writing to the Directorate and the Directorate shall communicate its acceptance in writing within a period of 4 weeks; failing which S&TS will not extend the German Dual VET model to the other trades.

4. **Roles and Responsibilities of the Directorate**

4.1 Cooperate with and support S&TS activities that are being carried out in furtherance of implementation of the Project as laid out in the MoU.

4.2 Permit Siemens enough time and opportunity to carry out 'Gap Assessment' of the targeted trades in the ITIs to evaluate and assess the availability of requisite Tools and Equipments, the layout of the classrooms and practical labs and other aspects to run a world-class German Dual VET pedagogy in the existing setup.

4.3 Based on the "Gap Assessment Report", the Directorate will procure the recommended tools and equipments, renovate and make changes in the layout of the practical laboratories and classrooms for the duly identified trades in the targeted ITIs as proposed by the S&TS at its own cost.
4.4 Facilitate existing instructors of the duly identified trades as per clause 2.6 hereinabove in the targeted ITIs to undergo the integrated training modules as planned by the S&TS.

4.5 Ensure that the instructors of the duly identified trades as per clause 2.6 hereinabove adopt the German Dual VET methodology for the CTS programs of the duly identified trades in the ITIs.

4.6 Ensure that the instructors of the duly identified trades as per clause 2.6 hereinabove undertake and implement the German Dual VET methodology projects planned for the trainees of the targeted trades.

4.7 Permit the representatives/trainers of S&TS to provide necessary support as per the requirements under this MoU for training the instructors of the duly identified trades as per clause 2 hereinabove of the duly identified ITIs.

4.8 Place the trainees of the said duly targeted trades of the ITIs for “In-plant Training” at industries identified by the Directorate as well as representatives/project coordinators of the S&TS during the duration of CTS program being implemented on the German Dual VET pedagogy.

4.9 The Personal Protective Equipments (PPE) and Accidental Insurance to be provided by DET to the trainees for the fulfillment of the in-plant training as mentioned in the MOU clause no. 4.8.

4.10 Pursuant to clause 4.8 & 4.9, the Directorate will ensure that all necessary steps are taken so that the trainees can undergo the respective “In-plant Training” and “Apprenticeship Training” for the trainees with industries/enterprises in West Bengal.

4.11 Encourage trainees of the said trades to take up apprenticeship on completion of the CTS course implemented using the German Dual VET pedagogy.

4.12 Provide 4 weeks to 8 weeks of industry relevant theoretical and practical training to the trainees undergoing one-year apprenticeship program in the said trades as per the MoU in the ITIs. The representatives/trainers of S&TS will conduct training of the instructors of the duly identified trades as per clause 2.6 hereinabove. The instructors will conduct the 4 to 8 weeks of training to the trainees as mentioned earlier in this clause. Such training would be conducted at such locations and as per such time-schedules as may be mutually agreed amongst the parties.

4.13 To be responsible for any claims, proceedings or disputes that may be raised by the instructors or trainees in connection with the training programs undertaken pursuant to this MOU. S&TS shall have no liability in this regard.

5. Roles & Responsibility of S&TS

5.1 S&TS will conduct detail assessment of the duly identified ITIs for the said trades and provide “Gap Assessment Report” as per clause 4.2.

5.2 The “Gap Assessment report” to contain recommendations on tools and equipments, layout of the labs and classrooms and other aspects for the said trades to match up to the German Dual VET standards.
5.3 Conduct training of all the Instructors of the duly identified trades as per clause 2.6 hereinabove of the targeted ITIs on the Integrated Training modules based on German Dual VET methodology.

5.4 Provide the German Dual VET methodology trainer certification and issue relevant certification/s to eligible Instructors of the duly identified trades as per clause 2.6 hereinabove under the Project.

5.5 Conduct re-certification of the Instructors of the duly identified trades as per clause 2 hereinabove after the expiry of every 3 years during the validity of the Term.

5.6 S&Ts will provide German Dual VET pedagogy and the Project content to the said ITIs for the duly identified trades, Instructors of the duly identified trades as per clause 2.6 hereinabove and Trainees. The Intellectual Property Rights (IPR) of these content / information / documentation rests with Siemens and TCIT for content created respectively by them.

5.7 S&Ts will conduct reassessment of the ITIs every 6 months to ensure the availability of the suggested equipments and infrastructure identified during the initial Gap assessment done as per above Clause 5.1; If these recommendations as per Gap assessment and upgradation of the infrastructure are not implemented by the ITI, S&Ts may withdraw from the respective ITI after providing the ITI an opportunity upto two assessments to ensure compliance with the Gap Assessment Report.

5.8 Support the ITI in identifying places for “In-plant Training” and “Apprenticeship Training” for the trainees / craftsmen of the said trades with Industries / Enterprises in West Bengal.

5.9 Conduct final examination for the Trainees at the ITIs after completing the third year under the German Dual VET model which comprises of the two years of CTS and ‘One Year Apprenticeship’ under the Dual VET pedagogy.

5.10 S&Ts will issue relevant certificates to the Trainees who have completed their trainings as per the German Dual VET model and have passed the qualifying examinations successfully.

5.11 S&Ts confirms to only support the Directorate in conducting the final examination as per clause 5.9 hereinabove for the batch of Trainees that is enrolled till the month of August 2021. It is clarified that the Directorate will implement the German Dual VET model for the aforementioned Trainees that are enrolled in the month of August 2021 even after the expiry of the Term as defined below. Any lapse in implementing the German Dual VET model by the Directorate after the expiry of the Term of this MoU, S&Ts will not be obligated to conduct the examination as per clause 5.9 and issue relevant certificates under clause 5.10.

6. Roles and Responsibilities of the Joint Working Committee

6.1 The Directorate shall upon the execution of this MoU, immediately appoint Working Committee including representatives from all the Parties to this MoU. One representative each from Siemens and TCIT will attend the quarterly review meetings of the Joint Working Committee in an advisory capacity and only up to the Term of the MOU.
6.2 The roles and responsibilities of the Joint Working Committee will be as under:

6.2.1 Review and monitor the implementation of the German Dual VET model in furtherance of this Project

6.2.2 Facilitate and address concerns of the various stakeholders and parties such as the Trainees, the industry that provide apprenticeship, the Instructors, the representatives of the Joint Working Committee, etc.

6.2.3 Advice and set Key Performance Indicators for effective implementation of the German Dual VET model

6.2.4 The Joint Working Committee will be the governance body of the Project and will hold quarterly meetings for the review of the Project

6.2.5 The Joint Working Committee will monitor the implementation of the Gap Assessment Report and the subsequent reassessment that will be conducted after every 6 months by S&TS of the said ITIs.

6.2.6 Joint Working Committee shall rank the ITIs based on the performance indicators suggested by them from time to time

6.2.7 The Joint Working Committee shall facilitate the effective implementation of the project as envisaged under the MoU

6.2.8 The Joint Working Committee shall ensure that the budget is available with the ITIs under this Project, at the beginning of the year for expenses to be incurred in line with the MOU.

6.2.9 The Joint Working Committee shall resolve any open issues inter alia between the DVET/ various Ministries of the West Bengal Government and/or S&TS

6.2.10 The Director of the DVET shall be Chairman of the Committee

7. Term and Termination:

7.1 This term of this MoU is for a period of 3 (three) years commencing on 5th July 2019 and expiring on 4th July 2022 (both days inclusive) (hereinafter referred to as “Term”).

7.2 Any Party, upon not less than 30 (thirty) days prior written notice, may terminate the MoU in whole, or in part, at any time before the date of expiration without cause and without any liability on the terminating Party and any liability to the other Parties.

7.3 This MoU does not restrict any of the Parties from participating in similar CSR activities with other public and/or private agencies, organizations or individuals for same ITI or other. The terms and conditions will be confidential and will be governed by clause 10 hereinafter.

7.4 After the completion of the Term, the Parties can execute a new MoU on the terms and conditions mutually agreed upon.

8. Branding:

8.1 For all the areas of collaboration envisaged in this MOU, the branding will be based on mutual agreement communicated in writing from time to time. Some of the areas identified for branding are as follows:
- Classrooms
- In the institute area where branding is prominently visible
- Any other area chosen by S&TS and mutually agreed to by the Directorate

8.2 Both Siemens and TCIT logos can be used on the marketing materials like Brochures, Pamphlets used for promoting the programme. However, prior written permission for use of logos, design and for the marketing materials shall be necessary.

8.3 Both parties confirm and agree that the agreed to terms granted herein for use branding is non-assignable, non-transferrable, non-sub-licensable, restricted to the territory of India and strictly for the purpose as enumerated in this clause and/or as agreed from time to time in furtherance of this Project.

9 Fees and Expenses:
9.1 Unless otherwise expressly agreed by the Parties in writing, each party shall bear its own costs and expenses with regards to the performance and any other activities to its respective roles and responsibilities in the Project.

9.2 The German Dual VET pedagogy and Integrated Training Module support to the Directorate provided by S&TS as mentioned in this MoU will be only restricted to the roles and responsibilities defined in the MoU and without any monetary consideration of any kind. This Project is exclusively a CSR activity for the S&TS.

9.3 Any amount / funds generated by ITI / Directorate while implementing the Project shall vest with the ITI / Directorate

10 Advertisement:
10.1 Unless agreed by the Parties in writing, no party shall use the name of the other parties for the purpose of advertisement, promotions and/campaign of any form, including and not restricted to print and/or social media, in furtherance of this Project.

10.2 The Parties confirm and agree to indemnify the other parties in case of any loss that is caused to any of the other parties on account of any advertisement, promotions and/campaign that is not in accordance with clause 9.1 hereinabove

11 Confidentiality and Communications:
11.1 Each party shall (i) protect any information provided by the other party that is identified as confidential or that should reasonably be considered confidential ("Confidential Information");(ii) use Confidential Information for the sole purpose of fulfilling its obligations under this MoU; and (iii) Upon expiry of the MoU, continue to use the information provided solely for the purpose and objective of this MoU and for the purpose and objectives for the formation of the ITI. Confidential Information may include, without limitation, training and course materials, computer programs, software or hardware products, product development plans, code, documentation, algorithms, know-how, trade secrets, formulas, processes, procedures, ideas,
research, inventions, (whether patentable or not), copyrights, schematics and other technical, business, financial and marketing information, forecasts, strategies, names and expertise of employees and consultants, customer or partner information, customer data.

11.2 Neither party shall use any trademark, service mark, logo or other proprietary right of any of the other party without an express written consent from that party. The Directorate shall not publish or otherwise disseminate, in any form or format, any information, including but not restricted to the training and course materials, arising out of or related to this MoU without an express written consent from both Siemens and TCIT. S&TS shall not be entitled to publish or otherwise disseminate information, in any form or format through any media platform, about the purpose using the name of the institute without prior written permission of the Directorate.

11.3 The Parties confirm and agree to indemnify the other parties in case of any loss that is caused to any of the other parties on account of any breach of the aforementioned clauses.

12 Intellectual Property:
12.1 It is expressly understood by the Parties that Siemens and TCIT have all the rights in respect of the intellectual property of the German Dual VET Methodology and the Integrated Training modules. Except for the permitted use under this MoU, each party acknowledges and confirms that they have not transferred or acquired any of the intellectual properties (including but not limited to copyright, trademark, business or trade secrets, methodologies, professional techniques, works of authorship, training material, courseware or content) or other property, from any of the other Parties to this MoU.

12.2 Any such transfer and acquisition of any of the intellectual Property rights shall be in accordance with clause 11 (B) hereinafore.

13 Anti-Corruption Laws:
The Directorate confirms that it shall not take any action that would cause it to be in violation of any of the anti-corruption laws of the country including the corporate policies of Siemens and TCIT.

14 Independent Actors:
Nothing in this MoU shall create or imply any agency, venture, partnership, representative, or employment relationship between the parties. This MoU shall not be construed as authority for either party to act for the other party in any capacity, or to make commitments of any kind for the account of or on behalf of the other party.

15 Liabilities:
No party is liable for the intentional or negligent acts or omissions of another Party. Each party shall be responsible for its officers, employees, agents, contractors or Trainees (if applicable). Neither Siemens nor TCIT shall be liable for any damages, injuries, accidents, losses, liabilities, costs or expenses caused/incurred by instructors/ ITI / Trainees.
16 Modification:
No amendment or modification of this MoU shall be valid unless the same is recorded in writing and signed by authorized representatives of all the Parties hereto.

17 Dispute Resolution Mechanism:

17.1 If a dispute arises in connection with this MoU, the responsible representatives of the Parties to the MoU shall attempt, in fair dealings and good faith, to settle such disputes. Upon request of a Party, a senior management representative of each party shall participate in the negotiations. Each Party shall be entitled to terminate these negotiations by a written notification to the other party at any time within a period of 30 days from the date of such dispute is first notified by either Party to the other.

17.2 Despite of what is stated hereinabove, all disputes arising out of or in connection with this MoU, including any question regarding its existence, validity or termination, shall, unless amicably settled between the Parties, be finally settled amicably by Joint Working Committee and the Principal Contacts of S&TS within a period of 30 days from the date on which the dispute is referred to it.

17.3 Parties are free to terminate the MoU without any liability to the terminating Party or the other Party if either party is convinced that any of the other party is not complying with the spirit of the MoU

18 Principal Contacts:

The principal contacts for this MoU are:

DIT:
The Director
Directorate of Industrial Training
Kolkata, West Bengal

Siemens:
Ms. Anupam Nidhi,
Siemens Ltd
Corporate Social Responsibility,
Birla Aurora, Level 21, Plot No. 1080,
Dr. Annie Besant Road, Worli,
Mumbai – 400030,

Tata Community Initiatives Trust: :
Ms Anita Rajan,
Tata Community Initiatives Trust (TCIT)
C/o Tata Services Ltd Jeevan Bharti Tower I,
10th Floor, 124 Connaught Crc.,
New Delhi – 110001

19 Miscellaneous:
This MoU constitutes the entire understanding amongst the Parties on the subject matter hereof. Nothing in this MoU obligates any Party to expend any specific sum of money or to enter into any contract or other legally binding commitment with another person. Each Party reserves the right to enter into similar arrangements with third parties and nothing herein constitutes any exclusive relationship amongst the Parties.
IN THE WITNESS WHEREOF the parties hereunto have set and subscribe their respective hands and seal the say in the year first hereinabove written.

SIGNED, SEALED AND DELIVERED
For and on behalf of

The Government of West Bengal
Represented by

[Signature]

The Director
Directorate of Industrial Training (DIT),
West Bengal State

In the presence of

Siemens Ltd
Corporate Social Responsibility,
Birla Aurora, Level 21, Plot No. 1080,
Dr. Annie Besant Road, Worli,
Mumbai – 400030,

Represented by

[Signature]
Ms. Anupam Nidhi
Head-Corporate Citizenship

In the Presence of

1. [Signature]
2. [Signature]

Tata Community Initiatives Trust (TCIT)
C/o Tata Services Ltd Jeevan Bharti Tower I,
10th Floor, 124 Connaught Circus,
New Delhi – 110001

Represented by

[Signature]
Ms. Anita Rajan
Chief Executive Officer

1. [Signature]
2. [Signature]
Annexure I: German Dual VET model

About German Dual VET: Specific features of the German vocational training system

1. The German system of vocational training is noted for its combination of three goals. These three goals are determined by consensus among policy makers in the field of education at the state and federal level. The purposes of education relate to the individual's capacity for self-regulation, equality of opportunity and participation in society, as well as human resources.

2. Three-fold purpose of vocational training:

   2.1 Individual dimension: The individual dimension refers to the role of vocational training in developing the skills individuals need to meet challenges on the job as well as in other aspects of their life. Vocational training should provide an opportunity for individuals to shape their own life, develop to their full potential, and increase their self-efficacy and motivation to learn.

   2.2 Social dimension: The social dimension refers to vocational training as a means of promoting the social integration of the younger generation, both in the workplace and in society at large. A vocational training system should be designed to prevent social marginalization and integrate young people smoothly into training and employment.

   2.3 Economic dimension: The economic dimension refers to the role of vocational training in ensuring a high level of economic, business and individual productivity. The economic focus is on developing human resources by ensuring that there are enough workers with adequate skills, and increasing their number and level of qualification. The business goal is to make sure that companies have an adequate supply of qualified workers. At the individual level, the goal is to ensure that individuals are employable and able to earn a living. Also important from an economic perspective is the efficiency of the vocational training system itself.

3. "Incremental innovations" through vocational training: Another purpose of training skilled workers is to promote innovations in the business world. It is generally agreed that basic innovations are generated by researchers and scientists at universities. In addition, there are so-called "incremental innovations" - the small, everyday process improvements that are not produced by great inventors, but are rather the result of thoughtful problem-solving by the people who implement and test new processes and products on a daily basis. Such incremental innovations are achieved when well-trained, skilled workers not only perform their assigned tasks, but also identify, describe and solve problems in innovative ways, in a process that leads to steady improvement.

(reference pg no. 20:
Germany's dual vocational training system: a model for other countries?
By Prof. Dr. Dieter Euler
A study commissioned by the Bertelsmann Stiftung)
Dual VET comprises: a) enhancement in pedagogy at ITIs and b) commitment to training and apprenticeship by ITIs and Industry

**a) enhancement in learning pedagogy at Govt. ITIs**
- Move from traditional teaching methods to increase curiosity in trainees which stimulates creativity and innovative ideas
- Helps translate theoretical study to practical application e.g. project proposal, costing, project presentation etc.
- Introduce Zero Harm Culture to the ITI instructors who can inculcate safety as a habit in the future technicians

**b) commitment by ITIs and local Industry**
- Making the trainees closer to 'Industry Ready' on completion of the 2 year ITI course
- Other training beyond syllabus closer to Industry requirements e.g. Programming of Drives along with basic Drives training
- Create a pool of completely 'Industry Ready' technicians after the 3rd year which eliminates investment on on-boarding by Industry

**Requirements:**
1. Instructor
2. Tools & Equipments
3. Computers

**Requirements:**
1. PPE & Insurance
2. Industries

Dual VET as a program places a greater emphasis on theoretical knowledge by supplementing it with On Job Training from the first year itself

<table>
<thead>
<tr>
<th>Existing Model at ITIs</th>
<th>Dual VET within the existing model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: OTS 2 years</td>
<td>Year 1: OTS 2 years</td>
</tr>
<tr>
<td>Year 2: NCVT Certificate</td>
<td>Year 2: Siemens and TÜV Certification</td>
</tr>
<tr>
<td>Year 3: Project Based Training</td>
<td>Year 3: Siemens and TÜV Certification</td>
</tr>
</tbody>
</table>

**Benefits of Dual VET Program**
- On the Job training exposure in Yr.1 & Yr.2 results in faster hands – on learning for the students
- Enhanced employability due to inclusion of Advanced learning skills across Y1 & Y2
- Continuous Industry Interface leading to enhanced Industry relevant curriculum delivered by Instructors

[Key: On The Job Training, Vocational Training (Practice), Vocational Education (Theory)]
Annexure II – Integrated Training Modules

We see youth development as central to national development, in which our youth are valued as contributors to economic growth and social advancement, rather than as problems to be solved. It represents a paradigm shift from traditional approaches of exclusion of young people to an inclusive one, where the confidence, creativity and independence of young people contributes to the change agenda for personal, community and national development. It recognizes the urgent requirement to engage with youth as individuals with unique identities and a desire to learn, explore and understand their own potential as active citizens. True to this ethos ‘learning experiences’ are jointly designed at Tata STRIVE & Siemens— which then are manifested through the content that is developed, as well as through the facilitation methodologies.

This content for the youth deployed at the ITI’s comprises of:

1. Trade / Domain specific content
2. Employability Skills (ES - as per specified NCVT curriculum)

The Learning Experiences designed for both domain as well as ES content adhere to Learning strategies that are aligned to the design principles of simplicity and innovativeness. The methodologies used are heavily dependent on action learning along with discovery learning.

- **Action learning**/action reflection learning involves reflecting on real problems using the following formula: L (learning) = P (existing or programmed knowledge) + Q (questioning insight), it provides a well-tested method of accelerating learning. When used as a systematic process, learners are able to effectively deal with change and so that they can learn better and handle difficult situations. Action learning is used to examine a task, to move learners to act to change it, and to return the results for review and learning. As a result, the individuals involved in action learning build the skills to meet self, team and eventually organizational needs.

- **Discovery learning** - This is the principle of curiosity and continuous learning. It’s about creating and maintaining a positive attitude to learning both for personal and professional development. The idea is to motivate learners to learn and develop because they want to: it is a deliberate and voluntary act, it should be a way of life. The outcome is to help learners enhance their understanding of the world, provide them with more and better opportunities to improve their quality of life on their own. Learners are expected to ask questions, think for themselves and learn through experience and action and have to own their learning.

The content developed for the curriculum will be based on these methodologies which have been bucketed into the following five clusters:

- **Social Interaction**: Emphasizes the relationship of the individual to society or to other persons. Gives priority to the individual’s ability to relate to others.
  - Partner and Group Collaboration
  - Role Playing
  - Inquiry – questioning techniques

Restricted
• **Information Processing:** Emphasizes the information processing capability of youth. Gives priority to the ways youth handle stimuli from their environment, organize data, generate concepts and solve problems.
  > Inductive Investigation & Inquiry
  > Deductive Investigation & Inquiry
  > Memorization - GRIT
  > Techniques for Creativity
  > Design and Problem Solving
  > Projects & Reports

• **Personal:** Emphasizes the development of individuals, their emotional life and selfhood. Gives priority to self-awareness.
  > Indirect Teaching
  > Awareness Training & Values Clarification
  > Role Modelling
  > Self-Reflection

• **Behavioural Modification:** Emphasizes the development of efficient systems for sequencing learning tasks and shaping behaviour. Gives priority to the observable behaviour of youth.
  > Direct Instruction (Demonstrations & Presentations)
  > Anxiety Reduction (Mindfulness practices)
  > Programmed Instruction
  > Simulations

• Building Safety as a culture: Introduce Zero Harm Culture to the ITI instructors who can inculcate safety as a habit in the future technicians

**Integrated training Curriculum Learning Design:**

Based on the principles & methodologies discussed above, content has been jointly designed and developed by Tata STRIVE & Siemens using its unique Seek-Learn-Pursue framework. While concepts pertaining to each module are handled in the classroom – we suggest an integrated approach to learning of these concepts. The Inquiry based methodology coupled with a Project-based learning approach instilled ensures that learning does not happen as a set of discrete and disparate activities but rather ties in as a holistic experience. Principles related to sustainability, Safety, Design Thinking, Problem solving are at the heart of all projects and learning developed. The overall learning experience developed by STRIVE and Siemens comprises of a three-pronged approach.
CLASSROOM LEARNING: The content divided across 8 modules are developed using all facets of learning (shown below) to cater to the multiple styles of the learners.

The learning experience, as discussed, extends beyond the limited classroom hours and is supported / reinforced by the reading material developed for the learners as well as individual and collaborative projects defined for them. This content and project-based activities supports learners to revise and revisit the concepts discussed in the classroom and use the learning to enrich their reflection and 'Me' time.
ACTIVE LEARNING: An indicative example of how integrated learning of life skills and trade skills is advocated through Project Based Learning (PBL) and Inquiry based learning methodology is provided here via a sample template for the PBL activity.

### PBL - Sample Template

<table>
<thead>
<tr>
<th>Name of Project</th>
<th>Description</th>
<th>Opportunity for defining Holistic parameters (Trade and Employability (Life) Skills: Collaborative efforts Trade &amp; ELT Teams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade / Subject</td>
<td>Faculty: Institute:</td>
<td>Defining project/s using principles of inquiry. Address, observe and rate cognitive skills during project work.</td>
</tr>
<tr>
<td>Other subject area to be included, if any</td>
<td></td>
<td>Address, observe and rate non cogniti skills during project work.</td>
</tr>
</tbody>
</table>

#### Project Idea
Summary of the issue, challenge, investigation, scenario, or problem:

Lifting and moving loads like small motors, bags, heavy objects, etc. to upper levels of the store, through stairs, because elevator/lifts are not available.

Driving Question
How to transport heavy objects to upper floors in a building with no available lifting facilities?

Content and Skills Standards to be addressed:
Plan, design and assemble a vehicle with modified wheel structure such that it can lift loads while carrying loads on stairs. Assessing basic burning, welding, fitting and assembling concepts and skills.

#### 21st Century Skills
<table>
<thead>
<tr>
<th>Collaboration</th>
<th>T+A</th>
<th>E</th>
<th>Researching</th>
<th>T+A</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>T+A</td>
<td>E</td>
<td>Creativity</td>
<td>T+A</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>T+A</td>
<td>E</td>
<td>Problem Solving</td>
<td>T+A</td>
<td>E</td>
</tr>
</tbody>
</table>

*Note: This is an indicative example. The format for Projects will vary and can change based on requirements of different trades and outcomes expected.*

### IBL - PBL in Action

<table>
<thead>
<tr>
<th>Name of Project</th>
<th>Creating a load carrying power/hand operated type for lifting loads to higher/lower places</th>
<th>Duration: 2 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade / Subject</td>
<td>Time</td>
<td>Faculty: Institute:</td>
</tr>
<tr>
<td>Other subject area to be included, if any</td>
<td>Welding, welding</td>
<td></td>
</tr>
</tbody>
</table>

#### Project Idea
Lifting and moving loads like small motors, bags, heavy objects, etc. to upper levels of the store, through stairs, because elevator/lifts are not available.

#### Driving Question
How to transport heavy objects to upper floors in a building with no available lifting facilities?

#### Content and Skills Standards to be addressed:
Plan, design and assemble a vehicle with modified wheel structure such that it can lift loads while carrying loads on stairs. Assessing basic burning, welding, fitting and assembling concepts and skills.

#### 21st Century Skills
<table>
<thead>
<tr>
<th>Collaboration</th>
<th>T+A</th>
<th>E</th>
<th>Researching</th>
<th>T+A</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>T+A</td>
<td>E</td>
<td>Creativity</td>
<td>T+A</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>T+A</td>
<td>E</td>
<td>Problem Solving</td>
<td>T+A</td>
<td>E</td>
</tr>
</tbody>
</table>

*Note: This is an indicative example. The format for Projects will vary and can change based on requirements of different trades and outcomes expected.*
**REFLECTION LEARNING:** Reflective learning is a way of allowing youth to step back from their learning experience to help them develop critical thinking skills and improve on future performance by analysing their experience. The ability to reflect is a skill to be learned, a habit to develop. Reflection requires metacognition (thinking about your thinking), articulation of that thinking, and the ability to make connections to past, present, future, outliers, and relevant information.

The content provides ample opportunities for learning through reflection. Concepts learnt in the classroom are extended into experiences through project-based learning which call for critical thinking and problem solving. Working through these collaborative (or individual activities) need an amalgamation of the technical as well as life skills which are sharpened through reflective thinking.

---

**DEPLOYMENT OF THE Integrated Training MODULES:**

The modules integrated into the existing schedules of the ITIs and delivered without any disruption to the basic workings of the ITIs. However, to strengthen and reinforce the behavioural concepts the trainers would be advised to observe and comment on the youth's attitude and soft skill competencies during all activities that are carried out – irrespective of the domain or class.

This would support reinforcement of concepts by extending the learning in the classroom to the practical labs and through project work. The faculty observe, assess and record behavioural changes in the youth brought about by the modules. The observations are recorded and shared with the youth who are mentored by the faculty to reach their aspirational persona's. This seamless integration of – learning + practice + observation + feedback + remediation – ensures that the values and skills are entrenched in the youth throughout their tenure at the ITI.

The trainers would undergo an Integrated Train the Trainer program to build these capabilities in them and equip them with the skill set and tool set to bring about and capture the changes in persona of the youth.

Restricted
TRAIN THE TRAINER PROGRAMME FOR DOMAIN AND EMPLOYABILITY SKILLS: FACULTY

Facilitators as Catalysts

One of the key challenges prevalent in the skilling landscape is that of adequate and benchmark ‘standards’ and ‘standardization’ across both the content delivered as well as facilitators who are instrumental in delivery of the content.

Siemens & Tata STRIVE believe that facilitators are the catalysts and a critical success factor in empowering our youth and supporting the journey towards creating sustainable livelihoods. While the urgent need to re-skill / upskill our facilitators is recognised by us, we realise that change often requires us to give up our old, comfortable habits and ways of doing things. To deploy the methodology for developing empowered youth, we need facilitators who view youth as someone fully functional, resourceful and capable of handling their own needs instead of viewing them as people who need to be fixed or changed.

Train the Trainer journey

To equip facilitators to perform this role, we have developed an integrated Train the Trainer programme. The objective of this program is to train facilitators on the pedagogies – Inquiry based learning and project based learning, which will enable effective facilitation in the classroom and provide a seamless integration of the same while deploying and evaluating projects. The programme ranges from providing insights about youth development – to an exposure to contemporary pedagogies, methods of facilitation, levels of learning and tools that can be used to augment the skills that a facilitator brings to the table.

Training Faculty: Domain/Trade and Employability Skills

- Introduction to Concepts – Inquiry Based Learning and Project Based Learning
- Designing Activities and Evaluation Rubrics
- Applying IBL & PBL concepts to designing activities at the ITI
- Why is IBL and PBL important – Contextualizing for ITIs

An immersive experience that brings to the forefront the coaching and facilitation skills augmented by new insights is mandatory to every facilitator embarking on the journey of skilling youth through this partnership. Since the objective of the program is shift from a transactional mind-set – to a transformational mind-set, it is Restricted
imperative that we invest sufficient time to provide the learners a platform to, not only assimilate, but also practice and demonstrate the newly acquired skills.

**Highlights of the Integrated TTT programme:**

- Seven-day immersive training programme in three parts

---

**7 Days - Training Programme for TTT Faculty**

<table>
<thead>
<tr>
<th>Classroom Sessions - 4 days</th>
<th>Remote Sessions (8 sessions @ 1hr each, 1 week, 3 days)</th>
<th>Classroom Sessions - 2 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Thinking</td>
<td>Pursuing Excellence</td>
<td>Presentation of Concepts and Techniques</td>
</tr>
<tr>
<td>Logical Thinking</td>
<td>Concept Reinforcement</td>
<td>Demonstration of NLP projects and experiences</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Problem Solving</td>
<td>Evaluating NLP projects and experiences</td>
</tr>
<tr>
<td>Creative Thinking</td>
<td>Communication Skills</td>
<td>Evaluating NLP projects and experiences</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Leadership and Team Leadership</td>
<td>Evaluating NLP projects and experiences</td>
</tr>
</tbody>
</table>

**ASSESSMENTS**

Restricted
- **Content designed in-house by learning experts** - includes (but is not limited to) pedagogy, process, facilitation methodology, mindfulness practices and content orientation
- **Continuous opportunities to practice newly acquired skills in a safe environment, constructive feedback, analysis of skill gaps - solutioning, and content enhancement**
- **Content designed to be completely hands-on and activity based, indicative list includes** -
  - Teach Back Sessions
  - Project Work
  - Role Plays
  - Group Activities
  - Coaching Conversations
  - Group Assignments
  - Reflection Development
  - Discussions / Presentations
  - Real Plays
  - Experiential Learning

- **Robust Certification Process:** TIT Certification comprises of:
  - Teach Back Sessions (Guided Practice)
  - Final Assessment
    - Written Assessment
    - Project work
Gap Assessment
Of
Select Govt. Industrial Training Institutes
Of
West Bengal state
Contents

1. Executive Summary ................................................................. 3

2. Gap Assessment Objective .......................................................... 4

3. Approach and Methodology ......................................................... 5
   a. Dimensions to assess gaps .................................................... 5
   b. Steps followed to carry out Gap Assessment .............................. 5

4. Summary of Gap Assessments .................................................... 6
Executive Summary

The ITIs impart vocational training to the technical manpower for the technological upgradation of industrial production. Services, productivity and innovation. To meet this requirement, it is necessary for the ITIs to have trained instructors, infrastructure, training equipments and conduct training as per the Craftsmen Training Scheme.

According to the National Skills Development Policy, India has a target of skilling 500 million people by 2022. Currently, a huge gap exists between the need of the industry for an employable workforce and the capacity of the skill development programs. In line with the focus area of "promotion of science and technical education" and to support the National Skills Development policy of the Government of India, Siemens and Tata STRIVE intends to support the upskilling of trainees of government industrial training institutes (ITI) introducing the concept of German Apprenticeship Program known as Dual Vocational and Education (Dual VET) in India.

Dual VET (Vocational Education and Training) is a futuristic model of training which is project based learning interlaced with theory and workshop, augmented with soft skills to develop future oriented workforce.

- 3 Years integrated program that will be applicable for all Govt. ITIs covered under this Model
- Standardized, structured program with interspersed industry training across all three years of the program in a phased manner
- Additional course content tailored as per industry needs
- Emphasis on holistic development
- Certification after 3 years by NCVT, Siemens Ltd and Tata STRIVE
Gap Assessment Objective

Directorate General of Training (DGT) is an apex body for the development and coordination of the vocational training including Women's Vocational Training in our country. The Ministry conducts the vocational training programs of Craftsmen Training Scheme (CTS) to cater to the needs of different segments of the Labour market. The National Council for Vocational Training (NCVT) acts as a central agency to advise Government of India in framing the training policy and coordinating vocational training throughout India. The NCVT syllabus defines course structure with human resource and tools & Equipments requirement for a batch of 16 students.

One of the key elements of Dual VET is institute infrastructure in terms of human resources and physical infrastructure. The availability of required human resources, classrooms and tools & Equipment is a must for the implementation of vocational training in the institute. The students learn and practice at the institute and go to industries for on the job experience.

The overall objective of the Gap Assessment is as below:

1. Determine the availability of instructors for theory subject and Employability skills.
2. Determine the availability of classrooms with its infrastructure such as benches, chairs, blackboard etc.
3. Determine the availability of tools and equipments as per the NCVT syllabus requirements
4. Determine the availability of IT infrastructure in the institute such as computers, internet, projector etc.
5. Identify industries that are connected to the institute as part of the Institute Management Committee (IMC). Map the industrial visits and job placement trends at the institute
6. Identify developmental opportunities in the institute
7. Suggest suitable interventions/recommendations to address the gap.
8. Create an action plan with indicative timelines.
Approach and Methodology

Siemens and Tata STRIVE has adopted a structured methodology to understand the skill ecosystem in Government ITIs of Punjab, assess manpower and tools & equipment needs, and collate insights, to arrive at recommendations to address the gaps per ITIs which were consolidated to provide the gap scenario in all ITIs where Dual VET shall be implemented.

Dimensions to assess gaps

The gaps are assessed under four dimensions with respect to the NCVT syllabus requirements.

1. Human Resources - No. of Instructors available for theory, practical and Employability skills.
2. Tools & Equipments - No. of Work benches, Tools and Equipments in working condition available against total no of students
3. IT Infrastructure - No of operational Computers available with internet connection
4. Civil Infrastructure – Availability of well illuminated classrooms and labs with comfortable seating arrangement for students and availability of projector with screen

Steps followed to carryout Gap Assessment

1. Orientation program was conducted for the Principals of Government ITI’s introducing the Dual VET concept and its implementation strategy. The Principals are made aware of the Gap Assessment study and how the same shall be carried out.
2. To carry out the gap assessment at the Government ITIs, Siemens and Tata STRIVE deployed its trained experts-Project Coordinator with Gap Assessment sheet covering up the above mentioned dimensions to each ITI.
3. The Project coordinator visited each of the identified Government ITIs and carried out the Gap Assessment in coordination with the respective ITI Principals and respective Trade Instructors.
4. Physical inspections and interactions with the team at ITIs were carried out basis the identified parameters for Gap assessment.
5. The Gap assessment sheets were filled basis the information provided by the Principal and the Trade Instructors. These were compiled and mapped with that of the recommendations by NCVT.
6. The assessment responses were analysed and compiled into the an Assessment report and shall be submitted to the state Directorate for further actions and arriving at timelines.

KEY Stake holders:
1. Siemens and Tata STRIVE project coordinators / Employees
2. State Directorate representative
3. Govt. ITIs Principals and Instructors
4. Govt. ITI Students
# Summary of Gap Assessments

The Gap Assessment was carried in Govt. ITIs that were mutually agreed upon by Siemens, Tata STRIVE and the state Directorate.

The summary of the Gap Assessment is as below,

## Electrician Trade

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Govt. ITI Name</th>
<th>Instructors availability</th>
<th>Civil infrastructure</th>
<th>Tools &amp; Equipment</th>
<th>IT infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt ITI, Asansol</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>2</td>
<td>Govt ITI, Chhotojagulia</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>3</td>
<td>Govt. ITI, Gariahat</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>4</td>
<td>Govt ITI, Shibpur</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>5</td>
<td>Govt ITI, Hooghly</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>6</td>
<td>Govt ITI, Howrah Homes</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>7</td>
<td>Govt ITI, Tollyganj</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>8</td>
<td>Govt ITI, Chinsurah</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>9</td>
<td>Govt ITI, Rahara</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>10</td>
<td>Govt ITI Narendrapur</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>11</td>
<td>Govt ITI Kalyani</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
</tbody>
</table>

## Fitter Trade

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Govt. ITI Name</th>
<th>Instructors availability</th>
<th>Civil infrastructure</th>
<th>Tools &amp; Equipment</th>
<th>IT infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt ITI, Asansol</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>2</td>
<td>Govt ITI, Gariahat</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>3</td>
<td>Govt ITI, Shibpur</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>4</td>
<td>Govt ITI, Hooghly</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>5</td>
<td>Govt ITI, Howrah Homes</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>6</td>
<td>Govt ITI, Tollyganj</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>7</td>
<td>Govt ITI, Chinsurah</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>8</td>
<td>Govt ITI, Chhotojagulia</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>9</td>
<td>Govt ITI, Narendrapur</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
<tr>
<td>10</td>
<td>Govt ITI Kalyani</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
<td>🔴</td>
</tr>
</tbody>
</table>

*Note: Availability > 80% - 🔴, Availability > 50% - 🔴, Availability < 50% - 🔴*
## Annexure IV- List of Govt. ITIs

### Electrician Trade

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Institute Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt ITI, Asansol</td>
</tr>
<tr>
<td>2</td>
<td>Govt ITI, Chhotojagulia</td>
</tr>
<tr>
<td>3</td>
<td>Govt ITI, Garihar</td>
</tr>
<tr>
<td>4</td>
<td>Govt ITI, Shibpur</td>
</tr>
<tr>
<td>5</td>
<td>Govt ITI, Hooghly</td>
</tr>
<tr>
<td>6</td>
<td>Govt ITI, Howrah Homes</td>
</tr>
<tr>
<td>7</td>
<td>Govt ITI, Tollyganj</td>
</tr>
<tr>
<td>8</td>
<td>Govt ITI, Chinsurah</td>
</tr>
<tr>
<td>9</td>
<td>Govt ITI, Rahara</td>
</tr>
<tr>
<td>10</td>
<td>Govt ITI Narendrapur</td>
</tr>
<tr>
<td>11</td>
<td>Govt ITI Kalyani</td>
</tr>
</tbody>
</table>

### Fitter Trade

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Institute Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt ITI, Asansol</td>
</tr>
<tr>
<td>2</td>
<td>Govt ITI, Garihar</td>
</tr>
<tr>
<td>3</td>
<td>Govt ITI, Shibpur</td>
</tr>
<tr>
<td>4</td>
<td>Govt ITI, Hooghly</td>
</tr>
<tr>
<td>5</td>
<td>Govt ITI, Howrah Homes</td>
</tr>
<tr>
<td>6</td>
<td>Govt ITI, Tollyganj</td>
</tr>
<tr>
<td>7</td>
<td>Govt ITI, Chinsurah</td>
</tr>
<tr>
<td>8</td>
<td>Govt ITI, Chhotojagulia</td>
</tr>
<tr>
<td>9</td>
<td>Govt ITI, Narendrapur</td>
</tr>
<tr>
<td>10</td>
<td>Govt ITI Kalyani</td>
</tr>
</tbody>
</table>