

**DIRECTORATE OF EMPLOYMENT & TRAINING,
GOVT. OF TELANGANA**

TRACER STUDY

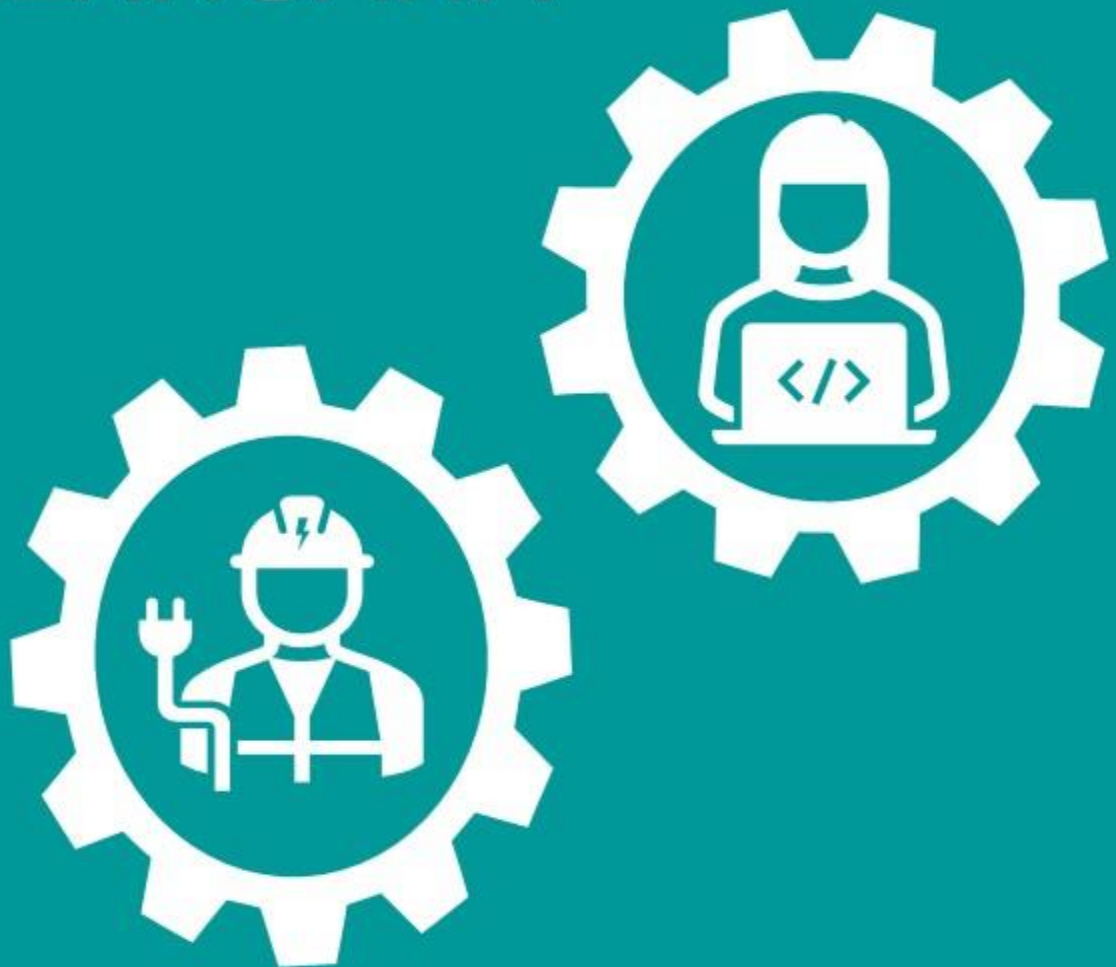
of ITI Graduates in Telangana

Taken up under

STRIVE

Report by SURGE IMPACT FOUNDATION

KEY INSIGHTS INTO ITI GRADUATES EMPLOYMENT IN THE STATE OF TELANGANA



Acknowledgments

Tracer Study of the ITI Graduates, is first of its kind report in the state of Telangana one of the youngest states of India which showcases the employment status of ITI Graduates. This study is conducted as a part of the assessments of the Skills Strengthening for Industrial Value Enhancement (STRIVE).

Surge Impact Foundation takes this opportunity to express our gratitude to all those involved in the making of this report. A special note of Thanks to State Government, to the Directorate of Employment & Training, Govt of Telangana, for their unwavering support and guidance.

Our sincere Thanks to our Research Team, for their Technical Support, valuable insights and to our Field Team for successfully completing the data collection.

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A welder wearing a protective mask and gear is working on a metal structure. The image is overlaid with a teal color and the text "TABLE OF CONTENTS".

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EXECUTIVE SUMMARY

I. Context of the Study and Project

- **India, one of the fastest growing global economies is all set to being world's 5th top economy.** Owing to increasing overall literacy rate of youth, change in patterns and youth demographics, India would soon be reaching to be a \$5 Trillion Economy.
- **Over the past five decades, the Industrial Sector has evolved significantly with 14.6% of contribution to GDP in 1950-51, to 25.92% contribution in 2020-21.** With this increasing role of Industrial sector there is a huge demand for Technical Education which is the main source for providing skilled workforce to different Industrial sectors. Thus, it could be said that the role of Technical Educational is pivotal in the economic growth of any nation and especially in Developing Countries.
- **Technical Education Institutes are key players in providing a steady flow of skilled workforce in different trades for a wide range of Industries.** But at the same time, it is also important that these Technical Institutions provide quality output and technically equipped students to meet the Industrial Demands in terms of Skills Acquisition.
- **The scope for Technical Education is also increasing as**

the Government of India, is aiming at equipping 400 million youth by 2022 through various schemes and programs through Industrial Training Institutes, Skill Development Centres, and Vocational Training Providers.

- However, there exist a lacuna in today Skilling Labor Force Market between demand for skilled manpower and supply of the same. According to the Indian Skills Report, 2019, **Employability among ITI Graduates has been dropping which is a cause to worry about as ITI's are the backbone for providing skilled workforce in Indian Labor Market Scenario.**
- **Skills Strengthening for Industrial Value Enhancement (STRIVE)** is a Government of India Project assisted by the World Bank in the year 2017. The program is expected to reinforce the role of Small and

Medium Scale Industries in strategizing and implementing need-based Apprenticeship Program and to reindustrialize the Apprenticeship Training in India.

- **The objective of Tracer Study is to understand the career progression of trainees from Project and Non-Project ITIs of the state in the labor market.** The Tracer Study shall try to explain the causes of employment outcomes (professional success) and shall provide feedback for improvements in various areas of training and placement.
- For conducting the tracer study, data has been collected through **Multi-Level Stratified Random Sampling from 4482 (9% of Total state Graduates) in 2 Cohorts.** 2065 (Cohort 1 – Graduated Two Years ago) and 2417 (Cohort 2 – Graduated One

Year ago) respectively, 34 trades in 34 institutions both Project and Non-Project ITI's .

II. Key Finding from the Tracer Study:

- A Total of 4482 Graduates from 34 ITI's were interviewed of which 32.1% were from Project ITI's (STRIVE), 35.1% from Non-Project Govt ITI's and 32.8% from Non-Project Private ITI's.

1. Demographics:

- With respect to Demographics, Majority of the respondent Graduates are in the age group of 16-25 years and are Males. The distribution of male graduates is higher in Private ITI with 35.1% and females is higher in Govt. ITI's from the survey Graduates. Most of the Graduates hail from Rural Areas but the Proportion of Urban Girls is higher in ITI Courses than Rural areas.
- Religion wise, though Hindus are in majority, the participation of Females from Muslim community is comparatively less amongst all religions. Caste wise most of the Graduates belong to Backward Caste, but the participation of females from Scheduled Tribes is highest participation when compared to females from other castes.
- Majority of the Graduates, head of the families are involved in Elementary Occupation and are Illiterates. Most of the family's Monthly income is ranging in between Rs. 10,002/- to Rs. 29,972/- and belong to Upper Lower Class and Lower Class.

2. Course Details:

- Course Wise, 38.4% of the Graduates have completed One Year Course and 61.6% have completed Two Year Courses. Among One Year courses, Computer Operator & Program Assistants, Mechanical Diesel and Welder Trades are representing high and among Two Year courses, majority of the respondents belong Electrician trade followed by Fitter.
- Proportion of Graduates from Urban Areas are substantially higher in courses such as Electronic Mechanic, Draughtsman Civil while Graduates from Rural are higher in courses such as Electrician. Lastly, Graduates from One Year Courses are more in Government IIT's than STRIVE and Private ITI's.

3. Course Provisions & Conditions:

- When asked about the most reason to study in specific ITI Institute, financial conditions of the parents, for Quick Livelihood and Reputation of ITI were the most opted reasons.
- Coming to Teaching and Learning Aspects, Lectures and Classroom sessions were given more importance in STRIVE and Government ITI's and Private ITI's focused more on Practical knowledge/ Project oriented learnings.
- Rating the Study Conditions and Provisions provided in the ITI Institutes Quality of Classroom Learning was rated Good by majority and Quality of Buildings, Provision of Recreational Facilities was rated least.

- With respect to Employment and Work-Related Provisions provided in the ITI Institute Mandatory Apprenticeship, Support with Apprenticeship and Industrial Visits was rated Good.
- When asked about Skills and Competencies acquired after the completion of ITI Course, Ability to develop new ideas was rated highest.
- Coming to overall satisfaction with studies in the ITI ITI's, more than 90% of the Graduates are Satisfied with the Course and it was high among Government ITI's Graduates than STRIVE and Private ITI's.

4. Apprenticeship Related:

- Of the Graduates surveyed, 6.4% of them have completed Apprenticeship and among those who have not completed, majority have reasoned out that Apprenticeship was not provided was ITI.
- Out of 641 Graduates, who are currently in Apprenticeship, 41.8% have applied through Apprenticeship Portal.
- Graduates who are currently in Apprenticeship, majority of them are Males and are in higher proportion in comparison to Female Graduates.
- It was further observed that of the Graduates who have completed their Apprenticeship Training, majority of them are from STRIVE ITI's.

5. First Six Months and Current Situation:

- In the first six months of course completion, 34.7% of Graduates are employed either in full time jobs, part time or occasional job and self-employment.
- Graduates from One-year courses preferred Pursuing Higher Studies, whereas the proportion of Graduates in Job either full time and part time or occasional jobs was high among graduates from two-year courses.
- With respect to ITI wise category, the percentage of Graduates who are in Full time jobs and Self Employed are high in Private ITI's; percentage of Graduates in Occasional Job and who are currently pursuing Higher Studies is high in Government ITI's.
- Regarding current situation of the Graduates, it could be concluded that 13.1% of Graduates are currently or previously employed.
- Further it was observed that Employment participation is high among Graduates who completed 2-year course than 1 year course.
- Percentage of Graduates who are currently pursuing Higher Studies is and are doing Apprenticeship are high in Government ITI's.
- Lastly cohort wise, employment is high among graduates who passed a year ago.

6. Higher Studies:

- From the total 4482 graduates surveyed, 499 i.e., 11.1% of them are currently pursuing higher studies.
- Going further it is observed that majority of the Graduates are from Government ITI's.
- Coming to reasons to pursue higher studies, most of the graduates have opted it to improve their chances of finding job and due to their personal interest.

7. Employment Related:

- Employment wise, among 4482 Graduates surveyed, 8.3% of the Graduates are currently employed and 4.8% of the Graduates were employed previously but stopped working due to various reasons.
- Cohort wise, the employment in Cohort 1 was 44.2% and 55.8% in Cohort 2, which reflects an increase in employment among graduates who passed a year ago than those who graduated two years ago.
- ITI type wise, majority of the employed graduates were from Private ITI's and are drawing an income of more than Rs. 12,000/- per month.
- From One Year Course, Computer Operator and Program Assistant Trade and from Two Year Courses Electrician Trades are high in demand.
- Job Type wise, high number of Graduates are involved in Private Job.
- Among those who are currently working half of them are involved in trade relevant jobs and the most useful and successful method for finding

the job was Contacts from ITI Institute, Family, Friends.

- From the total, 61% of the graduates are still unemployed

of which majority have said they tired but were unable to find jobs and COVID has worsened the situation.

III. Recommendations:

- Recommendations were drawn based on the survey outcomes, interactions with the Key Stakeholders and the challenges faced during the study.
 1. Customized MIS Application
 2. Region specific Industry Connect
 3. Target Oriented Awareness Programs
 4. Fast Track Process for Affiliation
 5. Bridging Gap between Industry to Graduates
 6. Alumni Associations
 7. Career Orientation Sessions

A glowing lightbulb is the central focus of the image, set against a dark, almost black background. The lightbulb is illuminated from within, creating a warm, yellowish glow that fades into the surrounding darkness. The filament and internal structure of the bulb are visible, though slightly blurred. The word "INTRODUCTION" is superimposed over the center of the lightbulb in a bold, white, sans-serif font. The overall composition is simple and evocative, suggesting a new idea or the beginning of a journey.

INTRODUCTION

CHAPTER I

1. Introduction

India, one of the fastest growing global economies is all set to being world's 5th top economy¹. With over 1.3 billion population and with an average age of 29 years, India is also known for having one of the youngest populations globally. As the Young Population is shifting the age Structure, which according to United Nations Population Fund is defined as "Demographic Dividend", is creating a scope for economic growth as the working age population would be larger than number of dependents. Owing to increasing overall literacy rate of youth, change in patterns and youth demographics, India would soon be reaching to be a \$5 Trillion Economy².

1.1. Role of Industry Sector

Over the past five decades, Indian economy has transformed with remarkable structural changes. With 14.6% of contribution to GDP in 1950-51, to 25.92% contribution in 2020-21³, the Industrial Sector has evolved significantly.

According to the United Nations, Industrial Development has an important role in the economic growth, poverty reduction, increased employment and is a way to overcome income disparities in developing countries like India⁴. With this increasing role of Industrial sector there is a huge demand for Technical Education which



Second largest
GDP Contribution
comes from
Industry Sector

¹ <https://www.businessinsider.in/top-10-largest-economies-in-the-world/articleshow/70547252.cms>

² <https://indbiz.gov.in/one-of-the-youngest-populations-in-the-world-indias-most-valuable-asset/>

³ Ministry of Statistics and Programme Implementation

⁴ Kniivilä, M. (2007). Industrial development and economic growth: Implications for poverty reduction and income inequality. Industrial development for the 21st century: Sustainable development perspectives, 1(3), 295-333.

is the main source for providing skilled workforce to different Industrial sectors. Thus, it could be said that the role of Technical Educational is pivotal in the economic growth of any nation and especially in Developing Countries.

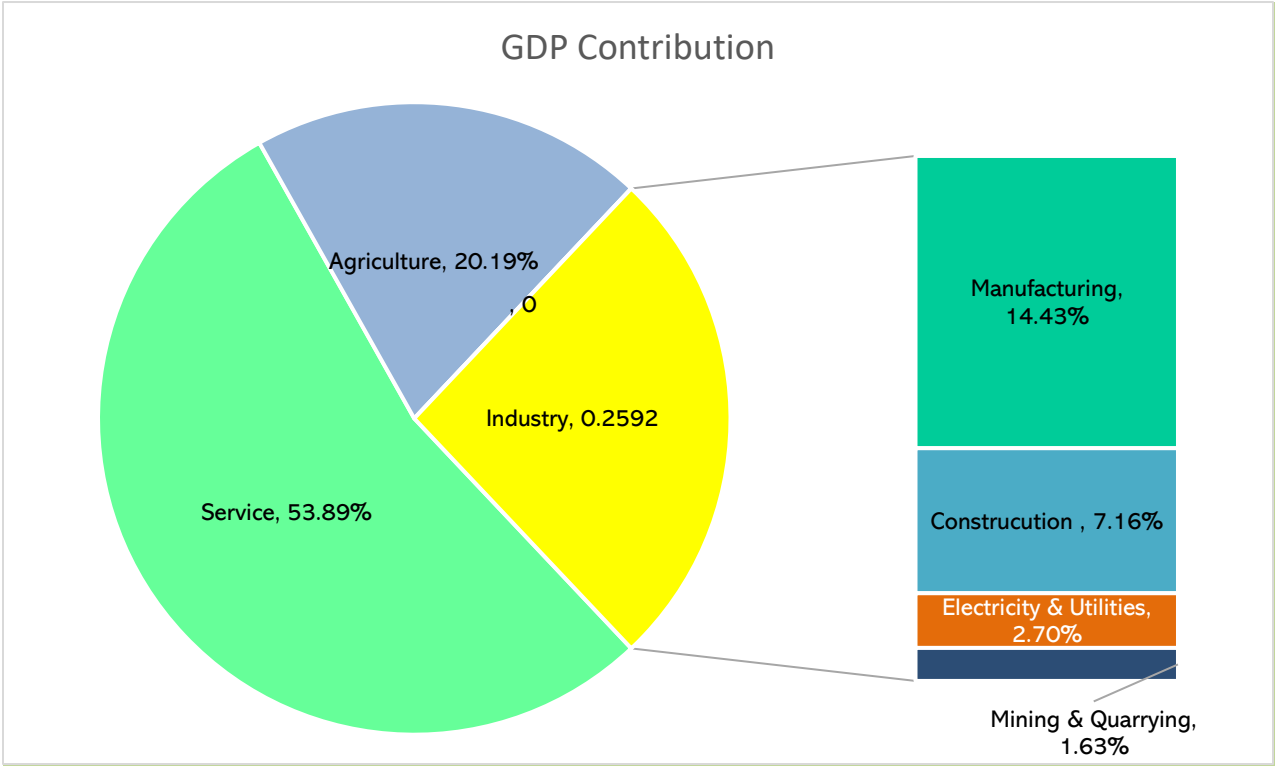


Figure 1. 1: Different Sectors Contribution to Indian GDP

1.2. Importance of Technical Education in India

Technical Education Institutes are key players in providing a steady flow of skilled workforce in different trades for a wide range of Industries. But at the same time, it is also important that these Technical Institutions provide quality output and technically equipped students to meet the Industrial Demands in terms of Skills Acquisition. Of all the Institutions which provide Technical Education, Industrial Training Institutes are the backbone.

To augment the future industrial needs and growth, efforts were made by the Indian Government back in 1950's itself to provide post school technical as well as vocational training courses by introducing Technical Educational Institutes. The first Industrial Training Institute was set up by Director General of Training (DGT), under the Ministry of Skill Development and Entrepreneurship. Today the count stands at 14703⁵ both Government and Private ITI's across the country offering 131 Trades and catering to about 36% of 7 million students getting trained nationally. The scope for Technical Education is also increasing as the Government of India, is aiming at equipping 400 million youth by 2022 through various schemes and programs through Industrial Training Institutes, Skill Development Centre's, and Vocational Training Providers.

However, there exist a lacuna in today Skilling Labour Force Market between demand for skilled manpower and supply of the same. According to the Indian Skills Report, 2019, Employability among ITI Graduates is only 29.46% in 2018 and it has come down from 42.22% in 2017. While the employment among Engineering and Polytechnic Graduates has been steady, the drop down of ITI Graduates is alarming.

Courses	Years				
	2014	2015	2016	2017	2018
B. Tech	51.74%	54%	52.58%	50.69%	51.52%
ITI	46.92%	44%	40.90%	42.22%	29.46%
Polytechnic	11.53%	10.14%	15.89%	27.77%	32.67%

Table 1. 1: Employment of Engineering and ITI Graduates

⁵National Council for Vocational Training Portal <https://www.ncvtmis.gov.in/>

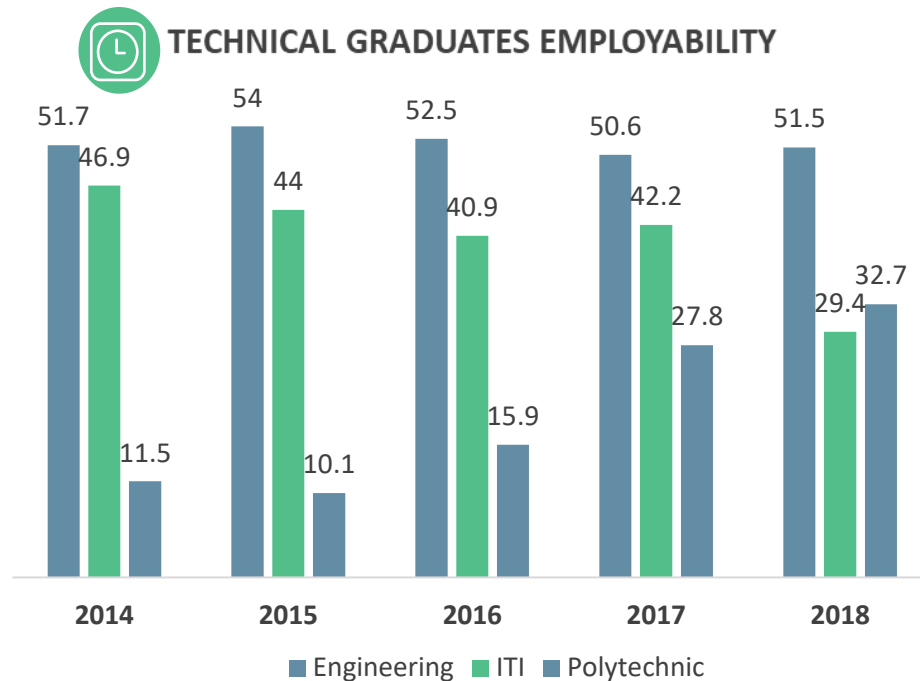


Figure 1. 2: Source: India Skills Report 2019, AICTE⁶

1.3. Governments Efforts to Strengthen ITI's and ITI's Employment

As per studies, while the labour force of Industrialized world is expected to decline by 4% in the next 20 years, it will increase by 32% in India, owing to presence of more than 54% of its current population being below 25 years which is both a challenge and an opportunity. To cease this opportunity of Demographic Dividend, which is expected to continue for the next 25 years, India needs to equip its youth and working age group with technical as well as employability skills.

Labour force of India to be increased by 32% in next 20 years

According to the Ministry of Skill Development and Entrepreneurship, India is currently facing a two-fold challenge; at one end there exists a paucity of highly

⁶ <https://www.aicte-india.org/sites/default/files/India%20Skill%20Report-2019.pdf>

skilful workforce and at the other end there are thousands of educated Youth who are unemployed due to less or no skills⁷. To fill this void Government of India has been making effort through various programs such as setting up an exclusive Ministry for Skill Development & Entrepreneurship, reframing the National Policy for Skill Development and Entrepreneurship, to launching Skill India National Mission, from streamlining the education system to working with World Bank to improve the quality of ITI's.

1.4. World Bank Initiatives

According to World Bank, a youth who have undergone some kind of formal training has a chance of earning approximately 18% more income than those who only have a 10th or Plus 2 level Education. It has also stated that though the country has a potential market and a demand forecast of 150 million work force exclusively in Industry and Service Sectors, it has been facing challenges in adapting to increasingly dynamic industry demands and an important but underutilized formal apprenticeship system especially in the Industrial Training Institutes. Studies show that ITI's which are main source for Technical Work force in India, are facing various challenges and according to World Bank it is important to expand and improve the formal long-term skills to ensure a quality output from these institutions as well as provide greater opportunities to youth, women and unprivileged communities.

Thus, with an objective of improving the relevance and efficiency of skills training provided through ITI's and Apprenticeship the Government of India has initiated

⁷ National Skill Development Policy, 2015

Skill Strengthening for Industrial Value Enhancement (STRIVE) Project, assisted by the World Bank.

1.5. Project STRIVE

Skills Strengthening for Industrial Value Enhancement (STRIVE) is a Government of India Project assisted by the World Bank in the year 2017. The program is expected to reinforce the role of Small and Medium Scale Industries in strategizing and implementing need-based Apprenticeship Program and to reindustrialize the Apprenticeship Training in India.

Increasing the quality of the ITI's thus targeting student enrolments, Enabling ITI's with Financial and Administrative Autonomy, Enhancing the respective States Governments Skill Development related Regulatory and Monitoring Mechanism, Facilitating Capacity Building programs for the ITI Teaching Staff are few of the expected outcomes of the STRIVE Project. The project has an overall outlay of INR 2,200 crores across four result areas to achieve the envisaged outcomes.

Under the Result Area II, the State governments will be incentivized for Policy and Regulatory reforms that are aimed at improving the overall ecosystem for ITIs and Apprenticeship measured through three Key Performance Indicators (KPIs):

- i. Conducting Tracer Studies
- ii. Reducing Vacancy of ITI Trainers
- iii. Development of Career progression policy for ITI trainers (based on guidelines to be issued by the MSDE)

STRIVE KEY RESULT AREAS

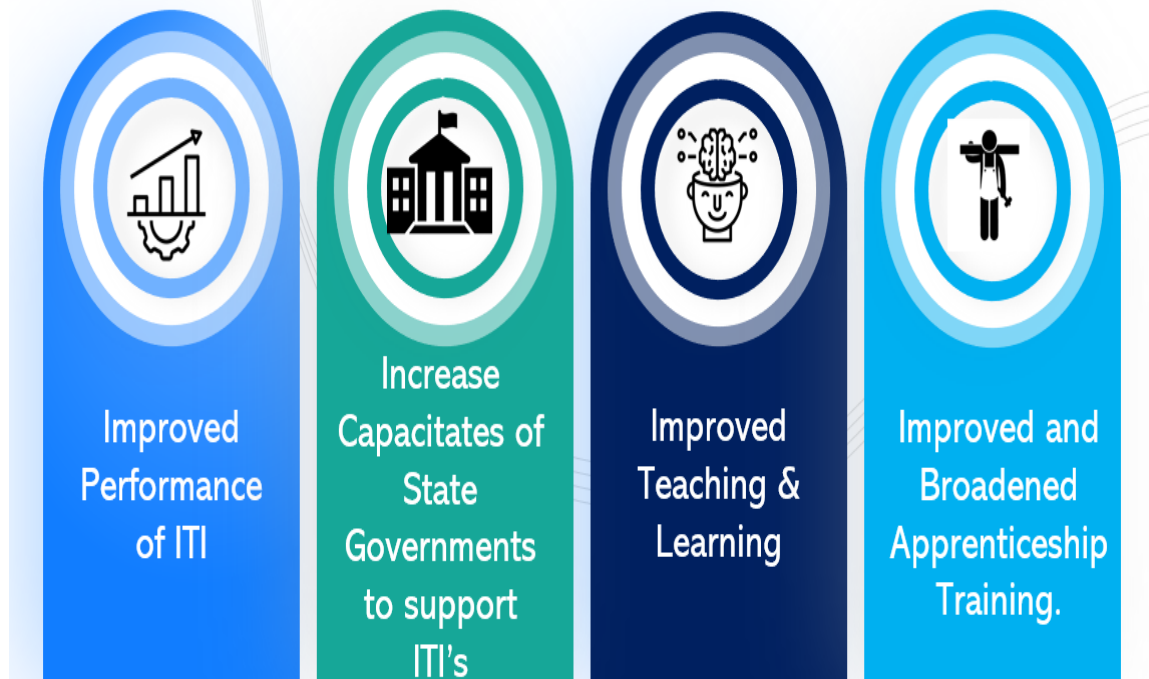


Figure 1. 3: Four Key Result Areas of STRIVE Project⁸

1.6. Need of the Tracer Study

As per the STRIVE Operational Guidelines the respective States/UT's are required to complete One Tracer Study in the second or third year. The objective of Tracer Study is to understand the career progression of trainees from Project and Non-Project ITIs of the state in the labor market. The Tracer Study shall try to explain the causes of employment outcomes (professional success) and shall provide feedback for improvements in various areas of training and placement.

⁸ <https://msde.gov.in/en/schemes-initiatives/schemes-initiatives-through-DGT/strive>

OBJECTIVES OF TRACER STUDY

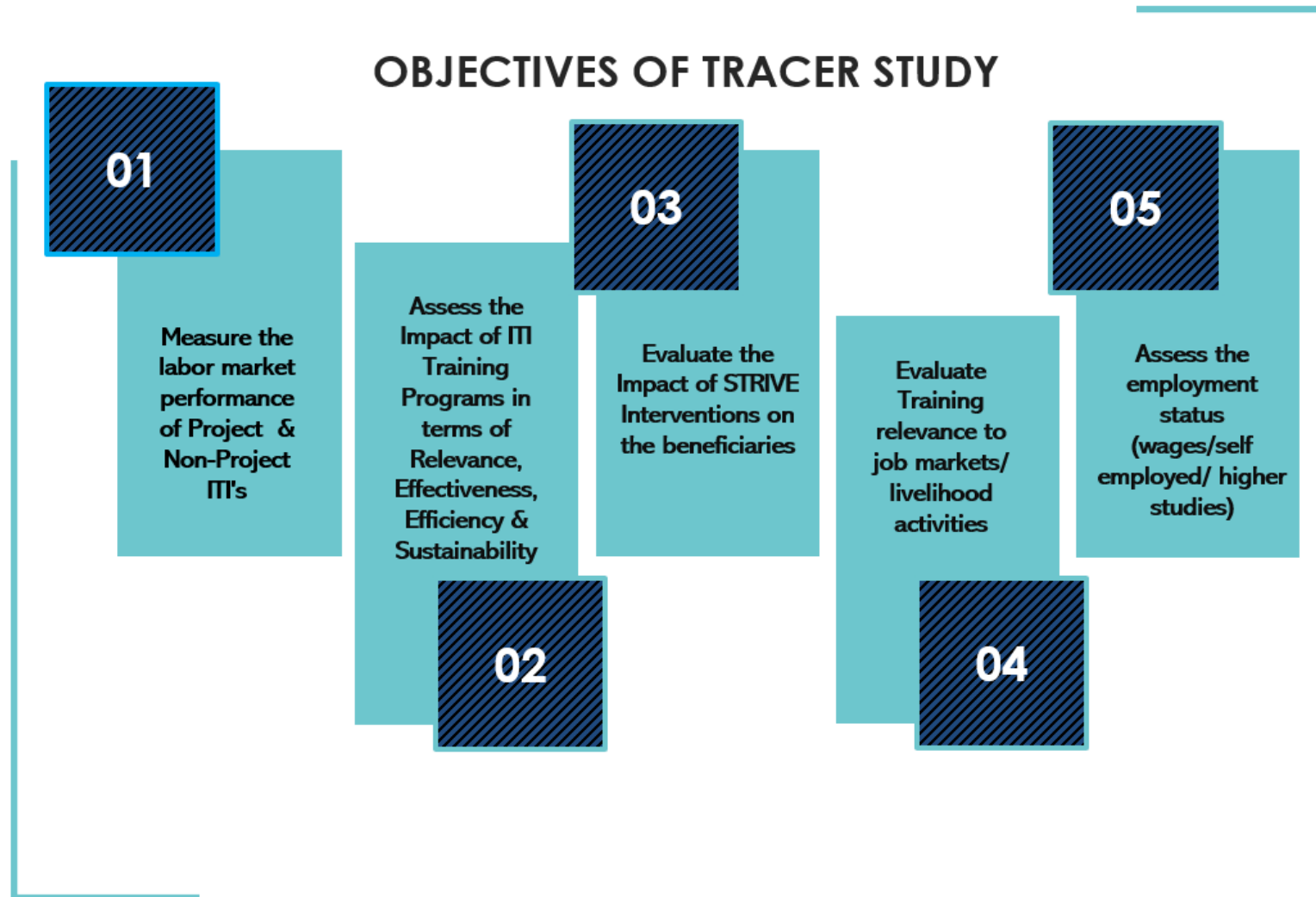


Figure 1. 4: Objectives of Tracer Study

1.7. Current Scenario in Telangana

Telangana, one of the youngest and 12th most populous states in the country. The state is a home for **Nine state** Universities, Three Deemed universities, Three Central, Five Autonomous Universities. According to Ministry of Statistics and Program Implementation Telangana stands 8th among 22 states in students pursuing Technical Education. Apart from Universities, ITI's are also playing a key role in imparting technical education and there exists around 293 ITI's in the state.

As per NCVT website, out of 293 ITI's there are 66 Government ITI's of which 40 are Rural ITI's and 26 Urban ITI's; and 227 Private ITI's, of which 148 are Rural ITI's and 79 Urban ITI's.

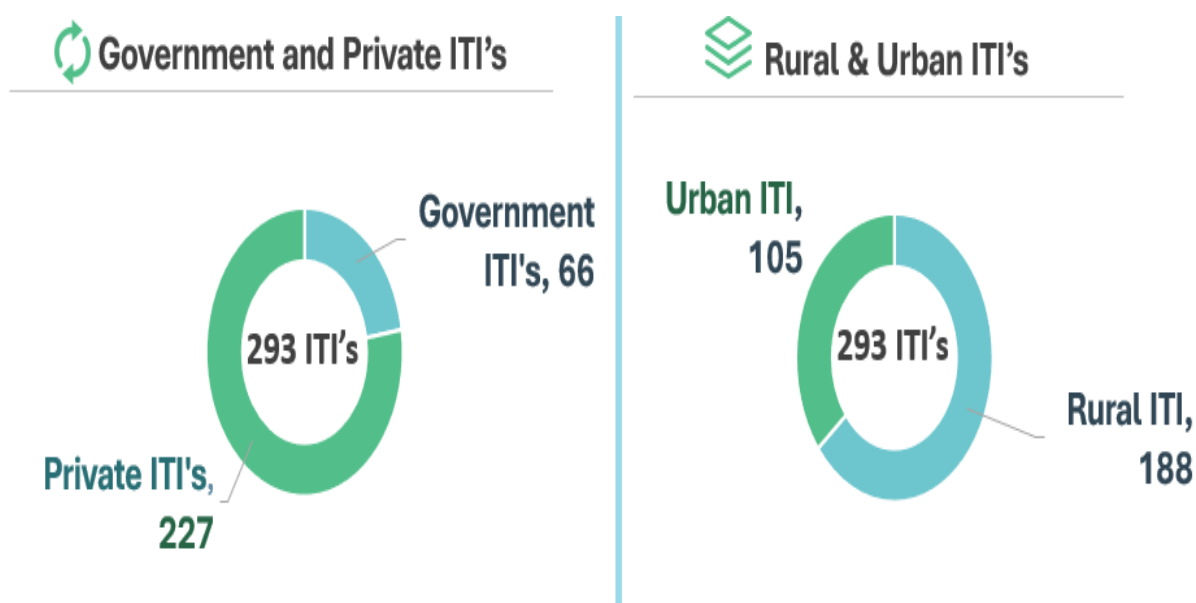


Figure 1. 5: Total ITI's in Telangana State

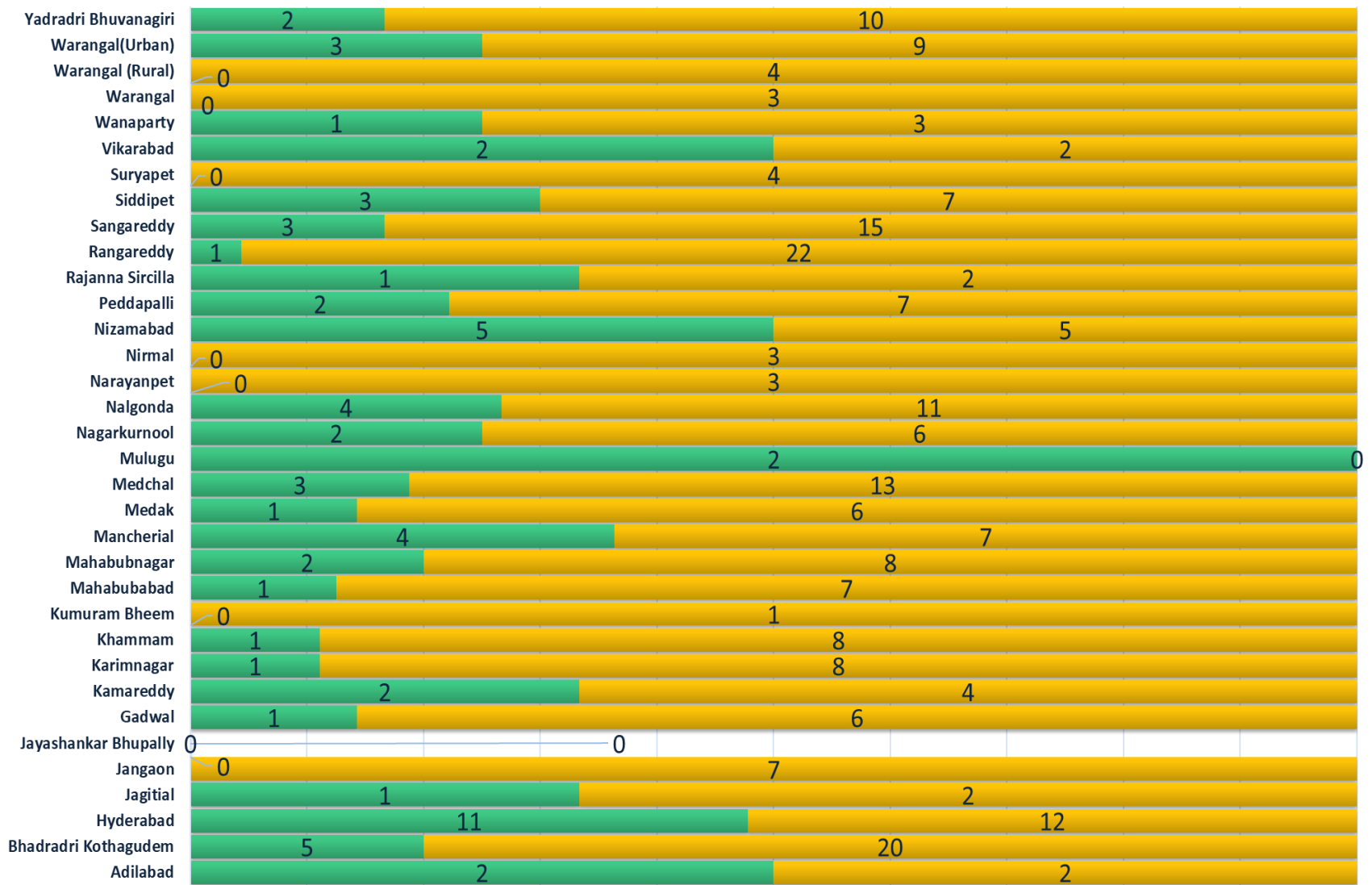


Figure 1. 6: District wise Govt and Private ITI ITI's

1.8. STRIVE Project in Telangana

To address challenges faced by ITI's which are affecting the quality, relevance and efficiency of education and training, Government of India assisted by World Bank has initiated STRIVE Project which has been implemented in total 314 ITI's across 23 States in the country. 10 ITI's from Telangana were selected based on the criteria of ITI Grading Score and the Institutional Strategic Plan submitted by them.

S No	INSTITUTE	District
1	Government ITI, Mancherial	Mancherial
2	Government ITI, Vikarabad	Vikarabad
3	Government ITI, Khammam	Khammam
4	Government ITI, Kalwakurhty	Nagarkurool
5	Government ITI, Karimnagar	Karimnagar
6	Government ITI, Aler	YadadriBhuvanagiri
7	Government ITI, Sangareddy	Sangareddy
8	Government ITI, Musheerabad	Hyderabad
9	Government ITI (New), Nizamabad	Nizamabad
10	Government ITI, Alwal	Hyderabad

Table 1. 2 List of ITI's under STRIVE

STAGES OF TRACER STUDY

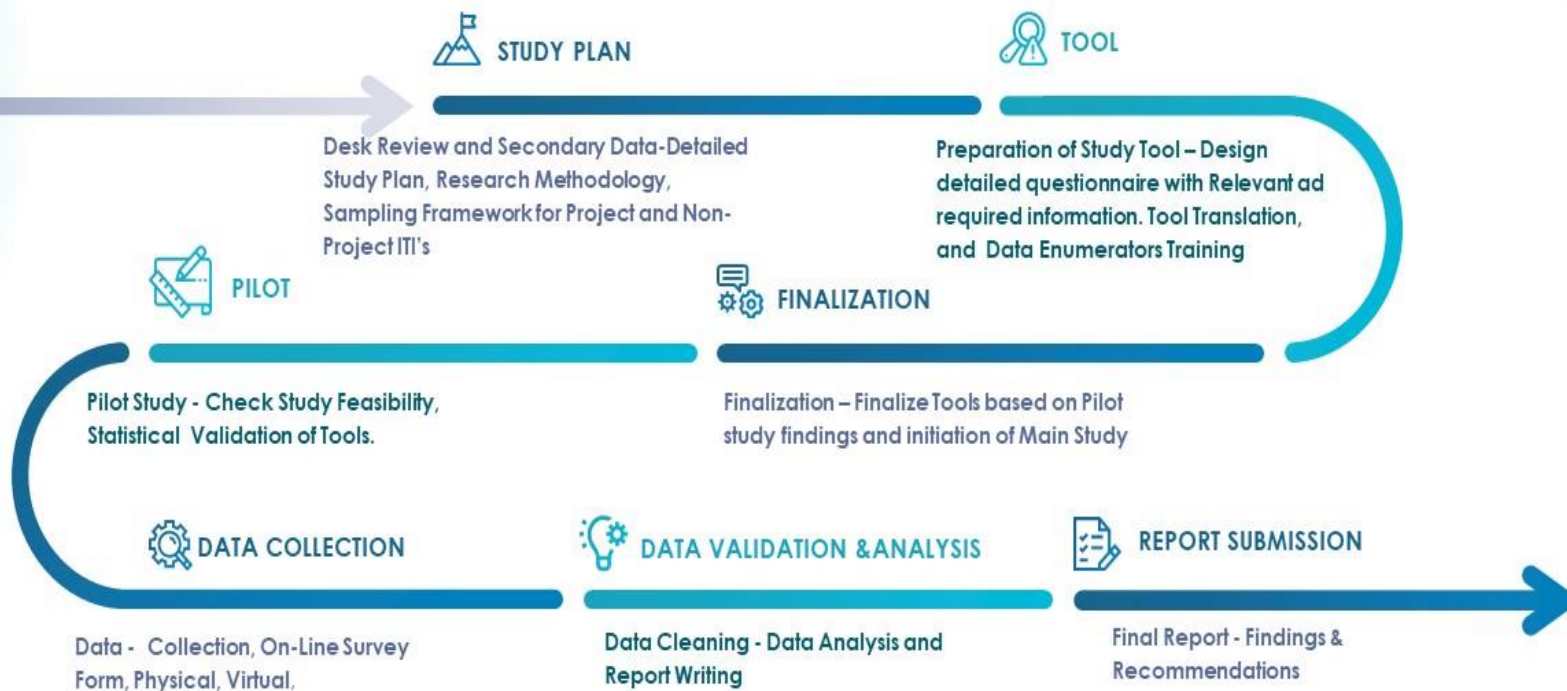


Figure 1. 7: Stages of Tracer Study

METHODOLOGY



CHAPTER II

2. METHODOLOGY

2.1. STRIVE Project in Telangana

The objective of the tracer study from Project and Non-Project ITIs in the state is to understand the graduate's career progression in the labour market and deliver report with data analysis and draw inferences. The overall objective is to evaluate the impact of STRIVE intervention(s) on the beneficiaries and the training relevance to job markets / livelihood activities, and to assess the employment status (wage or self or higher studies or apprenticeship) of the beneficiaries. The Tracer study is expected to collect objective information about the skills acquired by the Graduates which has helped them in finding the job. It shall be noted that study was conducted from April to August 2021, during the COVID Pandemic. During the nationwide Lock down, severe crisis were faced by all fronts of the society including, Academia, Labour Market etc. which has resulted in postponement of Exams, delay in implementation of STRIVE Interventions, Apprenticeship Trainings, Job Placements etc. It should be considered that the slowdown of many aspects during this time has created an economic unrest in the country and may have affected the Labour Market Outcomes, STRIVE Progress and Apprenticeship Programs of the Graduates who have participated in the study.

2.2. Objectives

The objective of this consulting assignment is to carry out a Tracer study of trainees from Project and Non-Project ITIs in the state to understand their career progression in the labour market. The overall objective is to

1. To measure the labor market performance of project and non-project ITIs disaggregated by gender and social groups.
2. Evaluate Training relevance to job markets / livelihood activities

The Tracer Study shall try to explain the causes of employment outcomes (professional success) and shall provide feedback for improvements in various areas of training and placement at it is

2.3. Scope of the Study

As per the Terms of Reference the scope of the study is as follows:

- a) Prepare a detailed study plan with sampling framework which represents all the three categories of ITI's i.e. Project ITI's, Non Project Govt. ITI's & Private ITI's.
- b) Preparation of Data Collection Tools, which would include interview schedule for Trainees and Translation of Tool into Local Language.
- c) Pilot study to validate the tools designed and to check statistical reliability and validity.
- d) Prepare a field manual based on the pilot study findings for the reference of Field Data Collection Team.
- e) Prepare Plan of action for Field Study and monitor the data collection process.

- f) Data Cleaning, Data Entry and Data Analysis.
- g) Reporting the findings, suggestions, and conclusions.

2.4. Study Sample

Selection of ITIs: This study sample includes 34 ITI's, 10 STRIVE ITIs, 14 Non-STRIVE Govt. ITIs and 10 Private spread across Telangana State.

As all the 10 STRIVE ITI's were considered for the study, the same number of NON-Project ITI's (Govt. and Private ITI's) were taken into consideration based on various criteria such as Female Specific ITI's, Minority ITI's, ITI's offering more trades, LWE, PPP Model, and VTI model. According to the TOR, 10% of total state ITI's are to be considered for the study. The total ITI's in Telangana state are 258 (in 2017 AY) and 272 (in 2018 AY) and 10% of 272 (considering the latest academic year) is 27 ITI's to which a buffer of 7 ITI's were added. Hence 34 ITI's were considered for the study.

Step 1: Selection of ITI's: During selection of ITI's, the following criterions were considered: (a) ITI's having more trades. (b) ITI's having both one year and two-year courses. (c) ITI's from both Urban and Rural localities

Step 2: Ensure-minimum 5% of total student's population is covered in the Study Sample:

- As the Tracer Study needs to be conducted for ITI Graduates who passed out within two years, the Academic Years considered for the study were 2017 and 2018.
- The Academic Year 2019 was not taken into consideration as the exams were not conducted due to COVID at the time of commencement of study.

- As per the information shared by DET, the total passed out from both the AY 2017 & 2018 were 58348. According to Krejcie and Morgan Sampling Technique, the sample size for a universe of 50000 to 75000 is 382.
- However, in order to fulfil the TOR requirement criteria of ensuring minimum 5% of sample at every strata, the sample size considered for the study is more than 382.
- Hence the total sample size arrived was 4846 which is 9% where 5% plus a buffer of 4% is considered. But a sample of 4482 (8% of the total passed out students) was considered after discarding data discrepancies.
- After finalizing the sample size, it was divided by the 34 ITI's, to ensure that the sample is divided equally among all ITI's.
- It was further ensured that each ITI both project and non-project ITI's have a minimum of 5% representation in gender, caste and trade wise along with ensuring that minimum 40 passed out's from each ITI. Thus the sample for each ITI is calculated.

The study consists of Two Cohorts who were selected from the 34 ITI's in proportion with the total strength.

1. First Cohort - Graduates who have passed out Two Years ago i.e., Trainees who joined in the Academic Year 2017-19 (Two Year Courses) and from AY 2017-18 (One Year Course).
2. Second Cohort - Graduates who have passed out from One Year ago i.e., Trainees who joined in the Academic Year 2018-20 (Two Year Courses) and from 2018-19 (One Year Course).

Step 3: Gender and Caste wise proportionate representation: The Caste and Gender wise representation in the sample is also checked to ensure 5% of the total state wise population is covered. The sample reflects higher number than the state proportion from both Academic years and Courses.

Step 4: Trainees from Project & Non-Project ITI's: The sample size with respect to Trainees from each Project ITI and Non-Project ITI is higher than 40 trainees as per the envisaged sample in TOR. Again, from these 40 trainees, efforts were made to collect equal number from both academic years and from both One Year as well as Two Year Courses in proportion with the Universe.

2.5. Sample for the Study

A Total of 34 ITI's were selected for the Study based on various criteria (such as Female Specific ITI's, Minority ITI's, ITI's offering more trades, LWE, PPP Model, and VTI model) mentioned in the TOR.

The total sample size envisaged for this study is 10% of the 272 ITI's in the state across the project and non-project ITI's as per the TOR. Thus, 27 plus 7 ITI's as buffer altogether 34 ITI's were selected for the study. Table 2.1: Sample ITI's Districts Wise

Table 2. 1:List of Sample ITI's

S No	INSTITUTE	District
1	Government ITI, Mancherial	Mancherial
2	Government ITI, Vikarabad	Vikarabad
3	Government ITI, Khammam	Khammam
4	Government ITI, Kalwakurhty	Nagarkurool
5	Government ITI, Karimnagar	Karimnagar
6	Government ITI, Aler	YadadriBhuvanagiri

7	Government ITI, Sangareddy	Sangareddy
8	Government ITI, Musheerabad	Hyderabad
9	Government ITI (New), Nizamabad	Nizamabad
10	Government ITI, Alwal	Hyderabad
11	Govt. ITI, Kothagudem	BhadradiKothagudem
12	Govt. RITI (Girls), Mahabubnagar	Mahabubnagar
13	Govt. ITI, Mannanur	Mahabubnagar
14	Govt. ITI, Krishnasagar	Khammam
15	Govt. ITI (Minorities), Bodhan	Nizamabad
16	Govt. ITI, Adilabad	Adilabad
17	Govt. ITI, Wazeedu	JayashankarBhupalpally
18	Govt. QQS ITI (Girls), Santhoshnagar	Hyderabad
19	Govt. ITI, Medchal	Medchal
20	Govt. ITI, Shadnagar	Medchal Malkajgiri
21	Govt. ITI, Mallepally	Hyderabad
22	Govt. ITI, Hanumakonda	Hanumakonda
23	Govt. ITI, Peddapalli	Karimnagar
24	Govt. RITI, Hathnoora	Medak
25	Indur Private ITI, Arshapally, Nizamabad	Nizamabad
26	Mount Carmel Boys Town Private ITI, Paloncha	BhadradiKothagudem
27	Rajiv Gandhi Private ITI, Nirmal	Nirmal
28	Krishnaveni Private ITI, Undavelli	Mahabunbagar
29	Sadhuvenkatreddy Private ITI, Yellareddypeta	RajannaSiricilla
30	Gargi ITiHzurabad	Karimnagar
31	Boys Town Private ITI, Jahanuma, Falaknuma	Hyderabad
32	Siddartha Private ITI, Bhongir	YadadriBhuvanagiri
33	Marconi Private ITI, Nalgonda	Nalgonda
34	Word and Deed Private ITI, Peddambarpet	Rangareddy

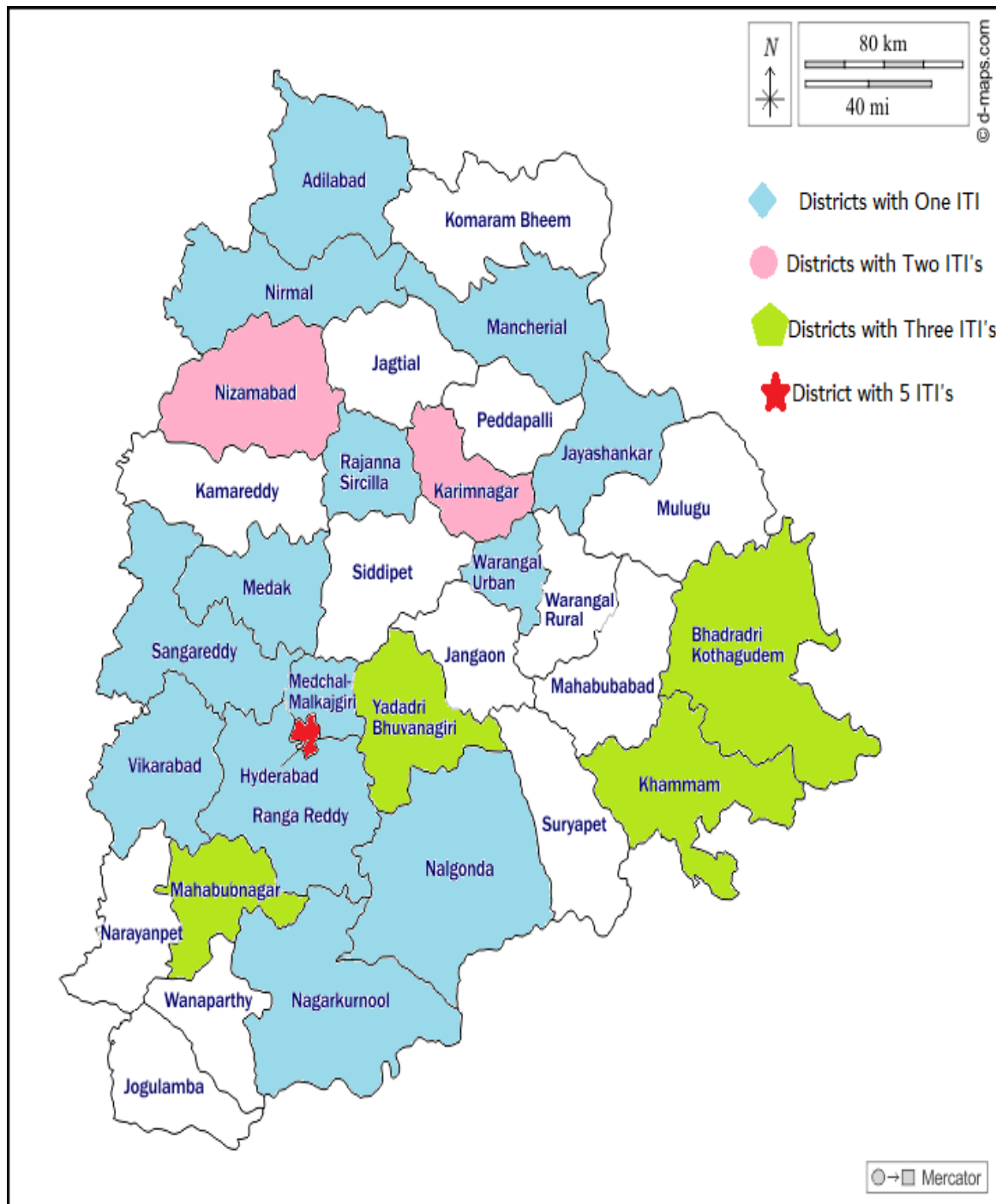


Figure 2. 1: Sample ITI's Spread across the State

2.6. Sample Size

1. STRIVE ITI's:

The total number of Admitted and Passed out from STRIVE ITI's were 3899, 2391 respectively. The anticipated sample size from STRIVE ITI's is 1464 out of which the Investigators were able to Trace 1400. According to TOR, Female respondents' representation of more than 5% from the total population is also fulfilled. While collecting the data it was observed that few students were untraceable due to changed numbers or out of order, and in cases from ITI's where girls/boys were not available, hence in order to compensate the same, a greater number of passed outs from certain ITI's were considered who were available. The sample were replaced on criteria of 2 or more unsuccessful attempts to reach the respondent after which the next graduate in the list is approached.

An average response rate of 95.6% has been received from STRIVE ITI's

Table 2. 2: Sample Size of STRIVE ITI's

S No	ITI CODE	Institute	Admitted	Passed out	Required Sample	Total Collected	Response Rate
1	GR36000019	Govt. ITI, Mancherial	404	291	144	136	94.4%
2	GR36000038	Govt. ITI, Vikarabad	346	282	183	165	90.2%
3	GR36000136	Govt. ITI, Khammam	239	179	134	102	76.1%

S No	ITI CODE	Institute	Admitted	Passed out	Required Sample	Total Collected	Response Rate
4	GR36000069	Govt. ITI, Kalwakurhty	331	199	137	115	83.9%
5	GR36000137	Govt. ITI, Karimnagar	336	219	142	156	109.9%
6	GR36000208	Govt. ITI, Aler	87	123	82	29	35.4%
7	GU36000011	Govt. ITI, Sangareddy	624	431	228	267	117.1%
8	GU36000013	Govt. ITI, Musheerabad	622	460	118	230	194.9%
9	GU36000070	Govt. ITI (New), Nizamabad	647	468	159	76	47.8%
10	GU36000122	Govt. ITI, Alwal	263	207	137	124	90.5%
TOTAL			3899	2391	1464	1400	95.6%

2. Government ITI's -Non-Project

The total number of Admitted and Passed out from Govt. ITI ITI's were 4553 and 3251 respectively. The anticipated sample size from Government ITI's is 1736 out of which the Investigators were able to Trace 1500. Govt. ITI's were selected based on criteria like PPP, VTI, Model, Minorities and LWE randomly. An average response rate of 99% has been received. from Govt. ITI's. While collecting the data it was observed that few students were untraceable due to changed numbers or out of order, and in cases from ITI's where girls/boys were not available, hence in order to compensate the same, more number of passed outs from certain ITI's were considered who were available. The sample were replaced on criteria of 2 or more unsuccessful attempts to reach the respondent after which the next graduate in the list is approached.

Table 2. 3: Sample Size–GOVT

S No	ITI CODE	Institute	Criteria	Admitted	Passed out	Sample Size	Total Collected	Response Rate
1	GR36000010	Govt. ITI, Kothagudem	LWE	626	431	198	203	102.5%
2	GR36000051	Govt. RITI, Mahabubnagar	Girls	100	70	39	36	92.3%
3	GR36000052	Govt. ITI, Mannanur	ST	193	117	77	59	76.6%
4	GR36000055	Govt. ITI, Krishnasagar	LWE	200	127	111	78	70.3%
5	GR36000156	Govt. ITI, Bodhan	Minorities	236	158	114	68	59.6%

S No	ITI CODE	Institute	Criteria	Admitted	Passed out	Sample Size	Total Collected	Response Rate
6	GR36000160	Govt. ITI, Adilabad	PPPIT	332	228	140	102	72.9%
7	GR36000207	Govt. ITI, Wazeedu	LWE	174	106	63	50	79.4%
8	GU36000003	Govt. QQS ITI, Santhoshnagar	Girls	163	141	39	104	266.7%
9	GU36000024	Govt. ITI, Medchal	PPPIT	204	123	83	77	92.8%
10	GR36000147	Govt. ITI, Shadnagar	Girls	103	71	51	58	113.7%
11	GU36000018	Govt. ITI, Mallepally	Model ITI	902	629	314	314	100.0%
12	GU36000004	Govt. ITI, Hanumakonda	PPPIT	436	343	166	113	68.1%
13	GU36000012	Govt. ITI, Peddapalli	VTIP	611	434	215	174	80.9%
14	GR36000065	Govt. RITI, Hathnoora	VTIP	273	273	126	154	122.2%
TOTAL				4553	3251	1736	1590	99.86%

3. Private ITI's- Non-Project

The total number of Admitted and Passed out from Private ITI's were 3312 and 2408 respectively (consider a 10% of Dropouts due to various reasons). The anticipated sample size from Private ITI's is 1552 out of which the Investigators were able to Trace 1492. Private. ITI's were selected based on criteria like PPP, VTI, Model, Minorities and LWE randomly. An average response rate of 96% has been received from Private ITI's. While collecting the data it was observed that few students were untraceable due to changed numbers or out of order, and in cases from ITI's where girls/boys were not available, hence in order to compensate the same, more number of passed outs from certain ITI's were considered who were available. The sample were replaced on criteria of 2 or more unsuccessful attempts to reach the respondent after which the next graduate in the list is approached.

Table 2. 4: Sample Size –Private ITI's

S No	ITI CODE	Institute	Criteria	Admitted	Passed out	Sample Size	Total Collected	Response Rate
1	PR36000036	Indur Private ITI, Arshapally, Nizamabad	Major Trades	519	304	147	166	112.9%
2	PR36000057	Mount Carmel Boys Town Private ITI, Paloncha	Grading	158	142	129	86	66.7%
3	PR36000067	Rajiv Gandhi Private ITI, Nirmal	Exhibition Society	319	205	123	152	123.6%

S No	ITI CODE	Institute	Criteria	Admitted	Passed out	Sample Size	Total Collected	Response Rate
4	PR36000168	Krishnaveni Private ITI, Undavelli	Rural	214	277	158	164	103.8%
5	PR36000259	Sadhuvenkatreddy Private ITI, Yellareddypeta	Grading	315	288	151	155	102.6%
6	PU28000478	Gargi ITI, Huzurabad	Grading	238	145	129	132	102.3%
7	PU36000022	Boys Town Private ITI, Jahanuma, Falaknuma	Minority	218	139	123	57	46.3%
8	PR36000131	Siddartha Private ITI, Bhongir	Major Trades	451	323	211	252	119.4%
9	PR36000075	Marconi Private ITI, Nalgonda	Grading	532	295	242	155	64.0%
10	PR36000169	Word and Deed Private ITI, Peddambarpet	Minority	348	290	139	173	124.5%
Total				3312	2408	1552	1492	96.1%

2.7. Sampling Technique

As per the TOR, the following methodology is being applied. The Sampling method used for this study is Multi-Level Stratified Random Sampling, where the First level of Strata is ITI's, second strata is the ITI Graduates from 2017 and 2018 AY's, third strata is gender where 5% of female ITI Graduates were considered and fourth strata is Caste where minimum 5% of (SC& ST) Graduates were considered. Out of Universe population (i.e., the total ITI in Telangana), for the sample selection both stratified and simple random sampling procedures were applied. After Stratifying the sample as per the conditions mentioned in the sample, calls were made to students roll number wise. If there was no response from the trainee after two and more attempts, then calls were made to the next roll number.

Table 2. 5: Sample Size Categorization.

Total Strength of State Trainees - 2017 & 2018 Academic Years	67655
Total Strength of State Trainees in 2017	31906
Total Strength of State Trainees in 2018	36049
Total Passed out Graduates - 2017 & 2018 Academic Years	53848
Total Passed out Graduates in 2017	23168
Total Passed out Graduates in 2018	30680
Total Pass Percentage	0.79
5% of Passed Graduates in 2017 & 2018	2692
5% of Passed Graduates in 2017	1158
5% of Passed Graduates in 2018	1534
9% of Total Passed Graduates (5% required + 4% buffer)	4846
Total Sample considered for study after discarding data discrepancies	4482
Percent of Sample from Passed Graduates	8%
Sample from 2017 Academic Year	2065
Sample from 2018 Academic Year	2417

2.8. Profiling of Sample

The Locality and Social profile of the sample is represented in the below tables. After data collection 1% of the sample was not taken into consideration due to data discrepancies.

Table 2. 6: ITI wise Caste Representation - STRIVE ITI's

S No	ITI CODE	Institute	OC	BC	SC	ST	Total
1	GR36000019	Govt. ITI, Mancherial	3	79	28	26	136
2	GR36000038	Govt. ITI, Vikarabad	8	105	37	15	165
3	GR36000136	Govt. ITI, Khammam	10	59	21	12	102
4	GR36000069	Govt. ITI, Kalwakurhty	9	60	38	8	115
5	GR36000137	Govt. ITI, Karimnagar	12	97	37	10	156
6	GR36000208	Govt. ITI, Aler	5	17	7	0	29
7	GU36000011	Govt. ITI, Sangareddy	13	150	76	47	286
8	GU36000013	Govt. ITI, Musheerabad	17	140	44	29	230
9	GU36000070	Govt. ITI (New), Nizamabad	2	69	3	2	76
10	GU36000122	Govt. ITI, Alwal	5	70	29	20	124
TOTAL:			84	846	320	169	1419

Table 2. 7: ITI wise Caste Representation – Government ITI’s

S No	ITI CODE	Institute	OC	BC	SC	ST	Total
1	GR36000010	Govt. ITI, Kothagudem	6	102	50	45	203
2	GR36000051	Govt. RITI (Girls), Mahabubnagar	0	17	11	8	36
3	GR36000052	Govt. ITI, Mannanur	2	23	6	28	59
4	GR36000055	Govt. ITI, Krishnasagar	2	9	3	64	78
5	GR36000156	Govt. ITI (Minorities), Bodhan	16	48	1	3	68
6	GR36000160	Govt. ITI, Adilabad	3	68	25	6	102
7	GR36000207	Govt. ITI, Wazeedu	3	32	3	12	50
8	GU36000003	Govt. QQS ITI (Girls), Santhoshnagar	4	36	47	17	104
9	GU36000024	Govt. ITI, ,,,,,,/mMedchal	8	39	15	15	77
10	GR36000147	Govt. ITI, Shadnagar	2	31	11	14	58
11	GU36000018	Govt. ITI, Mallepally	23	191	54	46	314
12	GU36000004	Govt. ITI, Hanumakonda	5	68	31	9	113
13	GU36000012	Govt. ITI, Peddapalli	7	102	46	19	174
14	GR36000065	Govt. RITI, Hathnoora	1	54	81	18	154
TOTAL			82	820	384	304	1590

Table 2. 8: ITI wise Caste Representation – PRIVATE ITI's

S No	ITI CODE	Institute	OC	BC	SC	ST	Total
1	PU28000478	Gaargi Private ITI, Huzurabad	7	91	32	1	131
2	PU36000022	Boys Town Private ITI, Jahanuma, Falaknuma	11	22	18	2	53
3	PR36000075	Marconi Private ITI, Nalgonda	12	82	40	20	154
4	PR36000259	Sadhuvenkatreddy Private ITI, Yellareddypeta	27	100	15	7	149
5	PR36000036	Indur Private ITI, Arshapally, Nizamabad	7	106	27	24	164
6	PR36000131	Siddartha Private ITI, Bhongir	14	176	46	18	254
7	PR36000168	Krishnaveni Private ITI, Undavelli	2	108	51	0	161
8	PR36000169	Word and Deed Private ITI, Peddambarpet	17	105	39	11	172
9	PR36000067	Rajiv Gandhi Private ITI, Nirmal	8	99	31	10	148
10	PR36000057	Mount Carmel Boys Town Private ITI, Paloncha	12	45	21	8	86

Table 2. 9: Locality Wise Sample ITI Representation

Project ITI Rural - 5 Urban 5	1	GR36000019	Govt. ITI, Mancherial	Rural
	2	GR36000038	Govt. DLTC/ITI, Vikarabad	Rural
	3	GR36000069	Govt. ITI, Kalwakurhty	Rural
	4	GR36000137	Govt. ITI, Karimnagar	Rural
	5	GU36000006	Govt. ITI (Old), Nizamabad	Urban
	6	GU36000011	Govt. ITI, Sangareddy	Urban
	7	GU36000013	Govt. ITI, Musheerabad	Urban
	8	GU36000070	Govt. ITI (New), Nizamabad	Urban
	9	GU36000122	Govt. ITI, Alwal	Urban
	10	PR36000096	Sri JalagamVengal Rao Private ITI, Sathupalli	Rural
Non-Project ITI's (Govt) Rural - 9 Urban 5	11	GR36000010	Govt. ITI, Kothagudem	Rural
	12	GR36000051	Govt. RITI (Girls), Mahabubnagar	Rural
	13	GR36000052	Govt. ITI, Mannanur	Rural
	14	GR36000055	Govt. ITI, Krishnasagar	Rural
	15	GR36000156	Govt. ITI (Minorities), Bodhan	Rural
	16	GR36000160	Govt. ITI, Adilabad	Rural
	17	GR36000207	Govt. ITI, Wazeedu	Rural
	18	GU36000003	Govt. QQS ITI (Girls), Santhoshnagar	Urban
	19	GU36000024	Govt. ITI, Medchal	Urban
	20	GR36000147	Govt. ITI, Shadnagar	Rural
	21	GU36000018	Govt. ITI, Mallepally	Urban
	22	GU36000004	Govt. ITI, Hanumakonda	Urban
	23	GU36000012	Govt. ITI, Peddapalli	Urban
	24	GR36000065	Govt. RITI, Hathnoora	Rural
Private ITI's Rural - 5 Urban 5	25	PR36000047	Naveen Private ITI, Nalgonda	Rural
	26	PR36000049	National Private ITI, Nagarkurnool	Rural
	27	PR36000060	Krushni Private ITI, Bhongir	Rural
	28	PR36000097	Kranthi Private ITI, Bhadrachalam	Rural
	29	PR36000164	Aditya Private ITI, Ghanpur Station	Rural
	30	PU36000022	Boys Town Private ITI, Jahanuma, Falaknuma	Urban
	31	PU36000043	Vani Private ITI, Khammam	Urban
	32	PU36000130	Gauthambudda Private ITI, Yellandu	Urban
	33	PU36000115	St. FranciesXaviers Private ITI, Balanagar	Urban
	34	PU36000132	Sri Venkateshwara Private ITI, L.B Nagar	Urban

2.9. Research Design

The research design is intended to provide an appropriate framework for a study. The Research Designed selected for study is Descriptive Research Design. This type of research design provides relevant aspects of the phenomena of interest from an individual. It also portrays an accurate profile of a person, events or situations. Quantitative and Qualitative data methods were used for the present study.

2.10. Data Collection

An exclusive methodology for tracing the trainees was followed upon obtaining the list of trainees from the respective ITI's and buffering it up with a list of replacement trainees. Trainees were tracked from the details provided by the respective ITI's. Online Survey form was designed for the purpose of data collection to ensure data accuracy and to minimize data entry errors. Both Schedule and Interview methods were applied during physical and virtual data collection. In Physical Data Collection mode, Schedule method was used, data was collected through online survey forms where visits were made to the ITI's and Industries (for Apprenticeship graduates). In Virtual Data Collection mode also Schedule methods was used. Meetings were scheduled for passed out graduates through Zoom and Google Meet, where the questionnaire was explained to them in detailed and were asked to fill the online survey form, In Tele-ponic Data Collection mode, Interview method was used where questions were posed to the respondents and their responses were recorded in the form by the Data Enumerators.

2.11. Study Tools

Scale 1: Kuppuswamy's scale (2020) was used to understand the socio-economic conditions of the graduates. Socio Economic status is one of the most important indicators to evaluate the social and economic status of family. It is a position that estimates an individual's position in the hierarchy of social structure. This scale has various composition indexes that considers details pertaining to an individual or any family. It includes three (3) parameters namely Education of the Head of the Family, Occupation of the Head of the Family and the Total Family Monthly Income. It is classified into five (5) groups: Upper Class, Upper Middle Class, Lower Middle, Upper Lower and Lower Class.

Scale 2: A detailed questionnaire was designed keeping the objectives, and outcome of the study based on the format provided by ILO⁹ for conducting Tracer Studies and other Tracers¹⁰ conducted at National Level for Technical Education Graduates. The tool was validated through a Pilot Study and the statistical reliability and validity was tested. After the final approval, the modified tool was executed for the final study.

2.12. Data Analysis

The data collected was analysed using Statistical Package for Social Sciences 20 version. For conducted Pilot Test, Cronbach's Alpha Reliability Test was applied. Data was analysed at 95% confidence level and at 5%error margin. For data analysis, Univariate, bi-variate, and tri-variate tables were used. P values were also generated for certain tables to check the significant association.

⁹ Schomburg, H. (2016). Carrying out tracer studies: guide to anticipating and matching skills and jobs: volume 6.

¹⁰ <https://dgt.gov.in/sites/default/files/pdf/Tracer%20Study%20of%20ITI%20Graduates-Final%20report.pdf>

2.13. Pilot Study: Reliability and Validity Test

As per the TOR, Pilot Study need to be conducted to identify potential problem areas as well as deficiencies in the research instruments and to establish protocol prior to commencement of the full study. Pilot Study also helps the research team to become familiar with the process of data collection as well as help them in deciding the best method for data collection. It helps in understanding the feasibility, in testing the response rate, to pilot the measurement and to test data entry and sample answers.

Accordingly, a Pilot Study was conducted with 600 Graduates (12% from Sample Population). During the pilot study and data validation, the Research Team was able to understand the ground realities, time taken to fill the questionnaire, difficulties while facilitating the data completion, subject's responses, their understanding of the questionnaire in local language, and their comments.

Post the Pilot Study, Cronbach's Alpha Test was conducted using Statistical Package to check the Reliability of the scale. The details of the table are as follows: -

Table 2. 10: Cronbach's Alpha Value

S.no	Sections based on Criteria	No of Items	Cronbach's Alpha
1	Demographic Details	14	N/A
2	Family Socio-Economic Conditions	3	Tested Scale
3	Information about ITI Course	18	0.825
4	Evaluation of Study Conditions at the ITI institution	33	0.947
5	Competencies and satisfaction with study	10	0.892
6	After Completion from the ITI institution	22	0.496

S.no	Sections based on Criteria	No of Items	Cronbach's Alpha
7	Employment and Work	16	0.811
8	Relationship between study and employment	13	0.914
9	Work Orientation and Job Satisfaction	20	0.955
10	Employment before your study at the ITI Institution	3	0
11	Higher Education after ITI	8	0.825
12	On the Job Training	8	0.002
13	Apprenticeship	9	0.002

Reliability was not found for three sections namely “OJT”, “Apprenticeship” and “After completion of ITI” questions in the pilot study. As these questions were important components of the study Minor modification were made rather than omitting them from the questionnaire. Also considering the time taken to fill the questionnaire, accuracy of the answers and the feedback from Survey Participants as well as Data Enumerators, the investigator changed the 5 Point Scale (Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree) to a 3 Point Scale (Yes, Can’t Say and No) for questions wherever applicable.

2.14. Limitations of the Study

- The Study was limited to the Graduates from the selected 34 ITI’s only.
- Of the challenges faced during the study, the major one was gathering information of the Passed-out Graduates. Firstly, as per the RFP, the study has to conducted among the graduates who passed one and two years ago. Due to Pandemic and Lock down, final exams were not conducted for the ITI graduates who have enrolled in the Academic Year 2019, hence data of AY 2017 and 2018 has to considered. Collecting the data of Graduates from these Academic years from the

statewide ITI's was a huge challenge since the ITI's were not responding to the request which resulted in loss of time. In order to overcome this, as per the guidance of DET, data was collected only from the sample ITI's. Even then rigorous efforts were made in order to collect passed out data from these ITI's. Only after multiple calls, follow-up's and DET interference the team was successful in gathering the data.

- Secondly, data obtained from the ITI's has discrepancies such as unreachable numbers, changed contact details, unavailability of the concerned respondent etc. In some cases, ITI's provided data of other Academic years which were not a part of the study. Adding to it, of the respondents who were available, some were not interested to participate in the survey.
- Thirdly, the challenges faced during data collection. Physical visits were made to collect the data from the ITI's, where expected number of Graduates did not turn up, in some cases there were zero turn outs. After unsuccessful physical visits, attempts were made to schedule virtual calls. The turnout at virtual calls was also challenging due to network connectivity of the Graduates from rural or remote areas. As a last resort, tele-ponic interviews were conducted with the Graduates who were not reachable either psychically or virtually.
- These reasons resulted in un-foreseen delay in the study.

The background of the slide is a solid blue color with a faint, repeating pattern of various tools. The tools include several open-end wrenches of different sizes, sockets, a pair of pliers, and a digital scale. The tools are arranged in a somewhat organized manner, with some hanging from a rack and others lying flat. The overall aesthetic is clean and professional, suggesting a focus on technical or engineering fields.

PROFILE OF SAMPLE GRADUATES

CHAPTER III

3. PROFILE OF SAMPLE GRADUATES

This chapter provides a detailed analysis of information collected from the ITI Graduates who participated from different STRIVE, Non-STRIVE both Govt and Private ITI's in the Study.

3.1. Demographic Profile

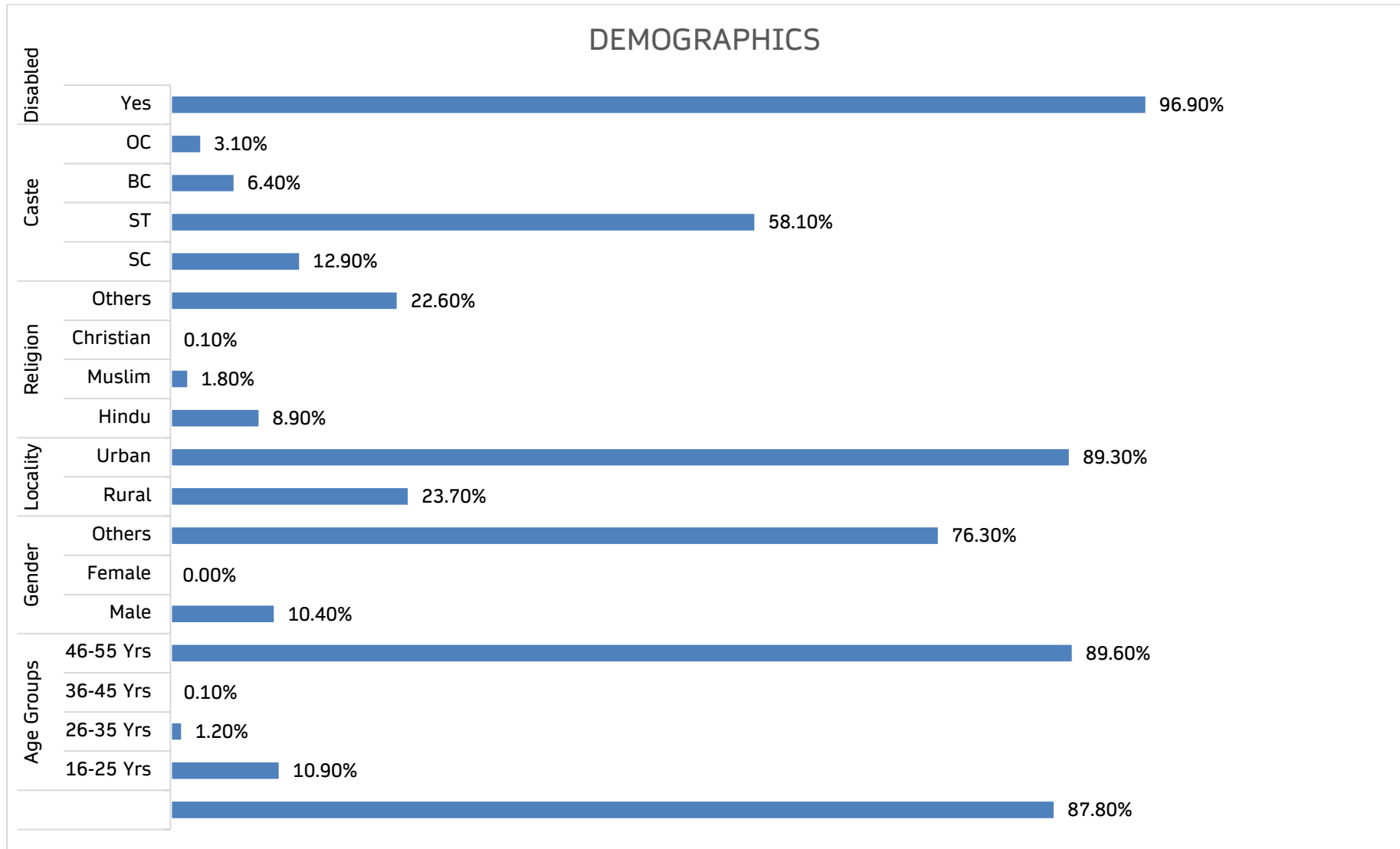
The Demographic profile of the participants such as Gender, Age, Social Economic Status, Religion and Caste.

Table 3. 1: Demographic Profile of the Graduates

Category		Count	Percentage
Age Groups	16-25 yrs.	3936	87.8%
	26-35 yrs.	487	10.9%
	36-45 yrs.	55	1.2%
	46-55 yrs.	4	0.1%
	Total	4482	100.0%
Gender	Male	4014	89.6%
	Female	468	10.4%
	Others	0	0.0%
	Total	4482	100.0%
Locality	Rural	3419	76.3%
	Urban	1063	23.7%

Category		Count	Percentage
	Total	4482	100.0%
Religion	Hindu	4001	89.3%
	Muslim	397	8.9%
	Christian	79	1.8%
	Others	5	0.1%
	Total	4482	100.0%
Caste	SC	1012	22.6%
	ST	577	12.9%
	BC	2606	58.1%
	OC	287	6.4%
	Total	4482	100.0%
Disabled	Yes	138	3.1%
	No	4344	96.9%
	Total	4482	100.0%

Figure 3. 1 Demographic Profile of the Graduates



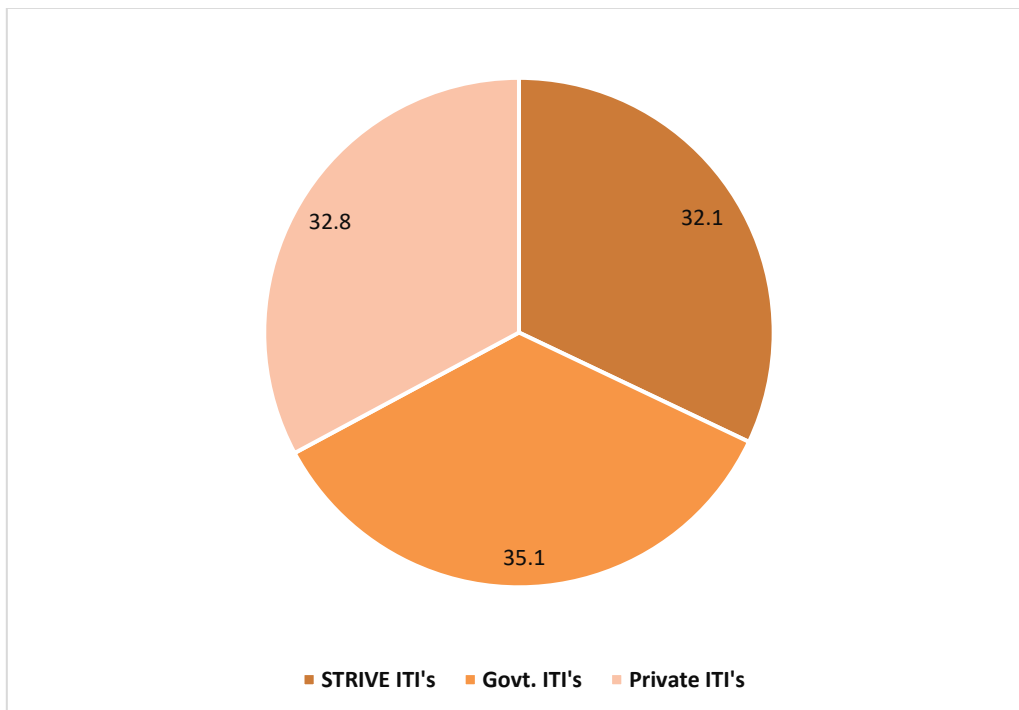
3.2. Type of ITI

The Study was conducted among three categories of ITI's. The below table reflects the representation of graduates among the ITI's, 32.1% of Graduates were from STRIVE ITI's, 35.1% from Govt. ITI's and 32.8% from Private ITI's.

Table 3. 2: ITI Wise Sample Representation

ITI Type	Count	Percentage
STRIVE ITI's	1437	32.1
Govt. ITI's	1573	35.1
Private ITI's	1472	32.8
Total	4482	100.0

Figure 3. 2: ITI Wise Sample Representation



3.3. Age of the Respondents

It was observed that majority proportion of the Graduates 87.8% are in the age group of 16-25 years, 10.9% Graduates belong to the age group of 26-35 years and older graduates with 36 years above are quite less. The mean age of the Graduates is 22 years.

Table 3.3: Age Wise Sample Representation

Age Groups	Count	Percentage
16-25 Yrs.	3936	87.8
26-35 Yrs.	487	10.9
36-45 Yrs.	55	1.2
46-55 Yrs.	4	0.0008
Total	4482	100.0

Figure 3. 3: Age Wise Sample Representation

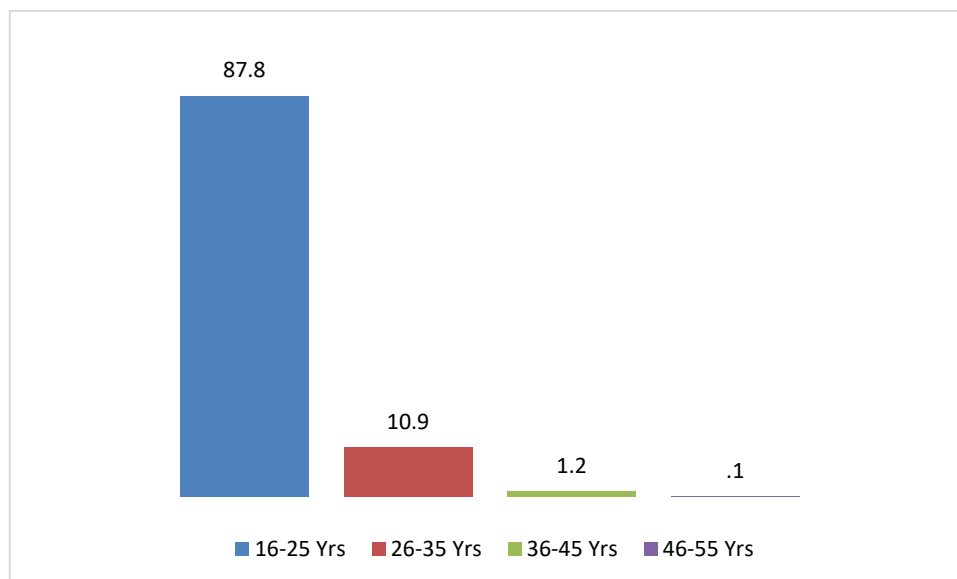
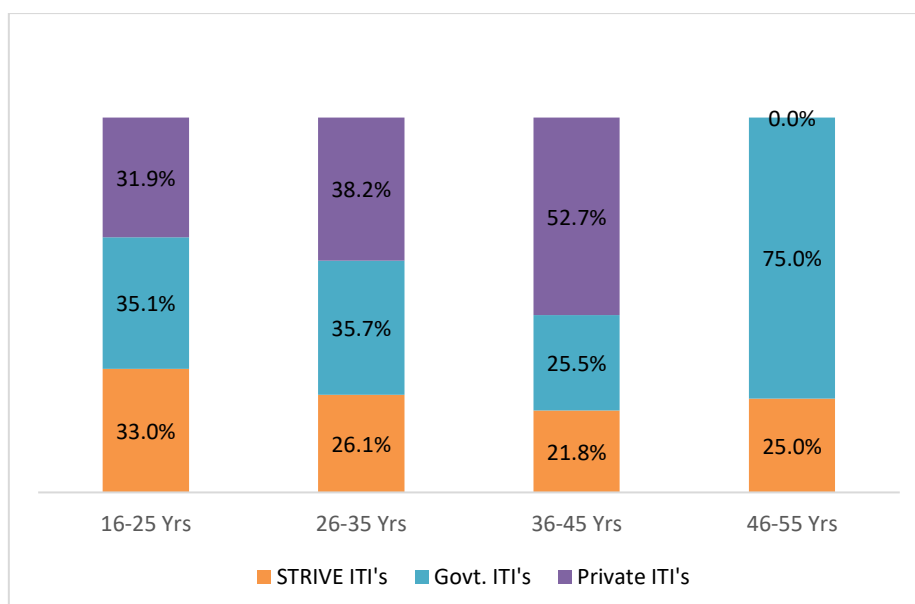


Table 3.4: ITI Type vs Age Wise Sample Representation

ITI Type		Age Groups				Total
		16-25 Yrs.	26-35 Yrs.	36-45 Yrs.	46-55 Yrs.	
STRIVE ITI's	Count	1297	127	12	1	1437
	Percent	33.00%	26.10%	21.80%	25.00%	32.10%
Govt. ITI's	Count	1382	174	14	3	1573
	Percent	35.10%	35.70%	25.50%	75.00%	35.10%
Private ITI's	Count	1257	186	29	0	1472
	Percent	31.90%	38.20%	52.70%	0.00%	32.80%
Total		3936	487	55	4	4482
		100.00%	100.00%	100.00%	100.00%	100.00%

Of the total graduates contacted, 1437 were contacted from STRIVE, 1573 from Government it is and 1472 from Private ITI's. Higher proportion (35.1%) of Graduates from the age group of 16-25 years were found in Government ITI's in comparison to STRIVE and Private ITI's.

Figure 3. 4: ITI Type vs Age Wise Sample Representation



It was also observed that most of the Graduates i.e., 22% started their courses before 18 years of age, the average age of boys at the time of joining the course was 18 years and the average age of girls was 21 years. This reflects that most of the girls are joining the courses at a later age and boys are showing interest to join the courses at a very young age preferably immediate after their 10th Standard.

3.4. Gender of the Respondents

Of the total graduates contacted, 89.6% of Graduates are male and remaining 10.4% female. Higher proportion of male graduates were found in Private ITI's (31.4%) in comparison to STRIVE ITIs (28.5%) and Govt. ITI's (29.6%). Similarly, higher proportion of female graduates were found in Govt ITI's (5.5%) in comparison to STRIVE ITIs (3.5%) and Private ITI's (1.4%).

Table 3. 5: Gender Wise Sample Representation

Gender	Count	Percent
Male	4014	89.56
Female	468	10.44
Total	4482	100

Figure 3. 5: Gender Wise Sample Representation

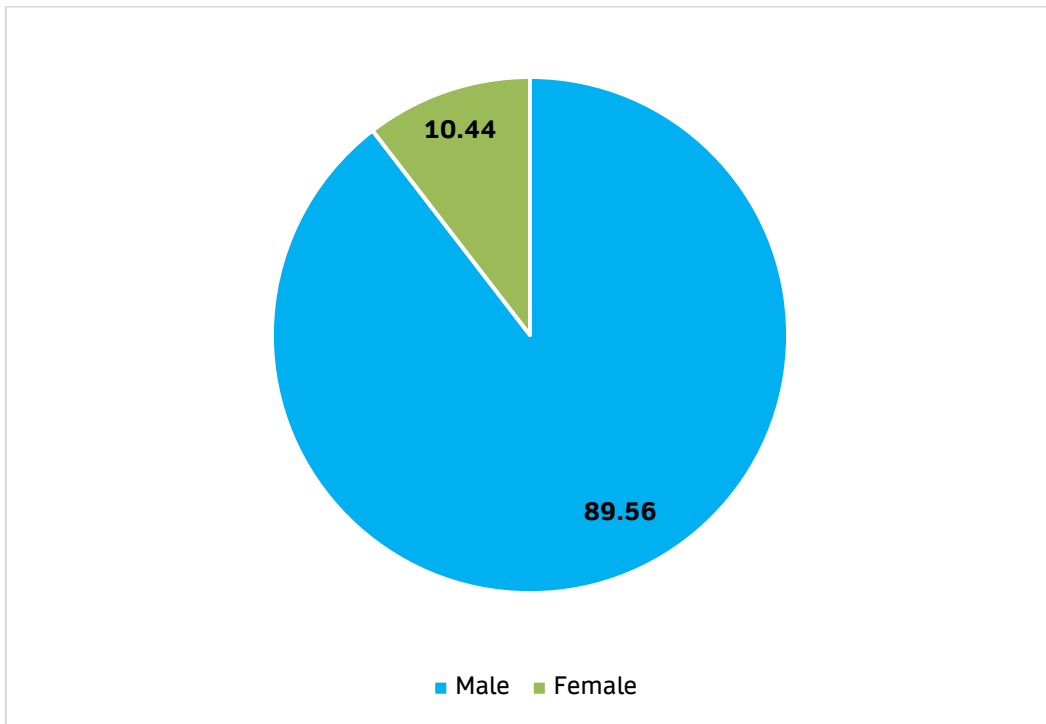
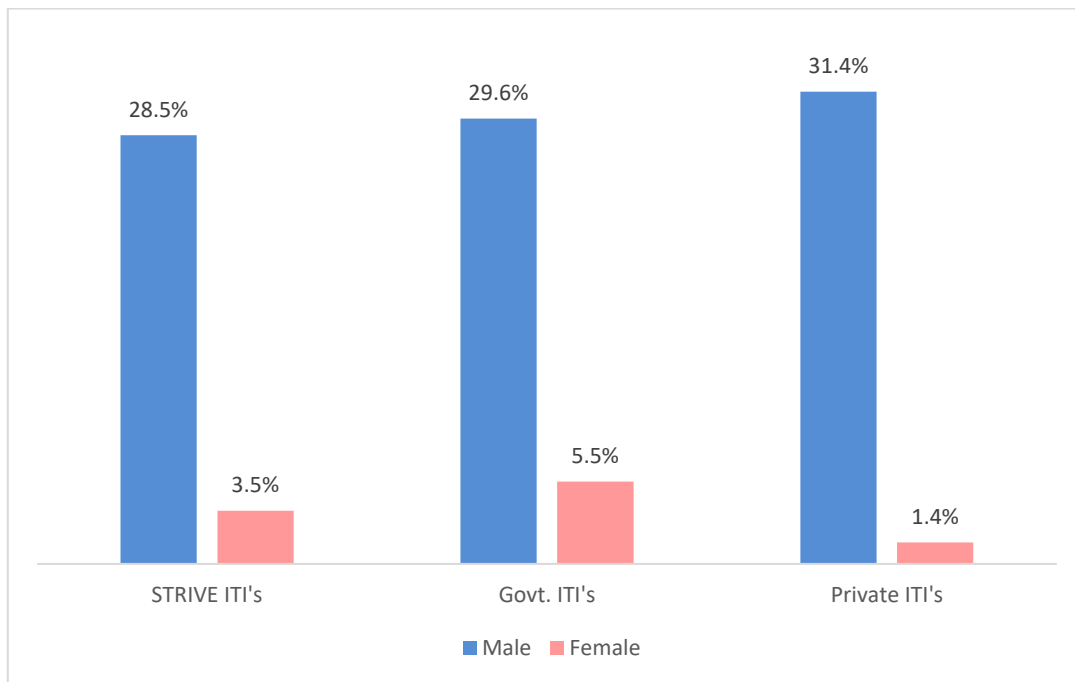


Table 3. 6: ITI Type vs Gender Wise Sample Representation

Gender		ITI Type			Total
		STRIVE ITI's	Govt. ITI's	Private ITI's	
Male	Count	1278	1328	1408	4014
	Percent	28.50%	29.60%	31.40%	89.60%
Female	Count	159	245	64	468
	Percent	3.50%	5.50%	1.40%	10.40%
Total		1437	1573	1472	4482

Figure 3. 6: ITI Type vs Gender Wise Sample Representation



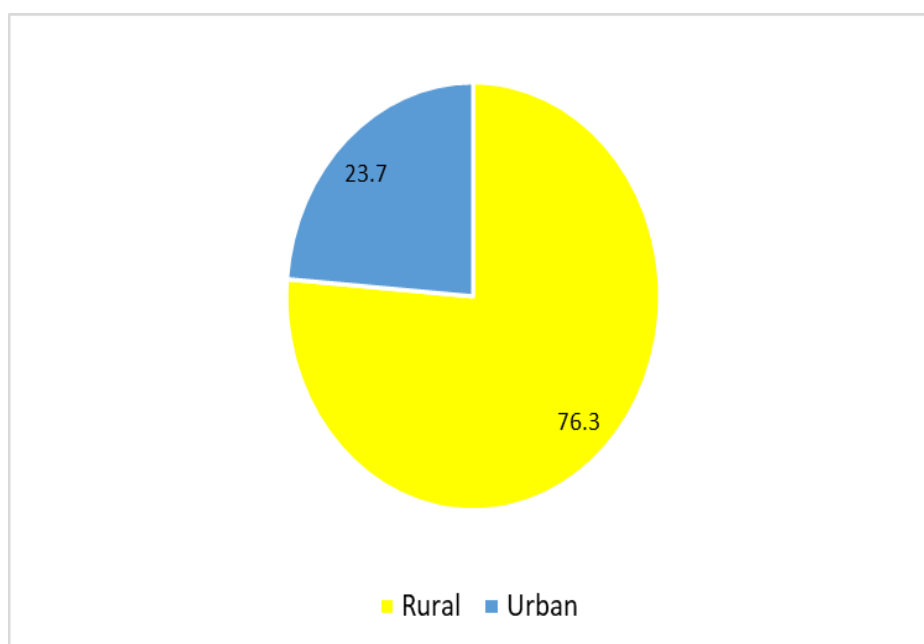
3.5. Locality of the Respondents

The figure reflects that distribution of Graduates from Urban and Rural Localities. Majority of the Graduates, 76.3% hail from Rural Areas while 23.7% of the females are from Urban Areas.

Table 3. 7: Locality Wise Sample Representation

Locality	Count	Percentage
Rural	3419	76.3
Urban	1063	23.7
Total	4482	100.0

Figure 3. 7: Locality Wise Sample Representation

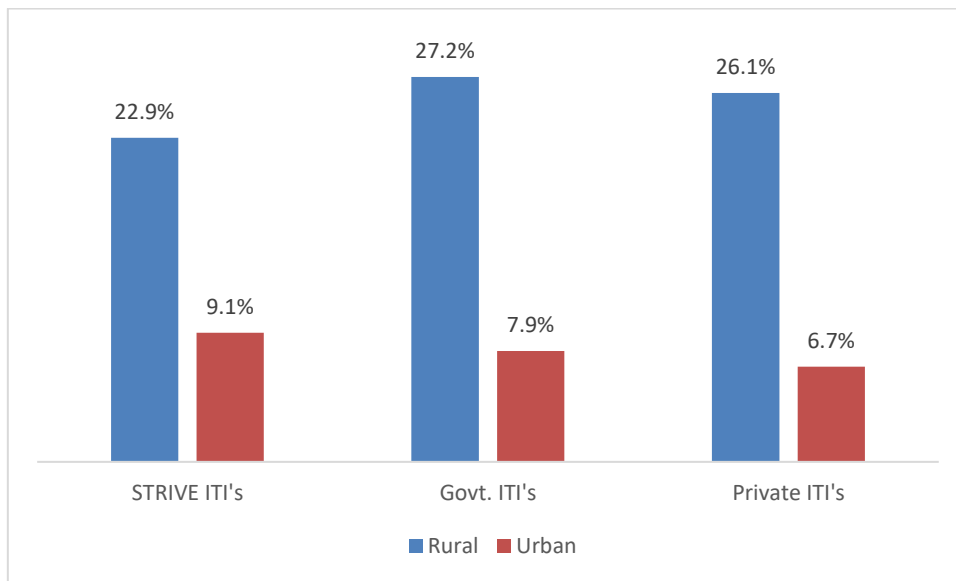


Higher proportion (27.2%) of Graduates from the Rural were found in Government ITI's in comparison to STRIVE (22.9%) and Private ITI's (26.1%) and Higher proportion (9.1%) of Graduates from the Urban were found in STRIVE Government ITI's in comparison to Govt. ITI's (7.9%) and Private ITI's (6.7%)

Table 3. 8: ITI Type vs Gender Wise Sample Representation

Locality	ITI Type			
		STRIVE ITI's	Govt. ITI's	Private ITI's
Rural	Count	1028	1221	1170
	Percentage	22.9%	27.2%	26.1%
Urban	Count	409	352	302
	Percentage	9.1%	7.9%	6.7%

Figure 3. 8: ITI Type vs Gender Wise Sample Representation



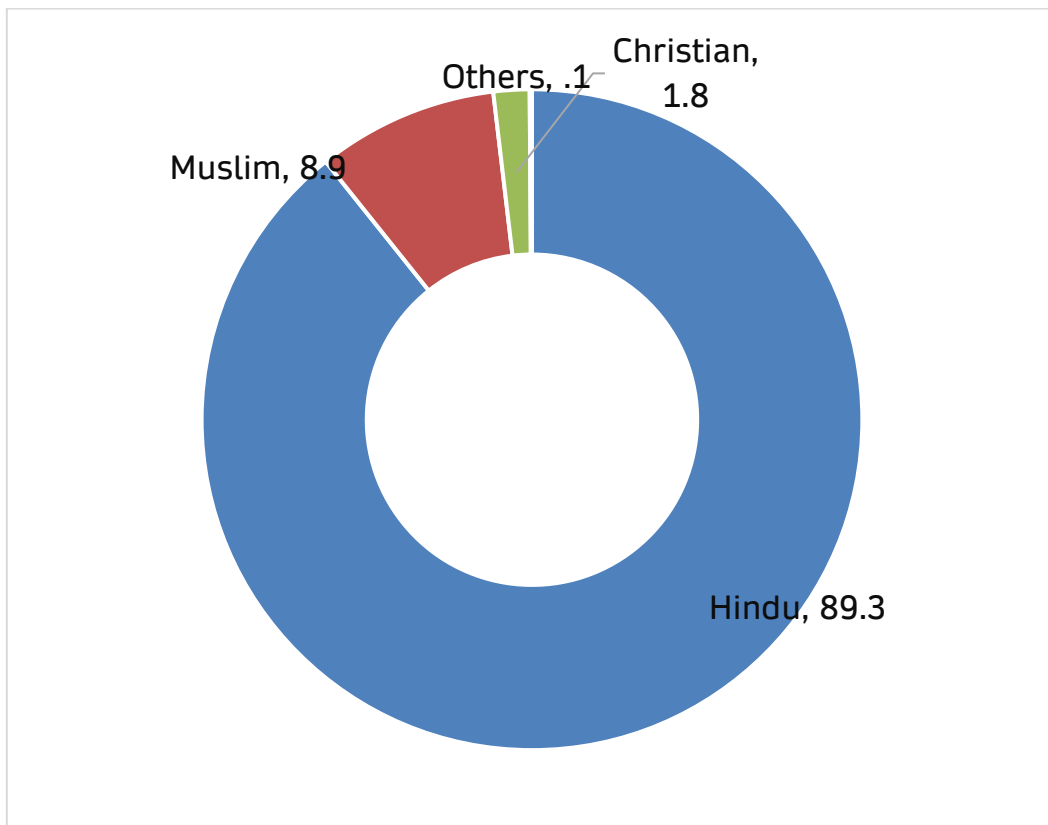
3.6. Religion of the Respondents

The figure reflects that distribution of Graduates Religion wise. Of the Graduates, 89.3% are Hindus, followed by 8.9% of Muslims and 1.8% of Christians.

Table 3. 9: Religion Wise Sample Representation

Religion	Count	Percentage
Hindu	4001	89.3
Muslim	397	8.9
Christian	79	1.8
Others	5	0.1
Total	4482	100.0

Figure 3. 9: Religion Wise Sample Representation



In terms of Religion of the Graduates, out of 89.3% of Hindu's, 28.4% are in STRIVE ITI's, 30.9% in Government ITI's and 30% in Private ITI's. Similarly, out of 8.9% of Muslims, 3% are in STRIVE ITI's, 3.8% in Government ITI's and 2% in Private ITI's and out of 1.8% of Christians, 0.6% are in STRIVE ITI's, 0.3% in Government ITI's and 0.8% in Private ITI's. It was also observed that though Muslim graduates are second in majority, the participation of Female's from Muslims to study ITI courses is comparatively lower among all the three religions.

Table 3. 10: ITI Type vs Religion Wise Sample Representation

Religion	STRIVE ITI's	Govt. ITI's	Private ITI's
Hindu	28.4%	30.9%	30.0%
Muslim	3.0%	3.8%	2.0%
Christian	0.6%	0.3%	0.8%
Others	0.0%	0.1%	0.0%

Figure 3. 10: ITI Type vs Religion Wise Sample Representation

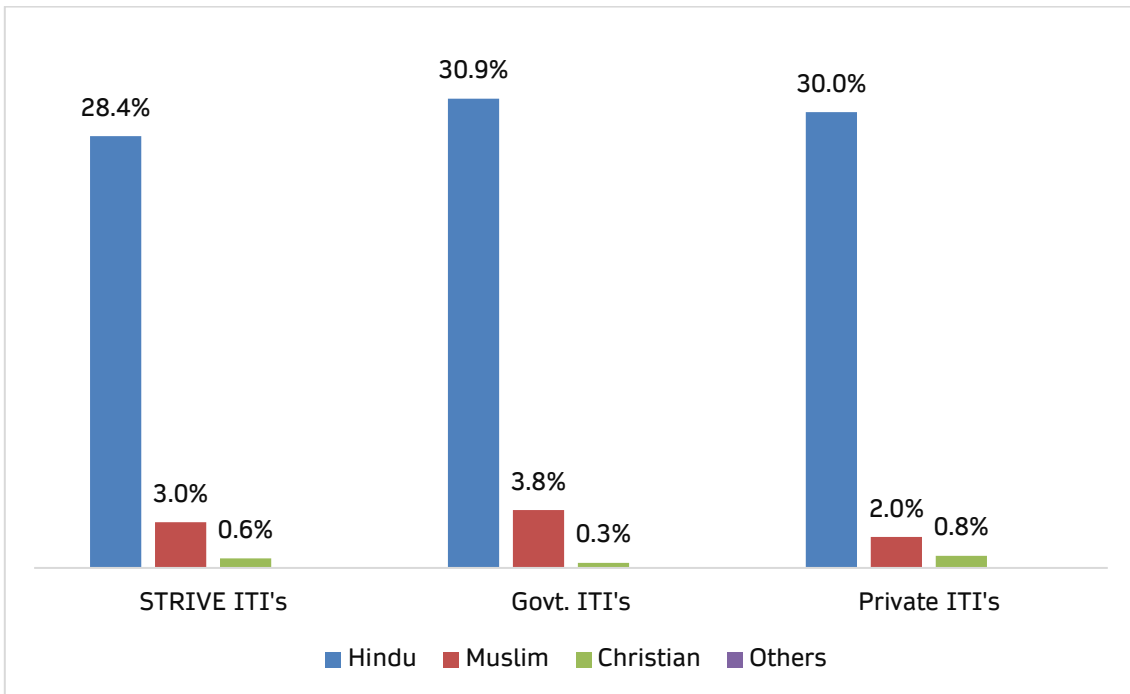
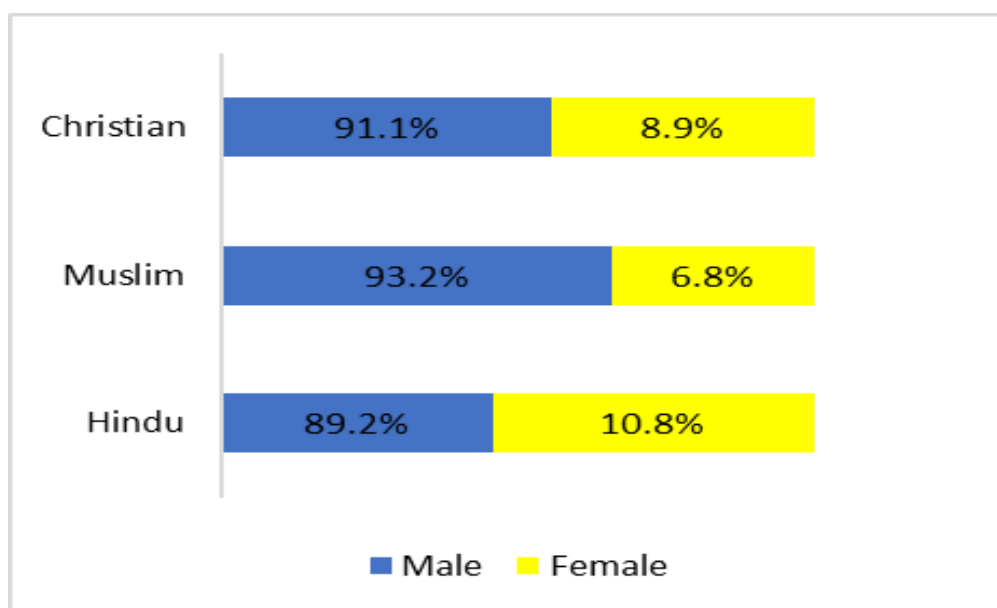


Figure 3. 11: Gender vs Religion Wise Sample Representation



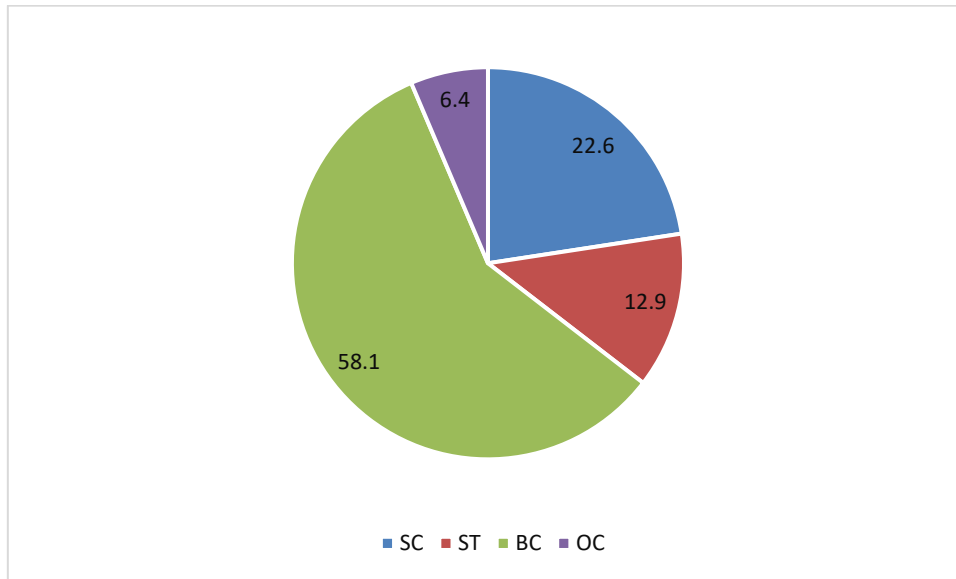
3.7. Caste Religion

The data reflects that distribution of Graduates Caste wise. Of the Graduates, 58.1% belong to Backward Caste followed by 22.6% from Schedule Caste, 12.9% from Schedule Tribes and 6.4% from Other Caste.

Table 3. 11: Caste Wise Sample Representation

Caste	Count	Percentage
SC	1012	22.6
ST	577	12.9
BC	2606	58.1
OC	287	6.4
Total	4482	100.0

Figure 3. 12: Caste Wise Sample Representation

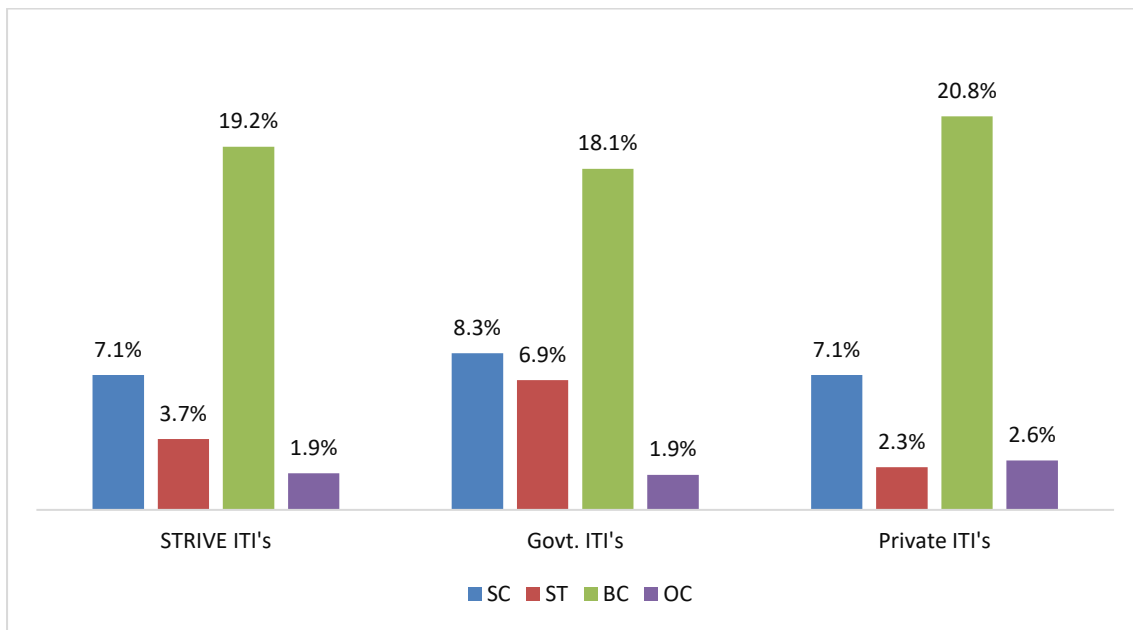


In terms of Caste of the Graduates, out of 22.6% of Graduates belonging to Schedule Caste, 7.1% are in STRIVE ITI's, 7.1% in Government ITI's and 7.1% in Private ITI's. Similarly, out of 12.9% of Graduates belonging to Schedule Tribe, 3.7% are in STRIVE ITI's, 6.9% in Government ITI's and 2.3% in Private ITI's; out of 58.1% of Graduates belonging to Backward Caste, 19.2% are in STRIVE ITI's, 18.1% in Government ITI's and 20.8% in Private ITI's and lastly out of 6.4% of Graduates belonging Open Category, 1.9% are in STRIVE ITI's, 1.9% in Government ITI's and 2.6% in Private ITI's.

Table 3. 12: ITI Type vs Caste Wise Sample Representation

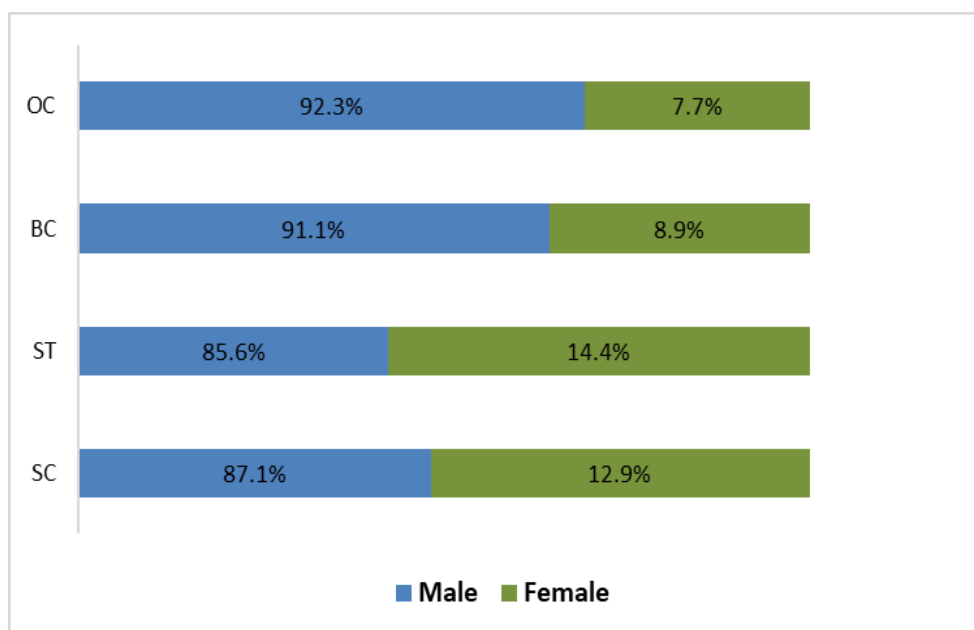
Caste	STRIVE ITI's	Govt. ITI's	Private ITI's
SC	7.1%	8.3%	7.1%
ST	3.7%	6.9%	2.3%
BC	19.2%	18.1%	20.8%
OC	1.9%	1.9%	2.6%

Figure 3. 13: ITI Type vs Caste Wise Sample Representation



Going further it could be said that there was no significant distribution among different age group, caste wise. Coming to gender, it is very interesting to observe that in Participation of Scheduled Tribes females is highest participation when compared to females from other caste

Figure 3. 14: Gender vs Caste Wise Sample Representation



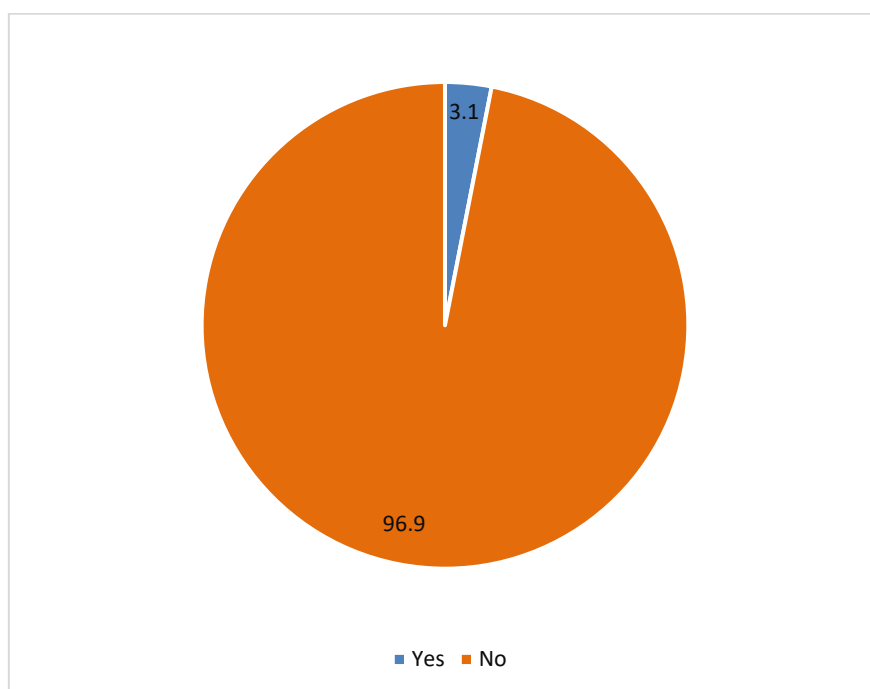
3.8. People with Disabilities among the Respondents

The data reflects that Disability Profile of the Graduates surveyed. Of the Graduates only 3.1% of the Graduates belong to Disability Criteria.

Table 3. 13: Disability Wise Sample Representation

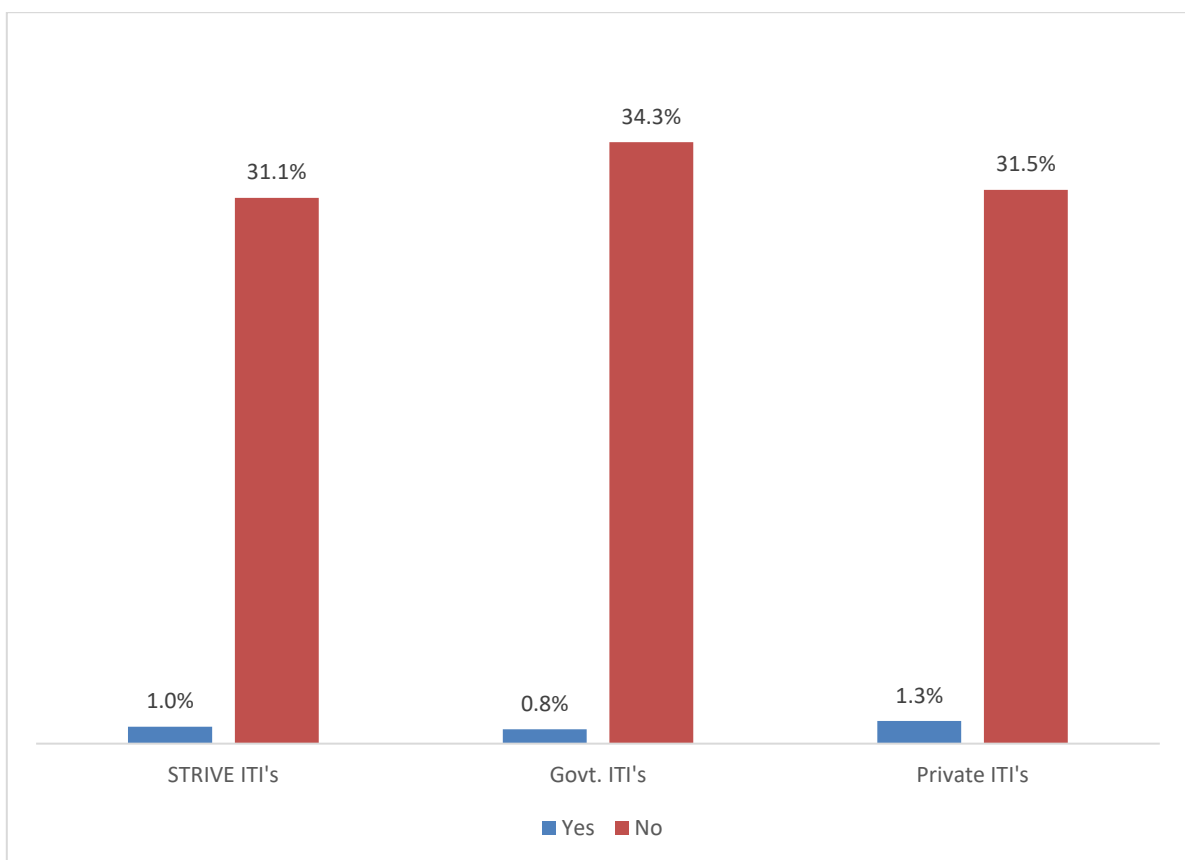
Disabled	Count	Percentage
Yes	138	3.1
No	4344	96.9
Total	4482	100

Figure 3. 15: Disability Wise Sample Representation



In terms of Disability of the Graduates, out of 3.1% of Graduates who are Differently abled, 1% are in STRIVE ITI's, 0.8% in Government ITI's and 1.3% in Private ITI's. Further it was observed that of the graduates who are disabled, majority 97.1% of them are males and 89% of them are under the age group of 16-25 years.

Figure 3. 16: ITI Type vs Disability Wise Sample Representation



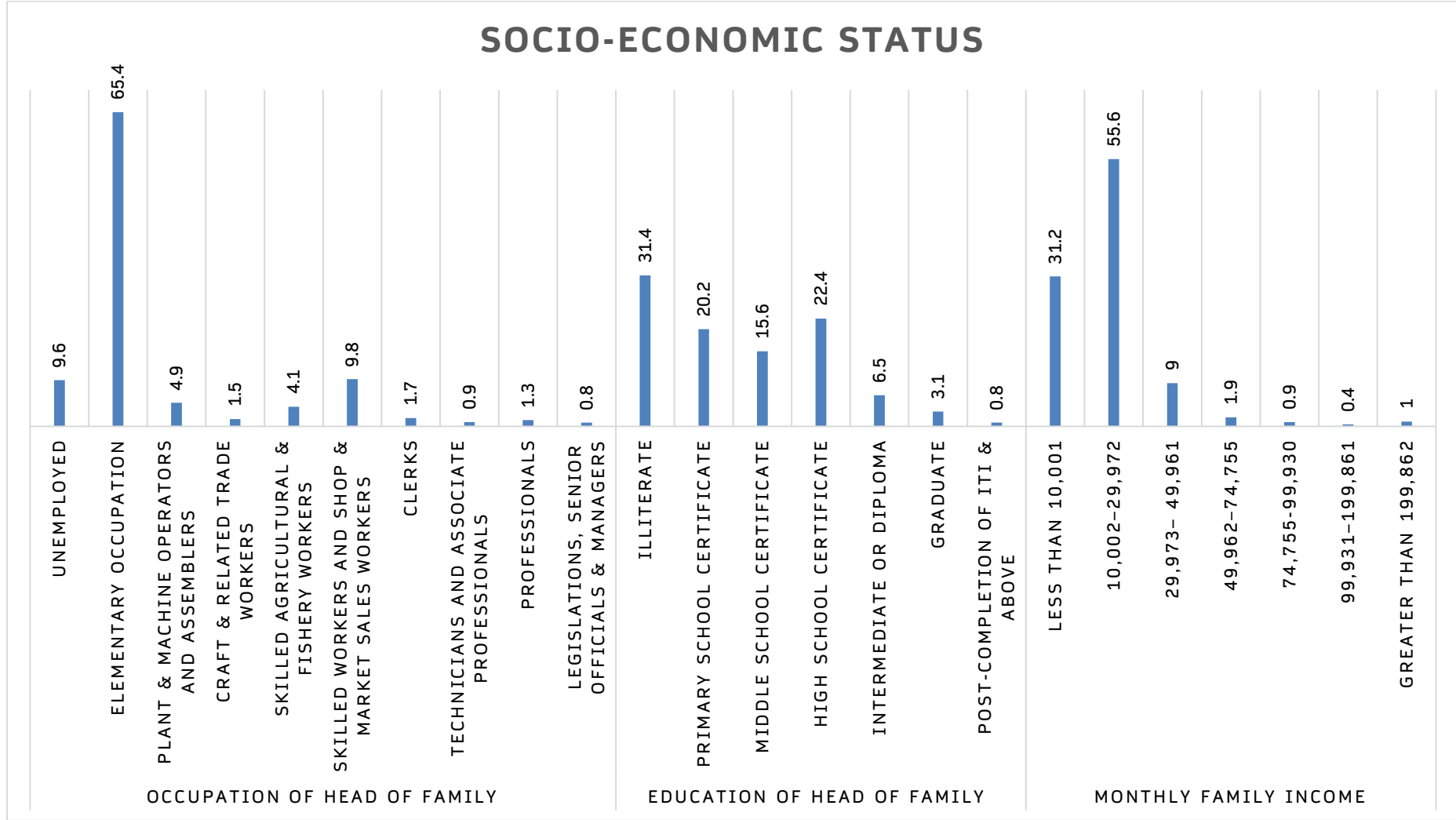
3.9. Socio-Economic Status:

The below table reflects the Socio-Economic Status and the three components which were consider for calculating the same.

Table 3. 14: Social Economic Status Profiling

		Count	Percent
Occupation of Head of Family	Unemployed	432	9.6
	Elementary Occupation	2930	65.4
	Plant & Machine Operators and Assemblers	221	4.9
	Craft & Related Trade Workers	69	1.5
	Skilled Agricultural & Fishery Workers	184	4.1
	Skilled Workers and Shop & Market Sales Workers	438	9.8
	Clerks	78	1.7
	Technicians and Associate Professionals	39	.9
	Professionals	57	1.3
	Legislations, Senior Officials & Managers	34	.8
Education of Head of Family	Illiterate	1408	31.4
	Primary School Certificate	905	20.2
	Middle School Certificate	701	15.6
	High school certificate	1003	22.4
	Intermediate or Diploma	292	6.5
	Graduate	139	3.1
	Post-Completion of ITI & Above	34	.8
Monthly Family Income	Less Than 10,001	1399	31.2
	10,002–29,972	2492	55.6
	29,973– 49,961	405	9.0
	49,962–74,755	83	1.9
	74,755-99,930	40	.9
	99,931–199,861	19	.4
	Greater than 199,862	44	1.0

Figure 3. 17 Social Economic Status Profiling



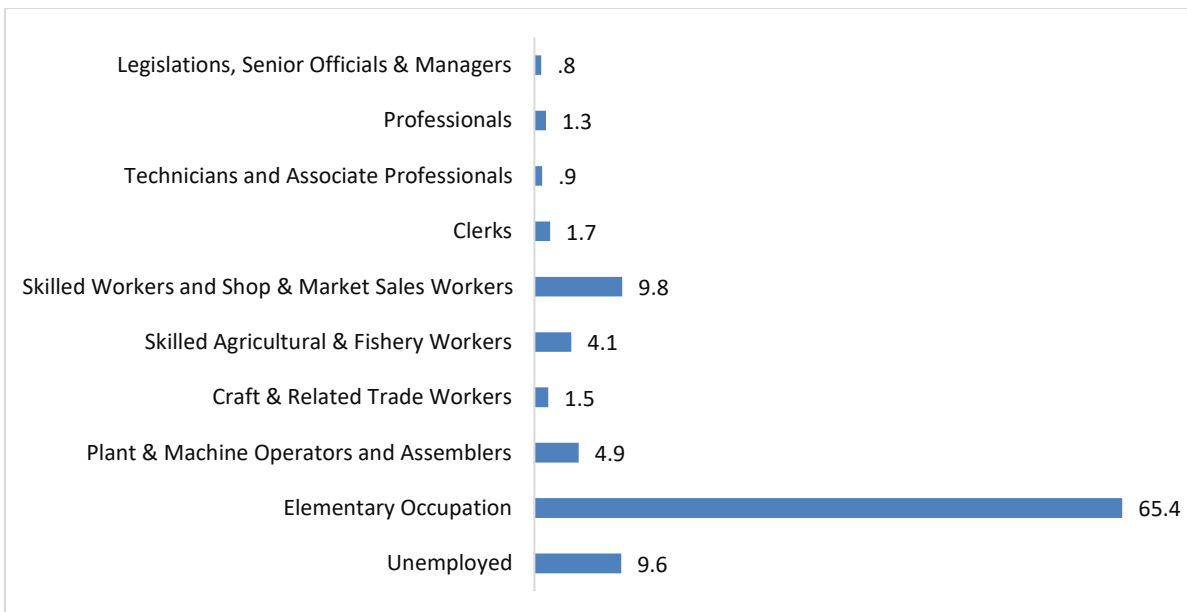
3.10. Occupation of the Head of the Family:

The table below shows that 65.4% of the Head of households of the respondents are employed in Elementary Education, 9.8% as Skilled Workers, 9.6% as Unemployed, and 4.9% are working as Plant and Machine Operators, while the rest of the Occupation have a small percent of representation.

Table 3. 15: Occupation of the Head of the Family

Occupation of Head of Family	Count	Percent
Unemployed	432	9.6
Elementary Occupation	2930	65.4
Plant & Machine Operators and Assemblers	221	4.9
Craft & Related Trade Workers	69	1.5
Skilled Agricultural & Fishery Workers	184	4.1
Skilled Workers and Shop & Market Sales Workers	438	9.8
Clerks	78	1.7
Technicians and Associate Professionals	39	.9
Professionals	57	1.3
Legislations, Senior Officials & Managers	34	.8
Total	4482	100.0

Figure 3. 18: Occupation of the Head of the Family



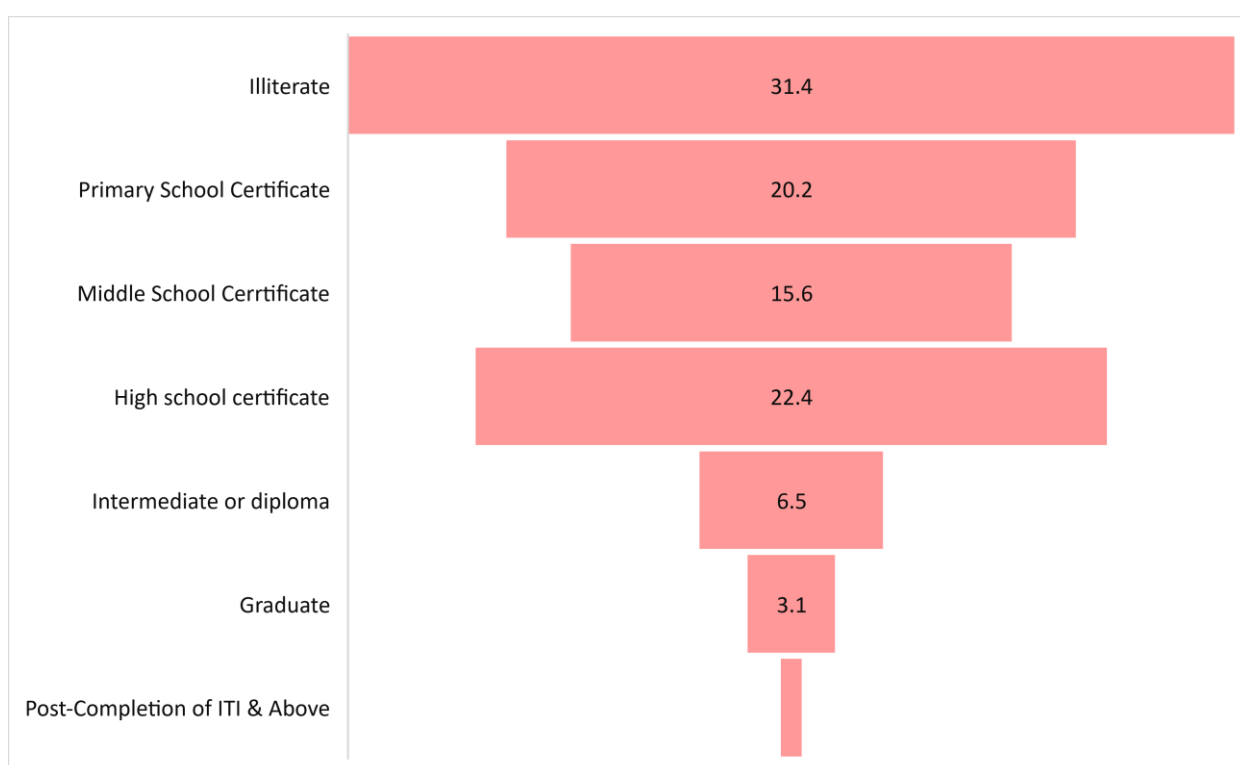
3.11. Education of the Head of Family:

The table below shows that 31.4% of the Head of households of the respondents are Illiterate, 22.4% have completed High School Education, 20.2% studied till Primary School, 15.6% till Middle school, 6.5% completed Intermediate etc.

Table 3. 16: Education of the Head of the Family

Education of Head of the Family	Count	Percent
Illiterate	1408	31.4
Primary School Certificate	905	20.2
Middle School Certificate	701	15.6
High school certificate	1003	22.4
Intermediate or diploma	292	6.5
Graduate	139	3.1
Post-Completion of ITI & Above	34	.8
Total	4482	100.0

Figure 3. 19: Education of the Head of the Family



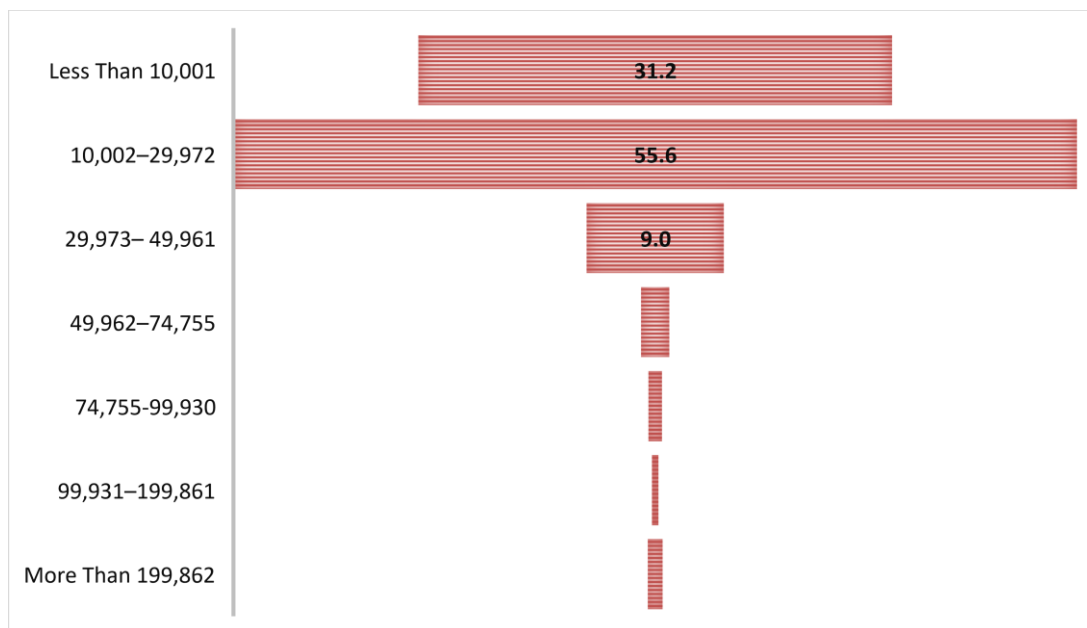
3.12. Monthly Family Income:

The table below shows that 55.6% of the Graduates Total Family Income is in between Rs. 10,002-Rs. 29,972/- per month, 31.2% are earning less than Rs. 10,001/- and 9% of the households are earning in between Rs. 29,973/- to Rs. 49,961/-.

Table 3. 17: Monthly Family Income

Total Family Monthly Income	Count	Percent
Less Than 10,001	1399	31.2
10,002–29,972	2492	55.6
29,973– 49,961	405	9.0
49,962–74,755	83	1.9
74,755-99,930	40	.9
99,931–199,861	19	.4
More Than 199,862	44	1.0
Total	4482	100.0

Figure 3. 20: Monthly Family Income



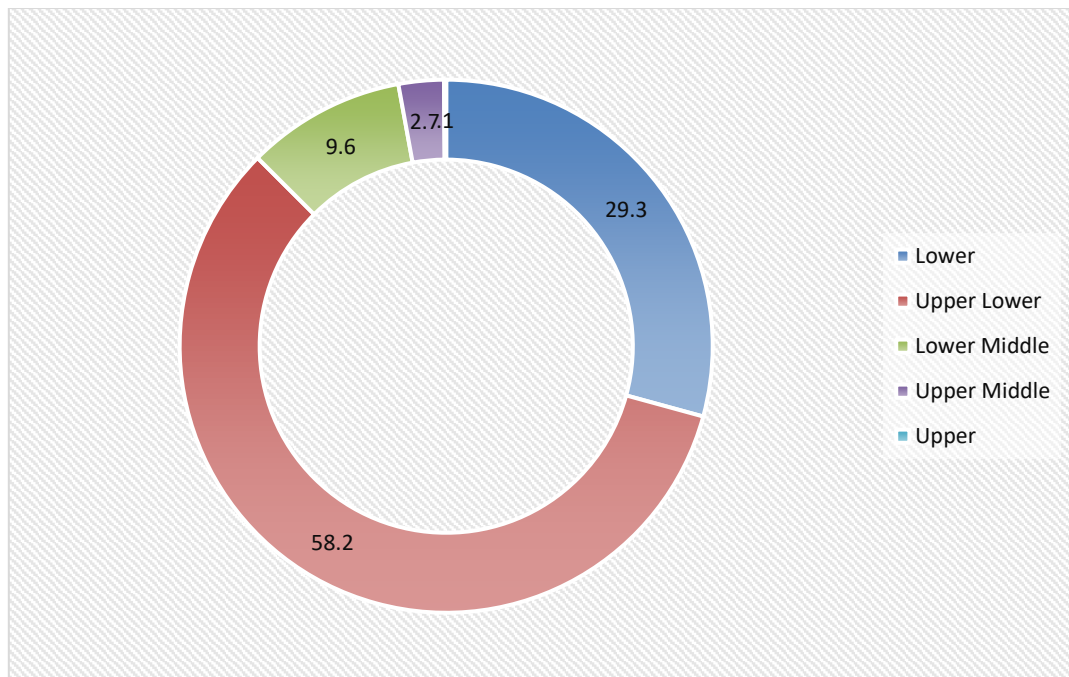
3.13. Socio-Economic Status:

The table below shows that 65.4% of 58.2% of the Graduates belong to Upper Lower Class, 29.3% to Lower Class, followed by 5.6% of Lower Middle Class, 2.7% to Upper Middle Class and 0.1% from Upper Class.

Table 3. 18: Socio-Economic Status of Sample Representation

Socio- Economic Status	Count	Percent
Lower	1311	29.3
Upper Lower	2610	58.2
Lower Middle	432	9.6
Upper Middle	123	2.7
Upper	6	.1
Total	4482	100.0

Figure 3. 21: Socio-Economic Status of Sample Representation

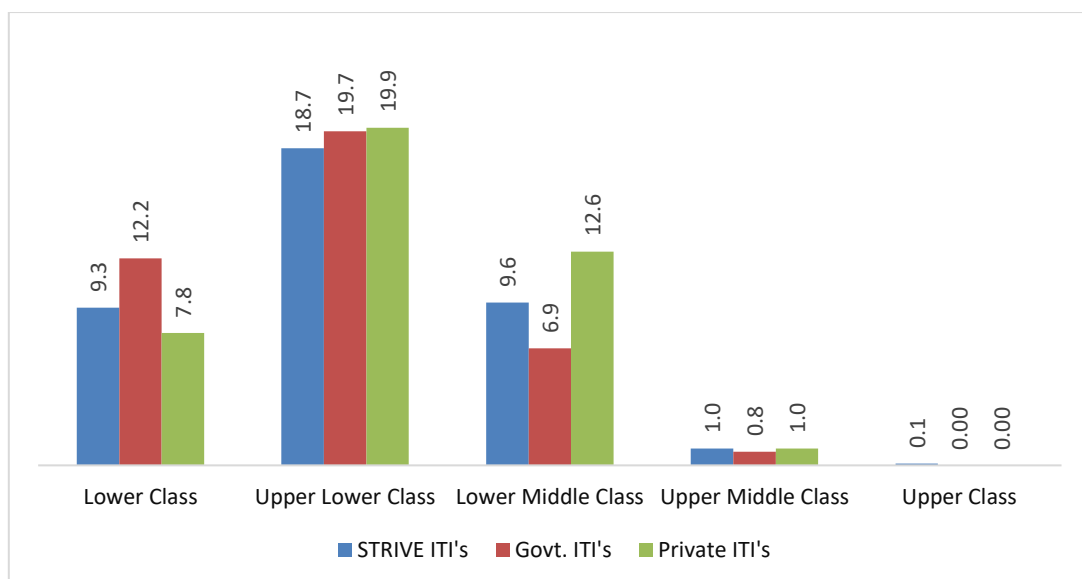


In terms of Socio-Economic Status of the Graduates, majority of them are in the Lower Class and Upper Lower-Class Categories. Looking into the Data, out of 29.3% of Graduates who belong to Lower Class, 9.3% are in STRIVE ITI's, 12.2% in Government ITI's and 7.8% in Private ITI's. Similarly, of 58.3% of Graduates from Upper Lower Class, 18.7% are in STRIVE ITI's, 19.7% in Government ITI's and 19.9% in Private ITI's.

Table 3. 19: ITI Type vs SES of Sample Representation

Socio Economic Status	STRIVE ITI's	Govt. ITI's	Private ITI's
Lower Class	9.3	12.2	7.8
Upper Lower Class	18.7	19.7	19.9
Lower Middle Class	9.6	6.9	12.6
Upper Middle Class	1.0	0.8	1.0
Upper Class	0.1	0.0	0.0

Figure 3. 22: ITI Type vs SES of Sample Representation



Conclusions:

From the above Demographic analysis of the Surveyed Graduates, it could be concluded that, the majority of the respondent Graduates are in the age group of 16-25 years and are Males. While most of the Male Graduates started their course at the age of 18, Female Graduates started a little late, at the age of 21 years. The distribution of male graduates is higher in Private ITI with 35.1% and maintains a slight difference between other types of ITI, but the difference among the distribution of female graduates varies largely with 53.4% in Govt ITI's. Female Graduates and age group of 26-35 years are more in Government ITI's, while Male Graduates and age group of 16-25 years prefer Private ITI's.

Also, most of the Graduates hail from Rural Area and while there is no significant difference between the distribution of Graduates age group wise in Rural and Urban Localities there exists a visible difference between distribution of Graduates Gender in Locality wise. The Proportion of Urban Girls is higher in ITI Courses than Rural areas. Religion wise, though Hindus are in majority, the participation of Females from Muslim community is comparatively less amongst all religions. With respect to Caste, most of the Graduates belong to Backward Caste, but the participation of females from Scheduled Tribes is highest participation when compared to females from other castes. Most of the Graduates, head of the families are involved in Elementary Occupation and are Illiterates. Most of the family's Monthly income is ranging in between Rs. 10,002/- to Rs. 29,972/-. Calculating the SES reflects that majority of the Graduates belong to Upper-Lower Class and Lower-Income Classes.



ITI COURSE DETAILS

CHAPTER IV

4. ITI COURSE RELATED

This chapter provides a detailed analysis of ITI's, Course Types, Course Tenure, Trade Wise Profiling of the Graduates who participated from different STRIVE, Non-STRIVE both Govt and Private ITI's in the Study. Among these ITI's, students both from One Year and Two-Year Courses were selected for the study. Further the study consists of 2 cohorts, graduates who passed One year and Two Years ago.

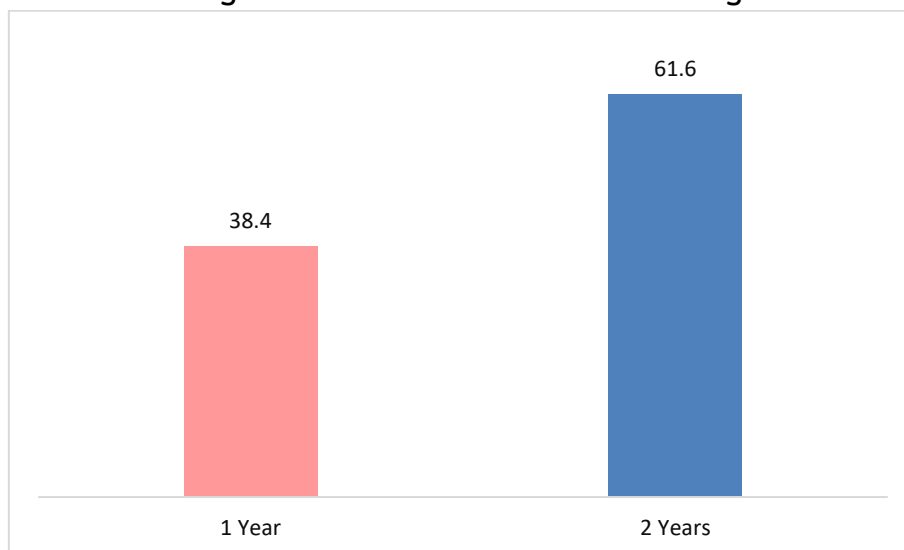
4.1. Course Tenure

The below table reflects the representation of Graduates Course Tenure Wise. From the Graduates surveyed, 38.4% of the Graduates have completed One Year Courses and 61.6% have completed Two Year Courses.

Table 4. 1: Course Tenure Profiling

Course Tenure	Count	Percent
1 Year	1720	38.4
2 Years	2762	61.6
Total	4482	100.0

Figure 4. 1: Course Tenure Profiling

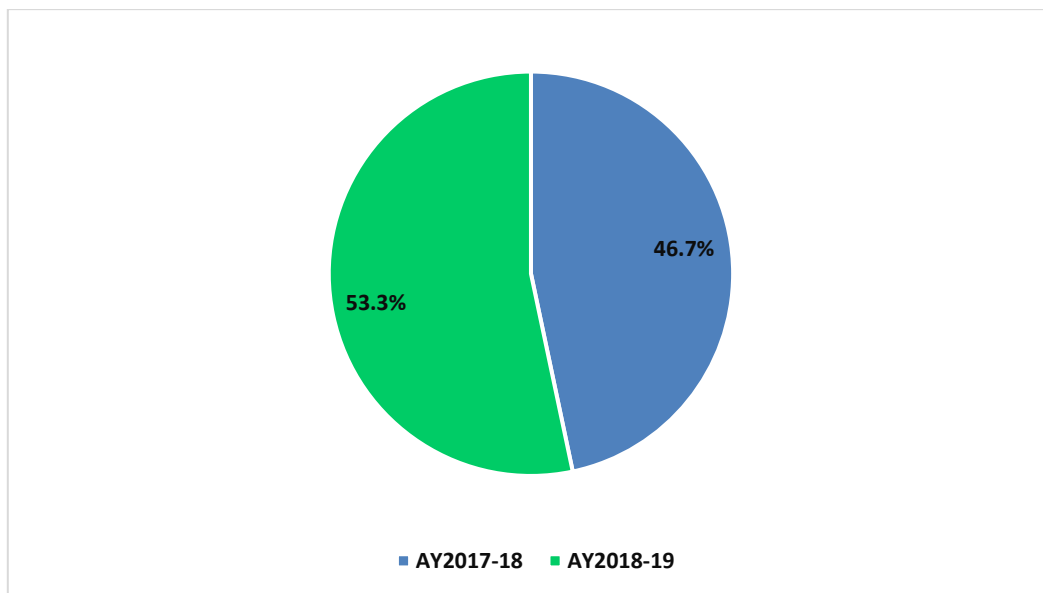


Of the Graduates who completed One Year Courses, 46.7% are passed out from the Academic Year 2017-18 and 53.3% are passed out from AY 2018-19.

Table 4. 2: One Year Course-Academic Year Profiling

One Year Course	Count	Percent
AY2017-18	803	46.7%
AY2018-19	917	53.3%
Total	1720	100.0

Figure 4. 2: One Year Course-Academic Year Profiling

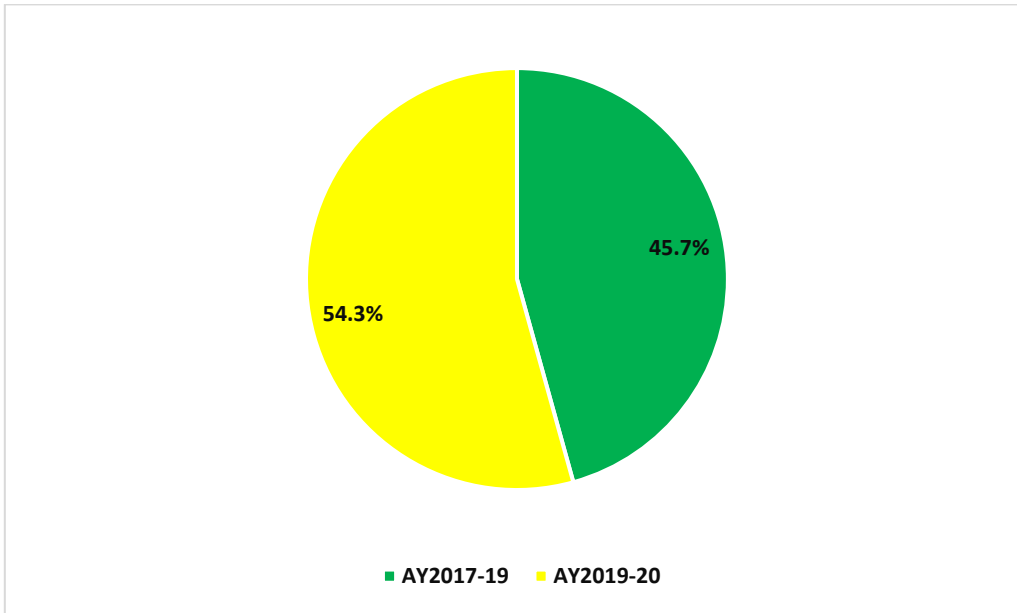


Similarly of the Graduates who completed Two Year Courses, 45.7% are passed out from AY 2017-19 and 54.3% are passed out from AY 2019-20.

Table 4. 3: Two Year Course-Academic Year Profiling

Two Year Course	Count	Percent
AY2017-19	1262	45.7%
AY2019-20	1500	54.3%
Total	2762	100.0

Figure 4. 3: Two Year Course-Academic Year Profiling



Going Further it could be analysed that participation of females and participation of 16-25 years age group is higher in One-Year Courses than Two Year courses.

Table 4. 4: Course Tenure wise Academic Year vs Gender Profiling

Course Type	Tenure	Male	Female
1 Year	AY 2017-18	38.2%	8.5%
	AY 2018-19	43.8%	9.5%
2 Years	AY 2017-19	43.6%	2.1%
	AY 2018-20	50.6%	3.7%

Figure 4. 4: Course Tenure wise Academic Year vs Gender Profiling

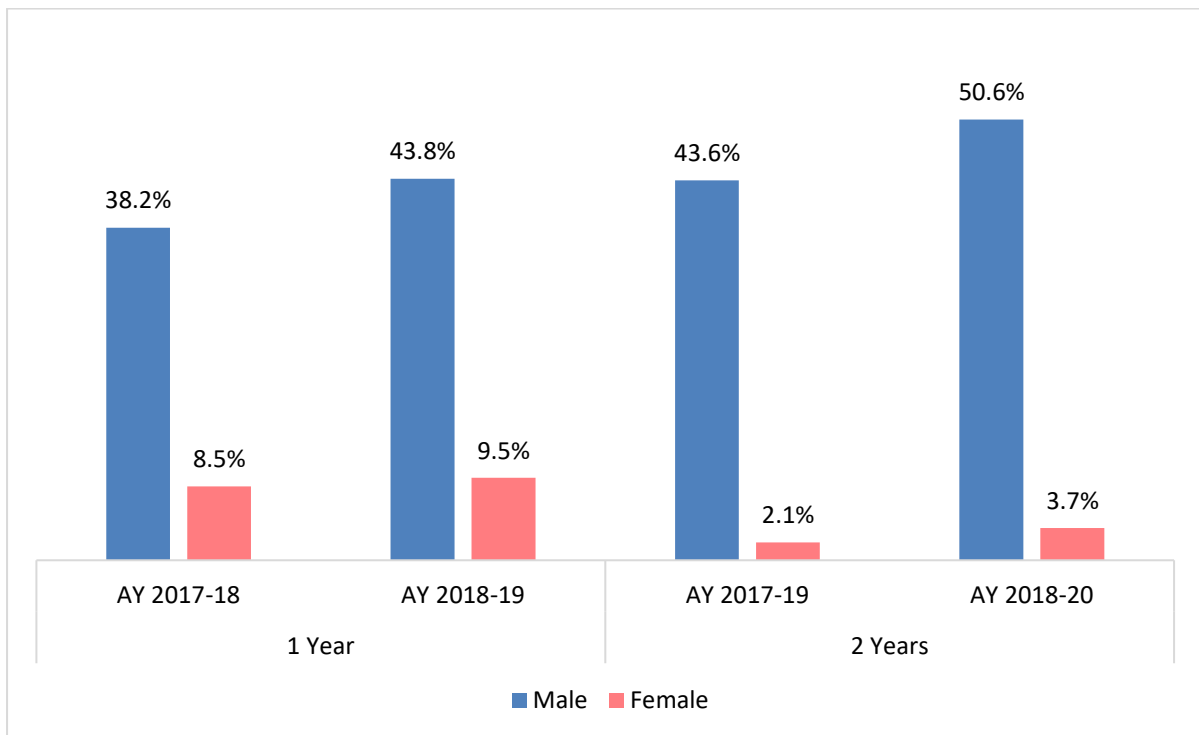
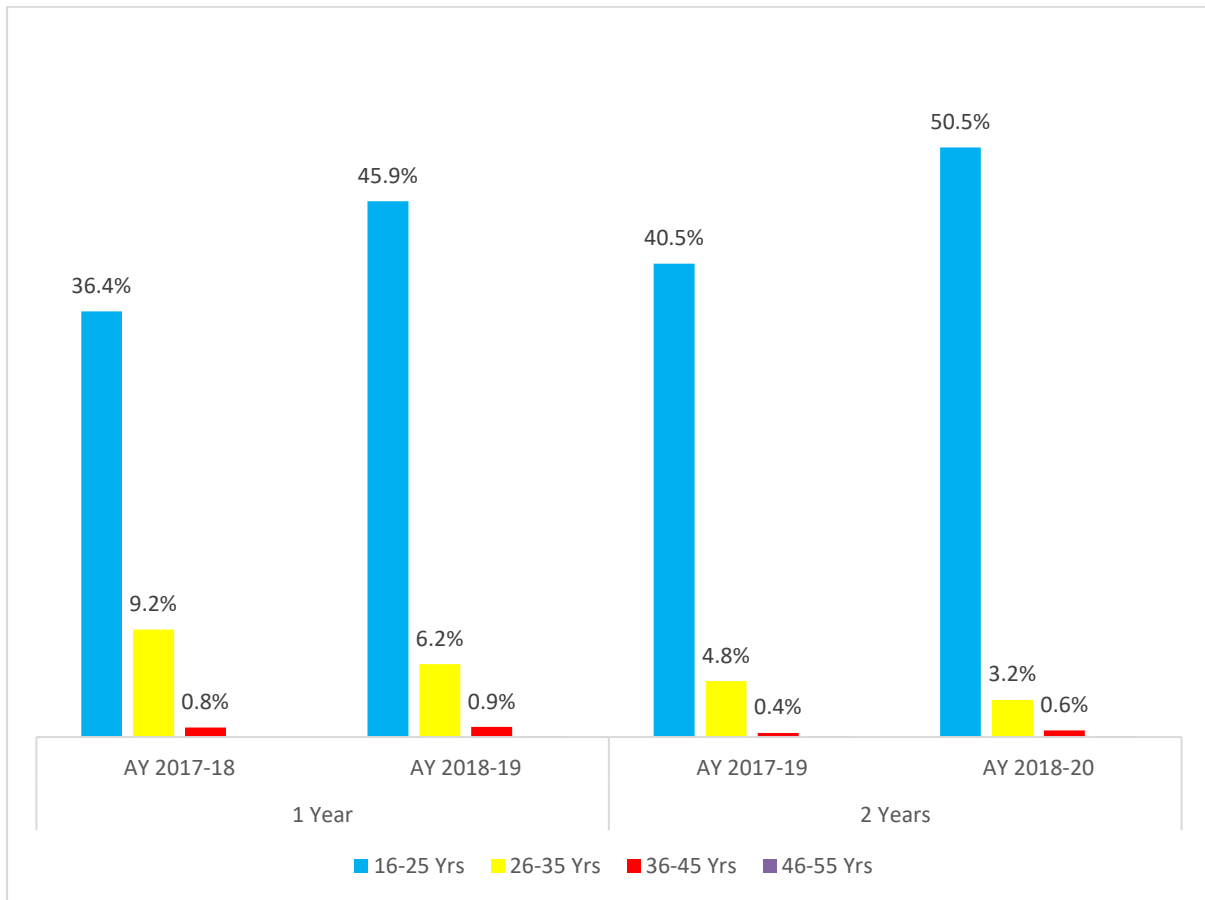


Table 4. 5: Course Tenure wise Academic Year vs Age Groups Profiling

Course Type	Academic Year	16-25 Yrs	26-35 Yrs	36-45 Yrs	46-55 Yrs
1 Year	AY 2017-18	36.4%	9.2%	0.8%	0.0%
	AY 2018-19	45.9%	6.2%	0.9%	0.1%
2 Years	AY 2017-19	40.5%	4.8%	0.4%	0.0%
	AY 2018-20	50.5%	3.2%	0.6%	0.1%

Figure 4. 5: Course Tenure wise Academic Year vs Age Groups Profiling



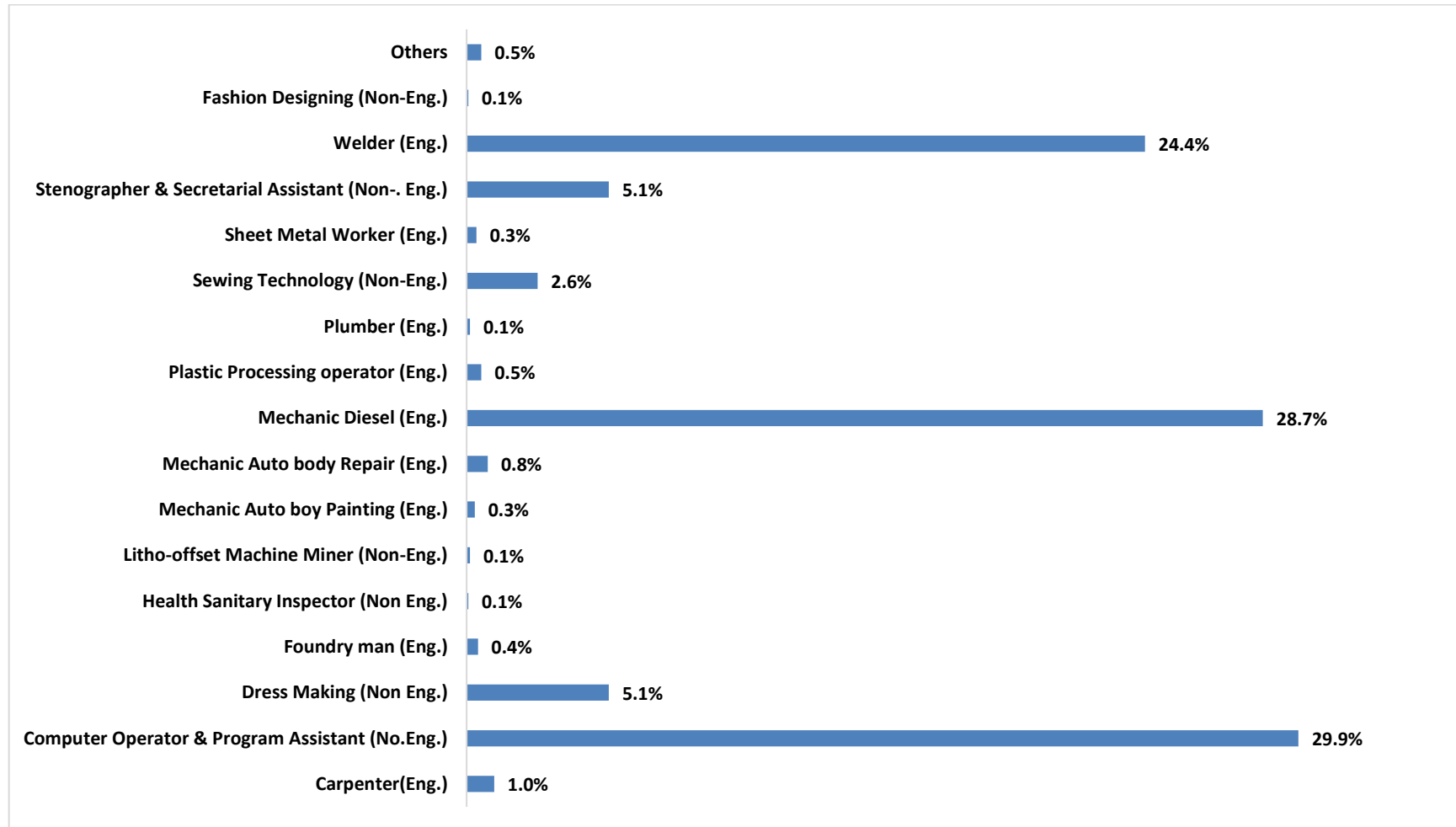
4.2. One Year Course Trade Profiling: Course Tenure

The below table reflects the representation of Graduates from One Year Courses. From the data it could be observed that majority of the graduates are spread across three courses, One Non -Engineering Course and Two Non-Engineering Courses i.e., 29.9% from Computer Operator & Program Assistants Trade (Non-Eng.), followed by 28.7% from Mechanical Diesel Trade (Eng.) and 24.4% from Welder Trade (Eng.). From the Universal data it was observed that Trades like Litho-offset Machine Miner, Dental Laboratory Equipment Technician and Fashion Technology are least preferred.

Table 4. 6: One Year Trades Profiling

One Year Course	Count	Percentage
Carpenter (Eng.)	17	1.0%
Computer Operator & Program Assistant (Non-Eng.)	515	29.9%
Dress Making (Non-Eng.)	88	5.1%
Foundry man (Eng.)	7	0.4%
Health Sanitary Inspector (Non-Eng.)	1	0.1%
Litho-offset Machine Miner (Non-Eng.)	2	0.1%
Mechanic Auto boy Painting (Eng.)	5	0.3%
Mechanic Auto body Repair (Eng.)	13	0.8%
Mechanic Diesel (Eng.)	493	28.7%
Plastic Processing operator (Eng.)	9	0.5%
Plumber (Eng.)	2	0.1%
Sewing Technology (Non-Eng.)	44	2.6%
Sheet Metal Worker (Eng.)	6	0.3%
Stenographer & Secretarial Assistant (Non-. Eng.)	88	5.1%
Welder (Eng.)	420	24.4%
Fashion Designing (Non-Eng.)	1	0.1%
Others	9	0.5%
Total	1720	100.0%

Figure 4. 6: One Year Trades Profiling

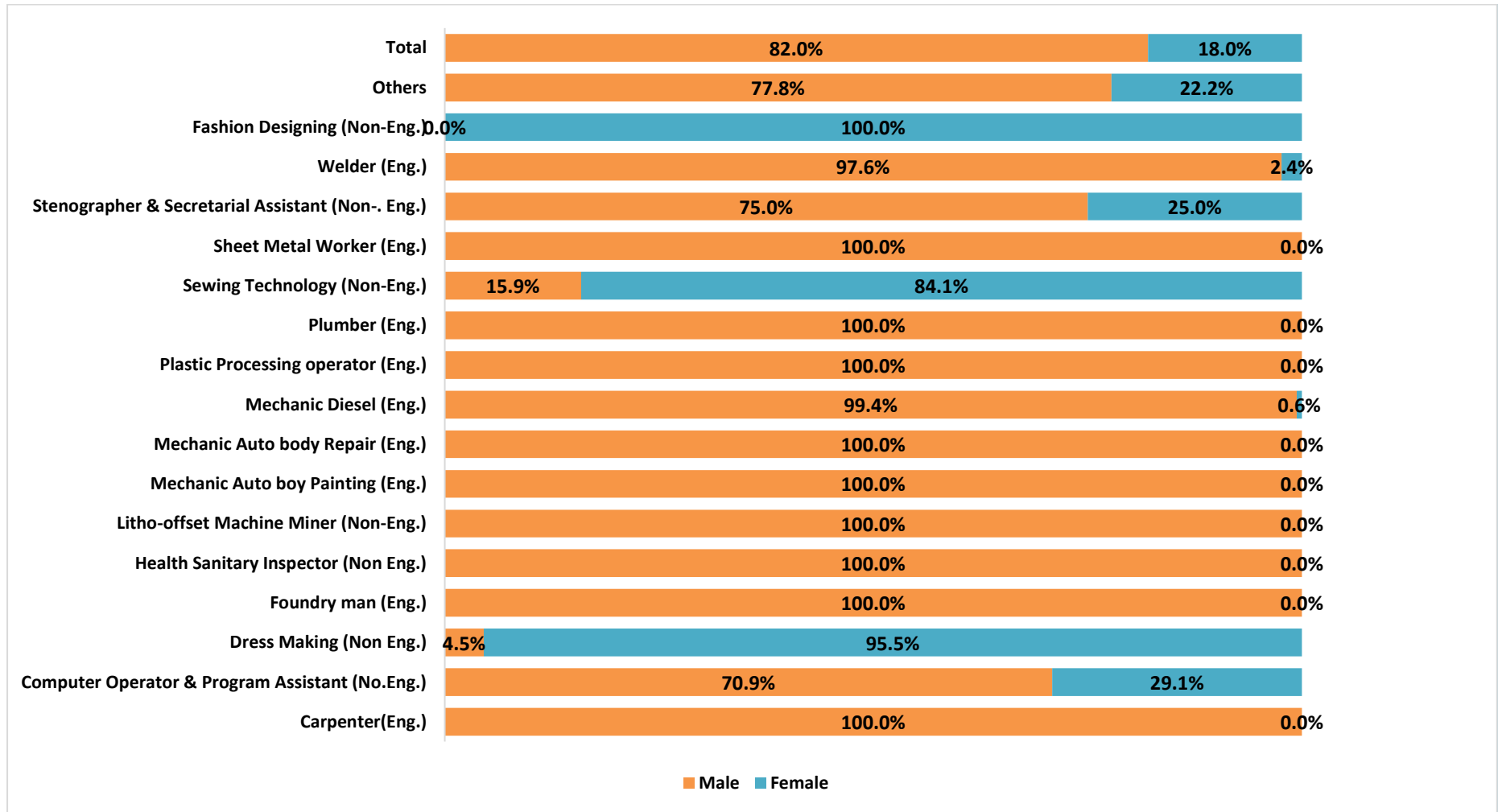


With respect to Gender, it was observed that the proportion of Female Graduates are substantially higher in non-Engineering courses such as Computer Operator (48.5%), Dress Making (27.2%) and Sewing Technology (12%) while Male Graduates are higher in Engineering courses such as Mechanic Diesel (34%), Welder (29.1%) and few Non-Engineering such as Computer Operator (25.9%).

Table 4. 7: One Year Trades vs Gender Profiling

One Year Trade	Gender		
	Male	Female	
Carpenter (Eng.)	Count	17	0
	Percentage	1.2%	0.0%
Computer Operator & Program Assistant (Non.Eng.)	Count	365	150
	Percentage	25.9%	48.5%
Dress Making (Non. Eng.)	Count	4	84
	Percentage	0.3%	27.2%
Foundry man (Eng.)	Count	7	0
	Percentage	0.5%	0.0%
Health Sanitary Inspector (Non. Eng.)	Count	1	0
	Percentage	0.1%	0.0%
Litho-offset Machine Miner (Non-Eng.)	Count	2	0
	Percentage	0.1%	0.0%
Mechanic Auto boy Painting (Eng.)	Count	5	0
	Percentage	0.4%	0.0%
Mechanic Auto body Repair (Eng.)	Count	13	0
	Percentage	0.9%	0.0%
Mechanic Diesel (Eng.)	Count	490	3
	Percentage	34.7%	1.0%
Plastic Processing operator (Eng.)	Count	9	0
	Percentage	0.6%	0.0%
Plumber (Eng.)	Count	2	0
	Percentage	0.1%	0.0%
Sewing Technology (Non-Eng.)	Count	7	37
	Percentage	0.5%	12.0%
Sheet Metal Worker (Eng.)	Count	6	0
	Percentage	0.4%	0.0%
Stenographer & Secretarial Assistant (Non-. Eng.)	Count	66	22
	Percentage	4.7%	7.1%
Welder (Eng.)	Count	410	10
	Percentage	29.1%	3.2%
Fashion Designing (Non-Eng.)	Count	0	1
	Percentage	0.0%	0.3%
Others	Count	7	2
	Percentage	0.5%	0.6%

Figure 4. 7: One Year Trades vs Gender Profiling

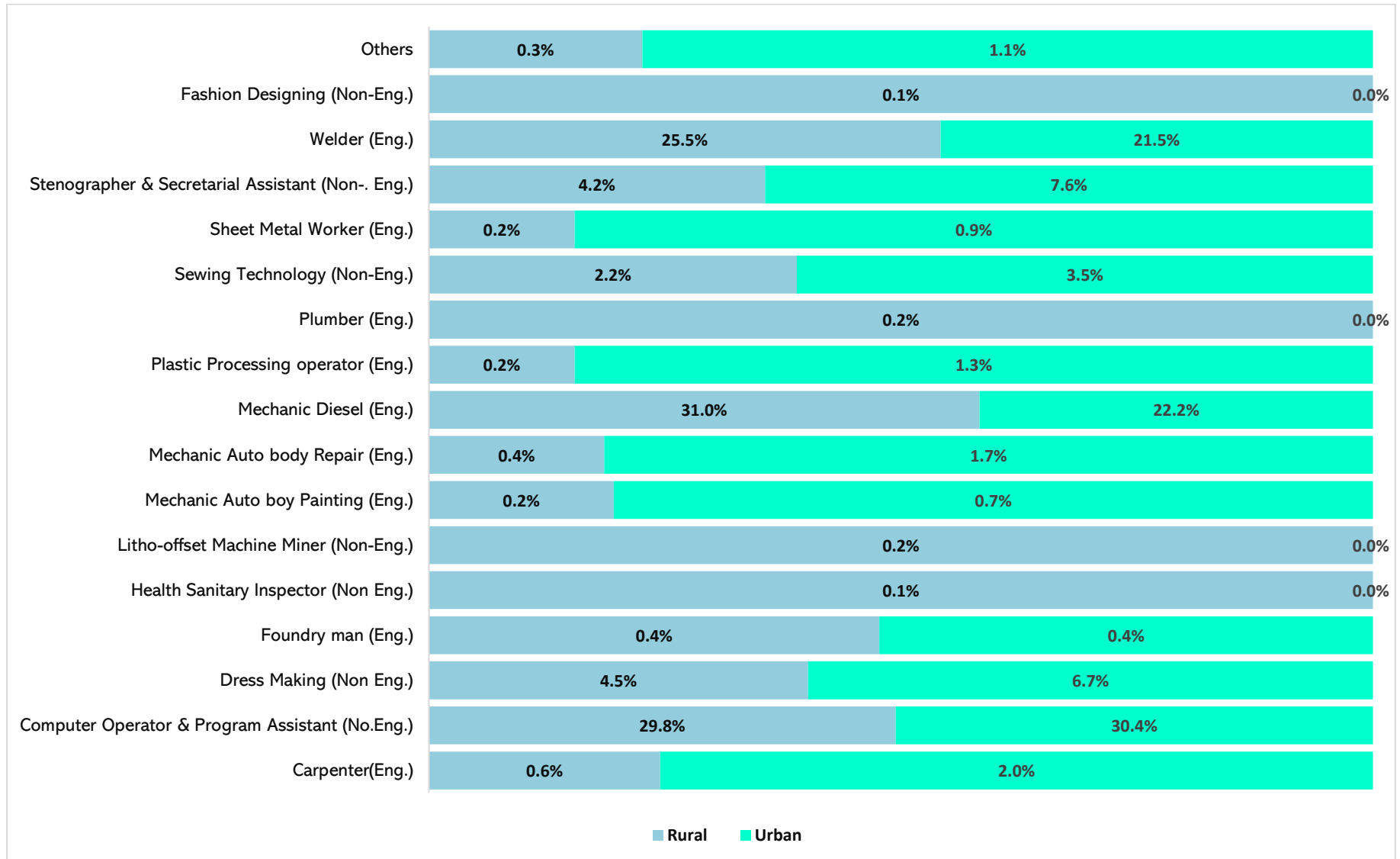


With respect to Locality, it was observed that the proportion of Graduates from Urban Areas are substantially higher in non-Engineering courses such as Computer Operator (30.4%) and Dress Making (6.7%) while Graduates from Rural are higher in Engineering courses such as Mechanic Diesel (31%).

Table 4. 8: One Year Trades vs Locality Profiling

One Year Trades		Locality	
		Rural	Urban
Carpenter (Eng.)	Count	8	9
	Percentage	0.6%	2.0%
Computer Operator & Program Assistant (Non .Eng.)	Count	375	140
	Percentage	29.8%	30.4%
Dress Making (Non. Eng.)	Count	57	31
	Percentage	4.5%	6.7%
Foundry man (Eng.)	Count	5	2
	Percentage	0.4%	0.4%
Health Sanitary Inspector (Non-Eng.)	Count	1	0
	Percentage	0.1%	0.0%
Litho-offset Machine Miner (Non-Eng.)	Count	2	0
	Percentage	0.2%	0.0%
Mechanic Auto boy Painting (Eng.)	Count	2	3
	Percentage	0.2%	0.7%
Mechanic Auto body Repair (Eng.)	Count	5	8
	Percentage	0.4%	1.7%
Mechanic Diesel (Eng.)	Count	391	102
	Percentage	31.0%	22.2%
Plastic Processing operator (Eng.)	Count	3	6
	Percentage	0.2%	1.3%
Plumber (Eng.)	Count	2	0
	Percentage	0.2%	0.0%
Sewing Technology (Non-Eng.)	Count	28	16
	Percentage	2.2%	3.5%
Sheet Metal Worker (Eng.)	Count	2	4
	Percentage	0.2%	0.9%
Stenographer & Secretarial Assistant (Non-. Eng.)	Count	53	35
	Percentage	4.2%	7.6%
Welder (Eng.)	Count	321	99
	Percentage	25.5%	21.5%
Fashion Designing (Non-Eng.)	Count	1	0
	Percentage	0.1%	0.0%
Others	Count	4	5
	Percentage	0.3%	1.1%

Figure 4. 8: One Year Trades vs Locality Profiling

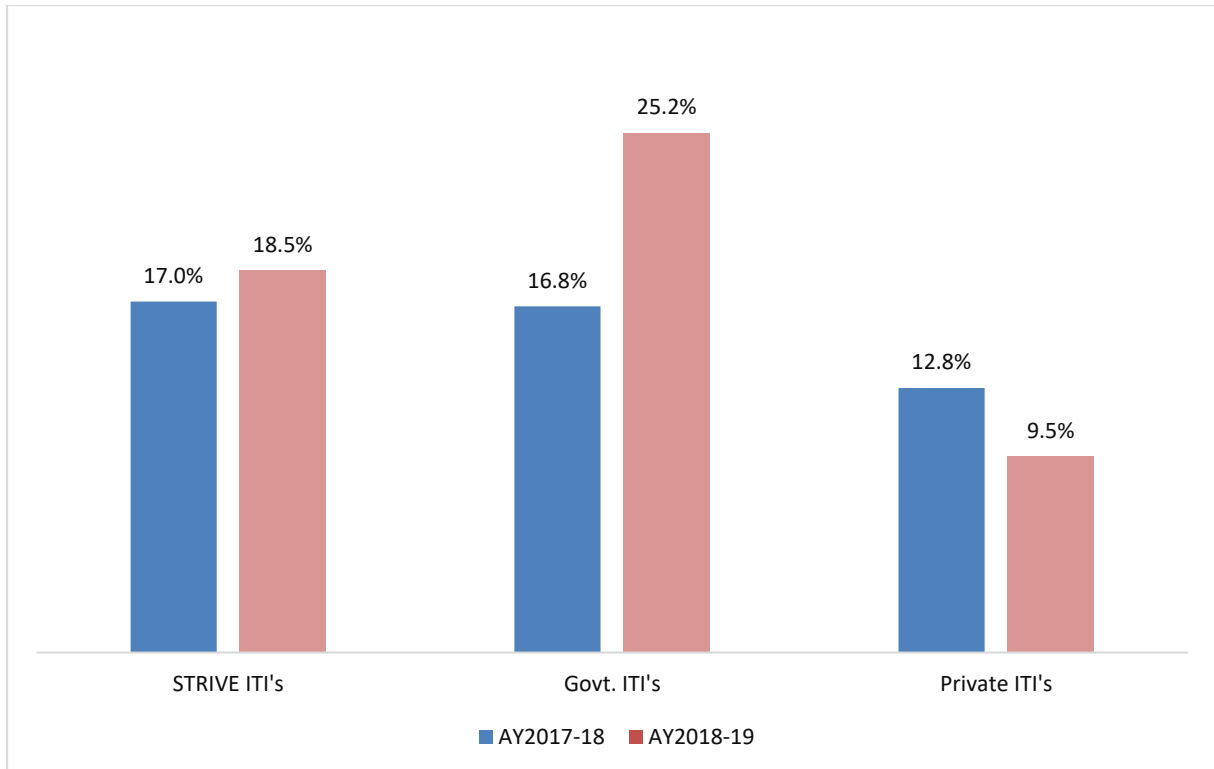


Further it could be analysed that among the sample respondents, Graduates from One Year Courses are more in Government IIT's (42%) than STRIVE (35.6%) and Private ITI's (22.4%).

Table 4. 9: ITI Type vs One Year Course AY Profiling

ITI Type	One Year Course -Academic Year	
	AY2017-18	AY2018-19
STRIVE ITI's	293	319
	17.0%	18.5%
Govt. ITI's	289	434
	16.8%	25.2%
Private ITI's	221	164
	12.8%	9.5%
Total	803	917
	1720	

Figure 4. 9: ITI Type vs One Year Course AY Profiling



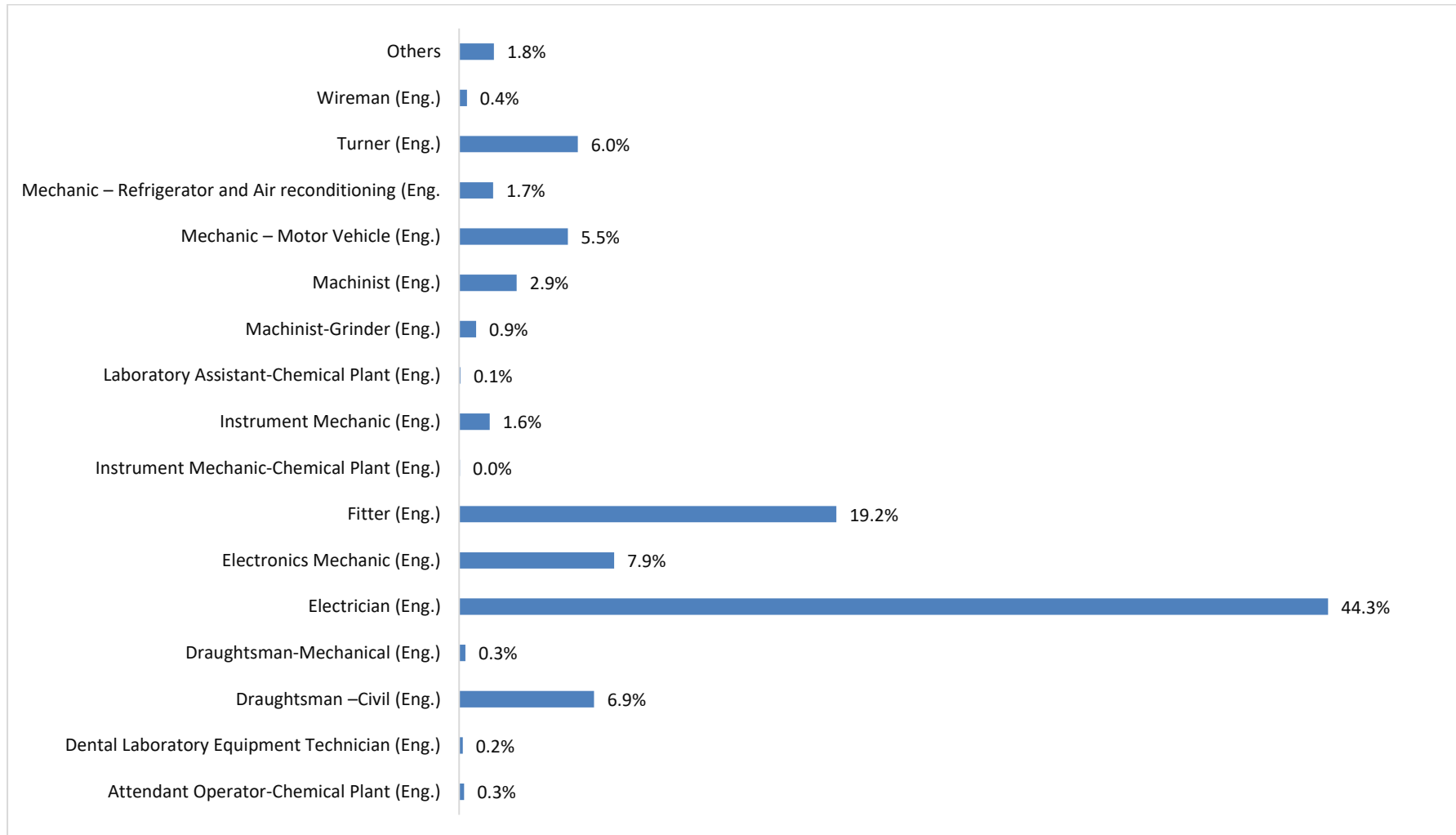
4.3. Two-Year Course Trade Profiling

The below table reflects the representation of graduates from Two Year Courses. From the data it could be observed that majority of the respondents 44.3% belong Electrician trade followed by Fitter with 19.2%. From the Universal data among Two Year courses, it was observed that Trades like Instrument Mechanic (Chemical Plant), Laboratory Assistant-Chemical Plant and Draughtsman (Mechanical) are least preferred.

Table 4. 10: Two Year Trades Profiling

Two Year Course	Count	Percentage
Attendant Operator-Chemical Plant (Eng.)	7	0.3%
Dental Laboratory Equipment Technician (Eng.)	5	0.2%
Draughtsman –Civil (Eng.)	190	6.9%
Draughtsman-Mechanical (Eng.)	9	0.3%
Electrician (Eng.)	1223	44.3%
Electronics Mechanic (Eng.)	218	7.9%
Fitter (Eng.)	531	19.2%
Instrument Mechanic-Chemical Plant (Eng.)	1	0.0%
Instrument Mechanic (Eng.)	43	1.6%
Laboratory Assistant-Chemical Plant (Eng.)	2	0.1%
Machinist-Grinder (Eng.)	24	0.9%
Machinist (Eng.)	81	2.9%
Mechanic – Motor Vehicle (Eng.)	153	5.5%
Mechanic –Refrigerator & Air reconditioning (Eng.)	48	1.7%
Turner (Eng.)	167	6.0%
Wireman (Eng.)	11	0.4%
Others	49	1.8%
Total	2762	100%

Figure 4. 10: Two Year Trades Profiling

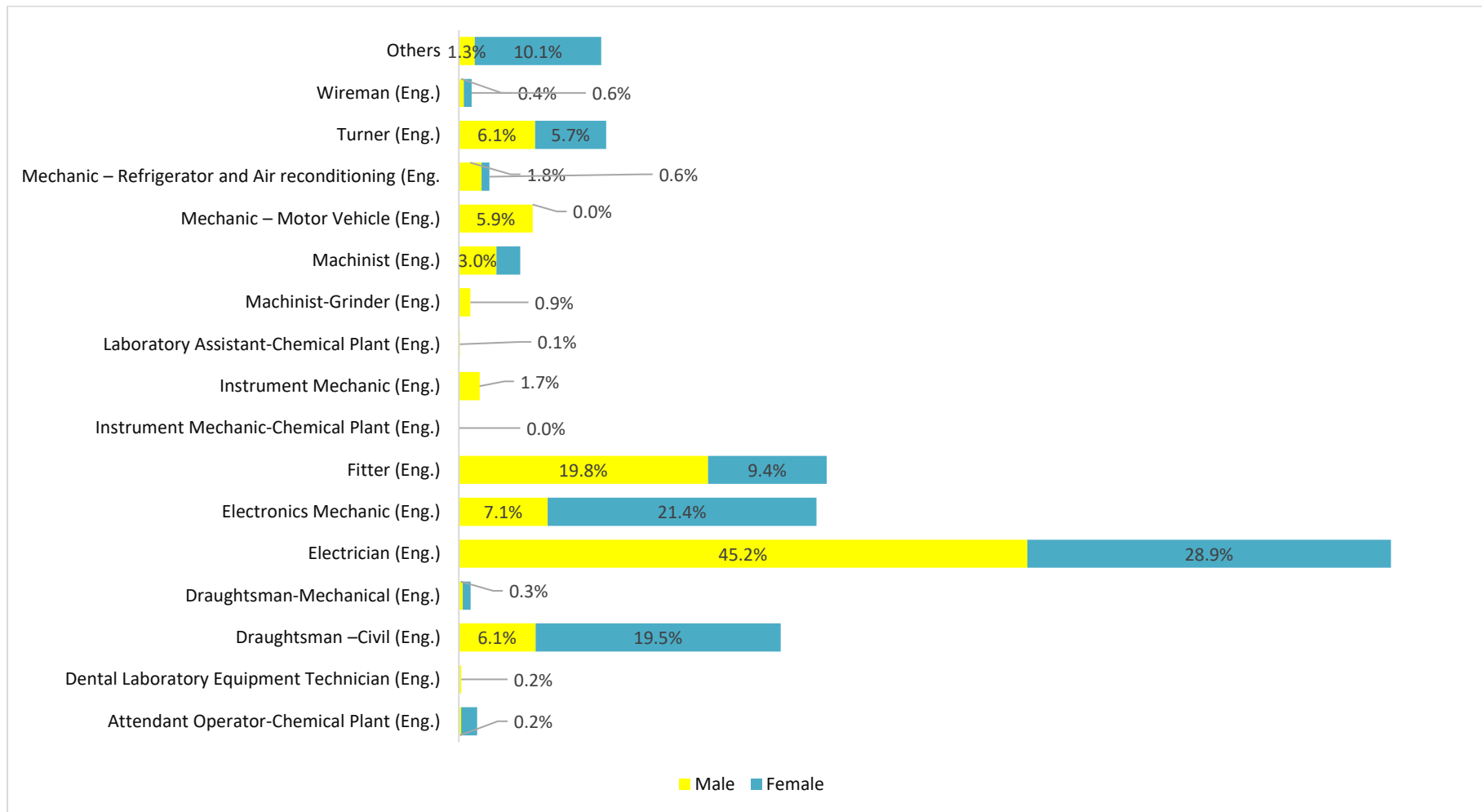


With respect to Gender, it was interesting to observe from the data that few courses had higher girls' representation than boys such as Electronics Mechanic (21.4%) and Draughtsman Civil (19.5%).

Table 4. 11: Two Year Trades vs Gender Profiling

Two Year Courses		Gender	
		Male	Female
Attendant Operator-Chemical Plant (Eng.)	Count	5	2
	Percentage	0.2%	1.3%
Dental Laboratory Equipment Technician (Eng.)	Count	5	0
	Percentage	0.2%	0.0%
Draughtsman –Civil (Eng.)	Count	159	31
	Percentage	6.1%	19.5%
Draughtsman-Mechanical (Eng.)	Count	8	1
	Percentage	0.3%	0.6%
Electrician (Eng.)	Count	1177	46
	Percentage	45.2%	28.9%
Electronics Mechanic (Eng.)	Count	184	34
	Percentage	7.1%	21.4%
Fitter (Eng.)	Count	516	15
	Percentage	19.8%	9.4%
Instrument Mechanic-Chemical Plant (Eng.)	Count	1	0
	Percentage	0.0%	0.0%
Instrument Mechanic (Eng.)	Count	43	0
	Percentage	1.7%	0.0%
Laboratory Assistant-Chemical Plant (Eng.)	Count	2	0
	Percentage	0.1%	0.0%
Machinist-Grinder (Eng.)	Count	24	0
	Percentage	0.9%	0.0%
Machinist (Eng.)	Count	78	3
	Percentage	3.0%	1.9%
Mechanic – Motor Vehicle (Eng.)	Count	153	0
	Percentage	5.9%	0.0%
Mechanic – Refrigerator and Air reconditioning (Eng.)	Count	47	1
	Percentage	1.8%	0.6%
Turner (Eng.)	Count	158	9
	Percentage	6.1%	5.7%
Wireman (Eng.)	Count	10	1
	Percentage	0.4%	0.6%
Others	Count	33	16
	Percentage	1.3%	10.1%

Figure 4. 11: Two Year Trades vs Gender Profiling

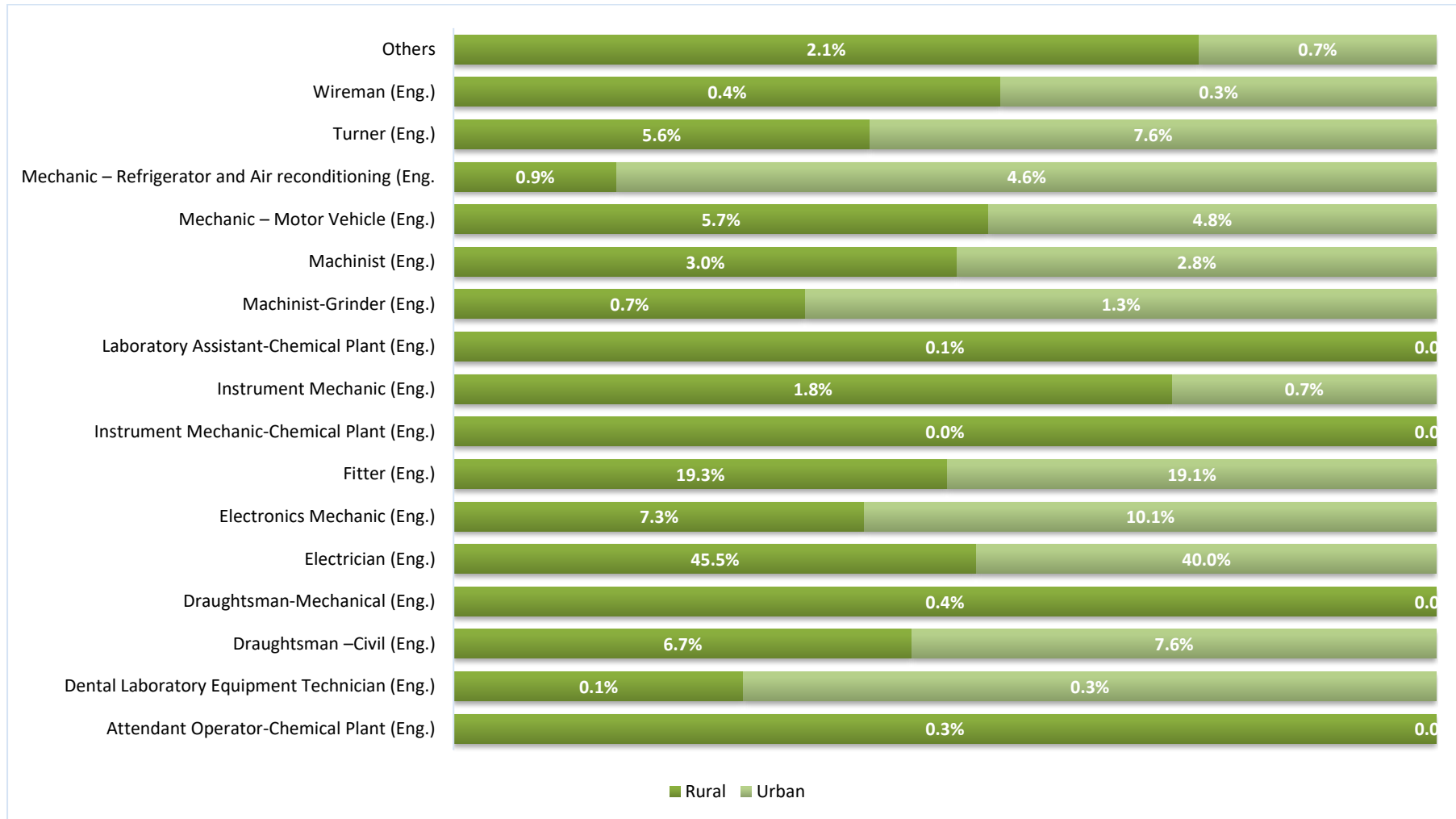


With respect to Locality, it was observed that the proportion of Graduates from Urban Areas are substantially higher in courses such as Electronic Mechanic (10.1%), Draughtsman Civil (7.6%) while Graduates from Rural are higher in courses such as Electrician (45.5%).

Table 4. 12: Two Year Trade vs Locality Profiling

Two Year Courses	Locality		
	Rural	Urban	
Attendant Operator-Chemical Plant (Eng.)	Count	7	0
	Percentage	0.3%	0.0%
Dental Laboratory Equipment Technician (Eng.)	Count	3	2
	Percentage	0.1%	0.3%
Draughtsman –Civil (Eng.)	Count	144	46
	Percentage	6.7%	7.6%
Draughtsman-Mechanical (Eng.)	Count	9	0
	Percentage	0.4%	0.0%
Electrician (Eng.)	Count	982	241
	Percentage	45.5%	40.0%
Electronics Mechanic (Eng.)	Count	157	61
	Percentage	7.3%	10.1%
Fitter (Eng.)	Count	416	115
	Percentage	19.3%	19.1%
Instrument Mechanic-Chemical Plant (Eng.)	Count	1	0
	Percentage	0.0%	0.0%
Instrument Mechanic (Eng.)	Count	39	4
	Percentage	1.8%	0.7%
Laboratory Assistant-Chemical Plant (Eng.)	Count	2	0
	Percentage	0.1%	0.0%
Machinist-Grinder (Eng.)	Count	16	8
	Percentage	0.7%	1.3%
Machinist (Eng.)	Count	64	17
	Percentage	3.0%	2.8%
Mechanic – Motor Vehicle (Eng.)	Count	124	29
	Percentage	5.7%	4.8%
Mechanic – Refrigerator and Air reconditioning (Eng.)	Count	20	28
	Percentage	0.9%	4.6%
Turner (Eng.)	Count	121	46
	Percentage	5.6%	7.6%
Wireman (Eng.)	Count	9	2
	Percentage	0.4%	0.3%
Others	Count	45	4
	Percentage	2.1%	0.7%

Figure 4. 12: Two Year Trade vs Locality Profiling

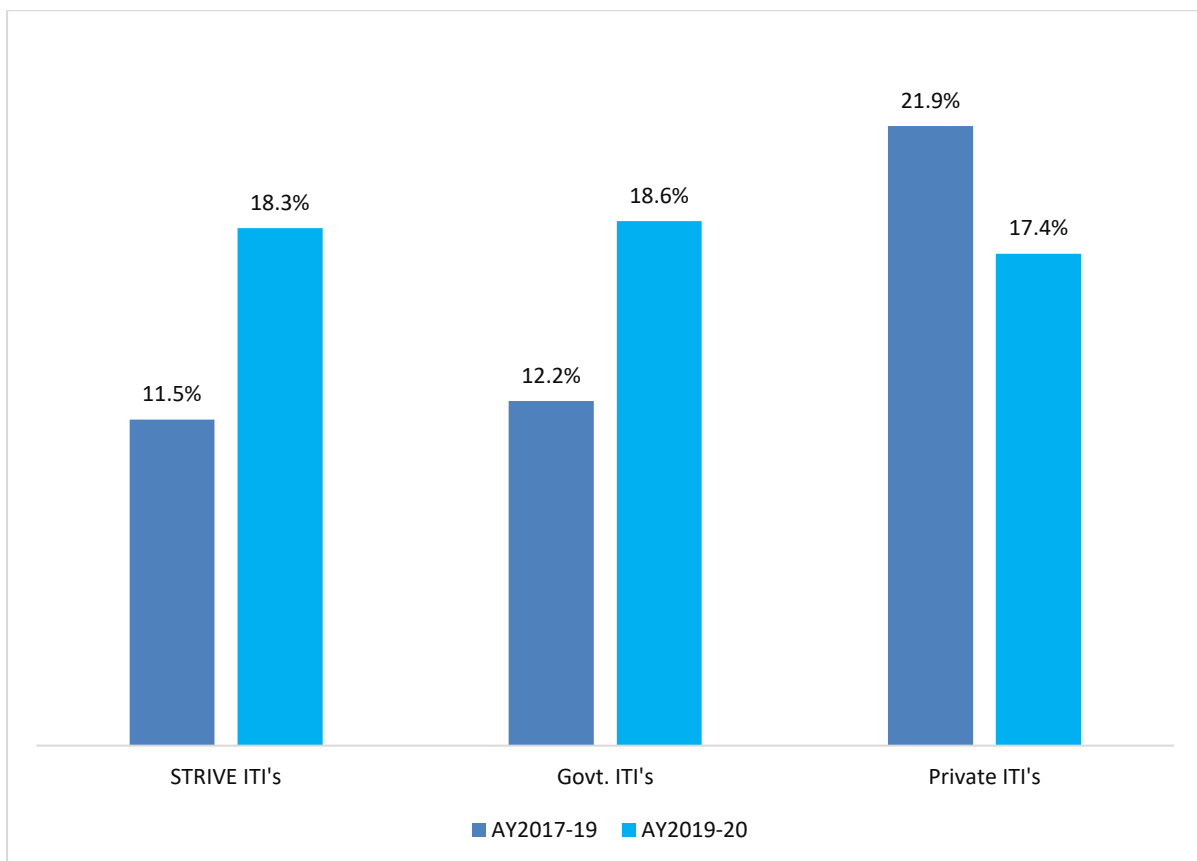


Further it could be analysed that among the sample respondents, Graduates from Two Year Courses are more in Private IIT's (39.4%) than STRIVE (29.9%) and Government ITI's (30.8%).

Table 4. 13: ITI type vs Two Year Trades- AY Profiling

ITI Type		Two Year Course - Academic Year	
		AY2017-19	AY2019-20
STRIVE ITI's	Count	319	506
	Percentage	38.7%	61.3%
Govt. ITI's	Count	337	513
	Percentage	39.6%	60.4%
Private ITI's	Count	606	481
	Percentage	55.7%	44.3%
Total		2762	

Figure 4. 13: ITI type vs Two Year Trades- AY Profiling



Conclusion:

From the above analysis regarding ITI course, it could be concluded that among the respondents, 38.4% of the Graduates have completed One Year Courses of which 46.7% are from Cohort 1 and 53.3% from Cohort 2, also participation of females and participation of 16-25 years age group is higher in these courses. 61.6% have completed Two Year Courses of which 45.7% are from Cohort 1 and 54.3% from Cohort 2.

Coming to trades in One Year courses, it was observed that Computer Operator & Program Assistants, Mechanical Diesel and Welder Trades are most, also gender wise females are more oriented towards non-engineering courses such as Computer Operator, Dress making and Sewing Technology while males are more oriented towards engineering courses such as Mechanical Diesel. It was further observed that the proportion of Graduates from Urban Areas are substantially higher in non-Engineering while Graduates from Rural are higher in Engineering courses. Lastly, Graduates from One Year Courses are more in Government IIT's than STRIVE and Private ITI's.

Coming to trades in Two Year courses, it was observed that majority of the respondents belong Electrician trade followed by Fitter. With respect to Gender, it was interesting to observe from the data that few courses had higher girls' representation than boys such as Electronics Mechanic and Draughtsman Civil. It was further observed that the proportion of Graduates from Urban Areas are substantially higher in courses such as Electronic Mechanic, Draughtsman Civil while Graduates from Rural are higher in courses such as Electrician. Lastly Graduates from Two Year Courses are more in Private IIT's than STRIVE and Government ITI's .



FACILITIES
&
PROVISIONS

CHAPTER V

5. ITI COURSE AND ITI RELATED

This chapter deals with aspects related to ITI Course and Institution. Graduates were asked to pick the reasons for studying in specific ITI's, Important aspects of Teaching and Learning stressed in studies, Conditions and Provisions of ITI Institutions, Employment and Wage related elements in study, Competencies gained after the completion of ITI and overall satisfaction with the course. Comparative analysis in between STRIVE and Non-STRIVE ITI's were also made to understand if there is an difference among the aspects mentioned.

5.1. Reasons to join ITI

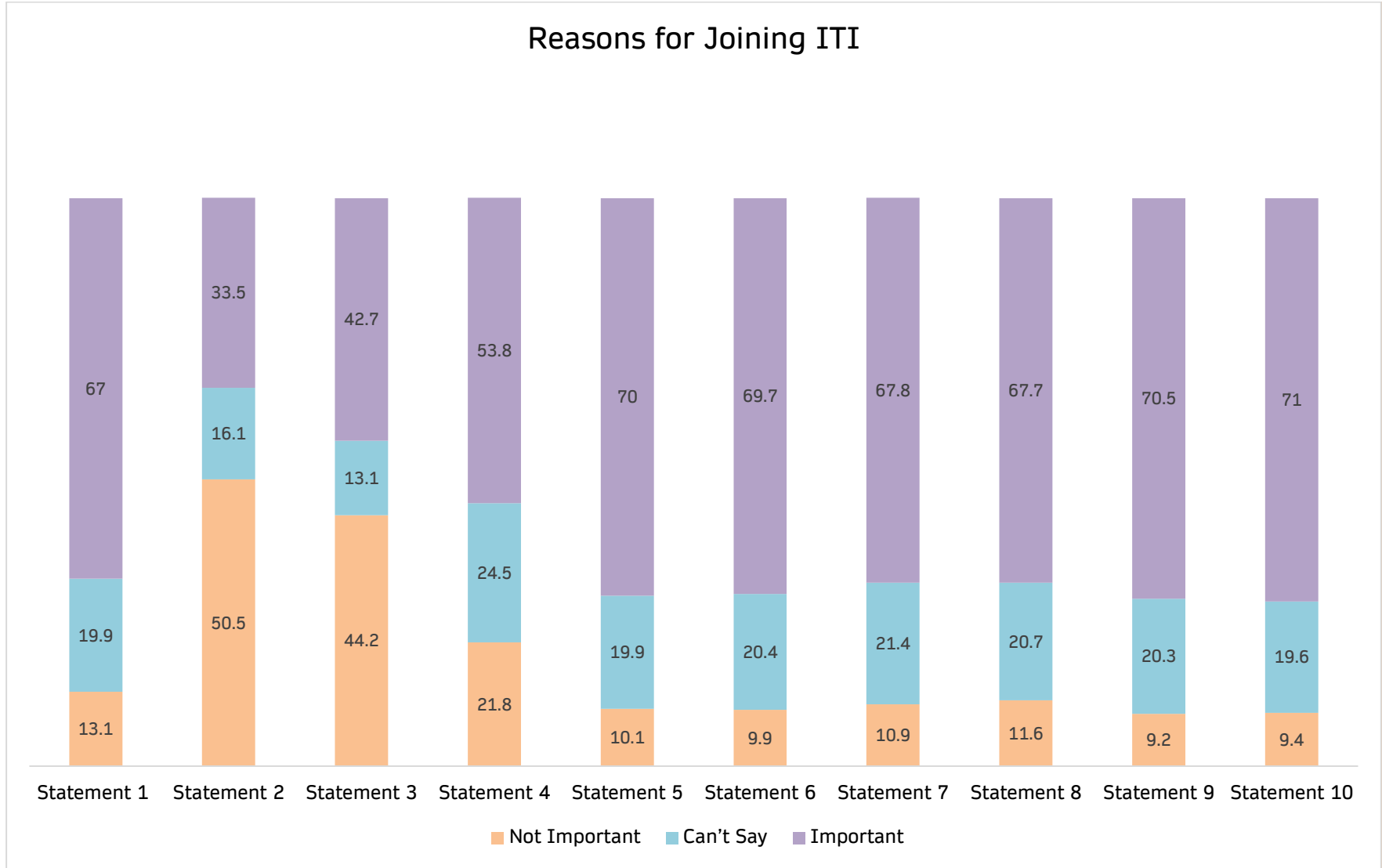
The below table reflects the reasons for choosing specific ITI's by the Graduates. Respondents were asked to choose the option most relevant to all the reasons listed under this question hence response to this question were multiple.

Table 5. 1: Reasons to Study in ITI

Reasons for studying in the ITI	Options
Nearby to home of parents or other relatives	Not Important
	Can't Say
	Important
Availability of scholarship	Not Important
	Can't Say
	Important
Availability/quality of accommodation	Not Important

	Can't Say
	Important
Attractiveness of town/region	Not Important
	Can't Say
	Important
Reputation of the ITI institution	Not Important
	Can't Say
	Important
Practice-oriented study program	Not Important
	Can't Say
	Important
Areas of specialization provided, if applicable	Not Important
	Can't Say
	Important
Advice from parents/relatives	Not Important
	Can't Say
	Important
Due to Financial conditions of parents	Not Important
	Can't Say
	Important
For quick job/livelihood settlement	Not Important
	Can't Say
	Important

Figure 5. 1: Reasons to Study in ITI



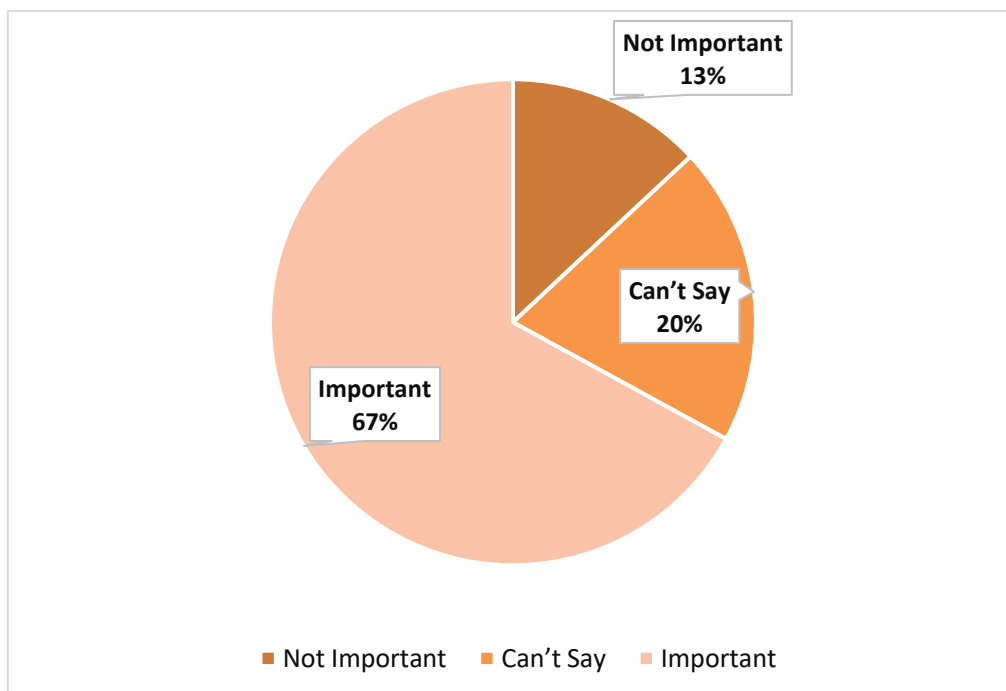
5.1.1. Nearby to home of parents or other relatives:

From the data it could be observed that 67% of the Graduates stated “Nearby to home of parents or other relatives” as Important reason to study in the chosen ITI, 13% said that it is not an important reason.

Table 5. 2: Nearby to home or Parents Home

Nearby to home of parents or other relatives	Count	Percent
Not Important	585	13.1
Can't Say	893	19.9
Important	3004	67.0
Total	4482	100.0

Figure 5. 2: Nearby to home or Parents Home



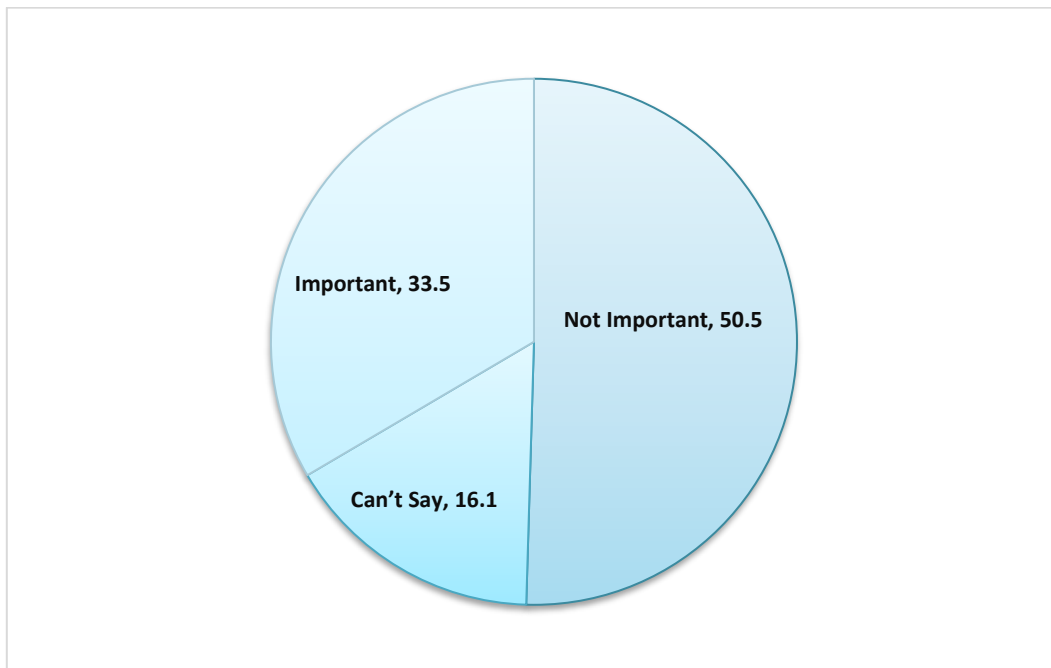
5.1.2.Availability of Scholarship

From the data it could be observed that 33.5% of the Graduates stated “Availability of Scholarship” as Important reason to study in the chosen IT and 50.5% said that it is not an important reason.

Table 5. 3: Availability of Scholarship

Availability of Scholarship	Count	Percent
Not Important	2262	50.5
Can't Say	720	16.1
Important	1500	33.5
Total	4482	100.0

Figure 5. 3: Availability of Scholarship



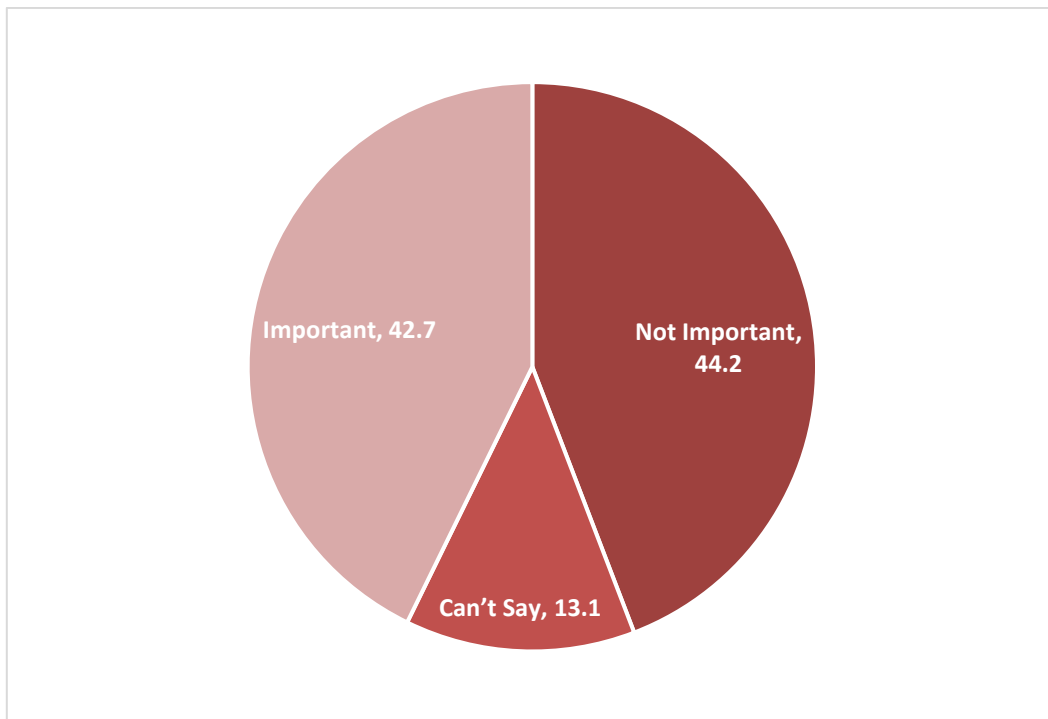
5.1.3.Availability/quality of Accommodation

From the data it could be observed that 42.7% of the Graduates stated “Availability/quality of Accommodation” as Important reason to study in the chosen IT and 44.2% said that it is not an important reason.

Table 5. 4: Availability/quality of Accommodation

Availability/quality of Accommodation	Count	Percent
Not Important	1980	44.2
Can't Say	586	13.1
Important	1916	42.7
Total	4482	100.0

Figure 5. 4: Availability/quality of Accommodation



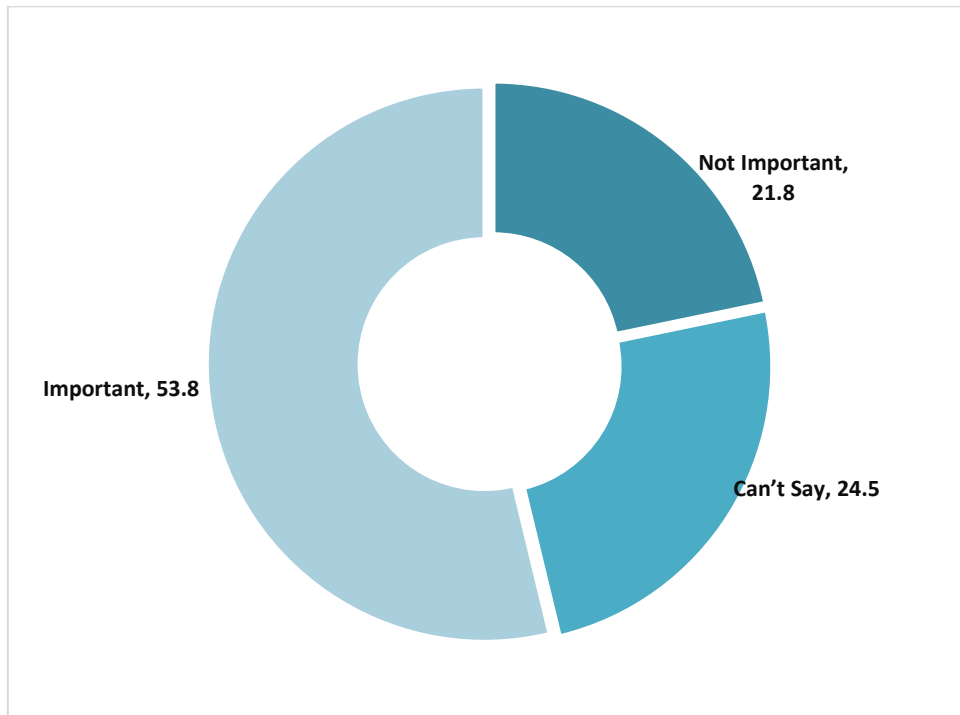
5.1.4. Attractiveness of town/region

From the data it could be observed that 21.8% of the Graduates stated, "Attractiveness of town/region" as Important reason to study in the chosen IT and 53.8% said that it is not an important reason.

Table 5. 5: Attractiveness of town/region

Attractiveness of town/region	Count	Percent
Not Important	975	21.8
Can't Say	1097	24.5
Important	2410	53.8
Total	4482	100.0

Figure 5. 5: Attractiveness of town/region



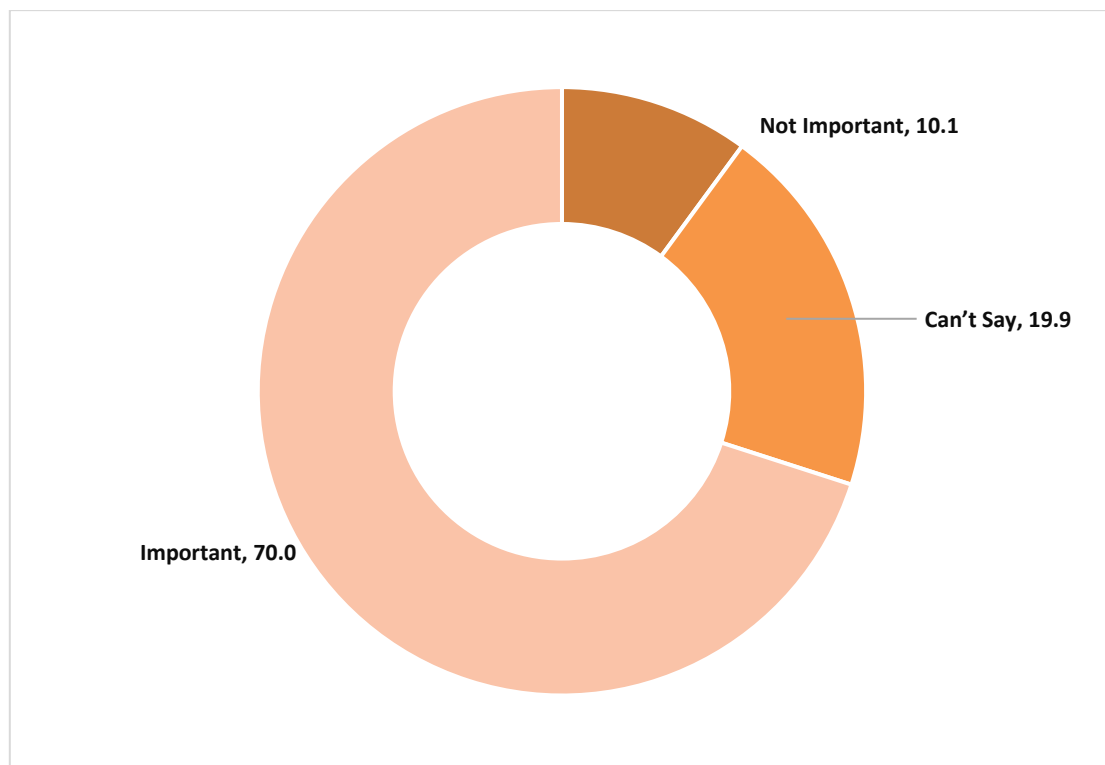
5.1.5.Reputation of the ITI Institution

From the data it could be observed that 70% of the Graduates stated “Reputation of the ITI Institution” as Important reason to study in the chosen IT and 10.1% said that it is not an important reason.

Table 5. 6: Reputation of the ITI Institution

Reputation of the ITI Institution	Count	Percent
Not Important	452	10.1
Can't Say	891	19.9
Important	3139	70.0
Total	4482	100.0

Figure 5. 6: Reputation of the ITI Institution



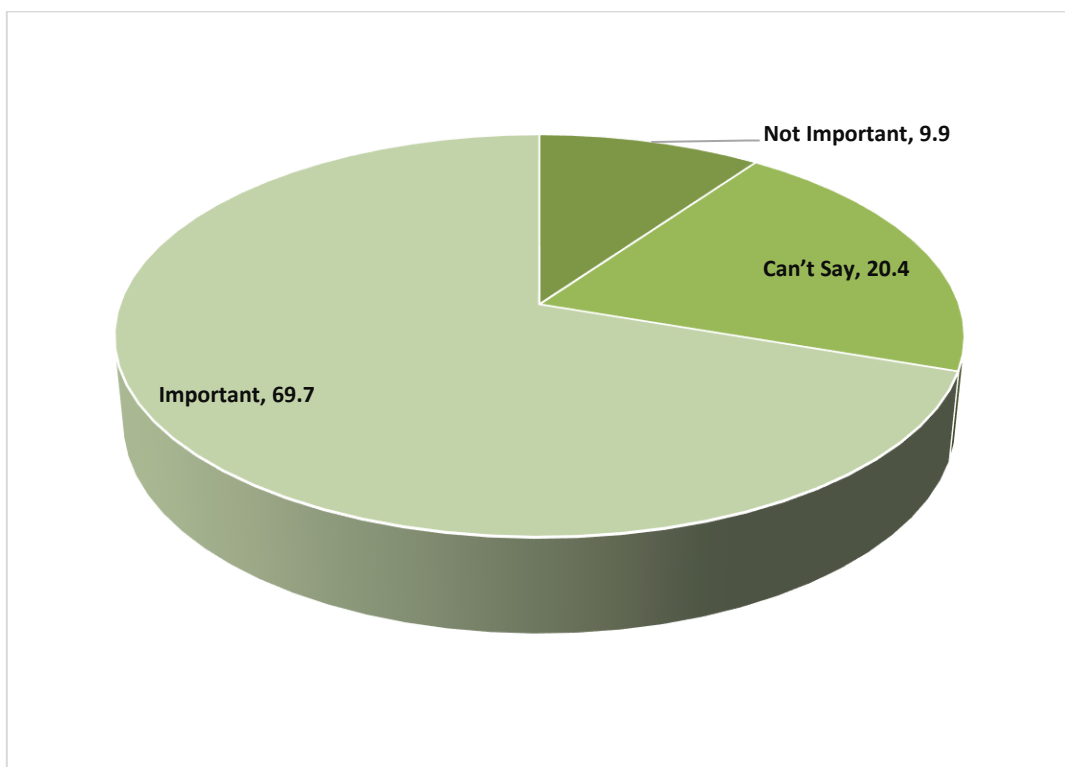
5.1.6. Practice-Oriented Study Program

From the data it could be observed that 69.7% of the Graduates stated that "Practice-Oriented Study Program" as Important reason to study in the chosen IT and 9.9% said that it is not an important reason.

Table 5. 7: Practice-Oriented Study Program

Practice-Oriented Study Program	Count	Percent
Not Important	442	9.9
Can't Say	914	20.4
Important	3126	69.7
Total	4482	100.0

Figure 5. 7: Practice-Oriented Study Program



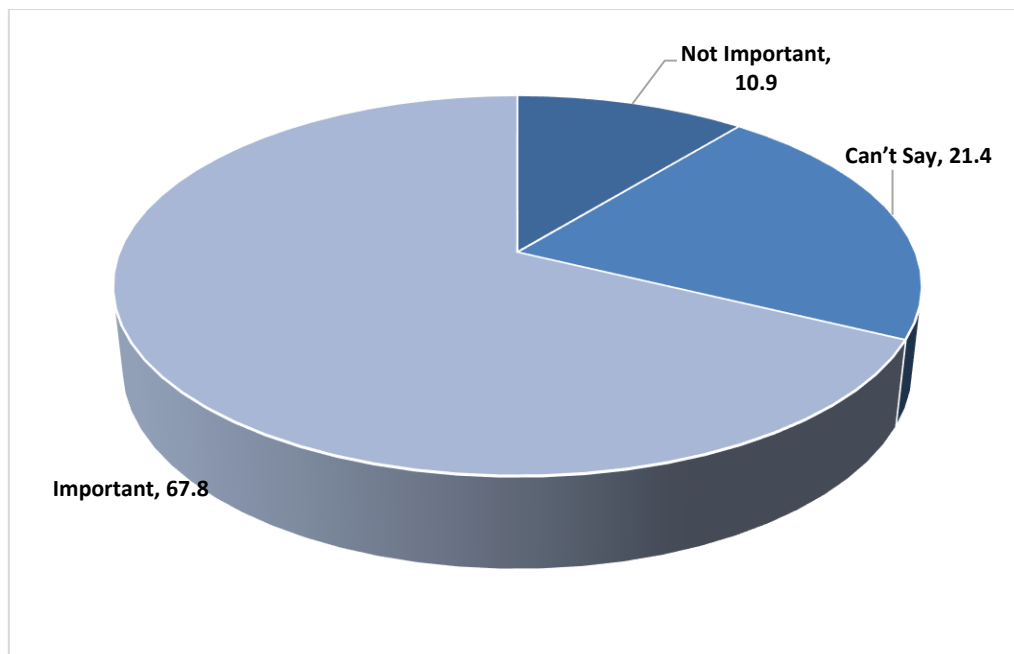
5.1.7.Areas of specialization provided

From the data it could be observed that 67.8% of the Graduates stated “Areas of specialization provided” as Important reason to study in the chosen IT and 10.9% said that it is not an important reason.

Table 5. 8: Areas of specialization provided

Areas of specialization provided, if applicable	Count	Percent
Not Important	488	10.9
Can't Say	957	21.4
Important	3037	67.8
Total	4482	100.0

Figure 5. 8:Areas of specialization provided



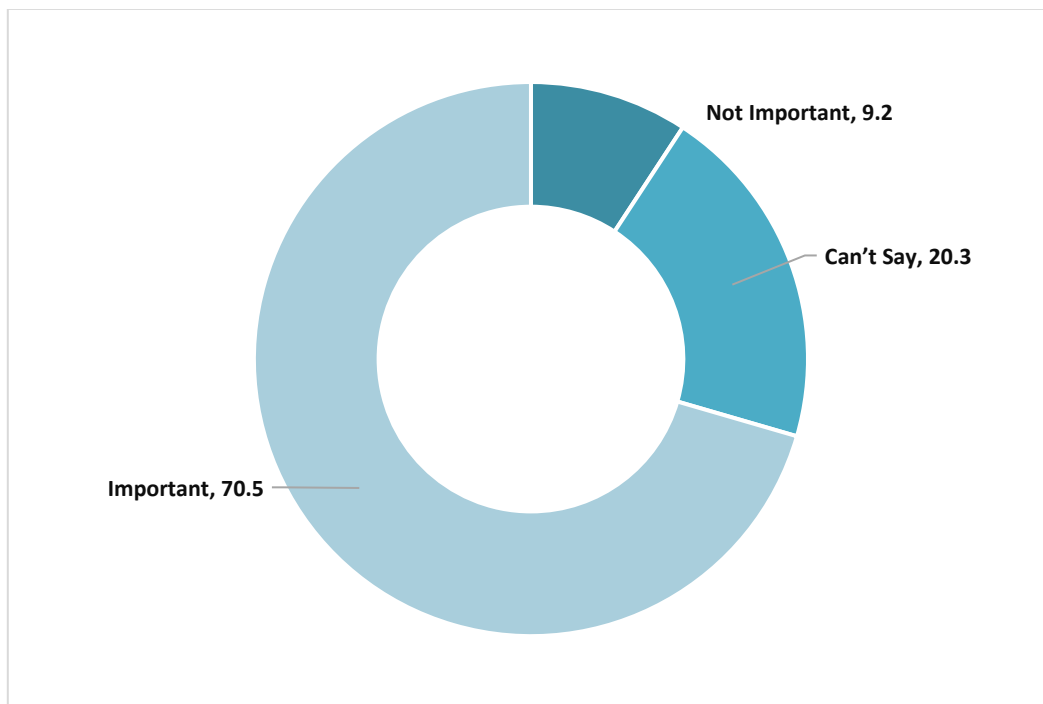
5.1.8. Advice from parents/relatives

From the data it could be observed that 67.7% of the Graduates stated “Advice from parents/relatives” as Important reason to study in the chosen IT and 11.6% said that it is not an important reason.

Table 5. 9: Advice from parents/relatives

Advice from parents/relatives	Count	Percent
Not Important	518	11.6
Can't Say	929	20.7
Important	3035	67.7
Total	4482	100.0

Figure 5. 9: Advice from parents/relatives



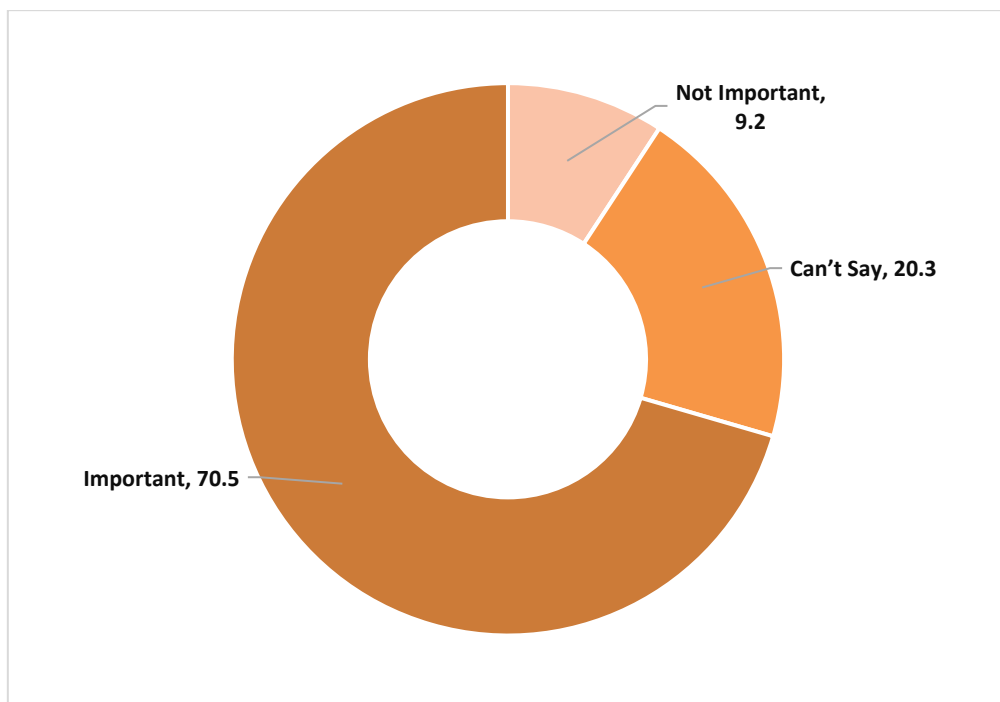
5.1.9. Due to Financial conditions of parents

From the data it could be observed that 70.5% of the Graduates stated, "Due to Financial conditions of parents" as Important reason to study in the chosen IT and 9.2% said that it is not an important reason.

Table 5. 10: Due to Financial conditions of parents

Due to Financial conditions of parents	Count	Percent
Not Important	414	9.2
Can't Say	908	20.3
Important	3160	70.5
Total	4482	100.0

Figure 5. 10: Due to Financial conditions of parents



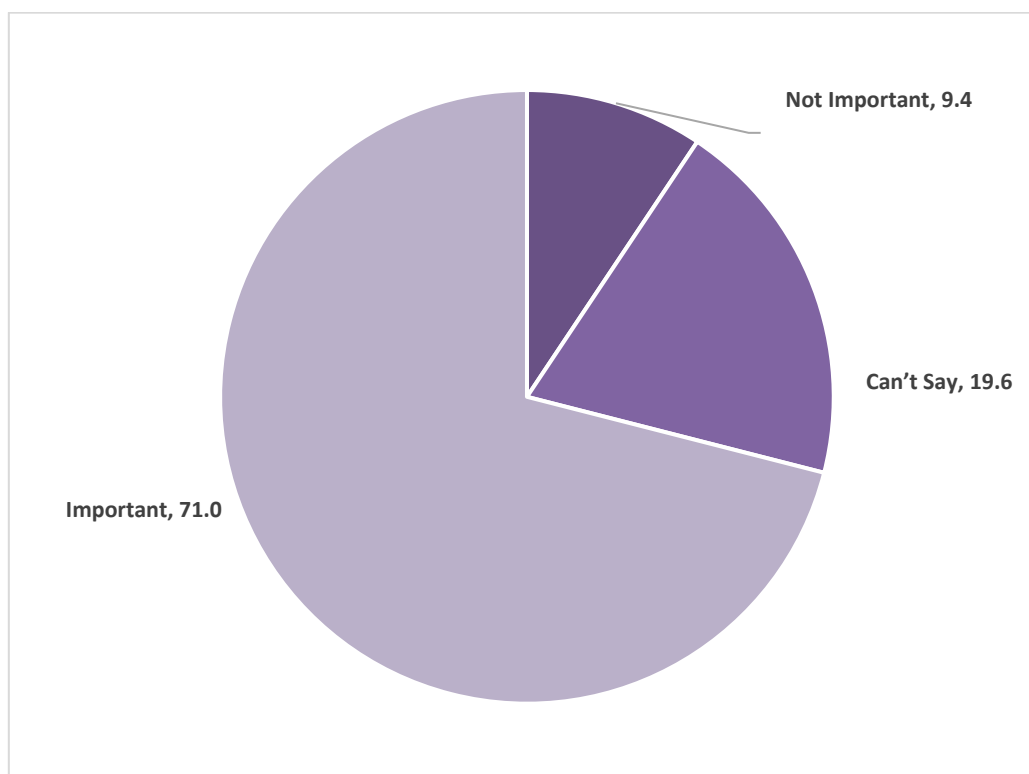
5.1.10. For quick job/livelihood settlement

From the data it could be observed that 71% of the Graduates stated “For quick job/livelihood settlement” as Important reason to study in the chosen IT and 9.4% said that it is not an important reason.

Table 5. 11: For quick job/livelihood settlement

For quick job/livelihood settlement	Count	Percent
Not Important	420	9.4
Can't Say	879	19.6
Important	3183	71.0
Total	4482	100.0

Figure 5. 11: For quick job/livelihood settlement

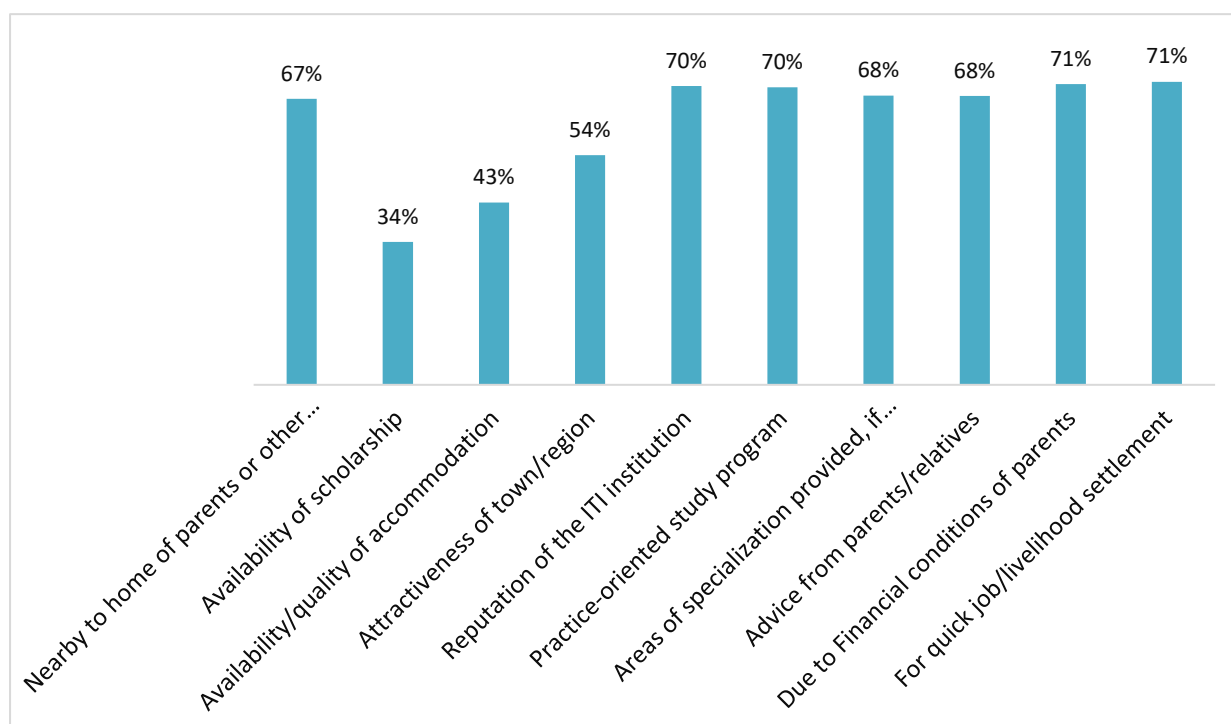


From the data it could be observed that the most important reasons to pick specific ITI's were due to financial conditions (70.5%), for quick livelihood (71%) and Reputation of ITI (71%), and reasons like availability of scholarship (33.5%), accommodation (42.7%) were given least importance.

Table 5. 12: Important Reasons for Choosing ITI

Reasons for Choosing the ITI	Count	Percent
Nearby to home of parents or other relatives	3004	67
Availability of scholarship	1500	33.5
Availability/quality of accommodation	1916	42.7
Attractiveness of town/region	2410	53.8
Reputation of the ITI institution	3139	70
Practice-oriented study program	3126	69.7
Areas of specialization provided, if applicable	3037	67.8
Advice from parents/relatives	3035	67.7
Due to Financial conditions of parents	3160	70.5
For quick job/livelihood settlement	3183	71

Figure 5. 12: Important Reasons for Choosing ITI



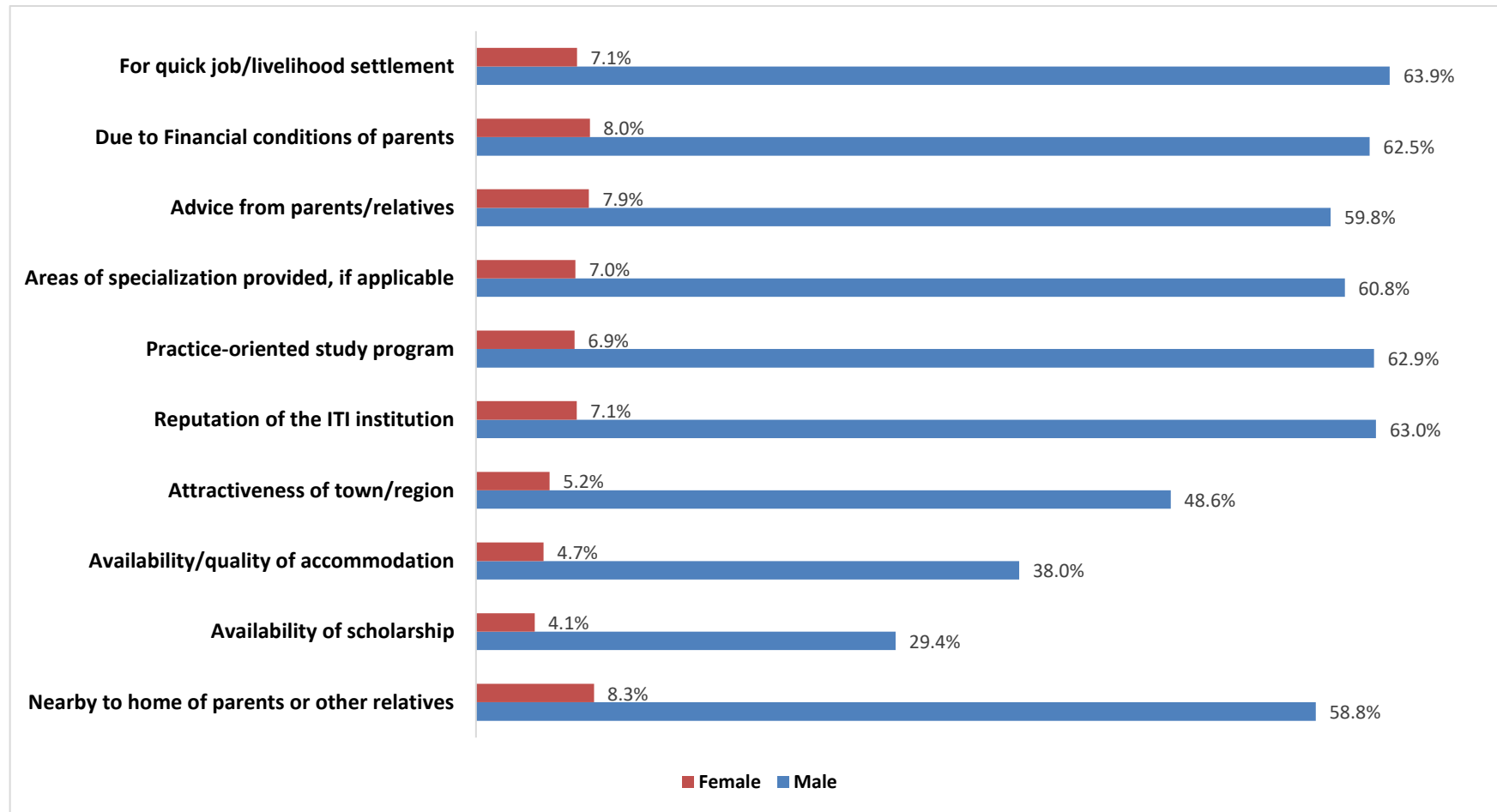
While for girls the primary reason for studying in specific ITI was the location of ITI being “Nearby to home of parents and Relative” for boys it was “Quick livelihood settlement”.

Table 5. 13:Reasons for Choosing the ITI vs Gender

	Gender		
		Male	Female
Nearby to home of parents or other relatives	Count	2634	370
	Percentage	58.8%	8.3%
Availability of scholarship	Count	1316	184
	Percentage	29.4%	4.1%
Availability/quality of accommodation	Count	1704	212
	Percentage	38.0%	4.7%
Attractiveness of town/region	Count	2179	231
	Percentage	48.6%	5.2%
Reputation of the ITI institution	Count	2823	316
	Percentage	63.0%	7.1%
Practice-oriented study program	Count	2817	309
	Percentage	62.9%	6.9%
Areas of specialization provided, if applicable	Count	2725	312
	Percentage	60.8%	7.0%
Advice from parents/relatives	Count	2681	354
	Percentage	59.8%	7.9%
Due to Financial conditions of parents	Count	2803	357
	Percentage	62.5%	8.0%
For quick job/livelihood settlement	Count	2866	317

	Percentage	63.9%	7.1%

Figure 5. 13: Reasons for Choosing the ITI vs Gender

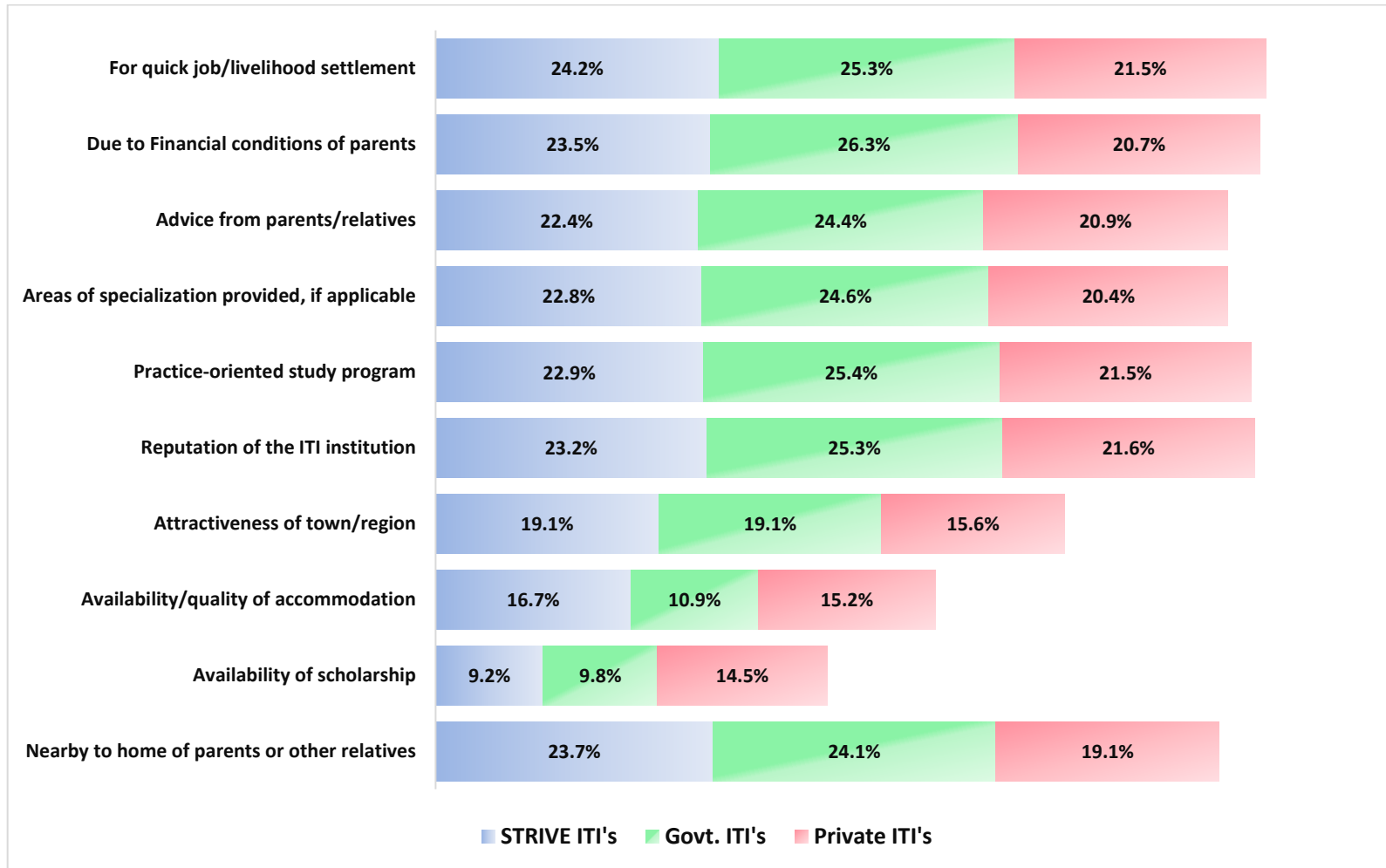


From the responses received regarding reasons to select specific ITI to study, it was interesting to see different reasons for different types of ITI's. While graduates who studied in STRIVE ITI's selected "For Quick Job/Livelihood" (24.2%) reason majorly, "Financial Conditions" (26.3%) reason was selected by Graduates from Government ITI's and finally for "Reputation of the ITI Institute" (21.6%) was picked by Graduates from Private ITI's.

Table 5. 14 Reasons for Choosing the ITI

Reasons for Choosing the ITI	STRIVE ITI's	Govt. ITI's	Private ITI's
Nearby to home of parents or other relatives	23.7%	24.1%	19.1%
Availability of scholarship	9.2%	9.8%	14.5%
Availability/quality of accommodation	16.7%	10.9%	15.2%
Attractiveness of town/region	19.1%	19.1%	15.6%
Reputation of the ITI institution	23.2%	25.3%	21.6%
Practice-oriented study program	22.9%	25.4%	21.5%
Areas of specialization provided, if applicable	22.8%	24.6%	20.4%
Advice from parents/relatives	22.4%	24.4%	20.9%
Due to Financial conditions of parents	23.5%	26.3%	20.7%
For quick job/livelihood settlement	24.2%	25.3%	21.5%

Figure 5. 14: Reasons for Choosing the ITI



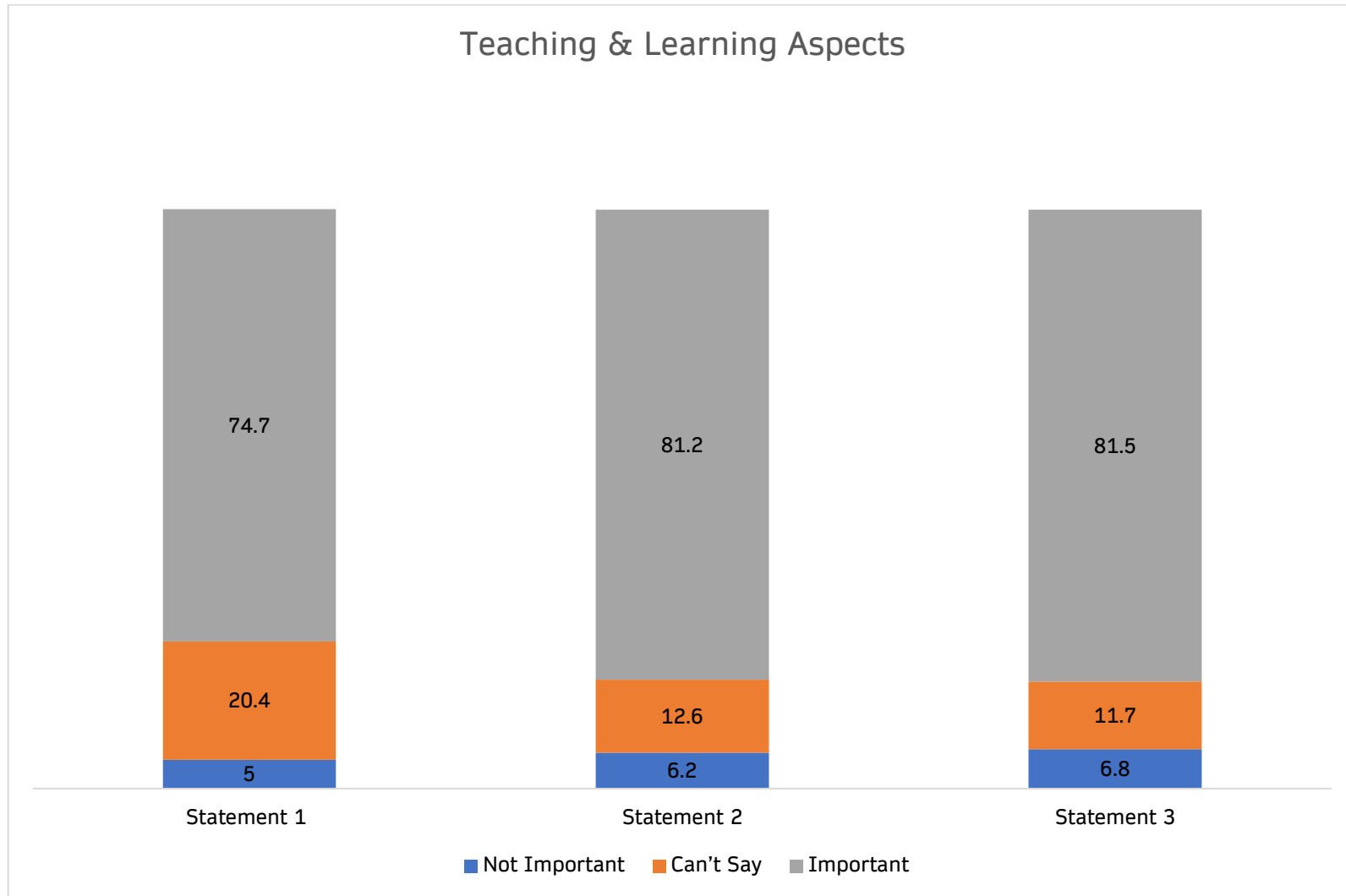
5.2. Teaching and Learning Aspects:

The below table reflects the evaluation of Study Conditions and Study Provisions with respect to Teaching and Learning aspects. Graduates were asked to select how the aspects of Learnings (Group Work, Oral Presentations, Written Work), Knowledge (Practical, Project Oriented) and Teaching (Classroom sessions, Lectures) were stressed in their respective ITI's. Respondents were asked to choose the option most relevant to all the reasons listed under this question hence response to this question were:

Table 5. 15: Aspects of teaching and learning stressed in Studies

Aspects of teaching and learning stressed in Studies	Options
Group work/ E-learning/ Written work/ Self-Study Activities/ Oral Presentations	Not Important
	Can't Say
	Important
Practical Knowledge/Project Oriented Learning	Not Important
	Can't Say
	Important
Lectures/Classroom Sessions	Not Important
	Can't Say
	Important

Figure 5. 15: Aspects of teaching and learning stressed in Studies



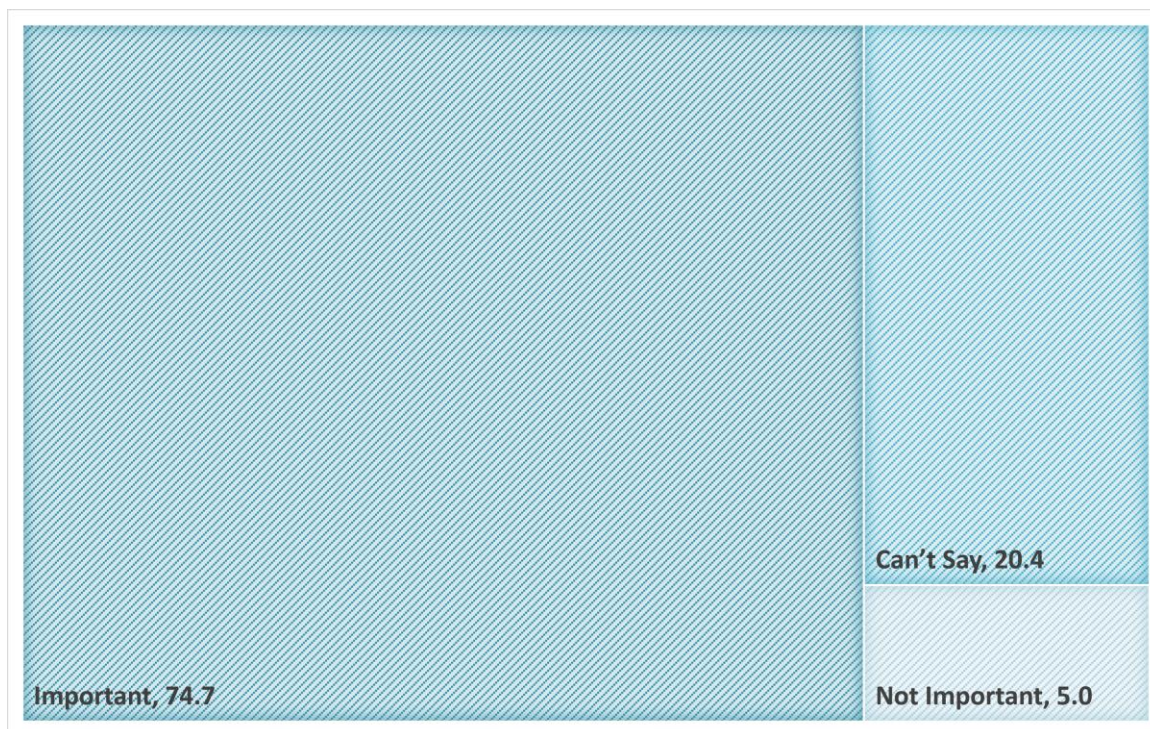
5.2.1.Learning:

From the data it could be observed that 74.7% of the Graduates stated that elements such as “Group Work, E-learning, Written Work, Self- Study and Oral Presentations” were given importance in their Institutes while 5% said that they were not given importance.

Table 5. 16: Learning Aspects

Group work/ E-learning/ Written work/Self-Study Activities/ Oral Presentations	Count	Percent
Not Important	222	5.0
Can't Say	914	20.4
Important	3346	74.7

Figure 5. 16: Learning Aspects



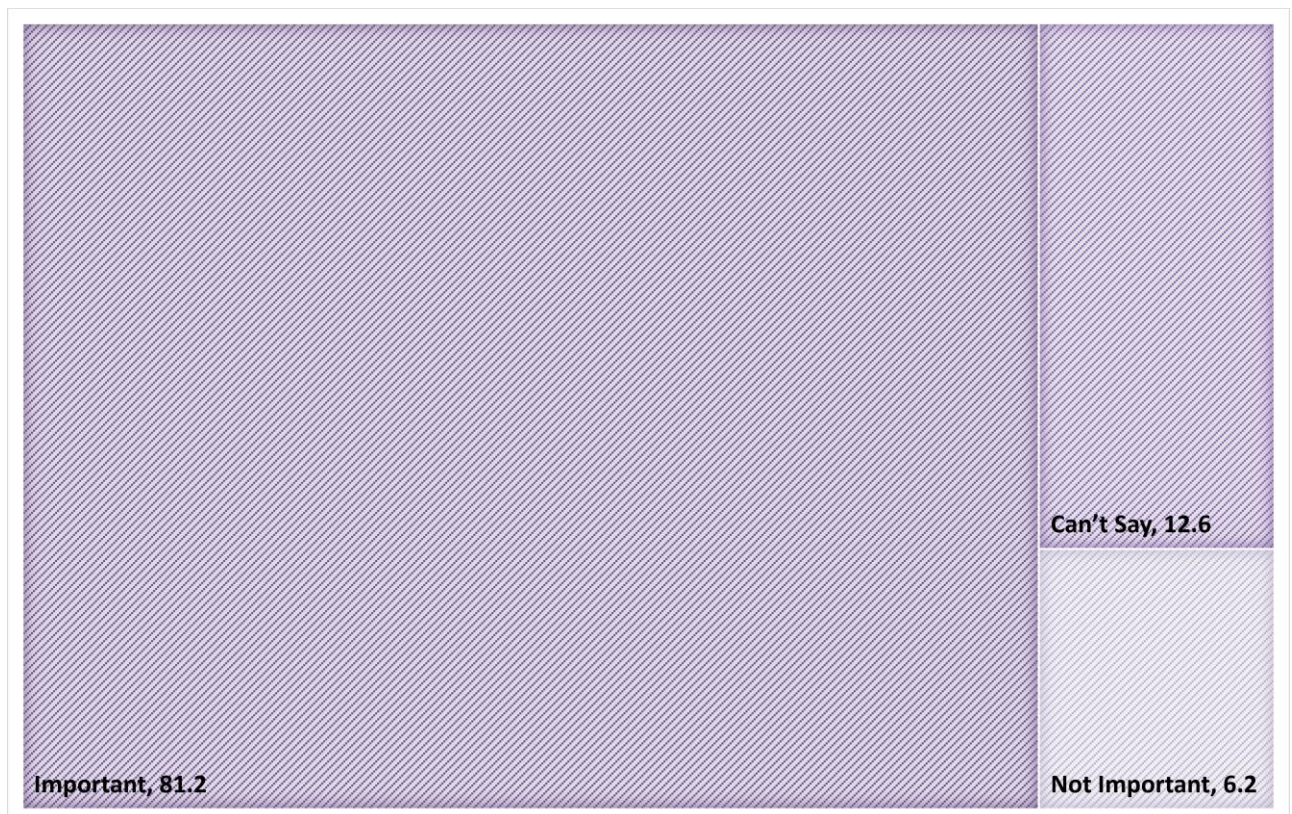
5.2.2.Knowledge:

From the data it could be observed that 81.2% of the Graduates stated that elements such as “Practical Knowledge/ Project Oriented Learning” were given importance in their Institutes while 6.2% said that they were not given importance.

Table 5. 17 Practical Knowledge/ Project Oriented Learning

Practical Knowledge/ Project Oriented Learning	Count	Percent
Not Important	279	6.2
Can't Say	564	12.6
Important	3639	81.2

Figure 5. 17:Practical Knowledge/ Project Oriented Learning



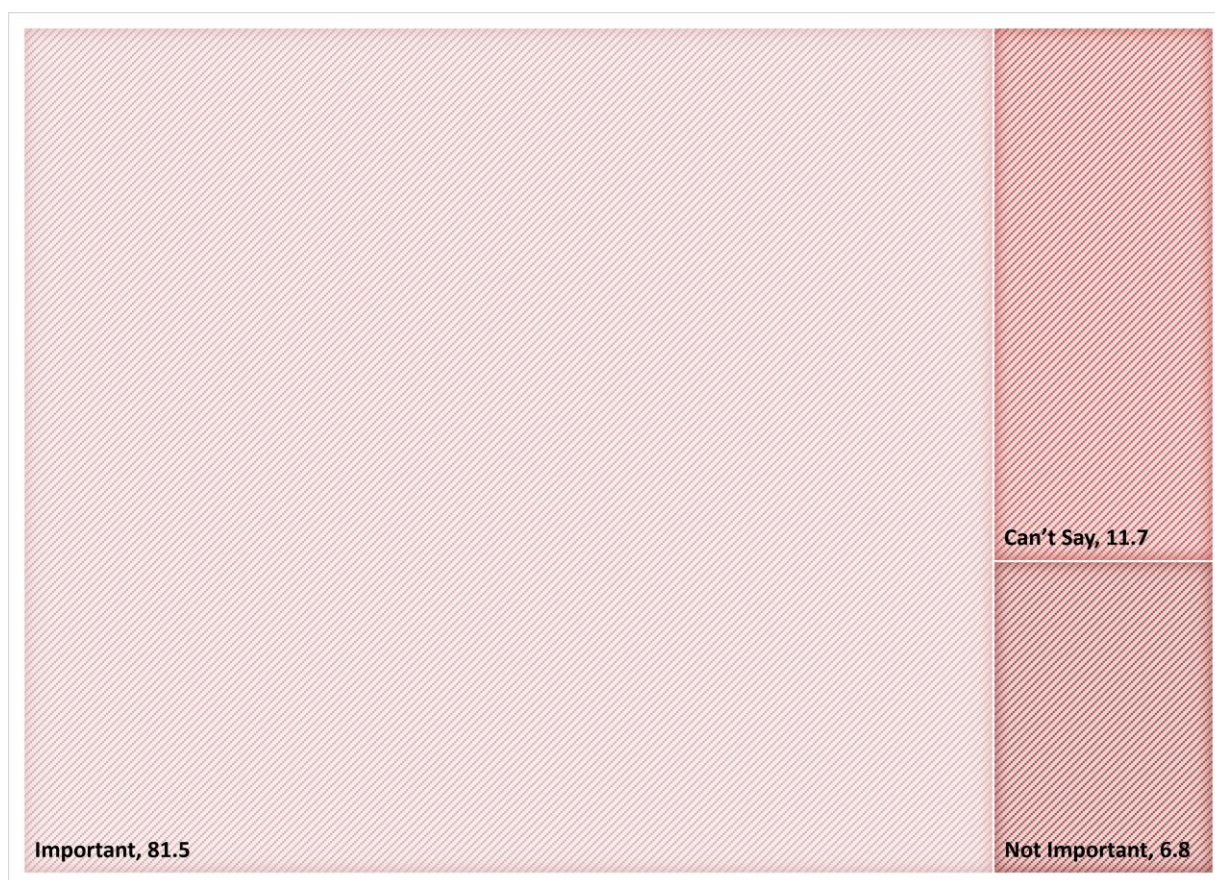
5.2.3.Teaching:

From the data it could be observed that 81.5% of the Graduates stated that elements such as “Lectures/Classroom Sessions” were given importance in their Institutes while 6.8% said that they were not given importance.

Table 5. 18 Lectures/Classroom sessions

Lectures/Classroom sessions	Count	Percent
Not Important	306	6.8
Can't Say	523	11.7
Important	3653	81.5
Total	4482	100.0

Figure 5. 18: Lectures/Classroom sessions

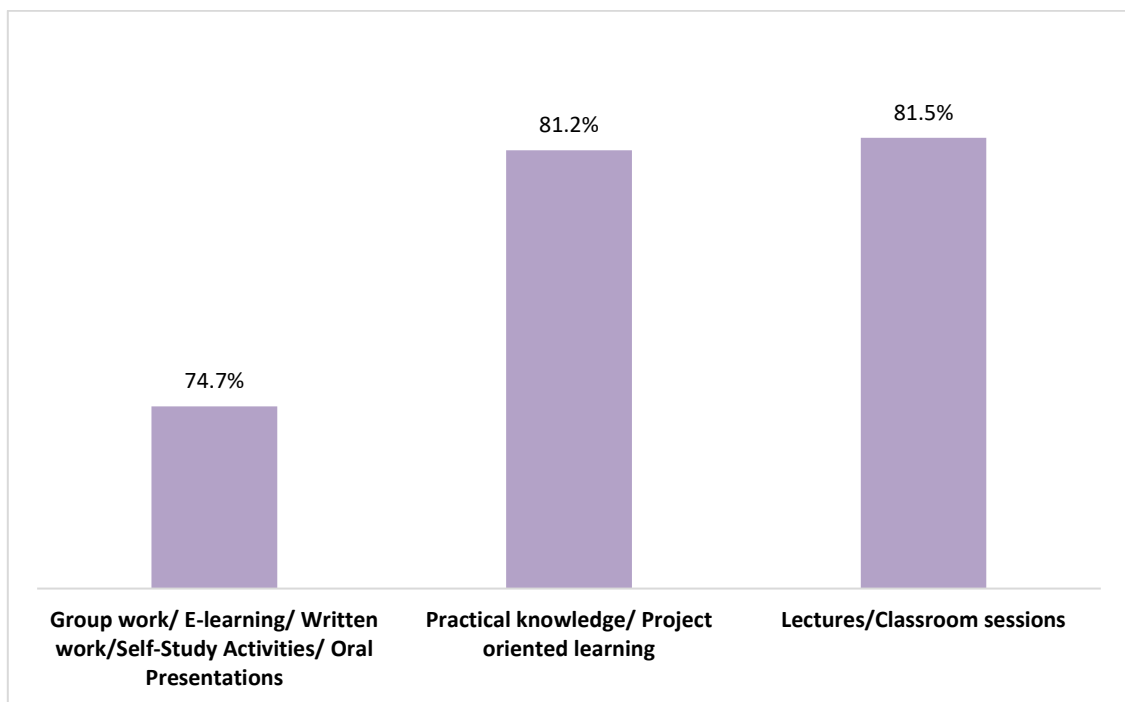


From the Data it could be observed that graduates felt that Lectures and Classroom sessions were most importantly stressed (81.5%) in the studies followed by Practical knowledge/ Project oriented learning (81.2%) and Group work/ E-learning/ Written work/Self-Study Activities/ Oral Presentations (74.7%).

Table 5. 19 Teaching and Learning Aspect _Important

Teaching and Learning Aspects	Count	Percentage
Group work/ E-learning/ Written work/Self-Study Activities/ Oral Presentations	3346	74.70%
Practical knowledge/ Project oriented learning	3639	81.20%
Lectures/Classroom sessions	3653	81.50%

Figure 5. 19: Teaching and Learning Aspect _Important

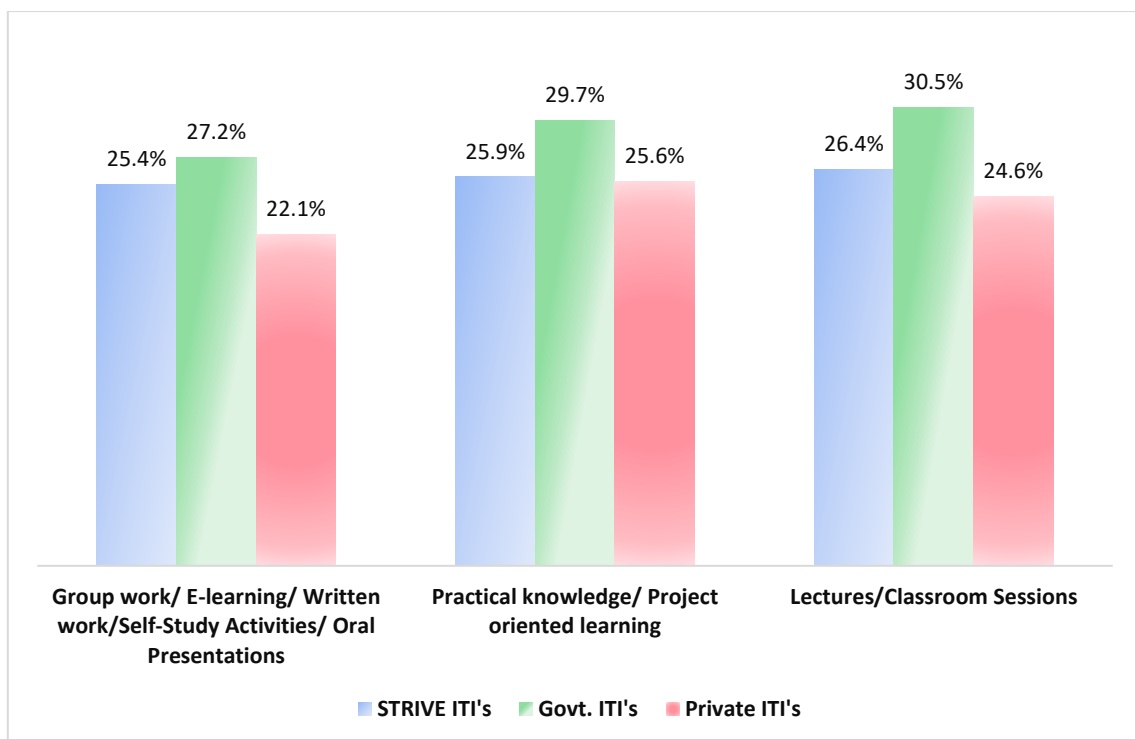


From the responses received regarding to what extent the aspects of Teaching and Learning were stressed in the studies, Graduates have responded that while STRIVE (26.4%) and Government ITI's (30.5%) stressed more on “Lectures/Classroom Sessions”, Private ITI's (25.6%) focused more on Practical knowledge/ Project oriented learnings.

Table 5. 20: Aspects of Teaching and Learning vs ITI Type

Aspects of Teaching and Learning	College Type		
	STRIVE ITI's	Govt. ITI's	Private ITI's
Group work/ E-learning/ Written work/Self-Study Activities/ Oral Presentations	25.4%	27.2%	22.1%
Practical knowledge/ Project oriented learning	25.9%	29.7%	25.6%
Lectures/Classroom Sessions	26.4%	30.5%	24.6%

Figure 5. 20: Aspects of Teaching and Learning vs ITI Type



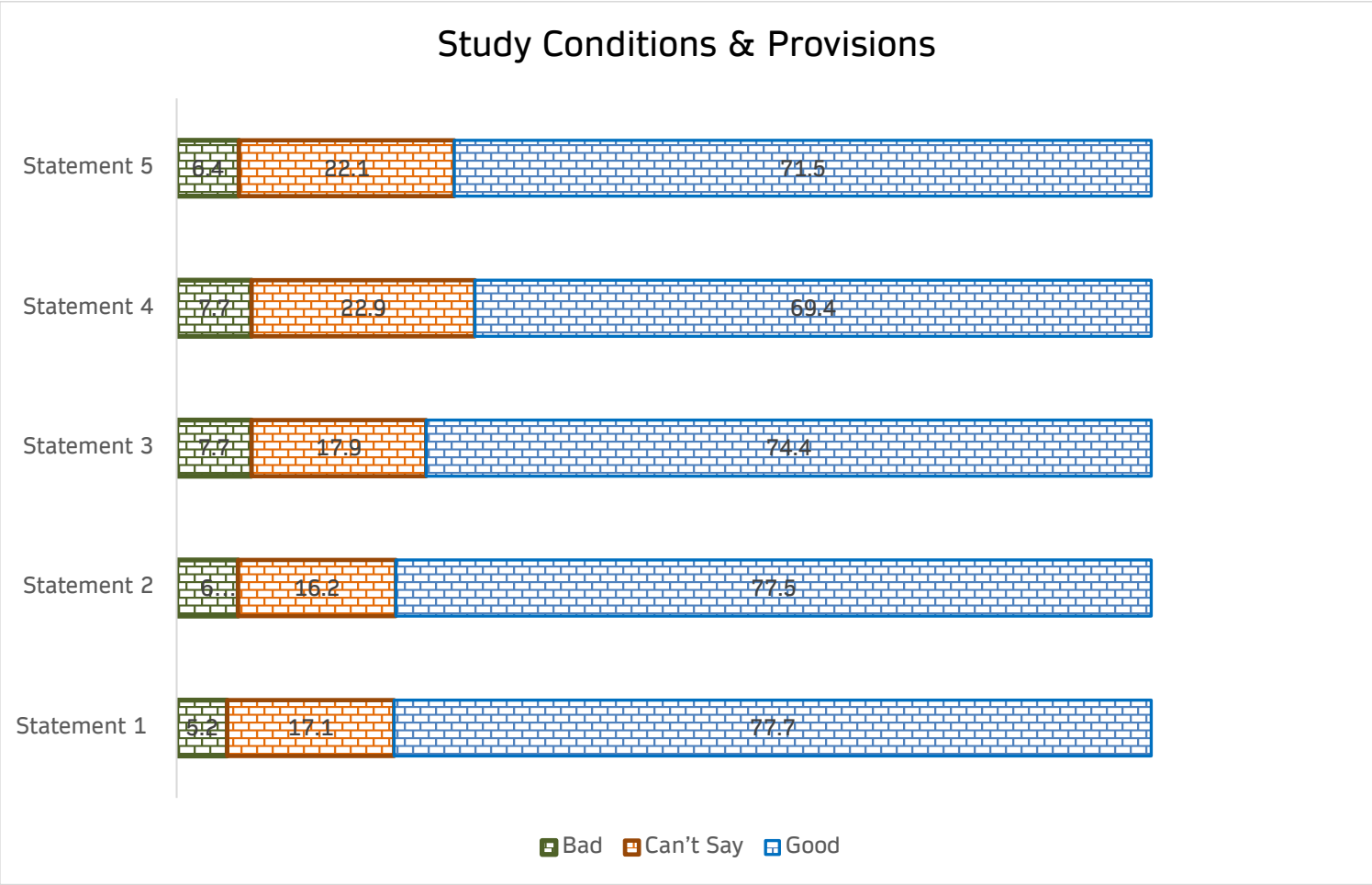
5.3. Study Conditions and Provisions:

The below table reflects the evaluation of Study Conditions and Study Provisions with respect to Facilities. Graduates were asked to rate the aspects of Classroom Training, Technical Equipment's, Learning Materials, Recreational Facilities & Apprenticeship. Respondents were asked to choose the option most relevant to all the reasons listed under this question hence response to this question were:

Table 5. 21: Study Conditions and Provisions

Study Conditions and Provisions	Options
Quality of classroom learning/ Availability of Teaching staff for classes and clearing doubts/ Teaching/Marks System	Bad
	Can't Say
	Good
Availability of technical equipment/ Quality of technical equipment	Bad
	Can't Say
	Good
Supply of learning materials such as books, internet access in campus/ Supply of teaching materials	Bad
	Can't Say
	Good
Provision of Student recreational facilities on campus/ Quality of building and the facilities such as Washrooms, Classrooms etc.	Bad
	Can't Say
	Good
Apprenticeship Programme Provision	Bad
	Can't Say
	Good

Figure 5. 21: Study Conditions and Provisions



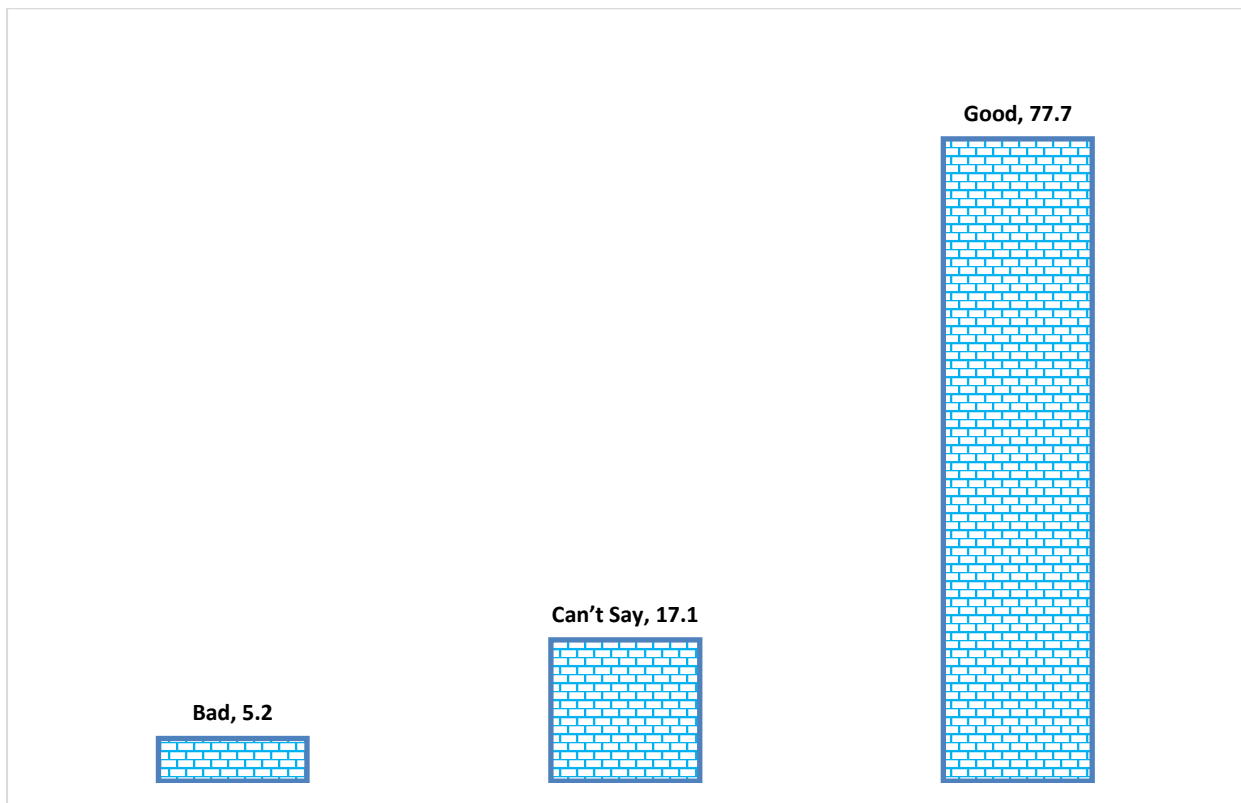
5.3.1. Classroom Training:

From the data it could be observed that 77.7% of the Graduates rated elements such as “Quality of classroom learning/ Availability of Teaching staff for classes and clearing doubts/ Teaching/Marks System” were Good in their Institutes while 6.8% said that they were Bad.

Table 5. 22: Classroom Training

Classroom Training	Count	Percent
Bad	232	5.2
Can't Say	766	17.1
Good	3484	77.7
Total	4482	100.0

Figure 5. 22: Classroom Training



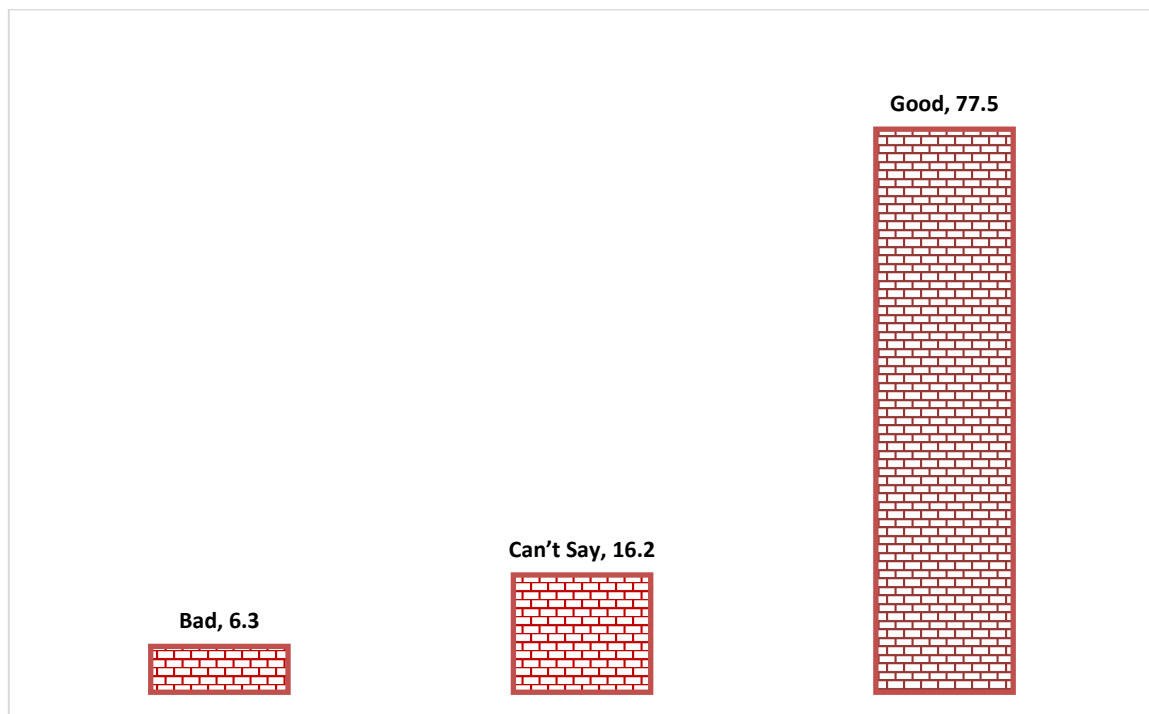
5.1.1 Technical Equipment:

From the data it could be observed that 77.5% of the Graduates rated elements such as “Availability of technical equipment/ Quality of technical equipment” were Good in their Institutes while 6.3% said that they were Bad.

Table 5. 23: Technical Equipment

Technical Equipment	Count	Percent
Bad	283	6.3
Can't Say	724	16.2
Good	3475	77.5
Total	4482	100.0

Figure 5. 23: Technical Equipment



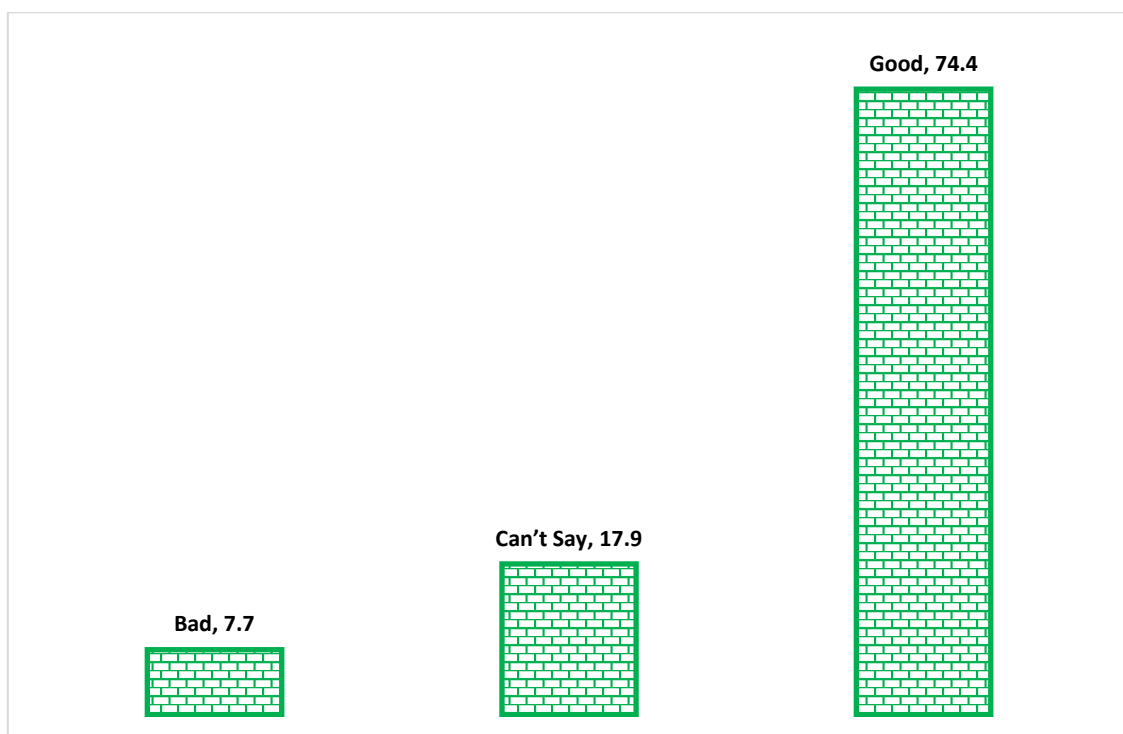
5.1.2 Learning Materials:

From the data it could be observed that 74.4% of the Graduates rated elements such as “Supply of learning materials such as books, internet access in campus/ Supply of teaching materials” were Good in their Institutes while 6.3% said that they were Bad.

Table 5. 24: Learning Materials:

Learning Materials	Count	Percent
Bad	346	7.7
Can't Say	803	17.9
Good	3333	74.4
Total	4482	100.0

Figure 5. 24: Learning Materials:



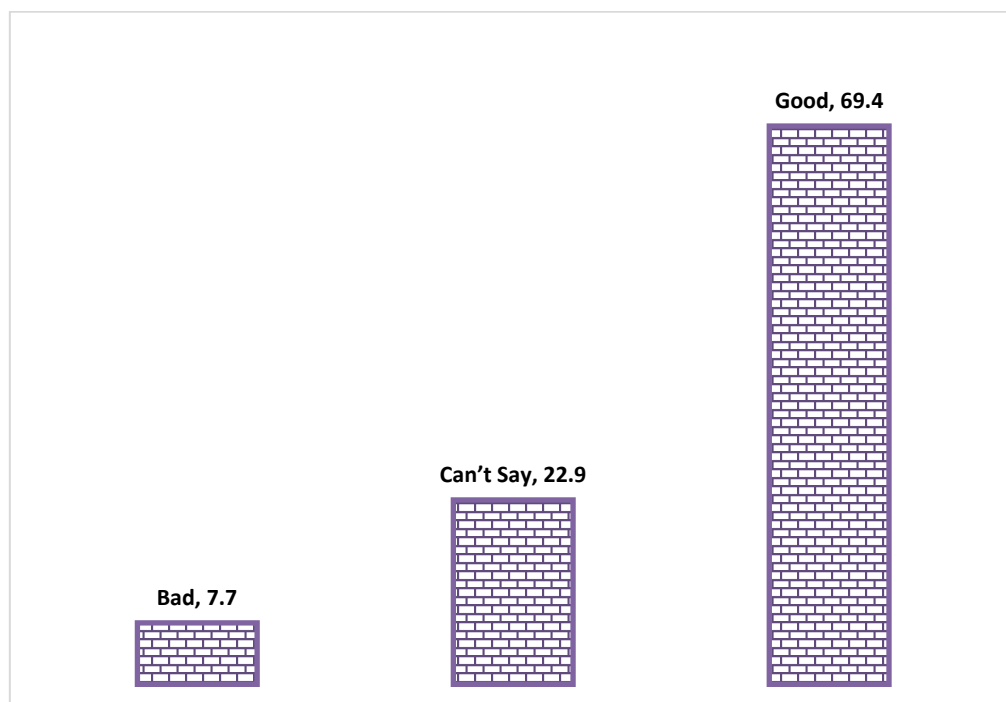
5.1.3 Recreational Facilities:

From the data it could be observed that 69.4% of the Graduates rated elements such as “Provision of Student recreational facilities on campus/ Quality of building and the facilities such as Washrooms, Classrooms etc” were Good in their Institutes while 7.7% said that they were Bad.

Table 5. 25: Recreational Facilities:

Recreational Facilities	Count	Percent
Bad	343	7.7
Can't Say	1028	22.9
Good	3111	69.4
Total	4482	100.0

Figure 5. 25: Recreational Facilities:



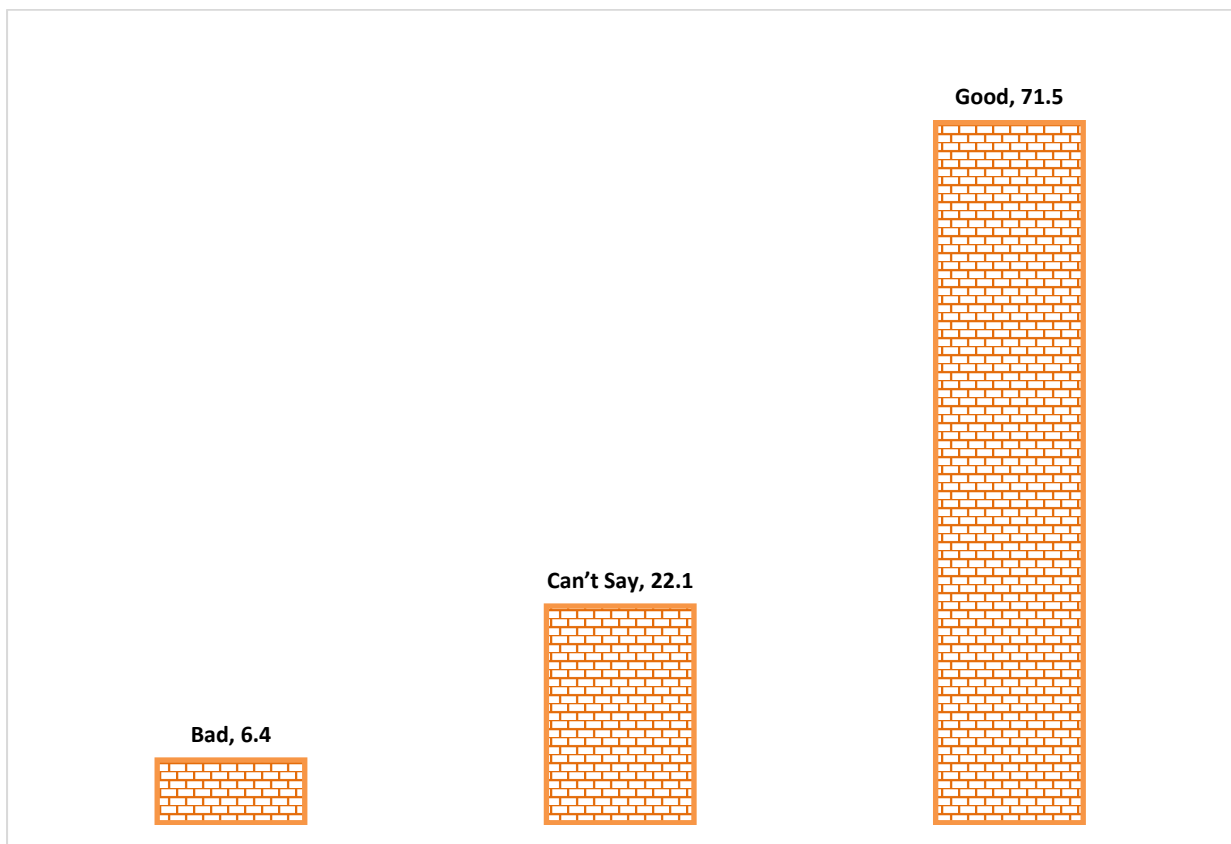
5.1.4 Apprenticeship Facilities:

From the data it could be observed that 69.4% of the Graduates rated the facility of Apprenticeship Programme Provision was Good in their Institutes while 7.7% said that it was Bad.

Table 5. 26: Apprenticeship Facilities:

Apprenticeship Programme Provision	Count	Percent
Bad	287	6.4
Can't Say	992	22.1
Good	3203	71.5
Total	4482	100.0

Figure 5. 26: Apprenticeship Facilities:

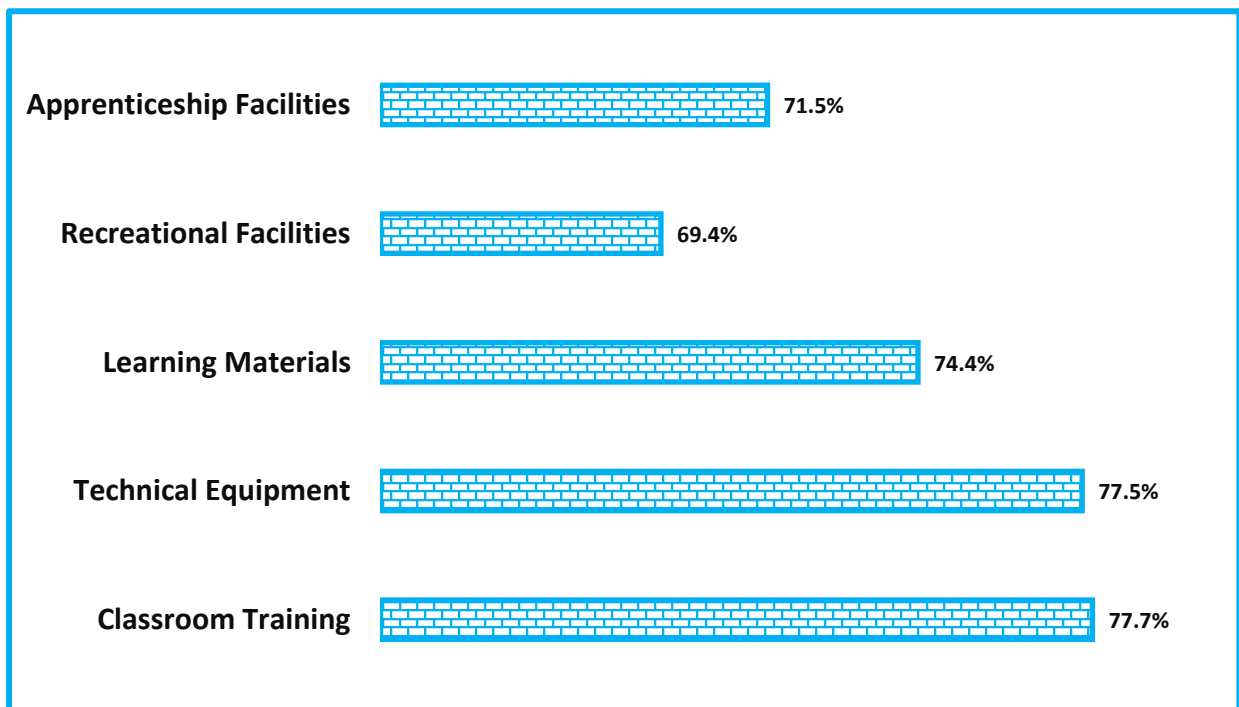


According to the Data, aspects related to Classroom Training were rated Good by 77.7%, Quality of Technical Equipment by 77.5%, Learning Materials by 74.4%, Recreational facilities by 69.4% and Apprenticeship Programme Provision by 71.5% of the Graduates. Quality of Buildings, Provision of Recreational Facilities was rated least among all.

Table 5. 27: Study Conditions and Provisions Important

Study Conditions and Provisions	Count	Percentage
Classroom Training	3484	77.70%
Technical Equipment	3475	77.50%
Learning Material	3333	74.40%
Recreational Facilities	3111	69.40%
Apprenticeship Facilities	3203	71.50%

Figure 5. 27: Study Conditions and Provisions Important

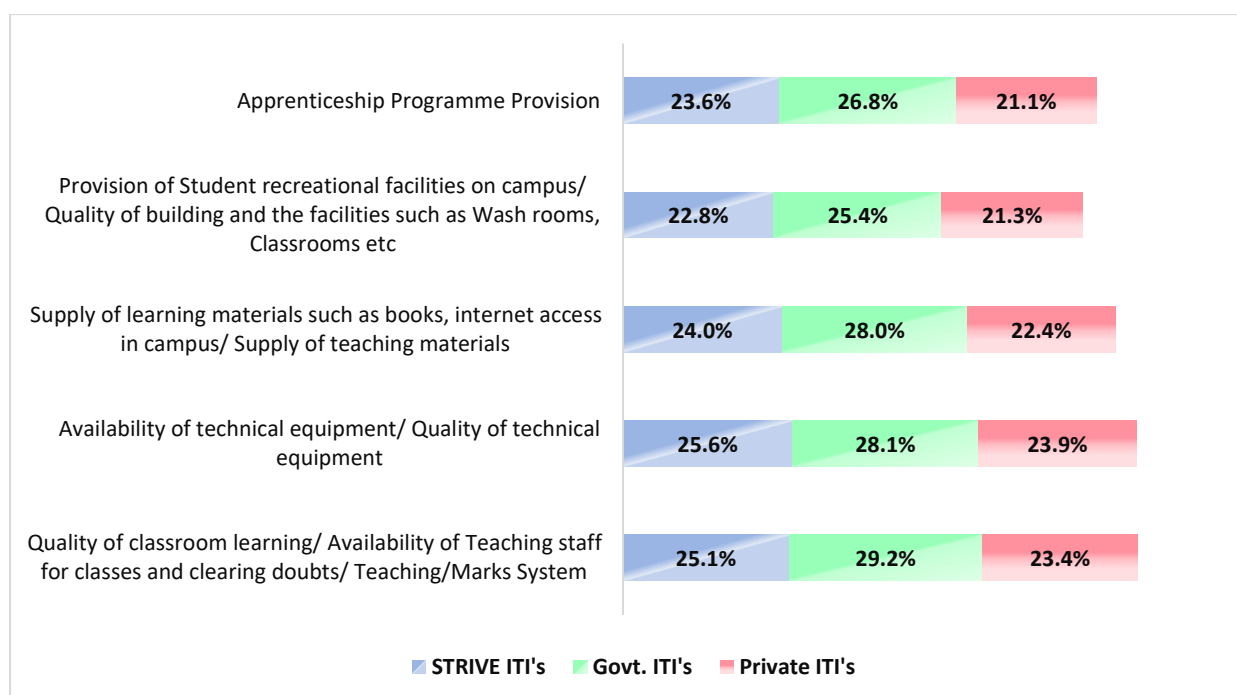


Majority of Male & Female Graduates rated that Quality of Classroom Learning/Availability of Teaching Staff for Classes/Teaching System were Good. Further it was analysed that while STRIVE (26.4%) and Government ITI's (30.5%) stressed more on "Lectures/Classroom Sessions", Private ITI's (25.6%) focused more on Practical knowledge/ Project oriented learnings.

Table 5. 28: Study Conditions and Provisions vs Type of TTI

STUDY CONDITIONS AND PROVISIONS	College Type		
	STRIVE ITI's	Govt. ITI's	Private ITI's
Quality of classroom learning/ Availability of Teaching staff for classes and clearing doubts/ Teaching/Marks System	25.1%	29.2%	23.4%
Availability of technical equipment/ Quality of technical equipment	25.6%	28.1%	23.9%
Supply of learning materials such as books, internet access in campus/ Supply of teaching materials	24.0%	28.0%	22.4%
Provision of Student recreational facilities on campus/ Quality of building and the facilities such as Wash rooms, Classrooms etc	22.8%	25.4%	21.3%
Apprenticeship Programme Provision	23.6%	26.8%	21.1%

Figure 5. 28: Study Conditions and Provisions vs Type of ITI



5.4. Employment and Work-Related Provisions:

The below table reflects the evaluation of Study Conditions and Study Provisions with respect to Employment and Work Related Provisions. Graduates were asked to rate the aspects of Job Preparation, Apprenticeship Support and Practice Oriented Teaching. Respondents were asked to choose the option most relevant to all the reasons listed under this question hence response to this question were:

Table 5. 29: Employment & Work Related

Employment and Work Related	Options
Job preparation / Provide Soft Skills Training	Bad
	Can't Say
	Good
Mandatory Apprenticeship/ Support with Apprenticeship search/ Industrial Visit	Bad
	Can't Say
	Good
Practice-Oriented Teaching Contents	Bad
	Can't Say
	Good

Figure 5. 29: Employment & Work Related



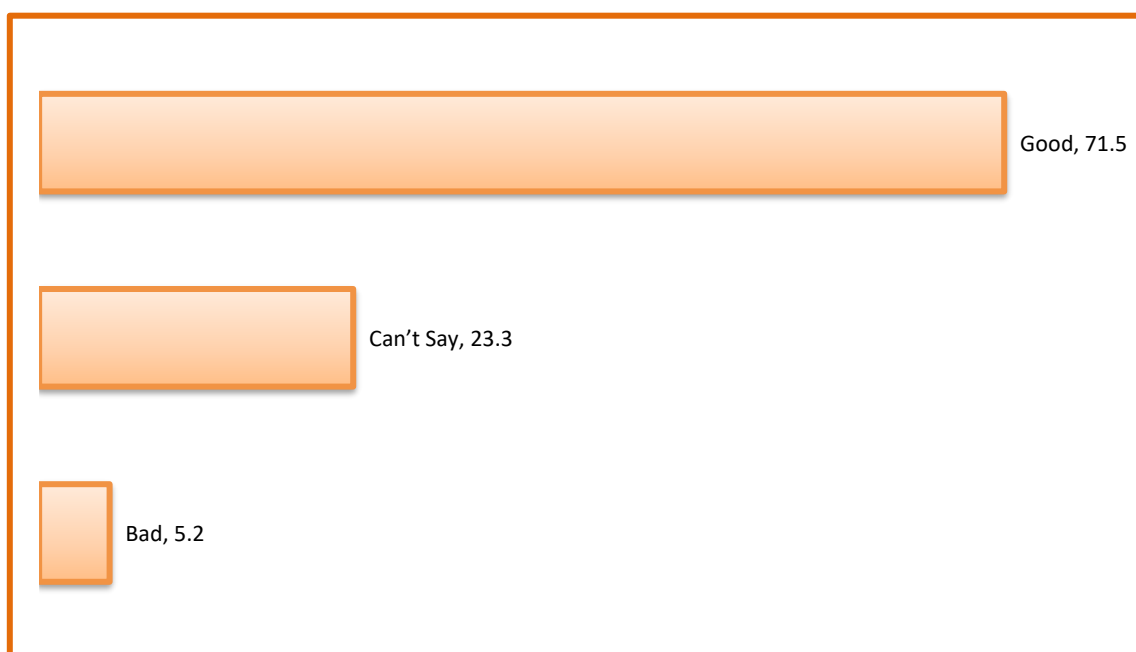
5.4.1. Job Preparation

From the data it could be observed that 71.5% of the Graduates rated the facility of “Job Preparation such as Preparation of Interviews, Provide Opportunities to acquire Key Competencies required for Job, Support for Employment, Job Search and Provide Soft Skills Training” was Good in their Institutes while 5.2% said that it was Bad.

Table 5. 30: Job Preparation

Job preparation	Count	Percent
Bad	234	5.2
Can't Say	1043	23.3
Good	3205	71.5
Total	4482	100.0

Figure 5. 30: Job Preparation



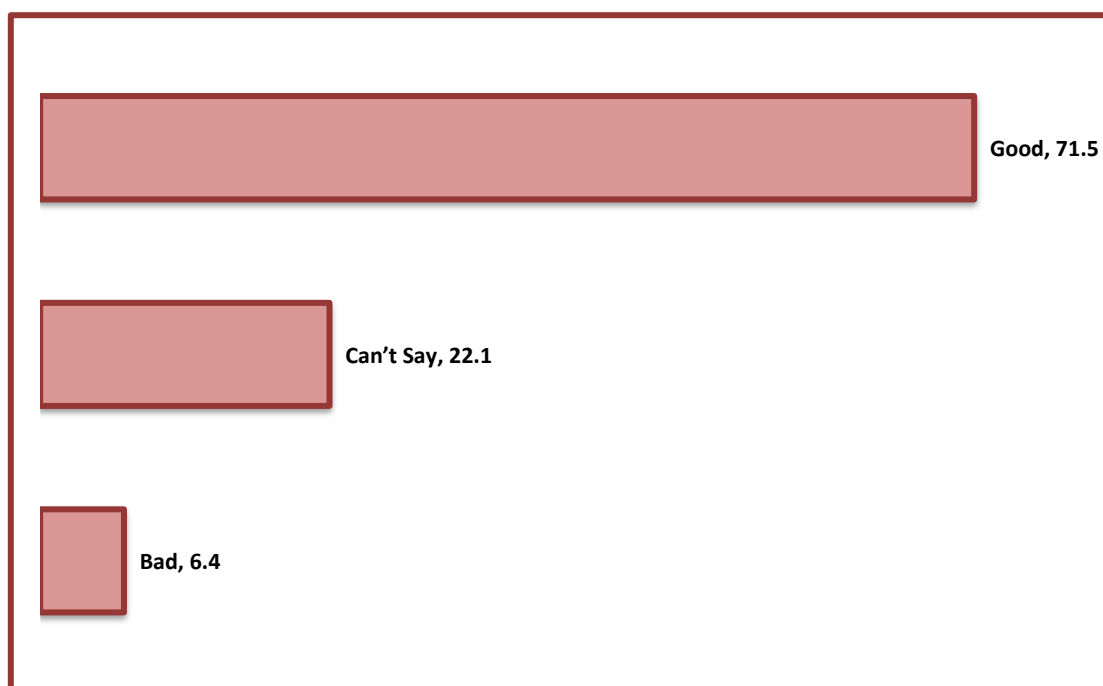
5.4.2.Apprenticeship Support

From the data it could be observed that 71.5% of the Graduates rated the facility of “Mandatory Apprenticeship/ Support with Apprenticeship search/ Industrial Visit Apprenticeship Programme” Provision were Good in their Institutes while 6.4% said that it was Bad.

Table 5. 31: Apprenticeship Support

Apprenticeship Programme Provision	Count	Percent
Bad	287	6.4
Can't Say	992	22.1
Good	3203	71.5
Total	4482	100.0

Figure 5. 31: Apprenticeship Support



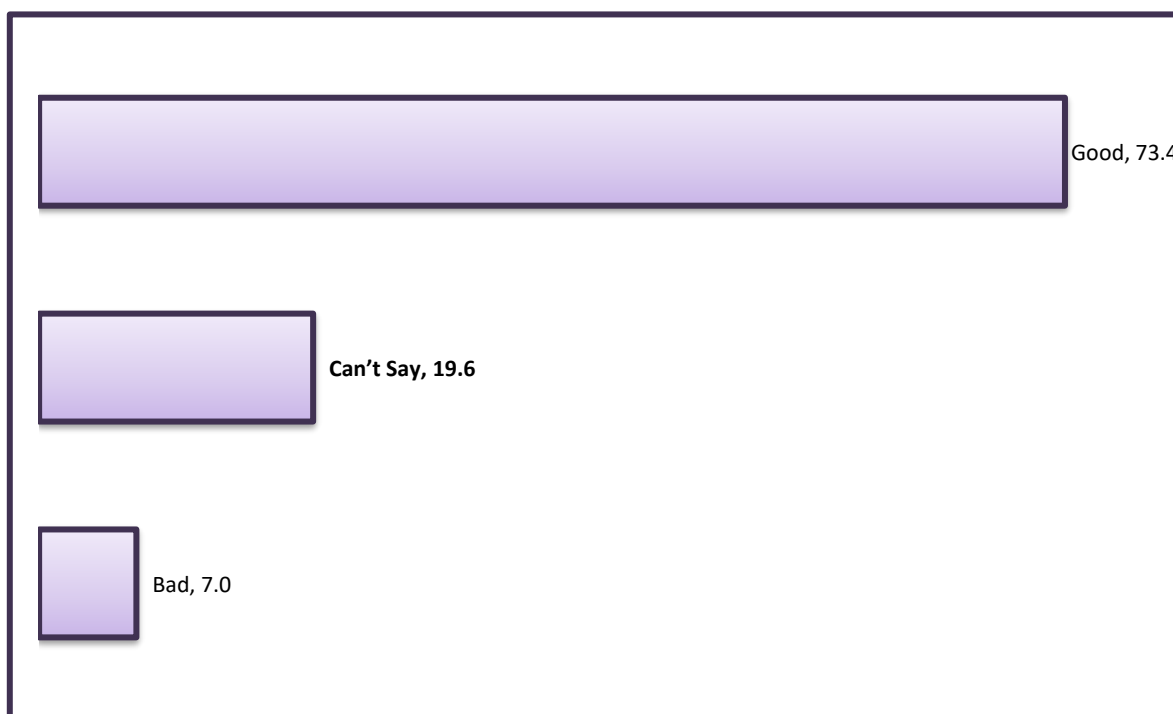
5.4.3. Practice-Oriented Teaching Contents

From the data it could be observed that 73.4% of the Graduates rated the facility of “Teaching Subjects which are up to date keeping in mind the Practical requirements/ Teaching staff with Practical Experience/ Relating Theory and Practice while teaching / Practice-oriented teaching contents Programme” Provision was Good in their Institutes while 7% said that it was Bad.

Table 5. 32: Practice-Oriented Teaching

Practice-oriented teaching contents	Count	Percent
Bad	312	7.0
Can't Say	879	19.6
Good	3291	73.4
Total	4482	100.0

Figure 5. 32: Practice-Oriented Teaching

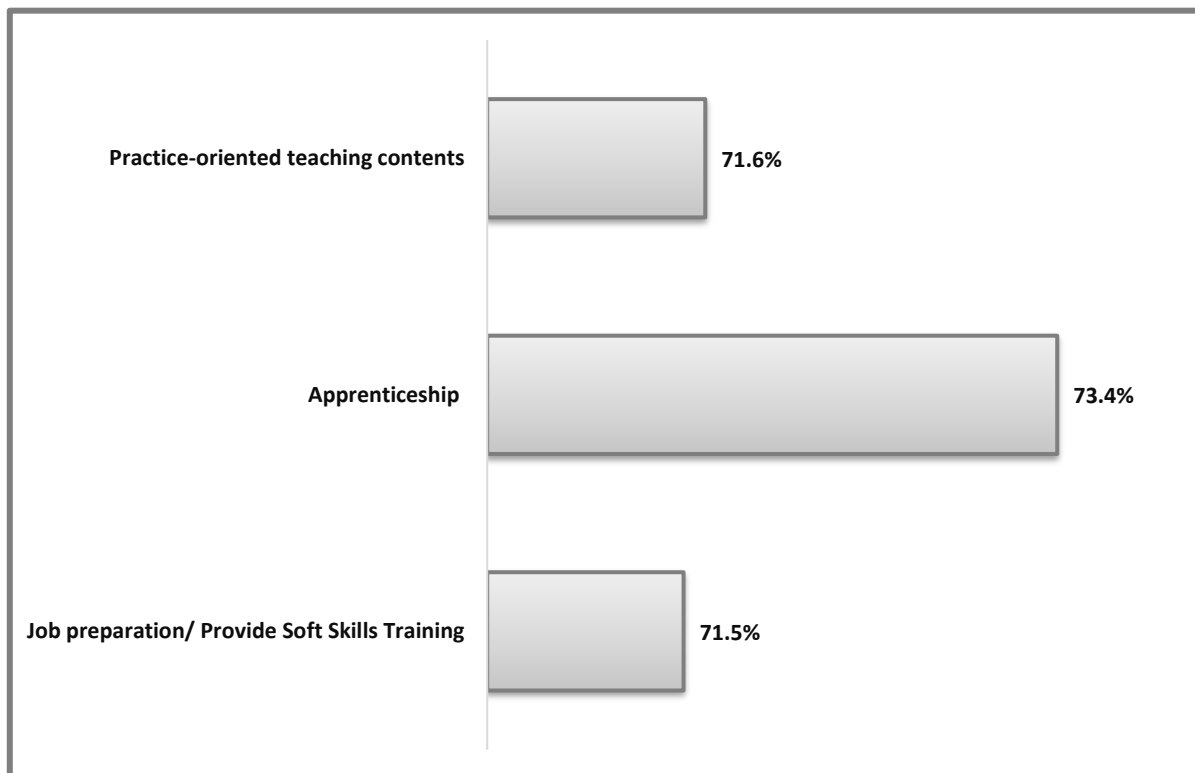


From the Data it could be observed that the aspects related to Apprenticeship Support was rated Good by 73.4%, Job Preparation by 71.5% and Practice Oriented Teaching Contents by 71.6%.

Table 5. 33: Employment and Work Related Important

Employment and Work Related	Count	Percentage
Job preparation / Provide Soft Skills Training	3205	71.50%
Mandatory Apprenticeship/ Support with Apprenticeship search/ Industrial Visit	3291	73.40%
Practice-oriented teaching contents	3210	71.60%

Figure 5. 33: Employment and Work Related Important

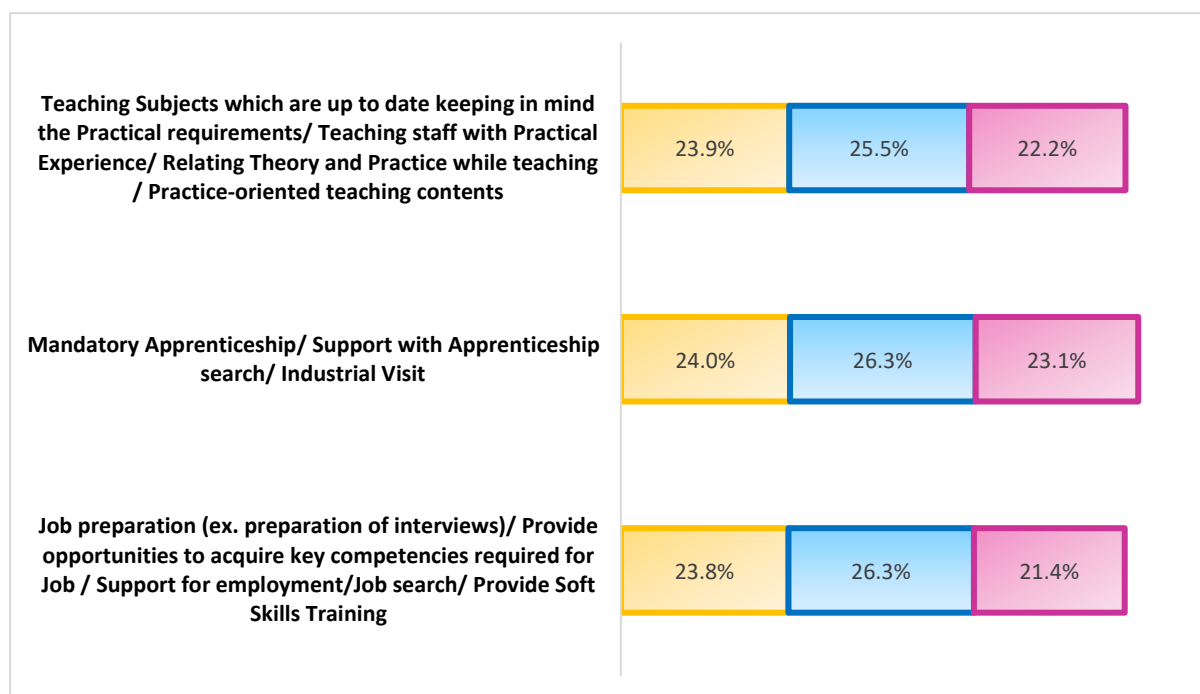


Further it was analysed that the aspect of Mandatory Apprenticeship/ Support with Apprenticeship/Industrial Visits rated highest among all STRIVE (24%), Government ITI's (26.3%) and Private ITI's (23.1%).

Table 5. 34: Employment and Job-Related vs Type of ITI

Employment and Job Related	College Type		
	STRIVE ITI's	Govt. ITI's	Private ITI's
Job preparation (ex. preparation of interviews)/ Provide opportunities to acquire key competencies required for Job / Support for employment/Job search/ Provide Soft Skills Training	23.8%	26.3%	21.4%
Mandatory Apprenticeship/ Support with Apprenticeship search/ Industrial Visit	24.0%	26.3%	23.1%
Teaching Subjects which are up to date keeping in mind the Practical requirements/ Teaching staff with Practical Experience/ Relating Theory and Practice while teaching / Practice-oriented teaching contents	23.9%	25.5%	22.2%

Figure 5. 34: Employment and Job-Related vs Type of ITI



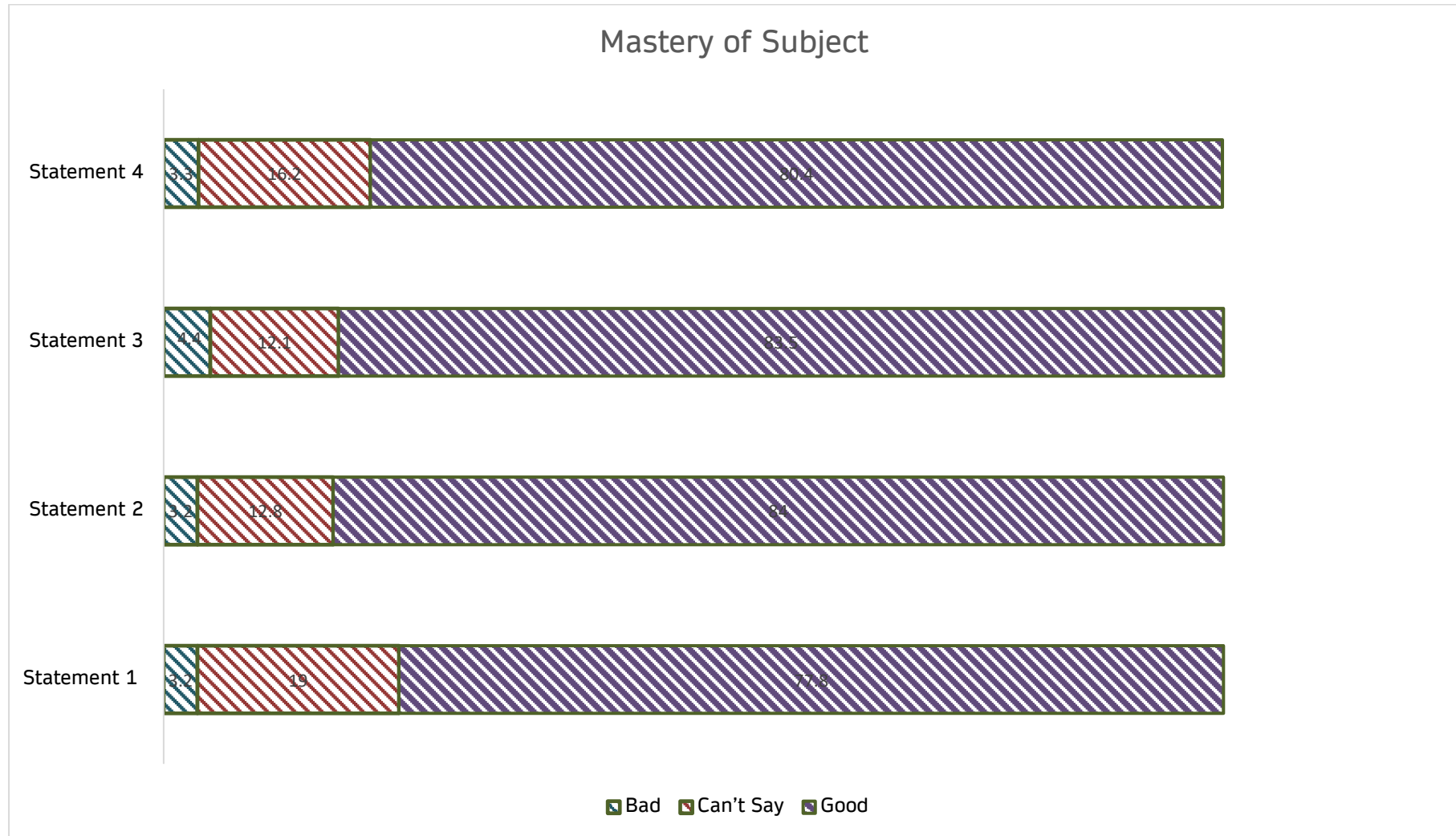
5.5. Skill & Competencies Acquired

The below table reflects the evaluation of Study Conditions and Study Provisions with respect to Skills and Competencies acquired after pursuing ITI. Graduates were asked to rate to what extent were they able to acquire skills in Subject, Abilities and Competencies in working. Respondents were asked to choose the option most relevant to all the reasons listed under this question hence response to this question were:

Table 5. 35: Skills and Competencies

Skills & Competencies Acquired	Option
Mastery of my field/subject-specific knowledge	Bad
	Can't Say
	Good
Ability to develop new ideas and solutions/ Logical Thinking/ Ability to work efficiently towards a goal/ Ability to organize my work efficiently	Bad
	Can't Say
	Good
Ability to adapt to changing conditions/ Ability to perform well under pressure	Bad
	Can't Say
	Good
Ability to identify the capacities of others/ Ability to work productively with others	Bad
	Can't Say
	Good

Figure 5. 35: Mastery of Subject



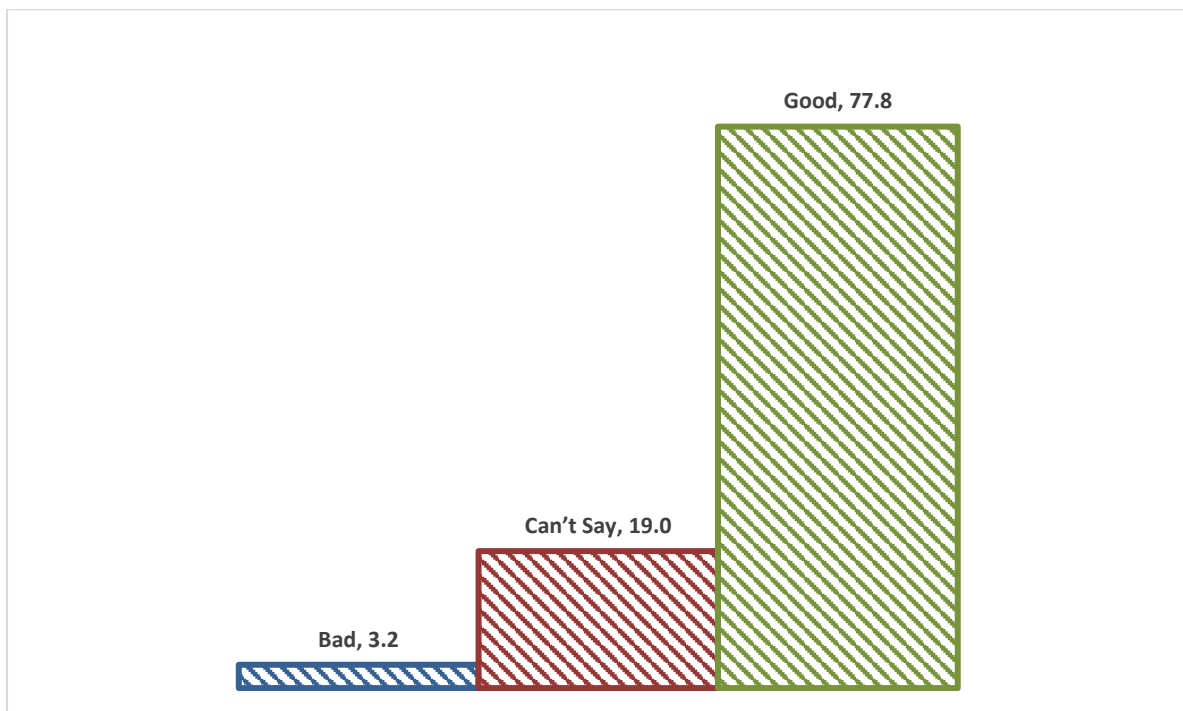
5.5.1. Mastery of my field/subject-specific knowledge

From the data it could be observed that 77.8% of the Graduates rated the aspect of “Mastery of field/subject-specific knowledge” as Good in their Institutes while 7% said that it was Bad.

Table 5. 36: Mastery of my field/subject-specific knowledge

Mastery of my field/subject-specific knowledge	Count	Percent
Bad	144	3.2
Can't Say	851	19.0
Good	3487	77.8
Total	4482	100.0

Figure 5. 36: Mastery of my field/subject-specific knowledge



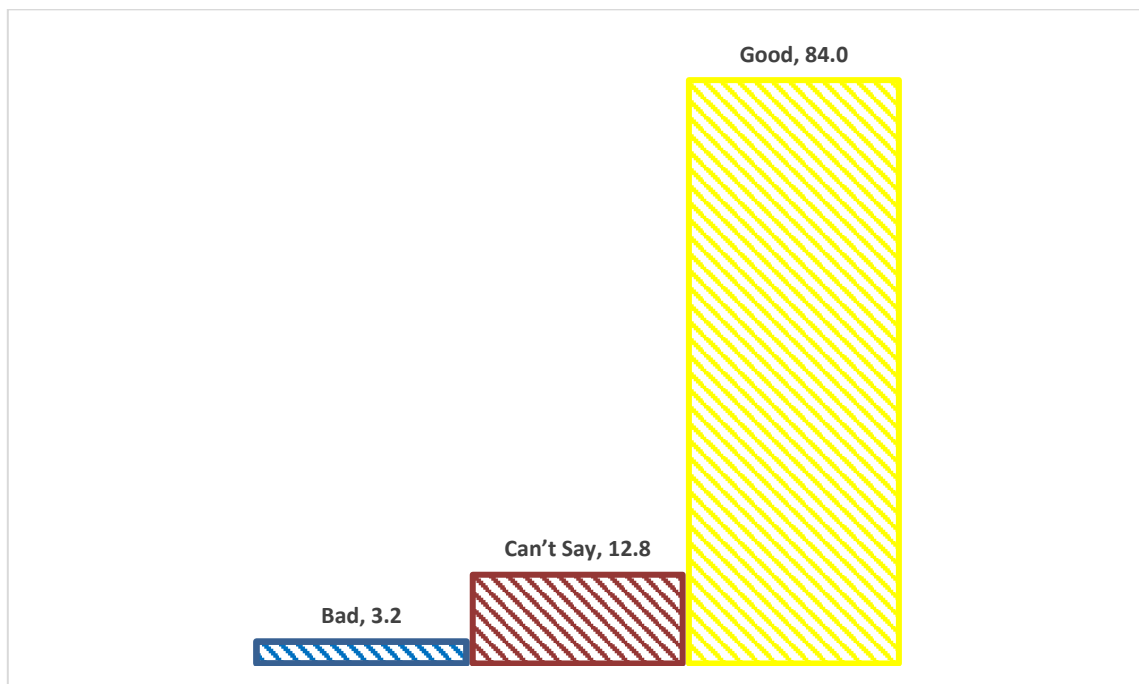
5.5.2.Ability to develop New Ideas

From the data it could be observed that 84% of the Graduates rated the aspects of “Ability to develop new ideas and solutions/ Logical Thinking/ Ability to work efficiently towards a goal/ Ability to organize my work efficiently” as Good in their Institutes while 3.2% said that it was Bad.

Table 5. 37: Ability to develop New Ideas

Ability to develop new ideas and solutions/ Logical Thinking/ Ability to work efficiently towards a goal/ Ability to organize my work efficiently	Count	Percent
Bad	142	3.2
Can't Say	573	12.8
Good	3767	84.0
Total	4482	100.0

Figure 5. 37: Ability to develop New Ideas



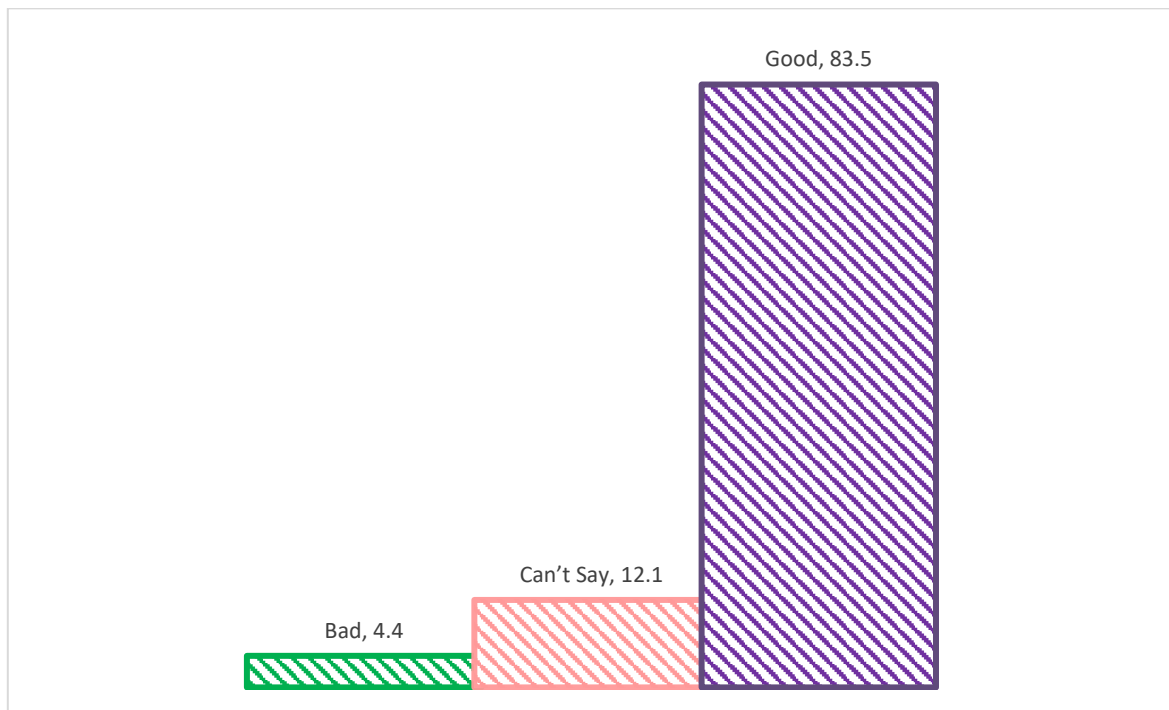
5.5.3.Ability to Adapt & Perform

From the data it could be observed that 83.5% of the Graduates rated the aspects of “Ability to adapt to changing conditions/ Ability to perform well under pressure” as Good in their Institutes while 4.4% said that it was Bad.

Table 5. 38: Ability to Adapt& Performs

Ability to adapt to changing conditions/ Ability to perform well under pressure	Count	Percent
Bad	196	4.4
Can't Say	543	12.1
Good	3743	83.5
Total	4482	100.0

Figure 5. 38: Ability to Adapt& Perform



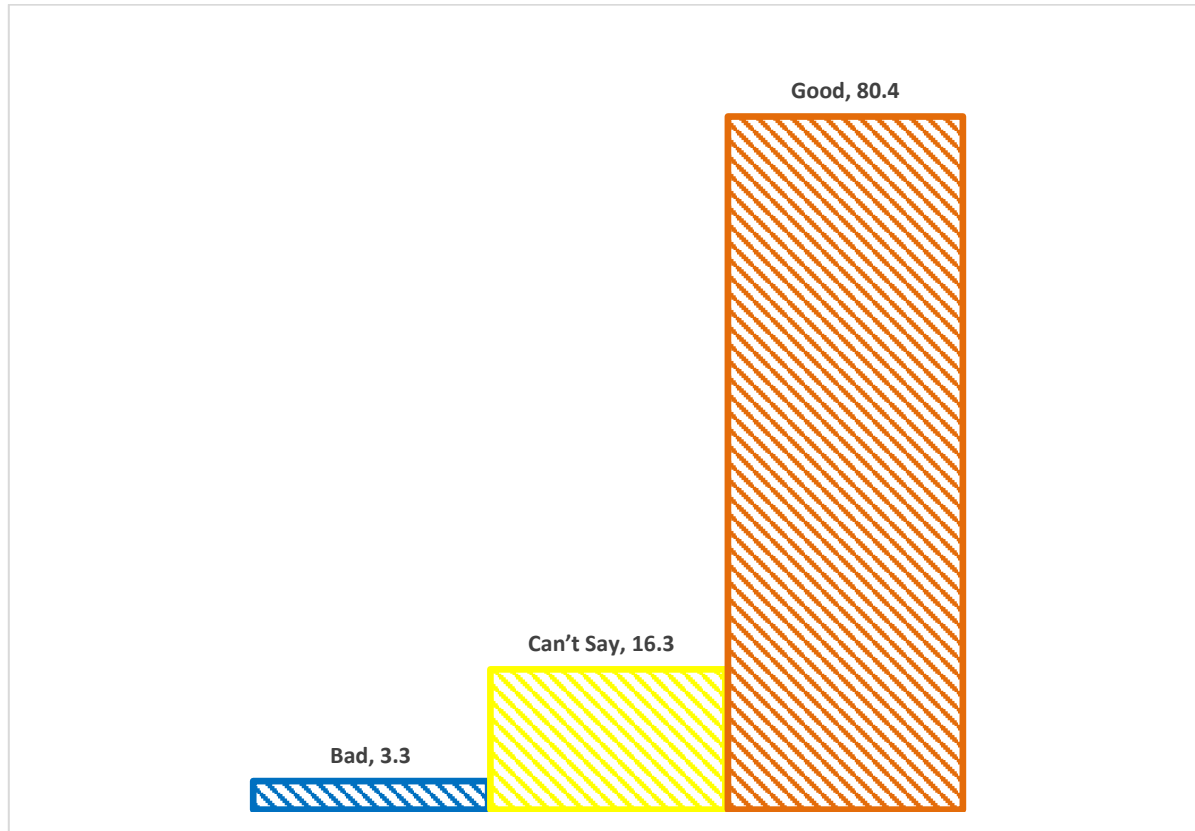
5.5.4.Ability to Identify & Work

From the data it could be observed that 80.4% of the Graduates rated the aspects of “Ability to identify the capacities of others/ Ability to work productively with others” as Good in their Institutes while 3.3% said that it was Bad.

Table 5. 39: Ability to Identify & Work

Ability to identify the capacities of others/ Ability to work productively with others	Count	Percent
Bad	148	3.3
Can't Say	730	16.2
Good	3604	80.4
Total	4482	100

Figure 5. 39: Ability to Identify & Work

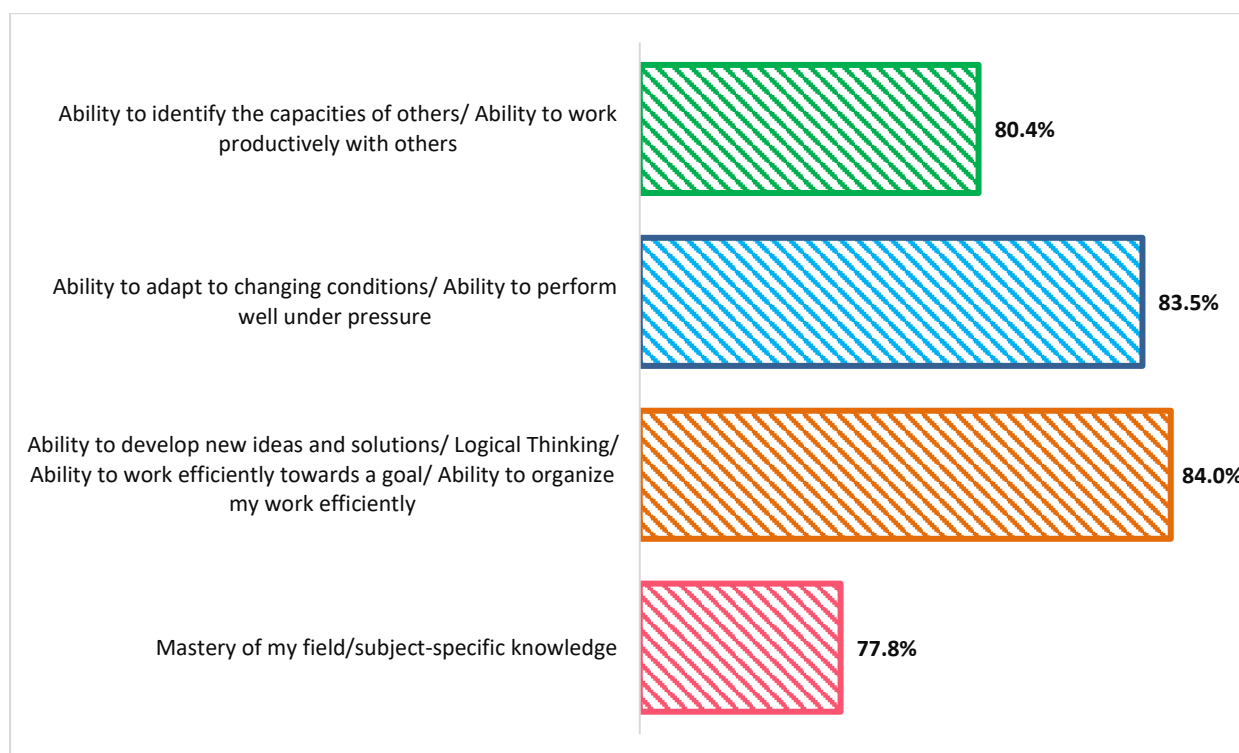


From the Data it could be observed that the aspect of “Mastery of my field/subject-specific knowledge” is rated good by 77.8% of Graduates, “Ability to develop new ideas and solutions/ Logical Thinking/ Ability to work efficiently towards a goal/ Ability to organize efficiently” was rated good by 84%, “Ability to adapt to changing conditions/ Ability to perform well under pressure” by 83.5% and “Ability to identify the capacities of others” by 80.4% Graduates.

Table 5. 40: Skills & Competencies _Important

Skills & Competencies Acquired	Count	Percentage
Mastery of my field/subject-specific knowledge	3487	77.80%
Ability to develop New Ideas	3767	84.00%
Ability to adapt & perform	3743	83.50%
Ability to Identify the Capacities	3604	80.40%

Figure 5. 40: Skills & Competencies _Important

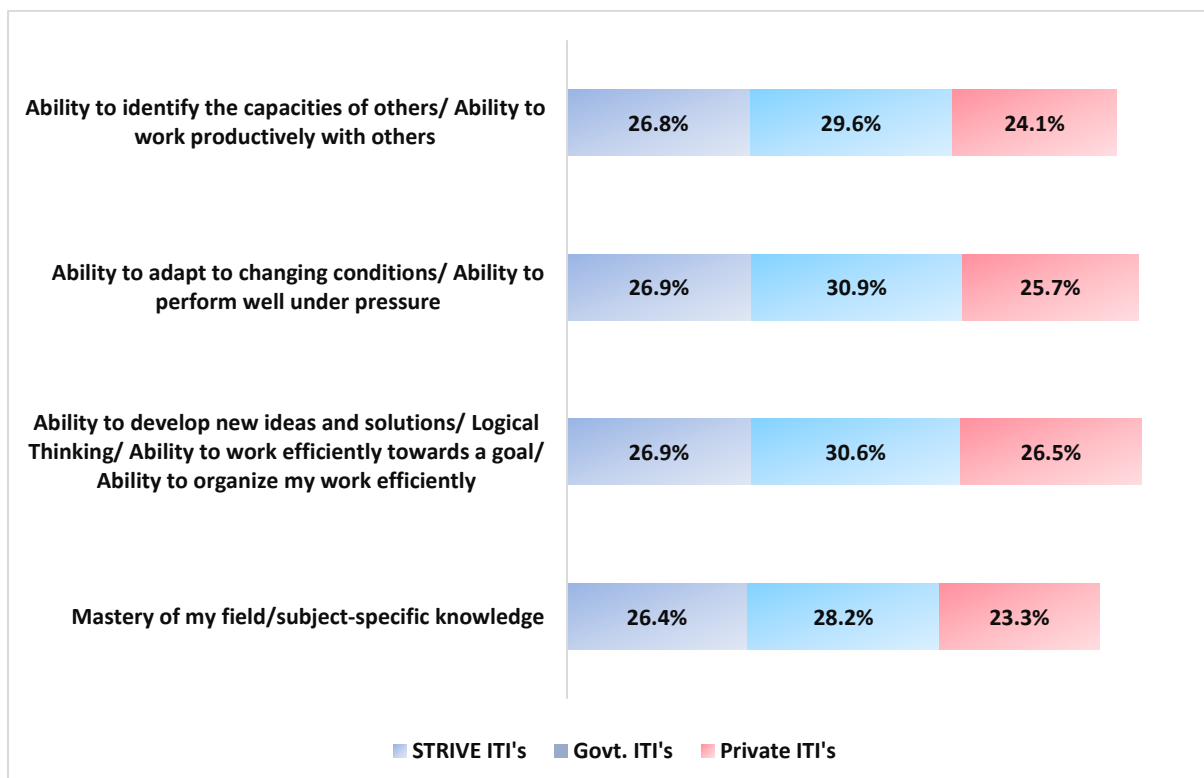


Further it was analysed that the aspect of Ability to adapt to changing conditions was rated high among Graduates from STRIVE 26.9% and Government ITI's 30.9%, Ability to develop new ideas was rated high among the Private ITI's (26.5%).

Table 5. 41 Skills and Competencies vs Type of ITI

Skills & Competencies Acquired	STRIVE ITI's	Govt. ITI's	Private ITI's
Mastery of my field/subject-specific knowledge	26.4%	28.2%	23.3%
Ability to develop new ideas and solutions/ Logical Thinking/ Ability to work efficiently towards a goal/ Ability to organize my work efficiently	26.9%	30.6%	26.5%
Ability to adapt to changing conditions/ Ability to perform well under pressure	26.9%	30.9%	25.7%
Ability to identify the capacities of others/ Ability to work productively with others	26.8%	29.6%	24.1%

Figure 5. 41: Skills and Competencies vs Type of ITI



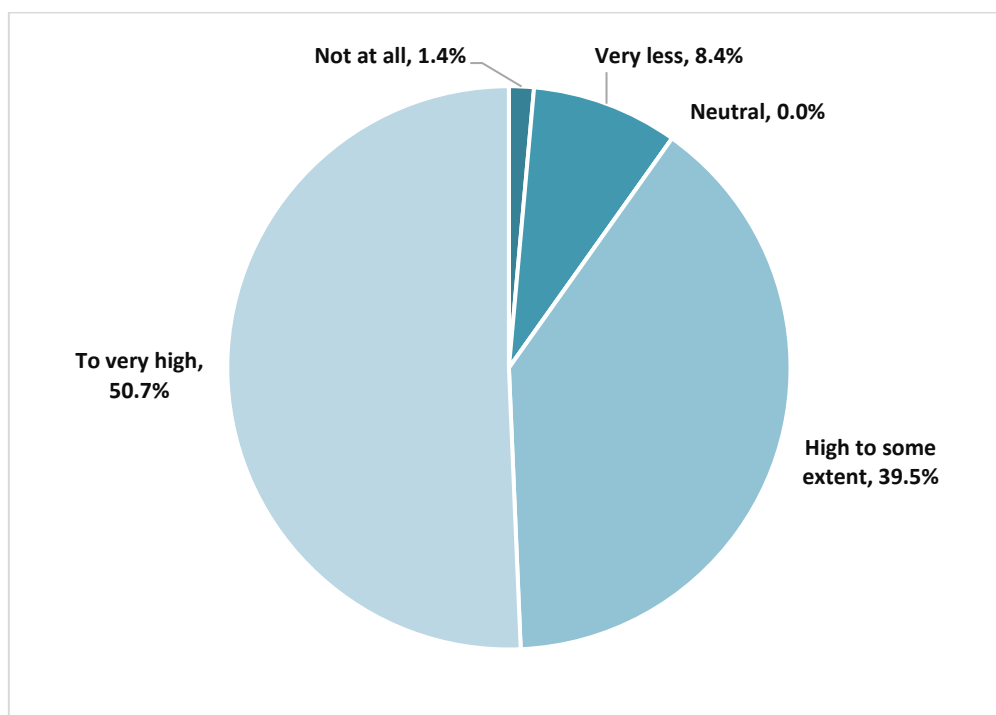
5.6. Overall Satisfaction with Studies

The below table reflects the overall satisfaction with studies in the ITI. The Graduates surveyed were asked to rate the satisfaction with the overall studies. According to the data it could be said that 50.7% of Graduates are Highly Satisfied, 39.5% are satisfied to some extent, 8.4% are less satisfied and 1.4% are not satisfied at all with the overall studies, facilities, skills acquired. Overall, the Graduates are moderately to highly satisfied.

Table 5. 42: Overall Satisfaction

Satisfaction	Count	Percentage
Not at all	64	1.4%
Very less	377	8.4%
Neutral	0	0.0%
High to some extent	1770	39.5%
To very high	2271	50.7%

Figure 5. 42: Overall Satisfaction

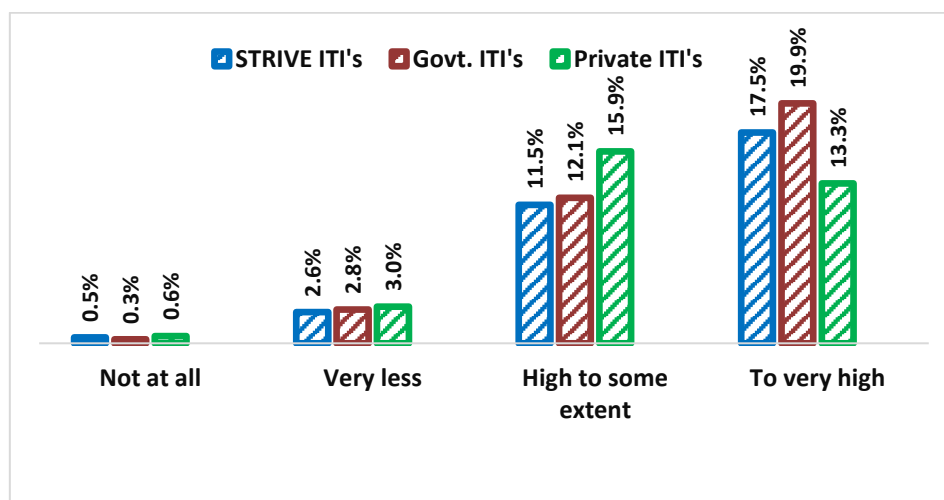


Further it was analysed that the satisfaction with the overall course was high among Government ITI's Graduates (32%) than STRIVE (29.2%) and Private ITI's (29%). It was observed that Female Graduates from Government ITI's are more satisfied than those from Private and STRIVE ITI's and Male Graduates from Private ITI's are more satisfied in comparison to others from Government and STRIVE ITI's.

Table 5. 43: Satisfaction vs Type of ITI

Overall Satisfaction with Studies		Type of ITI			Total
		STRIVE ITI's	Govt. ITI's	Private ITI's	
Not at all	Count	22	15	27	64
	Percentage	0.5%	0.3%	0.6%	1.4%
Very less	Count	116	125	136	377
	Percentage	2.6%	2.8%	3.0%	8.4%
High to some extent	Count	515	541	714	1770
	Percentage	11.5%	12.1%	15.9%	39.5%
To very high	Count	784	892	595	2271
	Percentage	17.5%	19.9%	13.3%	50.7%
Total	Count	1437	1573	1472	4482
	Percentage	32%	35%	33%	100%

Figure 5. 43: Satisfaction vs Type of ITI



5.7. On the Job Training

The below table reflects the data of On-the-Job Training of the Graduates. From the data it could be observed that On the Job Training was only finished by 6.1% of the Graduates. Of the Graduates who completed their OJT only 41.9% of them received Stipend and more than 80% have reported that the OJT was in their respective trades.

Table 5. 44: On the Job Training

On the Job Training	Count	Percent
Yes	272	6.1
No	4210	93.9
Total	4482	100.0

Figure 5. 44: On the Job Training

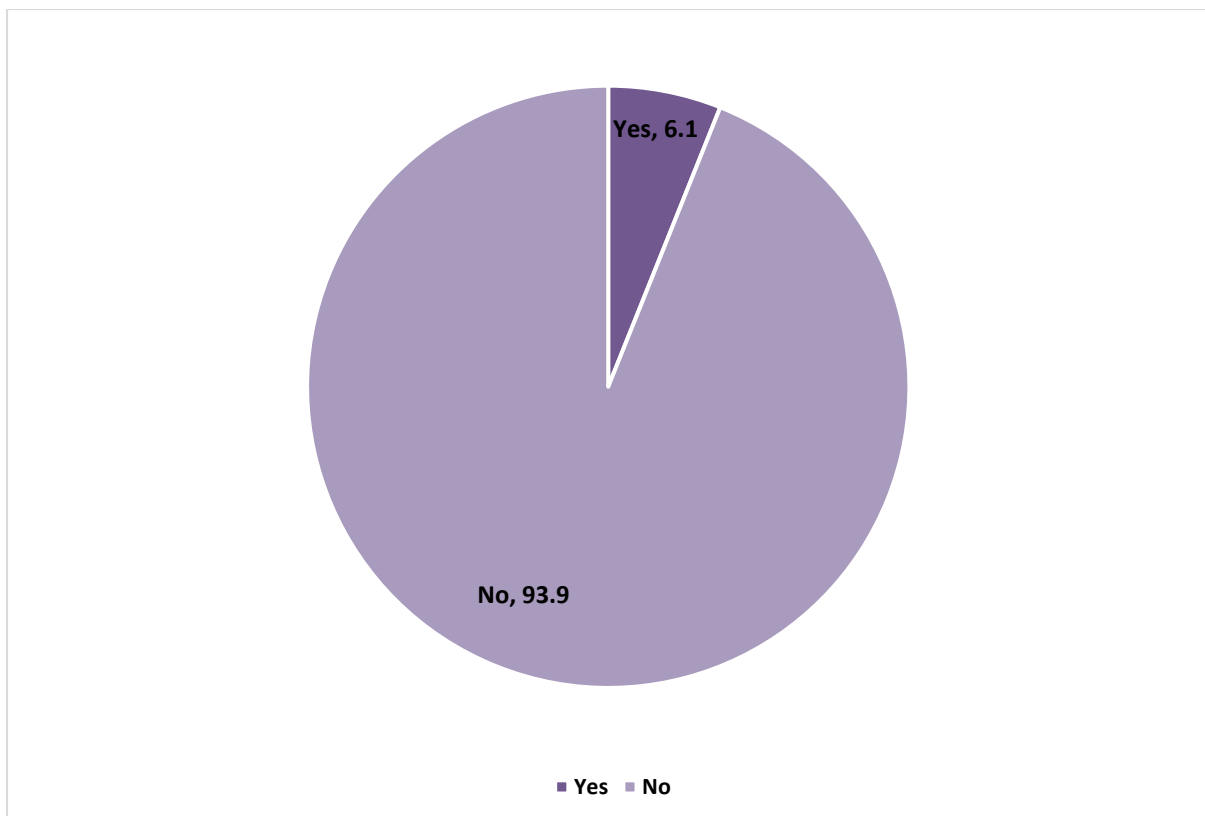


Table 5. 45: Remuneration during OJT

Remuneration	Count	Percentage
Yes	114	41.9%
No	158	58.1%

Figure 5. 45: Remuneration during OJT

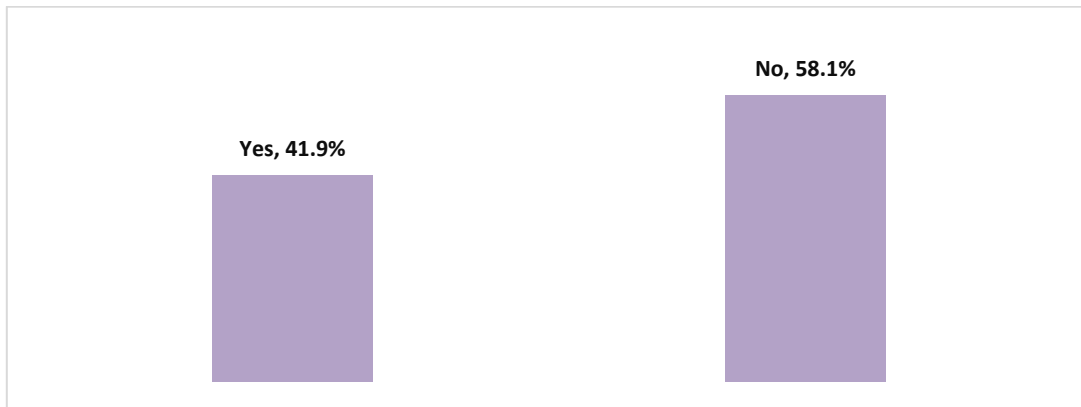
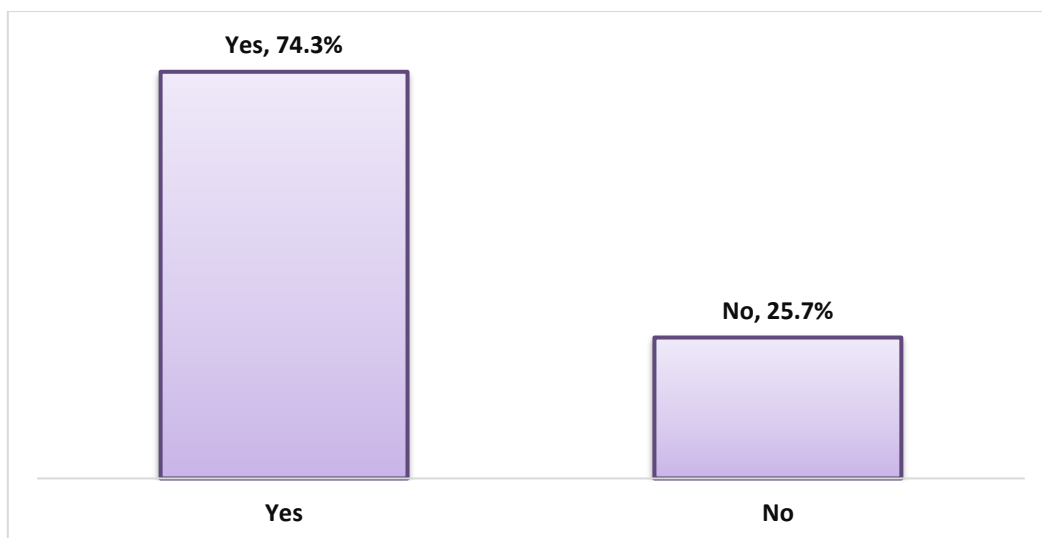


Table 5. 46: Trade relevant OJT

OJT in line with ITI Trade	Count	Percent
Yes	202	74.3%
No	70	25.7%
Total	272	100.0

Figure 5. 46: Trade relevant OJT

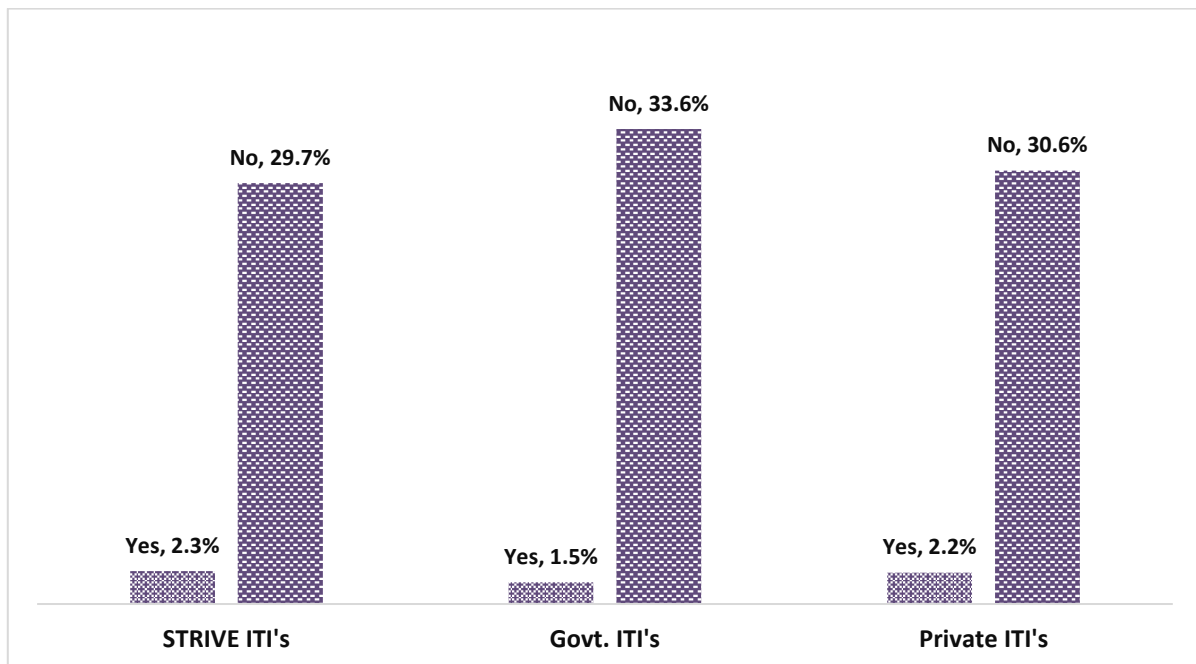


Of the Graduates who have completed OJT, 38.2% Graduates belong to STRIVE ITI's, 36.4% belong to Private ITI's and 25.4% belong to Govt. ITI's. From the sample respondents, majority of the Graduates who have completed their OJT belong to STRIVE ITI's (38.2%).

Table 5. 47: OJT vs Type of ITI

Have you completed On Job Training?		Type of ITI			Total
		STRIVE ITI's	Govt. ITI's	Private ITI's	
Yes	Count	104	69	99	272
	Percentage	2.3%	1.5%	2.2%	6.1%
No	Count	1333	1504	1373	4210
	Percentage	29.7%	33.6%	30.6%	93.9%
Total	Count	1437	1573	1472	4482
	Percentage	32.1%	35.1%	32.8%	100.0%

Figure 5. 47: OJT vs Type of ITI



Conclusions:

From the above analysis of the Surveyed Graduates, it could be concluded that, of the reasons to pick specific ITI's more importance was given to financial conditions of the parents, for Quick Livelihood and Reputation of ITI reasons like availability of scholarship and accommodation were given least importance. While graduates who studied in STRIVE ITI selected "For Quick Job/Livelihood" as a major reason, "Financial Conditions" was selected by Graduates from Government ITI's and finally for "Reputation of the ITI Institute" was picked majorly by Graduates from Private ITI's.

Coming to Teaching and Learning Aspects, Lectures and Classroom sessions were most importantly stressed in the studies. Also, while STRIVE and Government ITI's stressed more on "Lectures/Classroom Sessions", Private ITI's focused more on Practical knowledge/ Project oriented learnings.

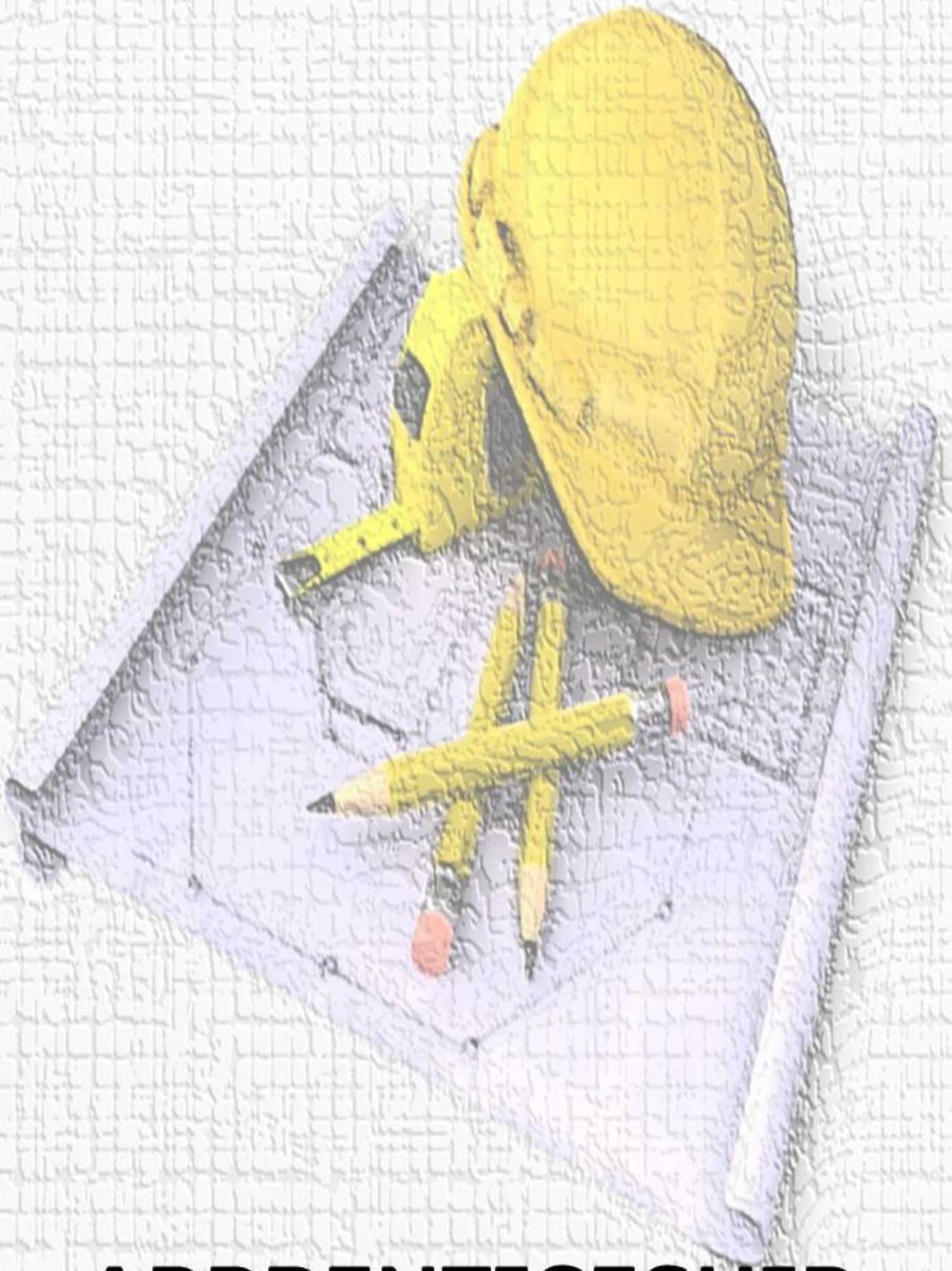
Rating the Study Conditions and Provisions provided in the ITI Institutes Quality of Classroom Learning was rated Good by majority and Quality of Buildings, Provision of Recreational Facilities was rated least. Also, while STRIVE and Government ITI's stressed more on "Lectures/Classroom Sessions", Private ITI's focused more on Practical knowledge/ Project oriented learnings.

With respect to Employment and Work-Related Provisions provided in the ITI Institute Mandatory Apprenticeship, Support with Apprenticeship and Industrial Visits was rated Good by 73.4%, and it was also rated highest among all STRIVE (24%), Government ITI's (26.3%) and Private ITI's (23.1%).

When asked about Skills and Competencies acquired after the completion of ITI Course, Ability to develop new ideas was rated highest. Further it was analysed that the aspect of Ability to adapt to changing conditions was rated

high among Graduates from STRIVE as well as Government ITI's and Ability to develop new ideas was rated high among the Private ITI's.

Coming to overall satisfaction with studies in the ITI's, more than 90% of the Graduates are Satisfied with the Course and it was high among Government ITI's Graduates than STRIVE and Private ITI's. Lastly of the Graduates who completed their OJT only 41.9% of them received Stipend and more than 80% have reported that the OJT was in their respective trades.



APPRENTICESHIP

CHAPTER VI

6. APPRENTICESHIP

This chapter provides a detailed analysis of Apprenticeship Status of the Graduates, Reasons for not completing the apprenticeship, different ways the Graduates used for applying, Facilities provided and other details regarding it.

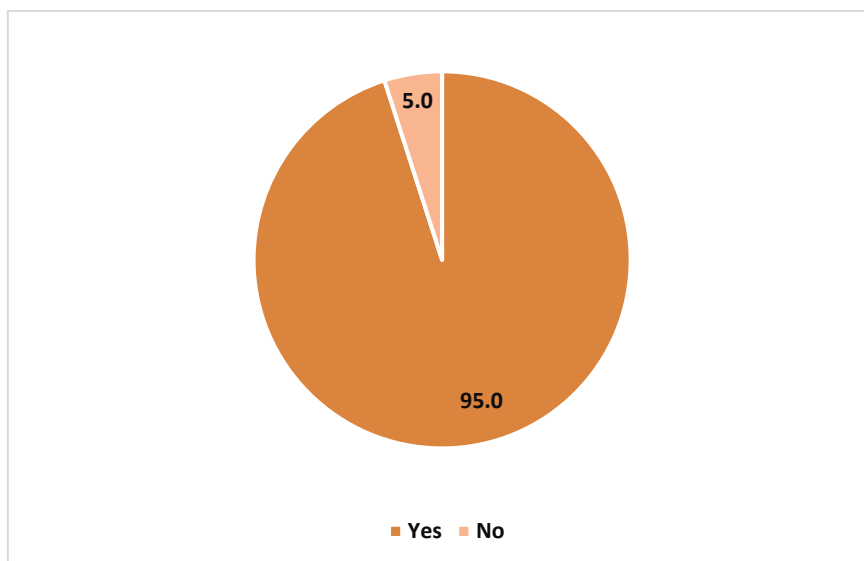
6.1. Knowledge about Apprenticeship

From the total 4482 graduates surveyed, 95% of Graduates are aware of mandatory Apprenticeship in the course and 5% did are not aware of it. Majority of the Graduates know that Apprenticeship is mandatory course requirement.

Table 6. 1: Knowledge about Apprenticeship

Knowledge on Mandatory Apprenticeship	Count	Percent
Yes	4260	95.0
No	222	5.0
Total	4482	100.0

Figure 6. 1: Knowledge about Apprenticeship

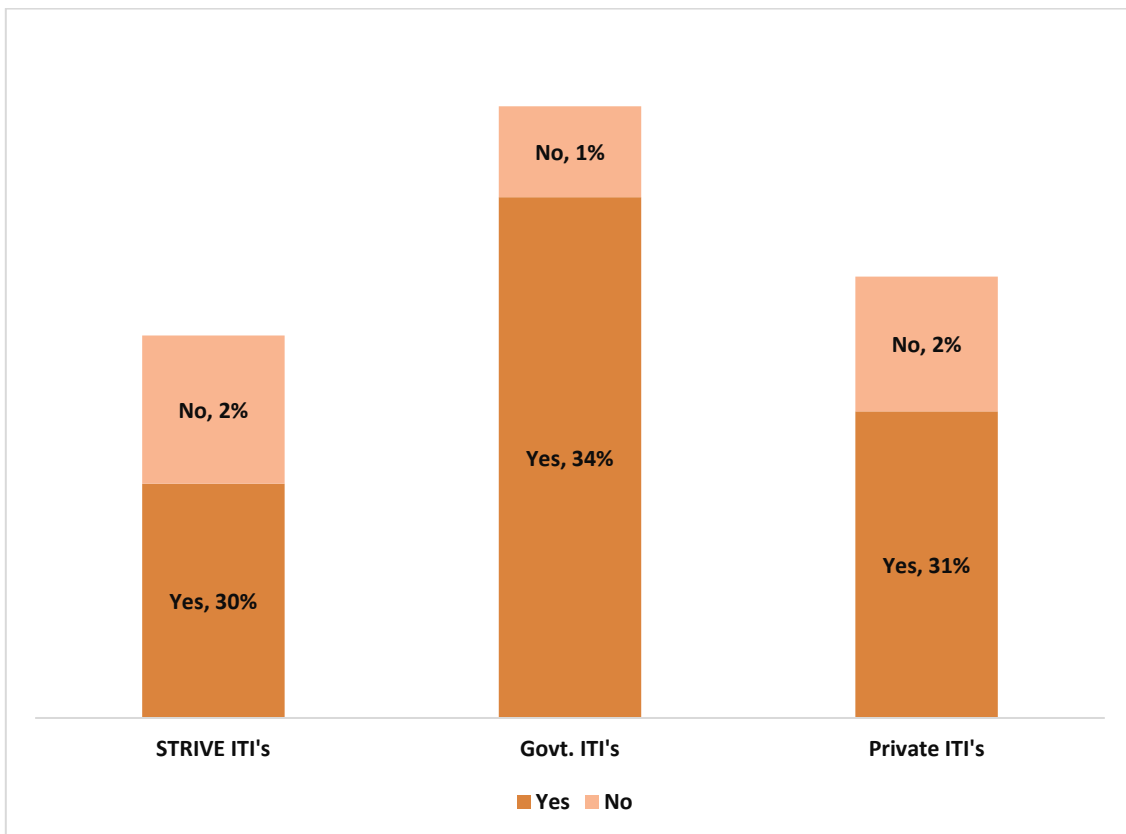


Analysis of the table below indicates that of the graduates, 34% from Govt. ITI's, 31% from Private ITI's and 30% from STRIVE ITI's are aware of Mandatory Apprenticeship. The awareness of Mandatory Apprenticeship is high among Graduates from Govt. ITI's.

Table 6. 2: Knowledge about Apprenticeship vs Type of ITI

Knowledge on Mandatory Apprenticeship	Type of ITI		
	STRIVE ITI's	Govt. ITI's	Private ITI's
Yes	30%	34%	31%
No	2%	1%	2%

Figure 6. 2 :Knowledge about Apprenticeship vs Type of ITI



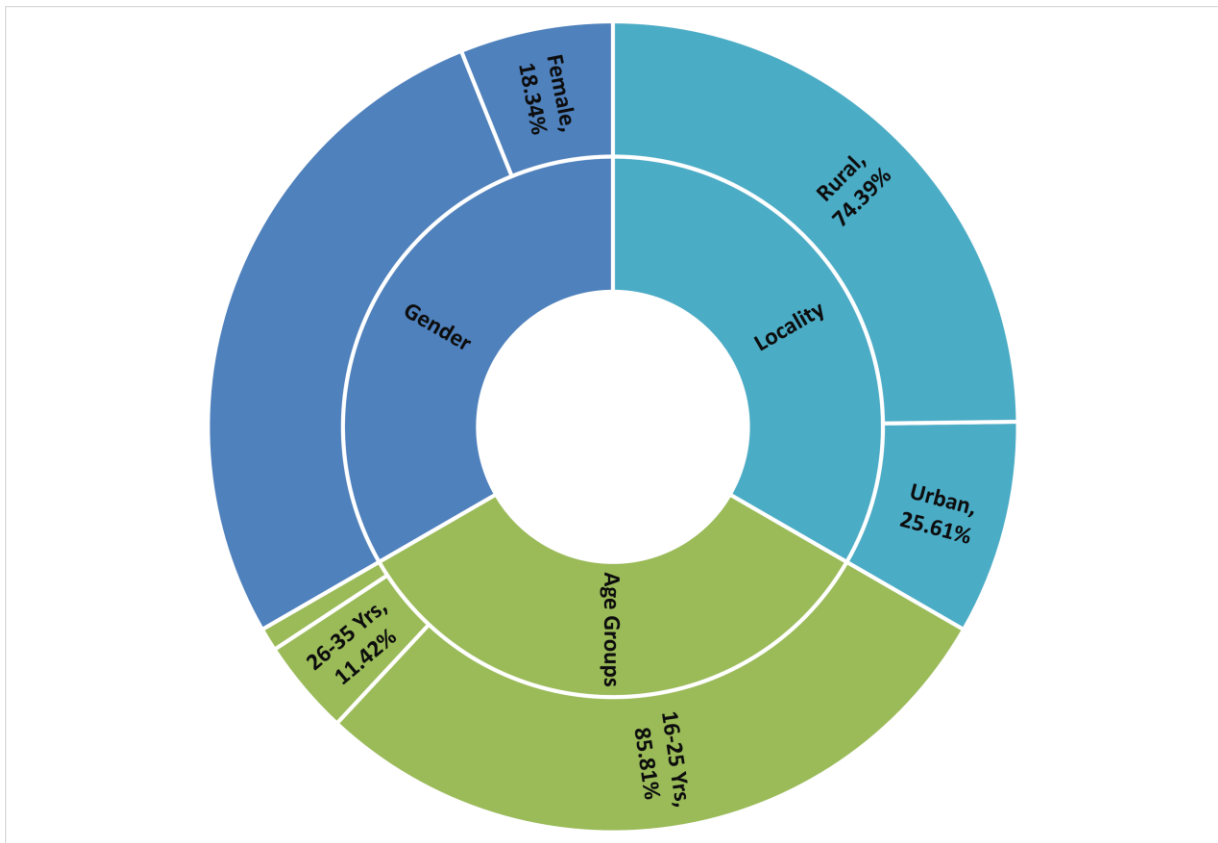
6.2. Apprenticeship Status

From the total 4482 graduates surveyed, 6.4% of them have completed Apprenticeship and the rest 93.6% have not completed. Of the Graduates 81.6% are Males, 18.3% are females, 85.8% are from the age group of 16-25 years, 11.4% from 26-35 years, 2.7% from 36-45 years, 74.3% are from Rural and 25.6% from Urban Localities.

Table 6. 3: Demographics – Apprenticeship

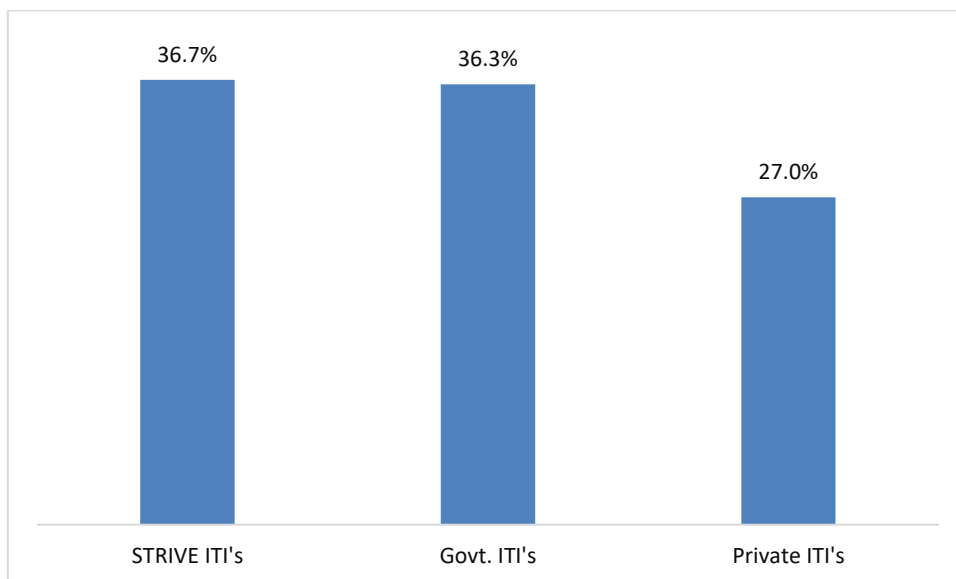
Demographics		Count	Percentage
Gender	Male	236	81.66%
	Female	53	18.34%
Age Groups	16-25 Yrs	248	85.81%
	26-35 Yrs	33	11.42%
	36-45 Yrs	8	2.77%
	46-55 Yrs	0	0.00%
Locality	Rural	215	74.39%
	Urban	74	25.61%

Figure 6. 3: Demographics – Apprenticeship



Of the Graduates who have completed their Apprenticeship Training, 36.7% belong to STRIVE ITI's, 36.3% from Government ITI's and 27% from Private ITI's. Majority of the Graduates are from STRIVE ITI's.

Figure 6. 4 :Apprenticeship vs Type of ITI



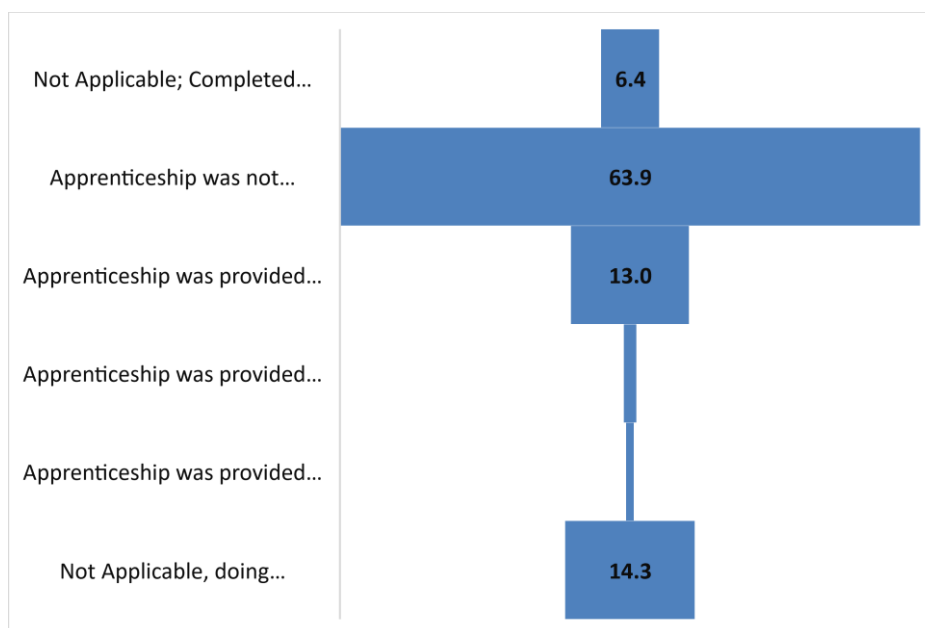
6.3. Reasons for Non-Completion of Apprenticeship

Of the Graduates who have not completed their Apprenticeship, 63.9% have reasoned out that Apprenticeship was not provided was ITI, 14.3% are currently doing their Apprenticeship, 13% said that Apprenticeship was provided by ITI, but it was very far, 9% said that Apprenticeship was provided by ITI, but it was very far, 9% said that Apprenticeship was provided by ITI, but there was no Stipend provided and 1.4% said that Apprenticeship was provided by ITI, but there were no facilities.

Table 6. 4: Reasons for not completing Apprenticeship

Reasons for not completing your Apprenticeship	Count	Percent
Apprenticeship was not provided by ITI	2864	63.9
Apprenticeship was provided by ITI , but it was very far.	584	13.0
Apprenticeship was provided by ITI , but there were no facilities.	64	1.4
Apprenticeship was provided by ITI , but there was no Stipend	40	.9
Not Applicable, doing Apprenticeship currently	641	14.3

Figure 6. 5: Reasons for not completing Apprenticeship



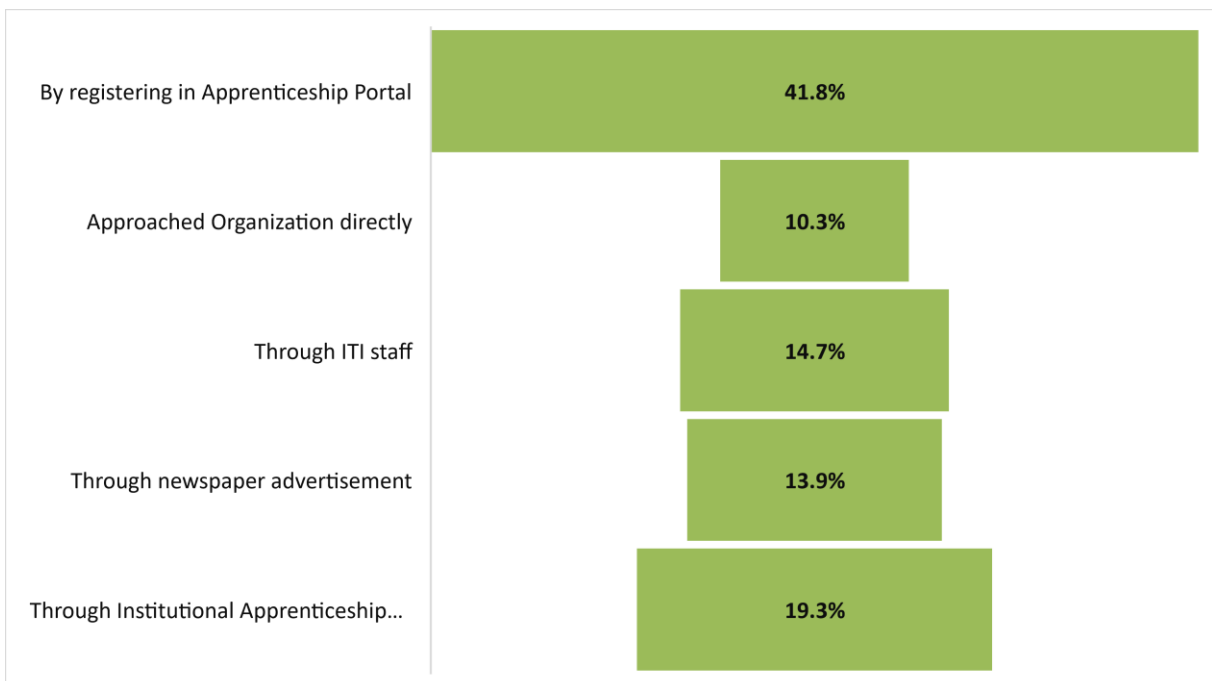
6.4. Source for Apprenticeship

Out of 641 Graduates, who are currently doing their Apprenticeship, 41.8% have applied through Apprenticeship Portal, 19.3% got the opportunity through their Institutional Apprenticeship/Placement Cells, 14.7% through ITI Staff, 13.9% through newspaper Advertisement and 10.3% approached Organizations directly. Major source for Apprenticeship Opportunity was through Portal.

Table 6. 5: Apprenticeship Opportunity

How did you get the Apprenticeship Opportunity?	Count	Percentage
By registering in Apprenticeship Portal	268	41.8%
Approached Organization directly	66	10.3%
Through ITI staff	94	14.7%
Through newspaper advertisement	89	13.9%
Through of your ITI	124	19.3%

Figure 6. 6: Apprenticeship Opportunity

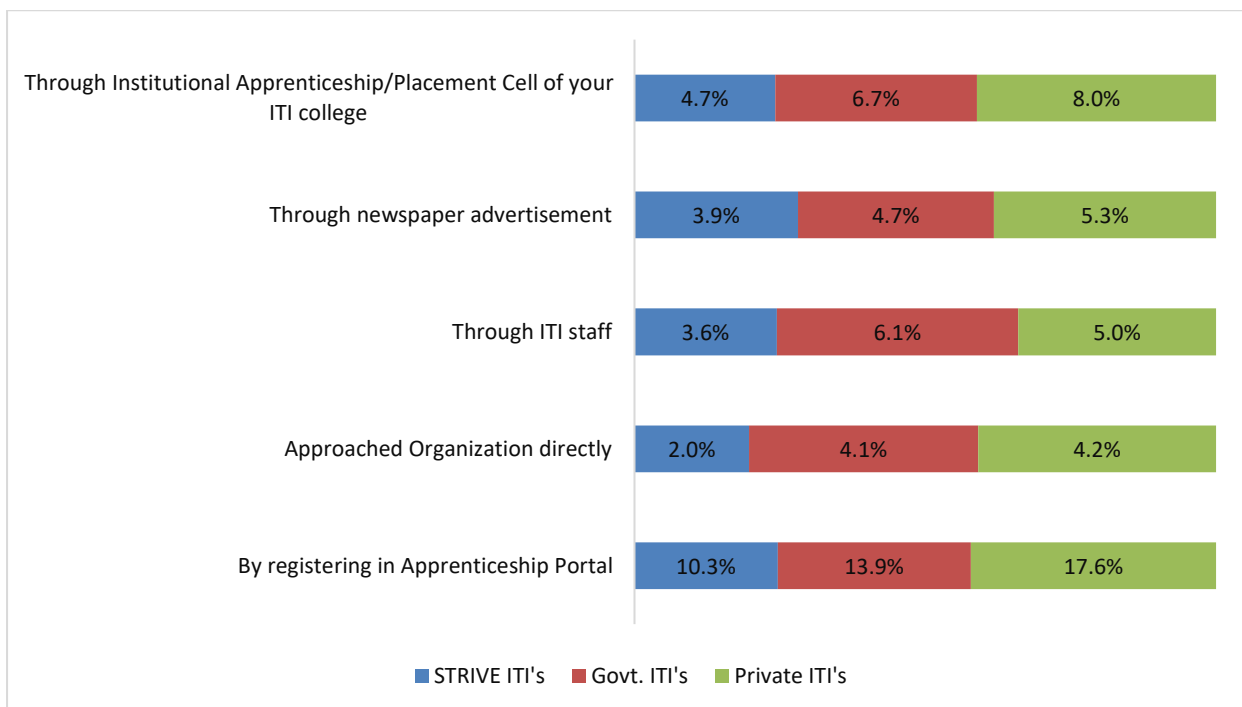


From the below table it could be analysed that of the Graduates who applied for Apprenticeship through Apprenticeship Portal, 17.6%, were from Private ITI's, 13.9% from Govt ITI's and 10.3% from STRIVE ITI's.

Table 6. 6:Apprenticeship vs Type of ITI

How did you get the Apprenticeship Opportunity?	Type of ITI		
	STRIVE ITI's	Govt. ITI's	Private ITI's
By registering in Apprenticeship Portal	10.3%	13.9%	17.6%
Approached Organization directly	2.0%	4.1%	4.2%
Through ITI staff	3.6%	6.1%	5.0%
Through newspaper advertisement	3.9%	4.7%	5.3%
Through Institutional Apprenticeship/Placement Cell of your ITI	4.7%	6.7%	8.0%

Figure 6. 7: Apprenticeship vs Type of ITI



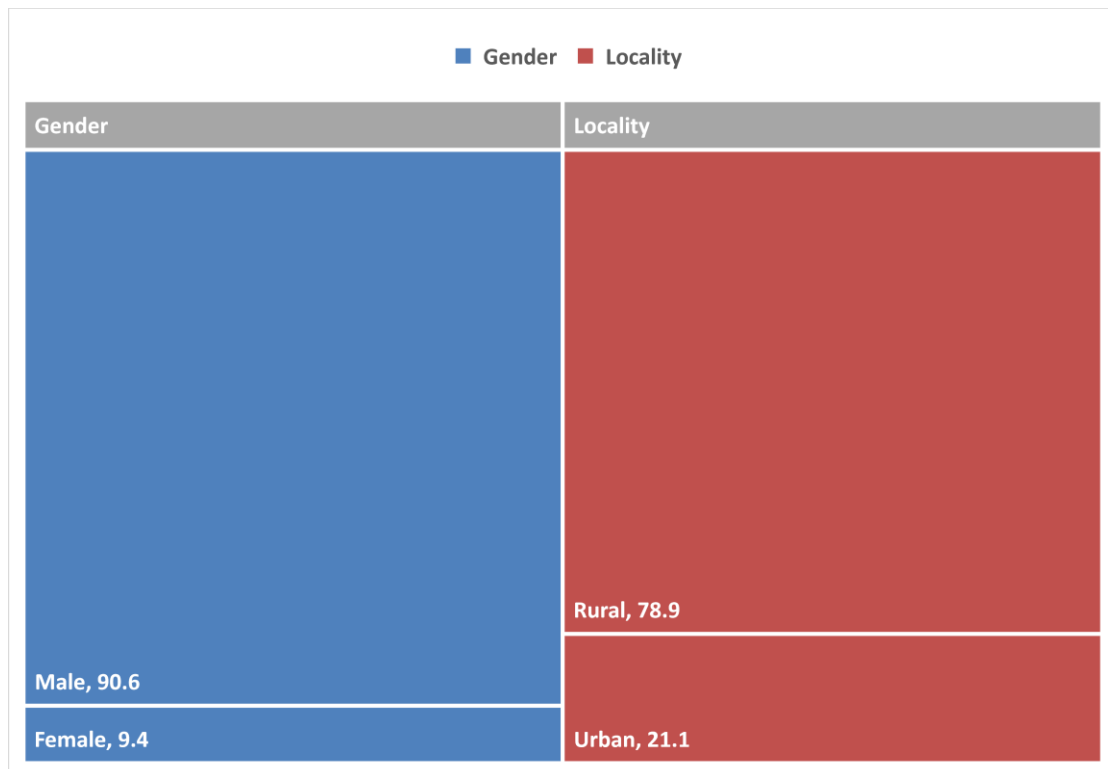
6.5. Apprenticeship Demographics

A Total of 641 Graduates are currently in Apprenticeship. Of the Graduates who are currently in Apprenticeship, 90.6% of are Males, 9.4% are Females, 78.9% are from Rural and 21.1% are from Urban Localities.

Table 6. 7: Apprenticeship Demographics

		Count	Percent
Gender	Male	581	90.6
	Female	60	9.4
Locality	Rural	506	78.9
	Urban	135	21.1

Figure 6. 8: Apprenticeship Demographics

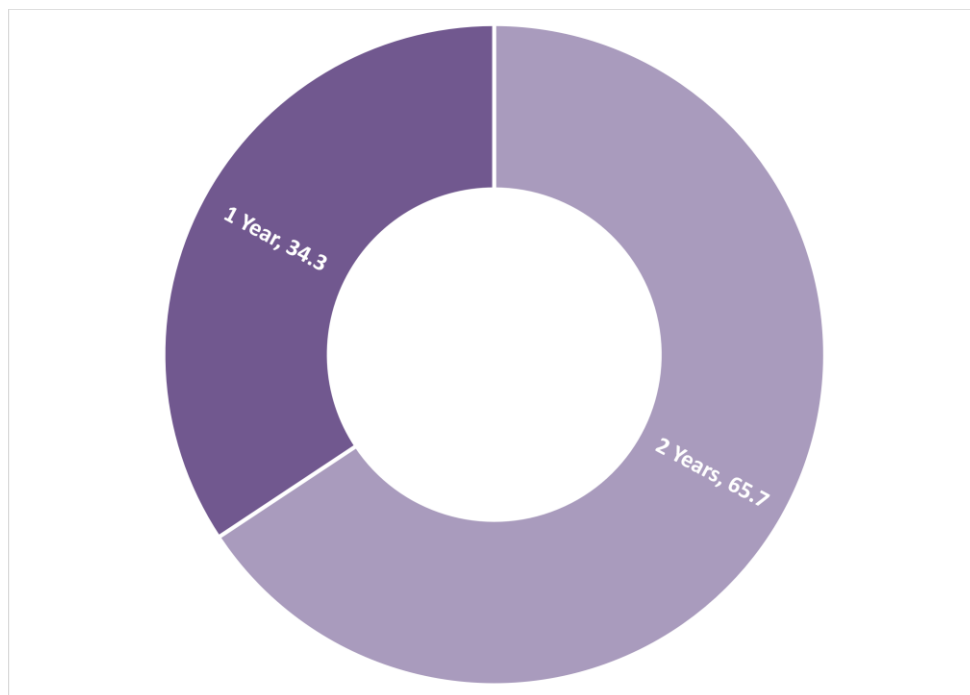


From the below table it could be said that of the Graduates who are currently in Apprenticeship, 65.7% are from 2 Year Courses and 34.3% are from 1 Year Courses. In proportion to total graduate’s course tenure wise, Graduates from Two-year course graduates are high in Apprenticeship category.

Table 6. 8: Course Tenure of Apprenticeship students

What was your course tenure?	Count	Percent
1 Year	220.0	34.3
2 Years	421.0	65.7
Total	641.0	100.0

Figure 6. 9: Course Tenure of Apprenticeship students

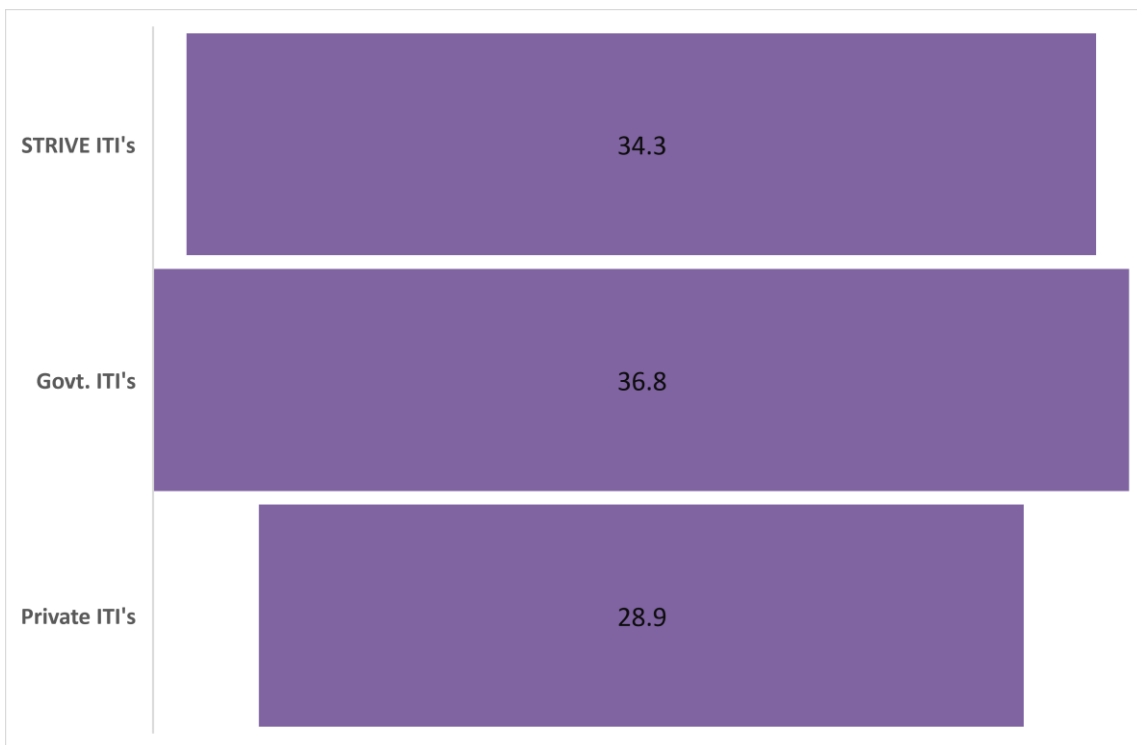


From the total graduates in Apprenticeship, 34.3% are from STRIVE ITI’s, 36.8% from Government ITI’s and 28.9% from Private ITI’s. Majority of the Graduates who are currently in Apprenticeship are from Government ITI’s.

Table 6. 9: ITI Type wise Apprenticeship

ITI Type	Count	Percent
STRIVE ITI's	220.0	34.3
Govt. ITI's	236.0	36.8
Private ITI's	185.0	28.9
Total	641.0	100.0

Figure 6. 10: ITI Type wise Apprenticeship



6.6. Relevance & Meeting Expectations of Apprenticeship

Out of 641 Graduates, who are currently in Apprenticeship, 92.7% have agreed that the apprenticeship is In-Line to their trade, and 70% of the Graduates said that Apprenticeship was as per their expectation.

Table 6. 10: Apprenticeship Relevance and Expectations

		Count	Percentage
Was the Apprenticeship In-Line to your trade?	Yes	594	92.7%
	No	47	7.3%
Was the Apprenticeship as per your expectation?	Yes	449	70.0%
	No	192	30.0%

Figure 6. 11: Apprenticeship Relevance and Expectations

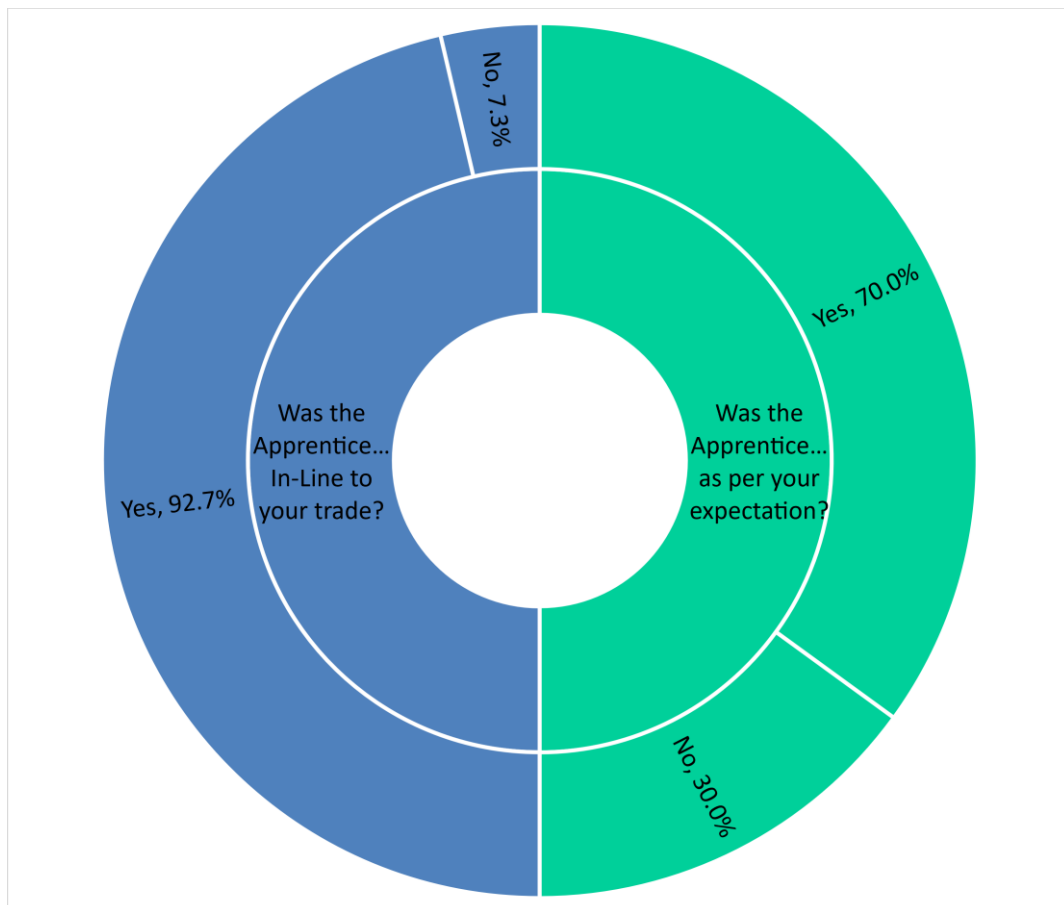
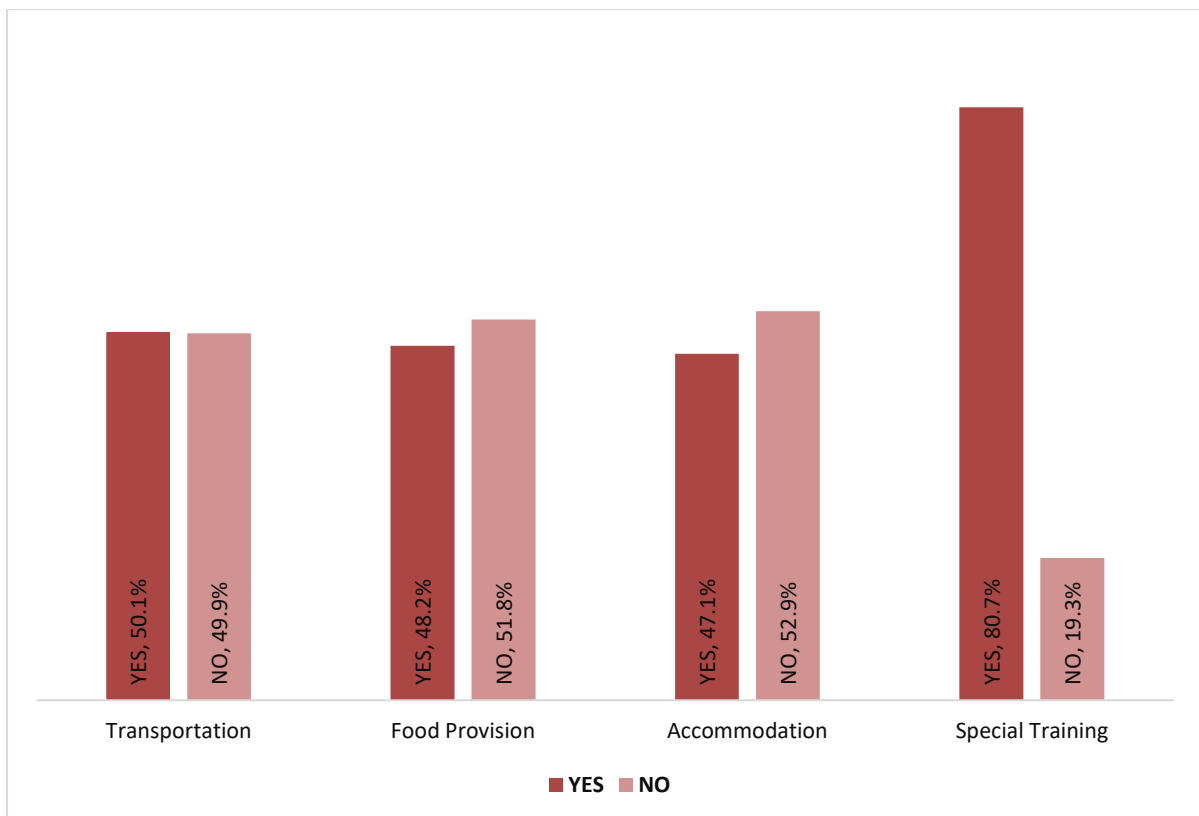


Table 6. 11: Facilities provided in Apprenticeship

Facilities		Count	Percentage
Transportation	Yes	321	50.1%
	No	320	49.9%
Food Provision	Yes	309	48.2%
	No	332	51.8%
Accommodation	Yes	302	47.1%
	No	339	52.9%
Special Training	Yes	517	80.7%
	No	124	19.3%

Figure 6. 12: Facilities provided in Apprenticeship



Conclusions:

From the above analysis of the Surveyed Graduates regarding Apprenticeship related aspects it could be concluded that majority of the Graduates are aware that Apprenticeship is a mandatory course requirement and that it is high among Graduates from Govt. ITI's.

Of the Graduates surveyed, 6.4% of them have completed Apprenticeship and among those who have not completed, majority have reasoned out that Apprenticeship was not provided was ITI. Out of 641 Graduates, who are currently in Apprenticeship, 41.8% have applied through Apprenticeship Portal of which majority 17.6%, were from Private ITI's.

Coming to the status of Graduates who are currently in Apprenticeship, majority of them are Males and are in higher proportion in comparison to Female Graduates. Also, Graduates from Rural Areas are more than Urban and from those who have completed two-year courses are more in number than from one-year courses. It was further observed that of the Graduates who have completed their Apprenticeship Training, majority of them are from STRIVE ITI's.

From 641 Graduates, who are currently in Apprenticeship, 92.7% have agreed that the apprenticeship is In-Line to their trade, and 70% of the Graduates said that Apprenticeship was as per their expectation.



**FIRST SIX MONTHS
&
CURRENT SITUATION**

CHAPTER VII

7. FIRST SIX MONTHS AND CURRENT SITUATION

This chapter represents the current situation and first six months situations of the Graduates after the completion of ITI.

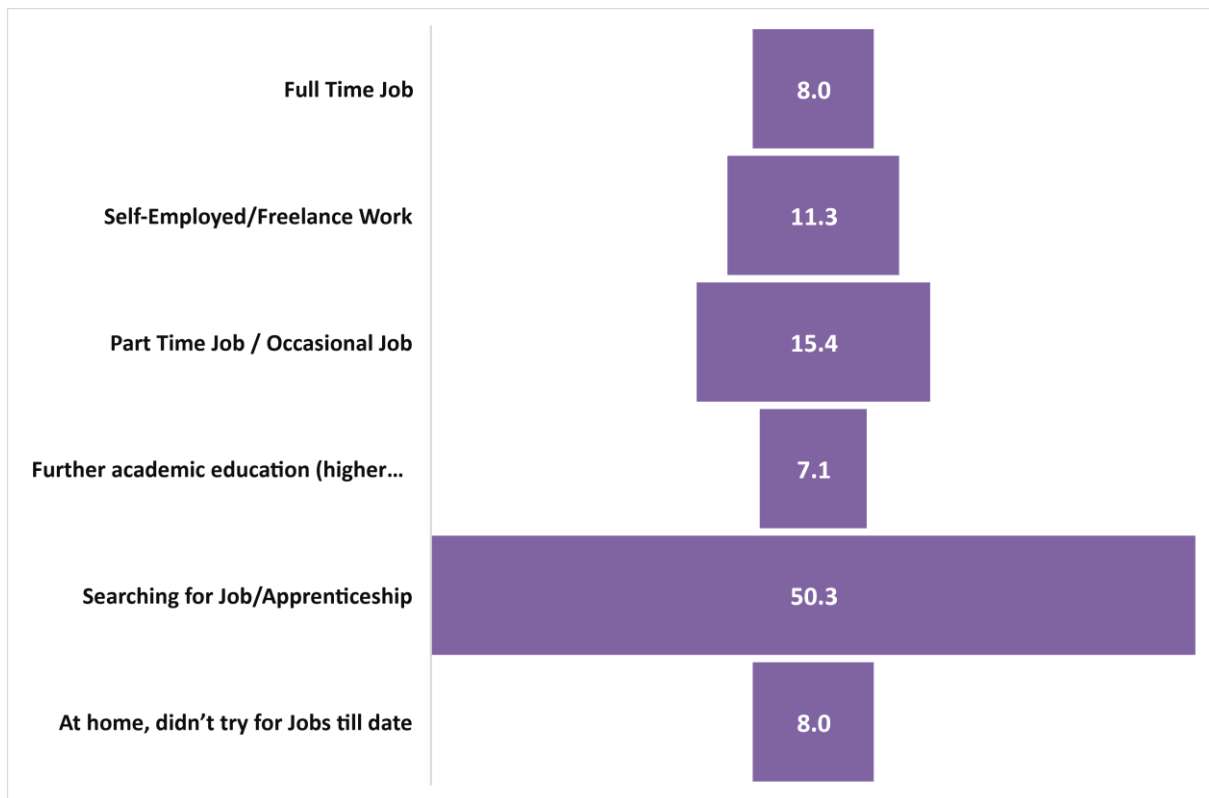
7.1. Situation in First Six Months

The Data was collected to understand the First Six months situation of the Graduates who passed both from One Year and Two-Year Courses. From the data it could be analysed that in the first six months after completing the course, 50.3% of the Graduates were looking for Job/Apprenticeship Opportunities, followed by 15.4% Graduates working in Part Time or Occasional Jobs, 8% in Full Time Jobs, 7% pursuing Higher Education and 8% of the Graduates didn't try for any jobs.

Table 7. 1: First Six Months Situation

First Six Months Situation	Count	Percent
Full Time Job	358	8.0%
Self-Employed/Freelance Work	507	11.3%
Part Time Job / Occasional Job	689	15.4%
Further academic education (higher education)	316	7.1%
Searching for Job/Apprenticeship	2254	50.3%
At home, didn't try for Jobs till date	358	8.0%
Total	4482	100.0%

Figure 7. 1: First Six Months Situation



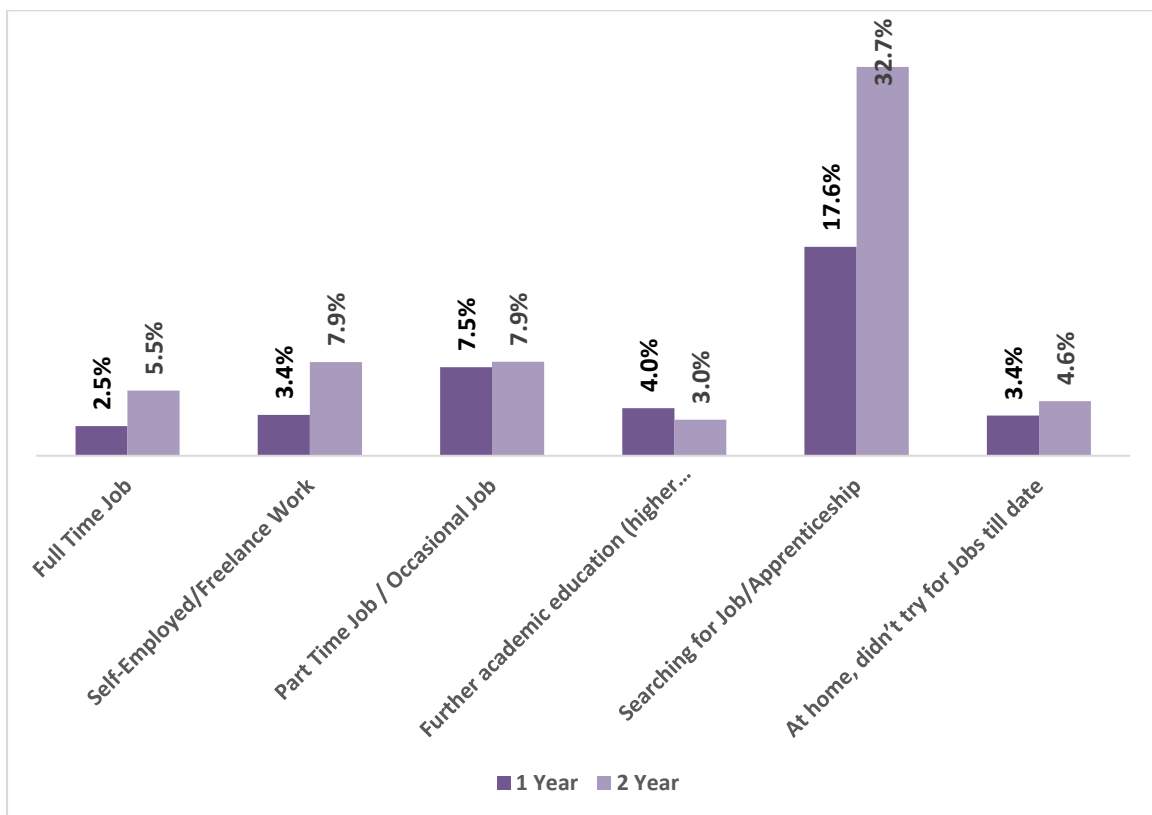
It was further observed that Graduates from One-year courses preferred Pursuing Higher Studies (4%) hence their participation in employment or searching for employment was less, whereas the proportion of Graduates in Job either full time (5.5%) and part time or occasional (7.9%) was high among graduates from two-year courses.

Table 7. 2: Course Tenure wise First Six Months

First Six Months	What was your course tenure?			
	1 Year		2 Years	
	Count	Percentage	Count	Percentage
Full Time Job	112	2.5%	246	5.5%
Self-Employed/Freelance Work	154	3.4%	353	7.9%

First Six Months	What was your course tenure?			
	1 Year		2 Years	
	Count	Percentage	Count	Percentage
Part Time Job / Occasional Job	334	7.5%	355	7.9%
Further academic education (higher education)	180	4.0%	136	3.0%
Searching for Job/Apprenticeship	788	17.6%	1466	32.7%
At home, didn't try for Jobs till date	152	3.4%	206	4.6%

Figure 7. 2: Course Tenure wise First Six Months

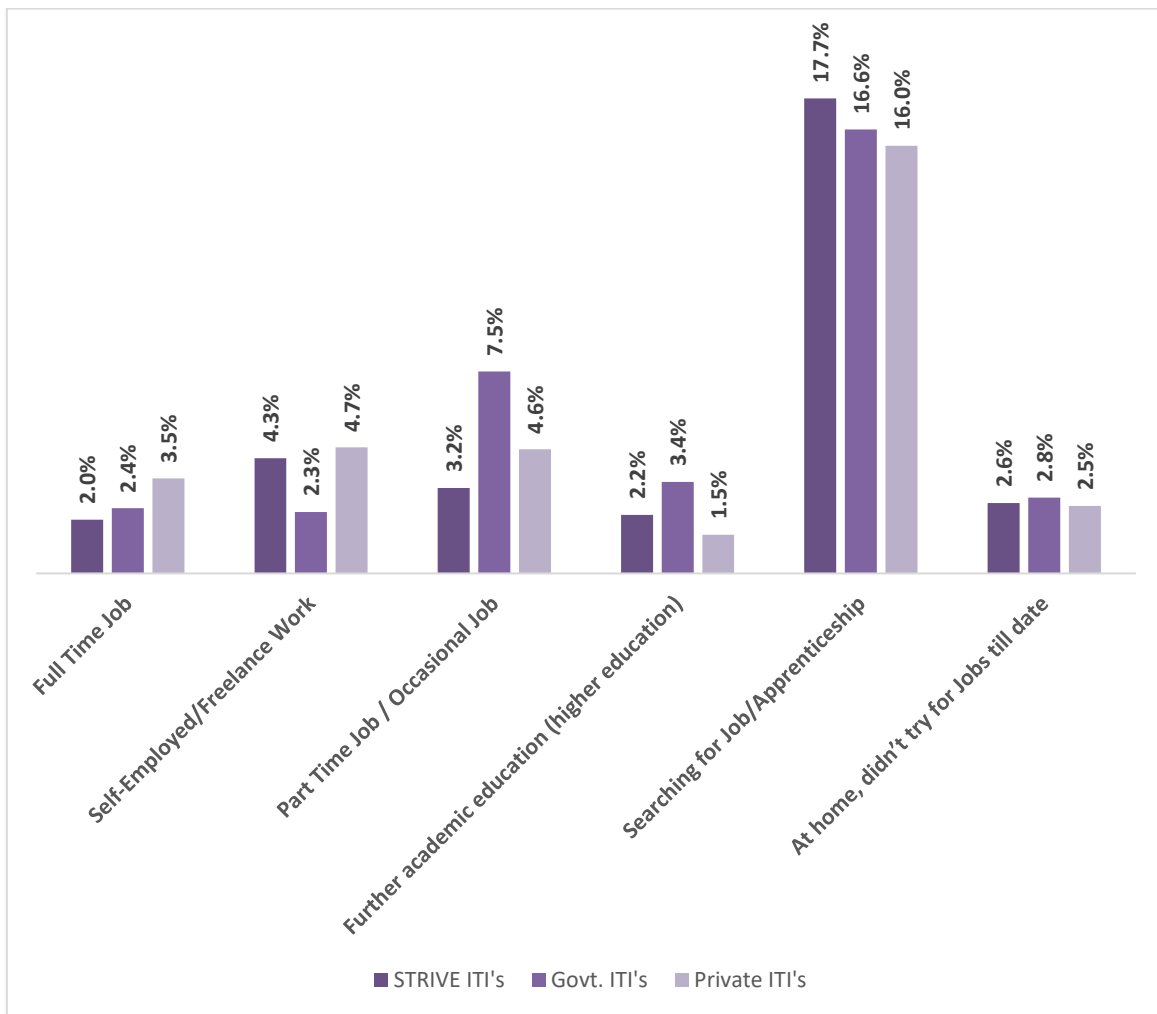


The first six months situation of Graduates among different ITI's is reflecting in the below table. While the percentage of Graduates who are in Full time jobs (3.5%) and Self Employed (4.7%) are high in Private ITI's; percentage of Graduates in Occasional Job (7.5%) and who are currently pursuing Higher Studies is (3.4%) is high in Government ITI's; finally Graduates who are Looking for Jobs/Apprenticeship (17.7%) and who are at Home (2.6%) are High in STRIVE ITI's.

Table 7. 3: ITI type wise First Six Months

First Six Months	Type of ITI					
	STRIVE ITI's		Govt. ITI's		Private ITI's	
	Count	Percentage	Count	Percentage	Count	Percentage
Full Time Job	90	2.0%	109	2.4%	159	3.5%
Self-Employed/Freelance Work	193	4.3%	103	2.3%	211	4.7%
Part Time Job / Occasional Job	143	3.2%	338	7.5%	208	4.6%
Further academic education (higher education)	98	2.2%	153	3.4%	65	1.5%
Searching for Job/Apprenticeship	795	17.7%	743	16.6%	716	16.0%
At home, didn't try for Jobs till date	118	2.6%	127	2.8%	113	2.5%

Figure 7. 3: ITI type wise First Six Months



The labour force participation rate is the proportion of graduates who are Economically active, which includes Full time Job (8%), Self Employed (11.3%) or Part-time Job (15.4%) is 34.7% in the first six months of completing graduation.

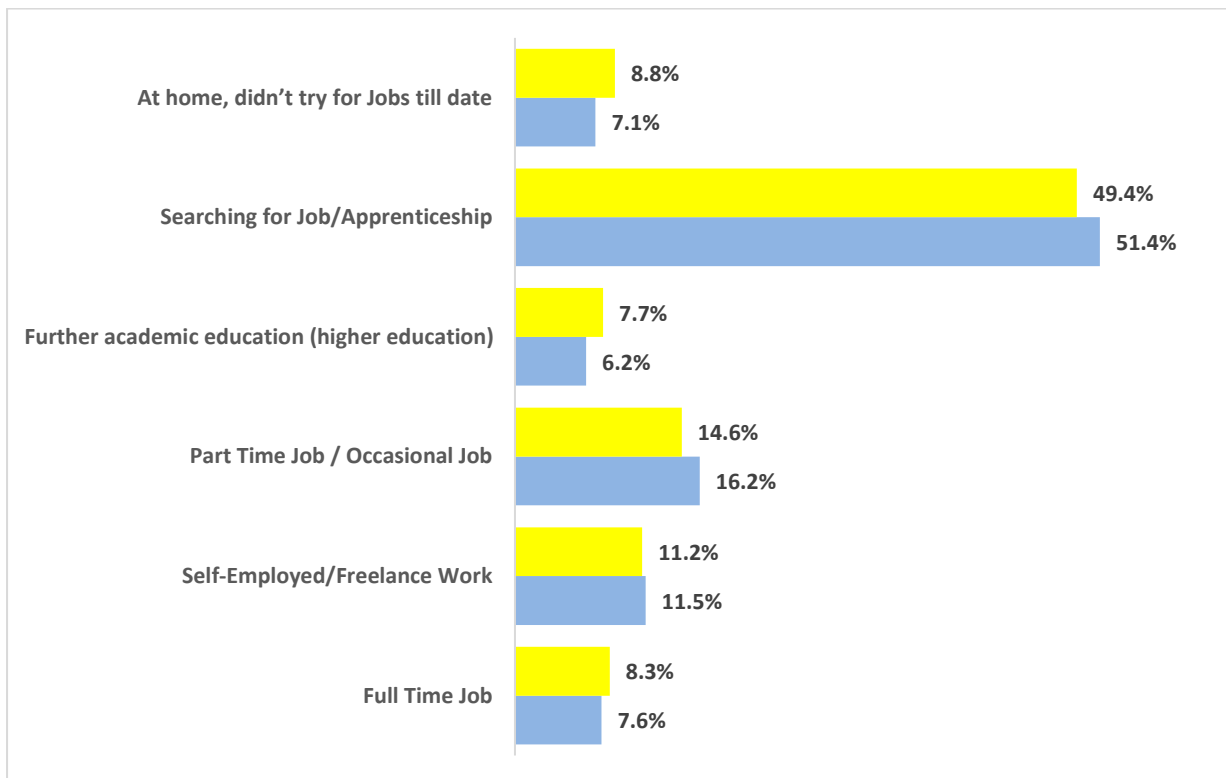
Further, the study consists of Two Cohorts, Cohort 1 consist of two years back passed out and Cohort 2 consist of one year back passed out Graduates. The below table reflects the first six months situation of Graduates from both the cohorts. From the table it could be depicted that the employment aspects including full time job, self-employment and part time job in Cohort 2 i.e., Graduates who passed a year ago is 34.1% whereas it is 35.3% in Cohort 1

i.e. Graduates who passed two years ago, which reflects a decrease in the employment rate for which one of the most probable reasons could be the onset of Pandemic.

Table 7. 4: Cohort wise First Six Months

Status	Cohort 1			Cohort 2		
	I Year Course	2 Year Course	Total	I Year Course	2 Year Course	Total
Full Time Job	2.6%	5.0%	7.6%	2.4%	5.9%	8.3%
Self-Employed/Freelance Work	3.5%	7.9%	11.5%	3.4%	7.8%	11.2%
Part Time Job / Occasional Job	7.4%	8.8%	16.2%	7.5%	7.2%	14.6%
Further academic education (higher education)	3.5%	2.8%	6.2%	4.5%	3.3%	7.7%
Searching for Job/Apprenticeship	18.4%	33.0%	51.4%	16.9%	32.5%	49.4%
At home, didn't try for Jobs till date	3.4%	3.6%	7.1%	3.4%	5.4%	8.8%
Total	38.9%	61.1%	100.0%	37.9%	62.1%	100.0%

Figure 7. 4: Cohort wise First Six Months



7.2. Current Situation

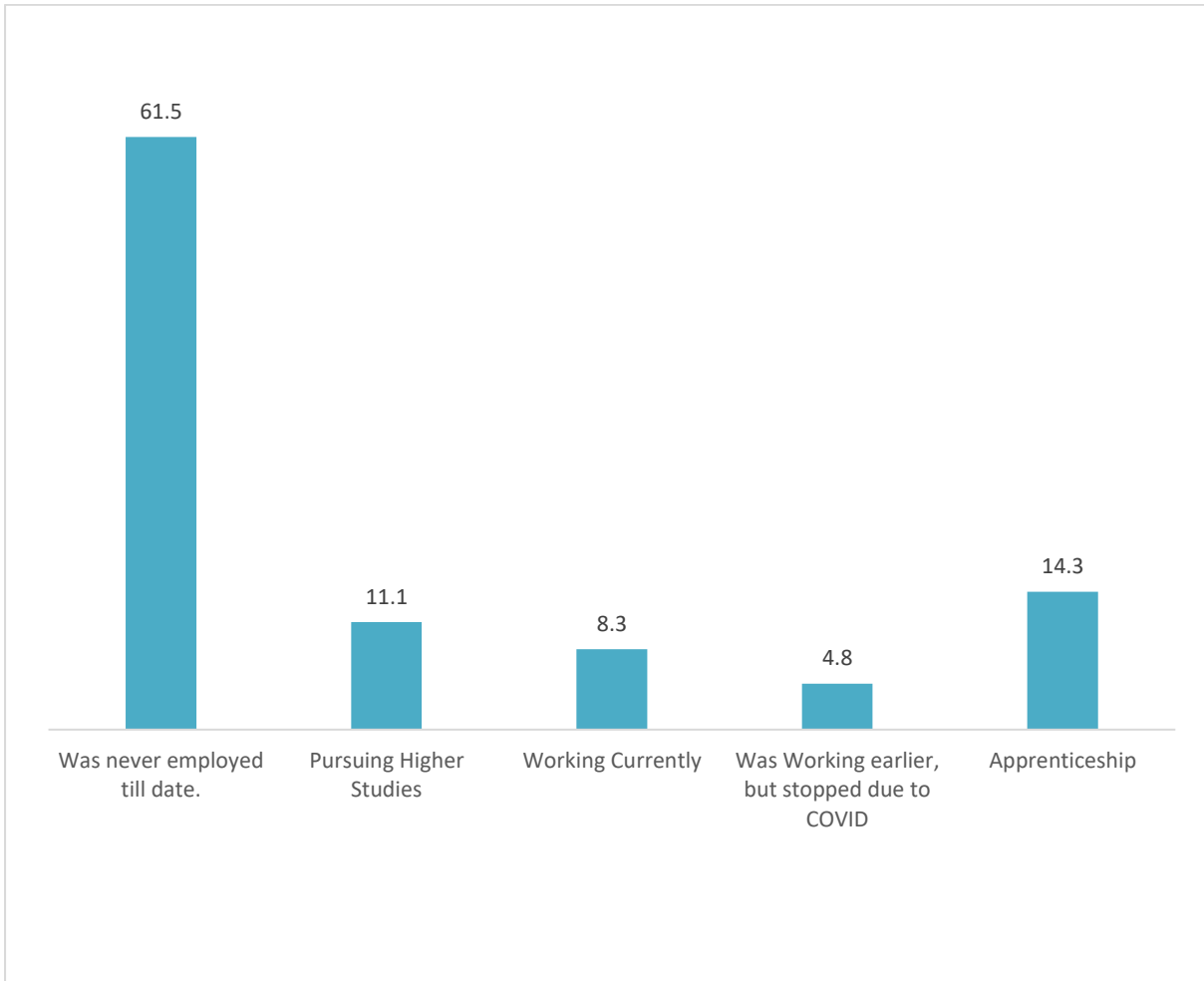
The Data was collected to understand the current situation of the Graduates who passed both from One Year and Two-Year Courses. From the data it could be analysed that, 14.3% of the Graduates are currently pursuing their Apprenticeship, 11.1% are pursuing higher education, 8.3% are currently employed, while 4.8% were previously employed and 61.5% are not employed till date.

Table 7. 5: Current Situation

Current Situation	Count	Percent
Was never employed till date.	2755	61.5
Pursuing Higher Studies	499	11.1
Working Currently	373	8.3
Was Working earlier, but stopped due to COVID	214	4.8

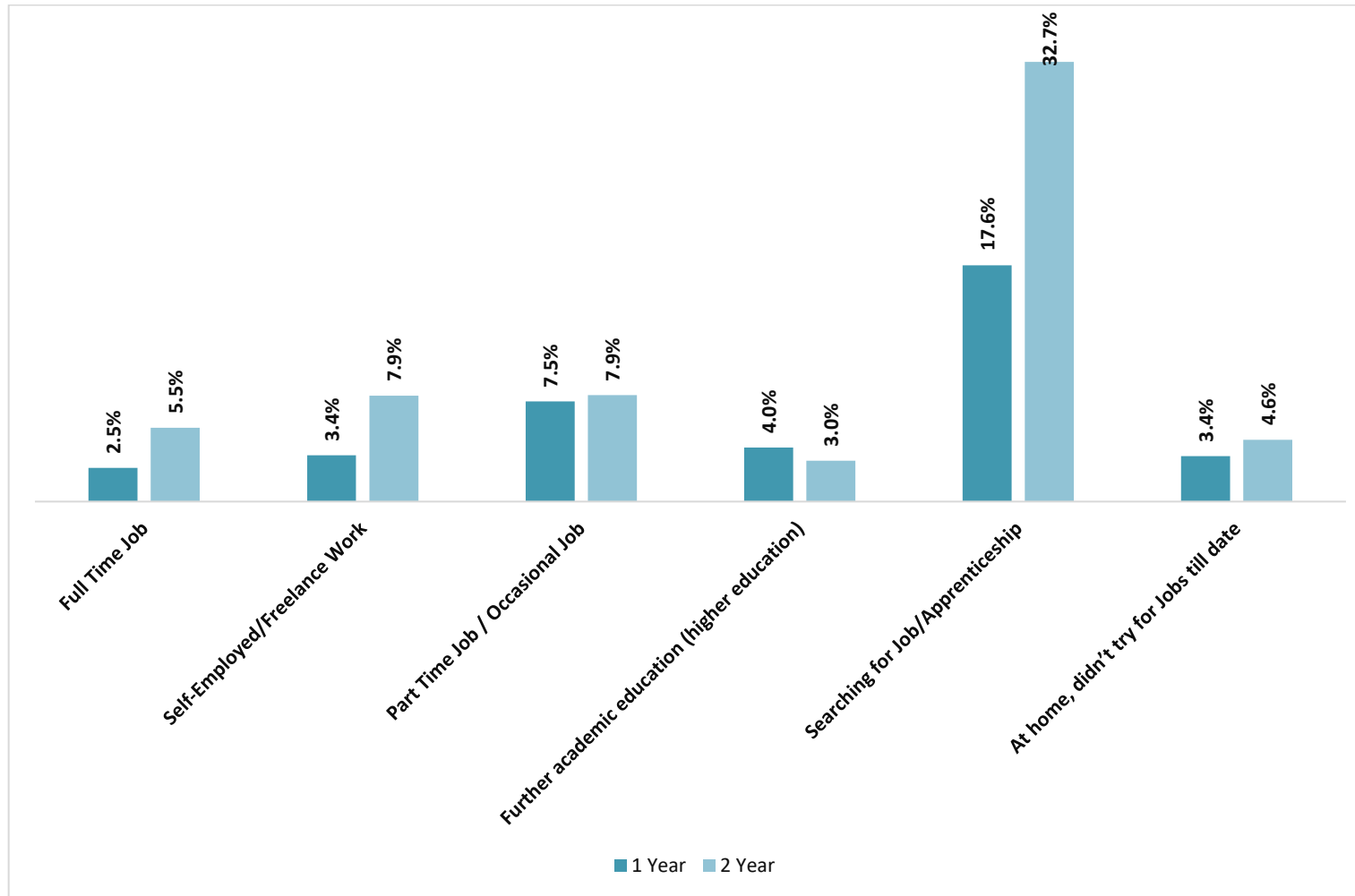
Apprenticeship	641	14.3
Total	4482	100.0

Figure 7. 5: Current Situation



It was further observed that Employment participation is high among Graduates who completed 2-year course (21.3%) than 1 year course (13.4%). Graduates who are currently Pursuing Higher Studies is high among those who completed one-year courses (4%). The proportion of Graduates in Job either full time (5.5%) and part time or occasional (7.9%) was high among graduates from two-year courses.

Figure 7. 6: Course Tenure wise Current Situation

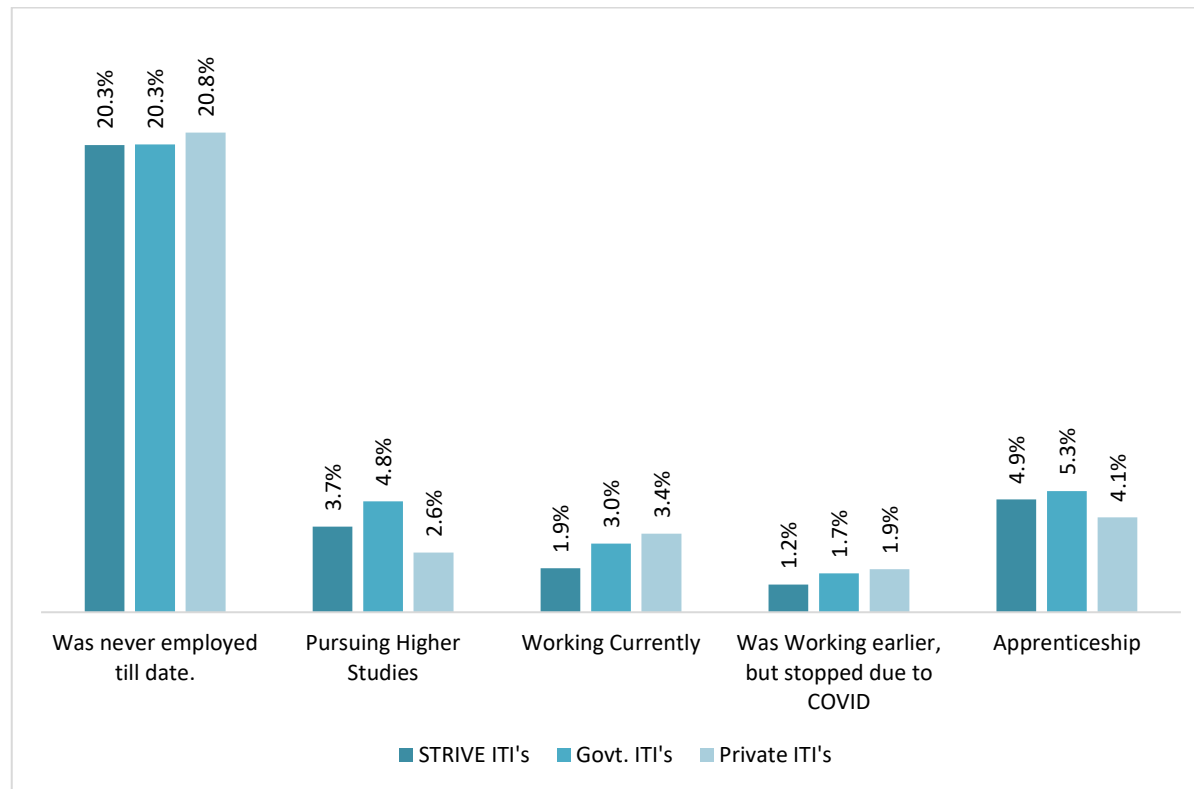


The current situation of Graduates among different ITI's is reflecting in the below table. While the percentage of Graduates who are currently working (3.4%) and who have worked previously (1.9%) are high in Private ITI's; percentage of Graduates who are currently pursuing Higher Studies is (4.8%) and are doing Apprenticeship (5.3%) are high in Government ITI's; finally Graduates who are not employed are marginally same in three categories.

Table 7. 6: ITI Wise Current Situation Details

Current Situation	ITI Type					
	STRIVE ITI's		Govt. ITI's		Private ITI's	
	Count	Percentage	Count	Percentage	Count	Percentage
Was never employed till date.	910	20.3%	911	20.3%	934	20.8%
Pursuing Higher Studies	167	3.7%	216	4.8%	116	2.6%
Working Currently	86	1.9%	134	3.0%	153	3.4%
Was Working earlier, but stopped due to COVID	54	1.2%	76	1.7%	84	1.9%
Apprenticeship	220	4.9%	236	5.3%	185	4.1%

Figure 7. 7: ITI wise Current Situation



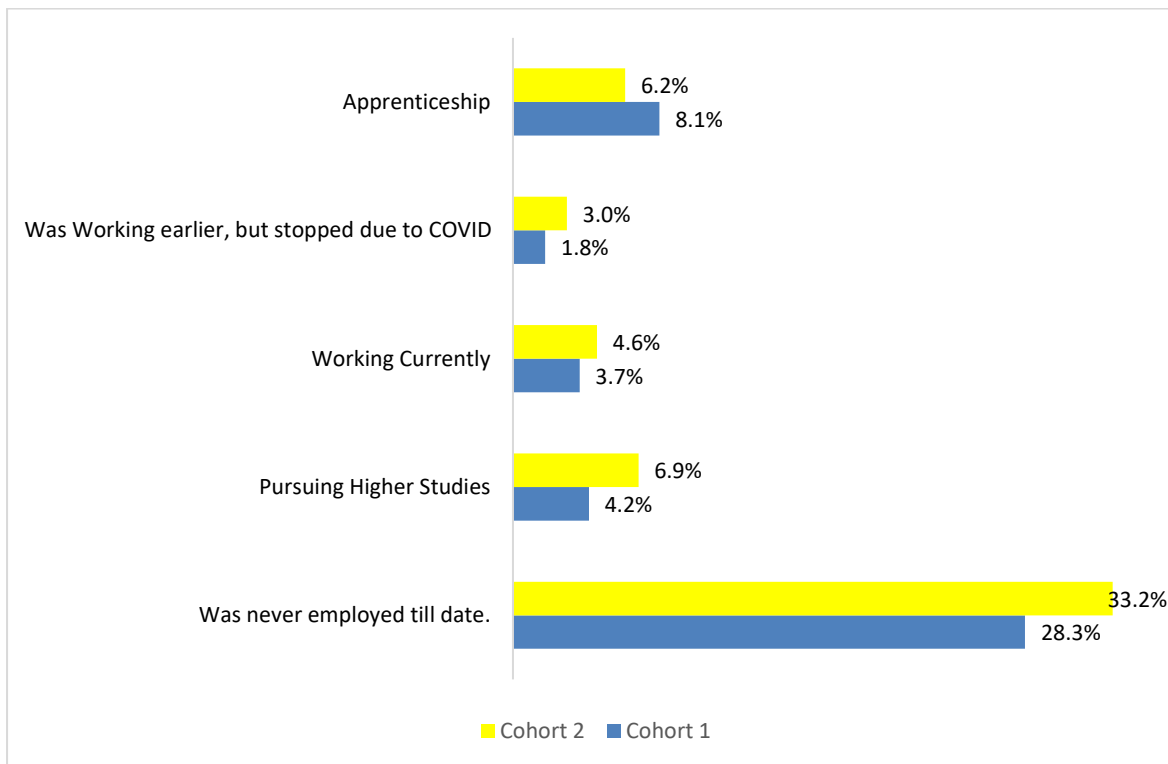
Further, the study consists of Two Cohorts, Cohort 1 consist of two years back passed out and Cohort 2 consist of one year back passed out Graduates. The below table reflects the current situation of Graduates from both the cohorts. From the table it could be depicted that the employment aspects including currently employed and previously employed in Cohort 2 i.e., Graduates who passed a year ago is 33.2% whereas it is 28.3% in Cohort 1 i.e. Graduates who

passed two years ago, which reflects an increase in the employment rate. Hence it could be deduced that the employment is high among graduates who passed a year ago.

Table 7. 7: Cohort Wise Current Situation Details.

Status	Cohort 1			Cohort 2		
	I Year Course	2 Year Course	Total	I Year Course	2 Year Course	Total
Was never employed till date.	11.0%	17.3%	28.3%	12.2%	21.0%	33.2%
Pursuing Higher Studies	2.2%	2.0%	4.2%	3.3%	3.6%	6.9%
Working Currently	1.4%	2.3%	3.7%	1.9%	2.8%	4.6%
Was Working earlier, but stopped due to COVID	0.7%	1.1%	1.8%	0.8%	2.2%	3.0%
Apprenticeship	2.6%	5.5%	8.1%	2.3%	3.9%	6.2%

Figure 7. 8: Cohort wise Current Situation Details



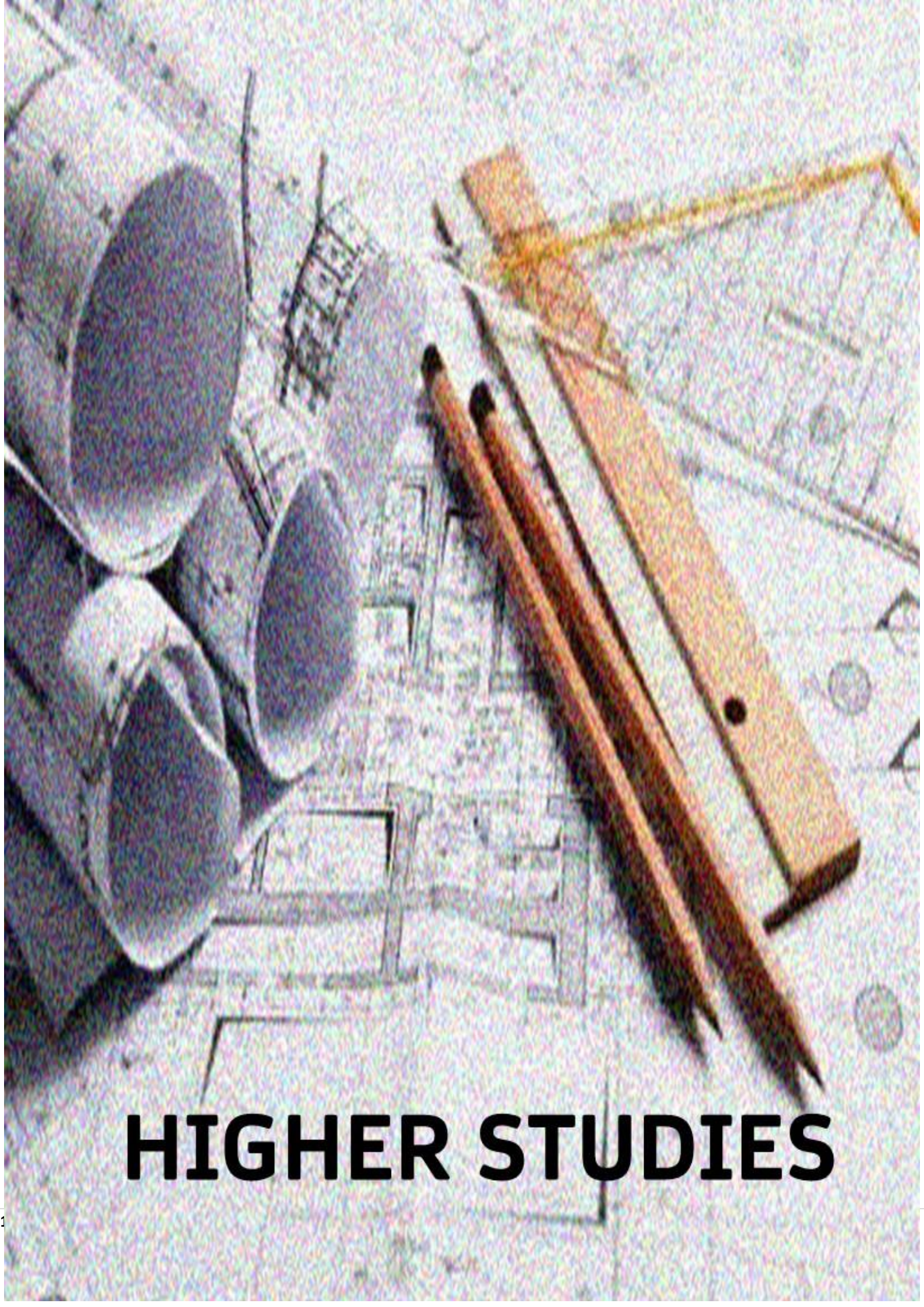
Conclusions:

In brief the conclusion analysis of the Surveyed Graduates regarding their situations in first six months of course completion and current situations is given below. From the above tables, it could be concluded that 34.7% of Graduates are employed either in full time jobs, part time or occasional job and self-employment, also the employment participation of Females was 27.6% and Males was 35.5% in the first six months after the completion of their courses. Further it was observed that Graduates from One-year courses preferred Pursuing Higher Studies, whereas the proportion of Graduates in Job either full time and part time or occasional jobs was high among graduates from two-year courses.

With respect to ITI wise category, the percentage of Graduates who are in Full time jobs and Self Employed are high in Private ITI’s; percentage of Graduates in Occasional Job and who are currently pursuing Higher Studies is high in

Government ITI's; finally Graduates who are Looking for Jobs/Apprenticeship and who are at Home are High in STRIVE ITI's. Cohort wise, employment participation is high in the first six months among those who passed two years ago in comparison to those who passed one year ago.

Regarding current situation of the Graduates, it could be concluded that 13.1% of Graduates are currently or previously employed, also the employment participation of Females was 12.4% and Males was 13.2%. Further it was observed that Employment participation is high among Graduates who completed 2-year course than 1 year course. With respect to ITI wise, Graduates who are currently working and who have worked previously are high in Private ITI's; percentage of Graduates who are currently pursuing Higher Studies is and are doing Apprenticeship are high in Government ITI's; finally Graduates who are not employed are marginally same in three categories. Lastly cohort wise, employment is high among graduates who passed a year ago.



HIGHER STUDIES

CHAPTER VIII

8. FURTHER STUDIES

This chapter provides a detailed analysis of Graduates who are currently pursuing Higher Studies. Demographic details, courses pursued, reasons for higher studies are presenting in this section.

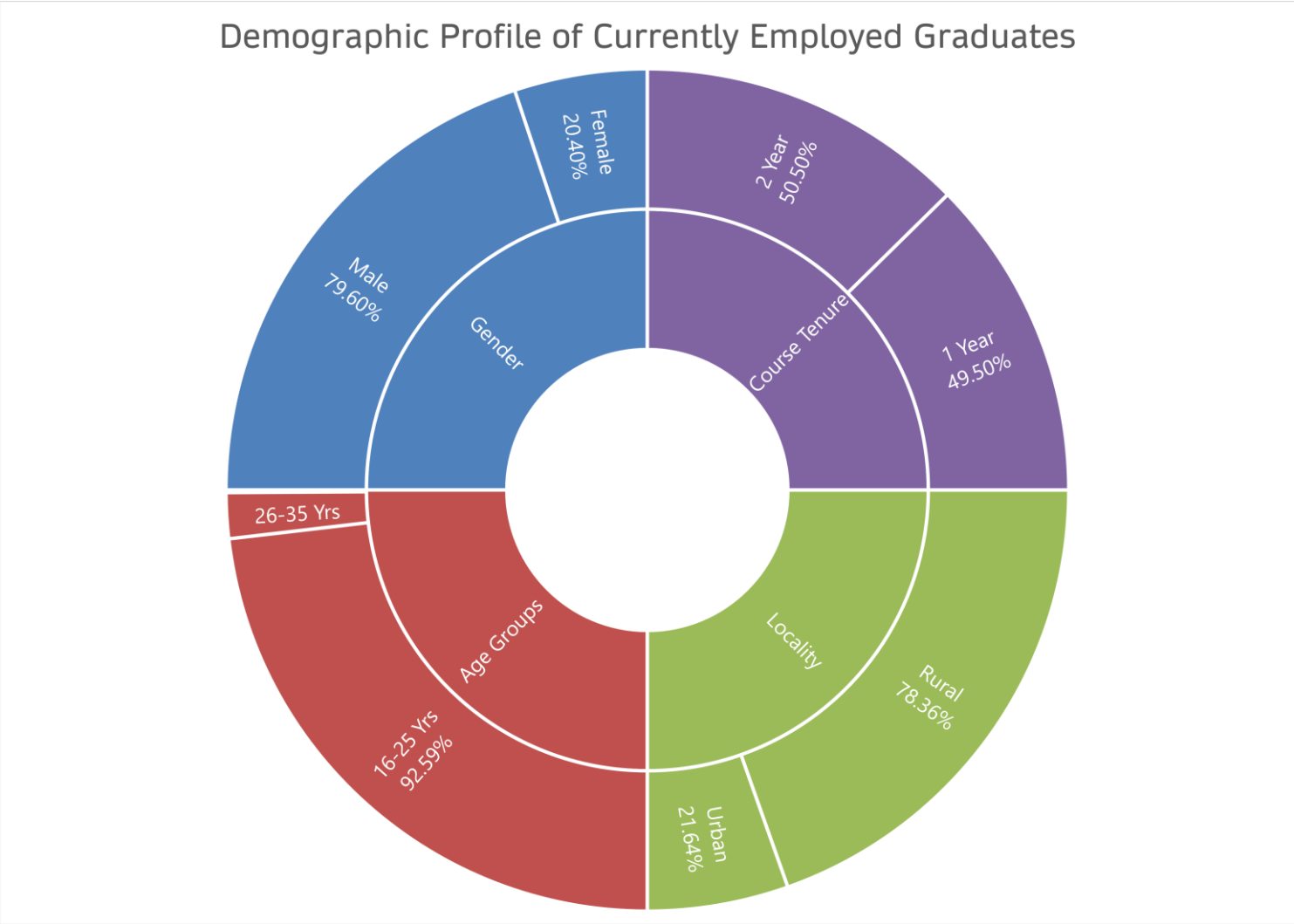
8.1. Details of Graduates

From the total 4482 graduates surveyed, 499 i.e., 11.1% of them are currently pursuing higher studies. Of them, 79.6% are Males, 20.4% are females, 92.5% are from the age group of 16-25 years, 7% from 26-35 years, 0.4% from 36-45 years, 78.3% are from Rural and 21.6% from Urban Localities. With respect to course tenure, 49.5% of the Graduates from One-year Courses and 50.5% from Two-year courses are currently pursuing their Higher Studies.

Table 8. 1: Demographic details of Graduates

Demographics		Count	Percentage
Gender	Male	397	79.60%
	Female	102	20.40%
Age Groups	16-25 Yrs	462	92.59%
	26-35 Yrs	35	7.01%
	36-45 Yrs	2	0.40%
	46-55 Yrs	0	0.00%
Locality	Rural	391	78.36%
	Urban	108	21.64%
Course Tenure	1 Year	247	49.5%
	2 Year	252	50.5%

Figure 8. 1: Demographic details of Graduates

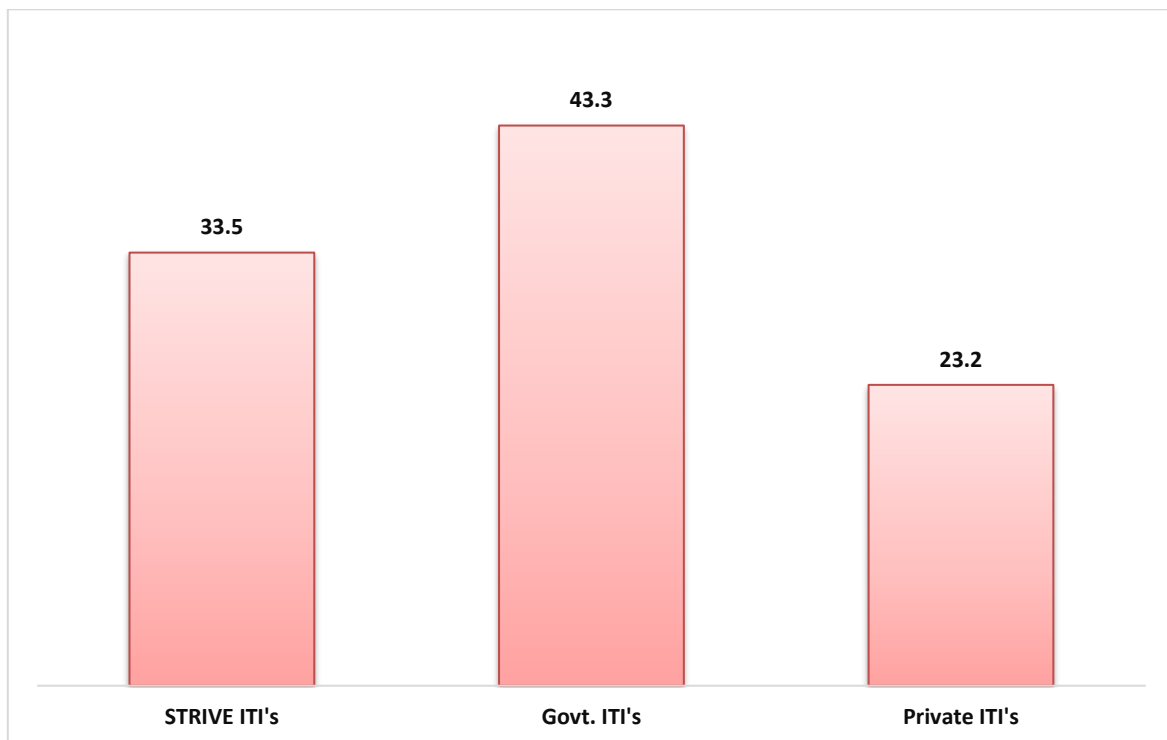


From the total graduates pursuing Higher Studies, 34.3% are from STRIVE ITI's, 36.8% from Government ITI's and 28.9% from Private ITI's. Majority of the Graduates who are currently in Apprenticeship are from Government ITI's.

Table 8. 2: ITI Wise Graduate Details

ITI Type	Count	Percent
STRIVE ITI's	167	33.5
Govt. ITI's	216	43.3
Private ITI's	116	23.2
Total	499	100.0

Figure 8. 2: ITI Wise Graduate Details



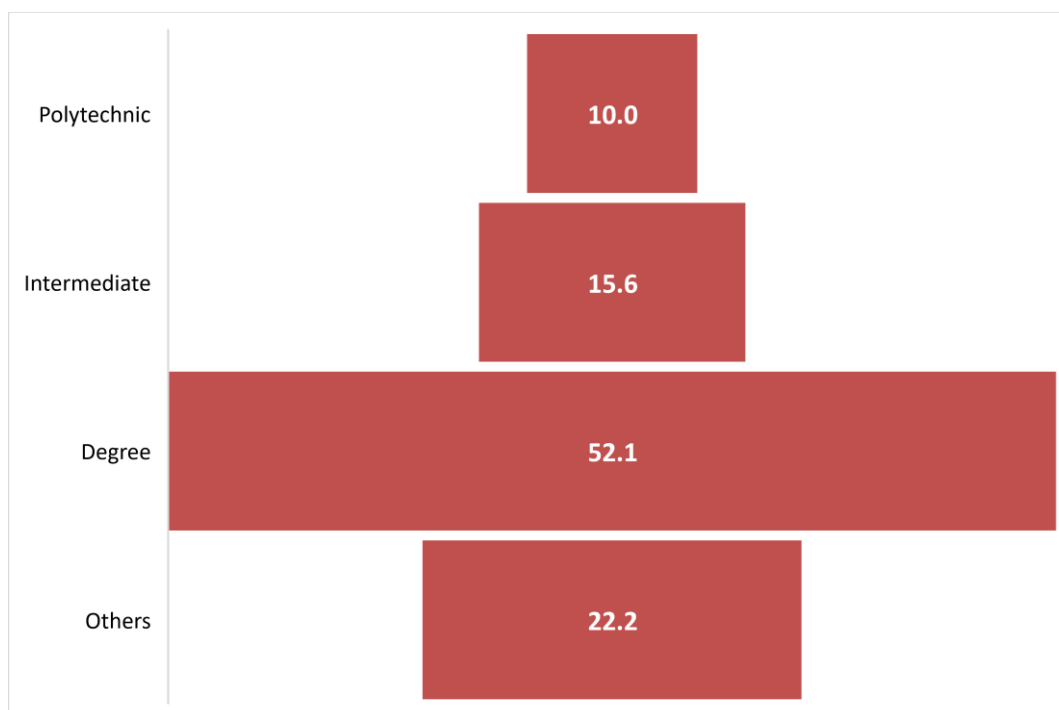
8.2. Subjects Studied

Of the Graduates who are pursuing higher studies, 52% are studying Degree courses, 15.6% in Intermediate, 10% in Polytechnic and 22.2% are pursuing other courses. Majority of them are pursuing Degree courses.

Table 8. 3: Course Details

Please specify the (major) subjects of your further studies.	Count	Percent
Polytechnic	50	10.0
Intermediate	78	15.6
Degree	260	52.1
Others	111	22.2
Total	499	100.0

Figure 8. 3: Course Details



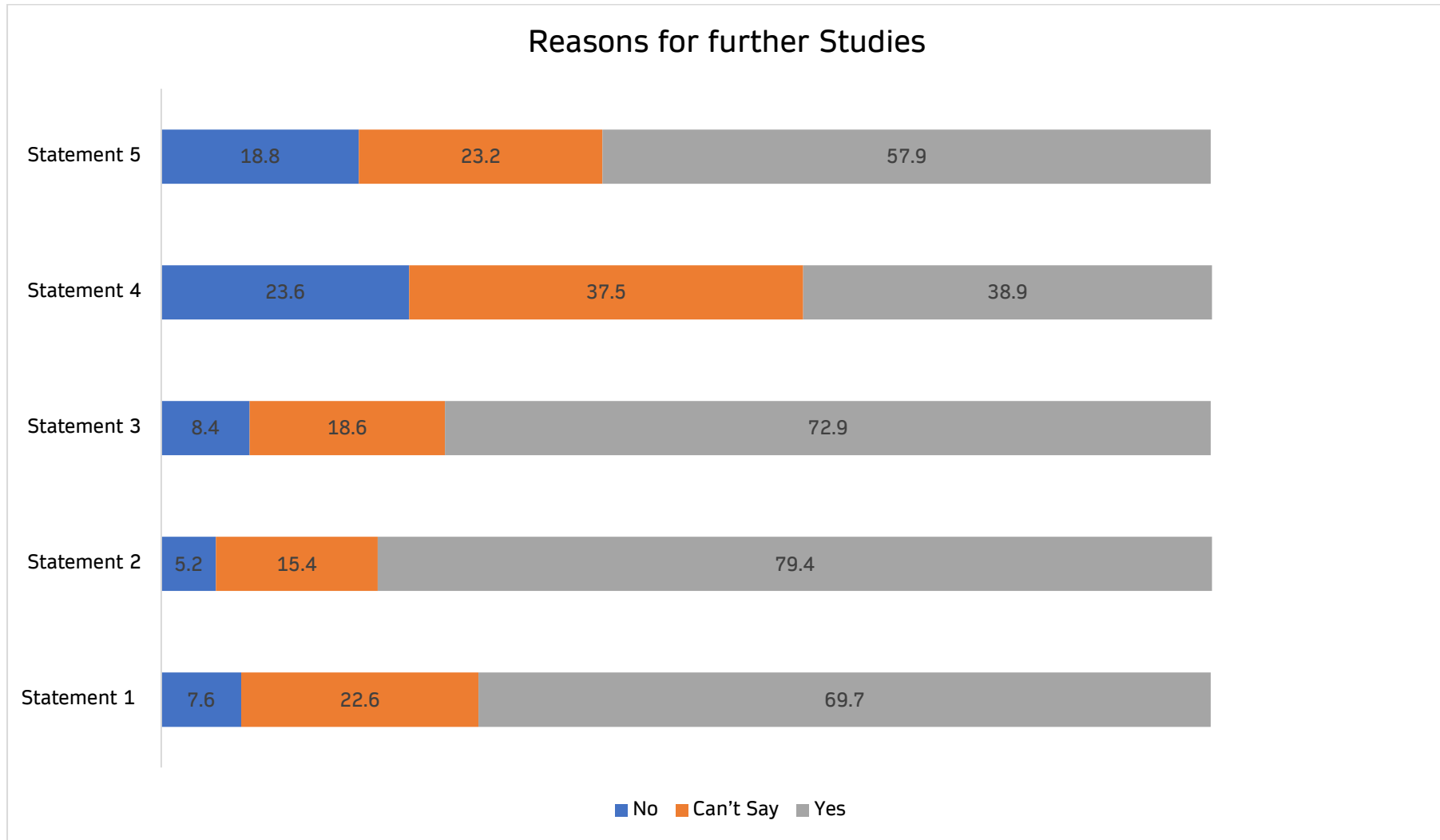
8.3. Reasons for Further Studies

The below table reflects the reasons for pursuing higher studies by the Graduates. Respondents were asked to choose the option most relevant to all the reasons listed under this question hence response to this question were multiple.

Table 8. 4: Reasons for Further Studies

Reasons for Further Studies	Options
Wish to achieve a higher academic or Professional degree	No
	Can't Say
	Yes
Improve chances of finding job	No
	Can't Say
	Yes
Personal interest in particular subject area	No
	Can't Say
	Yes
Demanded by my employer	No
	Can't Say
	Yes
Wish to improve my promotion prospects	No
	Can't Say
	Yes

Figure 8. 4 : Reasons for Further Studies



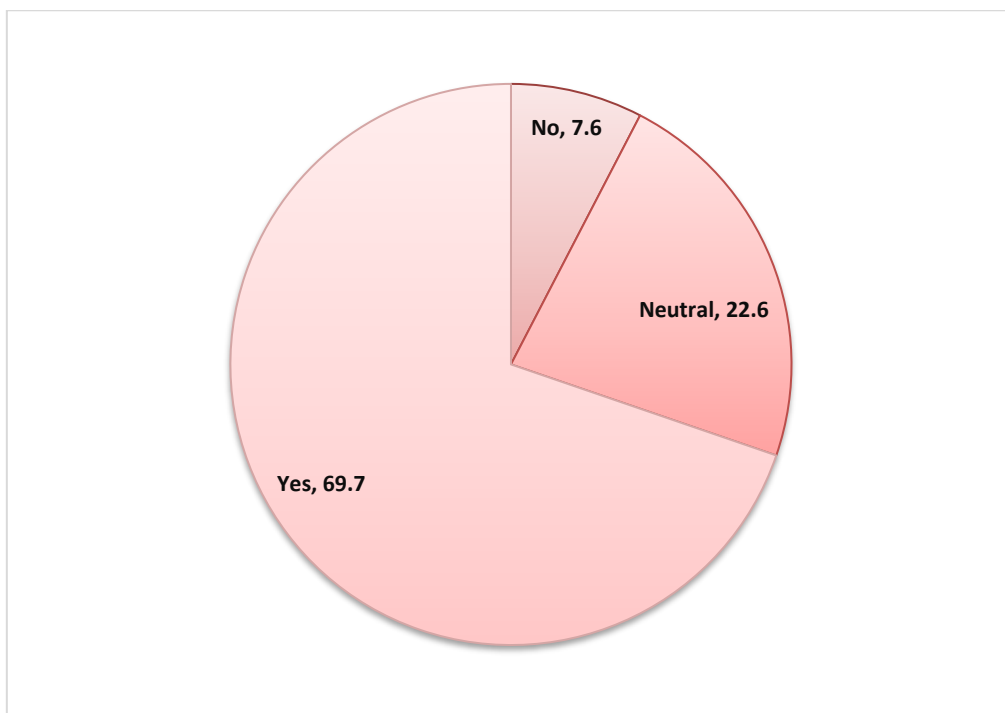
8.3.1.Wish To Achieve Higher Academic Degree

From the data it could be observed that 69.7% of the Graduates agreed that they wish to achieve Higher Academic degree as a reason to pursue higher studies, 7.6% said that it was not.

Table 8. 5: Higher Academic Degree

Wish to achieve a higher academic or Professional degree	Count	Percent
No	38	7.6
Neutral	113	22.6
Yes	348	69.7
Total	499	100.0

Figure 8. 5: Higher Academic Degree



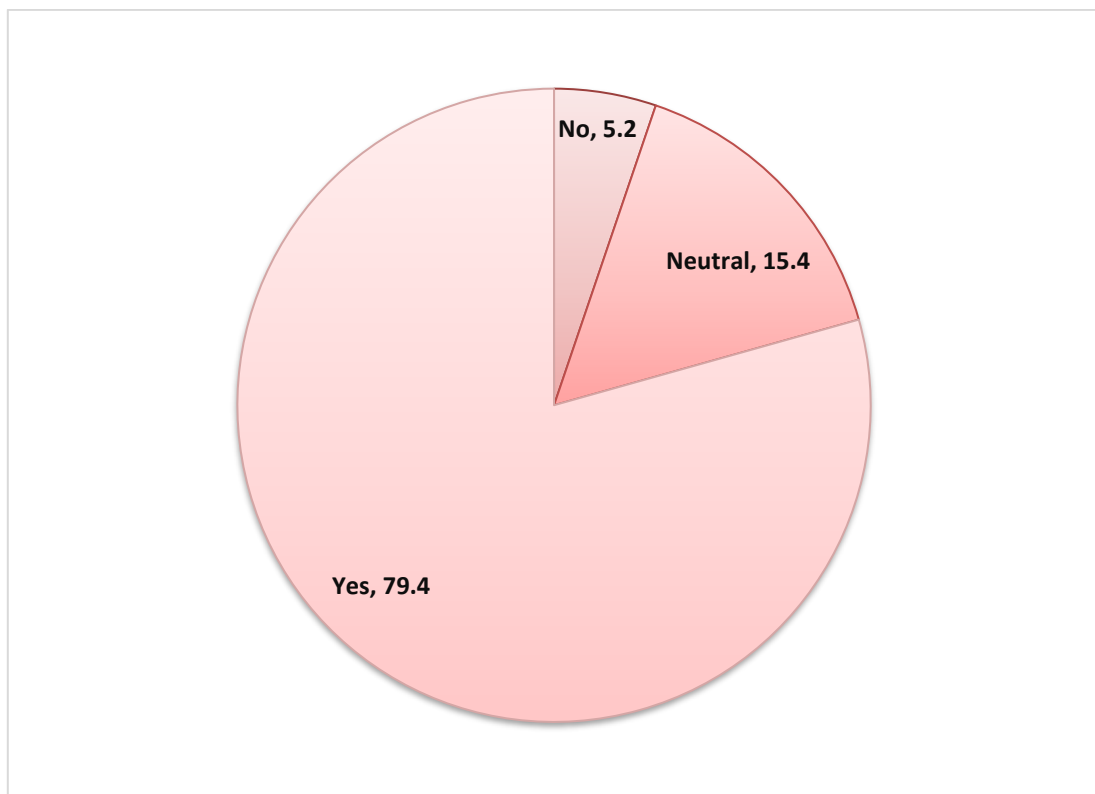
8.3.2.Improve Chances of Finding Job

From the data it could be observed that 79.4% of the Graduates agreed that pursuing higher studies would improve their chances of finding job and 5.2% said that it was not.

Table 8. 6: Improve Chances for Job

Improve chances of finding job	Count	Percent
No	26	5.2
Neutral	77	15.4
Yes	396	79.4
Total	499	100.0

Figure 8. 6: Improve Chances for Job



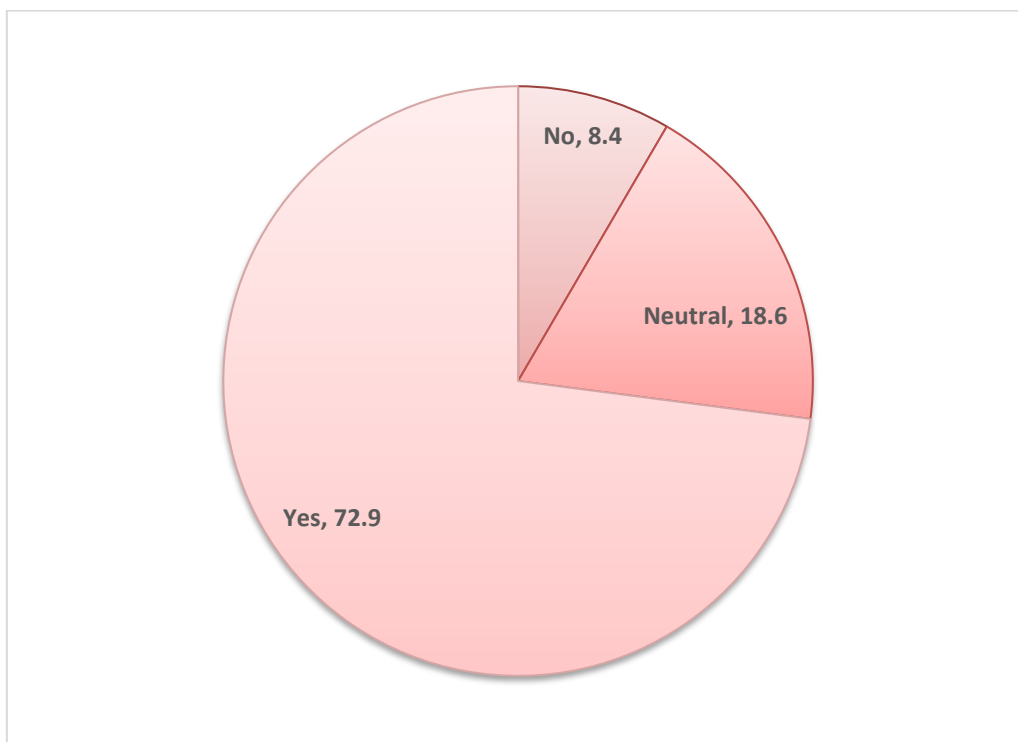
8.3.3. Personal interest in Particular Subject Area

From the data it could be observed that 79.4% of the Graduates agreed that it was their personal interest to pursue higher studies, 5.2% said that it was not.

Table 8. 7: Personal Interest

Personal interest in particular subject area	Count	Percent
No	42	8.4
Neutral	93	18.6
Yes	364	72.9
Total	499	100.0

Figure 8. 7: Personal Interest



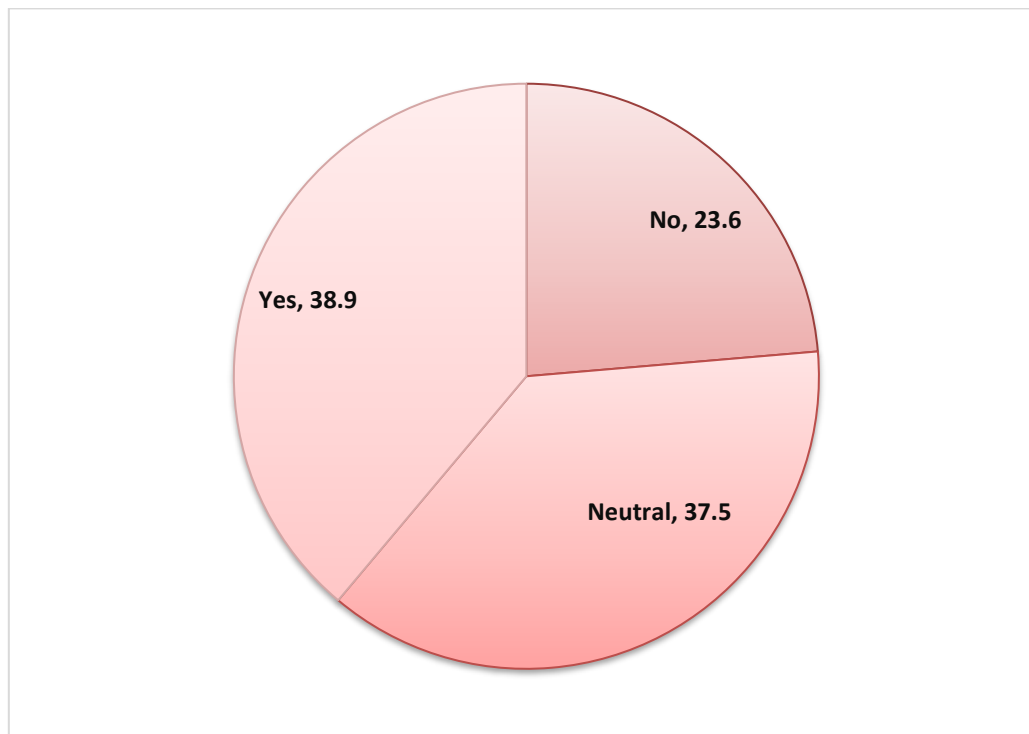
8.3.4.Demanded by Employer

From the data it could be observed that 38.9% of the Graduates stated that demand by employer as a reason to pursue higher studies, 23.6% said that it was not.

Table 8. 8: Demanded by Employer

Demanded by my employer	Count	Percent
No	118	23.6
Neutral	187	37.5
Yes	194	38.9
Total	499	100.0

Figure 8. 8: Demanded by Employer



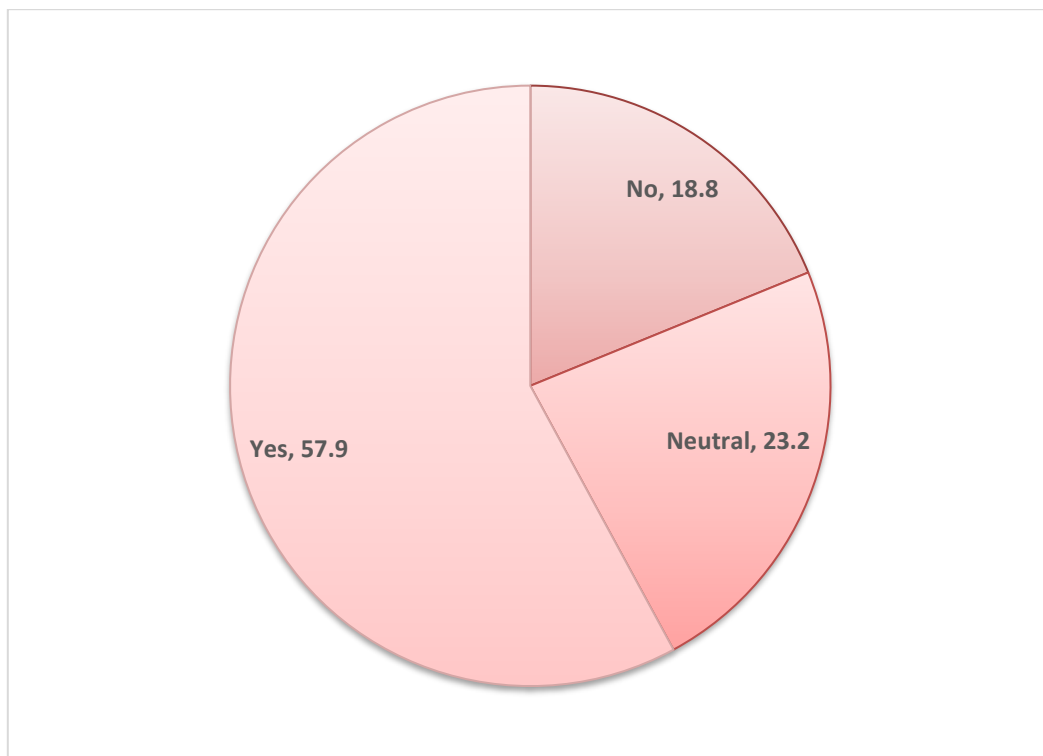
8.3.5.Wish to improve my Promotion Prospects

From the data it could be observed that 57.9% of the Graduates stated that wish to improve career prospects as a reason to pursue higher studies, 18.8% said that it was not.

Table 8. 9: Wish to improve my promotion prospects

Wish to improve my promotion prospects	Count	Percent
No	94	18.8
Neutral	116	23.2
Yes	289	57.9
Total	499	100.0

Figure 8. 9: Wish to improve my promotion prospects



Conclusions:

From the above analysis of the Surveyed Graduates regarding Further studies it could be concluded that majority of the 11.1% of the Graduates have opted for Further Studies. The 499 Graduates have a higher proportion of males and are from majorly from Rural areas. Going further it is observed that majority of the Graduates are from Government ITI's. Coming to reasons to pursue higher studies, most of the graduates have opted it to improve their chances of finding job and due to their personal interest.



**EMPLOYMENT
RELATED DETAILS**

CHAPTER IX

9. EMPLOYMENT RELATED.

This chapter provides a detailed analysis of Graduates who are currently and previously employed. Details related to their jobs, time taken to find first job, methods used to find job, most successful method, number of employees reached out to, total jobs till date and usefulness of studies in finding the job and reason for unemployment etc are presenting in this section.

9.1. Currently Employed

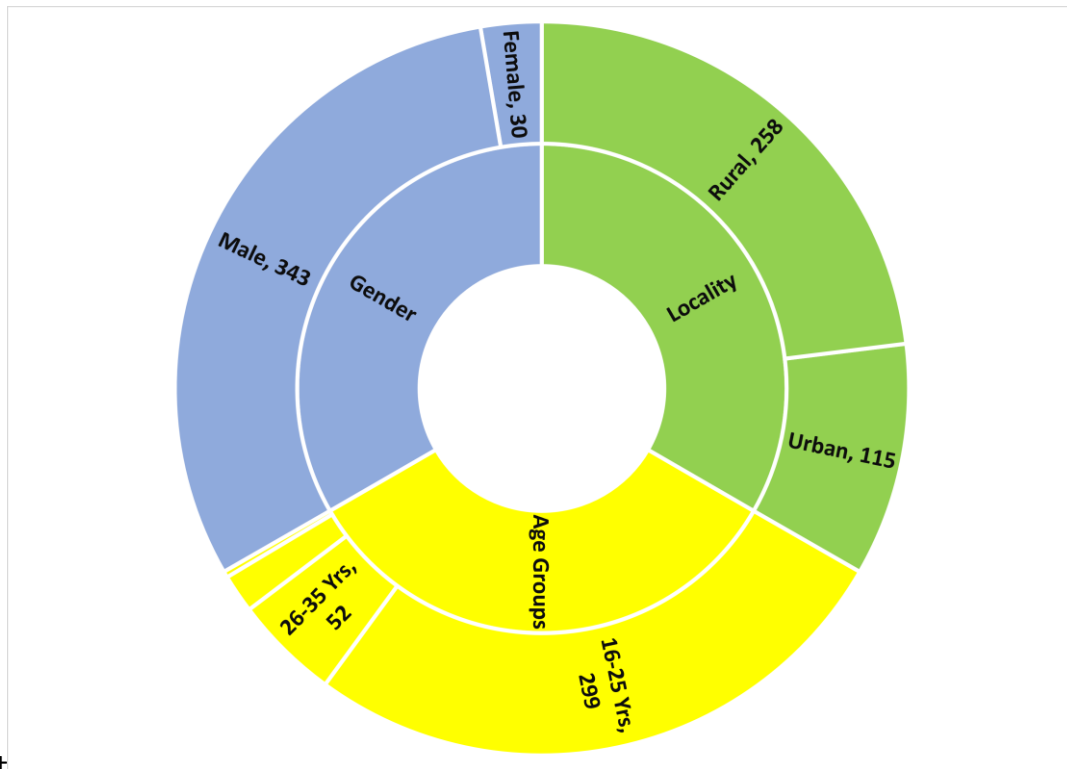
9.1.1. Demographics

From the total 4482 graduates surveyed, 8.3% of the Graduates are currently employed. Of those Graduates 92% are Males, 18.3% are females; 80.2% are from the age group of 16-25 years, 13.9% from 26-35 years, 5.1% from 36-45 years, 69.3% are from Rural and 30.8% from Urban Localities. The proportion of women graduates is 6.4% and men is 8.5%.

Table 9. 1: Demographics of Employed Graduates

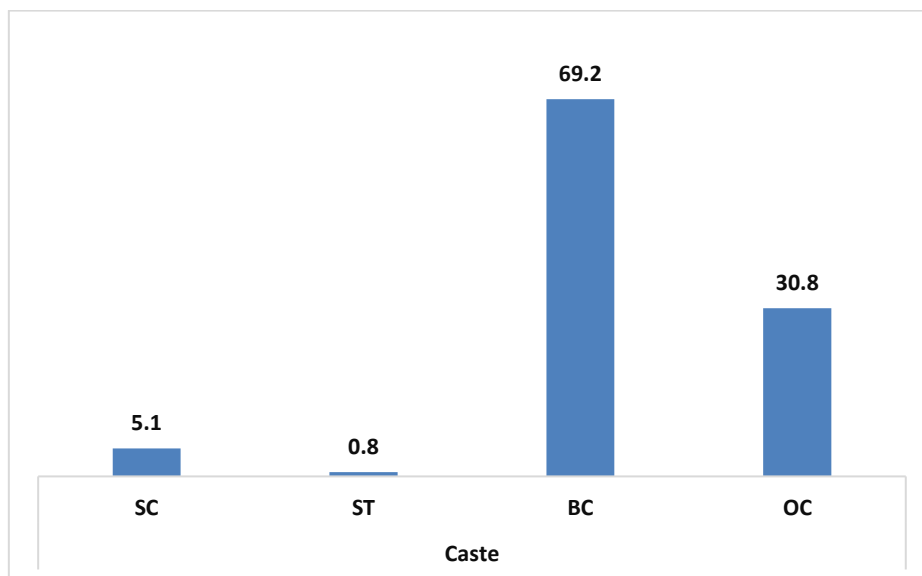
Demographics		Count	Percentage
Gender	Male	343	92.0
	Female	30	8.0
Age Groups	16-25 Yrs	299	80.2
	26-35 Yrs	52	13.9
	36-45 Yrs	19	5.1
	46-55 Yrs	3	0.8
Locality	Rural	258	69.2
	Urban	115	30.8

Figure 9. 1: Demographics of Employed Graduates



Among the total Graduates who are employed, 69.2% from BC, 30.8% from OC, 0.8% from ST's and 5.1% from SC's.

Figure 9. 2: Social Profile of Employed Graduates.



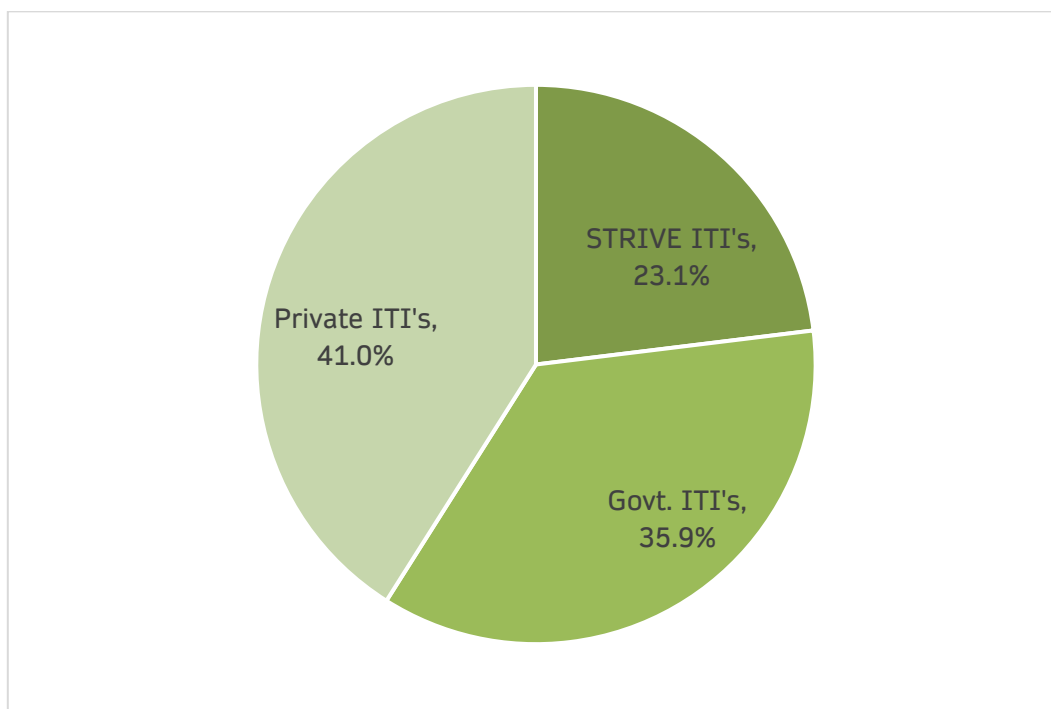
9.1.2.ITI wise Employment :

The employment situation of Graduates among different ITI's is reflecting in the below table. According to the table, amongst the Graduates who are employed 41% are from Private ITI's, 35.9% are from Government ITI's and 23.1% are from STRIVE ITI's. Majority of the employed graduates are from Private ITI's.

Table 9. 2: ITI's wise Employed Graduates

ITI's Type	Count	Percent
STRIVE ITI's	86	23.1%
Govt. ITI's	134	35.9%
Private ITI's	153	41.0%
Total	373	100.0%

Figure 9. 3: ITI's wise Employed Graduates



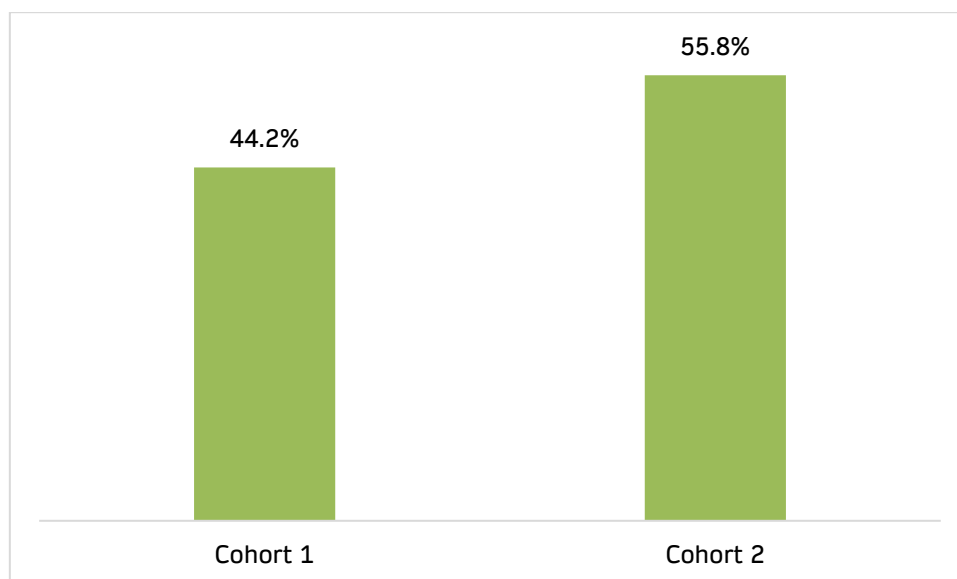
9.1.3.Cohort Wise Employment

Further, the study consists of Two Cohorts, Cohort 1 consist of two years back passed out and Cohort 2 consist of one year back passed out Graduates. The below table reflects the employment status of Graduates from both the cohorts. From the table it could be depicted that Employed Graduates in Cohort 1 i.e., Graduates who passed a Two years ago is 44.2% whereas it is 55.8% in Cohort 2 i.e., Graduates who passed one year ago, which reflects an increase in the employment rate. Hence it could be deducted that the employment is high among graduates who passed a one year ago.

Table 9. 3: Cohort Wise Employed Graduates

Cohort	Currently Employed	
	Count	Percentage
Cohort 1	165	44.2%
Cohort 2	208	55.8%
Total	373	100%

Figure 9. 4: Cohort Wise Employed Graduates

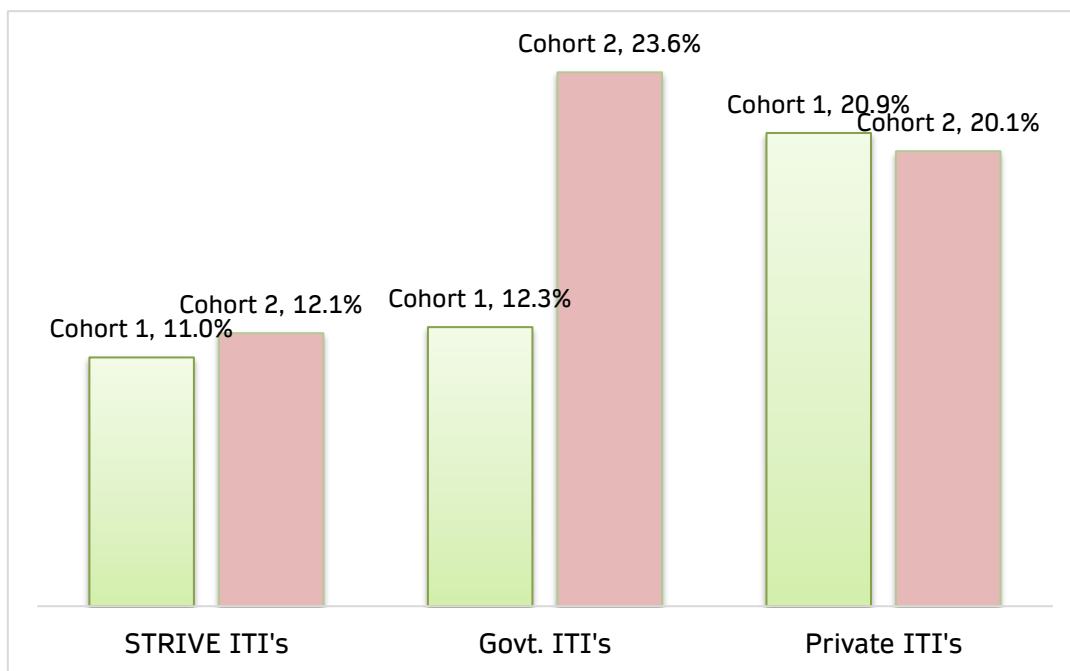


While the employment rate in STRIVE ITI's and Govt. ITI's has increased, the rate has decreased in Private ITI's from Cohort 1 to Cohort 2. It was also interesting to observe that the change in selected STRIVE ITI's (11% to 12.1%) and Private ITI's (20.9% to 20.1%) was marginal, but it was significantly high in Government ITI's (12.3% to 23.6%).

Table 9. 4: Cohort Wise Employed Graduates

ITI Type		Cohort		Total
		Cohort 1	Cohort 2	
STRIVE ITI's	Count	41	45	86
	Percentage	11.0%	12.1%	23%
Govt. ITI's	Count	46	88	134
	Percentage	12.3%	23.6%	36%
Private ITI's	Count	78	75	153
	Percentage	20.9%	20.1%	41%
Total	Count	165	208	373
	Percentage	44.2%	55.8%	100%

Figure 9. 5: Cohort Wise Employed Graduates



9.1.4. Salary Details

The below table reflects the current salaries of the Graduates who are employed. Among the 373 graduates who are employed, 49.9% of them are earning in between Rs. 12,000/- to Rs. 14,800/-, 25.2% are earning below Rs. 12,000/- and 24.9% are earning more than Rs. 14.800/- per month

Table 9. 5: Salary Details of Employed Graduates

Salary	Count	Percent
Below Rs.1200	94	25.2
Rs.12000/- to Rs.14,800	186	49.9
More Than Rs.14,800	93	24.9
Total	373	100

Figure 9. 6: Salary Details of Employed Graduates



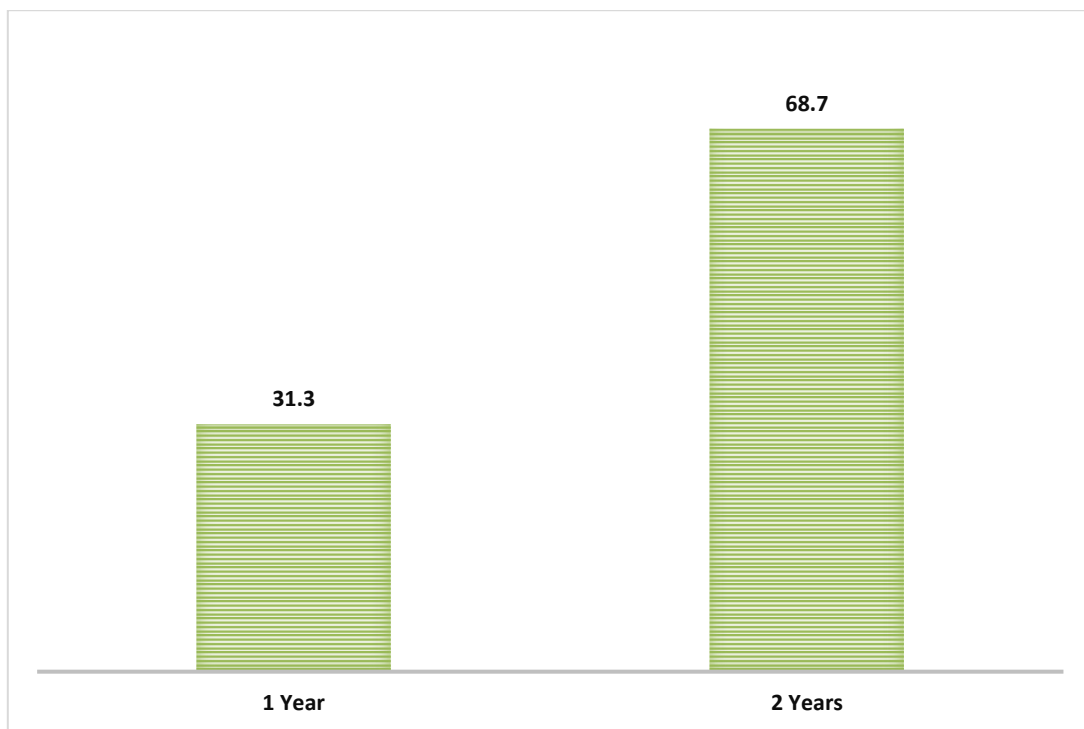
9.1.5.Trade Wise Employment

The below table reflects the trade wise employment of the currently employed Graduates. Among the Graduates employed, 31.3% of them belong to One Year Trades and 68.7% are from 2 Year Trades.

Table 9. 6: Course Tenure wise Employed Graduates

Course Tenure	Count	Percent
1 Year	67	31.308
2 Years	147	68.692
Total	214	100

Figure 9. 7: Course Tenure wise Employed Graduates



From the One Year Trades, 10.7% of Graduates are from Computer Operator and Program Assistant Trade, followed by 8.9% in Welder Trade, 8.4% from Mechanical Diesel Trade etc. From Two Year Trades, 26.6% of Graduates are from Electrician Trade and 15.4% from Fitter Trade.

Table 9. 7: One Year Trade Current Employed Graduates

One Year Course-Trades	Count	Percent
Not Applicable	147	68.7
Computer Operator & Program Assistant (Non-Eng.)	23	10.7
Dress Making (Non-Eng.)	4	1.9
Foundry man (Eng.)	1	.5
Mechanic Auto boy Painting (Eng.)	1	.5
Mechanic Diesel (Eng.)	18	8.4
Stenographer & Secretarial Assistant (Non-Eng.)	1	.5
Welder (Eng.)	19	8.9
Total	214	100.0

Table 9. 8: Two Year Trade Current Employed Graduates

Two Year Course - Trade	Count	Percent
Not Applicable	67	31.3
Dental Laboratory Equipment Technician (Eng.)	2	0.9
Draughtsman –Civil (Eng.)	7	3.3
Draughtsman-Mechanical (Eng.)	12	5.6
Electrician (Eng.)	57	26.6
Electronics Mechanic (Eng.)	11	5.1
Fitter (Eng.)	33	15.4
Instrument Mechanic (Eng.)	1	0.5
Machinist-Grinder (Eng.)	2	0.9
Machinist (Eng.)	2	0.9
Mechanic – Motor Vehicle (Eng.)	9	4.2
Mechanic – Refrigerator and Air reconditioning (Eng.)	1	0.5
Turner (Eng.)	7	3.3
Wireman (Eng.)	3	1.4
Total	214	100

Figure 9. 8: One Year Trade Current Employed Graduates

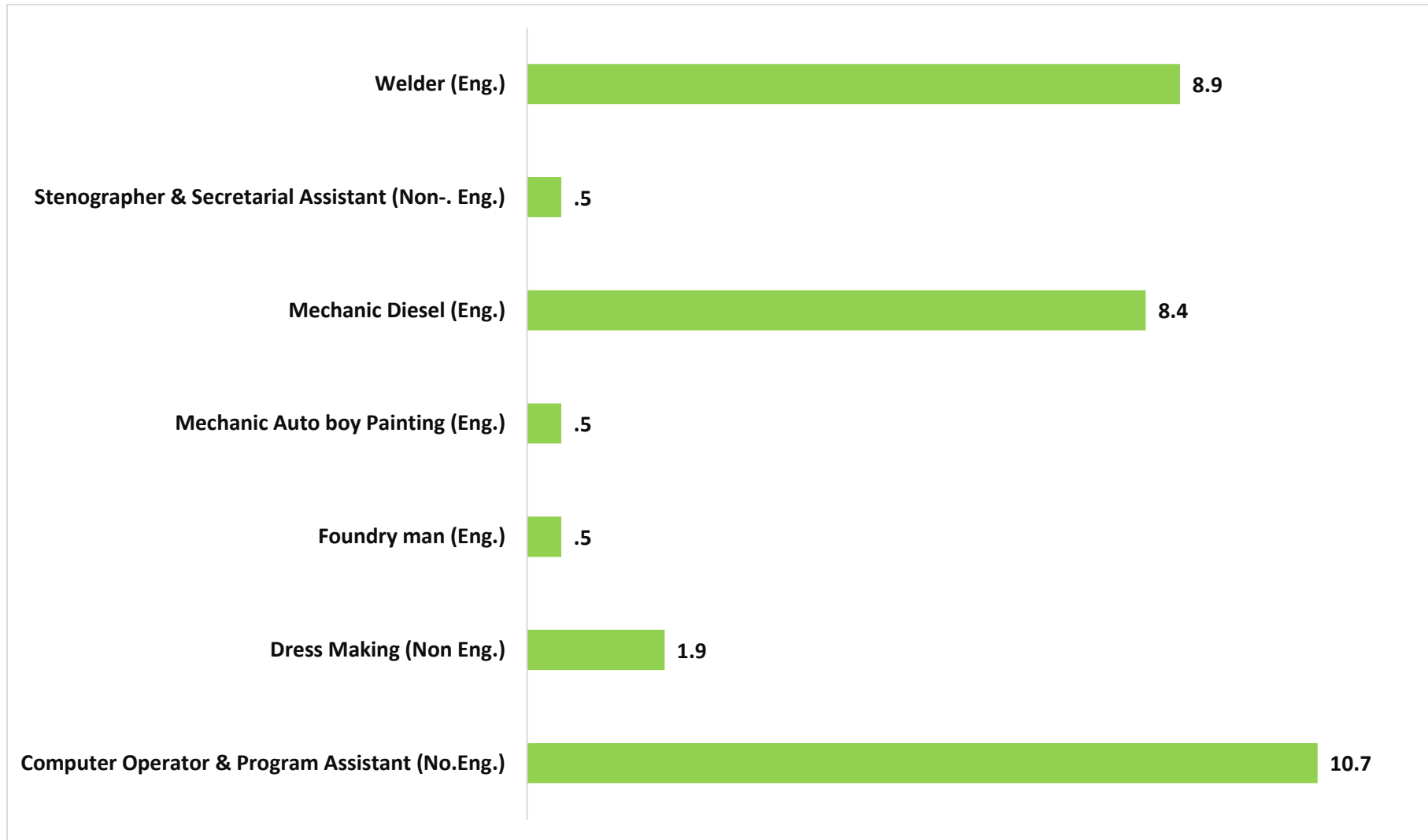
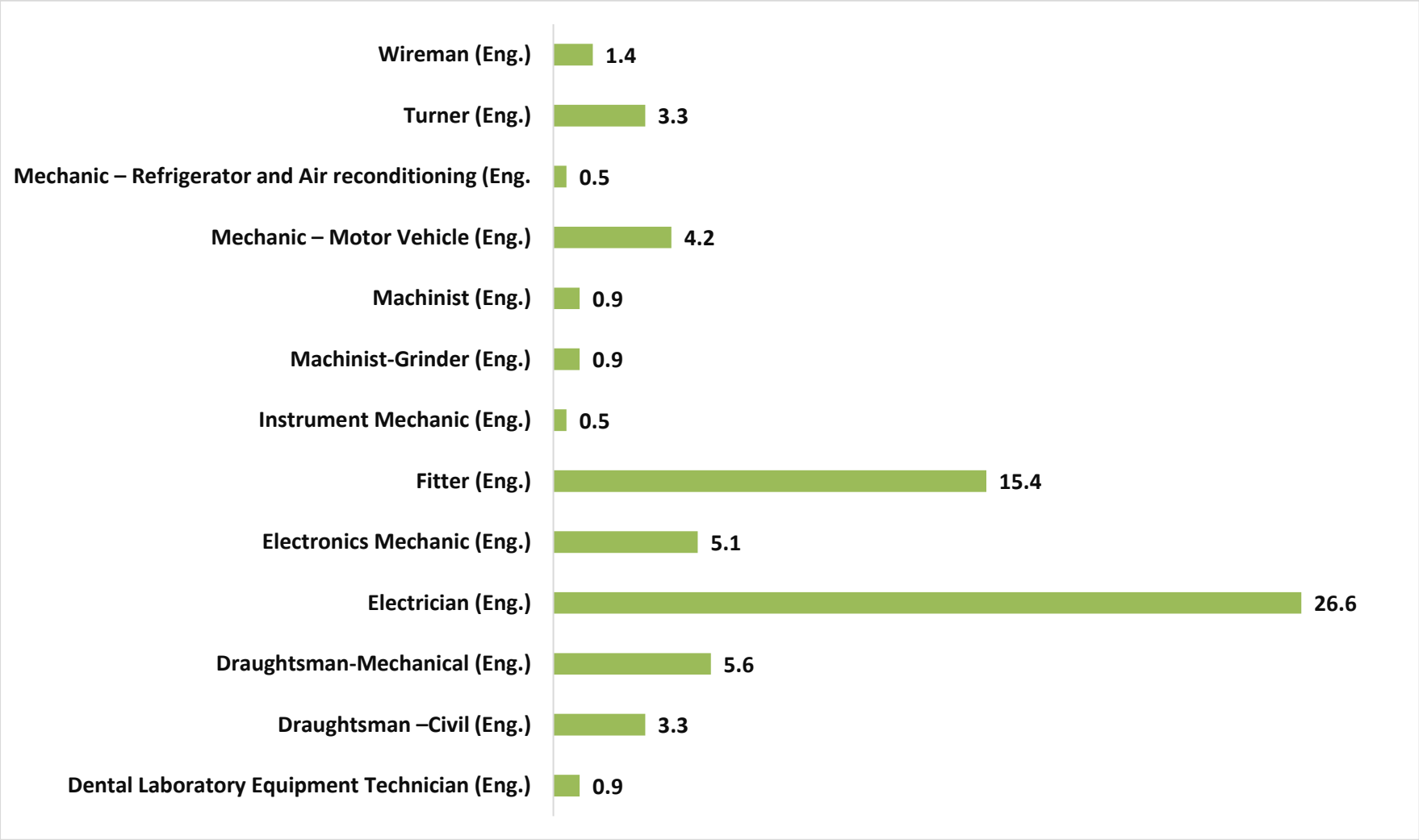


Figure 9. 9: Two Year Trade Current Employed Graduates



9.1.1 Job Related Details:

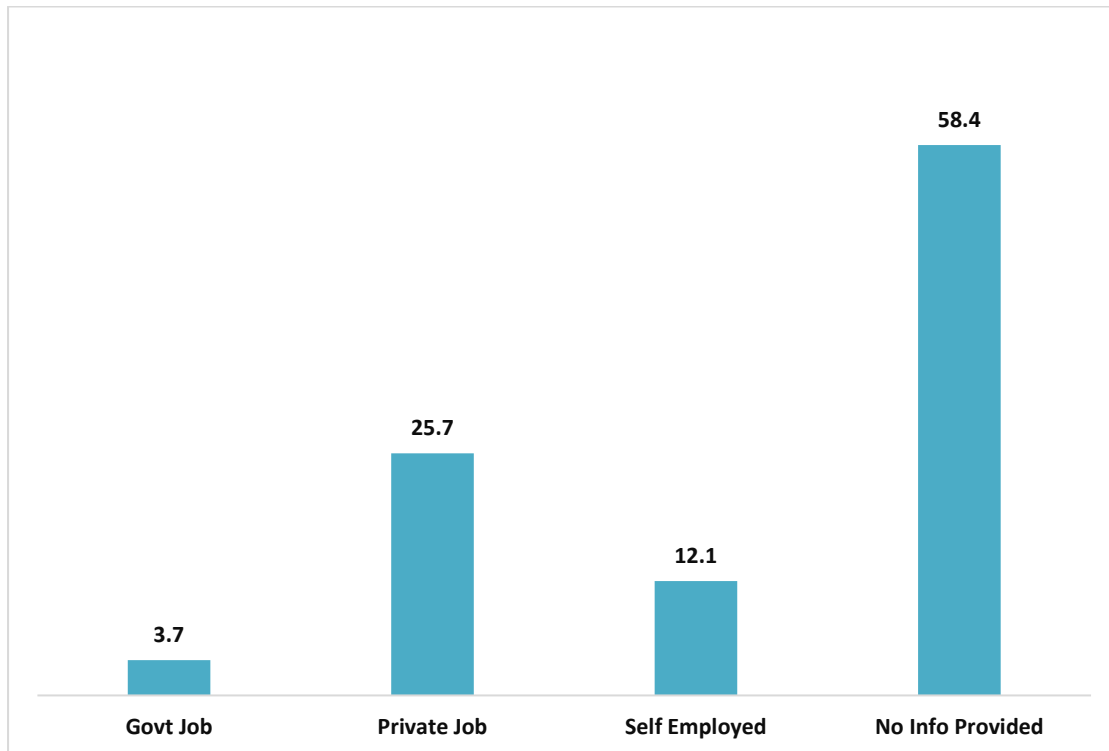
9.1.6.Type of Job

Of the Graduates who employed, 25.7% are in Private Jobs, 12.1% are Self Employed, 3.7% are in Government Jobs and the rest didn't reveal the information.

Table 9. 9: Type of Job

Type of Job	Count	Percent
Govt Job	8	3.7
Private Job	55	25.7
Self Employed	26	12.1
No Info Provided	125	58.4
Total	214	100

Figure 9. 10: Type of Job



9.1.7. Job in Relevant Field

Of the Graduates who employed, 46.4% of them are in Job relevant to their Trades, whereas the rest 53.6% of them are in non-relevant jobs. When explored further the reasons for doing non relevant jobs, 15.3% said that they were unable to find relevant jobs due to COVID, 5.6% said due to high salary in current job, 6.2% said due to job security, 8.8% said it was near to there residence/family, 1.1% due to time flexibility and 46.1% did not provide information.

Table 9. 10: Relevance of Job

Job related to your ITI Trade?	Count	Percent
Yes	173	46.4
No	200	53.6
Total	373	100

Figure 9. 11: Relevance of Job

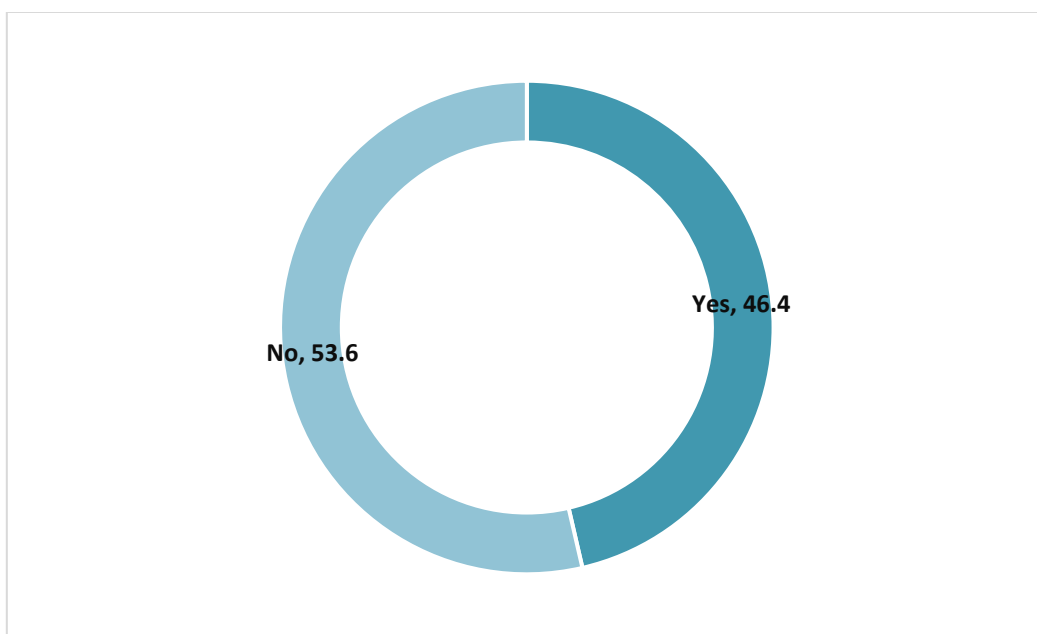
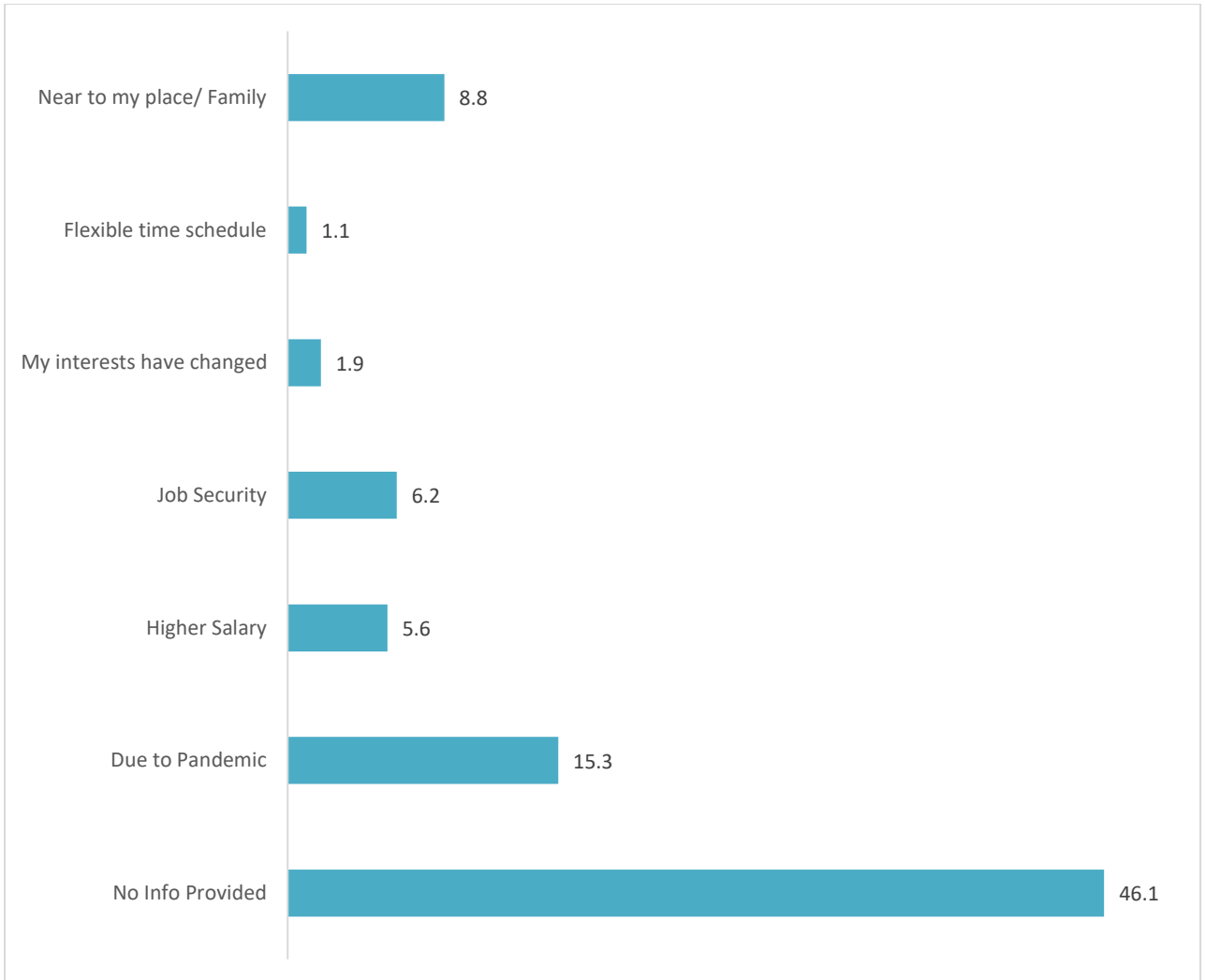


Table 9. 11: Reason for Non-Relevant Job

If your job is not related to your course of study, why did you choose this job?	Count	Percent
No Info Provided	228	46.1
Due to Pandemic	57	15.3
Higher Salary	21	5.6
Job Security	23	6.2
My interests have changed	7	1.9
Flexible time schedule	4	1.1
Near to my place/ Family	33	8.8
Total	373	100.0

Figure 9. 12: Reason for Non-Relevant Job



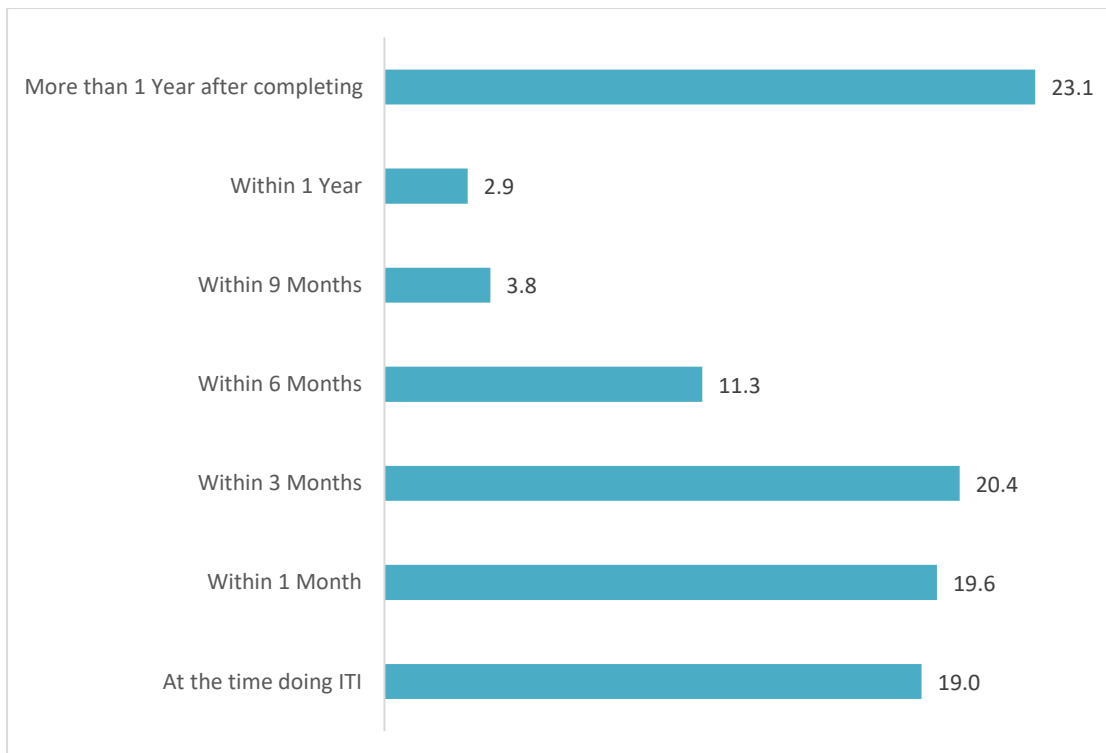
9.1.8. Job Search Time

Further it was observed that 23.1% of the Graduates started their first job more than a year later of completion of their course.

Table 9. 12: Job Search Time

When did you start first job after completion of ITI course?	Count	Percent
At the time doing ITI	71	19.0
Within 1 Month	73	19.6
Within 3 Months	76	20.4
Within 6 Months	42	11.3
Within 9 Months	14	3.8
Within 1 Year	11	2.9
More than 1 Year after completing	86	23.1
Total	373	100

Figure 9. 13: Job Search Time



9.1.9. Job Search Method

The most used and successful methods to find jobs were contact with employees, apprenticeship reference and with the support of family and friends.

Table 9. 13: Job Search Method

Method for finding your first job	Count	Percent
Newspaper/Internet/ social media	48	12.9
Parents/ Relatives/ Friends/ Fellow Students	104	27.9
Contact with Employers/ Apprenticeship Contacts	187	50.1
Job Fair/ Employment Exchange/ Private Job Agencies	7	1.9
ITI Placement/ ITI Staff	27	7.2
Total	373	100

Figure 9. 14: Job Search Method

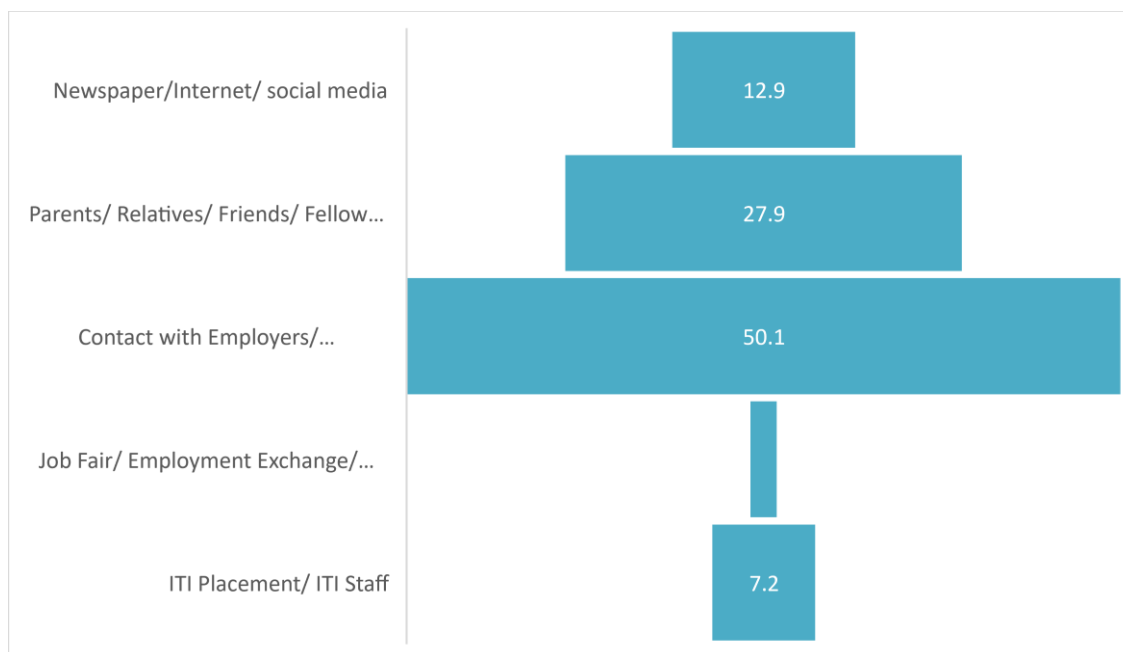
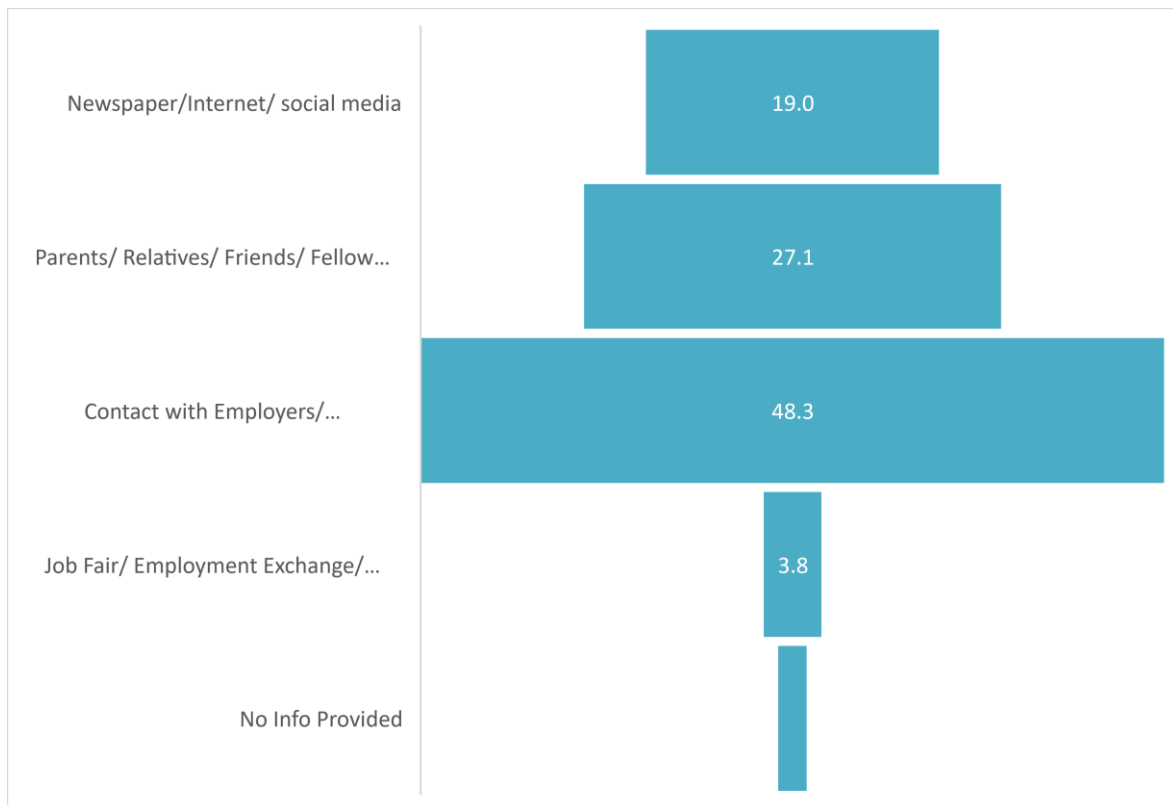


Table 9. 14: Most Successful Method

Most successful method for finding your first job	Count	Percent
Newspaper/Internet/ social media	71.0	19.0
Parents/ Relatives/ Friends/ Fellow Students	101.0	27.1
Contact with Employers/ Apprenticeship Contacts	180.0	48.3
Job Fair/ Employment Exchange/ Private Job Agencies	14.0	3.8
No Info Provided	7.0	1.9
Total	373.0	100.0

Figure 9. 15: Most Successful Method



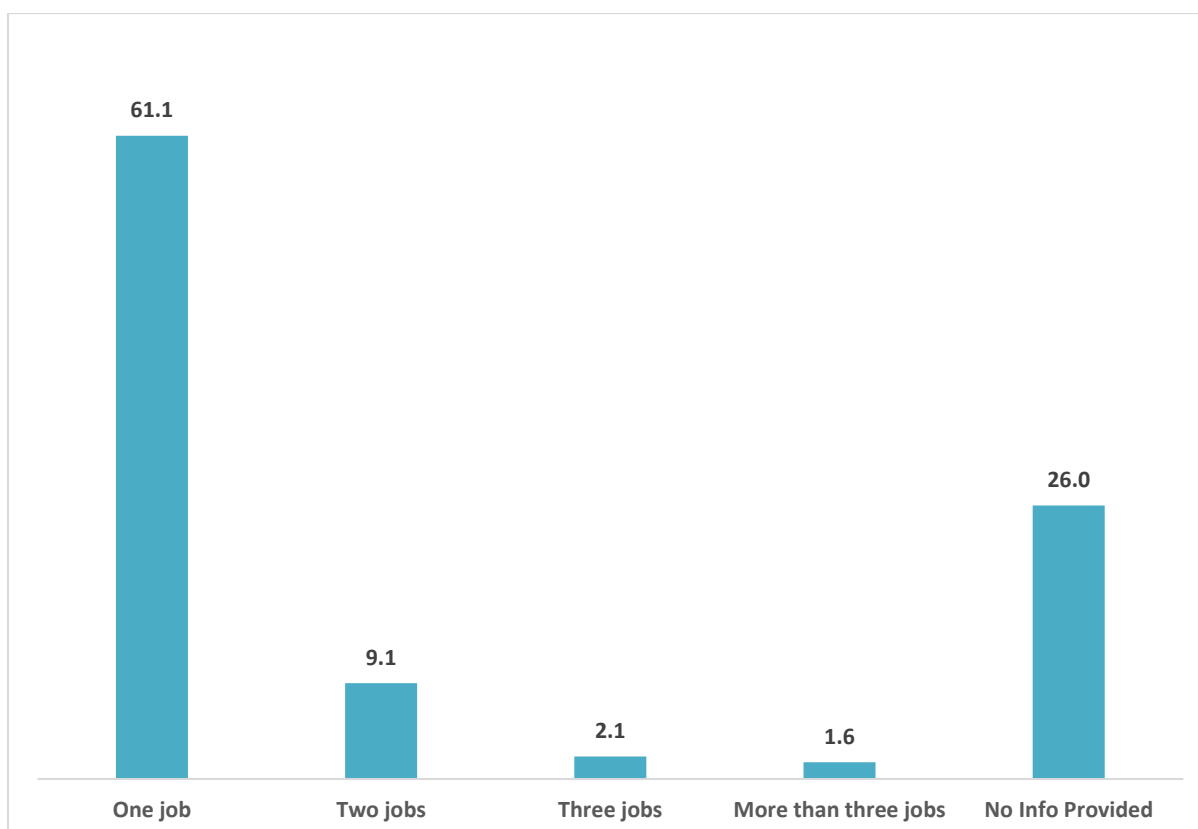
9.1.10. Jobs Till Date

Of the Graduates who are currently working, majority 61.1% of them have had only one job from the time they started working.

Table 9. 15: Jobs till date

Jobs altogether since completion of ITI?	Count	Percent
One job	228.0	61.1
Two jobs	34.0	9.1
Three jobs	8.0	2.1
More than three jobs	6.0	1.6
No Info Provided	97.0	26.0
Total	373.0	100.0

Figure 9. 16: Jobs till date



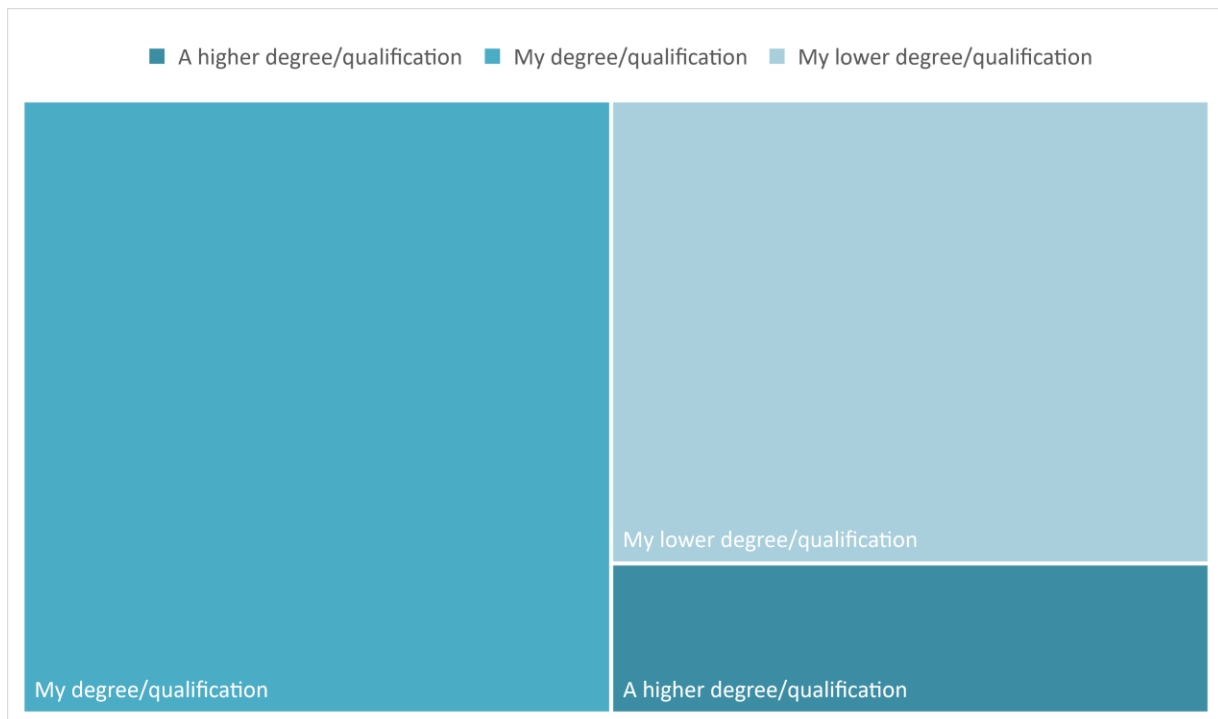
9.1.11. Best Qualification for Job

When asked which qualification was best matched to their current job, majority of them said that their current qualification is a suitable for their jobs.

Table 9. 16: Best matching Qualification

In your opinion, which qualification/ degree level best matches/matched your job?	Count	Percent
A higher degree/qualification	46.0	12.3
My degree/qualification	185.0	49.6
My lower degree/qualification	142.0	38.1
Total	373.0	100.0

Figure 9. 17: Best matching Qualification



9.1.12. Usefulness of course in work

The Graduates were asked to rate the usefulness of the courses in their employment. The below table represents the rating on different aspects. Among all the reasons, 82.3% of the Graduates feel that the Course they have studied would be more useful in future professional development, followed by 78.3% who feel that it would be useful in the development of their personality.

Table 9. 17: Usefulness of course in Work

Usefulness of your studies		Count	Percent
For finding an adequate job after finishing your studies	Not useful	62	16.6
	Can't Say	30	8.0
	Useful	281	75.3
For filling your present professional tasks, if applicable	Not useful	42	11.3
	Can't Say	44	11.8
	Useful	287	76.9
For your future professional development/career	Not useful	29	7.8
	Can't Say	37	9.9
	Useful	307	82.3
For the development of your personality	Not useful	31	8.3
	Can't Say	50	13.4
	Useful	292	78.3
For the economic development of your country	Not useful	47	12.6
	Can't Say	55	14.7
	Useful	271	72.7

Figure 9. 18: Usefulness of course in Work



9.2. Previously Employed

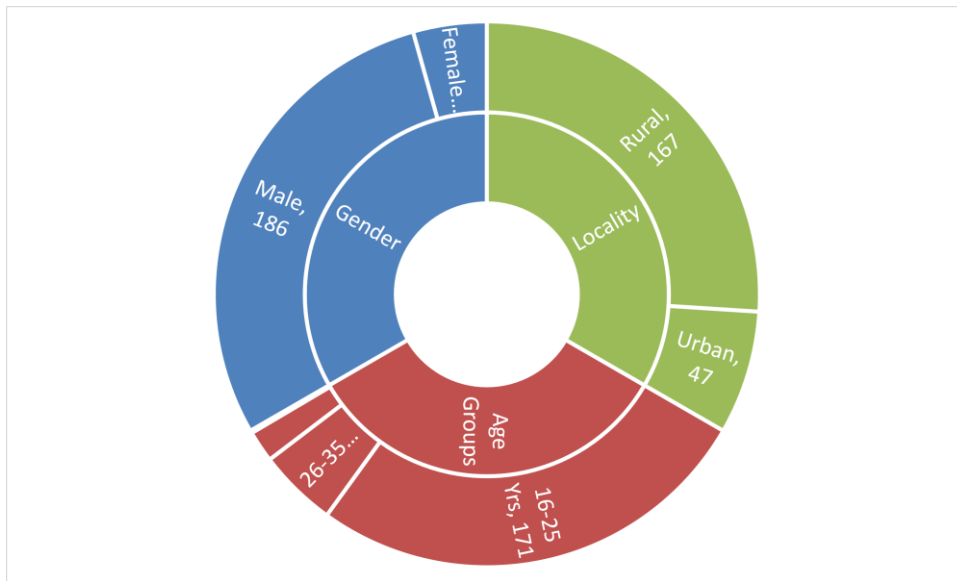
9.2.1. Demographics

From the total 4482 graduates surveyed, 4.8% of the Graduates were previously currently employed. Of those Graduates 86.9% are Males, 13.1% are females; 79.9% are from the age group of 16-25 years, 14% from 26-35 years, 5.6% from 36-45 years, 78% are from Rural and 22% from Urban Localities. The proportion of women graduates is 0.6% and men is 4.6%.

Table 9. 18: Demographics of Previously Employed Graduates

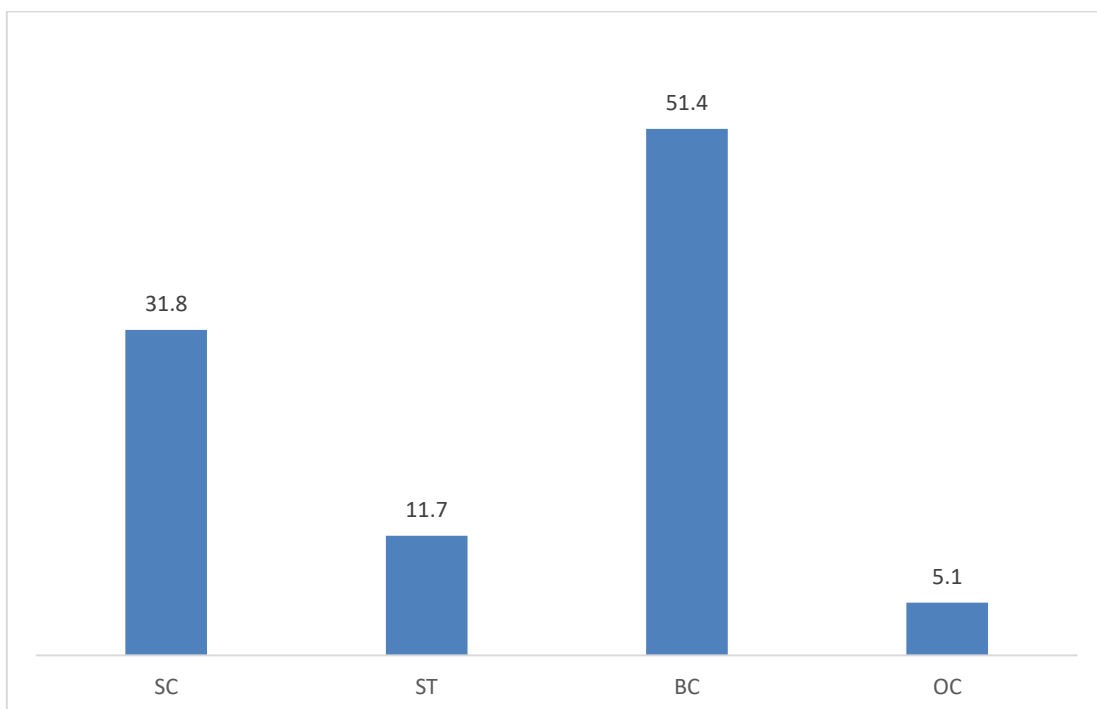
Demographics		Count	Percentage
Gender	Male	186	86.9
	Female	28	13.1
Age Groups	16-25 Yrs	171	79.9
	26-35 Yrs	30	14.0
	36-45 Yrs	12	5.6
	46-55 Yrs	1	0.5
Locality	Rural	167	78.0
	Urban	47	22.0

Figure 9. 19: Demographics of Previously Employed Graduates



Among the total Graduates who are employed, 69.2% from BC, 30.8% from OC, 0.8% from ST's and 5.1% from SC's.

Figure 9. 20: Social Profile of Previously Employed Graduates



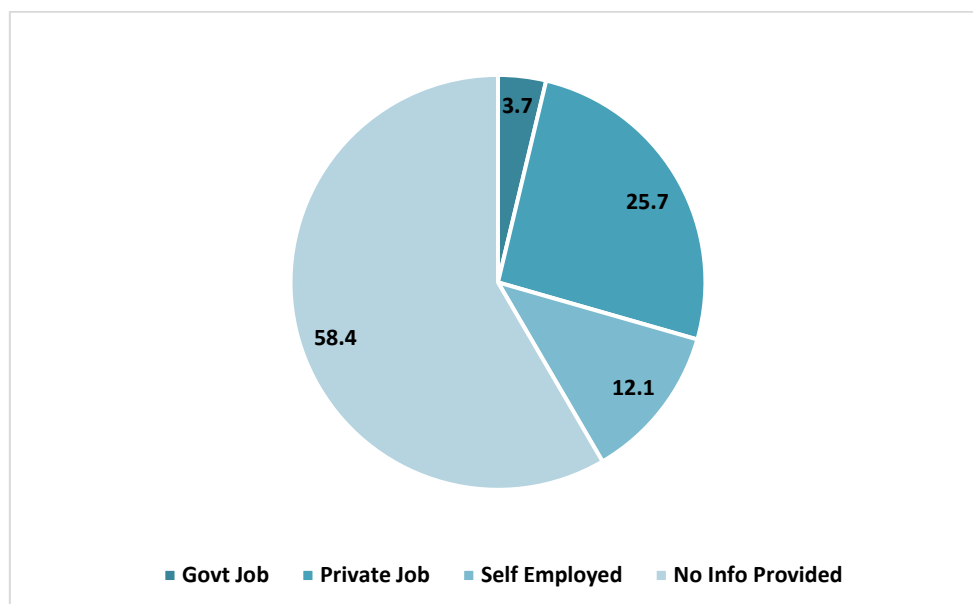
9.2.2.Job Type

Of the Graduate who were earlier employed, 25.7% were in Private Jobs, 12.1% were Self Employed, 3.7% were in Govt Jobs and the rest 58.4% did not wish to reveal their details. Of the Graduates who were earlier employed, 26% of them belong to Rural areas and 15% were from Urban Locality.

Table 9. 19: Type of Job

Type of Job	Count	Percent
Govt Job	8	3.7
Private Job	55	25.7
Self Employed	26	12.1
No Info Provided	125	58.4
Total	214	100.0

Figure 9. 21: Type of Job



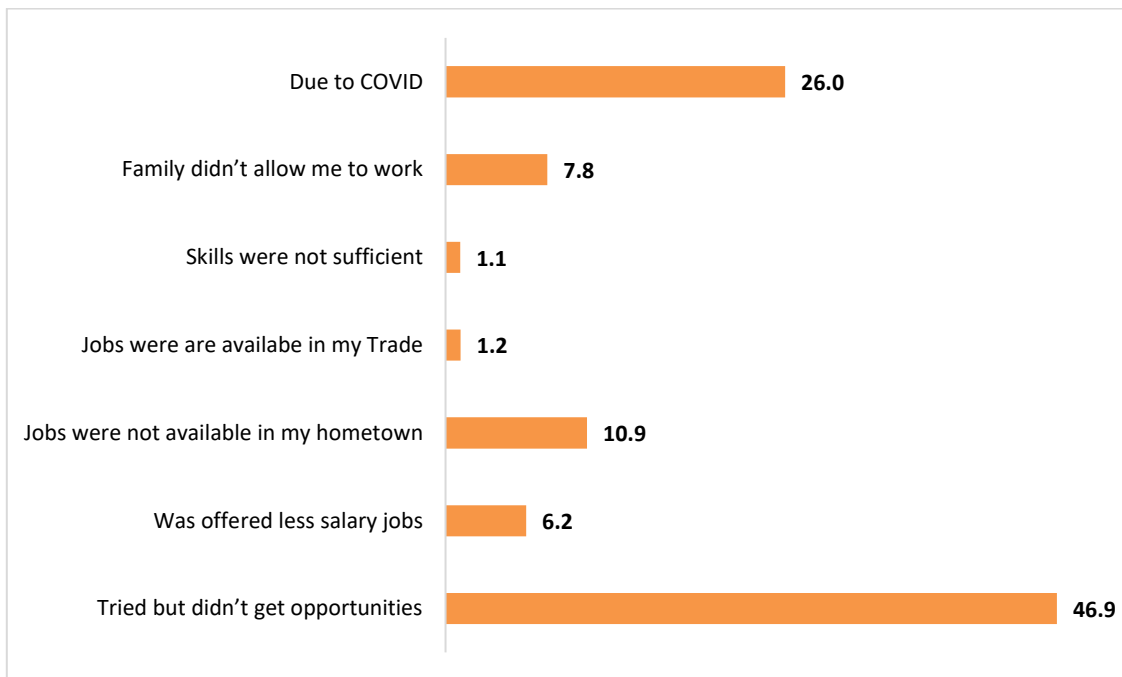
9.2.3.Reasons for Unemployment

Of the Graduates who are currently unemployed, 46.9% of them have not tried for jobs, 26% did not get jobs due to COVID, 10.9% have said that Jobs were not available in their hometown, 6.2% reported that they were offered very less salary, 1.2% have said that Jobs were not available in their trades and lastly 1.1% stated that skills were not sufficient to get the desired job.

Table 9. 20: Reasons for Unemployment

Reasons for Unemployment?	Count	Percent
Tried but didn't get opportunities	1291	46.9
Was offered less salary jobs	170	6.2
Jobs were not available in my hometown	299	10.9
Jobs were not available in my Trade	32	1.2
Skills were not sufficient	31	1.1
Family didn't allow me to work	215	7.8
Due to COVID	717	26.0
Total	2755	100.0

Figure 9. 22: Reasons for Unemployment

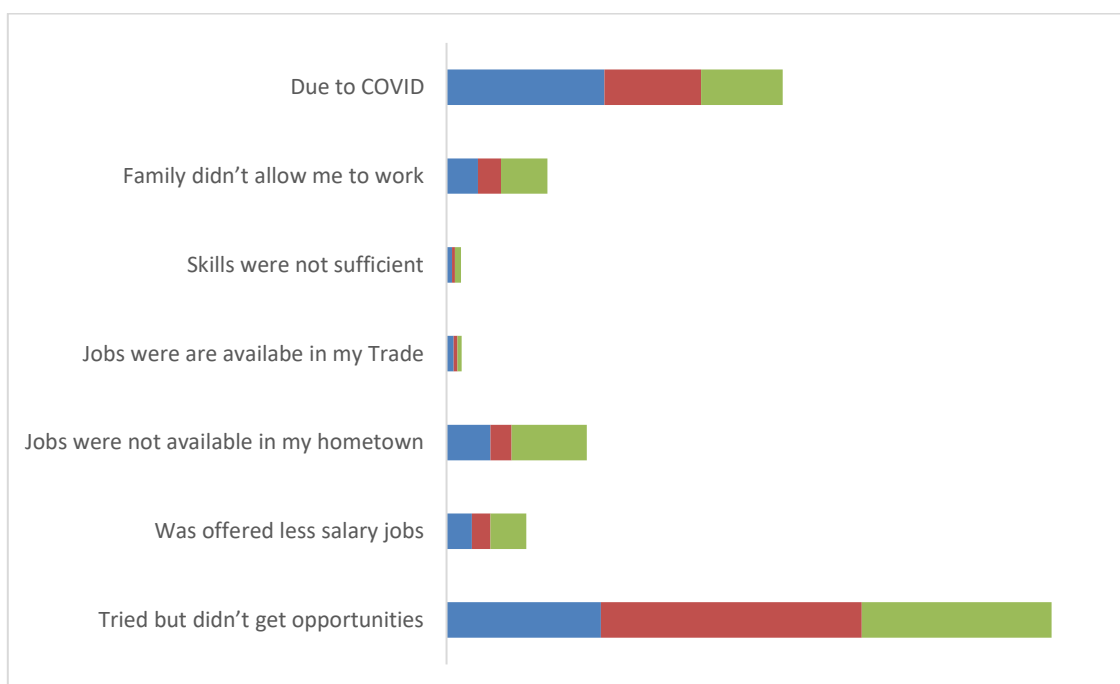


Of the Graduates who are unemployed majority of them belong to Govt. ITI's, and who didn't get a job due to COVID are majorly in STRIVE ITI's.

Table 9. 21: ITI Wise Reasons for Unemployment

Reasons for Unemployment?	ITI Type		
	STRIVE ITI's	Govt. ITI's	Private ITI's
Tried but didn't get opportunities	329	557	405
Was offered less salary jobs	54	40	76
Jobs were not available in my hometown	94	45	160
Jobs were not available in my Trade	15	8	9
Skills were not sufficient	12	6	13
Family didn't allow me to work	67	49	99
Due to COVID	337	206	174

Figure 9. 23: ITI Wise Reasons for Unemployment



Conclusions:

A brief analysis of the Surveyed Graduates related to aspects such as Employment Status, Previous Employment and Unemployment are given below. From the data, it could be concluded that 8.3% of the Graduates are currently employed and 4.8% of the Graduates were employed previously but stopped working due to various reasons. Of the graduates who are economically active majority of them are males and hail from Rural areas. Social profile wise, ST's have very less representation in employment category.

Cohort wise, the employment in Cohort 1 was 44.2% and 55.8% in Cohort 2, which reflects an increase in employment among graduates who passed a year ago than those who graduated two years ago.

ITI type wise, majority of the employed graduates were from Private ITI's. A higher proportion of graduates are drawing more than Rs. 12,000/- per month.

Trade wise, 31.3% of the employed belong to One Year Trades and 68.7% are from 2 Year Trades.

From One Year Course, Computer Operator and Program Assistant Trade and from Two Year Courses Electrician Trades are high in demand. Job Type wise, high number of Graduates are involved in Private Job and are keen on Self-Employment rather than looking for Government Jobs.

Of the graduates currently working half of them are involved in trade relevant jobs. While searching for job, the most useful and successful methods were Contacts from ITI Institute, Family, Friends. Most of the employees till date have been working in one job and majority of the Graduates feel that the Course they have studied would be more useful in future professional development.

Of the people who are previously employed, majority of them are Males, and are from the age group of 16-25 years. Job Type wise, high number of Graduates are involved in Private Jobs. From the total, 61% of the graduates are still unemployed of which majority have said they tired but were unable to find jobs and COVID has worsened the situation.



FINDINGS & RECOMMENDATIONS



CHAPTER X

10. FINDINGS & RECOMMENDATIONS

10.1. Findings:

A Tracer Study was conducted with an objective of assessing the STRIVE Interventions and its impact on Labour Force Participation. With respect to the objectives of the Tracer Study the findings are drawn based on the Primary and the Secondary Data Analysis.

Objective 1: To measure the labor market performance of project and non-project ITIs disaggregated by gender and social groups.

- The labor market performance of Project and Non-Project ITI's can be measured in terms of number of graduates who are economically active.

I. Increase in Employment Rate

- From the Primary data it was observed that 44.2% of them were employed from Cohort 1 and 55.8% were employed from Cohort 2.
- Increase in the employment of graduates from Cohort 1 to Cohort 2.
- Employment Higher among Graduates who passed a year ago.

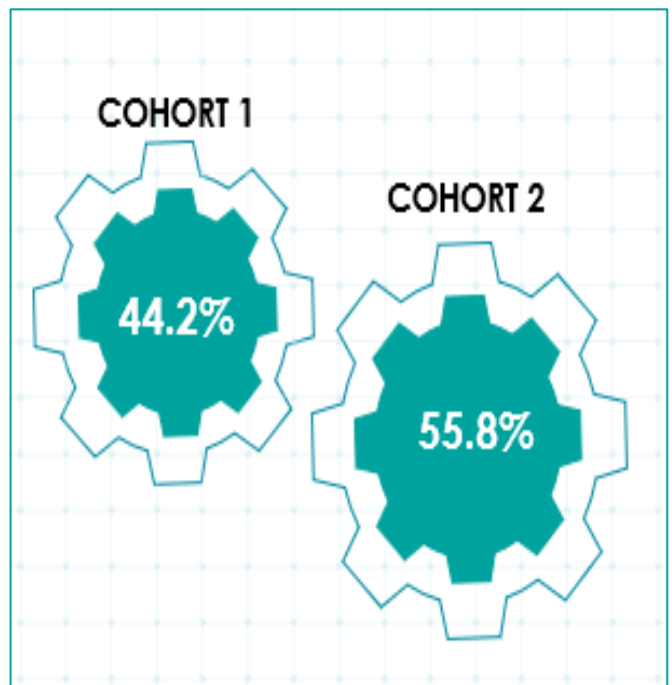


Figure 10. 1: Cohort Wise Increase in Employment

II. Employment Rate high among Private ITI's.

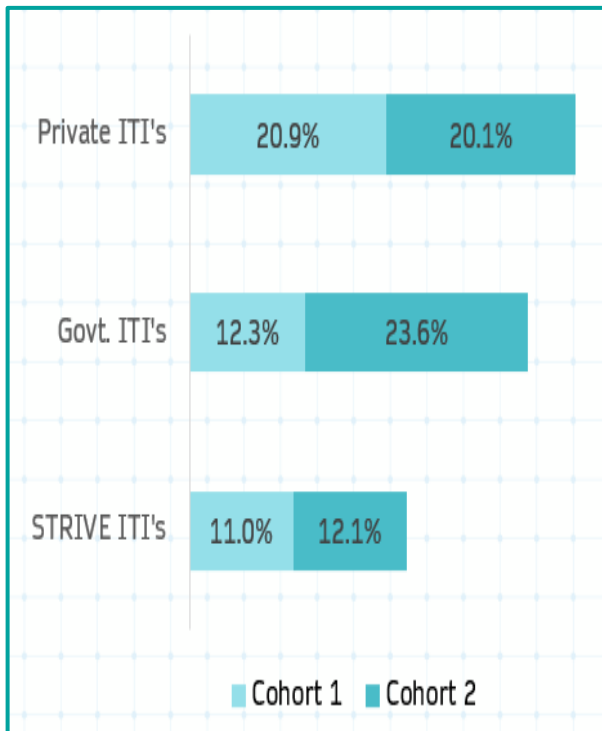


Figure 10. 2 : ITI Wise Employment Rate

- Employment rate highest in Private ITI's.
- Cohort wise increase in STRIVE ITI's(11% to 12.1%) and Govt. ITI's(12.3% to 23.6%) but decrease in employment rate among Private ITI's(20.9% to 20.1%).
- Comparatively cohort wise Employment rate was significantly high among Government ITI's.

III. Marginal Improvement in Female Employment.

- For calculating the Employment of Gender wise, all those who were employed after completing the ITI have been considered included those who were employed earlier but were unemployed at the time of conducting the study.
- While 90.1% of males were involved in income generation, 9.9% of females were employed. Statistical Test on P

value was calculated for Gender, Job Type and Type of ITI. The result of the analysis was found significantly associated as the p value is

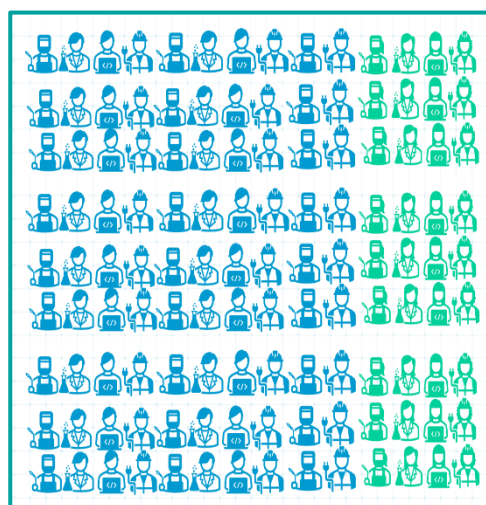


Figure 10. 3: Male & Female Employment Rate

0.00 (less than 0.05). hence the relation between Gender, Type of Job and Type of ITI is significant.

- Comparatively cohort wise there has been a marginal

IV. Marginal Improvement Social Group Wise Employment.

- Like Gender, the Employment rate for Social Group wise was also calculated considering all those who were employed after completing the ITI included those who were employed earlier but were unemployed at the time of conducting the study.
- Among the Graduates who were previously employed and who are currently working 58.4%, 24.9%, 9.7% and 7% belong to BC, SC, ST and OC respectively.

V. ITI Type wise Employment

- Coming to the ITI wise Labor market performance, the

increase in the female employment rate among those who passed a year ago.

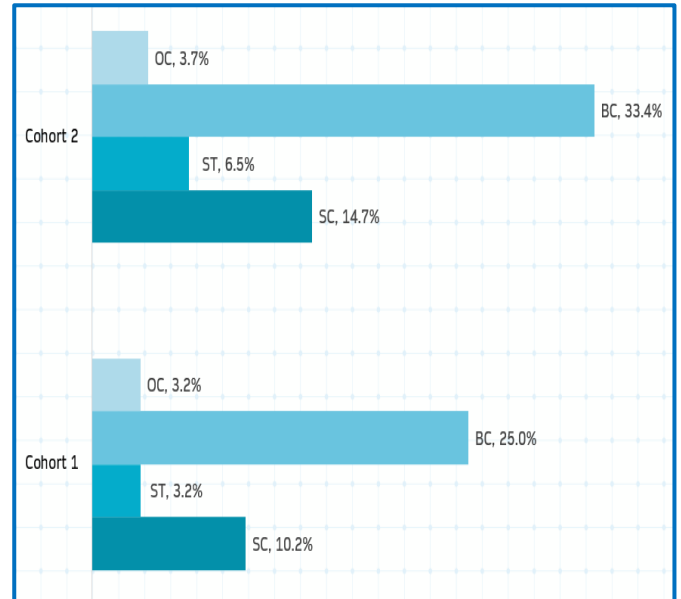


Figure 10. 4: Caste Wise Employment Rate

- Comparatively cohort wise the increase in employment rate among the OC's was 0.5%, SC's was 4.4%, ST's was 3.2% and BC's was 8.3% from Cohort 1 to Cohort 2.

Employment is High among Graduates who passed from Private ITI's.

- Participation of females in employment is comparatively high in Government (Non-Project) ITI's than STRIVE ITI's.
- Similarly, Employment with respect to Social Group, Government (Non-Project) ITI's

have high participation from Graduates belonging to SC, ST, OC Categories and Private ITI has high participation from Graduates belonging to BC Category.

Objective 2: Evaluate the Impact of STRIVE intervention(s) on the beneficiaries

Objective 3: Evaluate Training relevance to job markets / livelihood activities

- As the Objectives of Evaluating the Impact of STRIVE Interventions and the relevance of Training to Job Market are directly related to STRIVE Implementations the findings for both are given together.
- During the interactions with the key stakeholders such as DET Officials, STRIVE ITI Principals, it was communicated that the project was commenced in the year 2019 and that the implementations are in the initial stages at all the 10 STRIVE ITI's.
- The series of lockdowns have further affected the progress of the projects and the labor market outcomes. As the project is still in its initial phase, impact cannot be measured.
- Hence, to assess the actual impact, it is suggested to conduct the evaluation at the midline or end line of the project for evaluating Objective 2 & 3.

Objective 4: Assess the employment status (wage or self or higher studies or apprenticeship) of the beneficiaries.

- To assess the employment status, all the graduates who were economically active were considered i.e. graduates who were currently employed and those graduates who were employed after completing their course but were unemployed at the time of conducting the study.
- The overall employment rate of ITI Graduates survey in the Tracer Study was 13.1% of which 48.2% were working in Private Jobs, 21% were involved in Self Employment, 9.5% were in Government Jobs and the rest 21.3% didn't reveal their details. Statistical Test on P value was calculated for Type of Job and Satisfaction with the course. The result of the analysis was found significantly associated as the p value is 0.00 (less than 0.05). hence the relation between Type of Job and Satisfaction with course is significant. There was also a significant association found between Job Satisfaction and ITI Type (p value 0.00), Type of Job and Course Tenure (p value 0.04)
- Coming to Higher studies, 7.1% of the total sampled graduates are pursuing their further studies.
- With respect to Apprenticeship, around 6.4% have completed their Apprenticeship and 14% of the Graduates are currently into Apprenticeship program.

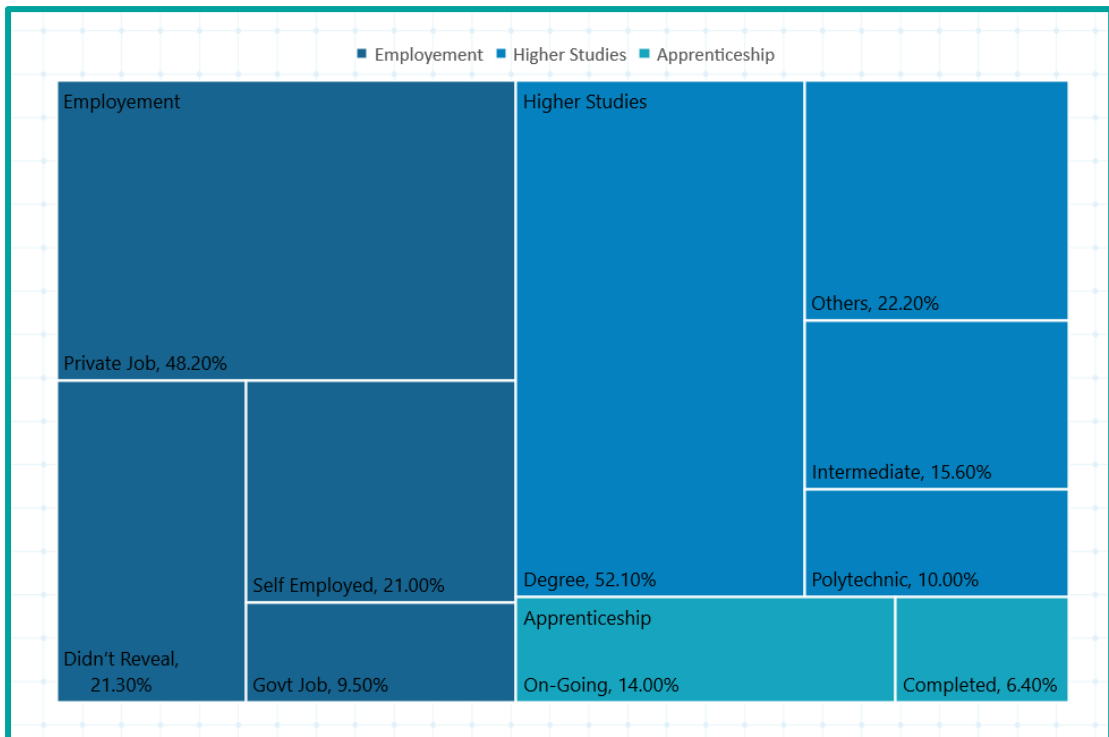
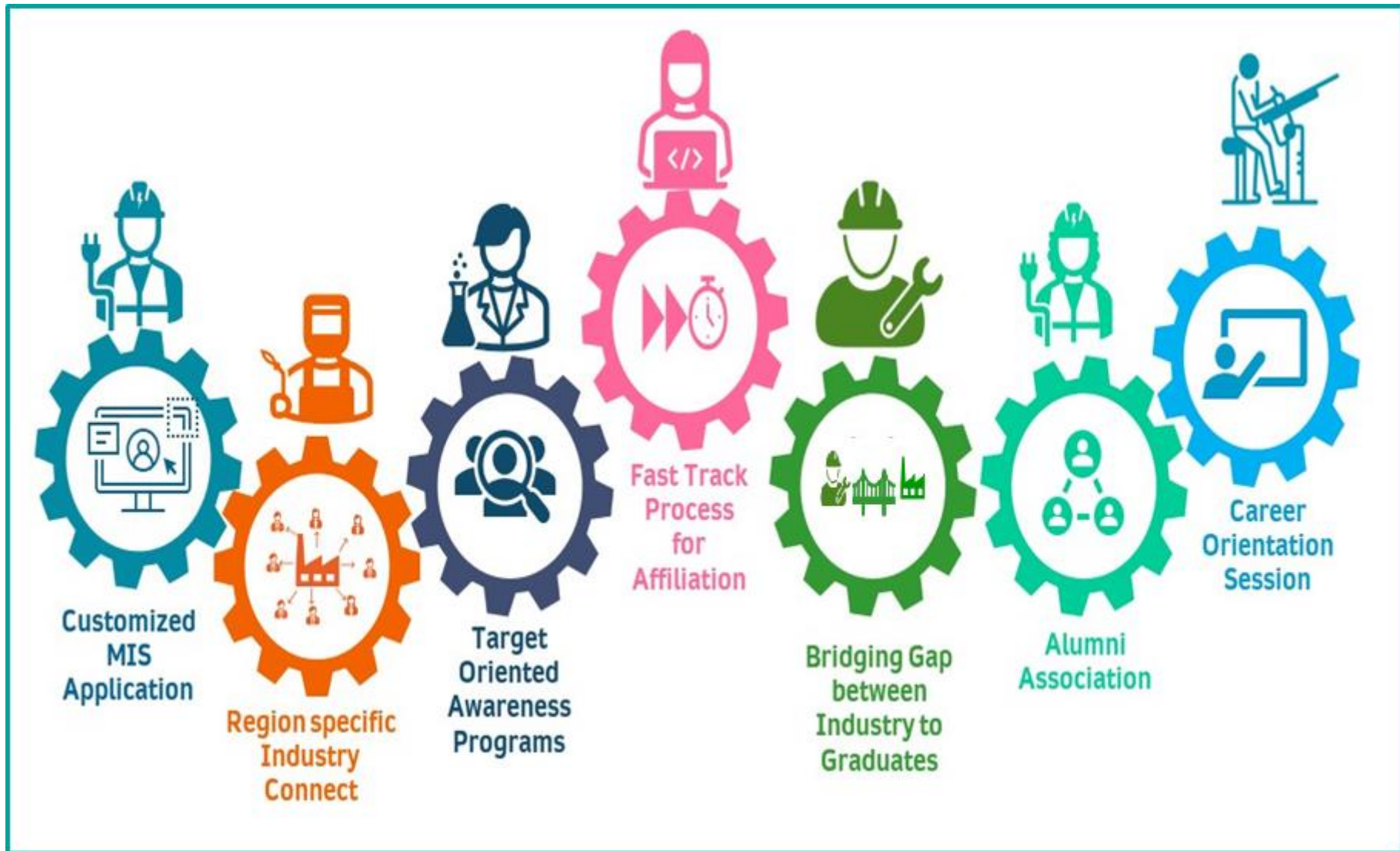


Figure 10. 5: Current Status of Beneficiaries

Statistical Test on P value was calculated for Current Situation and Type of ITI. The result of the analysis was found significantly associated as the p value is 0.00 (less than 0.05). hence the relation between Current Situation and Type of ITI is significant.

Though there has been improvement in the employment rate and the other aspects, the same could not be applied to STRIVE ITI's. It is important to note that several factors have impacted the results pertaining to Project ITI's such as delay in implementation of the Project, negative impact of Pandemic and lockdown across the state which had a direct effect on the Labour Market Performance as well as Graduates exposure to real time learning exposure and thus these outcomes cannot be considered as the result of STRIVE Interventions.

Figure 10. 6: Recommendations



10.2. Recommendations

The following Recommendations were drawn based on the survey outcomes, interactions with the Key Stakeholders and the challenges faced during the study:

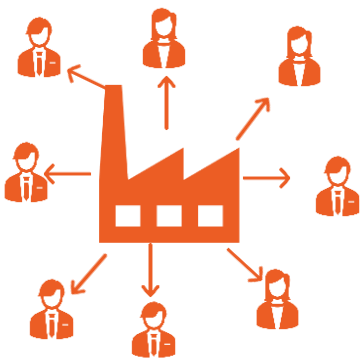


Customized MIS Application

- During the study one of the most challenging aspect was to trace the data of the Passed-out Graduates from the Institutes.
- Collating the information regarding students was a herculean task as the data wasn't available at one single source.
- It is suggested to keep an MIS system which can capture the real time data of the student's enrolment, Passed out, OJT Status, Apprenticeship Details and Employment related Data



Region specific Industry Connect



- Region specific Industries are to be identified in proximity of the ITI's to understand the demands with respect to Trade and Skills, based on which specific courses can be implemented in respective ITI's.
- It was observed that some ITI's were situated in geographical areas which have less or limited access to Industries.

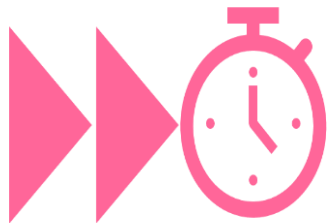
- As these Industries play a crucial role in the students practical learning process, non-availability is creating a hinderance and leaving a major gap in connecting the theory and practice.
- While few Institutes are making efforts to provide the learning experiences by reaching out to industries in other places, majority of the students are unable to gain complete benefits due to various social, geographical and economical challenges.
- Therefore, efforts need to be focused on bridging Institute Industry Linkage keeping all the individual region-specific challenges in



Target Oriented Awareness Programs

- Though there has been an increase in the Female enrollment, the proportion of female graduates is comparatively very less than men.
- Efforts are to be focused on improving enrollments from Females and Minority Categories, by conducting awareness programs at Institutions which cater exclusively to female students, minority institutions such as Madrasa's and Welfare Schools & ITI's.
- Exposure visits can be arranged to Students from 10th and 12th classes studying in these institutions.
- Apprenticeship and OJT should be provided keeping in mind the social and cultural barriers faced by female students especially from Rural background.
- There is also a need to create awareness about the different trades available in the course, as few courses have very few admissions.





Fast Track Process for Affiliation



- With respect to STRIVE project implementation, majority of the new trades which are to be started have still awaiting Affiliation due to which the admission process is delayed.
- It is advised the fast track the affiliation to see the impact of STRIVE interventions as early as possible and their effect on Labor Market Outcome.



Bridging Gap between Industry to

Graduates

- There exists a gap in the Labor market, while at one hand there are Industries which need skilled workforce and on the other hand there are Graduates who are actively looking for employment opportunities but are unable to find them.
- To bridge this gap, job melas can be conducted to the unemployed graduates for which the data from the Tracer study can be utilized.





- Alumni Association are a great source for networking, job opportunities, references and many more.
- It is suggested to form Alumni Associations at Institutional Levels as having Alumni would be beneficial not only job opportunities, it would also be helpful in finding Apprenticeship, OJT's.
- Alumni can guide the coming generation of students by guiding, mentoring, coaching and be a role model.



Career Orientation Sessions

- During the survey it was observed that while only a few ITI's have been religiously conducting Career Orientation Classes, rest of the institutions are not doing the same.
- It is suggested to conduct these sessions for ITI students in all the Institutions and have a mechanism at the Directorate Level to monitor the implementation.
- This would have an impact to a large extend on both Apprenticeship and Job placements.



CHAPTER XI

CASE STUDIES

CHAPTER XI

11. CASE STUDIES

CASE STUDY 1: DASARI ARUN KUMAR, GOVT ITI, PEDDAPALLY

I, Dasari Arun Kumar completed my Graduation in Welder Trade from Govt. ITI, Peddapally. in 2019. We are a family of five members, my father is a farmer, my mother, a homemaker, two older brothers, and me. I was selected by FCI (Food Corporation of India) as a Welder with starting salary of Rs. 11,000 per month. I loved my first job as it had a lot of facilities.



Later I joined the Singapore company, based on my experience in FCI and now I earn 13000/month salary. I could help my family financially, lead a respectable life within my relatives and society, and live a happy life. Apart from the theory knowledge in ITI, I learnt technical skills and soft skills at my ITI. I owe my sincere thanks to everyone for helping me all the way through my career. Thank you.

CASE STUDY 2: VANARASI SIVAKUMAR, GOVT ITI, MEDHCAL

My name is Vanarasi Sivakumar, son of Narsimhulu. I am from Motlagudem village, Nandigama mandal in Ranga Reddy district. I completed my ITI in a government ITI Medchal, 2 year course in Mechanic in 2020.

My relative suggested I go to the Maruti showroom at Shadnagar. I have one year of experience as a motor mechanic and now earn 8,000 per month. I am financially supporting my family. I feel very proud of supporting my family. I will prove myself and use my skills efficiently. Thanks to my ITI.



CASE STUDY 3: GULVI SANDHYA, ITI QQS, SANTOSH NAGAR

I am Gulvi Sandhya, daughter of GulviAnjaiah. I completed my ITI in the Electronic Mechanic trade at Government ITI, Quli Qutub Shahi Girls, Santoshi Nagar, Hyderabad, in the year 2020. I am married and I have 3 children.

Now I am working for Kampo Power Pvt. Ltd. in Hyderabad in the Assembly Section and get a monthly salary of 11,000. I am happy that I am able to support Family with my income. I want to be in a better position and want to build my career because I want to give a better life to my kids. I will utilize my skills to reach upstairs in my life.

CASE STUDY 4: MD FAROOQ KHAN, GARGI PVT. ITI, HUZURABAD.

I am MD Farooq Khan. I completed my graduation with an electrician trade at Gargi Private ITI, Huzurabad, in 2019. I live with my mother, homemaker, and two eldest siblings, who recently got married. My mother was keen on my education and joined ITI in 2017 even after I lost my father in 2015. I was interested in the electrician trade and got trained for 3 months as an AC technician after completing an ITI course and also a fabrication program.

The experience and learning I got from my ITI helped me to own a shop that repaired refrigerators and air conditioners in Huzurabad. It was only through the communication skills taught in my ITI that I could earn up to 25,000/month with good customer feedback. My family is proud and happy to see me in this position. My sincere thanks to GAARGI ITI for the help and support provided to me in getting a good career. Thank you

CASE STUDY 5: HANUMANTHU KIRAN, GOVT ITI, MALLEPALLY

My name is Hanumanthu Kiran, s/o Krishna. I am from KappahadVillage, Ibrahimpatanm Mandal, Ranga Reddy District. I completed my ITI in the government ITI Mallepally Diesel mechanic trade in 2019. It's a one-year course. My parents work in a vegetable market, my brother is pursuing a degree, and my sister got married.



I started this job in December 2019 with a monthly salary of 10,000. My family is very happy and proud of me after I got the job. ITI changed my life. Now that I have a job, I am overjoyed and grateful to my family for their financial support. If I get any chance, I will use my experience in an efficient way. Thank you,

CASE STUDY 6: A. KOUSHIK SHARMA, GARGI ITI , HUZURABAD

I am Koushik Sharma A. I completed my graduation in the electrician trade at Gaargi ITI, Huzurabad in 2019. I am from a nuclear family. I live with my mother and younger sister. My father passed away during the ITI course. In the campus placement drive, I got selected and joined the Solar Company, Hyderabad as a Junior Engineer with an initial remuneration of 11,000/-after completion of my apprenticeship. ITI gave me another opportunity to attend coaching for Junior Line Man (JLM). Through the coaching, I improved my knowledge and skills, and got selected for Government services. Initially, my salary was 18000/-I started my job in government services with a salary of 18000/-and currently, I am working as an Operator, Substation, Warangal.

Now I am leading a happy life with a stable income, managing all my finances without seeking help from relatives, and have gained a lot of respect in society. I am indebted to my ITI for molding me and helping me lead a happy life. Thank you.



CASE STUDY 7: KATASANI NANDAGOPAL REDDY, GOVT ITI, BHADRACHALAM

My name is KatasaniNandagopal Reddy, s/o Venkat Reddy. I am from Gopalapuram village, Aswapuram mandal, Bhadradri, Kothagudem district. We are a family of four: my father works as a Mechanic in Dubai, my mother is a farmer, and my sister recently married.I completed my schooling at Sri Vidya High School Manuguru. I completed my ITI in Bhadrachalam. Fitter business in 2019.I did not complete my apprenticeship due to family financial conditions.

Following ITI, I began a six-month job training programme at HP Engineering Hyderabad. I started my work at UltraTech in Jagayyapeta Heavy Water Plant, BTPS Hyderabad SP turbo engineering works.I now work in Pahalpur cooling towers as a Fitter. My first salary was 12,000 rupees at HP Turbo Engineering, then 22,000 rupees at Jagayyapeta UltraTech Heavy Water Plant, and now I am earning 18,000 rupees. (The current salary is less than the previous one, but this job is in our hometown). Now I am happy with my job and salary. My parents also feel proud of this job. ITI supported me in achieving my goals. Thank you, Bhadrachalam.

CASE STUDY 8: MIYAPURAM ABHILASH, GARGI ITI , HUZURABAD

My name is Miyapuram Abhilash, S/o Miyapuram Srinivas I am from Kondapalakala village, manakondur mandal, in the Karimnagar district. We are a five-member family. My father is a carpenter and welder, my mother is a home maker, and my two sisters are studying. After the completion of the 10th class, I completed my diploma in Ashoka Group of Institutions' EEE group. After completing the diploma, I joined Gargi Pvt.ItiHuzurabadh in the year of 2018 and completed it in 2020.

I am working for Megha Engineering Infrastructure Limited in Hyderabad Balanagar as a junior engineer with a diploma in base subjects. What I learnt in ITI is very useful to me now in this job and it is helping me to get promotions

in my career. I joined this job with my friend's suggestion. After two rounds of interviews and a written exam, Finally, I succeeded and now earn a 20k salary per month with food and accommodation. Now my work location is in Bihar.
Thank You

CASE STUDY 9: CHINDAM VINAY KUMAR, GOVT ITI, SHADNAGAR

My name is Chindam Vinay Kumar. My father's name is Mallesh, and my mother's name is Manjula. I come from Veerapalli Village, Nandigama Mandal, Ranga Reddy District. I completed my ITI at Govt. ITI Shadnagar in the Plastic Processing Operator Trade in the year 2019. We are a four-member family. My parents are farmers. I have one brother younger than me, pursuing degree.

I am working for Varun Motors BHEL. I got this opportunity in my campus interview. My company conducts tests every three months for promotion and salary increment. I joined this company for an apprenticeship after which I was appointed in the same company for a tenure of 3 years. Now I am earning 9,000 per month. Thank you

CASE STUDY 10: SHAIK IRFAN, GOVT ITI, MUSHEERABAD

I Shaik Irfan, s/o Mazahar. I am from Patel Nagar, Amberpet Mandal, in the Hyderabad district. I completed my ITI in Musheerabad and got my ITI in Electronics Mechanic trade in 2019. My father is a promoter, my mother is a housewife, and I have two siblings, one of whom is pursuing ITI First Year and the other pursuing Intermediate Second year.

After the completion of my ITI, I got a job at LG in December 2019. I am satisfied with my salary and work. I am earning a 12k salary and supporting my family. I feel very proud of supporting my family if I get any better position in any other company. I will prove myself utilizing my skills and efficiency. ITI supported me in achieving my goals.

CASE STUDY 11: PEDDAMMALA RAMESH, SADHU VENKAT REDDY PVT ITI

My name is Peddammala Ramesh, s/o Yellaiah. I am from Ghanpur village, Machareddy Mandal, Kamareddy district. My parents and my brother are farmers, and my sister got married. I used to travel 5 km for schooling. In the year 2019, I finished my ITI at Sadhu Venkat Reddy Private ITI, Yellareddypet, with the trade of Electrician. We have all the facilities in our ITI. The lecturers are very cooperative; they guide us to achieve our goals. During my course, I used to work as a helper, like a part-time job, in my village for six months.

After the completion of my ITI, with the suggestion of my neighbours, I went to Hyderabad to work for a house wiring company. My first job at Agar infra projects paid 5000 rupees per month plus food and lodging. When I joined the SP GN company, my starting salary was 10,000 and now I am earning 15,000 per month with food and accommodation.

I feel very proud of myself that I am supporting my family financially. My ITI plays a crucial role in achieving my goals by providing campus placements. I got chances in campus placement but due to my family's financial problems, I did not join. I missed one good job because of my apprenticeship, but now I am continuing my apprenticeship in this company. I am working hard to reach a good position in life. Thanks to my ITI.

CASE STUDY 12: DONTA PRANAY KUMAR, GOVT ITI, KARIMNAGAR



My name is Pranay Kumar, My father's name is Kantha Rao. I am from Vannaram Village, Ramadugu Mandal in Karimnagar District. I completed my ITI at Govt. ITI Karimnagar, in the Computer Operator and Programming Assistant trade, in the year 2018. We are a six-person family, with my parents working as farmers and two brothers and one sister studying.

Now I work as a Computer Operator for Xpressbees courier in Hyderabad Prakash Nagar with a salary of Rs. 13000/-

per month. I have been working for the same company for a year. I did other part-time jobs before this one, but this one is good. My ITI also supported me a lot. Thanks to my ITI.



CASE STUDY 13: GADUSU SNEHIT, GOVT ITI, MUSHEERABAD

Myself, Gadusu Snehit, my father's name is Anajaya. I am from Lemoor Village, in the Lemoor Mandal of Ranga Reddy District. There are four members in my family: my father works for a private company, my mother works as a homemaker, and I have one sister who is pursuing a degree. I completed my 10th class in 2017 after completing my 10th year at ITI. From

2017 to 2019, I completed a two-year course at the government ITI Musheerabad in mechanics, refrigeration, and air conditioning trades.

Firstly, I started working at Mahindra Pride Hyderabad for 3 months for on-the-job training. After completing my on-the-job training, I joined my current job. Now I am working at NSIC Esranagara as a technician.

Now I am earning a 10k salary per month. In this job, I joined the job with ITI support. I feel very happy and proud. I am supporting my family financially. The value in society has increased. I'm happy with my family right now with this job. Thanks to the government of Musheerabad, ITI Musheerabad.

CASE STUDY 14: BATTU VINEETH, RAJIV GANDHI PVT ITI,

Battu Vineeth is my name, and I am Laxman's son from Mamda village located in Nirmal district's Mamda Mandal. My father had passed away, leaving my mother to raise me alone. My mother is a day laborer. In the year 2019, I finished my ITI in the Diesel Mechanic Trade at Rajiv Gandhi Private ITI Nirmal.



I make 5000 rupees every month working in a Maruti showroom. My ITI assisted me in obtaining this position. Due to personal issues, I did not complete my apprenticeship. Now I work in a Maruti showroom in Nirmal to help support my family financially, but my mother and I are dissatisfied with my wage, therefore I'm seeking for a new career. My work is pretty good. I'll definitely do it if I have the opportunity.



CASE STUDY 15: HARIJAN SACHIN, GOVT ITI, SANGAREDDY

I am Harijan Sachin. My father's name is Maruti. I am from Goudgam village, Sirgapur Mandal, Sangareddy district. I finished ITI from Govt. ITI Sangareddy, in Mechanic, Diesel Trade in 2019. It's a one-year course. There are five members in the family. My parents are farmers and I have two brothers.

My first job was at Maruti Suzuki Jayabheri in Hyderabad. At that time, my salary was around 12,000. (The job in Maruti Suzuki came in campus selection). The salary was low, so I quit the job in the Maruti showroom. Later, I joined the Nissan show room. Now I am working in the Nissan showroom in Gachibowli, opposite the care hospital. I got this job with my experience at Maruti Suzuki. Now I am earning around 15,000 rupees. My ITI supports me very well in pursuing my dreams. I feel very happy about my work. Thank you.

CASE STUDY 16: MOHAMMED YADUL, GOVT ITI, HATHNOORA

My name is Mohammed Yadul, S/o Hussein. I am from AkulaLingapur village, Narayankhed mandal in Sangareddy district. Our family consists of nine people. My parents work in a farm. There are five sisters in my family. Three of them are married, and one of my older brother's work as a lorry driver.

I completed my ITI at Govt. ITI Hathnoora in the Welder Trade in 2019. After completing my ITI, I was offered an eight-month apprenticeship at Mahindra and Mahindra, Zaheerabad plant. During my apprenticeship, I was earning a

stipend of Rs. 7,700/-. With the support of ITI ITI, I was able to obtain this opportunity.

CASE STUDY 17: KASULA NIKHIL KUMAR, SIDDHARTHA PVT ITI, BHONGIR

My name is Kasula Nikhil Kumar, s/o Subash. I am from Jagatapalli Village, Konchampalli Mandal, Yadadri, Bhuvanagiri District. We are four members in my family. My father is a driver, my mother is a housewife, and I have one sister who has completed her graduation. I completed my ITI Siddhartha Private ITI Bhongir Mechanic Diesel trade in the year 2018.

Before joining ITI, I was a Mechanic. I have 4 years of experience in this field. I worked at Ashok Leyland Company in Hyderabad as a Mechanic. I did my apprenticeship in the same company. I directly consulted the company and got the job. While doing my apprenticeship, I received a stipend of Rs.9000/-.Thank you

CASE STUDY 18: NAINI YOGESH, INDURE PVT ITI, NIZAMABAD

Naini Yogesh is my name. I was born in the village of Sadashivanagar in the Kamareddy district. The family consists of four people. My parents work in a farm. I completed my ITI in the electrician trade at Indure Private ITI in Arsapally, Nizamabad, It was a two-year programme that ended in 2019.

Now, I work for Toshiba in Hyderabad. Got this job through Campus Placements and my current salary is Rs. 13,000/-. I've been with this company for the past year. In this company, I am responsible for core assembly in the transformer production process. Thank You

CASE STUDY 19: KAWALJEET SINGH WAHI, GOVT ITI, ALWAL



I am Kawaljeet Singh Wahhi. My father's name is Jarnal Singh Wahhi. I am from Bollaram Medchal Ranga Reddy district. We are five members in a family. My father works in an ECIL, and my mother is a home maker. I have two siblings. I have completed my ITI at Govt. ITI Alwal in the Electrician trade for a 2 year course (2017-19). I completed my apprenticeship at BEKALITE NYLOM LTD. in Nacharam, Hyderabad.

I received a stipend of Rs. 8050/- at the time of my apprenticeship (got this chance with the help of ITI). I work at ECIL Hakimpet, which is a central government in a contract job and I earn 22000 rupees per month.

CASE STUDY 20: KRISHNA, BOYS TOWN PRIVATE ITI, FALUKNAMA

I am Krishna. My father's name is Lalu Sahab. I am from Indira Nagar, Bandlaguda, Hyderabad. My father is a farmer, my mother is a homemaker. I have one brother studying 10th class. I have completed my ITI at Boys Town Private ITI, Jahanuma Falaknama in Fitter trade which is a 2-year course (2018-20).



Promotion as a technician came after one year of training as a fitter. I secured this job at Campus Selections. They conducted two rounds of interviews, a written test, and an interview. I was selected for it. I have been working there since last year. I learned a lot after joining this company, and I also learned how to be in society. My value in public has also increased since I was doing the job. I am financially supporting my family. My ITI played a crucial role in approaching my dreams. Thank you.

CASE STUDY 21: G SARITHA, GOVT. ITI, MALLEPALLY

My name is Saritha, G. Hanuman is the name of my father. Vikarabad is my hometown. My family consists of four individuals. We have two children, one boy and one girl, and my husband works for a Private Corporation. I am a 33-year-old woman. I did my ITI in Sewing Technology (non-engineering) at Govt. ITI Mallepally (2017-18). Prior to ITI I completed my Intermediate.

As a vocational teacher, I work at KGBV school in Marupalli, Vikarabad (contract basic job). This employment came six months after I completed my ITI. I learned about this employment opening through reading the papers. I was chosen after an interview and verification of my ITI certificate. I acquired this position because of the ITI reputation.

I currently receive a monthly salary of 6000 rupees. During the Corona shutdown, we were also paid; I've been doing this job for the past year and a half. I've been financially aiding our Husband in leading the family. I'm content with my job now. Thank you.

CASE STUDY 22: PARNANDI SRAVYA, GOVT ITI, PEDDAPALLI

My name is ParnandiSravya. My father's name is Madhu. I am from Peddapalli district, Ramagundam mandal, Sanjeev Nagar. My father does daily wage labour, my mother is a homemaker. From 2017 to 2019, I completed my ITI at the Government ITI Peddapalli, Turner trade.



I am currently employed at APTAR PVT LTD in Medchal, Hyderabad. I have been in this job for the last year, and I am getting a salary of Rs.11000/- per month. When I started the job, my salary was 10000 rupees, and now it is 11,000.

I am happy with his job right now. I am happy to have some financial support for our family. The key to getting your job is the training provided by our ITI. Thanks to my ITI.

APPENDIX I

Annexure I

QUESTIONNAIRE FOR TRACER STUDY

A. DEMOGRAPHIC DETAILS

a. Name	
b. Father's Name	
c. Mother's Name	
d. Age	
e. Gender	1. Male 2 Female
f. District - Add drop down option	
g. Mandal	
h. Locality	1. Rural 2. Urban
i. Address	
j. Religion	1. Hindu 2. Muslim 3. Christian
k. Caste	1. SC 2. ST 3. BC 4 OC
l. Disabled	1. Yes 2. No
m. Age at the time of joining ITI Course	
n. Aadhar Card Number	
o. Current Contact Number	

B. FAMILY SOCIO-ECONOMIC CONDITIONS:

Occupation of the Head (√)	Educational Qualification of Head of the Family (√)	Total Monthly Income (√)
1. Legislators, Senior Officials & Managers	1. Post-Completion of ITI & Above	1. ≥ 199,862

2. Professionals	2. Graduate	2. 99,931–199,861
3. Technicians and Associate Professionals	3. Intermediate or diploma	3. 74,755 – 99,930
4. Clerks	4. High school certificate	4. 49,962–74,755
5. Skilled Workers and Shop & Market Sales Workers	5. Middle school certificate	5. 29,973–49,961
6. Skilled Agricultural & Fishery Workers	6. Primary school certificate	6. 10,002–29,972
7. Craft & Related Trade Workers	7. Illiterate	7. ≤ 10,001
8. Plant & Machine Operators and Assemblers		
9. Elementary Occupation(Daily Labour, Agri Labouretc)		
10.Unemployed		

C. INFORMATION ABOUT ITI COURSE & INSTITUTE:

a. At Which ITI institution did you complete your vocational Study?	
b. What was your course tenure? (Tick on option	i.1 Year ii.2 Years
c. If One Year, tick the Academic Year (Go to Question e) –	0. Not Applicable 1. AY2017-18 2. AY2018-19
d. If Two Years, Tick the Academic Year (Go to Question f) –	0. Not Applicable 1. AY 2017-19 2. AY 2018-20
e. If One Year Course, Tick the Trade you have completed	0. Not Applicable 1. Carpenter(Eng.) 2. Computer Operator & Program Assistant (Non.-Eng.) 3. Dress Making (Non-Eng.) 4. Foundryman (Eng.)

	<ol style="list-style-type: none"> 5. Health Sanitary Inspector (Non-Eng.) 6. Litho-offset Machine Miner (Non-Eng.) 7. Mechanic Auto boy Painting (Eng.) 8. Mechanic Auto body Repair (Eng.) 9. Mechanic Diesel (Eng.) 10. Plastic Processing operator (Eng.) 11. Plumber (Eng.) 12. Sewing Technology (Non-Eng.) 13. Sheet Metal Worker (Eng.) 14. Stenographer & Secretarial Assistant (Non- Eng.) 15. Welder (Eng.) 16. Fashion Designing (Non-Eng.) 17. Others: Please Specify _____
<p>f. If Two Year Course, Tick the Trade you have completed.</p>	<ol style="list-style-type: none"> 0. Not Applicable 1. Attendant Operator-Chemical Plant (Eng.) 2. Dental Laboratory Equipment Technician (Eng.) 3. Draughtsman –Civil (Eng.) 4. Draughtsman-Mechanical (Eng.) 5. Electrician (Eng.) 6. Electronics Mechanic (Eng.) 7. Fitter (Eng.) 8. Instrument Mechanic-Chemical Plant (Eng.) 9. Instrument Mechanic (Eng.) 10. Laboratory Assistant-Chemical Plant (Eng.) 11. Machinist-Grinder (Eng.) 12. Machinist (Eng.) 13. Mechanic – Motor Vehicle (Eng.) 14. Mechanic – Refrigerator and Air conditioning (Eng.) 15. Turner (Eng.)

	<p>16.Wireman (Eng.)</p> <p>1. xvii. Others: Please Specify</p> <p>_____</p>
g. Do you know that doing apprenticeship is a mandatory in this course ?	<p>0. Yes</p> <p>1. No</p>
h. Did you COMPLETE your Apprenticeship?	<p>1. Yes</p> <p>2. No</p>
i. Reasons for not completing your Apprenticeship	<p>0. Not Applicable; Completed Apprenticeship</p> <p>1. Apprenticeship was not provided by ITI</p> <p>2. Apprenticeship was provided by ITI, but it was very far.</p> <p>3. Apprenticeship was provided by ITI, but there were no facilities.</p> <p>4. Apprenticeship was provided by ITI, but there was no Stipend</p> <p>5. Not Applicable, doing Apprenticeship currently</p>
j. What applied to your situation the first six months after completing of ITI? (Tick only One applicable answers)	<p>1. Full Time Job</p> <p>2. Self-Employed/Freelance Work</p> <p>3. Part Time Job / Occasional Job</p> <p>4. Further academic education (higher education)</p> <p>5. Searching for Job/Apprenticeship</p> <p>6. At home, didn't try for Jobs till date</p>

- k. To what extent were the following reasons important for your decision to study at the ITI institution? Please respond to each factor on the five-point scale. (Tick the appropriate option for **EACH QUESTION**)

Reasons	Not Important	Can't Say	Important
Nearby to home of parents or other relatives			
Availability of scholarship			
Availability/quality of accommodation			
Attractiveness of town/region			
Reputation of the ITI institution			
Practice-oriented study program			
Areas of specialization provided, if applicable			
Advice from parents/relatives			
Due to Financial conditions of parents			
For quick job/livelihood settlement			

D. EVALUATION OF STUDY CONDITIONS AND STUDY PROVISIONS AT THE ITI INSTITUTION (Tick the appropriate option for **EACH QUESTION)**

- a. To what extent were the following aspects of teaching and learning stressed in your studies?

Reasons	Not Important	Can't Say	Important
Group work/ E-learning/ Written work/			

Self-Study Activities/ Oral Presentations			
Practical knowledge/ Project oriented learning			
Lectures/Classroom sessions			

b. How would you rate the study conditions and provisions you experienced at the ITI institution?

Reasons	Bad	Can't Say	Good
Quality of classroom learning/ Availability of Teaching staff for classes and clearing doubts/ Teaching/Marks System			
Availability of technical equipment/ Quality of technical equipment			
Supply of learning materials such as books, internet access in campus/ Supply of teaching materials			
Provision of Student recreational facilities on campus			

c. How do you rate the following elements related to employment and work in your study course?

Reasons	Bad	Can't Say	Good
Job preparation (ex. preparation of interviews)/ Provide opportunities to acquire key competencies required for Job / Support for employment/Job search/ Provide Soft Skills Training			

Mandatory Apprenticeship/ Support with Apprenticeship search/ Industrial Visit			
Teaching Subjects which are up to date keeping in mind the Practical requirements/ Teaching staff with Practical Experience/ Relating Theory and Practice while teaching / Practice-oriented teaching contents			

E. COMPETENCIES AND SATISFACTION WITH STUDY

a. To what extent did you acquire the following skills/competencies upon completion of ITI?

Reasons	Bad	Can't Say	Good
Mastery of my field/subject-specific knowledge			
Ability to develop new ideas and solutions/ Logical Thinking/ Ability to work efficiently towards a goal/ Ability to organize my work efficiently			
Ability to adapt to changing conditions/ Ability to perform well under pressure			
Ability to identify the capacities of others/ Ability to work productively with others			

- b. In reconsideration, to what extent are you satisfied with your studies in general?

Not at all	Very less	Neutral	High to some extent	To very high
1	2	3	4	5

F. ON THE JOB TRAINING

- a. . Have you completed On Job Training?
- Yes
 - No (Then go to next section)
- b. If yes, for how many months? _____
- c. If you received Remuneration how much was it?
- Yes
 - No
- d. Was the Industry / Organization in line with your ITI Trade?
- Yes
 - No
- e. Facilities provided for the OJT

Facilities	Y	N
1. Transportation		
2. Food Provision		
3. Accommodation		
4. Special Training		

G. EMPLOYMENT BEFORE YOUR STUDY AT THE ITI INSTITUTION

- a. Were you employed before your study at the ITI institution?
- Yes
 - No
- b. How long were you employed before your study at the ITI institution?
- Less than 1 year
 - 1-2 Years
 - 2-3 Years

- iv. 3-4 years
- v. More than 4 years
- c. What was the salary then? _____

H. AFTER COMPLETION FROM THE ITI INSTITUTION - CURRENT SITUATION:

- a. What applies to your current situation? Please tick only ONE option
 - i. Was never employed till date. (If this option then go to Section I)
 - ii. Pursuing Higher Studies (If this option then go to Section J)
 - iii. Working Currently (If this option then, go to Section K)
 - iv. Was Working earlier, but stopped due to COVID (If this option then go to Section K)
 - v. Apprenticeship (If this option then, go to Section L)

I. NEVER EMPLOYED:

- a. Reasons for Unemployment?
 - i. Tried but didn't get opportunities
 - ii. Was offered less salary jobs
 - iii. Jobs were not available in my hometown
 - iv. Jobs were not available in my trade
 - v. Skills were not sufficient
 - vi. Family didn't allow me to work
 - vii. Due to COVID

J. HIGHER EDUCATION AFTER ITI:

- a. Please specify the (major) subjects of your further studies.
 - i. Polytechnic
 - ii. Intermediate
 - iii. Degree
 - iv. Others
- b. Which Year did you complete your ITI Course?
 - i. 2018
 - ii. 2019
 - iii. 2020
 - iv. 2021

- c. Which Year did you start your course of further studies after your ITI?
 - i. 2018
 - ii. 2019
 - iii. 2020
 - iv. 2021

d. To what extent do the following reasons for further studies apply to you?

Remarks	Yes (3)	Can't Say(2)	No(1)
1. Wish to achieve a higher academic or Professional degree			
2. Improve chances of finding job			
3. Personal interest in particular subject area			
4. Demanded by my employer			
5.			

- e. Were you employed after completing your ITI Course?
 - i. Yes (Continue with Section K)
 - ii. No (Interview ends here – Thank You)

K. EMPLOYMENT AND WORK

- a. Type of Job:
 - 1. Govt Job Regular
 - 2. Govt Job Contract
 - 3. Private Job Full Time
 - 4. Private Job Contract
 - 5. Self Employed
 - 6. Freelancer
- b. Name of your current Organization:
- c. Year of Joining:
- d. Designation
- e. Salary:
- f. Manager/ supervisor Name:
- g. Manager/ Supervisor Contact Number:
- h. Locality of Current Job:

1. Rural
 2. Urban
- i. Job related to your ITI Trade?
1. Yes (jump to question j)
 2. No (jump to question i)
- j. If your job is not related to your course of study, why did you choose this job?
1. Due to Pandemic, I am working temporarily, I am still searching for the job which suits my studies
 2. Higher Salary
 3. Job Security
 4. My interests have changed
 5. Flexible time schedule
 6. Near to my place/ Family
- k. When did you start first job after completion of ITI course?
1. At the time doing ITI
 2. Within 1 Month
 3. Within 3 Months
 4. Within 6 Months
 5. Within 9 Months
 6. Within 1 Year
 7. More than 1 Year after completing
- l. How did you search for your first job after completion of ITI course? **(Can tick more than one)**
1. Newspaper/Internet/ social media
 2. Parents/ Relatives/ Friends/ Fellow Students
 3. Contact with Employers/ Apprenticeship Contacts
 4. Job Fair/ Employment Exchange/ Private Job Agencies/
 5. ITI Placement/ ITI Staff
- m. What was the most successful method for finding your first job after ITI Course?? **(Tick only One)**
1. Newspaper/Internet/ social media
 2. Parents/ Relatives/ Friends/ Fellow Students
 3. Contact with Employers/ Apprenticeship Contacts
 4. Job Fair/ Employment Exchange/ Private Job Agencies/
 5. ITI Placement/ ITI Staff

- n. How many employers have you approached for your first employment after completion of ITI Course?
1. 1 employer
 2. 2 to 5 employers
 3. 5 to 10 employers
 4. 10 to 20 employers
 5. More than 20 employers
- o. From how many Companies did you receive response from?
1. 1 employer
 2. 2 to 5 employers
 3. 5 to 10 employers
 4. 10 to 20 employers
 5. More than 20 employers
- p. How many jobs (including your current one) have you had altogether since completion of ITI?
1. One job
 2. Two jobs
 3. Three jobs
 4. More than three jobs
- q. How long you have you been working in your current job?
0. Not Applicable, not working currently (Currently Unemployed People will jump to next session)
 1. Less than 1 month
 2. 1 to less than 3 months
 3. 3 to less than 6 months
 4. 6 to less than 9 months
 5. 9 to less than 12 months
 6. More than one year
- r. What was the income when you joined your first job after the completion of your ITI course? _____
- s. What is your current income now? _____

H. RELATIONSHIP BETWEEN STUDY AND EMPLOYMENT

- a. In your opinion, which qualification/ degree level best matches/matched your job?
1. A higher degree/qualification
 2. My degree/qualification
 3. My lower degree/qualification
- b. To what extent are the knowledge and skills you acquired during ITI Course were utilized your job?

Not at all	Very less	Neutral	High to some extent	To very high
1	2	3	4	5

- c. Overall, how do you rate the usefulness of your studies?

Remarks	Not useful	Can't Say	Useful
1. For finding an adequate job after finishing your studies			
2. For filling your present professional tasks, if applicable			
3. For your future professional development/career			
4. For the development of your personality			
5. For the economic development of your country			

I. WORK ORIENTATION AND JOB SATISFACTION

- a. To what extent do the following aspects apply to your current job situation

Remarks	Not Important	Can't Say	Important
Interesting work tasks/ Possibility to implement my own ideas/ To have a challenging job			

Job security/ Social status and recognition/ Sufficient time for leisure activities			
Work autonomy/ Clear and regulated work tasks/ Good work atmosphere			
Possibilities for applying acquired competencies/ Possibilities for further professional advancement/ High salary/ Possibility of providing social influence			

b. To what extent are/were you satisfied with your job situation?

Not at all	Very less	Neutral	High to some extent	To very high
1	2	3	4	5

L. APPRENTICESHIP

- a. How did you get the Apprenticeship Opportunity?
 - i. By registering in Apprenticeship Portal
 - ii. Approached Organization directly
 - iii. Through ITI staff
 - iv. Through newspaper advertisement
 - v. Through Institutional Apprenticeship/Placement Cell of your ITI
- b. Was the Apprenticeship In-Line to your trade?
 - i. Yes
 - ii. No
- c. Was the Apprenticeship as per your expectation?
 - i. Yes
 - ii. No
- d. How much Stipend did you receive? _____
- e. Facilities provided for the apprenticeship:

Facilities	Y	N
------------	---	---

5. Transportation		
6. Food Provision		
7. Accommodation		
8. Special Training		

APPENDIX II

Annexure II

DATA COLLECTION





GAARGI PRIVATE ITI (HUZURABAD)

GOVT. ITI (NIZAMABAD)





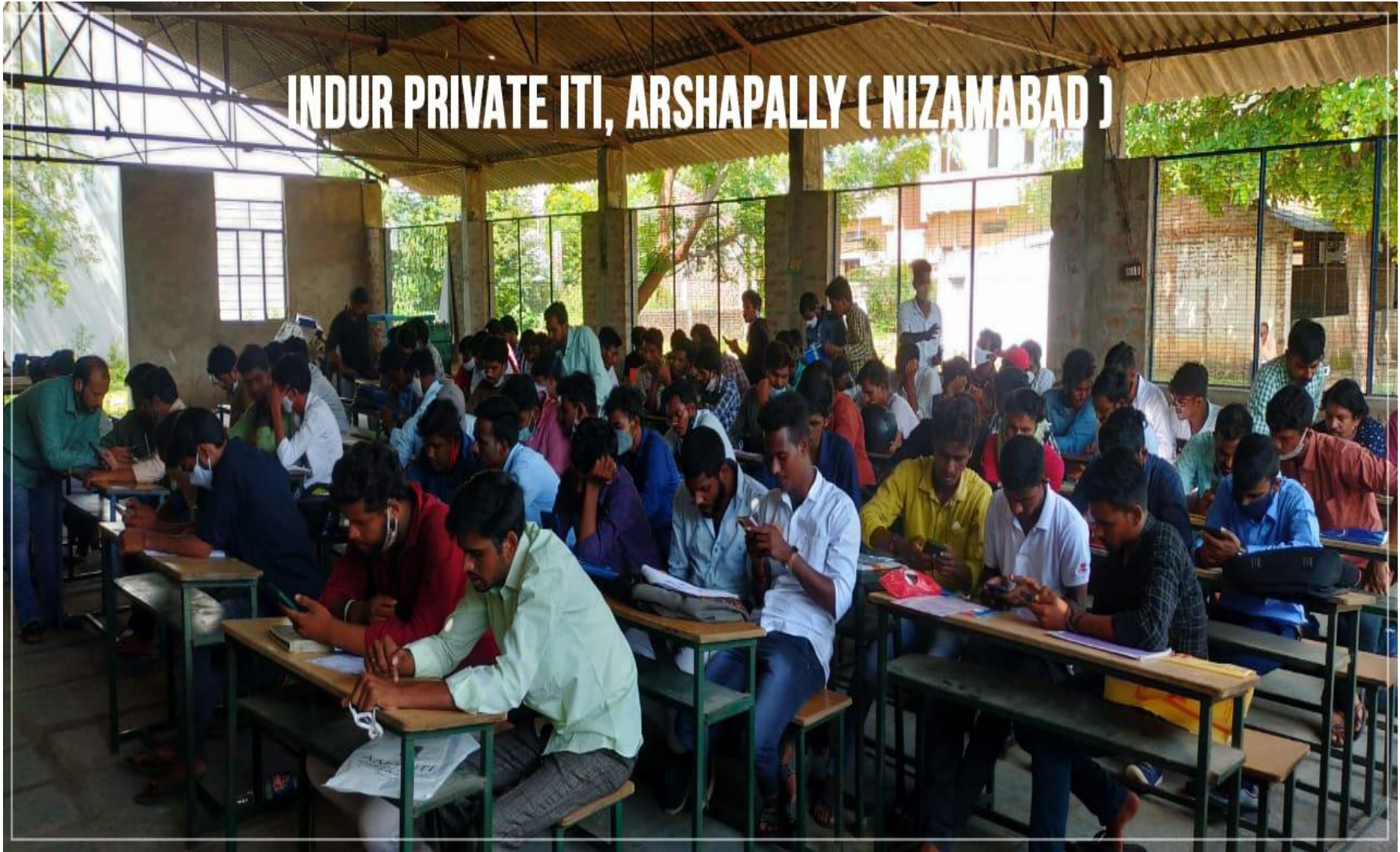


GOVT. QQS ITI (GIRLS) (SANTHOSHNAGAR)





INDUR PRIVATE ITI, ARSHAPALLY (NIZAMABAD)



RAJIV GANDHI PRIVATE ITI (NIRMAL)



SADHUVENKATREDDY PRIVATE ITI (YELLAREDDYPETA)



SIDDARTHA PRIVATE ITI (BHONGIR)



WORD AND DEED PRIVATE ITI



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