Tracer Study of ITI Graduates under Skill Strengthening for Industrial Value Enhancement (STRIVE) Project in Himachal Pradesh, India

[Final Report]

Submitted to :

Department of Technical Education,
Vocational & Industrial Training,
Himachal Pradesh

Submitted by :

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EXECUTIVE SUMMARY

The Skill Strengthening for Industrial Value Enhancement (STRIVE) project was initiated by the Government of India in order to improve the efficiency of the training courses provided through the Industrial Training Institutes (ITIs) and apprenticeships. The goal was to engage in skill development of the trainees and ensure that they have access to the optimum quality of education.

The Academy of Management Studies (AMS) was commissioned to conduct a tracer study to assess the overall quality of the implementation of the STRIVE program in the ITIs of Himachal Pradesh. The study has been conducted as a cross-sectional study at a single point of time. For the same, the respondents were the youth who completed the CTS program in selected trades in 2019 and have received the National Trade Certification.

Representation of 34 trades was ensured in the study. The survey respondents include 1129 IIT Trainees from various types of ITIs – 18 Project Government ITIs, 9 Non-Project Government ITIs and 9 Private ITI. Additionally, 19 case studies of successful, critical impact cases and 15 qualitative in-depth interviews with employers were conducted.

Some key findings of the tracer study are as follows:

→ The enrolment rate of women in the intervention ITIs is significantly higher than in control ITIs by 13%. The female trainees also reported a higher degree of satisfaction with the training courses offered in the ITI program. This is a promising sign towards addressing the limited representation of women in ITIs as they often face social and economic barriers while accessing educational institutions.

→ A higher proportion of trainees from the intervention ITIs reported a better level of satisfaction with the experience of the training courses when compared to the control ITIs by a difference of 7%. This statistically significant difference highlights the relative success of the project ITIs in addressing the needs of the trainees and the latter thus being able to gain more out of the courses.

→ The trainees who have been employed after the training sessions reported a high degree of relevance of the courses that they attended as part of the ITI courses in their day-to-day duties. Further, they also reported that the placement cells of the ITIs were effective in helping the trainees navigate the job landscape and help land them jobs.

→ The proportion of trainees who attended apprenticeship sessions was overall low. However, STRIVE ITIs were reported to be performing better with 12% of trainees from intervention ITIs compared to 8% of trainees from control ITIs.

→ A marginally higher proportion of trainees from the intervened ITIs (70%) were employed as temporary employees than those from control it is (63%). Further, only trainees from intervention

ITIs opted for self-employment (1%) which is a promising trend of the trainees becoming self-sufficient. A gender-wise breakdown of the same highlight that while female trainees are outpaced by male trainees as paid permanent employees with a difference of 2%, the former are hired more as paid temporary employees over the latter with a difference of 4%.

→ Placement rates of the trainees have increased under the STRIVE program, with trades like electrician, fitter, welder benefitting from the updated course material. A higher proportion of trainees from intervention ITIs (23%) were offered a job in their preferred sector, with a significant difference of almost 7% compared to the control ITIs (16%).

→ The effectiveness of the placement activities conducted by the ITIs has led to the reduction in the duration of the average length of the job-hunting process by almost 11% between the project and the non-project ITIs.

→ After 1 year of training in the ITIs, a higher proportion of trainees from the intervention ITIs were employed in a job than the trainees from the control ITIs with a difference of 5%. It is a promising indicator towards the trainees receiving gainful employment as a result of the training sessions at the ITIs. Further, it also shows potential in the demand of the training courses offered at the ITIs in the current job market.

→ Additionally, graduates from the program also reported higher levels of job satisfaction and an improved economic condition of the household as a result of the trainees being employed. The proportion of trainees who were either satisfied or very satisfied in their job was at least 13% more in the intervened ITIs than that of the control ITIs. A good level of job satisfaction also indicates a low attrition rate of the employees, which incentivizes employers to conduct more placement sessions at the ITIs.

→ Prospective employers who usually conduct placement drives in the ITIs shared that, in their opinion, STRIVE ITIs are necessary for the personality development of the trainees like discipline, professional skills, communication skills and public speaking and that it should be mandated as part of the training curricula in all ITIs.

The knowledge gained from this study could aid in understanding the long-term impact of the STRIVE program on the concerned stakeholders and assess the facilitating and restricting factors in assessing the employability level of an ITI graduate. It is hoped that the inputs from the study may be used in implementing future policy changes to the training program in ITIs in order to make the courses accessible to a larger pool of potential candidates.

* * * * *

CHAPTER 1: INTRODUCTION AND METHODOLOGY

1. BACKGROUND

1.1. Vocational Education, Training and Skill Development

The importance of education in the context of facilitating social and economic progress has long been recognized, especially in a developing nation like India. Education leads to improved functional and analytical ability within an individual, further opening up numerous avenues for him/her to earn livelihood through meeting the demand of vastly diversified labour market. Knowledge and skills could be considered as the engines of social development and economic growth in any country.

Proficiency in skills and knowledge acquisition are the driving forces of economic growth and social development for any country. Today all economies need skilled workforce so as to meet global standards of quality, to increase their foreign trade, to bring advanced technologies to their domestic industries and to boost their industrial and economic development.[1] Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. **India is one of the youngest nations in the world** with more than 62% of its population in the working age group (15-59 years). It is expected that during the next 20 years, **the labour force in the industrialized world is expected to decline by 4%, while in India it will increase by 32%** (National Higher Education Mission, Ministry of Human Resource Development, 2013). To reap this demographic dividend which is expected to last for next 25 years, India needs to equip its workforce with employable skills and knowledge so that they can contribute substantively to the economic growth of the country.[2]

In the last decade, there has been an increasing attention paid to skill building as a national priority in India, both in terms of providing employment opportunities to the young population, and to fully realize the demographic dividend for the country by supplying the high-quality skills to manage the global shortage in skills. India is among the top countries where employers are facing difficulty in filling up job positions. Filling the skill gaps in both the domestic and the global arena is crucial to sustain the economic growth and realize the demographic dividend. Accordingly, an extensive programme of skill development has been launched by the Government of India, of which the **vocational education delivered by Industrial Training Institutes (ITIs)** is one part. Other efforts of significance such as introduction of vocational education in secondary schools, widening the reach of vocational training to the informal sectors and to the not easily accessible geographic regions, certifications of informally trained skilled workers through National Skills Qualification Framework (NSQF) have also been initiated with a view to broadly prepare individuals for the world of work through vocational training and education.[3]

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[1] Saini, V. (2015). Skill Development in India: Need Challenges and Way Forward. Abhinav Publication.
[2] Tara, S.N and Kumar, N.S. (2017). Need for Quality Interventions in Vocational Education in India. Dubai: International Conference on Education, E-Governance, Law and Business. https://doi.org/10.15242/ICEHM.UH0117016
[3] Kumar K. (2016) ITIs / ITCs: Industrial Training Institutes / Industrial Training Centres. In: Pilz M. (eds) India: Preparation for the World of Work. Springer VS, Wiesbaden. https://doi.org/10.1007/978-3-658-08502-5_5

1.2. Employability in Himachal Pradesh

According to employment exchange data, in the state of Himachal Pradesh a large force of technically trained manpower from ITIs and other similar institutions remained unemployed in the late 90s. It was found that these trainees were either unemployed or were not employed in a trade they received training in, thus pointing to mismatch in demand and supply of different skills.[4] According to the NSDC report of 2013, a net gap of 4.55 lakhs of workforce between demand and supply with regional, social and gender-wise variations were identified from priority districts with a manpower development perspective like Hamirpur, Mandi, Solan, Siramaur and Una.[5] A viable solution to this problem was to strengthen and capacitate ITIs and other institutions to impart skills and training relevant to the industry and market.

1.3. Concept of Industrial Training Institutes (ITIs)

The vocational training in India is formally delivered by the ITIs through the Craftsmen Training Scheme (CTS). The Craftsmen Training Scheme (CTS) was introduced by the Government of India **to ensure a steady flow of skilled workers** in different trades for the domestic industry, to raise quantitatively and qualitatively the industrial production by systematic training, to reduce unemployment among the educated youth by providing them employable skills, to cultivate and nurture a technical and industrial attitude in the minds of younger generation. The Scheme being the most important in the field of Vocational Training, has been shaping craftsmen to meet the existing as well as future manpower need, through the vast network of ITIs spread over various States / Union Territories in the country.

The ITIs play a vital role in growth of GDP of the country in terms of providing skilled manpower to the industry. Craftsmen Training Scheme (CTS) was initiated, in 1950 by establishing about 50 Industrial Training Institutes (ITIs). Since then, several new private ITIs were established particularly, in southern states mostly in Kerala, Karnataka and Andhra Pradesh, from where trained craftsmen found placement in the Gulf countries. Presently, training courses under Craftsmen Training Scheme are being offered through **a network of 15,042 ITIs (Govt. 2738 + Private 12304)** located all over the country with total seating capacity 22.82 lakhs.[6]

1.4. Project STRIVE (Skills Strengthening for Industrial Value Enhancement)

Further, to address the issue of skill gap, the Government of India introduced the "National Policy for Skill Development and Entrepreneurship" in 2015 under the aegis of National Skill Development Mission (NSDM) that sought to facilitate skilling opportunities for economically disadvantaged/ underserved communities and thusdevelop a globally competitive workforce. Under this GOI's larger

[4] *Planning Commission, GOI, "Himachal Pradesh Development Report."*
[5] *NSDC, "District wise Skill Gap Study for the State of Himachal Pradesh (2012-17, 2017-22)."*
[6] Craftsmen Training Scheme (CTS) | Ministry of Skill Development and Entrepreneurship | Government of India (msde.gov.in)

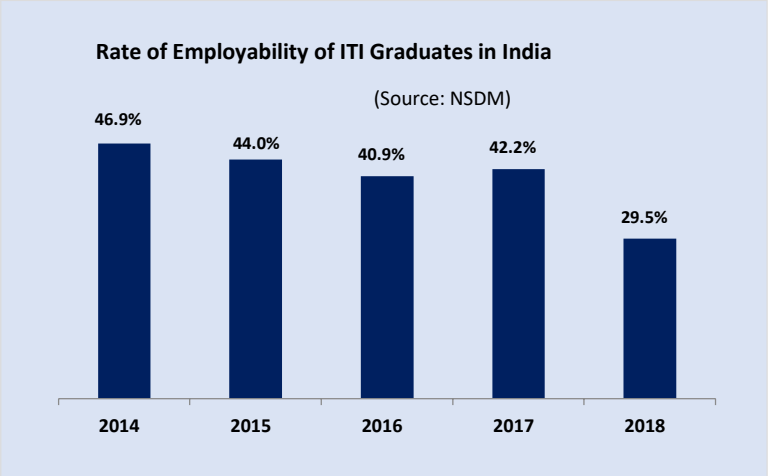
policy framework for skills development, STRIVE program has been anchored. [7]

Skills Strengthening for Industrial Value Enhancement (STRIVE) project is a World Bank assisted Government of India project with the objective of improving the relevance and efficiency of skills training provided through Industrial Training Institutes (ITIs) and apprenticeships. So far, 34 states/UT have signed the agreement to implement STRIVE and **a total of 426 ITIs from 33 states/UTs have been selected to participate in the programme**..[8]

Project STRIVE
Results Areas: a) Improved Performance of Industrial Training Institutes b) Increased Capacities of State Govts. to support Industrial Training Institutes & Apprenticeship Training c) Improved Teaching and Learning d) Improved & Broadened Apprenticeship Training
Major Activities: a) Performance-based grants for upgradation of selected ITIs b) Performance-based funding to State Govts. to incentivize reforms in management of ITIs andapprenticeship training c) Overhauling curricula and TL resources in selected key Craftsmen Training Scheme (CTS) programs d) Enhancing distance and blended learning in pre-employment and in-service teachers training e) Incentivizing SME participation in modern apprenticeship training through grant funding of industry apprenticeship initiatives f) System development & capacity building, and advocacy for apprenticeship training.

In the last few years preceding the implementation of STRIVE project, a clear downward trend was observed in the employability of students graduating from the ITIs. Therefore, after the implementation of the STRIVE project for over two years, in order to assess its overall efficacy and impact, the State Project Implementation Unit (SPIU) has commissioned Academy of Management Studies (AMS) to conduct a Tracer Study of trainees graduating from the ITIs in Himachal Pradesh.

[7] World Bank Document
[8] Skill Strengthening for Industrial Value Enhancement (STRIVE) | Ministry of Skill Development and Entrepreneurship | Government of India (msde.gov.in)



2. METHODOLOGY

2.1. Study Design

Since the main objective of the Tracer study is to map out the career path of the trainees who completed the CTS program in selected trades at least 1 year ago and have received the National Trade Certification, the approach selected for the study was a post-only research design, which would help in establishing the causality of impact of Project STRIVE with a greater degree of confidence. For this, it was important to construct a counterfactual measure of what might have happened without the scheme. All impact evaluation strategies need a method for constructing a proxy for these counterfactual outcomes from information on non-beneficiaries

- The **intervention group** respondents were those trainees **who completed the CTS program in selected trades at least 1 year ago and have received the National Trade Certification.**
- The **control group** were those trainees who completed their trainings from the ITIs not covered under the STRIVE project.

A comparison of the responses of these two groups, helped us to cull out the extent of impact resulting from the project interventions alone. The key features of the study design is that the data was collected from trainees who have graduated from project ITIs (called the 'treatment group') and the ones who have graduated from non-project ITIs (called as the 'control group'), helping us develop a **"with/without" comparison.**

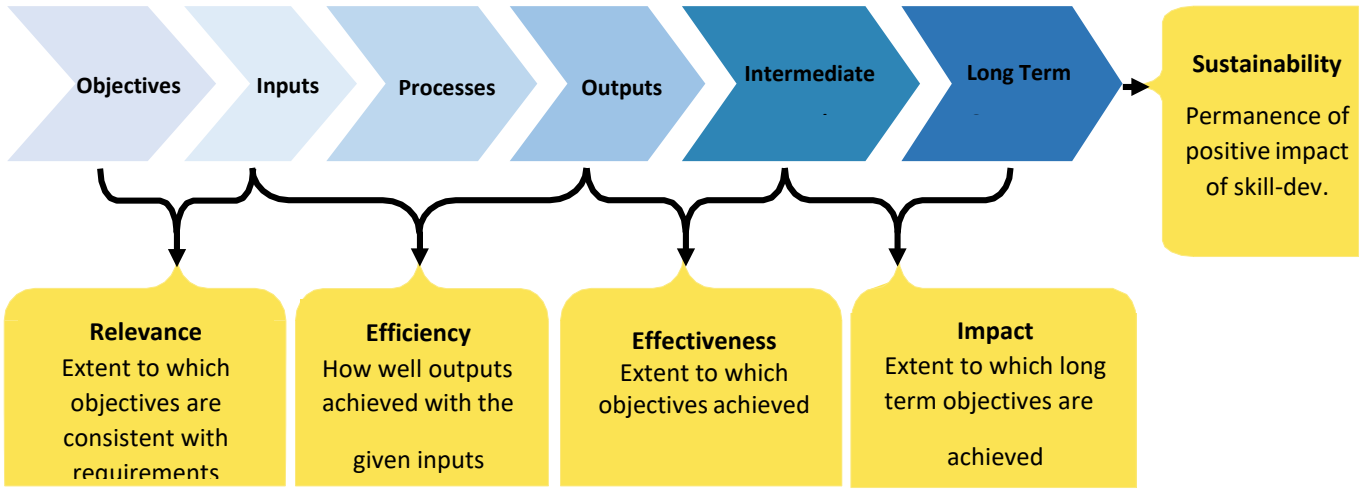
2.2. Target Respondents

The study has been conducted as a **cross-sectional study** at a single point of time. For the same, the respondents were the **youth who completed the CTS program in selected trades at least 1 year ago and have received the National Trade Certification.**

Further, in order to be able to compare the particular employment related outcomes among all such training beneficiaries, same homogenous group or **'cohort' that finished its training at the same time** were selected. As the STRIVE project started in 2018-19, then the earliest cohort that was considered is the one **that successfully completed the training in 2019.** Taking this cohort as study sample helped us to capture more relevant scenario as by the time of study to be conducted, most of the members of this cohort was expected to have been placed in meaningful employment and they would have developed a good understanding of the labor market, its underlying issues and associated challenges, etc.

2.3. Conceptual Framework

The study was undertaken in such a way that it is able to not only **quantify the extent of impact** of trainings among the ITI graduates but also **identify the various enablers and barriers** that affect the abilities of such trained youth in securing valued employment. Accordingly, the study involved assessing the **relevance** of intervention vis-à-vis the requirements and priorities of target beneficiaries; the **efficiency** with which the targeted numbers of participants were trained on various skills with the existing inputs and processes; the **effectiveness** of trainings in facilitating respectful livelihoods; the level of **impact** of trainings to bring about any marked improvement in the socio-economic status of the targeted youth; and the level of **sustainability** of such impacts independently after the cessation of interventions.



Assessment Framework for the Tracer Study

2.4. Sampling

2.4.1. Sample Size Estimation

The universe for the tracer study included all the Industrial Training Institutes in Himachal Pradesh (both government and private), i.e., 276 ITIs and all the trainees in this ITIs who passed out in 2019, i.e., 16364 trainees.

In order to arrive at a robust and statistically significant sample size for the intervention and control ITIs, the following formula was used:

$$n = \frac{4pq}{d^2} \times DE$$

Where,

p = Prevalence of indicator being assessed (assumed at 50%)

q = 1-p

d = Margin of error (Assumed at 5%)

DE = 1.29

The value of p has been assumed at 50% to arrive at a conservative estimate for sample size as multiple indicators are to be assessed. For a 30-cluster sampling approach, it is assumed that the intra cluster correlation coefficient would stand at 0.01, considering that there would not be much heterogeneity among the various clusters. Therefore, a 1.29 Design Effect would be appropriate for the study. Using the aforementioned assumptions, the total sample requirement works out to **516 trainees** to arrive at statistically reliable estimates at 95% level of confidence and with 5% margin of error. Rounding off this estimate to account for 10% non-response rate, we arrive at a sample size of **568 trainees** for each group (intervention and control)**.**

In order to capture statistically significant responses of 568 trainees across each of the ITI groups by following a 30-cluster approach, it was necessary to cover at least **18 intervention ITIs and 18 control ITIs**, ensuring due representation of the geographical coverage.

Sample Size of Control ITIs: Due representation was given to the two types of control ITIs, namely 9 non-project government ITIs and 9 private ITIs were covered. The sample size of each of these groups was also found to be statistically robust, at a 7% margin of error and 95% confidence level[9]. Accounting for 5% non-response rate, the sample size of each of these two groups came up to at least 276 trainees per group, i.e., 552 trainees across 18 control ITIs.

Therefore, in order to meet the statistical requirements and account for the non-response buffer, it was essential to cover at least 1120 trainees.

Overall, **1129 trainees across 36 ITIs** were covered in the tracer study conducted in Himachal Pradesh. In addition to being statistically robust, this sample size also satisfies the conditions laid out in the RFP, which stated that the states are required to capture survey responses from at least 5% of the total number of trainees passing out in the selected academic year in the required trades across at least 10-

[9] Using the same formula given below, changing the values

15% of the ITIs, ensuring representation of project government, non-project government and private ITIs across each district.

2.4.2. Sampling Procedure

A **two-stage sampling method** was used to sample the desired number of target respondents for the tracer study. In the first stage, 36 ITIs were randomly selected across 10 districts of Himachal Pradesh. Each of these 36 ITIs constituted the first-stage sampling unit (FSU). Thereafter, in the second stage, from each FSU, the desired number of target respondents (30-31 trainees) were sampled which constituted the ultimate sampling unit (USU) for this study. The method of selection adopted for each stage is described ahead –

A) Selection of ITIs

The tracer study involved capturing primary information from a representative sample of targeted respondents – that is **those who successfully passed/graduated in 2019**. For selecting their sample, first of all a purposive sample of ITIs with due geographical representation from each district with at least one project ITI was selected. Accordingly, due representation was given to the three types of ITIs in the State –

(a) Govt. ITIs covered under STRIVE project;

(b) Govt. ITIs not covered under STRIVE project; and

(c) Pvt. ITIs not covered under the STRIVE project.

A district-wise summary of the required robust sample of 10-15% of the total 276 ITIs (i.e., 36 ITIs) was selected from across the entire State, as per the list provided by the department, is presented below. These ITIs were chosen by the method of **simple random sampling.**

Table 1.1 No. of ITIs covered

SN	Districts	Project ITIs	Non-Project ITIs			Total
		Govt.	Govt.	Pvt.	Total	
1	Bilaspur	1	1	1	2	3
2	Chamba	-	-	-	-	-
3	Hamirpur	1	1	1	2	3
4	Jawali	1	-	-	-	1
5	Kangra	2	2	2	4	6
6	Kinnaur	-	-	-	-	-
7	Kullu	3	1	1	2	5
8	Lahaul & Spiti	-	-	-	-	-
9	Mandi	3	1	1	2	5
10	Shimla	1	2	-	2	3

Table 1.1 No. of ITIs covered						
SN	Districts	Project ITIs	Non-Project ITIs			Total
		Govt.	Govt.	Pvt.	Total	
11	Sirmaur	2	-	1	1	3
12	Solan	3	1	1	2	5
13	Una	1	-	1	1	2
	Overall	**18**	**9**	**9**	**18**	**36**

B) Selection of Respondents

The sampling procedure started with **collecting the detailed list of trainees/beneficiaries who successfully graduated with 1 year of training at the 36 identified ITIs in 2019**.

Overall, **about 30-31 participants from each ITI were selected**. For selecting this sample of respondents, two types of trainees passing out from any ITI in 2019 was covered–

Type-1: Trainees who graduated with 1 year of training/course; and

Type-2: Trainees who graduated with 2 years of training/course.

Overall, the respondents were selected by using **systematic random sampling approach which is selected by sampling members from the pool of trainees** from each by giving due presentation to each stratum, from the study area of about 100 km in radius around any sampled ITI. The sampling interval was decided based on the number of trainees of each trade, proportionately divided into number of trainees per trade required.

Table 1.2 Summary of the Quantitative Sample			
Particulars		**No. of ITIs**	**No. of Trainees**
Intervention	Project ITIs (Govt.)	18 Nos.	At least 31 per ITI*
Control	Non-Project ITIs (Govt.)	9 Nos.	At least 31 per ITI*
	Private ITIs	9 Nos.	At least 30 per ITI*

*The selection of 30-31 respondents across each ITI was done through the **creation of a sampling frame** by disaggregating the trainees/beneficiaries onthe basis of gender, socio-economic demographics, as well as their trade. This involved **collecting the detailed disaggregated lists of trainees from the ITIs or from SPIU**. It was ensured that the selected trades were proportionately represented in the sample. Care was also taken to ensure a proportionate representation of both genders in the selected sample.

2.5. Data Collection Methodology

The tracer study was undertaken by collecting relevant ***training and employment related data from the youth who completed the CTS program in any trade from project/non-project ITIs in 2019.*** For collecting such information, a **standard questionnaire** (attached as Annexure) having mainly structured, close- ended questions was used.

While the agency preferred that the questionnaire be duly canvassed through **face-to-face interactions**, in light of the pandemic restrictions as well as the possibility of the ITI graduates being unavailable within 100 km of the ITI during the time of the data collection, some of the questionnaires were canvassed to the respondents through **telephonic interactions**. The overall district wise/ITI wise coverage of the sample is provided below:

Table 1.3 Distribution by ITI

	Frequency	Percent
Bilaspur	**92**	**8%**
Govt. ITI Bilaspur	31	2.7
Govt. ITI Ghumarwin	31	2.7
Santhoshi PVT ITI, Ghumarwin	30	2.7
Hamirpur	**98**	**9%**
Govt. ITI Nadaun at Rai	35	3.1
Govt. ITI Bani	31	2.7
Jyotsna PVT ITI, Lohrain	32	2.8
Jawali	**31**	**3%**
Govt. ITI Jawali	31	2.7
Kangra	**173**	**15%**
Govt. ITI Shahpur	32	2.8
Govt. ITI Bajinath	31	2.7
Govt. ITI Nurpur	31	2.7
Govt. ITI Saliana	31	2.7
Universal Pvt ITI, Bane di Hatti, Gaglu	14	1.2
Shaheed Diwan Chand Katoch Pvt ITI, Baijinath	34	3.0
Kullu	**171**	**15%**
Govt. ITI Samshi	32	2.8
Govt. ITI Sainj	31	2.7
Govt. ITI Kullu	33	2.9
Govt. ITI Nirmand	34	3.0
Everest Pvt. Industrial Training Institute	41	3.6
Mandi	**157**	**14%**
Govt. ITI Mandi	31	2.7

Table 1.3 Distribution by ITI		
	Frequency	Percent
Govt. ITI (PWD) Sundernagar	31	2.7
Govt. ITI Jogindernagar	31	2.7
Govt. ITI Thalout	34	3.0
Takshila PVT ITI, Near MLSM College	30	2.7
Shimla	**93**	**8%**
Govt. ITI Jubbal	31	2.7
Govt. ITI Theog	31	2.7
Govt. ITI Rampur	31	2.7
Sirmour	**94**	**8%**
Govt. ITI Rajgarh	33	2.9
Govt. ITI Paonta Sahib	31	2.7
Nav Durga PVT ITI, Bedon	30	2.7
Solan	**156**	**14%**
Govt. ITI (W) Nalagarh	31	2.7
Govt. ITI solan	31	2.7
Govt. Model ITI Nalagarh	31	2.7
Govt. ITI Arki	31	2.7
Ambuja Cement Foundation PVT ITI, Darlaghat	32	2.8
Una	**64**	**6%**
Govt. ITI Bangana	31	2.7
Optech Vidya Pvt ITI Amb	33	2.9
Total	**1129**	**100**

Additionally, **case studies** of successful, critical impact cases were also be captured and **qualitative in-depth interviews** with employers were conducted through telephonic interviews.

Table 1.4 Summary of the Qualitative Sample	
Respondents	**No. of In-depth Interviews**
ITI Trainees	**19 Nos.**
Employers	**15 Nos.**

2.6. Data Analysis

The quantitative data collected though CAPI devices was converted into SPSS formats, specifying the variable names and value labels for each field. The **quantitative data** so collected through structured interviews was assigned codes by the centralized data analysis team. Further, consistency checks were run on the data and the data was cleaned to make it fit for generating reliable estimates so as to meet the

purpose of this study. Further, the data was analysed through SPSS to generate desired estimates, fact sheets, tables and graphs to be used in the final analysis and presentation of data. The following analytical techniques were adopted depending on the research questions –

- **Descriptive statistics** were calculated for **range, mean, and standard deviation** of the scores for each variable obtained for all the participants. **Percentages and values** for various estimates desired under the study were calculated using the specified formulae for each.

- **Inferential statistics** were used to examine association between variables. Various test of association including chi square, t-test etc. **Z-tests** were performed for testing statistical significance of difference between project beneficiaries and non-beneficiaries. **Chi-Square tests** were used to identify relationships between two categorical variables. Chi-Square tests for equality of proportions were used when at least one of the categorical variables has two levels, while tests for independence of all factors were used when both categorical variables have more than two levels.
- **Sub-groups analysis** was undertaken to assess the difference of status across groups of population. Estimates were generated disaggregated by trade and gender of beneficiaries and other similar classificatory variables as identified during data analysis. **Cross tabulations** and **correlations matrix** were drawn for depicting any specific patterns in the data with regard to any specific subgroup.

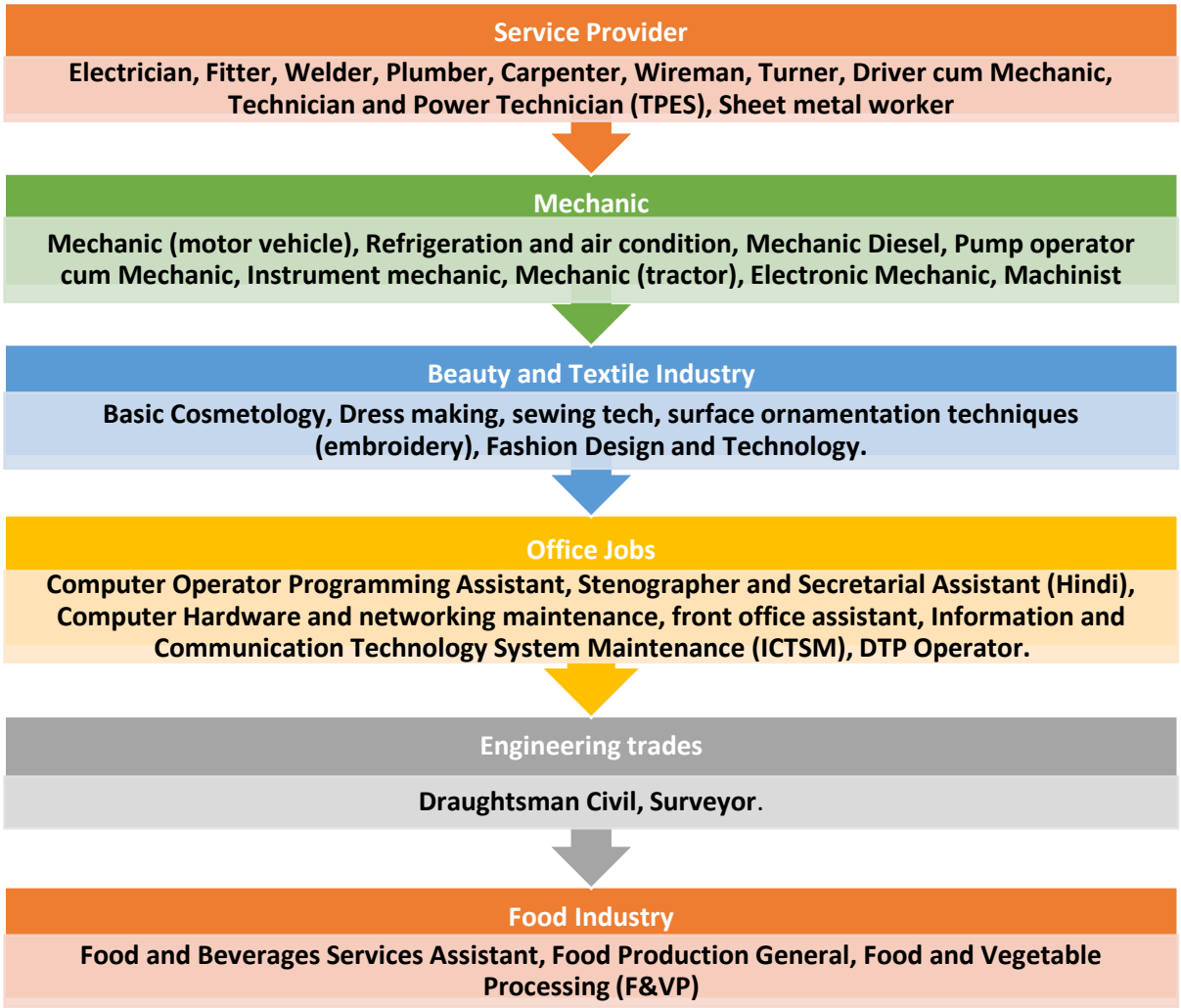
For the analysis of **qualitative data** gathered through in-depth interviews the first step was its verbatim transcription. The same was then analysed in a systematic and methodological manner. for its primary as well as latent content.

CHAPTER 2: SOCIO ECONOMIC PROFILE OF THE ITI TRAINEES

Learning about the socio-economic condition of the sampled graduates is key to understanding the effect of the skill development training sessions and whether the trainees have been able to utilize their new skills to the fullest. The sample for the study was chosen to in order to have a fairly representative profile of the trainees across both the Intervention and Control categories in terms of their gender, region, religion, caste and housing conditions. Some of the indicators that were used to have a comprehensive sample across both categories for the tracer study are as follows:

2.1. SECTOR WISE PROFILING OF TRAINEES:

For the tracer study, the sampled respondents were divided based on their chosen sector of training in the ITIs. These sectors include service providers, office jobs, mechanics, beauty and textile industry, engineering and food industry. Some of the trades that have been included under each sector are as follows:



The sampled trainees and their distribution across the various sectors in the ITIs across both Intervention and Control categories have been illustrated in Figure 2.1. while majority of the trainees (40.8%) from the intervention category opted for jobs in the service industry, the next largest proportion of trainees from the intervention category opted for the engineering sector (24.6% compared to 16.6% from the control category. Similarly, a higher proportion of graduates from the intervention category also opted for the 'Beauty and Textile Industry' which is usually preferred by female graduates. These statistically significant differences paint a high adoption rate of these sectors by the trainees. Further, the distribution of the trainees was mostly concentrated in 4 trades, with more than 45% of the trainees being trained in the vocations for Electrician (21.3%), Computer Operator Programming Assistant (15.2%), Sewing Tech (11.2%) and Fitter (9.2%). It indicates a high demand for these courses among the trainees and the high employability rate of these professions could make them more attractive for the trainees. The detailed trade-wise breakdown of the sampled trainees have been detailed below:

Figure 2.1: Distribution of trainees across their sector of training in ITI (Intervention and Control ITIs) (in %)

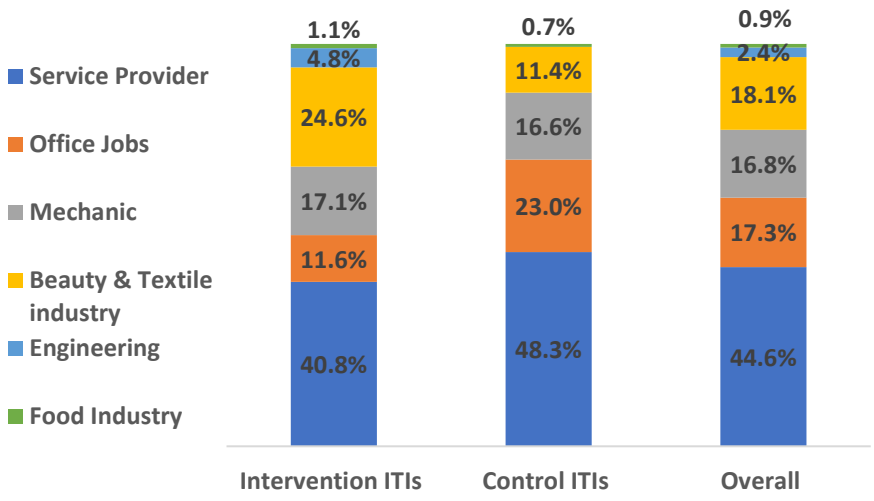


TABLE 2.1: TRADE-WISE BREAKDOWN OF THE SAMPLED TRAINEES FROM THE ITIs

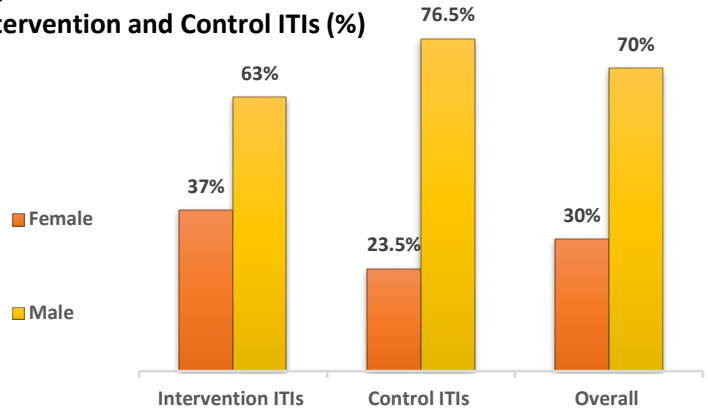
SL. NO.	TRADE	n	%
1.	Electrician	241	21.3
2.	Computer Operator Programming Assistant	172	15.2
3.	Sewing Tech	127	11.2
4.	Fitter	104	9.2
5.	Mechanic (Motor Vehicle)	80	7.1
6.	Electronic Mechanic	68	6.0
7.	Welder	64	5.7
8.	Plumber	60	5.3
9.	Surface Ornamentation Techniques (Embroidery)	33	2.9
10.	Pump Operator cum Mechanic	32	2.8
11.	Surveyor	15	1.3

TABLE 2.1: TRADE-WISE BREAKDOWN OF THE SAMPLED TRAINEES FROM THE ITIs			
SL. NO.	TRADE	n	%
12.	Carpenter	14	1.2
13.	Fashion Design & Technology	12	1.1
14.	Draughtsman Civil	12	1.1
15.	Basic Cosmetology	9	0.8
16.	Dress Making	9	0.8
17.	Computer Hardware & networking maintenance	9	0.8
18.	Mechanic Diesel	8	0.7
19.	Information & Communication Technology System Maintenance (ICTSM)	8	0.7
20	Food Production General	7	0.6
21.	Technician and Power Electrician (TPES)	6	0.5
22.	Front Office Assistant	6	0.5
23.	DTP Operator	5	0.4
24.	Wireman	4	0.4
25.	Turner	4	0.4
26.	Driver Cum Mechanic	4	0.4
27.	Instrument mechanic	3	0.3
28.	Stenographer and Secretarial Assistant (Hindi)	3	0.3
29.	Food & Beverages Services Assistant	3	0.3
30.	Sheet metal Worker	2	0.2
31.	Machinist	2	0.2
32.	Refrigeration & Air Conditioning	1	0.1
33.	Mechanic (Tractor)	1	0.1
34.	Stenographer and Secretarial Assistant (English)	1	0.1

2.2. GENDER WISE PROFILING OF ITI TRAINEES

As illustrated in Figure 2.2, the enrolment rate of women in the intervention ITIs is significantly higher than the rate in control ITIs by atleast 13%. This is a promising sign towards addressing the limited representation of women in ITIs as they face social barriers like lack of support from the family, limited access to traditional educational opportunities etc. in addition to economic factors while pursuing courses at the ITIs.

Figure 2.2: Gender-wise distribution of the trainees across Intervention and Control ITIs (%)



2.3. CASTE PROFILING OF THE TRAINEES

Per the data highlighted in Table 2.2, majority of the respondents from the intervention ITIs were from the General Category (55%), followed by Scheduled Tribe (21%), OBC (16%) and Scheduled Caste category (8%) respectively. This portrays a fairly representative sample and paints a comprehensive picture of the social background of the study area.

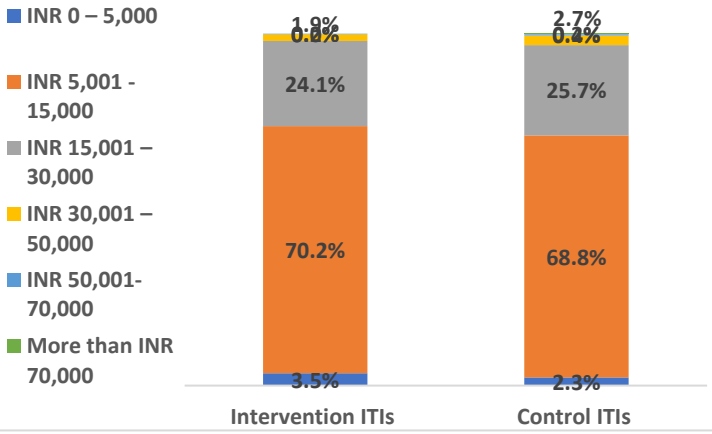
TABLE 2.2: CASTE-WISE DISTRIBUTION OF SAMPLED RESPONDENTS AMONG THE TWO CATEGORIES

Type of ITI	Scheduled Tribe	Scheduled Caste	Other Backward Caste	General
	%	%	%	%
Intervention (n=568)	21.0%	7.6%	16.5%	54.9%
Control (n=561)	22.5%	11.6%	11.9%	54.0%

2.4.. INCOME LEVEL OF THE RESPONDENTS:

As illustrated in Figure 2.3, both of the categories have a fairly proportionate sample of households of similar income levels with the majority of the households being in the INR 5,001-15,000/month category.

Figure 2.3: Distribution of household income levels of respondents across two types of categories(%)



2.5.. DURATION OF TRAINING ATTENDED:

Per the data highlighted in Figure 2.3, a higher proportion of respondents from the Intervention ITIs completed a year of training compared to respondents from control ITIs who completed two years of training at a higher degree. This ensures that both the categories are represented equally across both the timeframes of training to ensure a comprehensive sample of respondents for the tracer study.

TABLE 2.3: DURATION OF TRAINING ATTENDED BY BOTH CATEGORIES OF RESPONDENTS

Type of ITI	COMPLETED 1 YEAR OF TRAINING	COMPLETED 2 YEARS OF TRAINING
	%	%
Intervention (n=568)	63.2%	36.8%
Control (n=561)	41.4%	58.6%

The socio-economic profiles of study groups give an insight into the locational characteristics, which have a significant impact on the developmental status of the population. Similar trends between the control and intervention groups of an area are crucial as they aide in the analysis of the actual impact of intervention and help to assess behavioural change whilst keeping locational characteristic constant. The chapters ahead delve deeper into the characteristics of the sampled population and their status with regard to key project outcome and impact indicators identified under the project.

CHAPTER 3: KEY FINDINGS

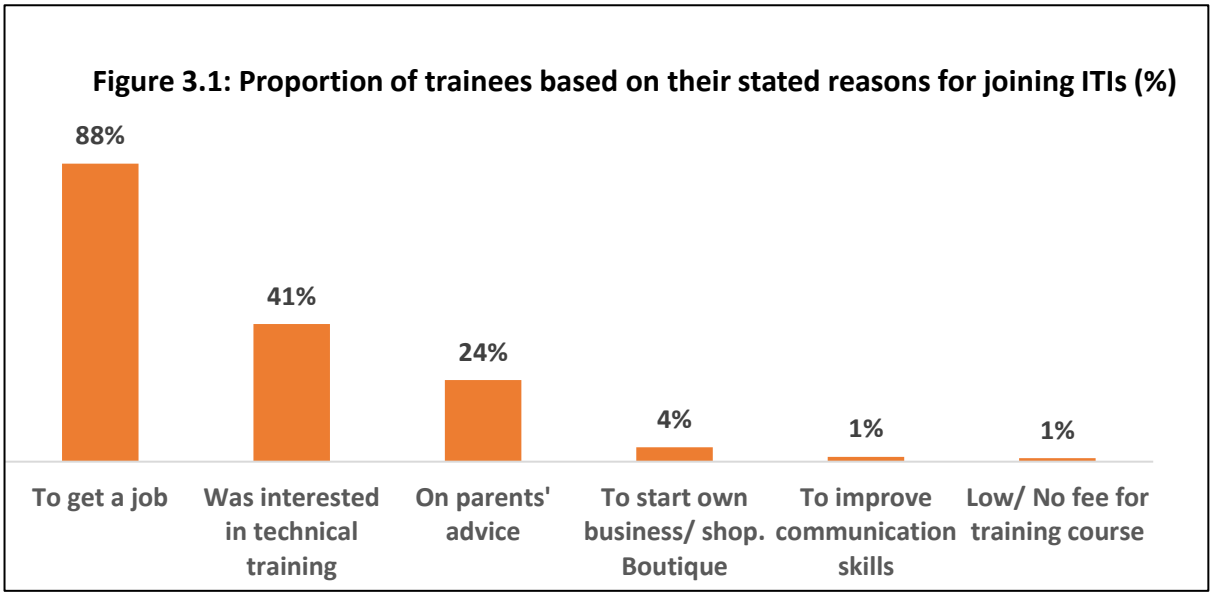
The tracer study was conceptualized in order to understand the perspectives of the graduates of the ITIs and measure whether the training sessions were a value addition to their employability prospects. The results would function as benchmarks for the evaluation of the current status of the training courses available at the ITIs and would also outline the scope of improvement and the way forward for the training sessions to become accessible for a larger number of people.

Presented below are the detailed findings from the tracer study of the ITI graduates. Their responses were evaluated across a variety of parameters like employment status and the benefits that they have received due to the training sessions, experience with the training sessions and apprenticeships at the ITIs etc.

3.1 REASONS TO JOIN ITIS

The respondents were asked about their reasons to join ITIs as it would help in understanding whether the courses offered at the ITIs are congruent to the needs of the trainees. As highlighted in Figure 3.1, a majority of the trainees (88%) affirmed that they joined ITIs to get a job. Other reasons provided by the trainees include being interested in technical training (41%), on the advice of parents (24%), seeking information to start own business/shop (4%), to improve communication skills (1%) and the low/no cost for the training course (1%).

Figure 3.1: Proportion of trainees based on their stated reasons for joining ITIs (%)



3.2. SATISFACTION LEVEL WITH THE TRAINING COURSES AT THE ITIs:

To gauge the satisfaction level of the graduates with the training courses, their responses were evaluated across a variety of parameters like updation of the courses based on the emerging industrial

needs/requirements, quality of teaching and course structure followed in the labs, relevance and usefulness of practical exposure given as a part of the course work during the training period, positive correlation of theoretical and practical classes, scope of employability after the training sessions, willingness of the employers to hire graduates from ITIs, skill enhancement and value addition to knowledge after the course and impact on reducing the skill gap and unemployment in the community.

As illustrated in Figure 3.2, a **higher proportion of trainees from the intervention ITIs reported a better level of satisfaction with the experience of the training courses when compared to the control ITIs by a difference of 7%.** The trainees rated their satisfaction with the training courses as positive on parameters like keeping the training course material relevant to the changing job landscape, quality of teaching followed in the labs and hands-on sessions, the quality of practical exposure gained from such sessions, the correlation of theoretical and practical sessions etc**.**

Figure 3.2: Distribution of trainees based on their level of satisfaction with the Course at ITI, across types of ITI (%)

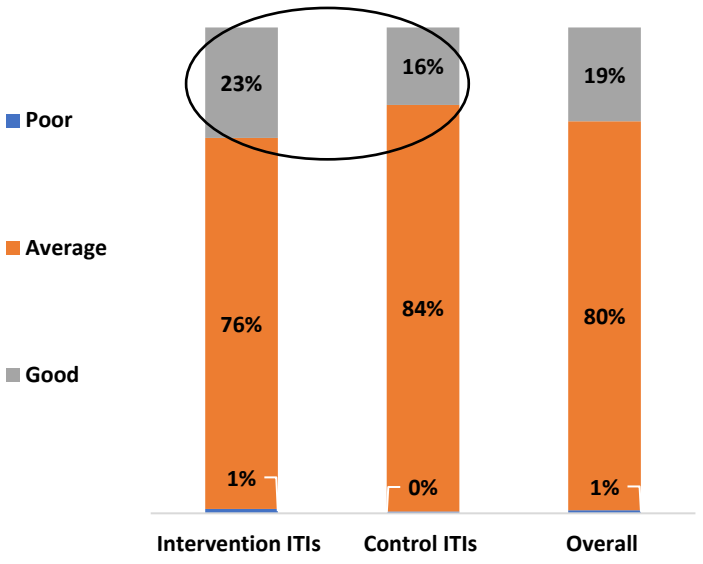


TABLE 3.1: PERCEPTION OF THE TRAINEES ABOUT OVERALL SATISFACTION WITH THE TRAINING COURSES ACCORDING TO THEIR GENDER

S.No.	Gender of the trainees	Good Perception	Average Perception	Poor Perception
		%	%	%
1.	Female trainees (n=342)	26.9%	72.2%	0.9%
2.	Male trainees (n=787)	16.0%	83.5%	0.5%
	Difference	10.9%*	-11.3%*	0.4%*

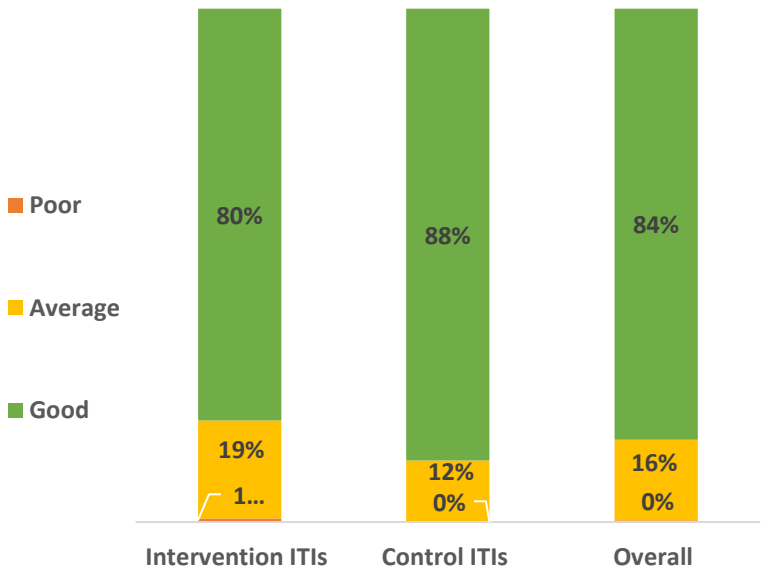
This statistically significant difference highlights the relative success of the project ITIs in addressing the needs of the trainees and the latter thus being able to gain more out of the courses.

Further, the gender-wise division of the trainees (detailed in Table 3.1) clearly highlights that female trainees had a higher degree of satisfaction with the training courses and were of the perception that the aforementioned parameters were being fulfilled to their liking. A possible reason for the high degree of satisfaction among female trainees could be that **the training courses at the ITIs have opened up avenues for them to become empowered and independent which would not have been possible otherwise**, especially with the enormous socio-economic hurdles that women have to face on a daily basis.

3.3. SATISFACTION LEVEL WITH THE ITIs:

Similarly to the training courses, the respondents' level of satisfaction with the ITIs was measured using a variety of parameters like quality of classroom learning and training experience in the institute, quality of the lectures imparted in the institute, competence and commitment of the trainers, relevance and usefulness of different types of teaching and learning materials available in the ITIs, availability and quality of technical equipment in the institute, availability of courses for the sectors which requires more skilled labour, ability of the trainers in successfully imparting technical and communication skills/soft skills in the institute, physical infrastructure available at the ITIs and hygiene and sanitation facility at the ITIs.

Figure 3.3: Distribution of trainees based on their level of satisfaction with their ITI institute, across types of ITI (%)



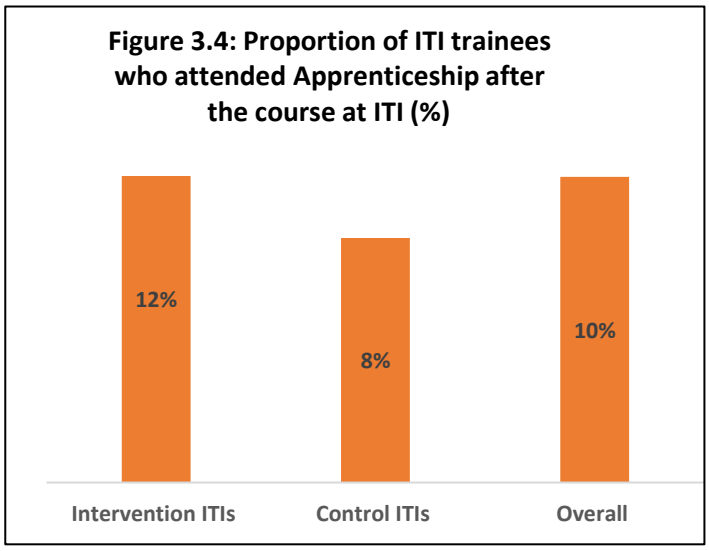
Based on the aforementioned parameters, the average satisfaction level of the trainees rose from 12% in the non-project ITIs to 19% in the project ITIs. As illustrated in Figure 3.3, a lower proportion of trainees reported to have a "good satisfaction" level with their institute, in the intervened ITIs, as compared to the control ITIs. While some of the trainees from the intervention ITIs reported having a positive experience with factors like the dedication of the trainers, trainees from the control ITIs reported a better satisfaction rate on all other indicators like experience with the infrastructure, classroom teaching methods, hygiene and sanitation facility etc. These figures point towards a need to upgrade the facilities provided at the project ITIs so that the centres can provide the facilities that would help achieve the abovementioned parameters.

TABLE 3.2: PERCEPTION OF THE TRAINEES ABOUT OVERALL SATISFACTION WITH THE ITIs ACCORDING TO THEIR GENDER				
S.No.	**Gender of the trainees**	**Good Perception**	**Average Perception**	**Poor Perception**
		%	**%**	**%**
1.	**Female trainees (n=342)**	80.1%	19.6%	0.3%
2.	**Male trainees (n=787)**	85.6%	14.0%	0.4%
	Difference	-5.5%	5.6%	-0.1%

In contrary to the previous indicator, the male trainees reported an overall higher rate of satisfaction with the overall service provided by the ITIs in comparison to female trainees. This could be an indicator towards the male-dominated sectors like electrician, fitter, welder having a higher satisfaction rate which reflects on the overall level of satisfaction towards the ITIs.

3.4. APPRENTICESHIPS

Apprenticeships are essential for trainees to gain real world experience in their preferred sector. Through working with established leaders in their respective field, the trainees would learn the ins and outs of their field and how they can progress within it.



As illustrated in Figure 3.4, the proportion of trainees who attended apprenticeship sessions was overall low. However, STRIVE ITIs were **reported to be performing better with 12% of trainees from intervention ITIs compared to 8% of trainees from control ITIs.** Similar figures are noticed for a trade-wise breakdown of the proportion of trainees who attended the apprenticeships with **trainees from intervention ITIs being involved in apprenticeships in higher proportions for most of the trades mentioned below except Pump Operator cum Mechanic and Computer Operator Programming Assistant.** Measures must be taken to ensure the incorporation of apprenticeships in the training curricula which could also be extended to include hands on workshops, interactive sessions with prominent stakeholders from their respective sectors etc. The trade-wise breakdown of the trainees who attended the apprenticeships of their respective courses have been detailed in Table 3.3 below:

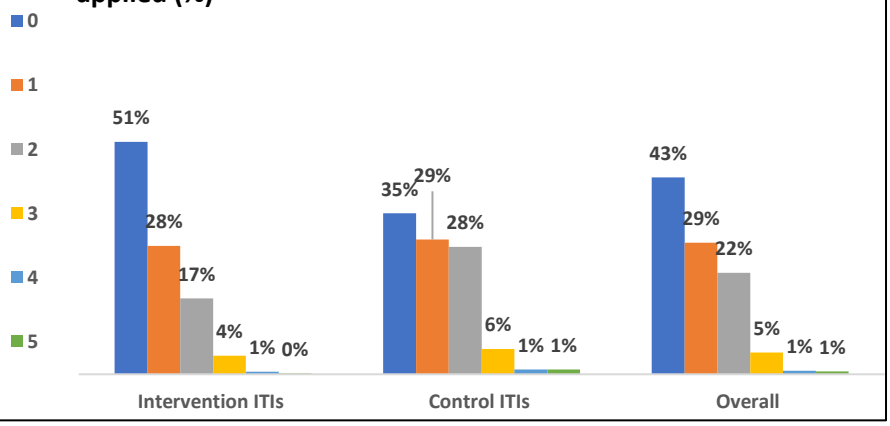
TABLE 3.3: TRADE-WISE BREAKDOWN OF TRAINEES WHO ATTENDED THE APPRENTICESHIPS OF THEIR COURSES					
S.No	Trade	Intervention		Control	
		n	%	n	%
1.	Electrician	57	26.3%	184	11.4%
2.	Fitter	67	26.9%	37	21.6%
3.	Welder	49	24.5%	15	0.0%
4.	Plumber	25	4.0%	35	2.9%
5.	Mechanic (Motor Vehicle)	29	41.4%	51	15.7%
6.	Pump Operator cum Mechanic	17	11.8%	15	26.7%
7.	Electronic Mechanic	13	15.4%	55	1.8%
8.	Sewing Tech	56	3.6%	71	2.8%
9.	Computer Operator Programming Assistant	112	1.8%	60	3.3%
10.	Draughtsman Civil	12	16.7%	0	0%

3.5. PLACEMENTS AT ITIs

3.5.1. JOB SUPPORT

Since a primary objective of the training at the ITIs is to facilitate the trainees to be gainfully employed, providing the trainees with support during the job-hunting process is of utmost importance. This could include assisting them with searching for jobs by providing them with the relevant information or connections, conducting placement fairs/job fairs at the ITIs etc. For instance, as illustrated in Figure 3.5, **at least 28% of the trainees from the intervention ITIs applied for at least one job after the ITI training. While the number of trainees from intervention ITIs who did not apply for any jobs (51%) is higher than the control ITIs (35%), 24% of the trainees from intervention ITIs did not opt for jobs** after the completion of their training in the ITIs because they chose to opt for higher studies instead.

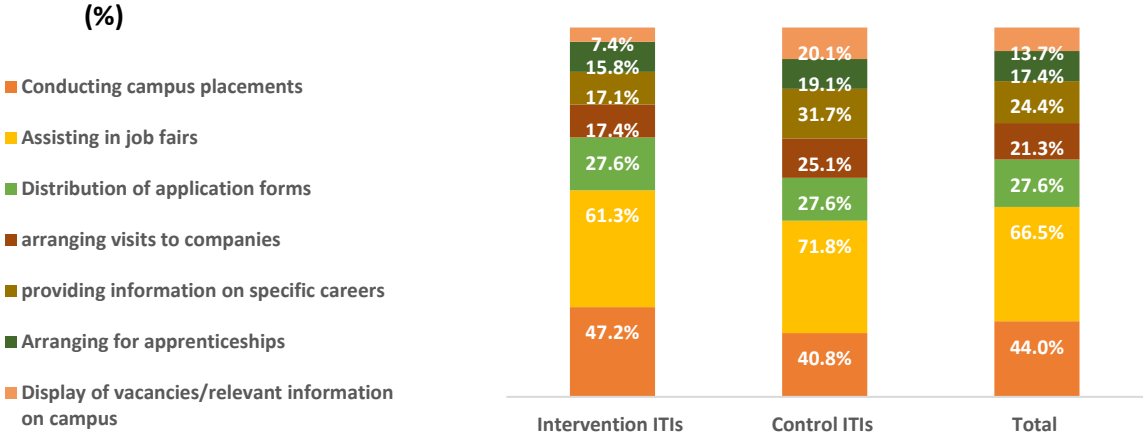
Figure 3.5: Proportion of respondents vis-a-vis number of jobs applied (%)



3.5.2. CONDUCTION OF PLACEMENT ACTIVITIES

Different types of placement activities have been conducted by ITIs in order to assist the trainees with improving their prospects in landing a job in their preferred sector.

Figure 3.6: Proportion of job placement activities conducted in ITIs for the trainees (%)



As highlighted in Figure 3.6, the most common types of job placement activities conducted by ITIs included **assisting in job fairs (61%), conducting campus placements (47%), distribution of application forms (28%), arranging visits to companies (17%), providing information on specific careers (17%), arranging for apprenticeship training (16%), display of vacancies/relevant information on campus (8%), etc.**

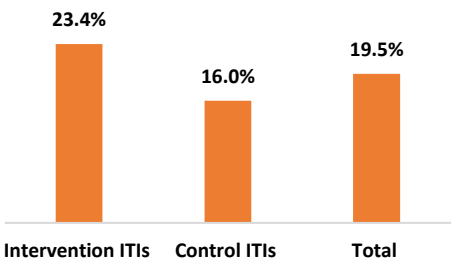
This statistically significant difference indicates considerable efforts on the part of the ITIs to support the trainees with a variety of job placement activities in order to make the application process a lot easier for the trainees.

3.5.3. PLACEMENT RATE OF THE TRAINEES

As illustrated in Figure 3.7, **a higher proportion of trainees from intervention ITIs (23%) were offered a job in their preferred sector, with a significant difference of almost 7% compared to the control ITIs (16%).**

It highlights the success rate of the ITIs in fulfilling the core objective of providing the students with skills that would aid them in being gainfully employed.

Figure 3.7: Proportion of trainees who got a job offer after their training at ITI (%)



The trade-wise breakdown of the trainees who received a job offer after completing their training courses in the ITIs is detailed in Table 3.4 below. It highlights that the **trades of Electrician and Fitter**

represented the most positive results, thereby signifying that these labour-intensive sectors are financially lucrative and in-demand in the current job landscape.

TABLE 3.4: TRADE-WISE BREAKDOWN OF TRAINEES WHO RECEIVED JOB OFFERS AFTER THEIR TRAINING COURSES AT ITIS			
S. No.	TRADE	YES	
		n	%
1.	Electrician	241	23.2%
2.	Fitter	104	32.7%
3.	Welder	64	23.4%
4.	Plumber	60	36.7%
5.	Carpenter	14	35.7%
6.	Wireman	4	50.0%
7.	Turner	4	50.0%
8.	Technician and Power Electrician (TPES)	6	16.7%
9.	Mechanic (Motor Vehicle)	80	10.0%
10.	Pump Operator cum Mechanic	32	37.5%
11.	Instrument mechanic	3	33.3%
12.	Electronic Mechanic	68	35.3%
13.	Machinist	2	50.0%
14.	Basic Cosmetology	9	11.1%
15.	Sewing Tech	127	3.1%
16.	Fashion Design & Technology	12	8.3%
17.	Computer Operator Programming Assistant	172	11.0%
18.	Information & Communication Technology System Maintenance (ICTSM)	8	87.5%
19.	Draughtsman Civil	12	8.3%
20.	Surveyor	15	20.0%
21.	Food & Beverages Services Assistant	3	33.3%

3.5.4. DURATION OF FIRST JOB HUNT

While the ITIs conducts a variety of activities to ensure the placement of all graduates, the duration of the job searching process for each trainee may vary greatly due to extenuating factors. Per the data highlighted in Table 3.5, a higher proportion of trainees from intervened ITIs had a job search of duration of less than 9 months for their first job search as compared to their counterparts from control ITIs showing a difference of almost 3%**.** This statistically significant difference is also highlighted in the **"still looking for job" category, where the proportion of trainees from intervention ITIs (64%) is lower than the proportion of trainees from the control ITIs (75%).**

TABLE 3.5: DISTRIBUTION OF TRAINEES BASED ON THEIR DURATION OF FIRST JOB SEARCH, DURING OR/AND AFTER ITI TRAINING, ACROSS ITI TYPES (%)

Type of ITIs / Duration of first Job Search	1-3 months	3-6 months	6-9 months	9 months to 1 year	More than 1 year	Not started looking for job	Still looking for job
Intervention ITIs (n=568)	**1.9%**	**6.2%**	**4.6%**	1.4%	2.8%	18.8%	64.3%
Control ITIs (n=561)	**2.3%**	**4.1%**	**3.6%**	3.2%	3.7%	8.0%	75.0%
Total	2.1%	5.1%	4.1%	2.3%	3.3%	13.5%	69.6%
Difference	-0.4%	2.1%	1.0%	-1.8%	-0.9%	10.8%	-10.7%

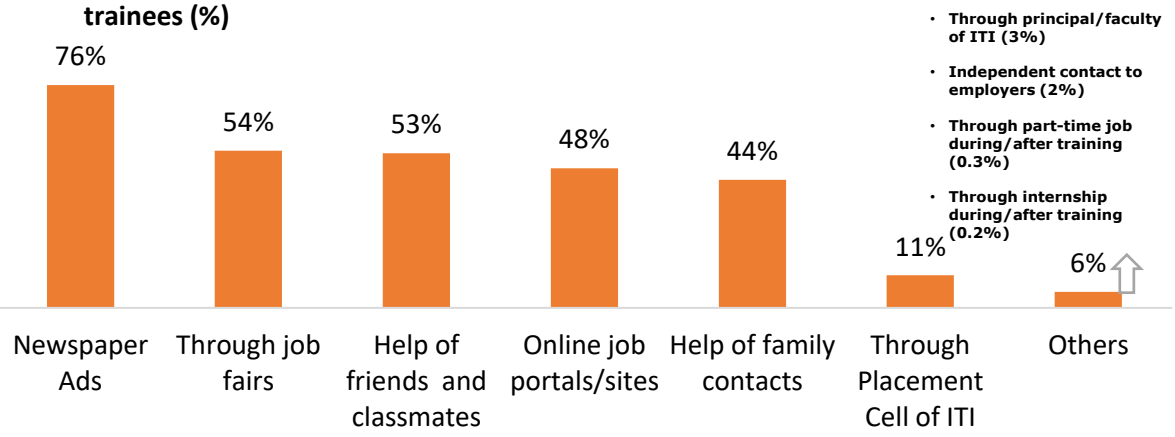
This is a positive indicator towards the effectiveness of the placement activities conducted by the ITIs as it has helped in reducing the duration of the job-hunting process for the trainees.

3.5.5. CHANNELS FOR COMMUNICATION DURING JOB APPLICATION PROCESS

Through the conduction of different placement activities, the ITIs can be considered as a viable channel of communication between the prospective employers and the trainees.

As illustrated in Figure 3.8**, while most of the respondents did opt for the traditional methods of newspaper ads (76%), job fairs (54%), friends and classmates (53%), online job portals (48%), family networks (44%), almost 17% did utilize the facilities and connections provided by the ITIs** which

Figure 3.8: Proportion of various communication channels used for job search by trainees (%)



include the placement cell, recommendations from the principal/faculty of the ITIs, internships etc. These figures indicate that ITIs have had a positive impact on the trainees by alleviating some of the stress usually associated with the job-hunting process.

Out of the aforementioned options, a higher proportion of trainees from intervened ITIs used only less than 3 channels for their job search as compared to their counterparts from control ITIs.

This significant difference points towards the reasonable assumption that these trainees did not have to opt for multiple methods of job search channels as they had the information readily available and accessible to them via the ITIs.

3.6. EMPLOYMENT STATUS OF THE GRADUATES IMMEDIATELY AFTER GRADUATION

As a part of the tracer study, the employment status of the graduates is a key parameter through which the effectiveness of the training courses at the ITIs can be evaluated. The following sections go into detail about the employment status of the graduates immediately after graduation as well as 1 year after graduation. Further, the perspectives of the graduates regarding the various aspects of employment and how the training course has impacted their existing job status and satisfaction has been included in order to gain a holistic picture of the role played by the training courses in the career path of the trainees and further improvement that can be made to the existing courses.

3.6.1. EMPLOYMENT STATUS IMMEDIATELY AFTER GRADUATION FROM ITIs

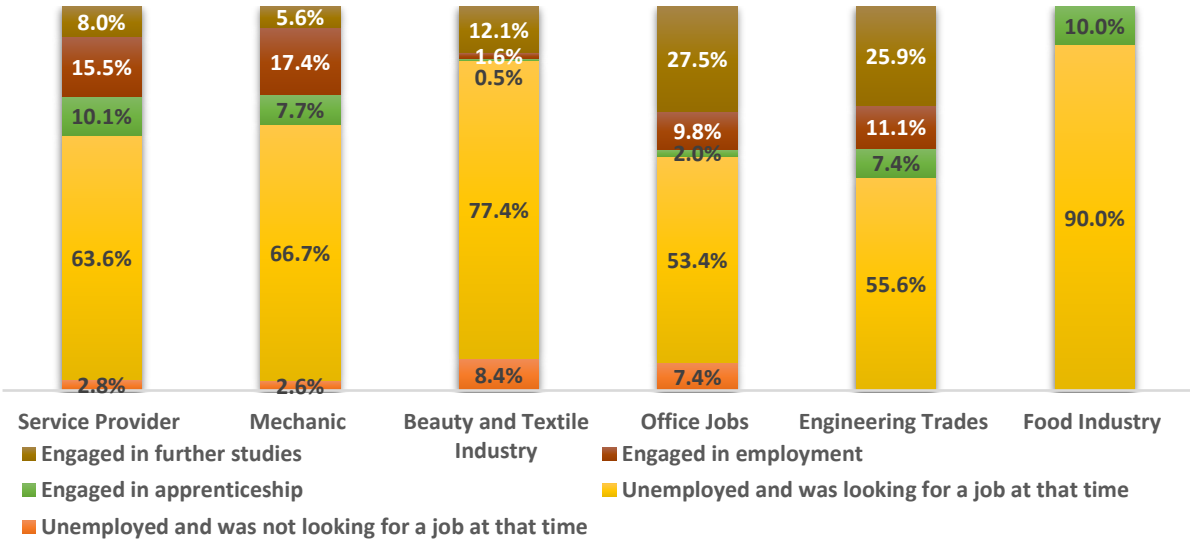
After graduation from the ITIs, trainees from the intervention ITIs (16%) were more interested in further studies than the graduates from the control ITIs (8%). Further in-depth discussions with the

trainees revealed that **they felt more inclined towards honing their skills further through higher studies and believed that it would result in better employment opportunities**.

This statistically significant difference of over 8% was also noted in the rate of unemployment (but looking for a job) higher in the control ITIs in comparison to the intervention ITIs which points towards a greater rate of success of the latter in comparison to the former.

If we look at the gender-wise breakdown, almost 86% of female trainees chose to be engaged in further studies in comparison to 23% of male trainees. On the other hand, 51% of male trainees were engaged in employment compared to only 9% of female trainees. This is a positive indicator towards female trainees wanting to engage more with the training courses at the ITIs and hone their skills even further. Conversely, the high employment rate among male trainees also highlights the demand for labour-intensive jobs like electrician, welder, fitter which are traditionally occupied by men.

Figure 3.9: employment status of the trainees immediately after graduating from ITIs across sectors (%)



However, the unemployment rate of female trainees (i.e., those who were actively looking for a job) was slightly higher than male trainees. This indicator points towards the need for increased investment in training courses that also increase the employability of the female trainees in the job market. The gender-wise breakdown of the employment status of graduates has been elaborated in the Annexure 1.

Additionally, the sector-wise breakdown of the employment status of the trainees immediately after graduation from the ITIs paint an interesting picture. As illustrated in Figure 3.10, for the service provider and mechanic sectors, at least 1/4th of the trainees were either engaged in apprenticeship or employed. **It indicates a high rate of employment prospects in these sectors**. Further, only less than

10% of the trainees from food industry and beauty textile industry were employed or engaged in apprenticeship**. This could be possibly due to the COVID pandemic which hit these sectors particularly hard leading to a lot of employees.** For office jobs and engineering sectors, at least 1/4th of the trainees were engaged in higher studies.

3.6.2. TYPE OF EMPLOYMENT

As stated in Figure 3.11, a marginally higher proportion of trainees from the intervened ITIs (73%) were employed as temporary employees than those from control ITIs (71%). Further, only trainees from intervention ITIs opted for self-employment (1%) which is a promising trend of the trainees becoming self-sufficient. A gender-wise breakdown of the same highlight that while female trainees are outpaced by male trainees as paid permanent employees with a difference of 2%, the former are hired more as paid temporary employees over the latter with a difference of 4%. (Detailed breakdown in Annexure 2)

The trade-wise categorization of the different types of jobs secured by the trainees which have been detailed in Table 3.10 also highlight the viability of the Electrician trade where the graduates have been employed the most, followed by the Fitter sector which hires people mostly as paid temporary employees.

Figure 3.10: Distribution of different types of jobs secured by the trainees, across types of ITIs (%)

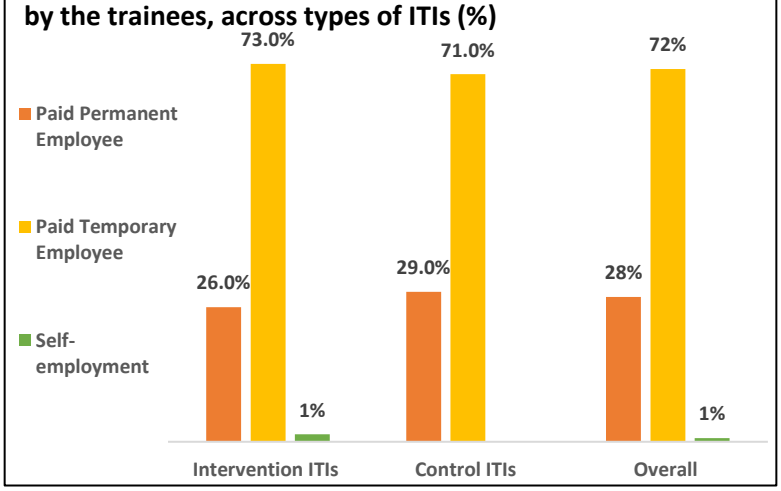


TABLE 3.6: TRADE-WISE BREAKDOWN OF ITI GRADUATES AND THE TYPES OF JOBS SECURED BY THEM

S.No.	TRADE	Paid Permanent Employee	Paid Temporary Employee	Self-employment
		%	%	%
1.	Electrician (n=54)	50.0%	50.0%	0.0%
2.	Fitter (n=23)	8.7%	91.3%	0.0%
3.	Welder (n=12)	25.0%	75.0%	0.0%
4.	Plumber (n=13)	7.7%	92.3%	0.0%
5.	Carpenter (n=1)	100.0%	0.0%	0.0%
7.	Turner (n=1)	0.0%	100.0%	0.0%
8.	Mechanic (Motor Vehicle) (n=5)	0.0%	100.0%	0.0%

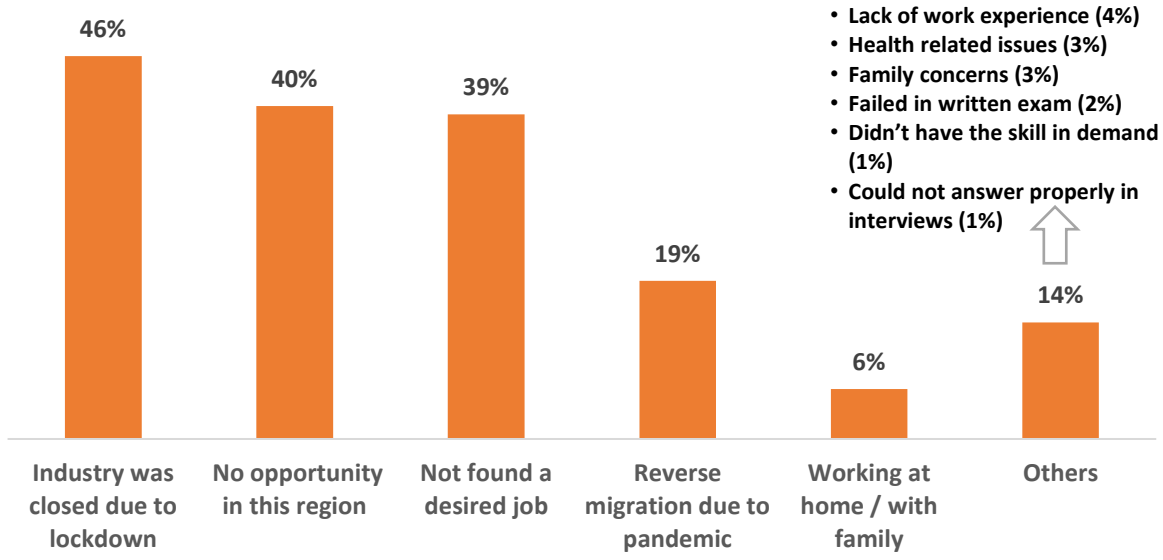
TABLE 3.6: TRADE-WISE BREAKDOWN OF ITI GRADUATES AND THE TYPES OF JOBS SECURED BY THEM				
S.No.	**TRADE**	**Paid Permanent Employee**	**Paid Temporary Employee**	**Self-employment**
9.	**Pump Operator cum Mechanic (n=6)**	0.0%	83.3%	16.7%
10.	**Electronic Mechanic (n=27)**	18.5%	81.5%	0.0%
11.	**Machinist (n=1)**	0.0%	100.0%	0.0%
12.	**Basic Cosmetology (n=1)**	0.0%	100.0%	0.0%
13.	**Sewing Tech (n=3)**	0.0%	100.0%	0.0%
14.	**Fashion Design & Technology (n=1)**	0.0%	100.0%	0.0%
15.	**Computer Operator Programming Assistant (n=15)**	40.0%	60.0%	0.0%
16.	**Front Office Assistant (n=1)**	0.0%	100.0%	0.0%
17.	**Information & Communication Technology System Maintenance (ICTSM) (n=7)**	28.6%	71.4%	0.0%
18.	**Surveyor (n=3)**	33.3%	66.7%	0.0%

3.6.3. REASON FOR UNEMPLOYMENT

As part of the tracer study, the respondents from both categories were asked about their reasons for their unemployment in order to understand their opinion.

As per the figures illustrated in Figure 3.11, **majority of the trainees were affected by the pandemic either because the industry was closed due to lockdown (46%) or because of reverse migration (19%). Additionally, a lot of them felt that there were not many job opportunities in their region in their sector so they either had the choice of migrating to another state (which became difficult as a result of the COVID pandemic) or stay unemployed.**

Figure 3.11: Proportion of trainees based on their stated reasons for unemployment, immediately after graduating from ITI (%)



The responses from the graduates further highlight the setback faced by the graduates as a result of the pandemic and shine a light on the loss of opportunities because of it. While the economy will take time to recover from the repercussions of the pandemic, state/non-state actors in conjunction with the ITIs need to address the issue and take concrete measures to help the graduates.

INSIGHTS FROM EMPLOYERS

From the in-depth interviews with prospective employers who usually conduct placement drives in the ITIs, it can be understood that in their opinion, STRIVE ITIs are necessary for the personality development of the trainees like discipline, professional skills, communication skills and public speaking and that it should be mandated as part of the training curricula in all ITIs. While they do not have any preference between choosing to hire from either a government or private ITI, they did suggest that the content and the practical sessions for the training courses offered in the ITIs be updated periodically so that the trainees can keep abreast of the latest development in their chosen sector.

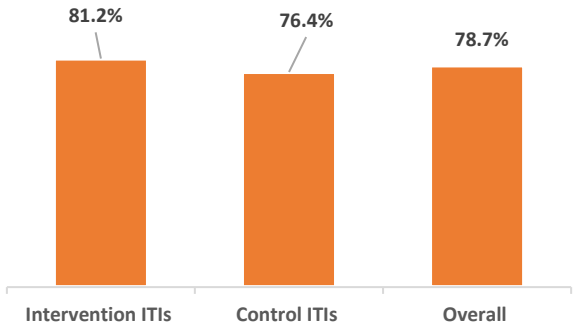
However, the employers also stated the high attrition rate of the employees is a big issue when hiring from the ITIs. This can be mostly attributed to the fact that there is an abundance of temporary contract based/term-based jobs in the market, but because of their high skill rate, the trainees usually prefer to work in permanent positions. They were also of the opinion that the trainees should be offered courses for skill expertise, practical knowledge, skills of dealing with stakeholders, punctuality, discipline, ability to work under short deadlines/pressure etc. which are all invaluable skills to have as an employee.

3.7. PERSPECTIVES ON VARIOUS ASPECTS OF EMPLOYMENT 1 YEAR AFTER GRADUATION

3.7.1. EMPLOYMENT STATUS 1 YEAR AFTER GRADUATION

As illustrated in Figure 3.12, **after 1 year of training in the ITIs, a higher proportion of trainees from the intervention ITIs were employed in a job than the trainees from the control ITIs with a difference of 5%.**

Figure 3.12: Distribution of trainees who were in a job after 1 year of ITI Course, across ITI types (%)



It is a promising indicator towards the trainees receiving gainful employment as a result of the training sessions at the ITIs. Further, it also shows potential in the demand of the training courses offered at the ITIs in the current job market.

However, a gender-specific categorization of the same indicator highlighted that the male trainees (80%) were employed in a higher proportion than female trainees (67%). Additionally, a trade-wise breakdown of the same (as detailed in Table 3.7) clearly states that labor-intensive trades like electrician, fitter have clear high demand in the current job landscape and can be lucrative options for trainees who wish to pursue such courses.

TABLE 3.7: TRADE-WISE BREAKDOWN OF TRAINEES WHO WERE EMPLOYED AFTER 1 YEAR OF THE ITI COURSE

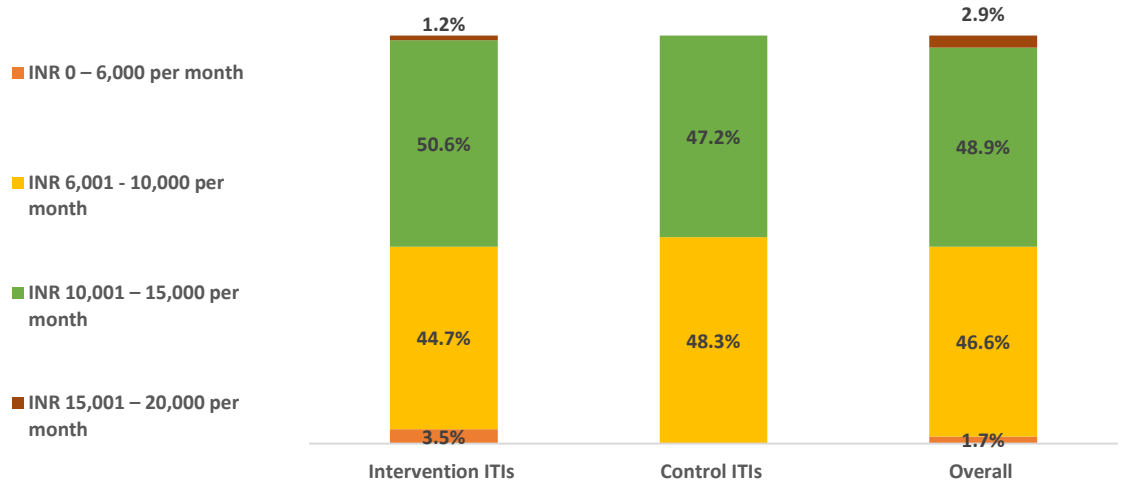
S.No.	TRADE	YES
		%
1.	Electrician (n=54)	90.7%
2.	Fitter (n=23)	78.3%
3.	Welder (n=12)	58.3%
4.	Plumber (n=13)	69.2%
5.	Carpenter (n=1)	100.0%
6.	Turner (n=1)	100.0%
7.	Mechanic (Motor Vehicle) (n=5)	40.0%
8.	Pump Operator cum Mechanic (n=6)	100.0%
9.	Electronic Mechanic (n=27)	59.3%
10.	Machinist (n=1)	100.0%
11.	Sewing Tech (n=3)	66.7%
12.	Fashion Design & Technology (n=1)	100.0%
13.	Computer Operator Programming Assistant (n=15)	93.3%
14.	Front Office Assistant (n=1)	100.0%
15.	Information & Communication Technology System Maintenance (ICTSM) (n=7)	85.7%

TABLE 3.7: TRADE-WISE BREAKDOWN OF TRAINEES WHO WERE EMPLOYED AFTER 1 YEAR OF THE ITI COURSE		
S.No.	**TRADE**	**YES**
16.	**Surveyor (n=3)**	100.0%

3.7.2. INCOME LEVEL AFTER 1 YEAR OF GRADUATION

As per the data highlighted in Figure 3.13, a higher proportion of trainees from the intervention ITIs were found to be earning between INR 10,001 and INR 15,000 than those from the Control ITIs by at least 3 percentage points.

Figure 3.13: Distribution of trainees who were in a job after 1 year of ITI Course, across ITI types (%)



These promising indicators show the demand of highly skilled workers in the current job landscape and that the graduates can earn a comfortable income from the skills they honed at the ITIs.

3.7.3. RELEVANCE OF THE TRAINING COURSE TO THE CURRENT JOB HELD BY THE GRADUATES

Almost all of the employed trainees for both the intervention and control ITIs were working in the same sector as their training course from the ITIs.

This is a positive trend towards the fact that the content and structure of the training sessions have been updated frequently to suit the changing demands of the current employment landscape and therefore, have a good relevance to their chosen sector.

A trade-specific breakdown has been detailed below:

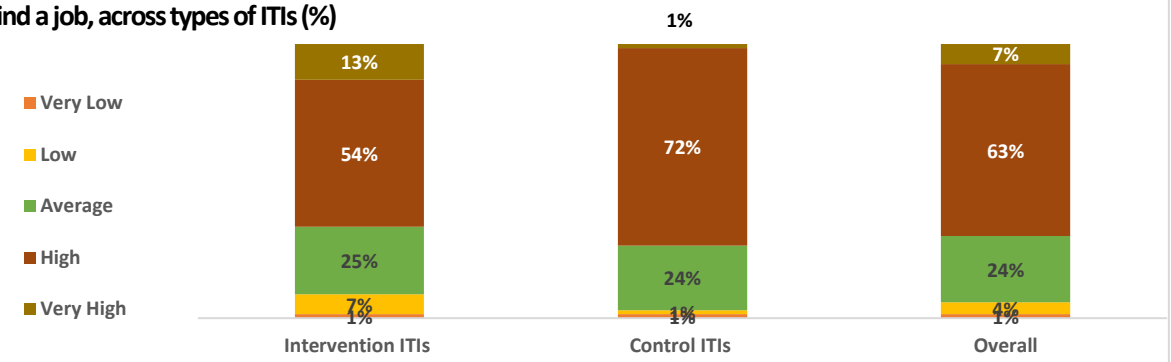
TABLE 3.8: TRADE-WISE BREAKDOWN OF TRAINEES WHO WERE EMPLOYED IN THE SAME SECTOR AS THEIR ITI COURSE

S. No.	TRADE	YES
		%
1.	Electrician (n=49)	98.0%
2.	Fitter (n=18)	94.4%
3.	Welder (n=7)	100.0%
4.	Plumber (n=9)	77.8%
5.	Mechanic (Motor Vehicle) (n=2)	100.0%
6.	Pump Operator cum Mechanic (n=6)	100.0%
7.	Electronic Mechanic (n=16)	100.0%
8.	Machinist (n=1)	100.0%
9.	Sewing Tech (n=2)	100.0%
10.	Fashion Design & Technology (n=1)	100.0%
11.	Computer Operator Programming Assistant (n=14)	92.9%
12.	Front Office Assistant (n=1)	100.0%
13.	Information & Communication Technology System Maintenance (ICTSM) (n=6)	100.0%
14.	Surveyor (n=3)	100.0%

3.7.4. PERCEPTION OF EFFECTIVENESS OF THE TRAINING SESSIONS TOWARDS EMPLOYMENT

After graduating from the ITIs, **the proportion of graduates reporting 'very high' effectiveness of the training courses at ITIs in terms of securing gainful employment was 12% more for intervention ITIs over the control ITIs** (illustrated in Figure 3.14).

Figure 3.14: Distribution of trainees based on their perception on the effectiveness of ITI training in helping find a job, across types of ITIs (%)

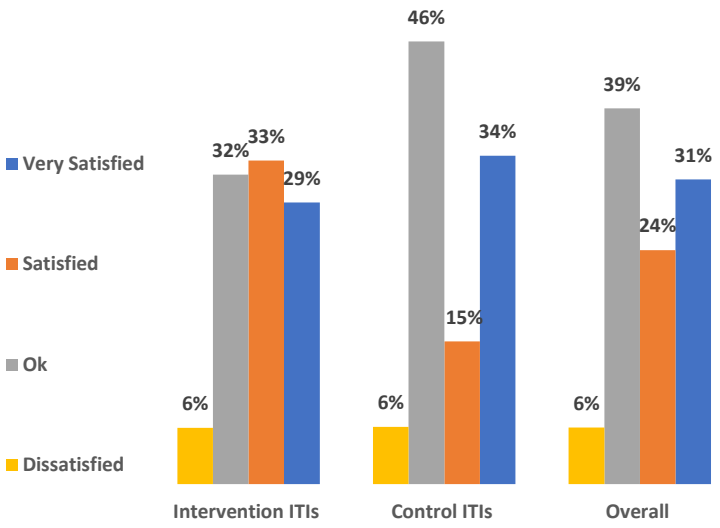


This statistically significant difference shows great promise for the positive impact of the ITIs in the skill development of these graduates and ensuring that they are qualified to be employed in the sector of their choice.

3.7.5. LEVEL OF JOB SATISFACTION

Per the figures highlighted in Figure 3.15, **the proportion of trainees who were either satisfied or very satisfied in their job was at least 13% more in the intervened ITIs than that of the control ITIs.** These figures indicate a positive sign towards the effectiveness of the training courses offered at the ITIs in providing the trainees with the necessary skills for their sector of choice. A good level of job satisfaction also indicates a low attrition rate of the employees, which incentivizes employers to conduct more placement sessions at the ITIs.

Figure 3.15:Distribution of levels of Job Satisfaction for the current job of trainees, across ITI types (%)



The trade-wise categorical breakdown has been detailed in Table 3.9 below which highlights that the graduates pursuing trades of Electrician and Plumber are very satisfied with their jobs indicating a high degree of contentment with the training courses provided at the ITIs.

TABLE 3.9: TRADE-WISE BREAKDOWN OF SATISFACTION LEVEL OF GRADUATES WITH CURRENT JOB

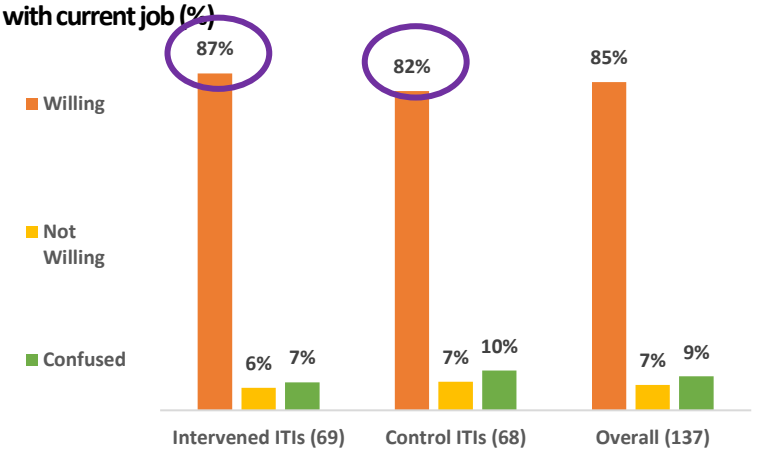
S.No.	TRADE	Very Satisfied %	Satisfied %	Ok %	Dissatisfied %
1.	**Electrician (n=49)**	34.7%	28.6%	32.7%	4.1%
2.	**Fitter (n=18)**	5.6%	50.0%	38.9%	5.6%
3.	**Welder (n=7)**	0.0%	28.6%	57.1%	14.3%
4.	**Plumber (n=9)**	33.3%	11.1%	33.3%	22.2%
5.	**Carpenter (n=1)**	0.0%	0.0%	100.0%	0.0%

TABLE 3.9: TRADE-WISE BREAKDOWN OF SATISFACTION LEVEL OF GRADUATES WITH CURRENT JOB					
S.No.	TRADE	Very Satisfied	Satisfied	Ok	Dissatisfied
		%	%	%	%
6.	Turner (n=1)	0.0%	0.0%	0.0%	100.0%
7.	Mechanic (Motor Vehicle) (n=2)	0.0%	50.0%	0.0%	50.0%
8.	Pump Operator cum Mechanic (n=6)	50.0%	33.3%	16.7%	0.0%
9.	Electronic Mechanic (n=16)	37.5%	0.0%	62.5%	0.0%
10.	Machinist (n=1)	0.0%	0.0%	100.0%	0.0%
11.	Sewing Tech (n=2)	0.0%	0.0%	100.0%	0.0%
12.	Fashion Design & Technology (n=1)	0.0%	0.0%	100.0%	0.0%
13.	Computer Operator Programming Assistant (n=14)	57.1%	14.3%	28.6%	0.0%
14.	Front Office Assistant (n=1)	0.0%	0.0%	100.0%	0.0%
15.	Information & Communication Technology System Maintenance (ICTSM) (n=6)	50.0%	16.7%	33.3%	0.0%
16.	Surveyor (n=3)	66.7%	33.3%	0.0%	0.0%

3.7.6. WILLINGNESS TO CONTINUE WITH CURRENT JOB

As stated in the previous section, a high job satisfaction rate incentivizes employees to continue at the same workplace and reducing the attrition rate. **This is highlighted in Figure 3.16, where a higher proportion of trainees from intervened ITIs reported to be willing to continue in their jobs than those from control ITIs by almost 5%.** The proportion of confused trainees in intervened ITIs was less than in control ITIs by at least 3%

Figure 3.16: Proportion of trainees in job who were willing to continue with current job (%)



These are promising indicators for prospective employees as well as employers which highlight the effectiveness of the training courses offered at the ITIs of prioritizing the skill development of the trainees and making them suitable for the current job landscape.

3.7.7. IMPROVEMENT IN ECONOMIC CONDITION

Per the figures highlighted in Figure 3.17, **a higher proportion of trainees from intervention ITIs reported that their economic condition has improved due to current employment as compared to those from control ITIs by almost 2%**. These figures depict a promising figure towards the economic upliftment of the trainees as a result of the skill development from the training sessions offered at ITIs. In turn, ITIs become an attractive option for students from socio-economically disadvantaged communities as they offer avenues for skill development at no cost, thus leading to the training courses being accessible to a larger number of people.

Similarly, as highlighted in Table 3.10, while most of the sectors did report a degree of improvement in their financial condition post their graduation from the training course, the jobs of electrician, fitter, electronic mechanic, computer operator programming assistant etc., reported a higher than average of degree of improvement **which highlights the very tangible change that such skill development courses can bring into the lives of the graduates.**

Figure 3.17: Distribution of trainees on the basis of improvement levels in their economic condition due to current employment, across ITI types (%)

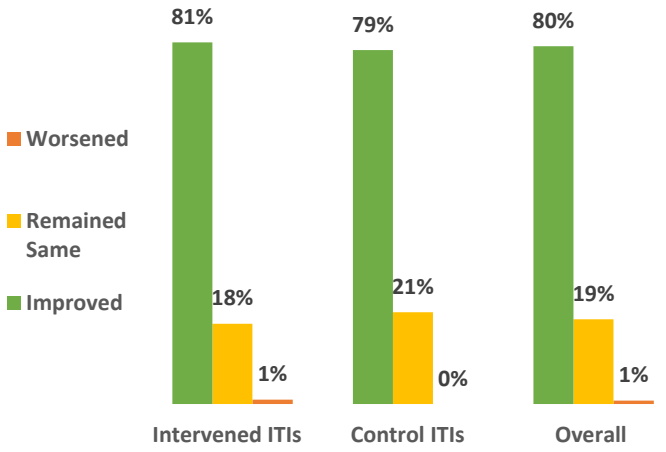


TABLE 3.10: TRADE-WISE BREAKDOWN OF CHANGES IN ECONOMIC CONDITION OF TRAINEES DUE TO CURRENT JOB

S. No.	TRADE	Improved %	Remained same %	Worsened %
1.	Electrician (n=49)	89.8%	10.2%	0.0%
2.	Fitter (n=18)	88.9%	11.1%	0.0%
3.	Welder (n=7)	28.6%	71.4%	0.0%
4.	Plumber (n=9)	55.6%	44.4%	0.0%
5.	Carpenter (n=1)	100.0%	0.0%	0.0%
6.	Turner (n=1)	0.0%	100.0%	0.0%
7.	Mechanic (Motor Vehicle) (n=2)	100.0%	0.0%	0.0%
8.	Pump Operator cum Mechanic (n=6)	66.7%	16.7%	16.7%
9.	Electronic Mechanic (n=16)	68.8%	31.3%	0.0%
10.	Machinist (n=1)	100.0%	0.0%	0.0%
11.	Sewing Tech (n=2)	0.0%	100.0%	0.0%
12.	Fashion Design & Technology (n=1)	100.0%	0.0%	0.0%
13.	Computer Operator Programming Assistant (n=14)	92.9%	7.1%	0.0%
14.	Front Office Assistant (n=1)	100.0%	0.0%	0.0%

TABLE 3.10: TRADE-WISE BREAKDOWN OF CHANGES IN ECONOMIC CONDITION OF TRAINEES DUE TO CURRENT JOB				
S. No.	TRADE	Improved %	Remained same %	Worsened %
15.	**Information & Communication Technology System Maintenance (ICTSM) (n=6)**	100.0%	0.0%	0.0%
16.	**Surveyor (n=3)**	100.0%	0.0%	0.0%

3.8. MAPPING THE PATH OF THE ITI TRAINEES AFTER GRADUATION

In this section, the career paths of the graduates who were employed immediately after graduation have been compared to the graduates who were employed after more than 6 months-1 year. The indicators used for comparison include the income level of the graduates, the sector in which the graduates completed their training courses in, gender of the trainees and size of the company they are currently working in. By using these indicators, a comprehensive picture can be drawn which will aid in understanding the demands of the current job landscape and whether the skill development training provided to the graduates have been able to keep up with the needs of the same.

3.8.1. CHANGE IN INCOME PATTERNS:

While the graduates who were placed immediately reported a higher income bracket of INR 10,001-15000 (62%) over the graduates who were employed after more than 6 months (45.5%), it is interesting to note that within the INR 15,001-20,000 income bracket, graduates who joined after a year scored slightly more (4.2%) over the graduates who were placed immediately after graduation (2.9%).

From this, the conclusion can be drawn that even though the ITI graduates who were employed immediately after graduation had better income patterns, in the higher income categories, the trainees who were employed at a later period earned more because they were able to hone their skills through apprenticeships in that period of time.

Therefore, it highlights the effectiveness of the training material at the ITIs and that it equips all graduates with the necessary skills to earn a livable wage. The income-wise pattern has been detailed in Table 3.11

TABLE 3.11: INCOME PATTERNS OF THE TRAINEES BASED ON THEIR PERIOD OF PLACEMENT							
S. No.	Duration of unemploy-ment	INR 0-6,000	INR 6,001-10,000	INR 10,001-15,000	INR 15,001-20,000	INR 20,001-30,000	More than INR 30,000
1.	**Less than 6 months (n=34)**	0.0%	35.3%	61.8%	2.9%	0.0%	0.0%
2.	**6 or more than 6 months (n=143)**	2.1%	48.3%	45.5%	4.2%	0.0%	0.0%

3.8.2. CHOSEN SECTOR FOR EMPLOYMENT:

Per the data mentioned in Table 3.12, the service provider industry had the highest proportion of people who were employed in less than 6 months of graduation (59%) thus highlighting its demand of labor-intensive trades in the current landscape. Other sectors like mechanics, beauty and textile industry, office jobs, engineering trades etc. had the higher proportion of graduates who were employed after more than 6 months to 1 year of graduation. This could be an indicator of the effect of the COVID-19 pandemic on these sectors where the employment process was shut down for months as the economy recovered from the downturn.

TABLE 3.12: CHOSEN SECTOR OF THE TRAINEES BASED ON THEIR PERIOD OF PLACEMENT						
S. No.	Time of Joining Job	Service Provider	Mechanics	Beauty & Textile Industry	Office Jobs	Engineering Trades
1.	**Less than 6 months after graduation from ITI (n=34)**	58.8%	17.6%	5.9%	17.6%	0.0%
2.	**6 or more than 6 months after graduation from ITI (n=143)**	58.0%	18.9%	2.1%	18.2%	2.8%

3.8.3. GENDER WISE BREAKDOWN:

As highlighted in Table 3.13, the proportion of female graduates hired is overall much less than the proportion of hired male graduates in both categories. This can be attributed to a multitude of socio-economic factors like women not being allowed to work after graduation, effect of the COVID-19 pandemic on female dominated sectors like beauty and textile industry due to which the hiring had slowed down considerably etc. It exposes the need for special measures that ensure adequate representation of female graduates in the workforce and that they are encouraged to uptake courses which have more demand in the labor market.

TABLE 3.13: GENDER-WISE BREAKDOWN OF THE TRAINEES BASED ON THEIR DURATION OF PLACEMENT			
S. No.	**Duration of unemployment**	**Male graduates**	**Female graduates**
1.	**Less than 6 months (n=34)**	91.2%	8.8%
2.	**6 or more than 6 months (n=143)**	93.7%	6.3%

CHAPTER 4: WAY FORWARD AND RECOMMENDATIONS

This chapter highlights the key strengths of the tracer study of the ITI graduates under the STRIVE project. It also delineates the recommendations on certain areas like availability of certain courses in ITIs, improvement in the development of practical knowledge and personality skills, making placement and post-placement support available to the ITI trainees for ease of access to the entire job searching procedure.

The reason behind listing the key strengths and areas for improvement of the intervened ITIs is to glean a fact-based and data-driven look at the main findings of the tracer study and to identify the internal and external factors that are crucial to achieving the objectives of the STRIVE project. The salient points in each of the two categories have been listed below:

4.1. KEY STRENGTHS OF THE INTERVENED ITIs:

→ The trainees who have been employed after the training sessions reported a high degree of relevance of the courses that they attended as part of the ITI courses in their day-to-day duties. Further, they also reported that the placement cells of the ITIs were effective in helping the trainees navigate the job landscape and help land them jobs.

→ Under the STRIVE program, there has been an increase of enrolment of female trainees in the different training courses offered under the ITIs who have reported a high degree of satisfaction with the training courses offered in the ITI program.

→ Placement rates of the trainees have increased in average under the STRIVE program with trades like electrician, fitter, welder benefitting from the updated course material.

→ The effectiveness of the placement activities conducted by the ITIs has led to the reduction in the duration of the average length of the job-hunting process by almost 11% between the project and the non-project ITIs.

→ Additionally, graduates from the program also reported higher levels of job satisfaction and an improved economic condition of the household as a result of the trainees being employed.

4.2. RECOMMENDATIONS AND WAY FORWARD:

This section includes the recommendations that emerged based on the interactions with the respondents. They may serve as potential indicators against which future training courses may be modified accordingly.

COURSES IN ITIs:

→ The enrolment of female trainees in the ITIs can be increased by introducing specific courses for women dominated sectors like Tailoring or Beauty Parlor etc. For this purpose, a need assessment study could be conducted to find out their preferences regarding the courses they would like to join.

→ In-demand skills from the labour market like service provider jobs (electrician, machinist, turner, IT operators etc.) can be emphasized more by increasing the enrolment capacity for such courses so that it is accessible to a larger number of trainees.

→ Similarly, the enrolment capacity for courses which are in demand from potential trainees of both the genders like computer programming can be increased and supported with more hands-on sessions to improve its accessibility.

→ Satisfaction levels of trainees are comparatively low towards the institute than for the course content. To rectify this, upgradation of the institutes in terms of infrastructure, hygiene, quality of teaching learning materials, soft skill training etc., could make a difference in the perception and experience of the trainees.

DEVELOPMENT OF PRACTICAL KNOWLEDGE AND PERSONALITY SKILLS:

→ Apprenticeships and/or on-the-job trainings should be encouraged to hone the practical skills of the students and give them an exposure of the market.

→ Apprenticeships/Internships can be arranged for students who could not to find jobs through placement activities of the ITIs, to ensure that their time is spend judiciously and prevent a gap in their resume by engaging in skill development.

→ In-depth discussions with employers reported that there is a need to enhance personality development among the trainees, by teaching them important moral and professional skills such as communication skills, ways of dealing with the client/common public, ability to work under pressure, discipline, professional dressing sense, etc.

SUPPORT DURING THE PLACEMENT SUPPORT:

→ There is a need to conduct assessment of different types of placement related activities to check their relevance. In-depth discussions with employers revealed that they usually hire through online means. Other modes were local agencies, via newspaper advertisements or through private contractors. The placement cell of the ITIs can be revamped and made more proactive through the organization of career fairs/orientation meetings/internship fairs so that the trainees can have access to a wide variety of options.

→ MoUs or Tie-Ups can be attempted with Corporate Agencies or Non-Governmental Organizations to place more students either as apprentices or employees, post their training at ITIs, thereby ensuring mass recruitment.

POST PLACEMENT PROCESS SUPPORT

→ Refresher or Skill enhancement courses or Career Guidance Sessions can be conducted for trainees who have graduated at regular intervals to help them move further along in their career. Accomplished alumni can be brought in for the same.

→ There is a need to study reasons for lower levels of satisfaction in the jobs for the employed trainees and help them improve their working conditions by holding discussions with the employers and the employees.

It is hoped that the findings of the tracer study would aid the department and ITIs in enhancing the quality of training being provided to the students, and thereby increase their employability.

* * * * *

ANNEXURES

Table A.1 GENDER-WISE BREAKDOWN OF THE EMPLOYMENT STATUS OF GRADUATES						
S No.	Gender of the trainees	Engaged in further studies	Engaged in apprentice ship	Engaged in employment	Not Engaged/Unemployed and was not looking for a job at that time	Not Engaged/Unemployed and was looking for a jo at that time
		%	%	%	%	%
1.	Female trainees (n=342)	23.1%	1.5%	2.3%	8.2%	64.9%
2.	Male trainees (n=787)	7.4%	8.8%	16.5%	2.8%	64.5%

Table A.2 GENDER-WISE BREAKDOWN OF THE TYPE OF EMPLOYMENT OPTED BY GRADUATES				
S. No.	Gender of the trainees	Paid Permanent Employee	Paid Temporary Employee	Self-Employment
		%	%	%
1.	Female trainees (n=11)	25.0%	75.0%	0.0%
2.	Male trainees (n=162)	27.8%	71.6%	0.6%

Table A.3 REASONS TO JOIN ITI							
		Less than 2 reasons		2 or more reasons		Total	
		N	%	N	%	N	%
Intervention Control	Intervention	273	48.1	295	51.9	568	100.0
	Control	234	41.7	327	58.3	561	100.0
	Total	507	44.9	622	55.1	1129	100.0

Table A.4 OVERALL SATISFACTION WITH THE COURSE AT THE ITI									
		Poor		Average		Good		Total	
		N	%	N	%	N	%	N	%
Intervention Control	Intervention	5	0.9	434	76.4	129	22.7	568	100.0
	Control	2	0.4	470	83.8	89	15.9	561	100.0
	Total	7	0.6	904	80.1	218	19.3	1129	100.0

Table A.5 NO. OF JOBS APPLIED FOR AFTER YOUR TRAINING AT ITI															
		0		1		2		3		4		5		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Intervention Control	Intervention	288	50.7	159	28.0	94	16.5	23	4.0	3	0.5	1	0.2	568	100.0
	Control	197	35.1	165	29.4	156	27.8	31	5.5	6	1.1	6	1.1	561	100.0
	Total	485	43.0	324	28.7	250	22.1	54	4.8	9	0.8	7	0.6	1129	100.0

Table A.6 TRAINEES WHO RECEIVED ANY JOB OFFER AFTER YOUR TRAINING AT ITI							
		Yes		No		Total	
		N	%	N	%	N	%
Intervention Control	Intervention	133	23.4	435	76.6	568	100.0
	Control	87	15.5	474	84.5	561	100.0
Type of ITI	Govt. Project ITI	133	23.4	435	76.6	568	100.0
	Govt. non-project ITI	72	25.3	213	74.7	285	100.0
	Private ITI	15	5.4	261	94.6	276	100.0
	Total	220	19.5	909	80.5	1129	100.0

Table A.7 DURATION OF JOB SEARCH																				
			Less than 1 month		1 to less than 3 months		3 to less than 6 months		6 to less than 9 months		9 to less than 12 months (1 year)		More than 1 year		Has not started looking for job		Still looking for a job		Total	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Intervention Control	Intervention	Yes	0	0.0	11	8.3	32	24.1	19	14.3	4	3.0	8	6.0	17	12.8	42	31.6	133	100.0
		No	0	0.0	0	0.0	3	0.7	7	1.6	4	0.9	8	1.8	90	20.7	323	74.3	435	100.0
		Total	0	0.0	11	1.9	35	6.2	26	4.6	8	1.4	16	2.8	107	18.8	365	64.3	568	100.0
	Control	Yes	0	0.0	8	9.2	14	16.1	19	21.8	11	12.6	12	13.8	0	0.0	23	26.4	87	100.0
		No	0	0.0	5	1.1	9	1.9	1	0.2	7	1.5	9	1.9	45	9.5	398	84.0	474	100.0
		Total	0	0.0	13	2.3	23	4.1	20	3.6	18	3.2	21	3.7	45	8.0	421	75.0	561	100.0
Type of ITI	Govt. Project ITI	Yes	0	0.0	11	8.3	32	24.1	19	14.3	4	3.0	8	6.0	17	12.8	42	31.6	133	100.0
		No	0	0.0	0	0.0	3	0.7	7	1.6	4	0.9	8	1.8	90	20.7	323	74.3	435	100.0
		Total	0	0.0	11	1.9	35	6.2	26	4.6	8	1.4	16	2.8	107	18.8	365	64.3	568	100.0
	Govt. non-project ITI	Yes	0	0.0	5	6.9	12	16.7	17	23.6	9	12.5	9	12.5	0	0.0	20	27.8	72	100.0
		No	0	0.0	2	0.9	7	3.3	1	0.5	3	1.4	4	1.9	27	12.7	169	79.3	213	100.0
		Total	0	0.0	7	2.5	19	6.7	18	6.3	12	4.2	13	4.6	27	9.5	189	66.3	285	100.0
	Private ITI	Yes	0	0.0	3	20.0	2	13.3	2	13.3	2	13.3	3	20.0	0	0.0	3	20.0	15	100.0
		No	0	0.0	3	1.1	2	0.8	0	0.0	4	1.5	5	1.9	18	6.9	229	87.7	261	100.0
		Total	0	0.0	6	2.2	4	1.4	2	0.7	6	2.2	8	2.9	18	6.5	232	84.1	276	100.0
	Total	Yes	0	0.0	19	8.6	46	20.9	38	17.3	15	6.8	20	9.1	17	7.7	65	29.5	220	100.0
		No	0	0.0	5	0.6	12	1.3	8	0.9	11	1.2	17	1.9	135	14.9	721	79.3	909	100.0
		Total	0	0.0	24	2.1	58	5.1	46	4.1	26	2.3	37	3.3	152	13.5	786	69.6	1129	100.0

Table A.8 EMPLOYMENT/ENGAGEMENT STATUS IMMEDIATELY AFTER GRADUATING FROM ITI													
		Engaged in further studies		Engaged in apprentice ship		Engaged in employment		Not Engaged-Unemployed and was not looking for a job at that time		Not Engaged-Unemployed and was looking for a job at that time		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Intervention Control	Intervention	91	16.0	32	5.6	69	12.1	32	5.6	344	60.6%	568	100
	Control	46	8.2	42	7.5	69	12.3	18	3.2	386	68.8%	561	100
	Total	137	12.1	74	6.6	138	12.2	50	4.4	730	64.7%	1129	100

Table A.9 CHANNELS USED TO FIND JOB							
		Less than 3 channels		3 or more channels		Total	
		N	%	N	%	N	%
Intervention Control	Intervention	263	46.3%	305	53.7%	568	100.0%
	Control	104	18.5%	457	81.5%	561	100.0%
	Total	367	32.5%	762	67.5%	1129	100.0%

Table A.10 TYPE OF EMPLOYMENT OF JOB - AFTER ITI													
		Paid Permanent Employee		Paid Temporary Employee		Self-employment		Apprentice other than ITI		Any Other		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Intervention Control	Intervention	22	25.9	62	72.9	1	1.2	0	0.0	0	0.0	85	100.0
	Control	26	29.2	63	70.8	0	0.0	0	0.0	0	0.0	89	100.0
	Total	48	27.6	125	71.8	1	0.6	0	0.0	0	0.0	174	100.0

		Table A.11 EMPLOYMENT STATUS AFTER ONE YEAR OF TRAINING					
		Yes		No		Total	
		N	%	N	%	N	%
Intervention Control	Intervention	69	81.2	16	18.8	85	100.0
	Control	68	76.4	21	23.6	89	100.0
	Total	137	78.7	37	21.3	174	100.0

Table A.12 MONTHLY INCOME/ALLOWANCES FROM JOB															
		INR 0 – 6,000	%	INR 6,001 - 10,000	%	INR 10,001 – 15,000	%	INR 15,001 – 20,000	%	INR 20,001 – 30,000	%	More than INR 30,000	%	Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Intervention Control	Intervention	3	3.5	38	44.7	43	50.6	1	1.2	0	0.0	0	0.0	85	100.0
	Control	0	0.0	43	48.3	42	47.2	4	4.5	0	0.0	0	0.0	89	100.0
	Total	3	1.7	81	46.6	85	48.9	5	2.9	0	0.0	0	0.0	174	100.0

Table A.13 TRAINEES WHO GOT A JOB IN THE SAME SECTOR AS THE ONE THEY RECEIVED TRAINING IN							
		Yes		No		Total	
		N	%	N	%	N	%
Intervention Control	Intervention	65	94.2	4	5.8	69	100.0
	Control	65	95.6	3	4.4	68	100.0
	Total	130	94.9	7	5.1	137	100.0

		Table A.14 LEVEL OF SATISFACTION WITH CURRENT JOB											
		Very satisfied		Satisfied		Ok		Dissatisfied		Very Dissatisfied		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Intervention Control	Intervention	20	29.0	23	33.3	22	31.9	4	5.8	0	0.0	69	100.0
	Control	23	33.8	10	14.7	31	45.6	4	5.9	0	0.0	68	100.0
Type of ITI	Govt. Project ITI	20	29.0	23	33.3	22	31.9	4	5.8	0	0.0	69	100.0
	Govt. non-project ITI	23	46.0	5	10.0	20	40.0	2	4.0	0	0.0	50	100.0
	Private ITI	0	0.0	5	27.8	11	61.1	2	11.1	0	0.0	18	100.0
	Total	43	31.4	33	24.1	53	38.7	8	5.8	0	0.0	137	100.0

		Table A.15 WILLINGNESS TO CONTINUE WITH THE CURRENT JOB							
		Willing		Not willing		Confused		Total	
		N	%	N	%	N	%	N	%
Intervention Control	Intervention	60	87.0	4	5.8	5	7.2	69	100.0
	Control	56	82.4	5	7.4	7	10.3	68	100.0
	Total	116	84.7	9	6.6	12	8.8	137	100.0

		Table A.16 CHANGE IN ECONOMIC CONDITION DUE TO CURRENT EMPLOYMENT							
		Worsened		Remained same		Improved		Total	
		N	%	N	%	N	%	N	%
Intervention Control	Intervention	1	1.4	12	17.4	56	81.2	69	100.0
	Control	0	0.0	14	20.6	54	79.4	68	100.0
	Total	1	0.7	26	19.0	110	80.3	137	100.0

		Table A.17 RATE THE EFFECTIVENESS OF THE TRAINING IN HELPING YOU GET A JOB.											
		Very Low		Low		Average		High		Very High		Total	
		N		N		N		N		N		N	
Intervention Control	Intervention	1	1.4	5	7.2	17	24.6	37	53.6	9	13.0	69	100.0
	Control	1	1.5	1	1.5	16	23.5	49	72.1	1	1.5	68	100.0

	Total	2	1.5	6	4.4	33	24.1	86	62.8	10	7.3	137	100.0

* * * *

Tracer Study – Himachal Pradesh 2021

Survey Questionnaire for ITI Graduates

Namaste My name is ……. I am from a research organization Academy of Management Studies (AMS) and conducting a survey for STRIVE interventions implemented by The State Government of Himachal Pradesh (GoHP). The survey intents to conduct a tracer study of the trainees from project and non-project ITIs in the state. I would like to ask you about the basic socio-economic indicators, education & training details, employment & wage history and your levels of satisfaction with the course/institute/job. This information will help the government in planning for the future programme, policy advice and decision making. I would very much appreciate your participation in this survey.

Whatever information you provide will be kept strictly confidential and will be used for our study purpose. Your answers will not be shared with anyone else and your answers will be combined with answers from many other people so that no one will know that the answers given to me today belong to you/ him/ her. Participation in this survey is voluntary. You can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your inputs are important for improving the intervention/ programme.

Do you want to ask me anything about the survey? May I begin the interview now?

Question	Options	Code	Skip/ Instruction
Contest for the Interview	Agreed Disagreed	1 2	Proceed to section A

A. SOCIO-ECONOMIC PROFILE				
Q.No.	**Question**	**Options**	**Codes**	**Remarks**
A.1	**Name**			
A.2	**Mobile Number**			
A.3	**Email ID**			
A.4	**Age**			
A.5	**Gender**	Female Male Other	1 2 3	
A.6	**District of Residence**	Bilaspur Chamba Hamirpur Kangra Kinnaur Kullu	1 2 3 4 5 6	

		Lahaul & Spiti Mandi Shimla Sirmour Solan Una Others *(please specify)*	7 8 9 10 11 12 99	
A.7	**Region**	Urban Rural Semi-Urban	1 2 3	
If Rural area:				
A.8	**Block of Residence**			
A.9	**Village of Residence**			
If Urban/Semi Urban area:				
A.10	**Town of Residence**			
A.11	**Ward of Residence**			
A.12	**Complete Address**			
A.13	**Religion**	Hindu Muslim Sikh Christian Others (*please specify)*	1 2 3 4 99	
A.14	**Caste**	Scheduled Tribes (ST) Scheduled Castes (SC) Other Backward Class (OBC) General	1 2 3 4	
A.15	**Marital Status**	Married Unmarried Divorced/Separated Widow/Widower	1 2 3 4	
A.16	**No. of earning members in household**			
A.17	**Average monthly income of the HH from all sources excluding your income**	INR 0 – 5,000 INR 5,001 – 15,000 INR 15,001 – 30,000 INR 30,001 – 50,000 INR 50,001 – 70,000 > INR 70,000	1 2 3 4 5 6	
A.18	**No. of Dependents**			*Upper Limit has to be kept*
A.19	**Housing Condition**	Kutcha Semi-pucca Pucca	1 2 3	
A.20	**Ownership of the house you are staying in**	Own Rented Company quarters Others (*please specify)*	1 2 3 99	

A.21	**Do you own a vehicle?**	Yes	1	*If 2, skip to A.23*
		No	2	
A.22	**If yes, which vehicle is it?**	Two-wheeler- Scooter	1	*Multiple choices allowed*
		Two-wheeler- Bike	2	
		Car	3	
		Others (please specify)	98	
A.23	**Do you own a mobile phone?**	Yes	1	*If 2, skip to B.1*
		No	2	
A.24	**If yes, which mobile phone is it?**	Smart phone	1	
		Basic feature phone	2	

	B. TRAINING DETAILS			
Q.No.	**Question**	**Options**	**Codes**	**Remarks**
B.1	**Type of ITI**	Govt. Project ITI Govt. non-project ITI Private ITI	1 2 3	
B.2	**Name of the ITI**	Govt. ITI Samshi Govt. ITI Sainj Govt. ITI Shahpur Govt. ITI Rajgarh Govt. ITI Bajinath Govt. ITI Mandi Govt. ITI Bilaspur Govt. ITI Paonta Sahib Govt. ITI (W) Nalagarh Govt. ITI Bangana Govt. ITI solan Govt. ITI Nadaun at Rai Govt. Model ITI Nalagarh Govt. ITI (PWD) Sundernagar Govt. ITI Jogindernagar Govt. ITI Kullu Govt. ITI Jubbal Govt. ITI Jawali	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	*Display if B.1 =1*
		Govt. ITI Nurpur Govt. ITI Saliana Govt. ITI Thalout Govt. ITI Theog Govt. ITI rampur Govt. ITI Bani Govt. ITI Ghumarwin Govt. ITI Arki Govt. ITI Nirmand	19 20 21 22 23 24 25 26 27	*Display if B.1 = 2*

		Universal Pvt ITI, Bane di Hatti, Gaglu Shaheed Diwan Chand Katoch Pvt ITI, Baijinath Takshila PVT ITI, Near MLSM ITI Jyotsna PVT ITI, Lohrain Ambuja Cement Foundation PVT ITI, Darlaghat Santhoshi PVT ITI, Ghumarwin Everest Pvt. Industrial Training Institute Optech Vidya Pvt ITI Amb Nav Durga PVT ITI, Bedon	28 29 30 31 32 33 34 35 36	*Display if B.1 = 3*
B.3	**District of ITI**	Bilaspur Chamba Hamirpur Kangra Kinnaur Kullu Lahaul & Spiti Mandi Shimla Siramaur Solan Una Others (please specify)	1 2 3 4 5 6 7 8 9 10 11 12 99	
B.4	**Duration of Training**	Completed 1 year of training Completed 2 years of training	1 2	
B.5	**Sector in which you received training (CTS Trade)**			
B.5.1	**Which CTS Trade did you receive training in?**			
B.6	**Reasons to join ITI**	To get a job On parents /advice Was interested in technical training To improve communication skills Low/no training course fee To start own business/shop/boutique Others (please specify)	1 2 3 4 5 6 99	*Multiple responses allowed*
B.7	**Job Placement activities conducted by ITI trainees in your institution**	Assist in preparing CV Information on specific careers/ Orientation in job search Display of vacancies/Information provided on companies Distribution of application forms Arrange for apprenticeship training Conduct campus placements Arrange visits to companies Linking trainees to HR agencies/ Arranging interviews in companies	1 2 3 4 5 6 7 8	*Multiple responses Allowed*

		Assist in job fairs ITI did not have any job placement activities Others (please specify)	9 10 99	
B.8	**Did you attend any 'on the job training / industrial training' besides this course at the ITI? (Not apprenticeship)**	Yes No	1 2	*If code 2, Skip to B.10*
B.9	**If yes, what was the duration of the training? (In days)**	----------days		
B.10	Did you attend any apprenticeship after the course at the ITI?	Yes No	1 2	*If code 2, Skip to B.14*
B.11	If yes, what was the duration of the apprenticeship? (In days)	----------days		
B.12	Range of Monthly Stipend received during Apprenticeship	INR ----------		
B.13	In which sector did you attend the apprenticeship?			
B.13.1	In which trade did you attend the apprenticeship?			
B.14	**What was your employment/engagement status immediately after graduating from ITI?**	Engaged in further studies	1	*Skip to C.1*
		Engaged in apprenticeship	2	*Skip to C.1*
		Engaged in employment	3	*Skip to C.1*
		Not Engaged- Unemployed and was not looking for a job at that time	4	*Skip to C.1*
		Not Engaged- Unemployed and was looking for a job at that time	5	
B.15	**If you were unemployed immediately after graduating, then what was the reason?**	Health related issues Family Concerns Lack of work experience Not found a desired job No opportunity in this region Working at home / with family Didn't have the skill in demand Employers prefer other genders (boys/girls) Could not answer properly in interviews Failed in written exam Industry was closed due to lockdown Reverse migration due to pandemic Others *(Please specify)*	1 2 3 4 5 6 7 8 9 10 11 12 99	*Multiple responses Allowed*

<table>
<tr><th></th><th colspan="5">C. EMPLOYMENT HISTORY</th></tr>
<tr><th>Q.No.</th><th>Questions</th><th colspan="3">Options</th><th>Codes</th><th>Remarks</th></tr>
<tr><td rowspan="8">C.1</td><td rowspan="8">How many jobs have you been employed in? Please tell us the role you had, your date of joining and in which duration (month and year) were you employed.

Role Codes:
Operator-1, Mechanic-2, Beautician-3, Sales person-4, Electrician-5, Plumber-6, Painter-7, Technician-8, Tailor-9, Craftsman-10, Computer Operator-11, Carpenter-12, Engineer-13, Welder-14, Wireman-15, Stenographer-16, Sheet Metal Worker-17, Surveyor-18, Turner-19, Others (specify)</td><td>S. No</td><td>Role</td><td>Date of Joining (month & year)</td><td>Duration of employment (Number of months and years)</td><td rowspan="8">Only ask for one job (if any) before joining ITI + all jobs employed in after graduating from ITI

Do not include the apprenticeship covered in previous section (B10)</td></tr>
<tr><td colspan="4">Before Joining ITI</td></tr>
<tr><td>1</td><td></td><td></td><td></td></tr>
<tr><td colspan="4">After Graduating from ITI (including current employment)</td></tr>
<tr><td>1</td><td></td><td></td><td></td></tr>
<tr><td>2</td><td></td><td></td><td></td></tr>
<tr><td>3</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>C.2</td><td>Are you currently employed (after one year of course)?</td><td colspan="2">Yes
No</td><td>1
2</td><td></td></tr>
<tr><td>C.3</td><td>If currently unemployed, then what is the reason for unemployment</td><td colspan="2">Health related issues
Family Concerns
Lack of work experience
Not found a desired job
No opportunity in this region
Working at home / with family
Didn’t have the skill in demand
Employers prefer other genders (boys/girls)
Could not answer properly in interviews
Failed in written exam
Industry was closed due to lockdown
Reverse migration due to pandemic
Advanced for further studies
Has not looked for a job yet
Others (Please specify)</td><td>1
2
3
4
5
6
7
8
9
10
11
12
13
14
99</td><td>Skip if C2 is 1

Multiple responses Allowed</td></tr>
<tr><td></td><td colspan="5">Q C4-C8 to be filled as many times as the respondent was employed:</td></tr>
</table>

C.4	**Type of employment**	Paid Permanent Employee Paid Temporary Employee Self-employment Apprentice Others (please specify)	1 2 3 4 99	
C.5	**Sector in which you were employed**			
C.5.1	**Trade in which you were employed**			
C.6	**What the reason behind considering a change in the job? (Multiple responses)**	Monetary benefits Field of area of interest Closer to residence Better work environment Industry closed due to lockdown Reverse migration due to pandemic Others, Specify	1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No	*Only applicable if there have been multiple responses in C.1*
C.7	**Monthly income/allowances from the job**	INR 0 – 6,000 INR 6,001 - 10,000 INR 10,001 – 15,000 INR 15,001 – 20,000 INR 20,001 – 30,000 INR > 30,000	1 2 3 4 5 6	
C.8	**Size of the company**	5 to less than 50 employees 50 to less than 200 employees 200 to less than 500 employees 500 to less than 1000 employees More than 1000 employees	1 2 3 4 5	

D. CURRENT EMPLOYEMENT DETAILS				
Q.No.	**Question**	**Options**	**Codes**	**Remarks**
D.1	**Is the current job your first job after your training at ITI?**	Yes No	1 2	
D.2	**Did you get any job offer after your training at ITI?**	Yes No	1 2	
D.3	**No. of jobs applied for after your training at ITI**			
D.4	**No. of job interviews attended after your training at ITI**			
D.5		Yes	1	*Skip if C.2=2*

	Did you get a job in the same sector as the one you received training in?	No	2	
D.6	**If no, reasons for not getting a job in the sector in which you received training**	Accepted the first job offer I received Better opportunities in the new sector (where currently employed) No opportunities in the sector I got training in Work is closer to home Do not like the sector I got training in Still looking for a job in the sector I got training in Industry closed due to lockdown Reverse migration due to pandemic Others (*please specify)*	1 2 3 4 5 6 7 8 99	*(Multiple responses applicable)* *Skip if D.5 = 1* *Skip if C.2=2*
D.7	**Level of Satisfaction with current job**	Very satisfied Satisfied Ok Dissatisfied Very Dissatisfied	1 2 3 4 5	*Skip If C2=2*
D.8	**Reasons for dissatisfaction with current job**	Low salary & perks Not related to my field of study/trade Far from residence Stressful job Lack of opportunities for growth There is not enough training and skill set for performing job role adequately Others *(Please specify)*	1 2 3 4 5 6 99	*(Multiple Responses applicable)*
D.9	**Willingness to continue with the current job**	Willing Not willing Confused	1 2 3	
D.10	**Change in economic condition due to current employment**	Worsened Remained same Improved	1 2 3	
D.11	**Do you think that the ITI training helped you get this job? Please rate the effectiveness of the training in helping you get a job.**	Very Low Low Average High Very High	1 2 3 4 5	
D.12	**How long did you search for the first job you got after ITI training (including the search time during training in ITI)?**	Less than 1 month 1 to less than 3 months 3 to less than 6 months 6 to less than 9 months 9 to less than 12 months (1 year) More than 1 year Has not started looking for job	1 2 3 4 5 6 7	

D.13	**Which channels did you use for job search?**	Through Placement Cell of ITI Newspaper Ads Help of family contacts Help of friends and classmates Independent contact to employers Through internship during/after training Through part-time job during/after training Through job fairs Through principal/faculty of ITI Online job portals/sites Others *(please specify)*	1 2 3 4 5 6 7 8 9 10 99	*Multiple responses allowed* *Skip if D.12=7*
D.14	**Which channels do you think are the most effective for procuring employment?** **Please ask for 3 responses at least and rate the channels from 1 to 3 (with 1 being least effective and 3 being most effective)**	Through Placement Cell of ITI Newspaper Ads Help of family contacts Help of friends and classmates Independent contact to employers Through internship during/after training Through part-time job during/after training Through job fairs Through principal/faculty of ITI Others *(please specify)*	1 2 3 4 5 6 7 8 9 99	*Multiple responses allowed*

E. OVERALL SATISFACTION WITH THE INSTITUTE (ITI)				
S.No.	**Questions**	**Options**	**Codes**	**Remarks**
E.1	**Rate the quality of classroom learning & training experience in the institute.**	Very Low Low Average High Very High	1 2 3 4 5	
E.2	**Rate the quality of the lectures imparted in the institute.**	Very Low Low Average High Very High	1 2 3 4 5	
E.3	**Rate the competency of the trainers.**	Very Low Low Average High Very High	1 2 3 4 5	
E.4	**Rate the commitment of the trainers.**	Very Low Low Average High Very High	1 2 3 4 5	

E.5	**Rate the relevance & usefulness of different types of teaching and learning materials available in the institute. (Includes manuals, handouts, illustrations, books, labs, internet connectivity etc.)**	Very Low Low Average High Very High	1 2 3 4 5	
E.6	**Rate the availability of technical equipment in the institute such as lab equipment, measuring instruments etc.**	Very Low Low Average High Very High	1 2 3 4 5	
E.7	**Rate the quality of technical equipment in the institute.**	Very Low Low Average High Very High	1 2 3 4 5	
E.8	**Rate the availability of courses for the sectors which requires more skilled labour.**	Very Low Low Average High Very High	1 2 3 4 5	
E.9	**Rate the ability of the trainers in successfully imparting technical skills in the institute.**	Very Low Low Average High Very High	1 2 3 4 5	
E.10	**Rate the ability of the trainers successfully imparting communication skills/soft skills in the institute.**	Very Low Low Average High Very High	1 2 3 4 5	
E.11	**Rate extent of satisfaction with the physical infrastructure available at the ITI (classrooms/training halls etc).**	Very Low Low Average High Very High	1 2 3 4 5	
E.12	**Rate extent of satisfaction with hygiene & sanitation facility at the ITI.**	Very Low Low Average High Very High	1 2 3 4 5	
E.13	**Please mention some suggestions to improve the facilities of the institute.**			

G. OVERALL SATISFACTION WITH THE COURSE AT ITI				
Q.No.	**Questions**	**Options**	**Codes**	**Remarks**

G.1	**Rate the extent to which the courses have been updated based on the emerging industrial needs/requirements.**	Very Low Low Average High Very High	1 2 3 4 5	
G.2	**Rate the quality of teaching followed in the labs.**	Very Low Low Average High Very High	1 2 3 4 5	
G.3	**Rate the quality of course structure followed in the labs.**	Very Low Low Average High Very High	1 2 3 4 5	
G.4	**Rate the extent of practical exposure given as a part of the course work during the training period.**	Very Low Low Average High Very High	1 2 3 4 5	
G.5	**Rate the extent of relevance & usefulness of practical exposure given as a part of the course work during the training period.**	Very Low Low Average High Very High	1 2 3 4 5	
G.6	**Rate the extent of correlation (positive) of theoretical and practical classes.**	Very Low Low Average High Very High	1 2 3 4 5	
G.7	**Rate the scope of employability after the training.**	Very Low Low Average High Very High	1 2 3 4 5	
G.8	**Rate the extent of willingness of the employers to hire graduates from ITIs**	Very Low Low Average High Very High	1 2 3 4 5	
G.9	**Rate the extent of skill enhancement and value addition to knowledge (required for job) after the course.**	Very Low Low Average High Very High	1 2 3 4 5	
G.10	**Rate the extent of impact on reducing skill gap in the community.**	Very Low Low Average High Very High	1 2 3 4 5	

G.11	**Rate the extent of impact on reducing unemployment.**	Very Low Low Average High Very High	1 2 3 4 5	
G.12	**Are project ITI graduates preferred over non-project ITI graduates for jobs?**	Yes, always Yes, often Never	1 2 3	
G.13	**Please mention some suggestions to improve the quality of the course structure.**			

Any important remarks:

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Date of interview	
Name of the enumerator	

Signature of Enumerator **Signature of Respondent**

* * * * *

For Q B.5, B.13 and C.5:

Sectors	Service Provider	Mechanic	Beauty & Textile Industry	Office Jobs	Engineering Trades	Food Industry
Trades	Electrician	Mechanic (Motor Vehicle)	Basic Cosmetology	Computer Operator Programming Assistant	Draughtsman Civil	Food & Beverages Services Assistant
	Fitter	Refrigeration & Air Conditioning	Dress Making	Stenographer and Secretarial Assistant (English)	Surveyor	Food Production General
	Welder	Mechanic Diesel	Sewing Tech	Stenographer and Secretarial Assistant (Hindi)		Food and Vegetable Processing (F&VP)
	Plumber	Pump Operator cum Mechanic	Surface Ornamentation Techniques (Embroidery)	Computer Hardware & networking maintenance		
	Carpenter	Instrument mechanic	Fashion Design & Technology	Front Office Assistant		
	Wireman	Mechanic (Tractor)		Information & Communication Technology System Maintenance (ICTSM)		
	Turner	Electronic Mechanic		DTP Operator		
	Driver Cum	Machinist				

	Mechanic					
	Technician and Power Electrician (TPES)					
	Sheet metal Worker					

IDI Guide for Case Study: ITI Graduates

A. Introduction and Informed Consent

Hello, my name is _____ and I am working with Academy of Management Studies. We are currently carrying out surveys with the **youth who completed the CTS program in selected trades at least 1 year ago and have received the National Trade Certification**. Today, I will ask you some questions on your perception of the utility of the ITI course that you received training under, with respect to skill development and employability. Please feel free to answer them! Just let me know if you are uncomfortable in answering any of these questions. Remember, there is no right or wrong answers: we are just interested in what you think or know. Please answer according to your honest and personal opinion. If there are any questions you don't understand, please tell me and I will explain. Now I would like to seek your permission to interview. If you permit, I shall conduct an interview for about 25 -30 minutes.

Will you permit?

Permitted ……1 ……Do you have any questions? I will now start the interview.

Not Permitted ……2 ------ End Here

Section A: Background Information

A.1 District ……

A.2 Block……

A.3 Village/Town Name: ……

A.4 Name of Respondent ……

A.5 Name of ITI ……

A.6 Category of ITI (Project-Govt – 1, Non-Project-Govt- 2, Private- 3) …… ☐

A.7 Mob. No ……

A.8 Age (in completed years) …… ☐☐

A.9 Sex (Male-1, Female-2, Other-3) .....

A.10 Religion (Hindi-1, Muslim-2, Sikh-3, Christian- 4, Others (please specify-98) ……

A.11 Caste (SC-1, ST-2, OBC-3, General-4) ……..

A.12 Economic Status (APL-1, BPL-2, Antyodaya-3, Others (please specify)-98) ……

Section B: Details about Training

B.1 Duration of Training (Completed 1 year of training-1, Completed 2 years of training-2) ……

B.2 Sector in which training received **(CTS Trade)** …….

B.3 How did you learn about this course?

B.4 Were you employed before you joined the ITI?

B.5 When did you join this ITI? What were the factors that influenced/motivated you in attending these classes for the first time/leaving your job to join this course (if employed previously)?

B.6 What did you learn at the training? Tell us any 5 major areas.

B.7 How often were the classes organized? Did you prepare in advance for the classes? How?

B.8 Did you face any challenges in attending these classes? Mention 5 challenges that you face in attending these classes. Also describe how you overcome them?

B.9 Please tell us about how the ITI course aided you in developing theoretical as well as practical skills for your sector. Give examples.

B.10 Please tell us about some of the job placement activities conducted by ITI in your institution. How often were such activities conducted? Were any follow-ups conducted after these activities/sessions? Please elaborate.

Section C: Details about Employment Status

C.1 Current Employment Status (Paid Permanent Employee-1, Paid Temporary Employee-2, Self-employment-3, Apprentice-4, Unemployed-5, Others *(please specify)*-98) ……

C.2 How long did you search for the job (including the search time during training in ITI)?

C.3 Do you think that the ITI training helped you get this job?

a) If yes, please tell us about how the ITI aided you in finding a job. Did you receive any job offer during the placement session of your ITI? How many job interviews did you attend before landing this job? Which channels do you think are the most effective for procuring employment?

C.4 What challenges did you face while looking for employment? How did you deal with these challenges? Give examples.

C.5 Are you currently employed in the same sector as the one you received training in?

a) If yes, do you think that the training you received provided you the necessary skills for this job?

b) If no, please describe the reasons for not getting a job in the sector in which you received training.

C.6 Please tell us about the extent of willingness of employers to hire graduates from ITIs according to you. Are project ITI graduates preferred over non-project ITI graduates for jobs?

C.7 Please tell us about your level of satisfaction with your current job.

a) If you are satisfied, please tell us any five good things about the job role/company. Are you willing to continue working in this job?

b) If you are not satisfied, please tell us the reasons for the same.

C.8 What are your future aspirations in life, especially with respect to career? Are there any barriers in pursuing your goal?

C.9 What are the skills or other support that you think you need to achieve your goals?

Section D: Perceived Impact of the ITI Training

D.1 Are you satisfied with the ITI, overall? Please tell us about the quality of classroom learning & training experience in the institute, competency and commitment of the trainers, relevancy & usefulness of different types of teaching and learning materials available in the institute (including technical equipment), etc.

D.2 Do you think that this course was helpful to you? Why/why not? In what ways? Describe one particular incident.

D.3 Do you think the course helped you become more skilled/more employable? If yes, how and in what respect? Please tell us about the extent of practical exposure given as a part of the course work during the training period, scope of employability after the training, extent of skill enhancement and value addition to knowledge (required for job) after the course, etc.

D.4 Based on your experience, in what ways has this course influenced you/your life? Can you tell the three most prominent ways in which the course contributed to your or your family's overall well-being?

D.5 Describe the improvements/changes that you have witnessed in the lives of your fellow trainees. Describe one specific story of change.

D.6 Would you recommend your friends join this ITI?

D.7 Please provide any 5 suggestions to improve facilities of the institute?

D.8 Do you have any suggestions to improve the quality of the course structure? Please give any 5 suggestions.

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Tracer Study – Himachal Pradesh 2021

IDI Schedule for Employers

Namaste! My name is ……. I am from a research organization Academy of Management Studies (AMS) and conducting a survey for STRIVE interventions implemented by The State Government of Himachal Pradesh (GoHP). This interview aims to understand your opinion and views and perceptions on demand & supply of skilled and unskilled manpower in your organisation, youth aspirations, recruitment processes, challenges faced in hiring and recruiting staff and experience with staff hired from ITIs.

This information will help the government in planning for the future programme, policy advice and decision making. I would very much appreciate your participation in this survey.

This information you provide will be kept strictly confidential and will be used for our study purpose. You can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your inputs are important for improving the intervention/ programme.

Do you want to ask me anything about the interview? May I begin the interview now?

A. Basic Information of the Respondent

A.1 Name:

A.2 Age:

A.3 Gender:

A.4 Current Designation in the Company:

B. Basic Information of the Company/Organization

B.1 Name of the Organization/Company:

B.2 Sector/Type of Organization:

B.3 Location of the Company (District):

B.4 Type of location (Urban/Rural):

B.5 Size of the Company (No. of employees):

B.6 Age of the organization:

C. Recruitments in the Organization

C.1 Does your company offer apprenticeship positions or internships for ITI trainees? Yes ☐ No ☐

C.2 If yes, how do you recruit apprentices?

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C.3 What are the various types of skilled, semi-skilled, or unskilled jobs available in your organization? Please specify the most preferred sources from where you hire the staff required for these jobs.

	ctivities	of Skill Req l-1; Semi- ed-3)	preferred so ing staff for th ITIs-1; Privat Market-3; Ar specify)-98)	s for prefe	s your expectation a in demand for thi (Increase Substa se slightly-2; No ed-3; decrease s se substantially-5)	s for this change in ing to you.

C.4 What types of problems or challenges does your organization face in ensuring availability and retention of right kind of manpower for various job vacancies in your organization?

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C.5 What kind of aspirations do you see in today's youth?

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C.6 How do these aspirations influence their choice of employment?

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C.7 To what extent do you think your organization can meet those aspirations?

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D. Views and Opinions About ITI Training

D.1 What are the specific skills you look for in the ITI trainees while recruiting them for your company?

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D.2 What is your opinion about the quality of technical training offered in ITIs?

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D.3 What is your opinion about the quality of communication training offered in ITIs?

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D.4 Do you think the ITI graduates lack some specific skills employers like you are looking for? If yes, what are these skills?

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D.5 To what extent are the ITIs able to plug the skill requirements in the industry? Is the training offered in line with the actual skill requirement at work? If No, what gaps do you see?

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D.6 What suggestions would you like to offer for the ITIs in light of the current and future requirements in your sector?

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E. About STRIVE Interventions

E.1 Have you heard about STRIVE project conducted in ITIs? Yes No ☐ ☐

E.2 If yes, what do you know about the project?

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E.3 Do you prefer trainees trained under STRIVE project ITIs? Yes No ☐ ☐

E.4 If yes, why do you prefer such trainees?

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E.5 To what extent are the ITIs under STRIVE project able to plug the skill requirements in the industry? Do you think they provide any value addition to the usual ITI training? Please state the reasons for your perception.

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E.6 Have you recently hired any trainees who were trained under STRIVE project? Yes No ☐ ☐

E.7 If yes, what was your experience with employees trained under STRIVE project in terms of skill level (technical and communication), retention, etc.?

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E.8 What suggestions would you like to offer for improvement of the STRIVE project?

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