TRACER STUDY REPORT

Tracer Study - Employment Outcomes of ITI Graduates in the UT of Puducherry

Labour Department, Govt. of Puducherry (India)

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JULY 2023

TransRural Agri Consulting

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1. Executive Summary

The Skills Strengthening for Industrial Value Enhancement (STRIVE) project is an ambitious initiative implemented by the Ministry of Skill Development and Entrepreneurship, Government of India. Launched in 2017, the project aims to improve the quality and relevance of the skills training provided to the youth in India. The main objectives of the project include improving the delivery and effectiveness of skills training, increasing the market relevance of skills training, and enhancing the institutional capacity of the skills training system. The project is being implemented with the support of the World Bank. The project focuses on key sectors of the Indian economy, including manufacturing, construction, textiles, and services, and aims to improve the skills of millions of youths across the country. The STRIVE project utilizes a range of innovative strategies, such as outcome-based funding, public-private partnerships, and the use of technology to improve the quality and relevance of skills training. The project is expected to have a significant impact on the Indian economy by enhancing the skills of the workforce, increasing productivity, and promoting economic growth.

Training Directorate of Labour Department, UT of Puducherry is actively participating in implementing the STRIVE project in the Union Territory of Puducherry. A State Steering Committee (SSC) has been formed to guide the implementation of the project in the UT. A State Programme Implementation Unit (SPIU) has been formed, to assist the SSC in the implementation of the project. At the UT level, the SPIU is responsible for providing fiduciary guidance implementation, monitoring, and facilitation of STRIVE. At the ITI level, each participating ITI would have an Institute Management Committee (IMC) (or equivalent), which comprises majorly of industry representatives. It would be chaired by an industry partner so as to enhance the industry linkages and market relevance in all aspects of the training and to ensure that training courses are fully demand driven.

Tracer studies are an essential component of the STRIVE project, as they provide valuable insights into the effectiveness of skills training programs and help to ensure that the training is relevant to the needs of the local job market. Tracer studies involve tracking the employment status and career progression of skills training program graduates to determine how well their training prepared them for the job market.

Accordingly, this tracer study was conducted with a target population of trainees from all the ITIs in the UT of Puducherry. The tracer study was conducted among all the trainees who completed the CTS program in selected trades and hold the National Trade Certificate. The study focused on trainees who passed the All-India Trade Test (AITT) in the academic years 2017-18, 2018-19, and 2019-20, which means those who appeared and passed the annual examination held in 2018, 2019, and 2020. A total of approximately 1950 graduates were invited to participate in the study, and 1433 graduates were successfully traced and included in the study.

State/ UT	Total ITIs	Project ITIs	Govt. Non-Project ITIs	Private ITIs	Total Passouts	Sample Size
Puducherry	15	2	7	6	≈1950	≈75%

The study has been carried out in all the region of UT of Puducherry. The summary of the study is described below;

The primary survey conducted in the Union Territory of Puducherry revealed important insights into the profile of the respondents. The data shows that the largest number of respondents were from Puducherry (53%, 760), followed by Karaikal (37%, 530), Yanam (6%, 86), and Mahe (4%, 57). This geographic distribution provides a comprehensive representation of ITI graduates across the different regions.

The tracer study included students from both Project ITIs and non-Project ITIs. Out of the 15 ITIs considered for the survey, 93.4% (1339) of the surveyed graduates were from Government ITIs, while the remaining 6.6% (94) were from private ITIs. Among the graduates surveyed from Government ITIs, 17.2% (247) were from Project ITIs (GP ITIs) and 76.2% (1092) were from non-project government ITIs (GNP ITIs). This distribution reflects the dominance of Government ITIs in the surveyed population.

In terms of course duration, the analysis shows that 64% (922) of the respondents completed the two-year ITI course, while 36% (511) completed the one-year course. The distribution of course duration across different ITI types reveals interesting patterns. The majority of respondents in the two-year course were from GNP ITIs, accounting for 67% (736) of the total respondents from GNP ITIs. In contrast, the majority of respondents from GP ITIs (63%, 155) completed the one-year course. It is noteworthy that private ITIs only offered the two-year course and had no admissions in the one-year course.

In terms of gender, out of the 1433 respondents, 271 (18.9%) were female and 1162 (81.1%) were male. The highest female participation rate was in Puducherry at 22.4%, followed by Karaikkal at 18.7%. Mahe had a lower rate of 3.2%, and there were no female respondents from Yanam.

Trade-wise respondents:

Among the trades surveyed in the Union Territory of Puducherry, the analysis reveals notable patterns in the distribution of ITI graduates. Electrician emerges as the most popular trade choice, with 14.4% of the total respondents belonging to this trade. Fitter closely follows with 11.9%, indicating its significant presence among ITI graduates. COPA, Sewing Technology, and Wireman also show notable representation at 11.5%, 8.8%, and 8.7% respectively. These trades collectively account for 55.3% of the total respondents, highlighting their prominence in the ITI landscape.

Trade Type	Trade	Female		Male		Total	
		Nos.	%	Nos.	%	Nos.	%
Engineering Trade	Electrician	0	0%	207	100%	207	14.4%
	Fitter	0	0%	170	100%	170	11.9%
	Wireman	0	0%	124	100%	124	8.7%
	Mechanic (Motor Vehicle)	0	0%	93	100%	93	6.5%
	Mechanic (R&AC)	0	0%	85	100%	85	5.9%
	Electronics Mechanic	11	15%	62	85%	73	5.1%
	Mechanic Diesel	0	0%	69	100%	69	4.8%
	Draughtsman Civil	23	38%	37	62%	60	4.2%
	Welder	0	0%	50	100%	50	3.5%
	Instrument Mechanic	0	0%	42	100%	42	2.9%

Trade Type	Trade	Female		Male		Total	
		Nos.	%	Nos.	%	Nos.	%
	ICT & System Maintenance	10	29%	24	71%	34	2.4%
	Mason (Building Constructor)	0	0%	34	100%	34	2.4%
	Machinist	0	0%	20	100%	20	1.4%
	Turner	0	0%	14	100%	14	1.0%
	Plastic Processing Operator	0	0%	12	100%	12	0.8%
	Total Engineering	**44**	**4%**	**1043**	**96%**	**1087**	**75.9%**
Non-Engineering Trades	Computer Operator and Programming Assistant	97	59%	68	41%	165	11.5%
	Sewing Technology	103	82%	23	18%	126	8.8%
	Catering & Hospitality Assistant	0	0%	22	100%	22	1.5%
	Desk Top Publishing Operator	16	89%	2	11%	18	1.3%
	Basic Cosmetology	11	100%	0	0%	11	0.8%
	Data Entry Operator	0	0%	4	100%	4	0.3%
	Total Non-Engineering	**227**	**66%**	**119**	**34%**	**346**	**24.1%**
	Grand Total	**271**	19%	**1162**	81%	**1433**	**100.0%**

Engineering trades dominate the overall participation among ITI respondents, comprising 75.9% of the total respondents. Male participation is notably higher in engineering courses, accounting for 96% of the participants. However, there are a few engineering trades where female participation is observed, with Draughtsman Civil, ICT & System Maintenance, and Electronics Mechanics showing notable female representation. On the other hand, non-engineering courses exhibit a higher participation rate by females, constituting 66% of the total respondents. Specific non-engineering trades such as Basic Cosmetology, Desktop Publishing Operator, Sewing Technology, and COPA showcase a significantly higher female participation rate.

Post-Training Employment: The immediate employment scenario for ITI graduates in the UT of Puducherry is positive, with the majority (76%) securing employment as apprentices, employees, or self-employed individuals. Only 20.5% did not find immediate employment, and 3.7% did not actively seek jobs. The Apprenticeship Training Scheme has played a significant role in providing employment opportunities, with 65.4% of graduates being placed as apprentices, gaining practical training and industry exposure. The Department of Labour has actively promoted and implemented the scheme, ensuring successful outcomes.

ITI Type	Apprenticeship		Self-Employment		Employed		Did not look for a job		Unemployed		Total
	N	%	N	%	N	%	N	%	N	%	
GNP ITI	722	66.1%	29	2.7%	59	5.4%	49	4.5%	233	21.3%	1092
GP ITI	165	66.8%	41	16.6%	8	3.2%	4	1.6%	29	11.7%	247
Private ITI	50	53.2%	1	1.1%	10	10.6%	0	0.0%	33	35.1%	94
Grand Total	937	65.4%	71	5.0%	77	5.4%	53	3.7%	295	20.6%	1433

GP ITI had the highest apprenticeship rate (66.8%), followed by GNP ITI (66.1%) and Private ITI (53.2%). GP ITI had the highest employment rate (3.2%) and self-employment rate (16.6%) among the three ITI

types. Private ITI had a higher employment rate (10.6%) but a lower self-employment rate (1.1%). Unemployment rates varied, with Private ITI having the highest (35.1%), followed by GNP ITI (21.3%) and GP ITI (11.7%).

Trade-wise employment (Immediate): The analysis of the data reveals significant differences in employment outcomes between engineering and non-engineering trades among ITI graduates. In the engineering trades, the majority of graduates (72%) secured jobs as apprentices, indicating a high demand for apprentices in these fields. However, a considerable proportion (19%) of engineering trade graduates were unemployed, highlighting challenges in finding suitable employment opportunities. Among the non-engineering trades, a lower percentage (43%) of graduates secured apprenticeship positions, while the unemployment rate was relatively higher (25%). The non-engineering trades also exhibited higher rates of self-employment in fields such as Sewing Technology and Basic Cosmetology. The data underscores the importance of addressing the employment gaps and promoting job opportunities in both engineering and non-engineering trades within the ITI sector.

Trade	Apprentice		Did not look for a job		Employed		Self-Employment		Unemployed		Total
	N	%	N	%	N	%	N	%	N	%	N
Electrician	164	79%	2	1.0%	8	3.9%	1	0.5%	32	15%	207
Fitter	132	78%	2	1.2%	9	5.3%	1	0.6%	26	15%	170
Wireman	105	85%	0	0.0%	6	4.8%	1	0.8%	12	10%	124
Mechanic (Motor Vehicle)	67	72%	5	5.4%	9	10%	1	1.1%	11	12%	93
Mechanic (R&AC)	55	65%	5	5.9%	1	1.2%	1	1.2%	23	27%	85
Electronics Mechanic	60	82%	3	4.1%	3	4.1%	1	1.4%	6	8.2%	73
Mechanic Diesel	56	81%	1	1.4%	4	5.8%	1	1.4%	7	10%	69
Draughtsman Civil	26	43%	7	12%	0	0.0%	0	0.0%	27	45%	60
Welder	29	58%	0	0.0%	4	8.0%	2	4.0%	15	30%	50
Instrument Mechanic	34	81%	0	0.0%	2	4.8%	0	0.0%	6	14%	42
ICT & System Maintenance	26	76%	0	0.0%	1	2.9%	0	0.0%	7	21%	34
Mason (Building Constructor)	8	24%	4	12%	2	5.9%	0	0.0%	20	59%	34
Machinist	15	75%	0	0.0%	1	5.0%	1	5.0%	3	15%	20
Turner	8	57%	0	0.0%	0	0.0%	0	0.0%	6	43%	14
Plastic Processing Operator	3	25%	1	8.3%	0	0.0%	1	8.3%	7	58%	12
Engineering Total	**788**	**72%**	**30**	**2.8%**	**50**	**4.6%**	**11**	**1.0%**	**208**	**19%**	**1087**
COPA	118	72%	3	1.8%	19	12%	0	0.0%	25	15%	165
Sewing Technology	20	16%	10	7.9%	2	1.6%	58	46%	36	29%	126
Catering & Hospitality Assistant	3	14%	6	27%	3	14%	0	0.0%	10	45%	22
Desk Top Publishing Operator	4	22%	4	22%	0	0.0%	0	0.0%	10	56%	18
Basic Cosmetology	2	18%	0	0.0%	2	18%	6	54%	1	9%	11
Data Entry Operator	2	50%	0	0.0%	1	25%	0	0.0%	1	25%	4
Non-Engineering Total	**149**	**43%**	**23**	**6.6%**	**27**	**7.8%**	**60**	**17%**	**87**	**25%**	**346**

Current Employment Status: The data shows a high percentage of unemployment among ITI graduates (73%) and a low conversion rate of apprenticeships into permanent employment positions (2.2%). However, certain non-engineering trades, such as Sewing Technology and Basic Cosmetology, have shown successful self-employment opportunities for women trainees, with approximately 7% of trainees being self-employed.

ITI Type	Apprenticeship		Self-Employment		Employed		Unemployed		Total
	N	%	N	%	N	%	N	%	
GNP ITI	13	1.2%	50	4.6%	175	16.0%	854	78.2%	1092
GP ITI	1	0.4%	42	17.0%	82	33.2%	122	49.4%	247
Private ITI	0	0.0%	2	2.1%	17	18.1%	75	79.8%	94
Grand Total	14	1.0%	94	6.6%	274	19.1%	1051	73.3%	1433

Among the different ITI types, GP ITI stands out with a significant number of graduates choosing self-employment (17%) and securing regular employment (33.2%). GNP ITI and Private ITI face higher unemployment rates (78.2% and 79.8% respectively) and lower rates of regular employment. These findings highlight the need to improve job prospects and employability for ITI graduates, especially from GNP ITI and Private ITI, and to address disparities among ITI types.

Addressing these challenges and implementing measures to enhance employment outcomes for ITI graduates across all ITI types is essential.

Joining Salary offered to ITI graduates: The average salary offered to ITI graduates at the time of joining the industry was Rs. 8.2 thousand per month. Among the different categories of ITIs, GNP ITI had a higher percentage of employed graduates in the income category of Rs. 5000-7499 (0.9%), while Private ITI had the highest percentage (4.9%) in this category. In the income category of Rs. 7500-9999, GNP ITI had the highest percentage of employed graduates (94%), followed by Private ITI (93%) and GP ITI (80%).

Monthly Income Category	GNP ITI	GP ITI	Private ITI	Overall
Rs. 5000- Rs. 7499	0.9%	0.9%	4.9%	1.11%
Rs. 7500- Rs. 9999	94%	80%	93%	91.3%
Rs. 10000- Rs. 12499	4.0%	19%	0.0%	6.64%
Rs. 12500- Rs. 15000	0.9%	0.0%	1.6%	0.74%
More than Rs. 15000	0.2%	0.0%	0.0%	0.18%

For the income category of Rs. 10000-12499, GP ITI had the highest percentage of employed graduates (19%), while GNP ITI had 4% and Private ITI had no employed graduates in this range. In the income category of Rs. 12500-15000, GNP ITI had the highest percentage (0.9%), while Private ITI had 1.6% and GP ITI had no employed graduates in this range. In the income category of more than Rs. 15000, GNP ITI had the highest percentage (0.2%), while GP ITI and Private ITI had no employed graduates in this range. Overall, the majority of employed graduates from all types of ITIs fell within the income range of Rs. 7500-9999.

Change in Employment and Income Scenario: The data reveals notable changes in employment outcomes for graduates from different types of ITIs. All the ITIs have experienced a decline in the percentage of apprentices, dropping from 65.4% to 1.0%, indicating challenges in converting apprenticeships into regular employment. However, the employment rate increased to 16.0%, and there was a slight rise in self-employment from 2.7% to 4.6%. GP ITI also saw a decrease in apprenticeships, from 66.8% to 0.4%, but stood out with a higher employment rate of 33.2% and a stable self-employment rate of 17.0%. Private ITI had no apprenticeships but demonstrated a relatively higher employment rate of 18.1% and a slight increase in self-employment from 1.1% to 2.1%.

ITI Type	Immediately After Training			Current Employment		
	Apprentice	Employment	Self-Emp	Apprentice	Employment	Self-Emp
GNP ITI	66.1%	5.4%	2.7%	1.2%	16.0%	4.6%
GP ITI	66.8%	3.2%	16.6%	0.4%	33.2%	17.0%
Private ITI	53.2%	10.6%	1.1%	0.0%	18.1%	2.1%
Overall	**65.4%**	**5.4%**	**5.0%**	**1.0%**	**19.1%**	**6.6%**

The current average salary/income of employed/self-employed ITI graduates is around Rs. 12.3 thousand per month. The current average income is 50 percent more than the income which ITI graduates could derive immediately after coming out of ITI.

Income Slabs	Overall			ITI Category wise changes		
	At joining	Currently	Change	GNP ITI	GP ITI	Private ITI
Rs. 5000- Rs. 7499	1.11%	0.0%	-1.11%	-0.90%	-0.90%	-4.90%
Rs. 7500- Rs. 9999	91.3%	13%	-78.30%	-79.00%	-75.20%	-46.00%
Rs. 10000- Rs. 12499	6.64%	59%	52.36%	55.00%	44.00%	37.00%
Rs. 12500- Rs. 15000	0.74%	22%	21.26%	16.10%	31.00%	14.40%
More than Rs. 15000	0.18%	5.8%	5.62%	8.60%	0.80%	0.00%

The salary distribution among ITI graduates has undergone significant changes. The percentage of graduates earning salaries in the range of Rs. 5000-7499 has decreased across all ITI types, with a substantial drop of -4.9% in Private ITI. In the salary range of Rs. 7500-9999, there has been a drastic decline of -78.3% overall, indicating a shift towards higher income brackets. However, the salary range of Rs. 10000-12499 has seen an increase of 52.36%, suggesting improved salary outcomes. The percentage of graduates earning salaries in the range of Rs. 12500-14999 has also increased by 21.26%. In the highest income bracket of more than Rs. 15000, there has been a 5.62% increase. GNP ITI generally follows the overall trends, while GP ITI shows slightly better outcomes in salary distribution. Private ITI demonstrates varying changes across different income slabs.

Recommendations:

Enhancing Trade Diversity: There is a need to promote diversity in the choice of trades among ITI students. Currently, engineering trades dominate the participation, while non-engineering trades exhibit higher female participation. Encouraging more students, especially females, to explore non-engineering trades can contribute to a more balanced and inclusive workforce.

Promoting Gender Diversity: Efforts should be made to promote gender diversity within both engineering and non-engineering trades. While engineering trades are predominantly male-dominated, there are a few trades where female participation is observed. Creating a supportive and inclusive environment, providing mentorship programs, and addressing gender stereotypes can help attract more females to traditionally male-dominated trades.

Strengthening Apprenticeship Programs: A significant number of ITI trainees were provided with apprenticeship opportunities. However, there is a concerning trend where many trainees were unable to convert their apprenticeships into regular employment. This issue requires attention and intervention to ensure that apprenticeships effectively lead to stable and long-term employment prospects for ITI graduates. Strengthening support for apprentices, fostering closer collaboration between ITIs and employers, and improving the transition from apprenticeships to regular employment can address this concern and improve career prospects for ITI graduates.

Improving Employment Outcomes: Addressing the challenges faced by ITI graduates in finding suitable employment opportunities is crucial. Collaborations with industry partners and local businesses can help identify and bridge the skill gaps in the job market. Additionally, career counselling, entrepreneurship training, and job placement assistance can support ITI graduates in securing regular employment or pursuing self-employment.

Enhancing Industry-Institute Collaboration: Closer collaboration between ITIs and industries can ensure that the training programs align with industry requirements. Regular industry visits, guest lectures, and industry-sponsored projects can enhance practical learning and improve the employability of ITI graduates. Industry feedback should be sought to update the curriculum and training methodologies to meet the evolving needs of the job market.

Skill Development for Entrepreneurship: Promoting entrepreneurship skills among ITI graduates can create opportunities for self-employment and job creation. Introducing entrepreneurship training modules within the curriculum and providing access to resources and mentorship for aspiring entrepreneurs can empower ITI graduates to start their own ventures and contribute to economic growth.

Continuous Monitoring and Evaluation: Regular monitoring and evaluation of ITI programs, including employment outcomes, salary trends, and alumni feedback, are essential to identify areas of improvement and track the effectiveness of interventions. This data-driven approach can help in making informed decisions and implementing targeted strategies to enhance the quality and relevance of ITI training.

By implementing these recommendations, stakeholders can work together to create a more inclusive, skilled, and employment-ready workforce, thereby contributing to the socio-economic development of the region.

2. Introduction

2.1 Background of the scheme

The Government of India (GoI) introduced its National Policy for Skill Development and Entrepreneurship in 2015. A policy implementation framework is provided by the National Skill Development Mission (NSDM). The mission reflects the Government's commitment to skilling opportunities for poor/ underserved communities and developing a globally competitive workforce. The mission also seeks to shift toward outcome-focused training provision and establishes and enforces cross-sectoral, nationally, and internationally accepted standards for skill training by creating a sound quality assurance framework. The national Skills Strengthening for Industrial Value Enhancement (STRIVE) project has been developed by the Government of India with World Bank assistance to incentivize the critical institutional reforms required in the institutional training systems- defined as the Industrial Training Institute (ITI) and apprenticeship—to meet the central government's commitment to providing skilling opportunities for economically disadvantaged/underserved communities and developing a globally competitive workforce. STRIVE was envisaged as a five-year project, implemented by the Ministry of Skill Development & Entrepreneurship (MSDE).

The Program for Results (PforR) instrument is particularly suited to achieve the central government's results-based objectives, as it allows for the improvement of the systems and institutions that are critical to the implementation of the project. The instrument will ensure a sharp focus on the most important results the government wants to achieve (that is, improve relevance and efficiency of vocational training), allow for flexibility in the end-use of funds by states and training institutions, support the development of state-level capacities to manage ITIs more effectively, incentivize introduction of performance-based management principles, and strengthen output and outcome monitoring. Labour Department of UT of Puducherry is actively participating in implementing the STRIVE project in the UT of Puducherry. A State Project Implementation Unit (SPIU) has been formed to guide the implementation of the project in the UT of Puducherry.

2.1.1 Objectives of STRIVE

The key objective of STRIVE is to improve the quality and market relevance of vocational training provided through ITIs and apprenticeship. STRIVE is divided into four results areas:
   a) Improved Performance of Industrial Training Institutes
   b) Increased Capacities of State Government to Support ITIs and Apprenticeship Training
   c) Improved Teaching and Learning
   d) Improved and Broadened Apprenticeship Training

2.1.2 Scheme Structure and Implementation Mechanism

The STRIVE project is guided at the central level by a National Steering Committee (NSC), chaired by the Secretary of the Ministry of Skill Development and Entrepreneurship (MSDE), and includes representation from the industry, states and inter-ministry officials. The NSC reviews project implementation at the national level and are supported by a National Project Implementation Unit (NPIU), headed by a National Project Director (NPD). MSDE has also formed a Project Steering Committee (PSC), headed by Deputy Director General (Projects), to review the functioning of the project and resolve operational issues in the implementation of the project.

Labour Department, Government of Puducherry is actively participating in implementing the STRIVE project in the U.T of Puducherry. A State Steering Committee (SSC) has been formed to guide the implementation of project in the Union Territory. A State Programme Implementation Unit (SPIU) has been formed, to assist the State Steering Committee for the implementation of the project. At the UT level, SPIU will be responsible for providing fiduciary guidance, implementation, monitoring, and facilitation of STRIVE.

At the ITI level, each participating ITI would have an Institute Management Committee (IMC) (or equivalent), which comprises majorly of industry representatives. It would be chaired by an industry partner so as to enhance the industry linkages and market relevance in all aspects of the training and to ensure that training courses are fully demand driven.

2.1.3 Sub-schemes / components

The components of STRIVE aligned with the four result areas envisaged in the scheme guidelines. The structure of the scheme allows for following major components under STRIVE:

a) Performance-based grants for up-gradation of selected ITIs

b) Performance-based funding to state governments to incentivize reforms in state management of ITIs and apprenticeship 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 (IAIs)

f) System development, capacity development, and advocacy for apprenticeship training.

2.1.4 Year of commencement of the scheme

The agreement for the Skills Strengthening for Industrial Value Enhancement (STRIVE) project was signed between the Government of India and the International Bank for Reconstruction and Development (IBRD) on 19th December 2017 and the closing date of the project is November 2022. In

the UT of Puducherry, the Ministry of Skill Development and Entrepreneurship (MoSDE), Government of India has sanctioned STRIVE project, which is fully funded.

2.1.5 Present status with coverage of the scheme

There are 15 ITIs in the UT of Puducherry of which 9 are Government ITIs while 6 ITIs are in the private sector. Among the 15 ITIs, two ITIs namely Government ITI for Women, Pondicherry, and Government ITI, Nettapakkam (Pondicherry) were selected for implementation of STRIVE in the second phase.

2.1.6 Sustainable Development Goals (SDG) Served

1 NO POVERTY	No Poverty- By ensuring employability through skill enhancement.
8 DECENT WORK AND ECONOMIC GROWTH	Decent work &Economic Growth- By upgrading the skills of unskilled and semi-skilled job aspirants.
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	Industry innovations and infrastructure- By providing funds to support industry linkages, promotion of entrepreneurship through skill training, etc.
10 REDUCED INEQUALITIES	Empowers lower income earners, and promotes economic inclusion of all regardless of sex, race or ethnicity

2.1.7 National Development Plans (NDP) Served

The interventions under STRIVE fosters "Aatmanirbhar Bharat" and promote "local for global" by providing funds for the skilling of the workforce and promoting ideas that provide an opportunity for enhancing the income of youth.

2.2   Need for Tracer Study/ Outcome Review

Tracer studies are essential in assessing the effectiveness of vocational education and training programs in meeting the needs of the labour market. In the context of Puducherry, there was a need for tracer studies to evaluate the quality and relevance of the training provided in the Industrial Training Institutes (ITIs). The ITIs play a critical role in providing vocational education and training to the youth in Puducherry, and the effectiveness of their training programs has a significant impact on the employability of the youth.

The tracer study conducted in Puducherry focused on trainees who completed the Craftsmen Training Scheme (CTS) program in selected trades and held the National Trade Certificate under NCVT and Trade Certificate under SCVT. The study aimed to evaluate the employment outcomes of the graduates and their career progression after completing the training program. The study included graduates who passed the All-India Trade Test (AITT) in the academic years 2017-18, 2018-19, and 2019-20, which means those who appeared and passed the annual examination held in 2018, 2019, and 2020.

The study identified the employment rate, job profile, and wage rate of the graduates. It also assessed the relevance of the training provided in the ITIs to the job market demands. The findings of the tracer study will help the policymakers and ITIs in Puducherry to identify the areas where the training programs need improvement. It will also help them to identify the high-demand trades and skills in the local job market, which can be used to inform the planning and implementation of future training programs.

The tracer study is crucial in promoting the alignment of the vocational education and training programs with the job market demands. The findings of the study can be used to improve the quality and relevance of the training provided in the ITIs, which will enhance the employability of the youth and contribute to the economic development of Puducherry.

2.3   Basis for this Report

This report is based on the proposal submitted by TransRural Agri Consulting (TRUAGRICO) in response to the invitation to tender vide Tender Reference No. 156/LAB/ADT/CTS/2021 dated 01.08.2022 for conducting a tracer study for "Employment Outcomes of all ITI Graduates in Union Territory of Puducherry". The approach to the study is based on the scope of work and methodology described briefly in the tender document and the Inception Report. Key elements of the Tender Document and where applicable, some of the verbatim text of the Tender Document and Scheme Guidelines are included in this report.

3. Objectives & Methodology

3.1 Objectives of the Study

The consulting assignment was aimed to carry out a comprehensive tracer study of trainees from project and non-project ITIs in the UT of Puducherry to evaluate the impact of STRIVE interventions on beneficiaries and the relevance of the training program to job markets and livelihood activities. The objective was to provide concrete evidence of the effectiveness of the program and identify areas of improvement for future program planning.

The Tracer Study not only provided a snapshot of the employment status of the beneficiaries but also attempted to explain the causes of employment outcomes and provided feedback for improvements in various areas of training and placement at ITIs. The study also aimed to identify the factors that influenced the professional success of the beneficiaries and evaluated the effectiveness of the STRIVE interventions in facilitating their career progression.

The information gathered from the tracer study is critical in documenting the long-term impacts of ITI training on the beneficiaries' professional careers and assessing the effectiveness of the STRIVE interventions in achieving their intended objectives. The study's findings will be useful for policymakers and program managers in designing and implementing future programs that are more effective in improving the employability and career prospects of the beneficiaries. Overall, the tracer study report will provide valuable insights into what works and what does not work in the context of ITI training and will inform future program planning, policy advice, and decision making.

3.2 Scope of the Study

In the UT of Puducherry, there are a total of nine government ITIs and six private ITIs, making a total of fifteen ITIs in the union territory. The tracer study was conducted with a target population of trainees from these ITIs who had successfully completed the CTS program in selected trades and hold the National Trade Certificate under NCVT and Trade Certificate under SCVT. The study aimed to achieve the STRIVE KPI by targeting trainees who had passed the All-India Trade Test (AITT) and Final Trade Test (FTT) in the academic years 2017-18, 2018-19, and 2019-20. This included trainees who had appeared for final examination in 2018, 2019, and 2020 for both one-year and two-year trades.

The tracer study focused on a homogenous group of trainees, or a 'cohort', who had finished their training at the same point in time. This approach helped in assessing the effectiveness of the STRIVE interventions

on a particular group of beneficiaries and identifying the factors that influenced their career progression. The table below provides the ITI-wise student strength, which shows the number of students to be approached for the primary survey:
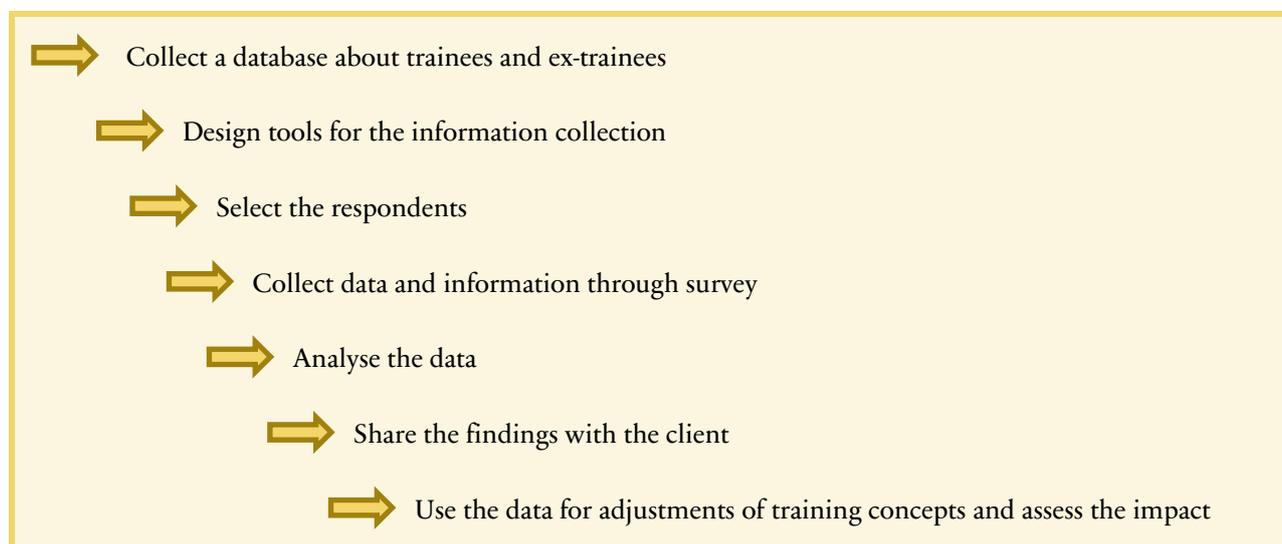
Table 3.1: ITI-wise student strength

Sl.	Name of the ITIs	District	Student Strength	Remarks
	Government ITIs			
1	Govt. ITI for men, Mettupalayam	Puducherry	493	Non-Project ITI
2	Govt. ITI for women, Pondicherry	Puducherry	226	Project ITI
3	Govt. ITI, Nettapakkam	Puducherry	124	Project ITI
4	Govt. ITI, Bahour	Puducherry	50	Non-Project ITI
5	Govt. ITI, Villianur	Puducherry	74	
6	Govt. ITI for men, T.R. Pattinam	Karaikal	478	
7	Govt. ITI for women, T.R. Pattinam	Karaikal	211	
8	RG Govt. ITI, Mahe	Mahe	71	
9	NSCB Govt. ITI, Yanam	Yanam	140	
	Private ITIs			
10	Indira Gandhi Private ITI, Thirukanur	Puducherry	8	Non-Project ITI
11	Jaiamman Private ITI, Mathikrishnapuram	Puducherry	27	
12	Pondicherry Private ITI, Orleanpet	Puducherry	4	
13	Rajive Memorial Private ITI, Orleanpet	Puducherry	25	
14	Sri Vivekananda Private ITI, Nellithoppu	Puducherry	20	
15	Worth Private ITI, Thengaithittu	Puducherry	36	
Total			**1987**	

By focusing on a homogenous group of trainees and considering their academic performance over a period of three years, the tracer study provided a comprehensive understanding of the long-term impact of the STRIVE interventions on the beneficiaries' career progression. The study's findings will be valuable for policymakers and program managers in designing and implementing future programs that are more effective in improving the employability and career prospects of ITI graduates.

3.3   SOP for the Study, Technical Approach and Methodology

A Tracer Study is a powerful tool that can help measure the relevance of vocational training programs. It provides essential information for programmatic changes, review of training curricula and helps monitor the delivery of training. In addition to this, tracer studies are also useful as a marketing tool. By getting in touch with ex-trainees and offering them support services, it is possible to improve the public image of the program and foster positive public relations. However, to ensure the expected results from the study, it is important to follow the standard stages in conducting a tracer study. This will ensure that the study provides comprehensive and reliable information on the career progression of trainees in the labor market, employment status of beneficiaries and the relevance of the training program to job markets/livelihood activities.

In conducting the tracer study, the standard stages were followed to ensure the expected result from the study. The important steps included identifying the target population, designing the survey instrument, conducting the survey, data analysis, and dissemination of the findings. These stages ensured that the study was conducted systematically and effectively to obtain accurate and reliable results.

Collect a database about trainees and ex-trainees

Design tools for the information collection

Select the respondents

Collect data and information through survey

Analyse the data

Share the findings with the client

Use the data for adjustments of training concepts and assess the impact

SOP for conducting Tracer Study

3.4 Task wise Approach & Methodology followed for the Study

The tracer study was conducted in several stages, starting with the signing of a contract and specification of the study's goals, determination of the design, coordination, planning, and organization. A draft questionnaire for the pilot study as well as a full-scale study was prepared and tested for questions' development.

To trace the trainees, a sampling frame of target students was developed, which was crucial to have proper and complete information about them. The list of targeted graduates was taken from ITIs. The study was planned as a census survey, covering all ITI graduates from selected academic years. All trainees who have passed out from the ITI were selected from project ITIs and non-project ITIs.

The field study and data collection process started with the training of assessors. After the approval of the questionnaire based on pilot testing results, the assessors were trained for field survey using the final questionnaire. The assessors were locally appointed resources only as they had a lingual advantage.

Finally, data tabulation and cleaning were done to make it appropriate for further analysis using statistical software. Since data was collected using mobile/tablet-based software application, tabulation was not required. However, cleaning of data was done to ensure accuracy and reliability in further analysis. Overall, the tracer study was conducted with the utmost care and attention to detail, ensuring that the results obtained were accurate and relevant.

4. Profile of the UT

4.1 Overview of Puducherry

Puducherry is a Union Territory covering an area of 490 Sq.Kms. It consists of two revenue districts: Puducherry District, which includes Puducherry, Mahe, and Yanam regions, and Karaikal District, which includes Karaikal region. There are 5 Municipalities, 10 Commune Panchayats, 8 Taluks, and 3 Community Development Blocks. According to the 2011 Census, the total population of Puducherry is 12,47,953, with Puducherry having 9,50,289, Karaikal having 2,00,222, Mahe having 41,816, and Yanam having 55,626. The SC population is 1,96,325, representing 15.7 percent of the total population. The sex ratio of Puducherry is 1037 females per 1000 males, and the literacy rate is 85.9 percent (91.26% for males and 80.67% for females).

There are 129 Revenue villages in Puducherry, with Puducherry having 81, Karaikal having 37, Mahe having 5, and Yanam having 6. Ten of these revenue villages have more than half of their total population as Scheduled Castes. While Puducherry and Karaikal regions are classified as both urban and rural areas, Mahe and Yanam regions are classified as urban areas. Puducherry is the 29th most populous and the third most densely populated state/UT in India.

Puducherry is a popular destination for students across the country who come to pursue their dreams of studying Medical Sciences. The UT has nine medical colleges, including the globally renowned JIPMER, to cater to the needs of young aspirants. Puducherry has 77 Large Scale, 191 Medium Scale, and 9057 Small Scale Industries.

The Gross State Domestic Product of Puducherry was estimated at Rs. 37,206.86 Crores and Rs.38,285.03 Crores for the year 2020-21 (RE) and 2021-22 (AE), respectively, representing a 2.9 percent increase. The per capita income for the year 2020-21 and 2021-22 was estimated at Rs.2,15,583 and Rs.2,16,495, respectively.

4.2 Demographic Profile of UT of Puducherry

Puducherry is the largest region of the UT of Puducherry, covering an area of 294 square kilometers. It has the highest population density at 3,232 people per square kilometer, and also the highest urban population percentage at 69.2 percent. The region has a total of 81 revenue villages and a total population of 950,289, accounting for 76.1 percent of the total population of the UT. The sex ratio in Puducherry is 1029 females per 1000 males, and the decadal growth rate in population is 29.2 percent.

Karaikal is the second-largest region of the UT of Puducherry, covering an area of 157 square kilometers. It has a population density of 1,275 people per square kilometer and a total of 37 revenue villages. Karaikal

has a total population of 200,222, accounting for 16 percent of the total population of the UT. The urban population percentage in Karaikal is 49.0 percent, and the sex ratio is 1047 females per 1000 males. The decadal growth rate in population in Karaikal is 17.2 percent.

Mahe is the smallest region of the UT of Puducherry, covering an area of 9 square kilometers. It has the highest population density in the UT at 4,646 people per square kilometer. Mahe has a total of 5 revenue villages and a total population of 41,816, accounting for 3.4% of the total population of the UT. The entire population of Mahe is classified as urban, with an urban population percentage of 100 percent. The sex ratio in Mahe is 1184 females per 1000 males, and the decadal growth rate in population is 13.5 percent.

Yanam is the second-smallest region of the UT of Puducherry, covering an area of 30 square kilometers. It has a population density of 1,854 people per square kilometer and a total of 6 revenue villages. Yanam has a total population of 55,626, accounting for 4.5 percent of the total population of the UT. The urban population percentage in Yanam is 100%, and the sex ratio is 1038 females per 1000 males. Yanam has the highest decadal growth rate in population in the UT at 77.2 percent.

According to the 2011 census, the total literacy rate for the UT was 85.8 percent, with Mahe having the highest literacy rate of 97.9 percent, followed by Karaikal (87.1%), Puducherry (85.4%), and Yanam (79.5%). The male literacy rate was higher than the female literacy rate for all regions and the UT as a whole. The highest male and female literacy rates were observed in Mahe at 98.6 percent and 97.3 percent, respectively.

The total number of households in the UT of Puducherry was 302,427, with Puducherry having the highest number of households (230,703), followed by Karaikal (51,219), Yanam (13,308), and Mahe (7,197). The number of total workers in the UT was 444,968, of which Puducherry had the highest number (348,105), followed by Karaikal (68,301), Yanam (16,760), and Mahe (11,802). Main workers accounted for the majority of the total workers in all regions and the UT, with Puducherry having the highest number of main workers (315,570) and Yanam having the lowest (15,373). Marginal workers were fewer in number, with Yanam having the lowest number (1,387).

The number of non-workers was higher than the number of workers in all regions and the UT as a whole. Puducherry had the highest number of non-workers (602,184, i.e., 63% of population), followed by Karaikal (131,921, i.e., 66% of population), Mahe (30,014, i.e., 72% of population), and Yanam (38,866, i.e., 70% of population). The data suggests that there is a need for increasing employment opportunities and creating a conducive environment for attracting industries and businesses to the UT to promote economic growth and reduce the dependence on the government sector.

Overall, the data shows that the literacy rate varies across the four regions of the UT of Puducherry, with Mahe having the highest literacy rate. Puducherry has the highest number of households and workers, while Yanam has the lowest. Non-workers outnumber workers in all regions and the UT as a whole, indicating the need for increased economic opportunities.

4.3   Industrial Profile of the UT of Puducherry (Establishments)

The Union Territory of Puducherry has a total of 59,152 establishments engaged in economic activities, excluding crop production, plantation, public administration, defence, and social security services. Among these establishments, 30 percent (17,759) are in rural areas and 70 percent (41,393) are in urban areas. More than half of the establishments (56.76%) are own account establishments (OAE), with 33.9 percent in rural areas and 66.1 percent in urban areas. The remaining 43.24 percent establishments have at least one hired worker, with 24.9 percent in rural areas and 75.1 percent in urban areas.
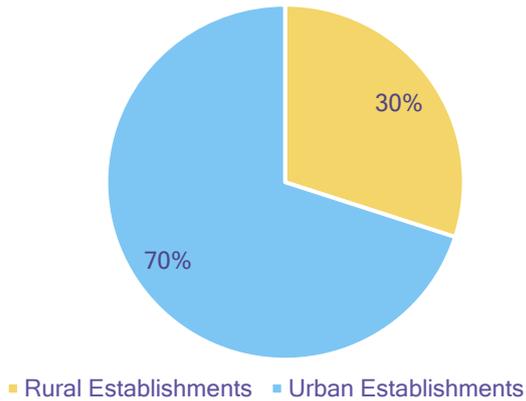
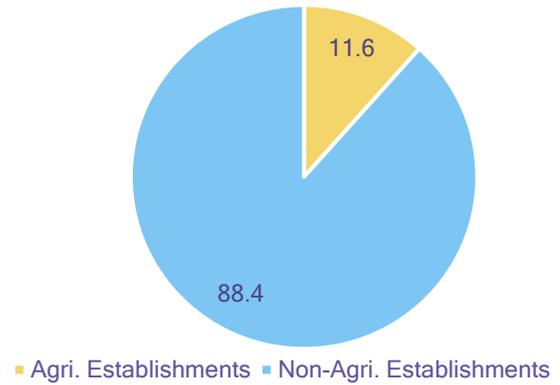Figure 4.1: Rural and Urban Establishments

Figure 4.2: Agri & Non-Agri Establishments

Of the total establishments, 84.4 percent (52,299) are engaged in non-agricultural activities, while the rest (11.6%) are involved in agricultural activities other than crop production and plantation. Within the own account establishments, 84.5 percent (28,367) are engaged in non-agricultural activities, while 15.5 percent (5,208) are in agricultural activities.

In rural areas, 22.3 percent (3,967) of the total 17,759 establishments are engaged in agricultural activities, while the remaining 77.7 percent (13,792) are in non-agricultural activities. Of these, 29 percent of the own account establishments are located in rural areas, while 71 percent are in non-agricultural activities. In urban areas, 93 percent (38,507) of the total 41,393 establishments are engaged in non-agricultural activities, while only 7 percent (2,886) pursue agricultural activities.
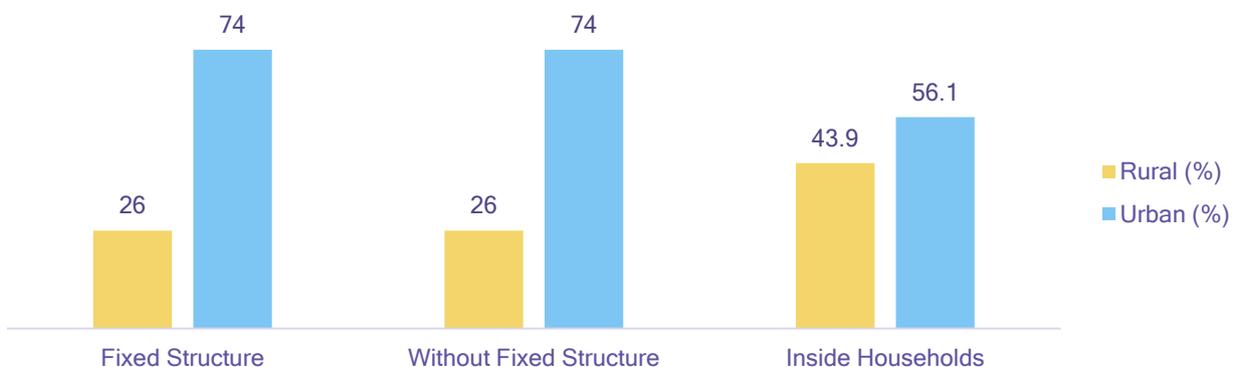

Figure 4.3: Type of structure of Rural and Urban Establishments

Out of the total establishments, 64.5 percent (38,165) operate outside the household with a fixed structure, 13 percent (7,661) operate outside the household without a fixed structure, and 22.5 percent (13,326) are located inside households. Of the establishments with a fixed structure, 26 percent (9,929) are in rural areas and 74 percent (28,236) are in urban areas. Out of the establishments operating without a fixed structure, 25.9 percent (1,984) are in rural areas and 74.1 percent (5,677) are in urban areas. For establishments located inside households, 43.9 percent (5,846) are in rural areas and 56.1 percent (7,480) are in urban areas.

In terms of ownership, around 86.6 percent (51,242) of the total establishments operate under private proprietary ownership, with 29.2 percent (14,976) in rural areas and 70.8 percent (36,266) in urban areas. About 96.8 percent (57,230) of the total establishments have perennial activities, with 30.2 percent (17,290) in rural areas and 69.8 percent (39,940) in urban areas.

4.4   Employment Scenario in the UT of Puducherry

According to the 6th Economic Census, a total of 219,378 people were employed in establishments located in the Union Territory of Puducherry. Of these, 68.7 percent (150,634) were in urban areas and 31.3 percent (68,744) were in rural areas. Employment in Puducherry district accounted for 77.6 percent (170,314), followed by Karaikal with 15.2 percent (33,335), Yanam with 4.0 percent (8,693), and Mahe with 3.2 percent (7,036).

Of the total employment, 93.7 percent (205,561) worked in non-agricultural establishments, while 6.3 percent (13,817) worked in agricultural establishments. Approximately 80.1 percent (175,767) of persons worked in establishments with at least one hired worker, and the remaining 19.9 percent (43,611) worked in their own establishments.

In rural areas, 10.17 percent (6,994) of the total rural employment was in agricultural establishments, while 89.83 percent (61,750) worked in non-agricultural establishments. About 27.7 percent of rural employment was in own establishments. In urban areas, 95.47 percent (143,811) of the total urban employment was in non-agricultural establishments, while 4.53 percent (6,823) were in agricultural establishments.

Of the hired workers in non-agricultural establishments, 69.7 percent (117,604) were in urban areas, and 30.3 percent (51,047) were in rural areas. Around 63.8 percent (139,912) of the total persons worked under private proprietary ownership establishments, and 97.9 percent (214,851) worked in perennial establishments.

The annual growth of urban establishments was 3.7 percent, considerably higher than the 0.8 percent growth of rural establishments. Agricultural establishments had an annual growth of 8.3 percent, while non-agricultural establishments had a growth of 2.2 percent. The rise of establishments under women entrepreneurs was 31.9 percent, indicating the active participation of women in the economy of the UT.

The workforce increased by 1.8 percent in proportion to the 2.7 percent increase in total establishments every year.

4.5 Activity-wise employment in various sectors (6th Economic Census, Puducherry)

Activities relating to agriculture other than crop production and plantation: In total, 481 persons are employed in this sector, out of which 371 work in rural areas and 110 work in urban areas. This includes activities like animal husbandry, sericulture, beekeeping, etc.

Livestock: A total of 5225 persons are employed in this sector, out of which 4281 work in rural areas and 944 work in urban areas. The activities related to livestock include breeding, raising, and caring for animals like cattle, sheep, goats, pigs, etc.

Forestry and Logging: The number of persons employed in this sector is 93, out of which 24 work in rural areas and 69 work in urban areas. This includes activities like felling trees, transporting logs, and processing wood.

Fishing and aquaculture: A total of 8018 persons are employed in this sector, out of which 2318 work in rural areas and 5700 work in urban areas. The activities related to fishing and aquaculture include catching fish, shrimp, crab, etc., and cultivating fish and other aquatic organisms.

Mining and quarrying: A total of 1453 persons are employed in this sector, out of which 41 work in rural areas and 1412 work in urban areas. This includes activities like extracting minerals and quarrying stones.

Manufacturing: A total of 57910 persons are employed in this sector, out of which 26398 work in rural areas and 31512 work in urban areas. This includes activities like textiles, leather goods, chemicals, machinery, etc.

Electricity, gas, steam, and air conditioning supply: The number of persons employed in this sector is 704, out of which 193 work in rural areas and 511 work in urban areas. This includes activities like generating electricity, distributing gas, and providing heating and cooling services.

Water supply, sewerage, waste management, and remediation activities: A total of 1446 persons are employed in this sector, out of which 350 work in rural areas and 1096 work in urban areas. This includes activities like collecting and treating waste water, managing solid waste, and cleaning up contaminated sites.

Construction: A total of 3795 persons are employed in this sector, out of which 443 work in rural areas and 3352 work in urban areas. This includes activities like building and repairing structures such as houses, bridges, roads, etc.

Wholesale trade, retail trade, and repair of motor vehicles and motorcycles: A total of 4478 persons are employed in this sector, out of which 647 work in rural areas and 3831 work in urban areas. This includes activities like buying and selling goods, repairing motor vehicles and motorcycles, etc.

Wholesale trade: The number of persons employed in this sector is 3594, out of which 289 work in rural areas and 3305 work in urban areas.

Retail trade: A total of 38566 persons are employed in this sector, out of which 8872 work in rural areas and 29694 work in urban areas. This includes activities like selling goods directly to customers.

Transportation and storage: A total of 3918 persons are employed in this sector, out of which 732 work in rural areas and 3186 work in urban areas. This includes activities like transporting goods and people, storing goods, etc.

Accommodation and Food service activities: A total of 14424 persons are employed in this sector, out of which 3018 work in rural areas and 11406 work in urban areas.

4.6   ITIs and offered courses in the UT of Puducherry

In the Union Territory of Puducherry, there are a total of nine government-run Industrial Training Institutes (ITIs) and six private ITIs. These institutes offer vocational training courses in various trades and specializations. The courses offered in the ITIs in Puducherry range from traditional trades like Fitter, Electrician, and Machinist to modern trades like Information Technology, Electronics, and Computer Science. Other trades include Welder, Turner, Mechanic Diesel, Draughtsman, and Mechanic Refrigeration & Air Conditioning. The tables below provide details of ITI wise list of trades available for training.

Table 4.1: ITI wise trades offered in the UT of Puducherry

Sl.	Name of the ITI	Trades
1	Govt. ITI for Men, Mettupalayam, Puducherry	1. Computer Operator and Programming Assistant (NCVT) 2. Draughtsman (Civil) (NCVT) 3. Electrician (NCVT) 4. Electronics Mechanic (NCVT) 5. Fitter (NCVT) 6. Mason (Building Construction) (NCVT) 7. Mechanic (Motor Vehicle) (NCVT) 8. Plastic Processing Operator (NCVT) 9. Refrigeration and Air-conditioning Technician (NCVT) 10. Welder (NCVT) 11. Wireman (NCVT)
2	Govt. ITI for Women, NSC Bose Road, Vambakeerapalayam, Pondicherry.	1. Computer Operator and Programming Assistant (NCVT) 2. Cosmetology (SCVT) 3. Draughtsman (Civil) (NCVT) 4. Electronics Mechanic (NCVT) 5. Sewing Technology (NCVT)

Sl.	Name of the ITI	Trades
3	Govt. ITI, Nettapakkam, Puducherry.	1. Computer Operator and Programming Assistant (SCVT) 2. Electrician (SCVT) 3. Fitter (NCVT) 4. Sewing Technology (NCVT)
4	Govt. ITI, Bahour, Puducherry	1. Fitter (SCVT) 2. Wireman (SCVT)
5	Govt. ITI, Villianur, Puducherry	1. Catering and Hospitality Assistant (SCVT) 2. Draughtsman (Civil) (NCVT)
6	Govt. ITI for Men, T.R.Pattinam, Karaikal	1. Computer Operator and Programming Assistant (NCVT) 2. Electrician (NCVT) 3. Fitter (NCVT) 4. Instrument Mechanic 5. Machinist (NCVT) 6. Mechanic (Diesel) (NCVT) 7. Mechanic (Motor Vehicle) (NCVT) 8. Refrigeration and Air-conditioning Technician (NCVT) 9. Welder (NCVT) 10. Wireman (NCVT)
7	Govt. ITI for Women, T.R.Pattinam, Karaikal.	1. Computer Operator and Programming Assistant (NCVT) 2. Cosmetology (SCVT) 3. Data Entry Operator (SCVT) 4. Draughtsman (Civil) (NCVT) 5. Sewing Technology (NCVT)
8	Rajiv Gandhi Govt. ITI, Mahe	1. Fitter (NCVT) 2. Refrigeration and Air-conditioning Technician (NCVT)
9	NSC Bose Govt. ITI, Yanam	1. Electrician (NCVT) 2. Electronics Mechanic (NCVT) 3. Fashion Design and Technology (SCVT)
10	Indira Gandhi Private ITI, Thirukanur, Puducherry	1. Electrician (NCVT) 2. Wireman (NCVT)
11	Pondy Private ITI, Orleanpet, Puducherry.	1. Electrician (NCVT) 2. Fitter (NCVT) 3. Wireman (NCVT)
12	Rajeev Memorial Private ITI, Orleanpet, Puducherry.	1. Electrician (NCVT) 2. Fitter (NCVT)
13	Sri Vivekananda Private ITI, Nellithoppu, Puducherry.	1. Electrician (NCVT) 2. Wireman (NCVT)
14	Worth Private ITI, Puducherry	1. Turner (NCVT)
15	Jai Amman ITI, Puducherry	1. Wireman (NCVT)

The courses offered by ITIs are designed to impart technical skills and knowledge required for a particular trade. These courses aim to make the trainees industry-ready and to improve their employability. The courses are designed to include both theoretical knowledge and practical training, with a focus on hands-on experience. The ITIs in Puducherry also offer training programs and special courses for women.

5. Findings & Observations

5.1 Profile of the Respondents

The primary survey was conducted in all the regions of Union Territory of Puducherry. Location-wise, the largest number of respondents were from Puducherry (53%), followed by Karaikal (37%), Yanam (6%), and Mahe (4%). The data collected from ITI graduates from the UT of Puducherry offers valuable insights into various aspects of their personal and professional lives.

Gender & Caste Profiles:

The gender profile of the graduates shows male respondents are far outnumbering female respondents. Out of the 1433 respondents, only 271 (18.9%) were female, while 1162 (81.1%) were male. The highest female participation rate was in Puducherry at 22.4 percent, followed by Karaikkal at 18.7 percent. Mahe had a lower rate of 3.2 percent, and there were no female respondents from Yanam. A low female participation rate could have various social, cultural, and economic implications for women, their families, and their communities. Addressing this gap and promoting gender equity in ITI education and employment could contribute to more inclusive and sustainable development in the region. This highlights the need for policies and programs aimed at improving female participation in vocational education and training, which can lead to better employment opportunities and overall economic empowerment of women.
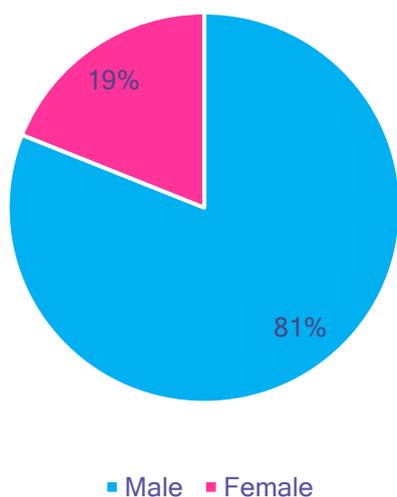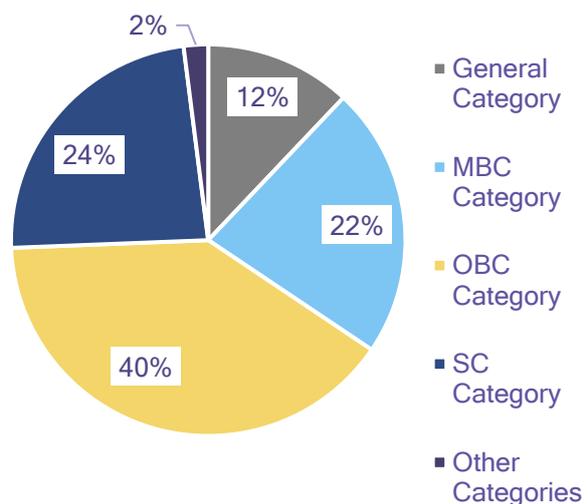

Figure 5.1: Gender Distribution of Respondents

Figure 5.2: Caste distribution of respondents

The caste-wise distribution of respondents presented in the above chart shows that the majority of ITI graduates in the Union Territory of Puducherry belong to the Other Backward Classes (OBC) category,

comprising 39.8 percent of the respondents. The next largest group is the Scheduled Caste (SC) category, representing 23.6 percent of the respondents, followed by the Most Backward Classes (MBC) category with 22.4 percent of the respondents. The General category accounts for 12% of the respondents, while the remaining categories, including Scheduled Tribes (ST), Backward Class Muslims (BCM), Backward Tribes (BT), and Extreme Backward Class (EBC) make up less than one percent of the respondents.

The caste-wise distribution of respondents highlights the need for affirmative action programs and policies to ensure that students from marginalized communities have equal access to ITI education and opportunities for upward social and economic mobility.

Age and Marital Status

The analysis reveals that the average age of ITI graduates is 23 years, which indicates that many of them enter the workforce at a young age. Furthermore, the majority of respondents were unmarried (86%) and only a small portion were married (14%), which also suggests that most ITI graduates tend to start their careers at a relatively young age and may not have yet settled into family life.

Availability of Parents:

In terms of the availability of parents, the majority of respondents had at least one parent alive (78%), followed by single-parent families (21%), and those without parents (1%). This implies that the ITI system provides vocational training opportunities to students from diverse family backgrounds without imposing a significant economic burden, which is often associated with formal professional education. This is a positive aspect of the ITI system as it provides access to vocational training for students from a variety of family backgrounds and economic circumstances, enabling them to acquire skills and secure employment opportunities.

Family Size and Income:

The average family size of the respondents was 4.2, while the average number of earning members per family was 1.55. In terms of the average monthly income of families of graduates, 60 percent fell under the salary bracket of Rs. 5,001 - 15,000, followed by 21 percent in the bracket of Rs. 15,001 – 30,000, 14 percent earning up to Rs. 5000, and only 5 percent earning more than Rs. 30,000 per month. It indicates that ITI graduates come from families with modest means and may face financial challenges in their personal and professional lives. It also suggests that most of these ITI graduates may face financial constraints in pursuing further education or training.
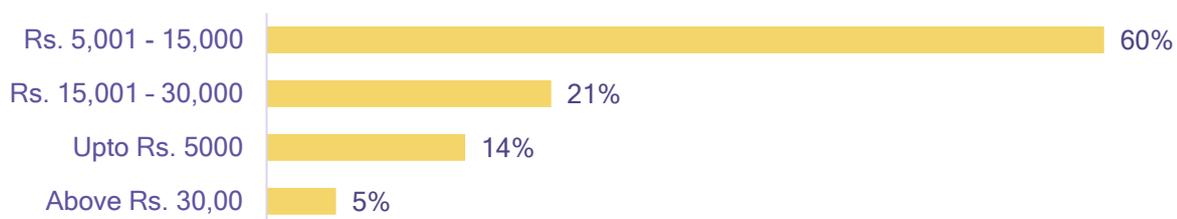
Figure 5.3: Categorization of Income of Grads' families

Ownership of Housing and Vehicles:

In terms of the ownership of housing, 78 percent of respondents reported living in their own house, while 22 percent lived in rented accommodation or accommodation provided by their employers. In terms of vehicles, 41 percent of respondents owned a motorcycle or scooter, while only one percent owned both a car and a bike. 58 percent of respondents did not own any vehicle. It shows that ITI graduates face significant challenges in terms of mobility and access to transportation, which can impact their personal and professional lives.

Pre-training Employment Status:

The data reveals that all the ITI graduates were fresher before joining the program. Although some of them had prior work experience, it was from unrelated fields, and they were assigned non-standard jobs. This highlights the significance of ITI courses for the job security and career development of fresher trainees. The fact that most trainees admitted to ITI are relatively young and inexperienced further underscores the crucial role of ITI in providing vocational training opportunities at an early stage in their careers.

Influence to join ITI:

The courses offered at ITIs have an edge over other technical college courses in terms of the course fee, course duration and orientation towards jobs. An attempt was made to understand what influenced the ITI graduates to join an ITI for vocational training (VT). Based on the data, 49 percent of the participants joined ITI because their parents advised them to do so, making it the most significant influencing factor. Meanwhile, 44 percent of the participants joined ITI because they were interested in technical training, indicating a strong inclination towards acquiring technical skills.

Only five percent of the participants cited comparatively lesser course duration as the reason for joining ITI, while five percent of the participants cited very low training course fee as their primary influencing factor. This suggests that the duration and cost of the course might not be the most significant deciding factors for ITI aspirants.

Given that a significant proportion of participants were influenced by their parents, it may be worth considering initiatives to raise awareness among parents about the benefits of ITI courses and the career opportunities available to ITI graduates. Additionally, initiatives that promote technical training and emphasize the importance of technical skills may attract more ITI aspirants.

5.2   Details of Training at ITIs

5.2.1 Institute Category-Wise Respondents

The respondents for the tracer study included students from all types of Industrial Training Institutes i.e., both Project ITIs as well as non-Project ITIs. Project ITIs consists of Government ITIs that were covered under STRIVE project whereas Non-Project ITIs consists of both Government ITIs and Private ITIs that were not covered under STRIVE project. Out of the 15 ITIs considered for the primary survey, two ITIs

namely Government ITI for women, Pondicherry and Government ITI, Nettapakkam (Pondicherry) were Project ITIs. The total share of Government ITIs in surveyed graduates was 93 percent (1339) while the remaining 7 percent (94) were surveyed from private ITIs. Among the graduates surveyed from Government ITIs, project ITIs (GP ITIs) had a share of 17 percent (247) while non-project government ITIs (GNP ITIs) had a share of 76 percent (1092).
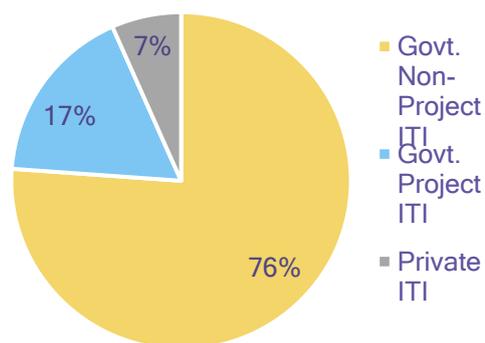

Figure 5.4: ITI Category-wise Grads surveyed.

5.2.2 Distribution of Course Durations

Analysis of surveyed ITI graduates across different ITI types and the duration of their courses indicates that 64 percent (922) of the total respondents were from the two-year ITI course, while 36 percent (511) of the total respondents were from the one-year course. The patterns of distribution based on course duration across different ITI types reflects a starking difference between the three categories of ITI. It is found that the majority of the respondents in the two-year course were from GNP ITIs, which accounted for 67 percent (736) of the total respondents from GNP ITIs (1091).
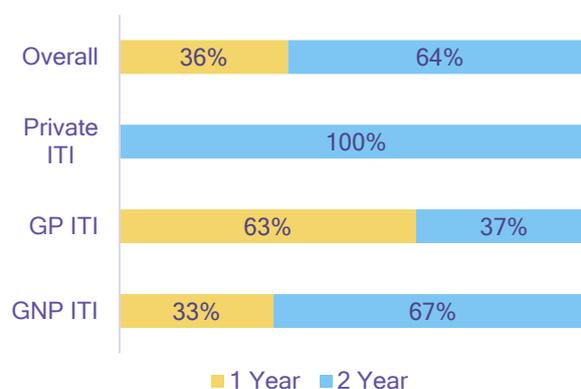

Figure 5.5: Course duration-wise grads

On the other hand, the majority the respondents from GP ITIs (63%) were from one year course (155 out of 247). From the private ITI, all the respondents were from two years courses only. It is worth noting that private ITIs did not have any admissions in the one-year course, and all admissions in this ITI type were for the two-year course.

5.2.3 Trade-wise respondents

The analysis of the table depicting the distribution of ITI graduates across different trades in the UT of Puducherry reveals interesting patterns. Among the trades surveyed, Electrician emerges as the most popular choice, with 14.4 percent of the total respondents belonging to this trade. Fitter closely follows with 11.9 percent, while Computer Operator and Programming Assistant, Sewing Technology, and Wireman account for 11.5 percent, 8.8 percent, and 8.7 percent, respectively. These trades collectively constitute 55.3 percent of the total respondents, indicating their prominence among ITI graduates.

Table 5.1: Trade-wise respondents

Trade Type	Trade	Female		Male		Total	
		Nos.	%	Nos.	%	Nos.	%
Engineering Trade	Electrician	0	0%	207	100%	207	14.4%
	Fitter	0	0%	170	100%	170	11.9%
	Wireman	0	0%	124	100%	124	8.7%
	Mechanic (Motor Vehicle)	0	0%	93	100%	93	6.5%
	Mechanic (R&AC)	0	0%	85	100%	85	5.9%
	Electronics Mechanic	11	15%	62	85%	73	5.1%
	Mechanic Diesel	0	0%	69	100%	69	4.8%
	Draughtsman Civil	23	38%	37	62%	60	4.2%
	Welder	0	0%	50	100%	50	3.5%
	Instrument Mechanic	0	0%	42	100%	42	2.9%
	ICT & System Maintenance	10	29%	24	71%	34	2.4%
	Mason (Building Constructor)	0	0%	34	100%	34	2.4%
	Machinist	0	0%	20	100%	20	1.4%
	Turner	0	0%	14	100%	14	1.0%
	Plastic Processing Operator	0	0%	12	100%	12	0.8%
	Total Engineering	**44**	**4%**	**1043**	**96%**	**1087**	**75.9%**
Non-Engineering Trades	Computer Operator and Programming Assistant	97	59%	68	41%	165	11.5%
	Sewing Technology	103	82%	23	18%	126	8.8%
	Catering & Hospitality Assistant	0	0%	22	100%	22	1.5%
	Desk Top Publishing Operator	16	89%	2	11%	18	1.3%
	Basic Cosmetology	11	100%	0	0%	11	0.8%
	Data Entry Operator	0	0%	4	100%	4	0.3%
	Total Non-Engineering	**227**	**66%**	**119**	**34%**	**346**	**24.1%**
	Grand Total	**271**	**19%**	**1162**	**81%**	**1433**	**100.0%**

The analysis of the data reveals that engineering trades dominate the overall participation among ITI respondents, accounting for 75.9% of the total respondents. Within engineering courses, male participation is notably higher, with males comprising 96% (1043 out of 1087) of the participants. However, there are a few engineering trades where female participation is observed. Draughtsman Civil stands out with 38% of the total respondents in this course being female. ICT & System Maintenance follows with 29% of the total respondents being female, and Electronics Mechanics with 15% female participation. Other engineering trades did not have any female participants.

In contrast, non-engineering courses exhibit a higher participation rate by females, constituting 66% (227) of the total respondents, while males account for 34% (119) of the respondents. Notably, there are specific non-engineering trades where female participation significantly outweighs male participation. Basic Cosmetology records 100% female participation, indicating its appeal to female ITI graduates. Desktop Publishing Operator follows closely with 89% of the participants being female. Sewing Technology showcases 82% female participation, and Computer Operator and Programming Assistant (COPA) have a substantial 59% female participation rate.

These findings emphasize the contrast between engineering and non-engineering courses in terms of gender participation. While engineering courses are predominantly male-dominated, non-engineering courses exhibit a higher representation of female participants. Draughtsman Civil, ICT & System Maintenance, Electronics Mechanics, Basic Cosmetology, Desktop Publishing Operator, Sewing Technology, and COPA are the trades that showcase significant female participation. The data highlights the need for promoting gender diversity and inclusivity in vocational education, especially within engineering trades, to encourage greater female participation.

5.3   On-the-Job Training (OJT)

OJT conducted during ITI training allows students to learn in a real working environment and understand the skills the industry demands from its workforce. Only around 13 percent of respondents reportedly attended OJT. Most of the graduates received OJT related to their trade at ITI. Around 65 percent of the respondents who attended OJT indicated that OJT helped gain employment.

Table 5.2: Status of OJT

ITI Type	OJT Attended		OJT Not Attended		Grand Total
	Nos.	%	Nos.	%	
GNP ITI	174	16%	918	84%	1092
GP ITI	47	19%	200	81%	247
Private ITI	8	9%	86	91%	94
Grand Total	180	13%	1064	74%	1433

Among the three categories of ITIs, it is observed that GP ITIs (Government Project ITIs) have the highest percentage of trainees who attended OJT, with 19% of the total respondents falling into this category. This suggests that GP ITIs prioritize and facilitate practical, hands-on training opportunities for their trainees. In comparison, GNP ITIs (Government Non-Project ITIs) have a slightly lower percentage of trainees who attended OJT, with 16% of the total respondents falling into this category. Although the percentage is lower, it still indicates that a significant number of trainees from GNP ITIs have had the opportunity to participate in On-the-Job Training.

Private ITIs, on the other hand, have the lowest percentage of trainees who attended OJT, with only 9% of the total respondents falling into this category. This suggests that there may be limited availability or emphasis on providing OJT opportunities in private ITIs.

5.4   Job Placement and Training Activities

5.4.1 Training Activities conducted by the TCPC

The data reveals that Government Project ITIs generally have higher confirmation rates from trainees in most of the training activities conducted by TCPC compared to Government Non-Project ITIs and Private ITIs. Among the training activities, Government Project ITIs show higher confirmation rates in Training

on Use of Computers (93.9%), Training on Spoken English (93.9%), Training on Preparing CV/Resume (93.9%), Training on Attending Interviews (93.5%), and Preparation for aptitude tests (92.7%).
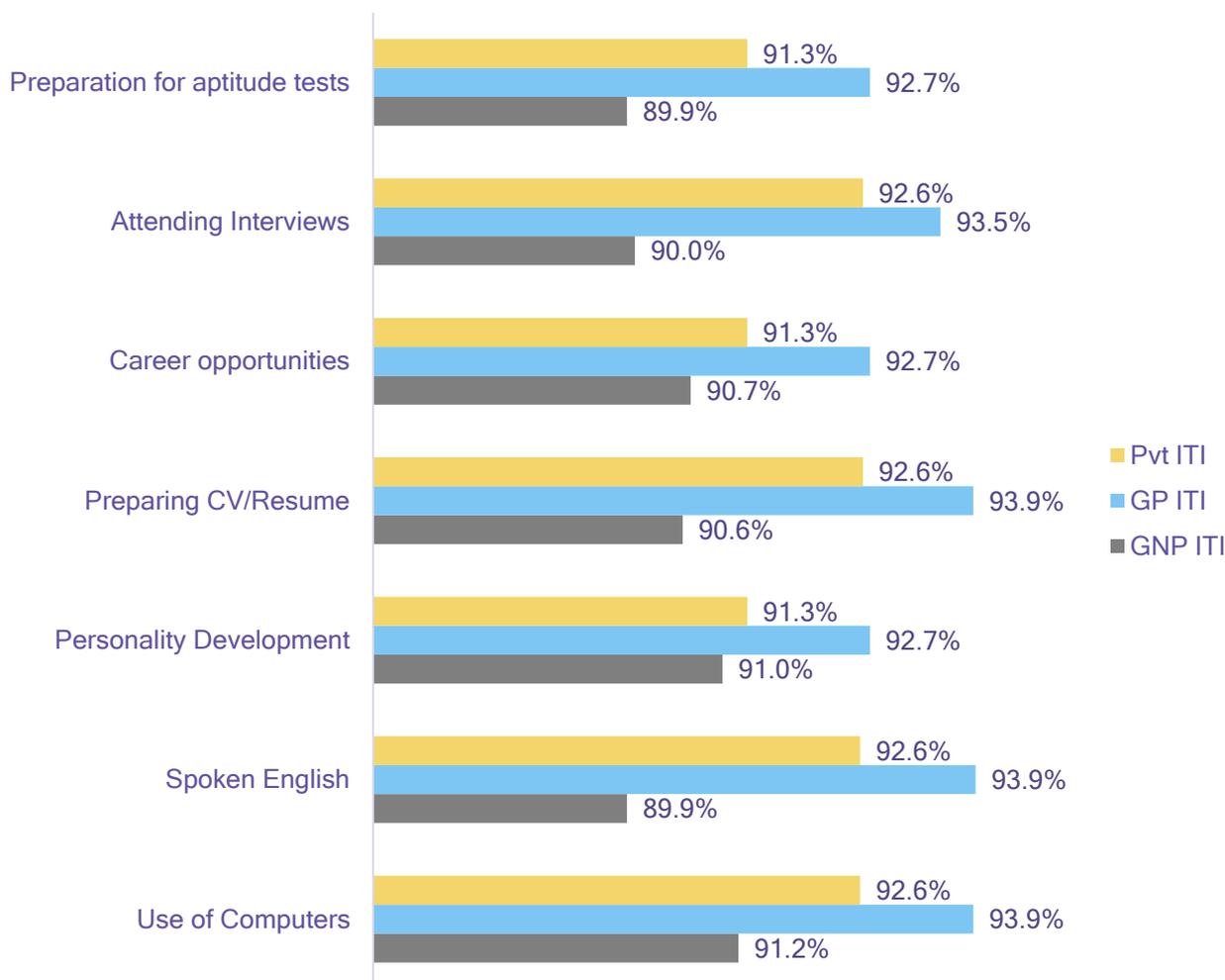

Figure 5.6: Training Provided by TCPC

While GP ITIs have received relatively higher confirmation rates from surveyed trainees, it is worth noting that GNP ITIs and Private ITIs also demonstrate substantial confirmation rates across the training activities. For instance, trainees from GNP ITIs show high confirmation rates in Training on Use of Computers (91.2%), Training on Personality Development (91.0%), and Orientation towards Career opportunities (90.7%). Similarly, trainees from Private ITIs have notable confirmation rates in Training on Use of Computers (92.6%), Training on Spoken English (92.6%), Training on Preparing CV/Resume (92.6%), and Training on Attending Interviews (92.6%).

It can be inferred that all types of ITIs have a significant level of confirmation from trainees in the conducted training activities. However, GP ITIs generally exhibit slightly higher confirmation rates, indicating that they may have implemented effective strategies to engage and involve their trainees in these skill development programs.

5.4.2 Job Placement activities conducted by the TCPC

The data analysis reveals significant differences in the trainees' confirmation rates regarding various placement-related activities conducted by TCPC, depending on the type of ITI. Specifically, GP ITIs consistently demonstrate higher confirmation rates compared to GNP ITIs and Private ITIs. These findings shed light on the effectiveness of placement initiatives and support provided by TCPC across different ITI categories.
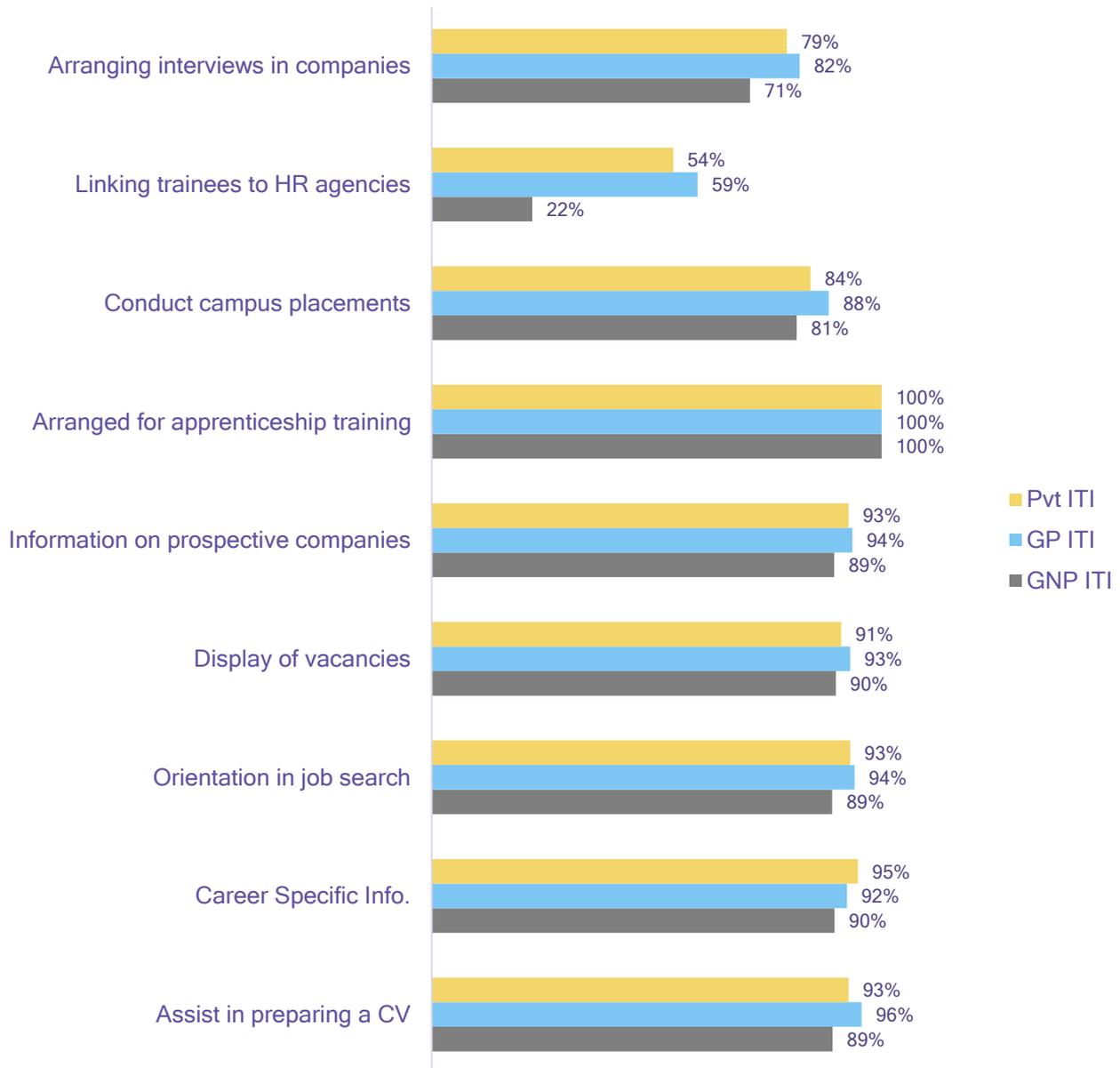

Figure 5.7: Job Placement activities conducted by the TCPC

In terms of assistance in preparing a CV, GP ITIs have the highest confirmation rate at 96%, followed by Pvt ITIs at 93% and GNP ITIs at 89%. Similarly, for career-specific information, GP ITIs again have the highest confirmation rate at 92%, followed by Pvt ITIs at 95% and GNP ITIs at 90%.

When it comes to orientation in job search and displaying vacancies, GP ITIs and Pvt ITIs both exhibit higher confirmation rates compared to GNP ITIs. GP ITIs have a confirmation rate of 94% for orientation in job search, followed by Pvt ITIs at 93% and GNP ITIs at 89%. For displaying vacancies, GP ITIs have a confirmation rate of 93%, Pvt ITIs have 91%, and GNP ITIs have 90%.

In terms of arranging for apprenticeship training and conducting campus placements, all types of ITIs have achieved a 100% confirmation rate. This indicates the effectiveness of TCPC in arranging these activities for the trainees across the board.

When it comes to activities like linking trainees to HR agencies and arranging interviews in companies, GP ITIs again demonstrate higher confirmation rates compared to GNP ITIs and Pvt ITIs. GP ITIs have a confirmation rate of 59% for linking trainees to HR agencies, followed by Pvt ITIs at 54% and GNP ITIs at only 22%. For arranging interviews in companies, GP ITIs have a confirmation rate of 82%, Pvt ITIs have 79%, and GNP ITIs have 71%.

5.4.3 Methods of Job Search

The graduates were asked to indicate the methods which they relied upon to search for a job at the time of placement. The data suggests that the majority of graduates (42%) relied on friends, fellow students, and other personal connections for job search. This highlights the importance of networking and building relationships during ITI training. The second most popular job search method was with the help of family contacts (41%). This indicates that family plays an important role in the job search process for ITI graduates.

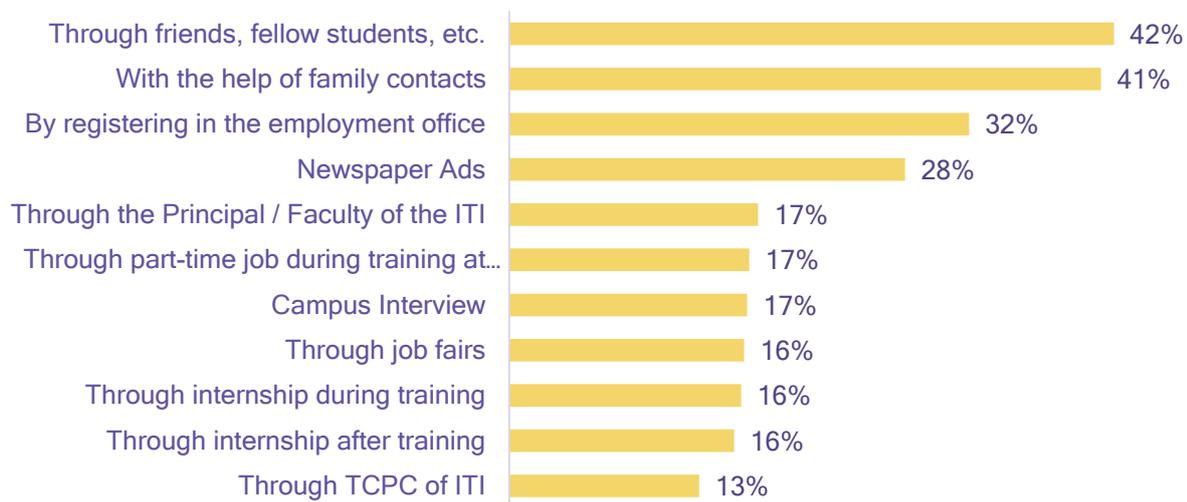| Method	Percentage
Through friends, fellow students, etc.	42%
With the help of family contacts	41%
By registering in the employment office	32%
Newspaper Ads	28%
Through the Principal / Faculty of the ITI	17%
Through part-time job during training at…	17%
Campus Interview	17%
Through job fairs	16%
Through internship during training	16%
Through internship after training	16%
Through TCPC of ITI	13%

Figure 5.8: Methods of Job Search followed by ITI graduates

A significant portion of trainees (32%) registered with the employment office for job search. This implies the need for strengthening the linkages between ITIs and employment offices for better employment outcomes. The reliance on newspaper ads (28%) for job search indicates the need for ITIs to explore newer methods of job search that are more effective.

The data indicates that a small proportion of trainees (17%) relied on the principal/faculty of ITI, suggesting that ITIs need to strengthen their career counselling services. Similarly, the low percentage of trainees (13%) relying on TCPC of ITI highlights the need for improving the effectiveness of TCPCs.

A relatively small proportion of trainees (16%) found jobs through internships during or after ITI training, indicating the need for strengthening industry linkages for providing better opportunities for internships and apprenticeships. The data also suggests that job fairs and campus interviews were not very effective in securing employment, highlighting the need for better job fairs and campus recruitment drives.

5.4.4 Most effective method of job search

Based on the survey, the most effective method of job search according to ITI graduates is through the help of family contacts, with 36 percent endorsement. The second most effective method is registering in the employment office, with 20 percent endorsement. This suggests that graduates see value in utilizing government-run employment services.

Apprenticeship after training is the third most effective method, with 15 percent trainees endorse it for post-apprenticeship employment opportunities. This could mean that ITI graduates see the value in gaining practical experience in their chosen field before seeking full-time employment.

It is interesting to note that methods such as campus interviews, on-the-job training, and job fairs are not seen as highly effective by ITI graduates, with endorsement percentages ranging from 1.7 percent to 9.5 percent. This could indicate a need for these methods to be improved or better promoted to ITI graduates.

Lastly, it is worth noting that only 0.28 percent of ITI graduates see the Training & Placement Cell of ITI as an effective method of job search. This could suggest that TCPCs need to improve their services and increase their visibility to better assist graduates in finding employment.

5.5   Post-training <u>Immediate</u> Employment Scenario

5.5.1 Post-training immediate employment status

Employment after the training is one of the most important results of programs conducted by ITIs. The graph presents an analysis of the types of employment of ITI graduates immediately after passing out from ITI. The table lists five categories of statuses of passed out graduates and the proportion of ITI graduates who fall under each category.
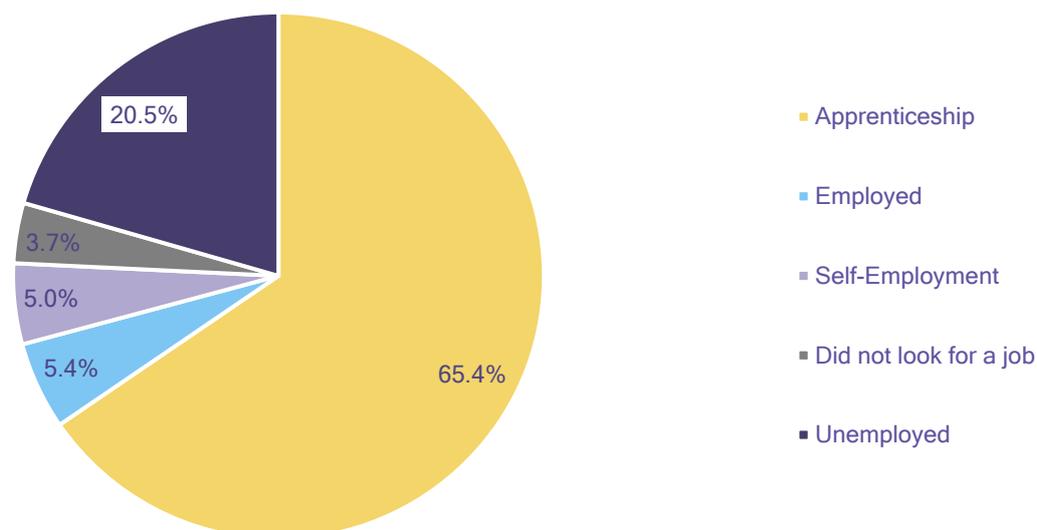

Figure 5.9: Post-training immediate employment status

The post-training immediate employment status of ITI graduates presents a bright picture as the majority of the graduates were employed (76%) either as an apprentice, employee or self-employment. About 20.5 percent of the graduates reported that they did not get a job immediately after passing out from the ITI followed by another 3.7 percent who did not look for a job.

Among the ITI graduates who were able to secure employment, majority of 65.4 percent were employed as apprentices, followed by 5.4 percent who found regular employment and 5 percent who became self-employed.

In the UT of Puducherry, the Apprenticeship Training Scheme has played a significant role in providing employment opportunities to ITI graduates. The act ensures that all employers in the designated trades must take on a specific number of apprentices for training purposes. This has resulted in a whopping 65.4 percent of ITI graduates being placed as apprentices, providing them with practical, on-the-job training and industry exposure. The apprenticeship program has been a boon to the ITI graduates in Puducherry, allowing them to gain valuable work experience while also earning a stipend. The act has ensured that employers provide proper training and pay the apprentices as per the industry standards, leading to an overall improvement in the quality of apprenticeship programs.

The act has provided a structured framework for employers to take on apprentices and has ensured that they receive proper training, as per the industry standards. This has led to a significant increase in the

number of ITI graduates being placed as apprentices, providing them with the necessary skills and work experience required for employment. The scheme has also been instrumental in reducing unemployment rates among the ITI graduates immediately after graduating from ITI. The Department of Labour, Puducherry, has taken a proactive approach in promoting and implementing the Apprenticeship Training Scheme, leading to a successful outcome for both the graduates and employers.

ITI Category-wise post-training immediate employment status

The below diagram provides information on the employment status of graduates after completing their training in three different categories of Industrial Training Institutes (ITIs): GP ITIs, GNP ITIs, and Private ITIs. The categories of status include those engaged in apprenticeship, those engaged in employment, those in self-employment, those who did not look for a job, and those who remained unemployed.

Table 5.3: ITI category was immediate employment statuses

ITI Type	Apprenticeship		Self-Employment		Employed		Did not look for a job		Unemployed		Total
	N	%	N	%	N	%	N	%	N	%	
GNP ITI	722	66.1%	29	2.7%	59	5.4%	49	4.5%	233	21.3%	1092
GP ITI	165	66.8%	41	16.6%	8	3.2%	4	1.6%	29	11.7%	247
Private ITI	50	53.2%	1	1.1%	10	10.6%	0	0.0%	33	35.1%	94
Grand Total	937	65.4%	71	5.0%	77	5.4%	53	3.7%	295	20.6%	1433

Among the ITI graduates, 65.4% participated in apprenticeship programs, indicating the popularity of such programs as a pathway to employment. GP ITI had the highest participation rate in apprenticeships, with 66.8% of its graduates joining as apprentices. GNP ITI followed closely with a participation rate of 66.1%, while Private ITI had a relatively lower participation rate of 53.2%.

When it comes to employment outcomes other than apprenticeships, the data provides insights into the percentage of graduates who secured employment or pursued self-employment. Among the three types of ITIs, GP ITI had the highest percentage of employed graduates at 3.2%, with an additional 16.6% of graduates being self-employed. Private ITI had a relatively higher employment rate of 10.6% and a self-employment rate of 1.1%. GNP ITI had an overall employment rate of 5.4%, including 2.7% who chose self-employment.

In terms of unemployment rates, the data shows that Private ITI had the highest percentage of unemployed graduates, with 35.1% unable to find employment. GNP ITI had an unemployment rate of 21.3%, while GP ITI had the lowest unemployment rate of 11.7%. These figures underscore the challenges faced by ITI graduates in finding suitable job opportunities.

Additionally, a small percentage of ITI graduates did not actively seek employment after completing their training. This could be attributed to various reasons, such as pursuing higher studies or engaging in other personal commitments. Among the three types of ITIs, GNP ITI had 4.5% of its trainees not looking for a job, while GP ITI had a lower rate of 1.6%. No trainees from Private ITI fell into this category.

Joining Salary offered to ITI graduates

The average salary offered to ITI graduates at the time of joining industry was found to be Rs. 8.2 thousand per month. The salary bracket analysis of employment outcomes for graduates from different categories of ITIs provides a detailed understanding of the salary range for graduates across the different categories. By calculating the percentage of graduates falling under different salary brackets, the salary outcomes across the different categories of ITIs, as well as within each category has been compared as below.

Table 5.4: Monthly income of ITI grads in their first job

Monthly Income Category	GNP ITI	GP ITI	Private ITI	Overall
Rs. 5000- Rs. 7499	0.9%	0.9%	4.9%	1.11%
Rs. 7500- Rs. 9999	94%	80%	93%	91.3%
Rs. 10000- Rs. 12499	4.0%	19%	0.0%	6.64%
Rs. 12500- Rs. 15000	0.9%	0.0%	1.6%	0.74%
More than Rs. 15000	0.2%	0.0%	0.0%	0.18%

In the income category of Rs. 5000-7499, the percentage of employed graduates from GNP ITI and GP ITI is the same at 0.9%, while Private ITI has a higher percentage of 4.9%. This indicates that a higher proportion of employed graduates from Private ITI were offered joining salary within this range compared to the other two types of ITIs. Overall, the percentage of employed graduates falling in this income category is 1.11%.

Moving to the income category of Rs. 7500-9999, GNP ITI has the highest percentage of employed graduates at 94%, followed by Private ITI at 93% and GP ITI at 80%. This suggests that a majority of employed graduates from GNP ITI and Private ITI secured joining salaries within this range, while GP ITI has a relatively lower percentage of graduates falling in this category. The overall percentage of employed graduates falling in this income category is 91.3%.

In the income category of Rs. 10000-12499, GP ITI has the highest percentage of employed graduates at 19%, followed by GNP ITI at 4% and no employed graduates from Private ITI falling within this income range. This indicates that a significant proportion of employed graduates from GP ITI earned starting salaries within this range, while the other two types of ITIs have a lower representation in this category. Overall, 6.64% of employed graduates fall within this income range.

Moving to the income category of Rs. 12500-15000, GNP ITI has the highest percentage of employed graduates at 0.9%, while there are no employed graduates from GP ITI falling within this income range. Private ITI has a relatively higher percentage of employed graduates at 1.6%. Overall, 0.74% of employed graduates fall within this income category.

Finally, in the income category of more than Rs. 15000, GNP ITI has the highest percentage of employed graduates at 0.2%, while there are no employed graduates from GP ITI or Private ITI falling within this income range. The overall percentage of employed graduates falling in this income category is 0.18%.

The data highlights differences in income categories among the different types of ITIs. GNP ITI tends to have a higher representation in lower income categories, while Private ITI has a higher representation in the income category of Rs. 5000-7499. GP ITI shows a higher percentage of employed graduates landed in the income category of Rs. 10000-12499 as their starting salary. It is important to note that the majority of employed graduates from all types of ITIs fall within the income range of Rs. 7500-9999.

5.5.2 Trade-wise post-training immediate employment status

The analysis of the data reveals significant differences in employment outcomes between engineering and non-engineering trades. Looking at the engineering trades, it is observed that 72% of the graduates from these trades secured jobs as apprentices immediately after completing their training at ITI. This indicates a high demand for apprentices in engineering trades, providing graduates with valuable hands-on training and industry experience. Additionally, 4.6% of the graduates from engineering trades were employed in regular jobs, while 1% were self-employed. However, a considerable proportion of 19% were unemployed, indicating challenges in finding suitable employment opportunities for ITI graduates in engineering trades.

In contrast, among the non-engineering trades, 43% of the graduates secured jobs as apprentices, which is relatively lower than in engineering trades. This suggests a lower demand for apprentices in non-engineering trades. Additionally, 7.8% of the graduates from non-engineering trades were employed in regular jobs, while 17% were self-employed. The unemployment rate for graduates from non-engineering trades was relatively higher at 25%, indicating a greater struggle to find employment opportunities compared to engineering trades.

Table 5.5: Trade wise post-training immediate employment status

Trade	Apprentice		Did not look for a job		Employed		Self-Employment		Unemployed		Total
	N	%	N	%	N	%	N	%	N	%	N
Electrician	164	79%	2	1.0%	8	3.9%	1	0.5%	32	15%	207
Fitter	132	78%	2	1.2%	9	5.3%	1	0.6%	26	15%	170
Wireman	105	85%	0	0.0%	6	4.8%	1	0.8%	12	10%	124
Mechanic (Motor Vehicle)	67	72%	5	5.4%	9	10%	1	1.1%	11	12%	93
Mechanic (R&AC)	55	65%	5	5.9%	1	1.2%	1	1.2%	23	27%	85
Electronics Mechanic	60	82%	3	4.1%	3	4.1%	1	1.4%	6	8.2%	73
Mechanic Diesel	56	81%	1	1.4%	4	5.8%	1	1.4%	7	10%	69
Draughtsman Civil	26	43%	7	12%	0	0.0%	0	0.0%	27	45%	60
Welder	29	58%	0	0.0%	4	8.0%	2	4.0%	15	30%	50
Instrument Mechanic	34	81%	0	0.0%	2	4.8%	0	0.0%	6	14%	42
ICT & System Maintenance	26	76%	0	0.0%	1	2.9%	0	0.0%	7	21%	34
Mason (Building Constructor)	8	24%	4	12%	2	5.9%	0	0.0%	20	59%	34
Machinist	15	75%	0	0.0%	1	5.0%	1	5.0%	3	15%	20
Turner	8	57%	0	0.0%	0	0.0%	0	0.0%	6	43%	14
Plastic Processing Operator	3	25%	1	8.3%	0	0.0%	1	8.3%	7	58%	12
Engineering Total	**788**	**72%**	**30**	**2.8%**	**50**	**4.6%**	**11**	**1.0%**	**208**	**19%**	**1087**

Trade	Apprentice		Did not look for a job		Employed		Self-Employment		Unemployed		Total
	N	%	N	%	N	%	N	%	N	%	N
COPA	118	72%	3	1.8%	19	12%	0	0.0%	25	15%	165
Sewing Technology	20	16%	10	7.9%	2	1.6%	58	46%	36	29%	126
Catering & Hospitality Assistant	3	14%	6	27%	3	14%	0	0.0%	10	45%	22
Desk Top Publishing Operator	4	22%	4	22%	0	0.0%	0	0.0%	10	56%	18
Basic Cosmetology	2	18%	0	0.0%	2	18%	6	54%	1	9%	11
Data Entry Operator	2	50%	0	0.0%	1	25%	0	0.0%	1	25%	4
Non-Engineering Total	**149**	**43%**	**23**	**6.6%**	**27**	**7.8%**	**60**	**17%**	**87**	**25%**	**346**

Engineering Trades: When analysing the details of the engineering trades, it becomes evident that there are variations in the employment outcomes for different trades.

- Electrician: The majority of Electrician graduates (79%) secured jobs as apprentices, indicating a high demand for apprentices in this trade. Only a small proportion (1%) did not actively look for a job, while 3.9% were employed in regular jobs. A notable percentage (15%) were unemployed.
- Fitter: Similar to Electrician, Fitter graduates also had a high rate of apprenticeship employment (78%). A small proportion (1.2%) did not actively seek employment, while 5.3% were employed and 0.6% were self-employed. The unemployment rate was 15%.
- Wireman: Wireman graduates had the highest rate of apprenticeship employment among all the engineering trades (85%). None of the respondents indicated that they did not look for a job. A significant proportion (4.8%) were employed, and 0.8% were self-employed. The unemployment rate was relatively low at 10%.
- Mechanic (Motor Vehicle): The majority of Mechanic (Motor Vehicle) graduates (72%) found employment as apprentices. A notable percentage (5.4%) did not actively look for a job, while 10% were employed and 1.1% were self-employed. The unemployment rate was 12%.
- Mechanic (R&AC): Among Mechanic (R&AC) graduates, 65% secured apprenticeship positions. A relatively higher percentage (5.9%) did not actively seek employment, while 1.2% were employed and 1.2% were self-employed. The unemployment rate was significantly higher at 27%.
- Electronics Mechanic: Electronics Mechanic graduates had a high rate of apprenticeship employment (82%). A considerable proportion (4.1%) did not actively look for a job, while 4.1% were employed and 1.4% were self-employed. The unemployment rate was relatively low at 8.2%.

The remaining engineering trades - Mechanic Diesel, Draughtsman Civil, Welder, Instrument Mechanic, ICT & System Maintenance, Mason (Building Constructor), Machinist, Turner, and Plastic Processing Operator - also had varying employment outcomes, with different proportions of apprenticeship employment, regular employment, self-employment, and unemployment.

The engineering trades collectively had a 72% apprenticeship employment rate, indicating the importance of practical training and industry experience for ITI graduates in these trades. The data also reveals that a significant proportion of graduates were unemployed (19%), suggesting the need for interventions and support to enhance job opportunities for engineering trade graduates.

Non-Engineering Trades: Analysing the details of the non-engineering trades provides insights into the employment outcomes for graduates in these fields.

- COPA (Computer Operator and Programming Assistant): The majority of COPA graduates (72%) found employment as apprentices, indicating the significance of practical training in this trade. A small proportion (1.8%) did not actively look for a job, while 12% were employed in regular jobs. Notably, 15% of the graduates were unemployed.
- Sewing Technology: Sewing Technology graduates had a relatively lower rate of apprenticeship employment (16%) compared to other trades. A significant percentage (7.9%) did not actively seek employment, while only 1.6% were employed and a substantial proportion (46%) were self-employed. The unemployment rate was relatively high at 29%.
- Catering & Hospitality Assistant: Among Catering & Hospitality Assistant graduates, a small percentage (14%) secured apprenticeship positions. A notable proportion (27%) did not actively seek employment, while 14% were employed. None of the respondents indicated self-employment. The unemployment rate was relatively high at 45%.
- Desk Top Publishing Operator: Desk Top Publishing Operator graduates had a moderate rate of apprenticeship employment (22%). A significant proportion (22%) did not actively look for a job.
- Basic Cosmetology: Basic Cosmetology graduates had a moderate rate of apprenticeship employment (18%). A considerable percentage (18%) were employed, and majority of 54% were self-employed. The unemployment rate was 9%.
- Data Entry Operator: Data Entry Operator graduates had the highest rate of apprenticeship employment among the non-engineering trades (50%). None of the respondents indicated that they did not actively seek employment. A notable percentage (25%) were employed, while none were self-employed. The unemployment rate was 25%.

The non-engineering trades collectively had a 43% apprenticeship employment rate. Sewing Technology and Catering & Hospitality Assistant trades stood out with higher proportions of self-employment, indicating the entrepreneurial opportunities available in these fields. On the other hand, trades such as Desk Top Publishing Operator and Data Entry Operator had higher unemployment rates, suggesting the need for interventions to enhance job opportunities in these areas.

5.5.3 Career Progression & Reasons for quitting job

In terms of job change, around 32 percent of the employed/self-employed graduates have stuck to their first job. The remaining 68 percent of the graduates have switched jobs. Various reasons for which graduates changed/ quit their job is depicted in the figure below;

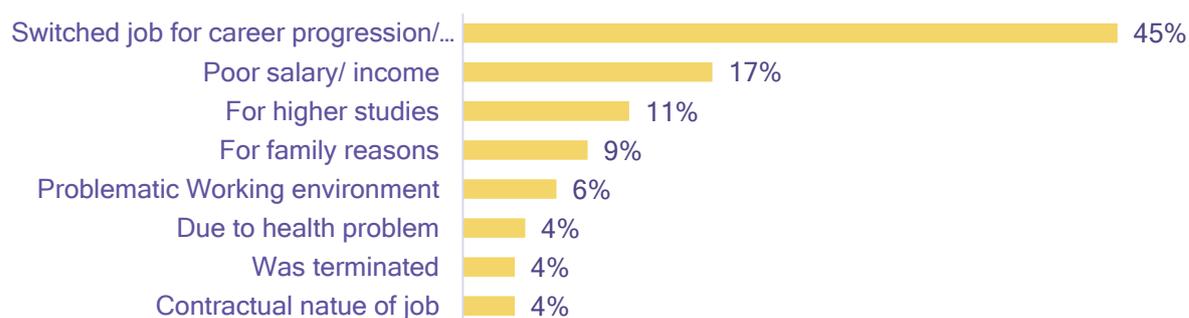| Reason	Percentage
Switched job for career progression/…	45%
Poor salary/ income	17%
For higher studies	11%
For family reasons	9%
Problematic Working environment	6%
Due to health problem	4%
Was terminated	4%
Contractual nature of job	4%

Figure 5.10: Reasons for quitting/changing jobs

As depicted in the above chart, the most common reason cited by ITI graduates from Puducherry for changing their jobs is poor salary/income, with 42 percent of the respondents giving this reason. This indicates that many ITI graduates in the UT are not satisfied with the remuneration they are receiving in their current jobs, which could be a concern for the industry and policymakers.

The second most common reason for changing jobs among ITI graduates in Puducherry is to switch for career progression or a better option, with 29 percent of respondents citing this as their reason. This shows that a significant proportion of ITI graduates are looking for growth opportunities in their careers and are willing to change jobs to achieve this.

The third most common reason cited by ITI graduates for changing jobs is for family reasons, with 21 percent of the respondents giving this reason. This suggests that family obligations and responsibilities play a significant role in the career decisions of ITI graduates in Puducherry. A relatively small percentage of respondents, 6 percent, cited higher studies as the reason for changing jobs. This indicates that further education is not a primary concern for most ITI graduates in Puducherry.

Finally, only 2 percent of the respondents cited health problems as the reason for changing jobs. While this is a relatively small percentage, it does indicate that health concerns can play a role in career decisions for some ITI graduates.

The data suggests that poor salary/income is the primary reason for job changes among ITI graduates in Puducherry. However, a significant proportion of graduates are also looking for growth opportunities and better career prospects. The role of family obligations and responsibilities cannot be ignored either. The low percentage of respondents citing higher studies as a reason for changing jobs suggests that ITI graduates in Puducherry may not see further education as a significant way to advance their careers. Policymakers and industry stakeholders should take these findings into account when designing strategies to retain ITI graduates and provide them with better employment opportunities.

5.5.4 Reasons for unemployment & Barriers faced by ITI Graduates

Reasons for unemployment: An investigation was carried out to determine the reasons why certain individuals failed to secure employment shortly after completing their ITI course. The primary reason cited by a majority of the graduates was a lack of employment opportunities within the district which is cited by 45 percent of the graduates. Another reason cited by 21 percent of the graduates is the lack of trade-related jobs. Around 19 percent of the graduates stated that the absence of a desired job is the reason for not getting a job. Lack of work experience accounted for 14 percent of the responses.
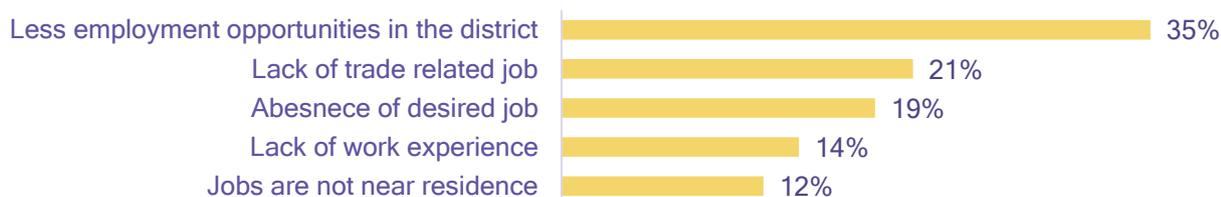

Figure 5.11: Reasons for unemployment

Barriers faced by ITI Graduates: An attempt was made to understand the barriers and challenges these ITI graduates face when they look for a job or get into a job. Efforts were made to comprehend the obstacles and difficulties encountered by ITI graduates while seeking or acquiring employment. Queries were posed to determine the barriers experienced by ITI graduates in securing employment. The chart below illustrates the percentage of respondents who endorsed each category of barriers.
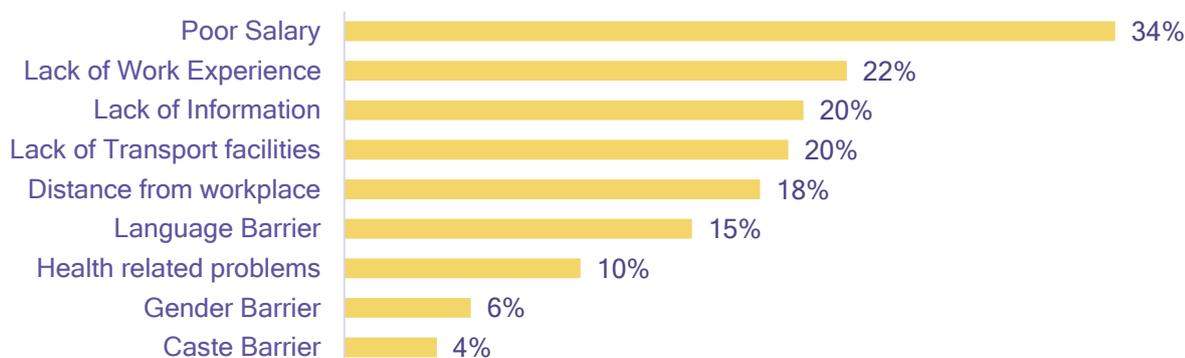

Figure 5.12: Barriers faced by ITI grads in securing a job

The most commonly cited barrier is poor salary, with 34 percent of ITI graduates endorsing this as a significant obstacle. This indicates that employers may not be offering competitive salaries for the skills and qualifications that ITI graduates possess, which could lead to frustration and discouragement among job seekers.

Another barrier identified is the lack of work experience, with 22 percent of ITI graduates citing this as a challenge. This suggests that ITI graduates may need more opportunities for on-the-job training and practical experience in order to enhance their employability. Additionally, the lack of information is also a significant barrier, with 20 percent of ITI graduates stating that they face difficulty in accessing information about job opportunities in their field. This could be due to a lack of awareness about where to find job listings, or a lack of access to information about available jobs.

Transportation is also identified as a barrier, with 20 percent of ITI graduates indicating that they face difficulty in accessing job opportunities due to a lack of transport facilities. This could be due to a lack of public transportation options, or the high cost of transportation for those who do not own personal vehicles. Distance from the workplace is another significant barrier, with 18 percent of ITI graduates stating that this is a challenge for them. This could be due to the limited availability of jobs in their local area, or the high cost of living in areas with more job opportunities.

Language barriers are also identified as a challenge, with 15 percent of ITI graduates citing this as a barrier to employment. This suggests that language skills may be an important factor in securing employment opportunities, particularly in industries that require interaction with customers or clients. Health-related problems are also identified as a significant barrier for 10 percent of ITI graduates, indicating that physical or mental health issues may limit their ability to work or perform certain job duties.

5.6   Current Employment Scenario

5.6.1 Current employment status

The data reflects the current employment landscape for ITI graduates beyond the initial apprenticeship period. The chart presented shows that a significant percentage of ITI graduates from the UT of Puducherry are currently unemployed (73%). The data also reveals that a significant number of ITI graduates were unable to convert their apprenticeship opportunities into regular employment positions. While 1% of the graduates are currently employed as apprentices, only 2.2% have secured permanent employee status.
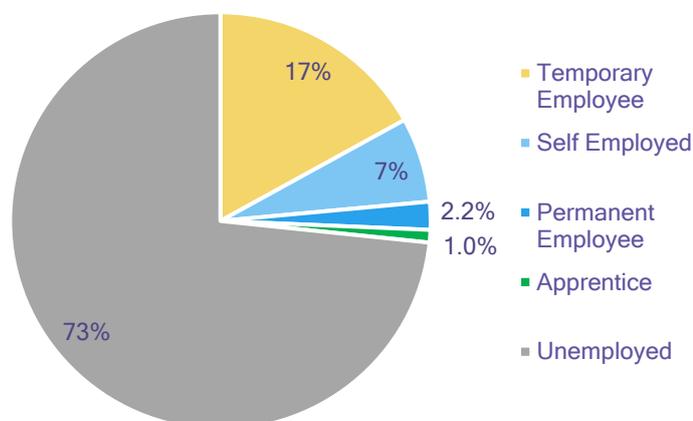

Figure 5.13: Current Employment Status

Among the non-engineering trades, it is noteworthy that certain trades like Sewing Technology and Basic Cosmetology have experienced a high rate of self-employment among women trainees. These graduates have successfully utilized their skills and knowledge to establish their own businesses or ventures. The sustained self-employment status of these trainees indicates that self-employment opportunities have been well utilized by the trainees in these trades. At present, approximately 7% of the trainees are self-employed.

ITI Category-wise Current Employment Status
The table below presents the current employment status of ITI graduates from three different types of ITIs: Government Project ITI, Government ITI, and Private ITI. The data is categorized according to four types of status: Apprenticeship, Self-Employment, Employed and Unemployed.

Table 5.6: ITI Category wise current employment status

ITI Type	Apprenticeship		Self-Employment		Employed		Unemployed		Total
	N	%	N	%	N	%	N	%	
GNP ITI	13	1.2%	50	4.6%	175	16.0%	854	78.2%	1092
GP ITI	1	0.4%	42	17.0%	82	33.2%	122	49.4%	247
Private ITI	0	0.0%	2	2.1%	17	18.1%	75	79.8%	94
Grand Total	14	1.0%	94	6.6%	274	19.1%	1051	73.3%	1433

When it comes to self-employment, GP ITI stands out with 17% of the total respondents choosing to become self-employed. This suggests that a significant number of GP ITI graduates have taken the entrepreneurial route and started their own businesses or ventures. GNP ITI also demonstrates a notable percentage of trainees opting for self-employment at 4.6%, indicating a certain level of entrepreneurial

spirit among GNP ITI graduates. Private ITI, although with a relatively lower percentage of 2.1%, also showcases trainees exploring self-employment opportunities.

In terms of regular employment, GP ITI takes the lead with 33.2% of the total respondents securing permanent employment positions. This suggests that a substantial proportion of GP ITI graduates were successful in finding stable employment in their chosen fields. GNP ITI follows with 16% of trainees employed, indicating that a significant number of GNP ITI graduates were able to secure regular employment opportunities. Private ITI, with 18.1% of trainees engaged in regular employment, also showcases a notable percentage of graduates finding permanent positions.

Unemployment rates vary among the different ITI types. Private ITI has the highest percentage of unemployed graduates, accounting for 79.8% of the total respondents. This indicates a significant challenge for Private ITI graduates in finding suitable employment opportunities. GNP ITI follows closely with 78.2% of trainees facing unemployment, highlighting the need for strategies to improve job prospects for GNP ITI graduates. On the other hand, GP ITI shows a relatively lower unemployment rate of 49.4%, suggesting a better overall employment outcome for graduates from this ITI type.

These findings underline the disparities in employment outcomes among different types of ITIs. While GP ITI demonstrates promising rates of self-employment and regular employment, GNP ITI and Private ITI face higher rates of unemployment. It is crucial to address the challenges faced by trainees in finding suitable employment opportunities and to implement measures aimed at enhancing the employability and job prospects of ITI graduates across all ITI types.

ITI category-wise status of change in employment

The data presented in the table highlights the change in employment status of ITI graduates from different categories over two periods, i.e., immediately after training and currently. The findings reveal that the conversion rate of apprentice to regular employment has been very low as most of the apprentices have been laid off by the employer.

Table 5.7: ITI Category wise change in employment status

ITI Type	Immediately After Training			Current Employment		
	Apprentice	Employment	Self-Emp	Apprentice	Employment	Self-Emp
GNP ITI	66.1%	5.4%	2.7%	1.2%	16.0%	4.6%
GP ITI	66.8%	3.2%	16.6%	0.4%	33.2%	17.0%
Private ITI	53.2%	10.6%	1.1%	0.0%	18.1%	2.1%
Overall	**65.4%**	**5.4%**	**5.0%**	**1.0%**	**19.1%**	**6.6%**

GNP ITI, which initially had a high percentage of trainees engaged as apprentices immediately after training (66.1%), has experienced a significant decline in the current percentage of apprentices, now standing at 1.2%. This suggests that most GNP ITI graduates were unable to convert their apprenticeship opportunities into regular employment positions. However, there has been an increase in the percentage of trainees employed, with the current employment rate at 16.0%, indicating some level of success in

securing employment after passing out from ITI. The percentage of self-employment has also seen a slight increase, rising from 2.7% to 4.6% in the current period.

GP ITI has also witnessed a decline in the percentage of trainees engaged as apprentices, dropping from 66.8% to 0.4% in the current period. This suggests a similar trend as seen in GNP ITI, with a limited conversion of apprenticeships into permanent employment opportunities. However, GP ITI stands out with a substantial increase in the current percentage of employed graduates, rising to 33.2%. This indicates a higher success rate in securing regular employment positions compared to other ITI types. The percentage of self-employment has remained relatively stable, with a slight increase from 16.6% to 17.0%.

In the case of Private ITI, the percentage of trainees engaged as apprentices has dropped to 0.0% in the current period, indicating a lack of apprenticeship opportunities. However, the current employment rate for Private ITI graduates is 18.1%, suggesting a relatively higher success rate in finding regular employment compared to apprenticeships. The percentage of self-employment has also increased slightly from 1.1% to 2.1%.

5.6.2 Range of Current Monthly Income

The current average salary/income of employed/self-employed ITI graduates is around Rs. 12.3 thousand per month. The current average income is 50 percent more than the income which ITI graduates could derive immediately after coming out of ITI. The change in percentage of people falling under different salary brackets is presented in the table below. The table represents the monthly income category of ITI graduates at two different points in time, i.e., immediately after graduating from ITI and currently.

Table 5.8: Change in composition of income categories

Income Slabs	Overall			ITI Category wise changes		
	At joining	Currently	Change	GNP ITI	GP ITI	Private ITI
Rs. 5000- Rs. 7499	1.11%	0.0%	-1.11%	-0.90%	-0.90%	-4.90%
Rs. 7500- Rs. 9999	91.3%	13%	-78.30%	-79.00%	-75.20%	-46.00%
Rs. 10000- Rs. 12499	6.64%	59%	52.36%	55.00%	44.00%	37.00%
Rs. 12500- Rs. 15000	0.74%	22%	21.26%	16.10%	31.00%	14.40%
More than Rs. 15000	0.18%	5.8%	5.62%	8.60%	0.80%	0.00%

Overall, there have been significant changes in the distribution of salaries among ITI graduates. The percentage of people earning salaries in the range of Rs. 5000-7499 has dropped from 1.11% immediately after passing out to 0% currently, indicating a decrease of -1.11%. This trend is observed across all ITI types, with GNP ITI experiencing a -0.9% change, GP ITI experiencing a -0.9% change, and Private ITI witnessing a substantial decrease of -4.9%.

In the salary range of Rs. 7500-9999, there has been a drastic decline in the overall percentage of people earning salaries within this range, with a change of -78.3%. This indicates a significant shift in salary distribution towards higher income brackets. Among the ITI types, GNP ITI has seen the most substantial

change with a -79% decrease, followed by GP ITI with a -75.2% decrease, and Private ITI with a -46% decrease.

Conversely, the salary range of Rs. 10000-12499 has witnessed a notable increase in the overall percentage of people earning salaries within this range, with a change of 52.36%. This suggests an improvement in salary outcomes for ITI graduates in this bracket. Among the ITI types, GNP ITI has experienced a change of 55%, GP ITI has seen a change of 44%, and Private ITI has observed a change of 37%.

Similarly, the salary range of Rs. 12500-14999 has seen an increase of 21.26% in the overall percentage of people earning salaries within this range. GNP ITI has observed a change of 16.1%, GP ITI has experienced a change of 31%, and Private ITI has seen a change of 14.4%.

In the highest income bracket of more than Rs. 15000, there has been an increase of 5.62% in the overall percentage of people earning salaries within this range. Among the ITI types, GNP ITI has experienced a change of 8.6%, GP ITI has seen a minimal change of 0.8%, and Private ITI has shown no change.

These findings indicate a shift towards higher income brackets among ITI graduates, with a decline in the lower income ranges and an increase in the mid to higher income ranges. It is noteworthy that GNP ITI has generally experienced similar trends as the overall changes, while GP ITI has shown slightly better outcomes in terms of salary distribution. Private ITI, on the other hand, has witnessed varying changes across different income slabs.

5.6.3 Employee Strength of the employing organization

The survey reveals that around 71 percent of the employed ITI graduates are working in companies where the size of the organization in terms of the number of employees is in the range of 5 to 50 employees. This is followed by another 21 percent of the graduates working in companies with 50 to 200 employees. In the cases of 6 percent of graduates, the size of the organization is between 200 to 500 employees followed by 1.5 percent cases where number of employees exceeds 1000. In one percent of the cases, the size of the organization was found to be between 500 to 1000 employees.
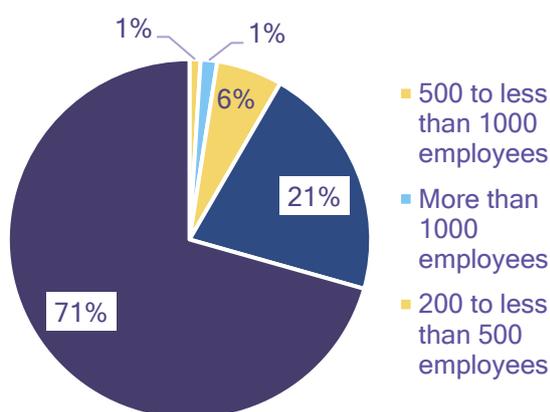

Figure 5.14: Employee strength of organizations

From the above chart, it can be concluded that a significant majority of employed ITI graduates are working in small to medium-sized companies with a range of 5 to 50 employees. This indicates that ITI graduates may have better employment opportunities in small and medium enterprises, rather than large organizations. The fact that only a small percentage of graduates are working in larger organizations may suggest that there is a need to improve the skills and training of ITI graduates to match the requirements

of larger companies. Additionally, it may be beneficial for ITI graduates to target small and medium enterprises for job opportunities, as these organizations can provide them with valuable work experience and career growth opportunities.

5.6.4 Time taken in securing a job after completing the course at ITI

Once a trainee graduates from an ITI, securing a job becomes the top priority. Landing a job early after graduating is essential as not getting a job leads to psychological and social distresses. Across all types of ITIs, a significant percentage of employed trainees secured their first job within less than one month after graduating. GP ITI had the highest percentage (96%) of trainees securing employment within this time frame, followed closely by GNP ITI (91%) and Private ITI (80%). The high percentage of trainees securing a job within a short period can be attributed to the arrangement of apprenticeships by the ITIs.

Table 5.9: Time taken in securing a job after course completion at ITI

Time taken in securing 1st Job	GNP ITI	GP ITI	Private ITI	Overall
Less than 1 month	91%	96%	80%	92%
1 to less than 3 months	2.9%	2.3%	10%	3.2%
3 to less than 6 months	3.0%	0.6%	4.9%	2.7%
6 to less than 9 months	1.0%	0.0%	4.9%	1.1%
9 to less than 12 months (1 year)	0.4%	0.0%	0.0%	0.3%
More than 1 year	1.4%	0.6%	0.0%	1.2%

While the majority of trainees secured employment within the first month, a small percentage took longer to secure their first job. This is evident from the percentages in the time ranges of 1 to less than 3 months, 3 to less than 6 months, and 6 to less than 9 months. Private ITI had the highest percentage in these time ranges, indicating a longer duration for some trainees to find employment.

The data shows a relatively low percentage of trainees taking more than one year to secure their first job. GNP ITI had the highest percentage (1.4%) in this category, followed by GP ITI (0.6%). Private ITI did not have any trainees who took more than one year to secure their first job. This suggests that the job placement process is generally efficient, with minimal delays in employment.

5.6.5 Distance of workplace from home

The data on the distance covered by employed ITI graduates in reaching their workplace from their home reveals that the majority of the employed graduates (54%) have workplaces within 5 km of their residence. This indicates that the availability of job opportunities within close proximity to their place of residence can be a major factor in the employment of ITI graduates.

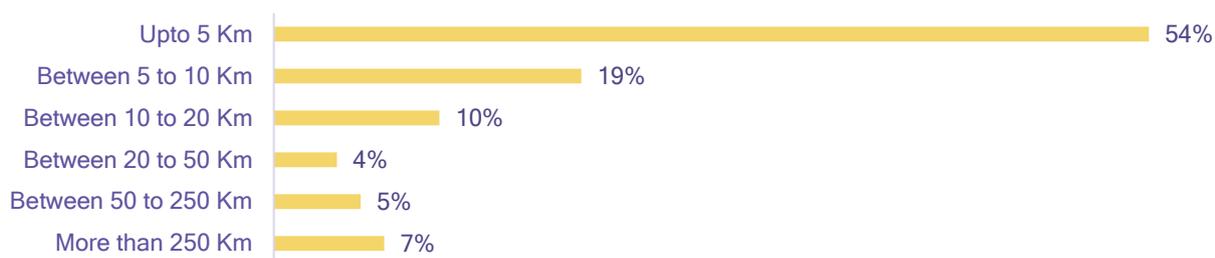|	
Upto 5 Km	54%
Between 5 to 10 Km	19%
Between 10 to 20 Km	10%
Between 20 to 50 Km	4%
Between 50 to 250 Km	5%
More than 250 Km	7%

Figure 5.15: Distance of workplace from home

About 19 percent of the employed graduates have workplaces within a distance of 5-10 km from their residence, which is also a feasible distance for commuting. However, around 18 percent of the employed graduates have workplaces at a distance of more than 10 km from their residence, which can lead to challenges in commuting and can be a factor in their employment status. Furthermore, about 7 percent of employed graduates work at a place which is 250 km from their native place.

5.6.6 Willingness to continue/change the existing job

The survey indicates that 50 percent of the ITI graduates who are currently employed are willing to change their current job. This could be due to various reasons such as seeking better career opportunities, higher salaries, or a more favourable work environment. It is important for these graduates to carefully evaluate their decision before making a switch to ensure that the new job is indeed a better fit for their career goals and aspirations.

On the other hand, 27 percent of the graduates are not willing to change their current job. This could be due to several reasons such as job security, satisfaction with their current job, or a lack of better opportunities in the job market. It is important for these graduates to stay informed about the latest job trends and career opportunities in their field to ensure that they are not missing out on better opportunities.

Finally, 24 percent of the ITI graduates are unsure whether to change their current job or not. This could be due to various reasons such as fear of the unknown, lack of confidence in their skills, or a lack of clarity about their career goals. It is important for these graduates to carefully evaluate their skills, interests, and career goals before making a decision about changing their job. Seeking the advice of career counsellors or mentors could also help in making an informed decision.

ITI graduates provided various reasons for their desire to change their current jobs. Some of the main reasons highlighted were better work environment, monetary benefits, field of interest, and nearness of workplace to their residence. Several respondents also mentioned other reasons for wanting to change their jobs. These included the lack of job opportunities in their current ITI field, the need for a higher salary, and the completion of training or education programs. Overall, the desire to change jobs among ITI graduates is driven by a combination of factors, including personal preferences and practical considerations.

5.6.7 Satisfaction with the job

In most of the cases (42%), the employed graduates are neutral/indifferent about satisfaction with their job followed by the second majority of 39 percent who are satisfied with their job. Around nine percent of graduates indicated that they are dissatisfied with their job while eight percent of graduates are very dissatisfied with their job.
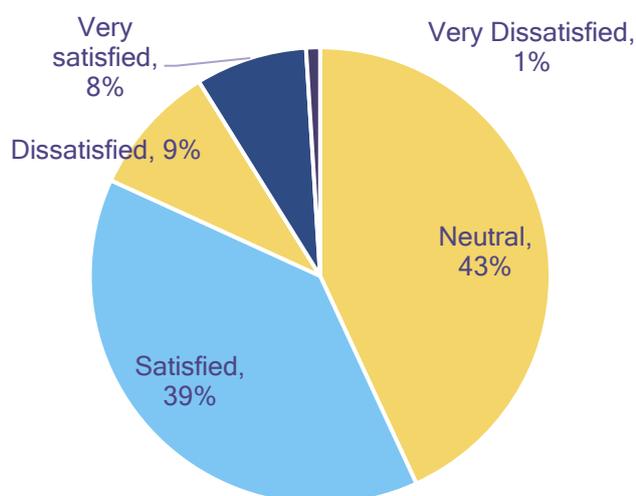
Among the small proportion of graduates who are dissatisfied/very dissatisfied with their job, low salary is one of the main reasons behind such dissatisfaction. These graduates also cited distance of workplace from residence as one of the reasons for their dissatisfaction with their current job.

Figure 5.16: Satisfaction with the job

It is important to note that while a majority of the respondents reported being either satisfied or neutral, there is still a significant portion who are dissatisfied. Employers may need to consider ways to address the concerns of this minority group to prevent high turnover rates. Furthermore, understanding the reasons behind why some ITI graduates are satisfied or dissatisfied with their jobs may provide useful insights for employers to improve employee satisfaction and retention.

5.6.8 Impact on family's economic condition

Most of the graduates (53%) have indicated that their family's economic conditions has remained the same even after they started earning. This indicates that the salary earned by ITI graduates from Puducherry is not significant enough to make a noticeable change in their families' economic condition.

5.6.9 Willingness to migrate for a job

According to the data, the majority of ITI graduates (72%) are not willing to migrate to secure an employment opportunity. However, a significant percentage of respondents (11%) are willing to move to another state if it means better job prospects, while 8 percent are willing to relocate to any big city in the country with better opportunities. Only a small percentage (1%) are specifically interested in moving to metro cities. Additionally, 7 percent of respondents are open to relocating to nearby districts. It's important to note that while a majority of respondents are not willing to migrate, this could change in the future based on various economic and social factors such as job availability, cost of living, and personal circumstances.

5.6.10 Perception towards other trades

The ITI graduates were asked to indicate if they feel the trade they learnt at ITI had fewer opportunities than other trades, only around 3 percent of the respondents endorsed the statement. Further, these graduates were asked to indicate the top trades which they believe have better employment prospects. In majority of the cases, Electrician, Fitter, MMV and Mechanic (R&AC) was voted as top trades.

5.7 Rating to ITI and Trade

An attempt was made to find out the ratings which ITI graduates would like to assign to their ITI and the trade they learned. Some of the factors which were considered for rating were the quality of classroom learning, supply of teaching and learning materials, quality of lectures, technical equipment, the relationship between theory and practical classes and scope of employment for the selected trade.

5.7.1 Rating to ITIs

The respondents were asked to rate their ITIs on a scale of 1 to 5, where 1 is the lowest rating and 5 is the highest rating, the graduates rated their ITIs. The chart below shows the average ratings of different types of ITIs based on various parameters.
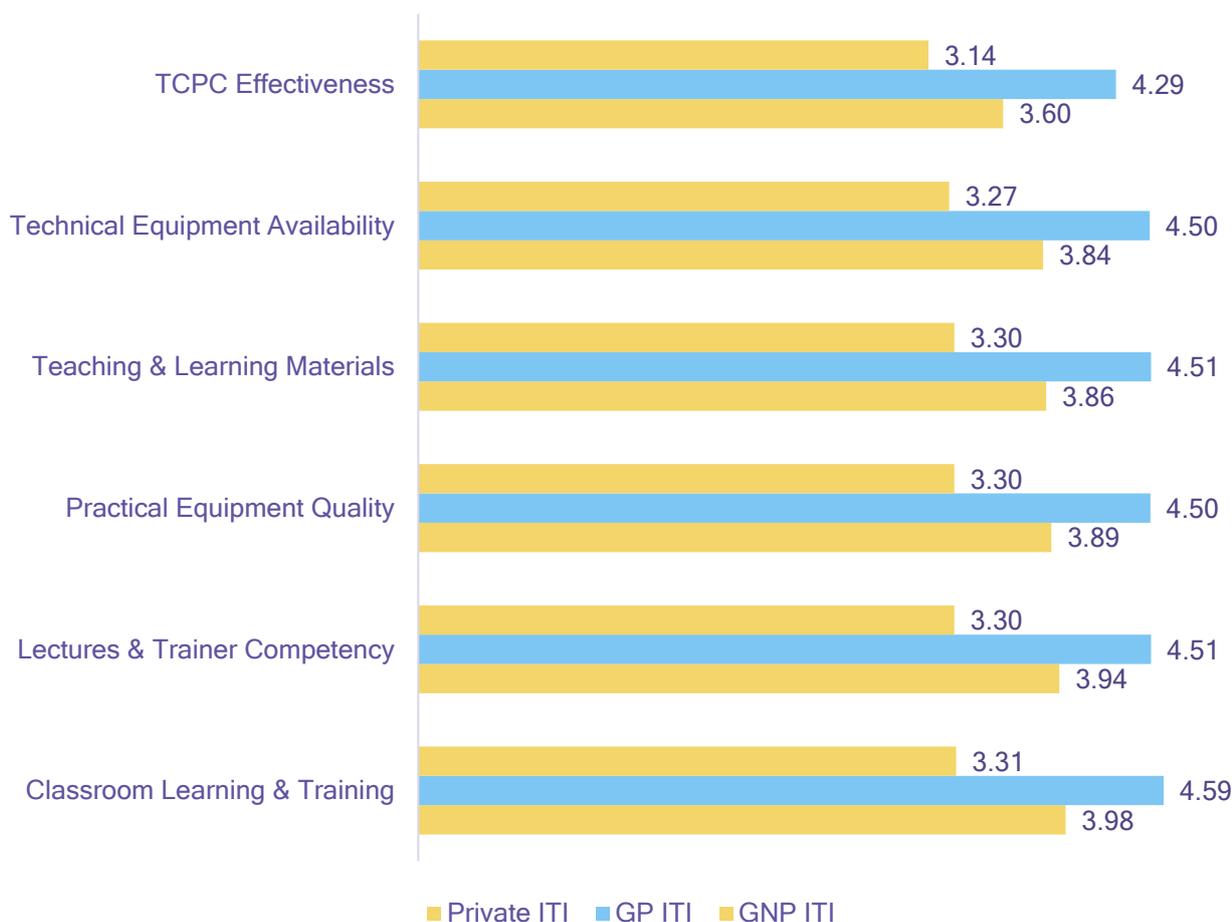

Figure 5.17: Rating of ITI by their Graduates

GP ITI received consistently high ratings across various parameters, indicating a positive perception of the training and learning experiences provided by the institute. The trainees at GP ITI highly appreciated the quality of classroom learning and training experience, as reflected in their rating of 4.59. They also rated the lectures imparted in the institute and the competency of the trainers highly, with a rating of 4.51. Additionally, the trainees expressed satisfaction with the quality of practical equipment, giving a rating of 4.50. The relevance and usefulness of teaching and learning materials were also perceived to be of high value, with a rating of 4.51. Furthermore, the availability of technical equipment received a favorable rating of 4.50. Trainees at GP ITI also expressed their positive perception of the effectiveness and functioning of TCPC in providing internship and job opportunities, rating it at 4.29. These consistent high ratings indicate a strong overall performance by GP ITI in delivering quality training and learning experiences to its trainees.

GNP ITI also received positive ratings across several parameters, although slightly lower than GP ITI. Trainees at GNP ITI rated the quality of classroom learning and training experience at 3.98, indicating a positive perception. The lectures imparted in the institute and the competency of the trainers were also well-regarded, with a rating of 3.94. The practical equipment received a favorable rating of 3.89, and the relevance and usefulness of teaching and learning materials were rated at 3.86. The availability of technical equipment was perceived positively, with a rating of 3.84. However, trainees at GNP ITI rated the effectiveness and functioning of TCPC in providing internship and job opportunities slightly lower at 3.60. Overall, the ratings suggest that GNP ITI provides a satisfactory training and learning experience to its trainees, although there may be room for improvement in certain areas.

Private ITI received comparatively lower ratings across most of the parameters. Trainees at Private ITI rated the quality of classroom learning and training experience at 3.31, indicating room for improvement. The lectures imparted in the institute and the competency of the trainers received a rating of 3.30, suggesting a need for enhancement. The practical equipment and the relevance and usefulness of teaching and learning materials were also perceived to be at a similar level, with ratings of 3.30. The availability of technical equipment received a rating of 3.27. Trainees at Private ITI expressed a relatively lower perception of the effectiveness and functioning of TCPC in providing internship and job opportunities, giving it a rating of 3.14. These ratings indicate areas where Private ITI can focus on improving the quality of training and learning experiences for its trainees.

5.7.2 Rating to Trades

Similar to the case of rating their ITIs, the graduates were asked to rate their courses/trades on a scale of 1 to 5, where 1 is the lowest rating and 5 is the highest rating. The result of the same is presented below.
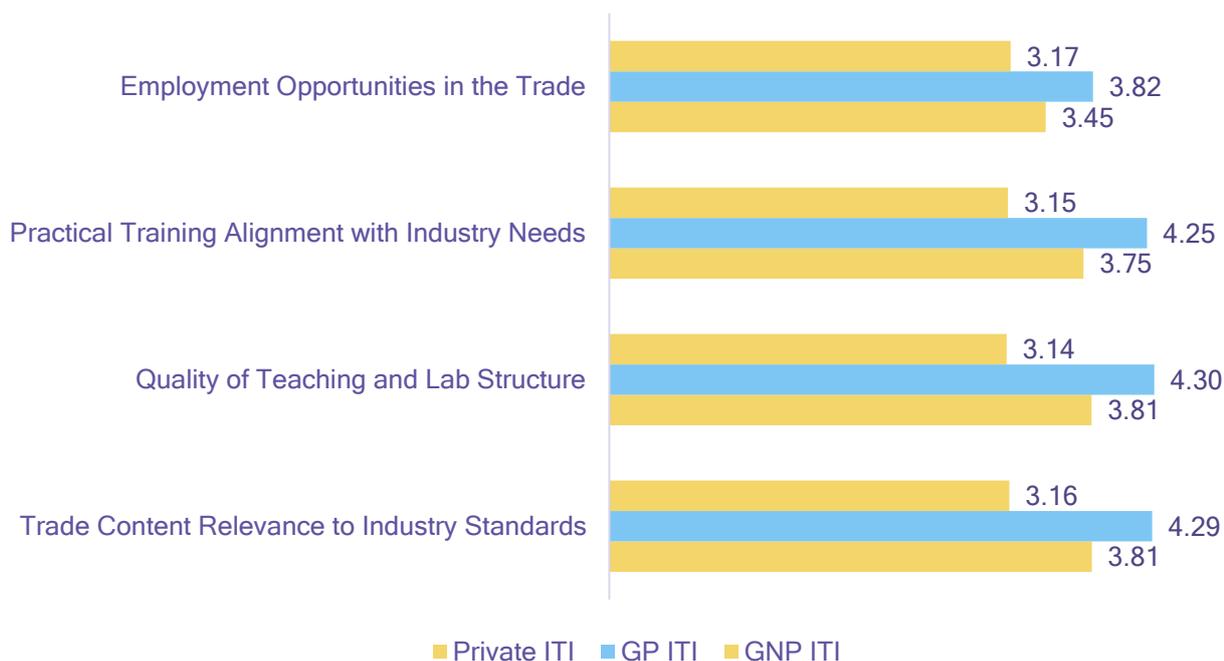
Figure 5.18: Rating of their trade by ITI Graduates

Among the three types of ITIs, GP ITI received the highest ratings on various parameters related to the trade they taught to their trainees. Trainees at GP ITI rated the trade content in terms of its relevance to practical training as expected by the industry at an impressive 4.29. The quality of teaching and course structure followed in the lab was also highly regarded by the trainees, earning GP ITI a rating of 4.30. Additionally, there was a strong perception of the relationship between practical training and industry needs, with GP ITI receiving a rating of 4.25 in this aspect. The scope of employment for the trade at GP ITI was also rated positively at 3.82, indicating positive prospects for job opportunities.

GNP ITI, although slightly lower in ratings compared to GP ITI, still received favorable scores from trainees. The trade content at GNP ITI was rated at 3.81, indicating that it is up to date and relevant to practical training as expected by the industry. The quality of teaching and lab structure also received a rating of 3.81, reflecting a positive experience for the trainees. The perceived relationship between practical training and industry needs garnered a rating of 3.75, highlighting the alignment of training with industry requirements. The scope of employment for the trade at GNP ITI was rated at 3.45, indicating potential opportunities for graduates.

Private ITI, although rated slightly lower than the other two ITI types, still demonstrated satisfactory ratings. The trade content's relevance to practical training as expected by the industry received a rating of 3.16. The quality of teaching and lab structure was rated at 3.14, suggesting that improvements could be made in this aspect. The relationship between practical training and industry needs received a rating of 3.15, indicating room for further alignment. The scope of employment for the trade at Private ITI was rated at 3.17, implying moderate opportunities for employment.

5.8   Employers' Satisfaction

5.8.1 Recruitment Methods

The employers were asked to indicate their methods of recruitment for skilled workers. Employers in and around UT of Puducherry use various methods to recruit skilled workers, depending on the industry and the level of skills required. Some of the common methods are:

- Job portals and online recruitment platforms: Employers advertise their job openings on job portals and online recruitment platforms. Job seekers can search and apply for jobs on these platforms.
- Campus recruitment: Employers visit ITI campuses and engineering colleges to recruit fresh graduates for entry-level positions. They conduct aptitude tests, group discussions, and interviews to select candidates.
- Staffing agencies: Employers also hire workers through staffing agencies. These agencies screen and shortlist candidates based on the job requirements and provide them to the employers on a contract basis.
- Employee referrals: Many employers rely on employee referrals to recruit skilled workers. They encourage their existing employees to refer their friends or acquaintances for job openings in the company.
- Walk-in interviews: Employers also conduct walk-in interviews where job seekers can directly meet the employer or the HR representative and submit their resume. The employer may conduct an interview or test on the spot or call the candidate for a later interview.
- Apprenticeship programs: Some employers also offer apprenticeship programs where ITI graduates can gain practical experience and training while working with the company. If the apprentice performs well, they may be offered a permanent job in the company.

Those employers who acknowledged recruiting ITI graduates were asked to indicate their preference while approaching an ITI. Around 80 percent of the employers indicated their confidence in government ITIs while 20 percent indicated their preference towards private ITIs.

5.8.2 Expectations from ITI Graduates

Employers were asked to indicate their expectations from the ITI graduates while on the job. Some of the major expectations that most of the employers indicated are as below-

- Technical Competence: Employers expect ITI graduates to possess the necessary technical skills and knowledge required for their job role. Technical competency is one of the most important attributes that employers looked for in ITI graduates.
- Communication Skills: Good communication skills are highly valued by employers as they enable ITI graduates to work effectively in a team and interact with clients.
- Adaptability and Flexibility: Employers expect ITI graduates to be adaptable and flexible in their approach to work. They should be able to work in different environments, learn new skills quickly, and be open to new ideas and technologies.

- Work Ethic: Employers expect ITI graduates to have a strong work ethic and a willingness to work hard to achieve their goals. They should be punctual, dependable, and able to meet deadlines.
- Safety and Health Awareness: With an increasing emphasis on workplace safety and health, employers expect ITI graduates to be aware of the hazards and risks associated with their job role and to take appropriate precautions to prevent accidents and injuries.

Employers have several expectations from ITI graduates, and these expectations are critical for their success on the job. Technical competence, communication skills, adaptability and flexibility, work ethic, and safety and health awareness are the major expectations that most employers have from ITI graduates. Therefore, it is important for ITI graduates to focus on developing these skills and attributes to enhance their employability and ensure their success in the workplace. By meeting these expectations, ITI graduates can not only secure better job opportunities but also contribute to the growth and success of their organization.

5.8.3 Feedback about recruited ITI graduates

Employers were asked to indicate their level of agreement or disagreement with statements regarding technical and professional aspects of ITI graduates. Statement-wise analysis of responses of the employers is presented in the following paragraphs.

Regarding Technical Aspects: Only a small percentage of employers (20%) strongly agree that their ITI graduates have adequate technical skills, while the majority (50%) casually agree. This suggests that there may be some gaps in the technical training provided by ITIs, and that employers may need to provide additional training to help graduates meet their job requirements.

Graduates demonstrate the ability to perform to the expectations of your workplace: A slightly higher percentage of employers (25%) strongly agree that their ITI graduates are able to perform to their expectations, while the majority (45%) casually agree. This indicates that while ITI graduates may have some technical knowledge, they may still require additional training and guidance to meet the specific needs and expectations of their employers.

Graduates are able to use relevant skills and technology in workplace tasks: Only a small percentage of employers (15%) strongly agree that their ITI graduates have the necessary skills to use technology in their work, while the majority (55%) casually agree. This suggests that ITI training may not be providing graduates with enough exposure to modern technology, and that employers may need to provide additional training in this area.

Graduates demonstrate a working knowledge of the industry: A small percentage of employers (15%) strongly agree that their ITI graduates have a working knowledge of their industry, while the majority (55%) casually agree. This suggests that ITI training may need to be more industry-specific, and that employers may need to provide additional on-the-job training to help graduates gain a better understanding of the industry.

Graduates are fluent in relevant technical vocabulary/ terminology: Only a small percentage of employers (15%) strongly agree that their ITI graduates are fluent in technical vocabulary and terminology, while the majority (45%) casually agree. This suggests that ITI training may not be providing graduates with enough exposure to technical terminology, and that employers may need to provide additional training in this area.

Graduates work effectively with minimal supervision: Only a small percentage of employers (10%) strongly agree that their ITI graduates are able to work effectively with minimal supervision, while the majority (60%) casually agree. This suggests that ITI training may not be providing graduates with enough practical experience.

Graduates are able to take on increased responsibility: A small percentage of employers (10%) strongly agree that their ITI graduates are able to take on increased responsibility, while the majority (55%) casually agree. This suggests that ITI training may not be providing graduates with enough exposure to leadership and management skills.

Graduates are able to solve common work-related problems: A higher percentage of employers (20%) strongly agree that their ITI graduates are able to solve common work-related problems, while the majority (40%) casually agree. This suggests that ITI training may be providing graduates with some problem-solving skills, but that there is still room for improvement in this area.

Graduates communicate effectively with supervisors, co-workers and clients/customers: A higher percentage of employers (25%) strongly agree that their ITI graduates communicate effectively, while the majority (45%) casually agree. This suggests that ITI training may be providing graduates with some communication skills, but that there is still room for improvement in this area.

5.9   ITIs' Performance

5.9.1 Establishment of Institute Management Committee (IMC)

Institute Management Committees of ITI are responsible for managing the affairs of the ITI under a set guideline. However, in around 20 percent of the ITIs, it was reported that the institute did not form the IMC. In the institutes where IMCs have been formed, it was formed at least three years before. In those institutes, an average of 3 meetings per year is being conducted by IMCs.

5.9.2 Involvement of Industries

The ITIs are supposed to have good knowledge about the industries available in the district/ nearby district. Further, having a continuous relationship with industries helps in providing internship and job placement opportunities to graduates.

- Around 40 percent of the ITIs reportedly have a good awareness of the industries in their district.
- In the case of around 80 percent of ITIs, industry representatives are being invited as guest lecturers.
- Around 80 percent of the ITIs have reportedly identified industries to provide OJT/ placement opportunities to their students.
- Around 80 percent of the ITIs have signed MoU with industries to provide OJT/Placement opportunities to their students.

5.9.3 Establishment & Functioning of TCPC

The TCPC (Training, Counselling & Placement Cell) of ITIs have to play a key role in the labor market outcomes as it not only paves the platform for the trainees in developing skills which are needed for placement such as developing personality, facing interviews, preparing for various competitive tests, etc. but also provides help in finding career opportunities.

- Around 80 percent of the ITIs have reportedly established TCPC and appointed a TCPC officer.
- The ITIs where TCPCs have been established are giving training to trainees for use of computers, spoken English, personality development, biodata preparation, career opportunities, attending interviews, coaching for aptitude tests etc.
- The TCPCs are also assisting their trainees in preparing a CV, providing information on specific careers, display of vacancies, orientation in job search, conducting campus placements, arranging visits to companies, forwarding CVs to companies, linking trainees to HR agencies and arranging interviews in companies.
- All the ITIs have reportedly arranged for campus placement of their trainees.

5.9.4 Trades at Demand at ITI

The ITIs were asked to indicate the trades which are in high demand from students while taking admission in their ITIs and about the trades for which industries look forward to hiring students. The most demanded trades from Women and Men ITIs are as below:

Table 5.10: Demanding trades in women and men ITIs in the UT of Puducherry

Demanding Trades in Women ITI	Demanding Trades in Men ITI
• Computer Operator & Programming Assistant • ICT & Systems Management • Sewing Technology • Cosmetology	• Electrician • Wireman • Refrigeration & Air-Conditioning • Instrument Mechanic • Mechanic Diesel • Fitter • Welder

It is evident from the above list that there is a significant demand for trades in the IT and service industries in the Women ITIs, such as Computer Operator & Programming Assistant and ICT & Systems Management. This could be due to the increasing need for technology-based skills in various industries, as well as the growing popularity of careers in the IT sector. Additionally, the demand for trades in Sewing Technology and Cosmetology suggests a strong interest in trades related to fashion and beauty, which could be due to the increasing popularity of these industries and a growing need for skilled workers.

On the other hand, the Men ITI seems to have a demand for trades related to mechanical and electrical fields, such as Electrician, Wireman, Refrigeration & Air-Conditioning, Instrument Mechanic, Mechanic Diesel, Fitter, and Welder. This could be due to the need for skilled workers in these industries, which are crucial for the functioning of various sectors such as construction, manufacturing, and transportation.

Based on these demands, it is essential for the ITI authorities to ensure that the courses offered in these trades are up-to-date and aligned with the industry standards. The training should be practical and hands-on, to ensure that the students have the necessary skills and knowledge required to meet the demands of the industry. Additionally, it may be beneficial for the ITI authorities to establish partnerships with industries and employers to provide opportunities for on-the-job training and internships, which would give the students real-world experience and improve their employability.

It is also essential for the authorities to promote these trades and make them more accessible to potential candidates. This could be done through various awareness programs, career fairs, and outreach activities to showcase the benefits and opportunities of pursuing these trades.

6. Recommendations

6.1   Enhancing Trade Diversity

The study finds that the ITI system in Puducherry reveals a significant disparity in trade participation between engineering and non-engineering trades. Currently, engineering trades dominate the participation, with a notable imbalance in male and female representation. On the other hand, non-engineering trades show a higher participation rate among females. These findings emphasize the need to promote trade diversity among ITI students, particularly by encouraging more students, especially females, to explore non-engineering trades.

Encouraging more females to consider engineering trades will not only contribute to a more balanced representation but also provide them with opportunities in trades that align with their interests and abilities. It is crucial to challenge traditional gender stereotypes and promote awareness about the diverse range of trades available, their career prospects, and the value they offer in terms of skill development and employment opportunities.

To achieve this, targeted outreach and awareness campaigns should be implemented to showcase the benefits and opportunities in non-engineering trades. Engaging with schools, parents, and communities will be essential to promote trade diversity and address any preconceived notions or biases.

By enhancing trade diversity and promoting equal participation in both engineering and non-engineering trades, the ITI system in Puducherry can create a more inclusive and dynamic workforce. This will not only address the gender disparities but also contribute to the development of a well-rounded and skilled workforce that meets the diverse needs of the job market.

6.2   Strengthening Apprenticeship Programs

The study findings revealed that a significant percentage of ITI trainees were provided with apprenticeship opportunities, indicating the availability of practical training and industry exposure. However, there is a concerning trend where many trainees were unable to convert their apprenticeships into regular employment. This issue requires attention and intervention to ensure that apprenticeships effectively lead to stable and long-term employment prospects for ITI graduates. To address this concern and strengthen apprenticeship programs, the following measures should be considered:

- Enhanced Support and Guidance: Provide comprehensive support and guidance to apprentices throughout their training period. This can include mentoring programs, regular feedback sessions, and career counselling to help apprentices navigate their career pathways and make informed decisions.

- Industry Collaboration: Foster closer collaboration between ITIs and employers to align apprenticeship programs with industry needs. This can be achieved through partnerships, regular industry interactions, and feedback mechanisms to ensure that the skills and knowledge imparted during apprenticeships are in line with industry requirements.

- Transition Support: Implement measures to facilitate the transition from apprenticeships to regular employment. This can involve establishing strong networks with potential employers, organizing job fairs and placement drives, and providing assistance in job applications and interviews.

- Monitoring and Evaluation: Establish a robust monitoring and evaluation system to track the outcomes and effectiveness of apprenticeship programs. This can involve regular feedback from apprentices, employers, and ITI faculty to identify areas for improvement and ensure the programs are meeting their intended goals.

By implementing these measures, apprenticeship programs can be strengthened to better equip ITI graduates with the necessary skills and knowledge for successful entry into the workforce. The focus should be on facilitating the transition from apprenticeships to regular employment, ensuring the relevance and quality of training, and fostering strong collaborations between ITIs and employers. This will maximize the benefits of apprenticeship programs, improve the employability of ITI graduates, and contribute to a skilled and productive workforce.

6.3   Improving Employment Outcomes

Addressing the challenges faced by ITI graduates in finding suitable employment opportunities is crucial for their successful integration into the workforce. The study findings emphasize the need for strategic interventions to enhance employment outcomes and ensure a smooth transition from ITI to the job market. Several measures can be implemented to improve employment outcomes for ITI graduates:

- Collaborations with Industry Partners: Collaborating with industry partners and local businesses is essential for identifying the skill gaps and aligning ITI training programs with the needs of the job market. By actively involving industry stakeholders in curriculum development, practical training, and apprenticeship programs, ITIs can ensure that graduates acquire the skills and competencies required by employers. This collaboration can provide valuable insights into emerging industry trends and help design industry-relevant training modules.
- Career Counselling and Guidance: Offering comprehensive career counselling and guidance services can empower ITI students to make informed decisions about their career paths. Career counselling sessions can help students explore different trades, understand job prospects, identify their interests and strengths, and set realistic career goals. Guidance from career counsellors can play a crucial role in helping students navigate the job market, access relevant resources, and make successful transitions into employment or self-employment.
- Entrepreneurship Training: Equipping ITI graduates with entrepreneurship skills and knowledge can open avenues for self-employment and encourage them to start their own businesses. Offering

entrepreneurship training programs that cover topics such as business planning, financial management, marketing, and networking can empower graduates to leverage their technical skills and launch successful ventures. Entrepreneurship training can also foster innovation, creativity, and adaptability, which are essential qualities in today's dynamic job market.

- Job Placement Assistance: Establishing robust job placement assistance services can significantly enhance ITI graduates' chances of securing regular employment. These services can include creating networks with employers, organizing job fairs, facilitating internships, and offering support in job application processes, interview preparation, and resume writing. By actively connecting graduates with job opportunities and providing them with guidance throughout the application process, ITIs can streamline the transition from training to employment.

Improving employment outcomes for ITI graduates requires a multi-faceted approach that involves collaborations with industry partners, career counselling and guidance, entrepreneurship training, and job placement assistance. By aligning training programs with industry needs, providing comprehensive support services, and promoting self-employment opportunities, ITIs can enhance graduates' employability and contribute to a skilled workforce. These interventions can empower ITI graduates to secure suitable employment or embark on successful entrepreneurial journeys, ensuring a brighter future for them and the industries they serve.

6.4   Enhancing Industry-Institute Collaboration

Closer collaboration between ITIs and industries is essential to ensure that the training programs provided by ITIs align with the current and future requirements of the industry. This collaboration can bridge the gap between classroom learning and real-world industry practices, ultimately enhancing the employability of ITI graduates. Here are some key strategies to strengthen industry-institute collaboration:

- Industry Visits and Internships: Regular industry visits allow ITI students to gain firsthand exposure to industrial processes, workplace environments, and emerging technologies. These visits provide valuable insights into industry practices, safety regulations, and the skills and competencies required in specific trades. Additionally, internships and apprenticeships facilitate practical training opportunities within real working environments, enabling students to apply their theoretical knowledge and develop industry-specific skills.

- Guest Lectures and Expert Sessions: Inviting industry professionals as guest lecturers or conducting expert sessions can enrich the learning experience for ITI students. Industry experts can share their practical knowledge, experiences, and insights, providing students with a deeper understanding of industry expectations, technological advancements, and current market trends. These interactions also help students build professional networks and gain exposure to diverse career opportunities within their chosen trades.

- Industry-Sponsored Projects: Collaborating with industries on projects can enhance the practical skills and problem-solving abilities of ITI students. Industry-sponsored projects provide students with real-world challenges and allow them to work on industry-relevant assignments. By engaging

in such projects, students develop a better understanding of industry processes, teamwork, and project management skills, making them more job-ready upon graduation.

- **Industry Feedback for Curriculum Development:** Regular feedback from industry professionals is crucial for updating and revising ITI curricula to meet the evolving demands of the job market. Industry input ensures that the training programs are aligned with the current industry practices, technological advancements, and skill requirements. Industry experts can provide valuable insights into the competencies and knowledge areas that ITI graduates should possess, enabling the institutes to adapt their curriculum accordingly.

Enhancing industry-institute collaboration is vital to bridge the gap between academic training and industry expectations. Through industry visits, internships, guest lectures, industry-sponsored projects, and industry feedback for curriculum development, ITIs can provide their students with practical, industry-relevant learning experiences. These collaborative efforts not only enhance the employability of ITI graduates but also strengthen the connection between ITIs and the industries they serve. By fostering closer ties with industries, ITIs can produce job-ready graduates who meet the evolving needs of the job market and contribute to the growth and competitiveness of the industries they join.

6.5 Skill Development for Entrepreneurship

Promoting entrepreneurship skills among ITI graduates is crucial to foster self-employment and encourage job creation. By equipping ITI graduates with the necessary entrepreneurial skills, they can become self-reliant and contribute to the economic growth of their communities. Here are key strategies to enhance entrepreneurship skills among ITI graduates:

- **Integrate Entrepreneurship Training Modules:** Introducing entrepreneurship training modules within the ITI curriculum can provide students with the knowledge and skills needed to start and manage their own businesses. These modules can cover various aspects of entrepreneurship, including business planning, marketing, financial management, and networking. By incorporating practical case studies and interactive exercises, students can gain a comprehensive understanding of the entrepreneurial process and develop the mindset and capabilities required to succeed as entrepreneurs.
- **Access to Resources and Mentorship:** ITI graduates aspiring to become entrepreneurs require access to resources and mentorship to transform their business ideas into viable ventures. Establishing entrepreneurship cells within ITIs can provide a platform for students to access business incubation support, financial assistance, and guidance from experienced entrepreneurs and industry professionals. These cells can facilitate networking opportunities, connect students with relevant stakeholders, and offer mentorship programs to nurture entrepreneurial talent.
- **Industry Linkages for Entrepreneurial Opportunities:** Forging strong linkages between ITIs and industries can open up entrepreneurial opportunities for ITI graduates. Collaboration with industries can provide graduates with insights into market needs, potential sectors for entrepreneurship, and access to supply chains. ITIs can work with local industries to identify gaps in the market and encourage graduates to establish businesses that cater to these needs.

Additionally, industries can serve as potential clients or partners for ITI graduates, creating a supportive ecosystem for entrepreneurship.

- Entrepreneurial Awareness and Guidance: Creating awareness about entrepreneurship as a viable career option and guiding students towards entrepreneurial paths is essential. ITIs can organize entrepreneurship awareness programs, workshops, and seminars to showcase successful entrepreneurial ventures and inspire students to consider entrepreneurship as a career choice. Career counselling services can also play a crucial role in guiding students towards entrepreneurial opportunities, providing information on funding schemes, government initiatives, and incubation centres that can support their entrepreneurial journeys.

Promoting entrepreneurship skills among ITI graduates can unlock their potential as job creators and contributors to economic growth. By integrating entrepreneurship training modules, providing access to resources and mentorship, fostering industry linkages, and creating awareness and guidance programs, ITIs can nurture the entrepreneurial spirit within their students. Empowering ITI graduates with the skills and mindset needed to start and run successful businesses not only enhances their career prospects but also fosters a culture of innovation and economic self-sufficiency. By supporting and promoting entrepreneurship, ITIs can contribute to the development and prosperity of individuals, communities, and the overall economy.

6.6   Continuous Monitoring and Evaluation

Regular monitoring and evaluation of ITI programs is crucial to ensure their effectiveness and make informed decisions for improvement. By systematically assessing employment outcomes, salary trends, and gathering feedback from alumni, ITIs can identify areas of strength and areas that require intervention. Here are key strategies for continuous monitoring and evaluation:

- Employment Outcome Tracking: ITIs should establish a robust system to track the employment outcomes of their graduates. This includes collecting data on the percentage of graduates employed, their job profiles, sectors of employment, and salary levels. By monitoring employment outcomes, ITIs can identify trends and patterns, measure the effectiveness of their training programs, and make necessary adjustments to align with market demands.
- Salary Trend Analysis: Regular analysis of salary trends among ITI graduates is essential to gauge the effectiveness of the training provided. ITIs should collect data on the starting salaries of graduates across different trades and compare them with industry standards. This analysis can help identify trades with higher earning potential and address any disparities in salary levels. It also provides insights into the impact of training programs on salary progression and helps in benchmarking the competitiveness of ITI graduates in the job market.
- Alumni Feedback and Surveys: Seeking feedback from alumni is an important aspect of monitoring and evaluation. Conducting alumni surveys or interviews can provide valuable insights into the relevance of ITI training, the preparedness of graduates for the workforce, and areas that require improvement. Alumni can provide feedback on the quality of training, industry relevance, and suggestions for enhancing curriculum, teaching methodologies, and industry

collaborations. Their input can inform decision-making and help shape the future direction of ITI programs.

- Industry Partnerships and Feedback: Engaging with industry partners is crucial for monitoring and evaluating the effectiveness of ITI training. ITIs should actively seek feedback from employers regarding the performance and skills of ITI graduates in the workplace. This feedback can highlight areas of strengths and weaknesses in the training programs and guide improvements. Regular industry interactions, including meetings, workshops, and feedback sessions, can facilitate ongoing collaboration, ensuring that ITI training remains aligned with industry needs.

- Evaluation of Intervention Strategies: ITIs should evaluate the impact of specific intervention strategies implemented to address identified challenges. For example, if measures were taken to enhance gender diversity or promote entrepreneurship, their effectiveness should be assessed through data analysis and stakeholder feedback. This evaluation helps in determining the success of intervention initiatives and guides future interventions and resource allocation.

By adopting a data-driven approach to monitoring and evaluation, ITIs can continuously improve the quality and relevance of their training programs. The insights gained through this process enable evidence-based decision-making, support targeted interventions, and ensure that ITI graduates are equipped with the skills and knowledge required for successful employment. Continuous monitoring and evaluation contribute to the overall enhancement of ITI training outcomes and the holistic development of students.

7. Successful Cases

Case- #1	**Vyshnav V**
Name of the ITI	Rajiv Gandhi Govt. ITI, Palloor | Mahe
Gender & Caste	Male, MBC
Trade	Electrician
Current Salary	Rs. 13,000 per month
Job Title	Electrician
Employer	Royal Travancore

Case- #2	**Sourav K**
Name of the ITI	Rajiv Gandhi Govt. ITI, Palloor | Mahe
Gender & Caste	Male, OBC
Trade	Mechanic (R&AC)
Current Salary	Rs. 10,000 per month
Job Title	Mechanic
Employer	Blue Star

Case- #3	**Aswin KK**
Name of the ITI	Rajiv Gandhi Govt. ITI, Palloor | Mahe
Gender & Caste	Male, OBC
Trade	Fitter
Current Salary	Rs. 8,000 per month
Job Title	Fitter
Employer	Barath Benz Malappuram

Case- #4	**Sharun K**
Name of the ITI	Rajiv Gandhi Govt. ITI, Palloor | Mahe
Gender & Caste	Male, OBC
Trade	Fitter
Current Salary	Rs. 8,000 per month
Job Title	Fitter
Employer	Barath Benz Malappuram

Case- #5	Renil K
Name of the ITI	Rajiv Gandhi Govt. ITI, Palloor | Mahe
Gender & Caste	Male, OBC
Trade	Fitter
Current Salary	Rs. 8,000 per month
Job Title	Fitter
Employer	Barath Benz Malappuram

Case- #6	Meda Sunil
Name of the ITI	Nethaji Subash Chandra Bose Govt. ITI, Yanam
Gender & Caste	Male, MBC
Trade	Electronics Mechanic
Current Salary	Rs. 15,000 per month
Job Title	Owner
Employer	Self-employment

Case- #7	G. Ramki
Name of the ITI	Nethaji Subash Chandra Bose Govt. ITI, Yanam
Gender & Caste	Female, Scheduled Caste
Trade	Electronics Mechanic
Current Salary	Rs. 22,000 per month
Job Title	Desktop Engineer
Employer	Indian Navy, Vishakhapattanam

Case- #8	Malladi Pavan Kalyan
Name of the ITI	Nethaji Subash Chandra Bose Govt. ITI, Yanam
Gender & Caste	Male, MBC
Trade	Wireman
Current Salary	Rs. 15,000 per month
Job Title	Owner
Employer	Self-employment

Case- #9	Varasala Raviteja
Name of the ITI	Nethaji Subash Chandra Bose Govt. ITI, Yanam
Gender & Caste	Male, Scheduled Caste
Trade	Electrician
Current Salary	Rs. 10,000 per month
Job Title	Assistant
Employer	Local Shop in Yanam

Case- #10	Pichuka Veera Durga Ganesh
Name of the ITI	Nethaji Subash Chandra Bose Govt. ITI, Yanam
Gender & Caste	Male, OBC
Trade	Mechanic Motor Vehicle
Current Salary	Rs. 9,000 per month
Job Title	Owner
Employer	Self-employment

Case- #11	Sangavi A
Name of the ITI	Govt. ITI for women, Pondicherry
Gender & Caste	Female, Scheduled Caste
Trade	Basic Cosmetology
Current Salary	Rs. 15,000 per month
Job Title	Owner
Employer	Self-employment

Case- #12	Bharath R
Name of the ITI	Govt. ITI, Villianur
Gender & Caste	Male, MBC
Trade	Catering & Hospitality Assistant
Current Salary	Rs. 10,000 per month
Job Title	Worker
Employer	Local Restaurant

Case- #13	Jagadeesan J
Name of the ITI	Govt. ITI, Villianur
Gender & Caste	Male, Scheduled Caste
Trade	Catering & Hospitality Assistant
Current Salary	Rs. 9,000 per month
Job Title	Worker
Employer	Local Restaurant

Case- #14	Sangeetha K
Name of the ITI	Govt. ITI for women, Pondicherry
Gender & Caste	Female, OBC
Trade	Computer Operator and Programming Assistant
Current Salary	Rs. 9,000 per month
Job Title	Assistant
Employer	Whirlpool India

Case- #15	G. Bhavani
Name of the ITI	Govt. ITI for women, Pondicherry
Gender & Caste	Female, MBC
Trade	Desk Top Publishing Operator
Current Salary	Rs. 8,500 per month
Job Title	Freelance
Employer	Local Employers

Case- #16	Kavichandiran E
Name of the ITI	Govt. ITI, Nettapakkam
Gender & Caste	Male, MBC
Trade	Electrician
Current Salary	Rs. 15,000 per month
Job Title	Electrician
Employer	Self-employment

Case- #17	Sathiya Vendhan V
Name of the ITI	Govt. ITI for men, Mettupalayam
Gender & Caste	Male, MBC
Trade	Electrician
Current Salary	Rs. 10,000 per month
Job Title	Electrician
Employer	Self-employment

Case- #18	Vignesh R
Name of the ITI	Rajive Memorial Private ITI, Orleanpet
Gender & Caste	Male, General
Trade	Electrician
Current Salary	Rs. 10,000 per month
Job Title	Electrician
Employer	Local Business Shops

Case- #19	Sendhil Kumaran
Name of the ITI	Govt. ITI, Nettapakkam
Gender & Caste	Male, MBC
Trade	Electrician
Current Salary	Rs. 10,000 per month
Job Title	Electrician
Employer	Self-employment

Case- #20	Janarthanan
Name of the ITI	Indira Gandhi Private ITI, Thirukanur
Gender & Caste	Male, Scheduled Caste
Trade	Electrician
Current Salary	Rs. 15,000 per month
Job Title	Electrician
Employer	Local Business Shops

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