REPORT

ON

TRACER STUDY UNDER STRIVE PROJECT IN NAGALAND

[SKILLS STRENGTHENING FOR INDUSTRIAL VALUE ENHANCEMENT]

Sponsored By
The Directorate of Employment,
Skill Development and
Entrepreneurship
Govt. of Nagaland

Implemented By
Department of Management
Nagaland University
Kohima Campus
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Abbreviations:

STRIVE	Skills Strengthening for Industrial Value Enhancement
ITI	Industrial Training Institute
NIMI	National Instructional Media Institute
NSQF	National Skills Qualifications Framework
KPI	Key Performance Indicator
COPA	Computer Operator and Programming Assistant
MMV	Mechanic Motor Vehicle
MSDE	Ministry of Skill Development and Entrepreneurship
ATS	Applicant Tracking System
FIG	Figure
TVET	Technical and Vocational Education and Training
PLFS	Periodic Labor Force Survey
SCVT	State Council for Vocational Training
NCVT	National Council for Vocational Training
I&CTSM	Information and Communication Technology System Maintenance
NSDC	National Skill Development Corporation
PMKVY	The Pradhan Mantri Kaushal Vikas Yojana
CSTARI	Central Staff Training and Research Institute
NSTI	National Skill Training Institute
PBFA	Performance Based Funding Agreement
DGT	Director General of Training
UT	Union Territories
ST	Scheduled Tribes

Executive summary:

The Skills Strengthening for Industrial Value Enhancement (STRIVE) project is an initiative of the Government of India project assisted by the World Bank with the objective of improving the quality and relevance of skills training courses provided by Industrial Training Institutes (ITIs) and apprenticeships. It aims to engage in the trainees' skill development and ensure that they have access to the optimum quality of education and thereby be able to provide a skilled workforce to industry and also encourage the youth force for self-employment purposes.

The Department of Management, Nagaland University was assigned to conduct a tracer study to assess the overall quality of the implementation of the STRIVE program in the ITIs of Nagaland. The training courses in ITIs have been designed to impart basic skills and knowledge in the trades so as to prepare trainees for employment as semi-skilled or skilled workers or self-employment. The study covered all 9 Government ITIs in Nagaland as there are no private ITIs. 185 passed-out graduates from 2019 to 2021 from these 9 ITIs covering various trades were considered as sample respondents. Private ITI was not there in the state and therefore not included in the study.

Some of the key findings of the tracer study are as follows:-

1. There are 9 Government ITIs in Nagaland. One each ITIs is located at Kohima, Chümoukedima, Wokha, Mokokchung, Mon, Tuensang, Zunheboto, Phek and Kiphire districts of Nagaland.

2. The ITIs of Nagaland are offering both 1 Year and 2 Years trades in Engineering as well as non-Engineering trades. Total number of seats available in all the ITIs together is 1232.

3. 1041 students have passed out from the 9 Govt ITIs in Nagaland over the three years study period. Out of the 1041 students, 369 students are female students, and 672 students are male. Therefore, male students comprise 64.55% of the total population, and Female students comprise 35.45%. Female students mostly enroll in the Non-Engineering trades, whereas male students mostly enroll in the Engineering trades.

4. Out of the 1041 students, only four (three male and one female) belong to the general category, and the remaining 1037 students belong to the ST category. In terms of religion, all the 1037 numbers of ST students belong to Christianity, and the remaining four students are Hindu. Regarding religious divide, 99.61% of the students follows Christianity, and 0.39% follow Hinduism.

5. Highest number of enrolments took place in the carpentry trade, followed by COPA, Cutting and Sewing, Electrician, Draughtsman, Knitting, MMV, Stenography, Secretarial practice, Surveyor, Diesel Mechanic, Sewing Technology, Plumber, Electronic Mechanic, Welder, Hair & Skin Care, Mason, Dress Making and Fitter trades respectively. Enrolments are very low in trades such as Fitter, Dress Making, Mason, Hair & Skin Care, etc. Engineering trades have higher enrolments of 557 students, whereas Non-Engineering Trades have lower enrolments of 484.

6. 144 respondents out of total 183 are in the age group of 21 – 29 years. The lowest age of the respondents recorded is 18 and highest age recorded is 36. The same can be inferred for the entire population of the study.

7. The current study collected the data from 183 samples out of 1041 population which is 17.58% and out of 183 respondents, 48 respondents are currently either wage-employed/ self-employed. The remaining 135 respondents were not working and the reasons for their unemployment were not ascertained in the current research since the respondents were not willing to reveal the information. Therefore, 73.77% of the total respondents were unemployed.

8. Regarding the current employment status, 54% of trainees were self–employed, and the remaining 46% were employed in the labor market based on the skill they acquired through the training program. In a way, the training program was able to produce more self-employment in the labor market, and the very purpose of conducting these kinds of training programs has been fulfilled since the self-employment will create more job opportunities once their business starts doing well and it produces more employment opportunity in due course of time.

9. In terms of average income (for both wage and self-employed), the male respondents enjoy higher income than the female respondents. The average monthly income of a male is Rs 7821, whereas the average income of a female respondent is Rs 2438 only.

10. In terms of average salary/ wages (for wage employed), the male respondents enjoy higher income than the female respondents. The average monthly income of a male is Rs 5145, whereas the average income of a female respondent is Rs 4336 only.

11. In terms of average income (for self-employed), the female respondents enjoy marginally higher income than the male respondents. This is a very positive sign for women empowerment in the state and it signifies that the women are coming forward in taking up entrepreneurial activities. The average monthly income of a male is Rs 3755, whereas the average income of a female respondent is Rs 3767.

12. Most of the trainees are looking for a job after completing their training program, and 46% of the respondents come under this category. So, it is a visible reason since these ITIs does not provide placement assistance to the trainees. Unavailability of suitable jobs and personal reasons also hampers equally in which the trainees are unemployed. Almost 13% of the trainees have opted for further studies to enhance their skills, which is another reason for unemployment. One respondent reported non issuance of trade certificate on time was the reason for his/her unemployment.

13. Almost 64% of trainees are able to get the job/ employed within 5 months from the completion of their course and 27% trainees take more than 1 year to get the job/employed.

14. Friends and Family are the biggest source of information for the respondents in order to get a job followed by media and the ITI office. Only 14% of the respondents reported that, they got the information about the job from the institute. This appears to be an area of improvement

in the functioning of the ITIs. An active placement cell may be established by each of the ITIs which will be responsible for training and placement activities of the students.

15. In order to find out the quality of training, the respondents were asked five specific questions. It was found that, the respondents were fairly benefitted from the training program in terms of technical skill. It was also found that the respondents were highly benefitted from the training program in terms of communication skill.

16. As opined by the respondents, the training programs in ITIs were sufficient in terms of acquiring necessary skills. Also, the training programs in ITIs were sufficient for gaining practical knowledge by the participants.

17. A vast majority of 83.1% of the respondents reported that the overall satisfaction level of the training program in the ITIs was satisfactory for them. 9.3% of the respondents' overall satisfaction level was "very satisfied." Only 14% of the respondents were dissatisfied with the training program.

18. Few of the employers of the ITI passed out candidates were asked by the authors regarding their feedback on the candidates. The employers provided very positive feedback on the quality of the candidates.

The knowledge gained from this study could help in understanding the long-term impact of the STRIVE program on the stakeholders and in assessing the employability level of the ITI graduate. The inputs from the study may be adopted to make and implement future policies for the training program in order to make the courses more effective and relevant to the market situation. The tracer study therefore provides feedback for improvements in Technical and Vocational Education and training.

1. Introduction:

Vocational education in India refers to the training and education that prepares individuals for specific trades, crafts, or professions. It is designed to provide practical skills

and knowledge required for employment in various industries and sectors. Vocational education aims to bridge the gap between theoretical learning and practical application, equipping individuals with the skills to enter the workforce or start their businesses.

The Govt of India has taken various initiatives to promote vocational education. The National Skill Development Corporation (NSDC) was established to facilitate skill development across different sectors. The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is one such scheme to provide skill training to youth nationwide. Vocational education is offered through various institutions, including Industrial Training Institutes (ITIs), polytechnics, technical schools, and community colleges. These institutions offer short-term skill development programs to diploma and degree courses. Students who complete vocational education programs are awarded certificates, diplomas, or degrees, depending on the level of the program. Employers recognize these qualifications and provide opportunities for job placement. Despite efforts to promote vocational education, challenges persist. A stigma is associated with vocational courses, as they are often perceived as inferior to traditional academic pathways. There is also a need to ensure consistent quality across different institutions and to update curricula regularly to keep pace with technological advancements.

Skills Strengthening for Industrial Value Enhancement (STRIVE) project is an initiative of improving the relevance and efficiency of skills training provided through Industrial Training Institutes (ITIs) and apprenticeships across the country. The project intends to cover over 500 ITIs, consisting of both Government ITIs & Private ITIs and 100 Industry Clusters (ICs) aims to develop a robust mechanism for delivering quality skill development training by strengthening the institutions such as State Directorate of training & Employment, CSTARI, NIMI, NSTIs, ITIs, etc.

It is an outcome focused scheme marking shift in government's implementation strategy in vocational education and training from inputs to results. It is aimed at institutional reforms and improving quality and market relevance of skill development training programs in long term vocational education training. As per the Performance Based Funding Agreement (PBFA) signed by State Directorates with Directorate General of Training (DGT), State/UTs are required to complete one tracer study to achieve Key Performance Indicator (KPI) focussing on ITI passed out graduates.

The objective of the tracer study is to provide the feedback for improvements like employment outcome of trainees, type of employment, salary range, present status which in turn helps the technical and vocational education training system to meet the trainee's expectations and industry demand.

The results from the tracer study can be used to achieve the following objectives:

1. To find out the ITI graduates' performance in the labor market
2. To find out the feedback of TVET to update and modify the input requirements
3. To bridge the gap between Trainees and Employers
4. To know the labour market and its demands
5. To find out the status of ITI graduates after the completion of their course

6. To find out the nature of employment after the course.

Hence the study would focus more on the outcome of the graduates and also to know the effectiveness of the TVET ecosystem in particular.

2. Nagaland:

2.1 Brief State Profile:
Nagaland is a state in the North-Eastern region of India. This state was formally inaugurated on December 01, 1963, as the 16th state in the Indian Union. It is bounded by Assam in the West, Myanmar (Burma) in the East, Arunachal Pradesh and part of Assam in the North, and Manipur in the South. The State consists of 17 (Seventeen) Administrative Districts, inhabited by 17 major tribes along with other sub-tribes. Each tribe is distinct in character from the other in terms of customs, language, and dress. The capital of the state is Kohima and Dimapur is the largest city of the state and also the commercial hub. Some key information about the state is as follows:

Area : 16,579 square kilometres (6,401 sq mi)
Population : 1,980,602 per the 2011 Census of India
Tribes : Angami, Ao, Chakhesang, Chang, Kachari, Khiamniungan, Konyak, Kuki, Lotha, Phom, Pochury, Rengma, Sangtam, Sumi, Tikhir, Yimkhiung, Zeliang
Districts : Chümoukedima, Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Niuland, Noklak, Peren, Phek, Shamator, Tseminyu, Tuensang, Wokha, Zunheboto

2.2 Employment Scenario in Nagaland:

Nagaland is a state in north-eastern India with a predominantly agrarian economy. Agriculture, forestry, and allied activities are the primary sources of employment for a significant portion of the population. The state is known for its unique culture and handicrafts, contributing to employment opportunities. Though the state is predominantly an agrarian economy, the agriculture sector faces challenges such as limited cultivable land availability and too much dependence on rain. Nagaland is famous for its intricate handicrafts and handloom products. Skilled artisans produce traditional crafts, including bamboo and cane products, textiles, jewellery, and woodcraft. These crafts contribute to both local consumption and tourism-related activities. Nagaland state, known as the "Land of Festivals," has different colourful tribes and attractive hilly terrains and has the tremendous potential to become a tourist hotspot in North East India. However, the tourism industry in Nagaland is largely confined to the Hornbill Festival, which is held every year in December. Government is the most significant employment provider in the state, followed by limited private-sector jobs. As per the Annual Periodic Labour Force Survey (PFLS) 2021-22, Nagaland has the fourth-highest unemployment rate in the country. The unemployment rate in Nagaland is 9.1% which is higher than the national average of 5.2%. Therefore, the skill development of the state's young population is of utmost importance to decrease the unemployment rate. Efforts to improve education and skill development can lead to better employment prospects. Technical and

vocational training centres aim to equip the youth with practical skills that match industry needs.

3. Industrial Training Institutes (ITIs) in Nagaland:

There are 9 numbers of Government ITIs in the state of Nagaland during the period of study. The state of Nagaland does not have a private ITI. A brief profile of all the 9 ITIs of Nagaland is presented below:

3.1 Govt ITI Kohima

Table 1: Govt ITI Kohima

Sl No.	Engineering / Non Engineering	Trades	NCVT/ SCVT	Duration	Qualification	Seating Capacity
1		Knitting	SCVT	1 Year	8 passed	40
2		Cutting and Sewing	SCVT	1 Year	8 passed	40
3	Non-Engineering	Computer Operator and Programming Assistant (COPA)	SCVT	1 Year	10 passed	20
4		Hair and Skin Care	SCVT	1 Year	10 passed	20
5		Carpenter (Unit I)	NCVT	1 Year	8 passed	24
6		Carpenter (Unit II)	SCVT	1 Year	8 passed	20
7		Plumber	SCVT	1 Year	8 Passed	20
8		Welder	NCVT	1 Year	8 passed	20
9		Mason	SCVT	1 Year	8 passed	20
10		Mechanic Diesel	NCVT	1 Year	10 passed	24
11		Draughtsman Civil	NCVT	2 Years	10 passed	24
12		Surveyor	NCVT	2 Years	10 passed	24
13	Engineering	Machinist	NCVT	2 Years	10 passed	20
14		Mechanic Motor Vehicle	NCVT	2 Years	10 passed	24
15		Fitter	NCVT	2 Years	10 passed	20
16		Information and Communication Technology System Maintenance (I&CTSM)	SCVT	2 Years	10 passed	20
17		Electrician (2 Units)	NCVT	2 Years	10 passed	40
				Total		**420**

3.2 Govt ITI (Women) Dimapur/ Chümoukedima

Table 2: Govt ITI (Women) Dimapur/ Chümoukedima

Sl No.	Engineering / Non Engineering	Trades	NCVT/ SCVT	Duration	Qualification	Seating Capacity
1	**Engineering**	Sewing Technology	NCVT	1 Year	8 passed	20
2		Knitting	SCVT	1 Year	8 passed	20
3	**Non-Engineering**	Stenography	SCVT	1 Year	10 passed	20
4		COPA	SCVT	1 Year	10 passed	20
5		Hair and Skin Care	SCVT	1 Year	10 passed	20
6		Secretarial Practice	SCVT	1 Year	10 passed	20
				Total		**120**

3.3 Govt ITI Mokokchung

Table 3: Govt ITI Mokokchung

Sl No.	Engineering / Non Engineering	Trades	NCVT/ SCVT	Duration	Qualification	Seating Capacity
1	**Non-Engineering**	COPA	SCVT	1 Year	10 passed	24
2		Secretarial Practice	SCVT	1 Year	10 passed	24
3		Draughtsman Civil	NCVT	2 Years	10 passed	24
4	**Engineering**	Electronics Mechanic	SCVT	2 Years	10 passed	20
5		Mechanic Motor Vehicle	SCVT	2 Years	10 passed	20
6		Electrician	NCVT	2 Years	10 passed	20
				Total		**132**

3.4 Govt ITI Mon

Table 4: Govt ITI Mon

Sl No.	Engineering / Non Engineering	Trades	NCVT/ SCVT	Duration	Qualification	Seating Capacity
1	**Non-Engineering**	Cutting & sewing	SCVT	1 Year	8 passed	20
2		Knitting	SCVT	1 Year	8 passed	20
3		COPA	NCVT	1 Year	10 passed	24
4		Carpenter	SCVT	1 Year	8 passed	20
5	**Engineering**	Mechanic Motor Vehicle	SCVT	2 Years	10 passed	20
6		Electrician	SCVT	2 Years	10 passed	20
				Total		**124**

3.5 Govt ITI Phek

Table 5: Govt ITI Phek

Sl No.	Engineering / Non Engineering	Trades	NCVT/ SCVT	Duration	Qualification	Seating Capacity
1	**Non-Engineering**	Cutting & sewing	SCVT	1 Year	8 passed	20
2		Hair & Skin Care	SCVT	1 Year	10 passed	20
3		Plumber	SCVT	1 Year	8 passed	20
4		Carpenter	NCVT	1 Year	8 passed	24
5	**Engineering**	Mechanic Motor Vehicle	SCVT	2 Years	10 passed	20
				Total		**104**

3.6 Govt ITI Tuensang

Table 6: Govt ITI Tuensang

Sl No.	Engineering / Non Engineering	Trades	NCVT/ SCVT	Duration	Qualification	Seating Capacity
1	**Non-Engineering**	Cutting & sewing	SCVT	1 Year	8 passed	20
2		Carpenter	NCVT	1 Year	8 passed	24
3		Mechanic Diesel	SCVT	1 Year	10 passed	20
4	**Engineering**	Mechanic Motor Vehicle	SCVT	2 Years	10 passed	20
5		Electrician	SCVT	2 Years	10 passed	20
				Total		**104**

3.7 Govt ITI Wokha

Table 7: Govt ITI Wokha

Sl No.	Engineering / Non Engineering	Trades	NCVT/ SCVT	Duration	Qualification	Seating Capacity
1	**Non-Engineering**	Cutting & sewing	SCVT	1 Year	8 passed	20
2		COPA	SCVT	1 Year	10 passed	20
3		Carpenter	NCVT	1 Year	8 passed	24
4		Electrician	NCVT	2 Years	10 passed	20
5	**Engineering**	Mechanic Motor Vehicle	SCVT	2 Years	10 passed	20
				Total		**104**

3.8 Govt ITI Zunheboto

Table 8: Govt ITI Zunheboto

Sl No.	Engineering / Non Engineering	Trades	NCVT/ SCVT	Duration	Qualification	Seating Capacity
1	**Non-**	COPA	NCVT	1 Year	10 passed	24
2	**Engineering**	Dress Making	SCVT	1 Year	10 passed	20
3		Electrician	SCVT	2 Years	10 passed	20
4	**Engineering**	Plumber	SCVT	1 Year	8 passed	20
				Total		**84**

3.9 Govt ITI Kiphire

Table 9: Govt ITI Kiphire

Sl No.	Engineering / Non Engineering	Trades	NCVT/ SCVT	Duration	Qualification	Seating Capacity
1	**Engineering**	Sewing Technology	SCVT	1 Year	8 passed	20
2		Carpenter	SCVT	1 Year	8 passed	20
				Total		**40**

Grand Total: 1232

From the above illustrations, it is seen that, the 9 Government ITIs of Nagaland have a composite seat count of 1232 seats in various trades. The segregation of Trades based upon their time duration is presented as below:

Table 10: Trades Duration

One Year Trades	Trade offered in the following ITIs	Two Years Trades	Trade offered in the following ITIs
Knitting	Kohima, Dimapur, Mon	Draughtsman Civil	Kohima, Mokokchung
Cutting and sewing	Wokha, Tuensang, Phek, Mon, Kohima	Surveyor	Kohima
Computer Operator and Programming Assistant (COPA)	Kohima, Dimapur, Mokokchung, Mon, Wokha, Zunheboto	Machinist	Kohima
Hair and Skin Care	Phek, Dimapur, Kohima	Mechanic Motor Vehicle	Wokha, Tuensang, Phek, Mon, Mokokchung, Kohima
Carpenter	Kohima, Mon, Phek, Tuensang, Wokha, Kiphire	Fitter	Kohima
Plumber	Zunheboto, Phek, Kohima	Information and Communication Technology System Maintenance (I&CTSM)	Kohima
Welder	Kohima	Electrician	Kohima, Mokokchung, Mon, Tuensang, Wokha, Zunheboto
Mason	Kohima	Electronics Mechanic	Mokokchung
Mechanic Diesel	Tuensang, Kohima		
Sewing Technology	Kiphire, Dimapur		
Stenography	Dimapur		
Secretarial Practice	Mokokchung, Dimapur		
Dress Making	Zunheboto		

4. Phases of the study:

The tracer study underwent following phases:

Phase 1: Planning and design of the study

- Target audience
- Area of coverage (district wise)
- Finalization of survey instrument

Phase 2: Data collection

- Team visits of ITIs in different districts
- Stakeholder discussion including with ITIs Principal
- Collect the information of passed out trainees and their contact list
- Preparation of database based on contact lists

Phase 3: Execution of the survey

- Collect the data from the passed-out trainees
- Compilation of data
- Feeding the collected data into database

Phase 4: Data analysis and interpretation

- Analysis of collected data by using basic statistics
- Discussion with the team members for accurate interpretations
- Report writing
- Suggestions and recommendations for further improvements.

5. Data collection methodology:

The data collection was carried out during the month of July - September 2022 and the research team covered all the ITIs in the state of Nagaland which are situated in the following districts Kohima, Chümoukedima, Mokokchung, Mon, Tuensang, Phek, Wokha, Zunheboto and Kiphire.

The team had an elaborate discussion with the Principal/ in charges of ITIs and the data of the passed out trainees for the years 2019-2021 which was recorded at their office was collected.

Fig 1: Map of Nagaland:
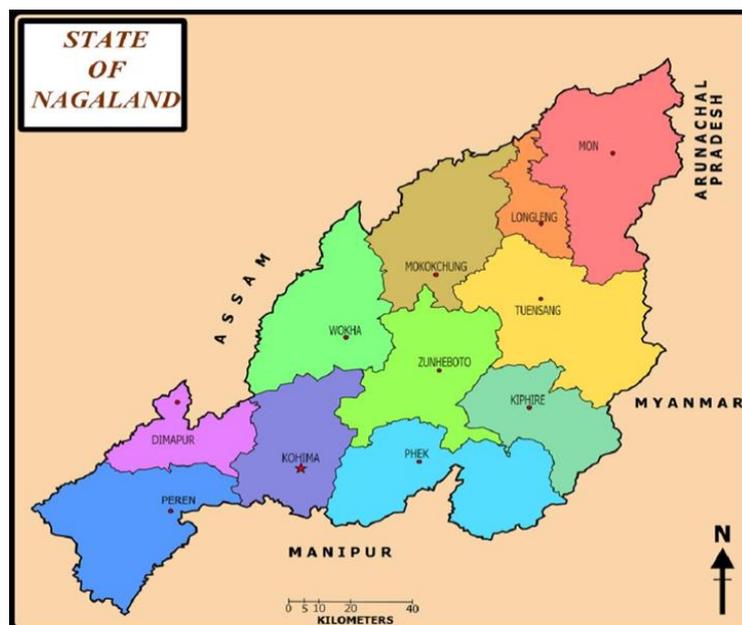
6. Universe of the Tracer Study:

The Universe of the Tracer Study is the total number of students who had passed out from the 9 ITIs of the state. The total count along with their gender segregation for all the 9 ITIs of the state is presented below:

Table 11: ITI Kohima Passed out:

Sl No.	Engineering / Non Engineering	Trades	2018-19		2019-20		2020-21	
			M	F	M	F	M	F
1		Knitting	0	0	0	0	0	0
2	Non-Engineering	Cutting and sewing	0	0	0	0	0	0
3		Computer Operator and Programming Assistant (COPA)	0	0	0	0	0	0
4		Hair and Skin Care	0	0	0	0	0	0
5		Carpenter	18	0	20	0	17	0
7		Plumber	0	0	0	0	13	0
8		Welder	6	0	8	0	0	0
9		Mason	0	0	0	0	7	0
10		Mechanic Diesel	6	0	14	0	0	0
11		Draughtsman Civil	21	0	0	0	0	0
12	Engineering	Surveyor	19	3	19	0	0	0
13		Machinist						
14		Mechanic Motor Vehicle	15	0	0	0	0	0
15		Fitter	0	0	0	0	2	0
16		Information and Communication Technology System Maintenance (I&CTSM)	0	0	0	0	0	0
17		Electrician	13	0	0	0	0	0
		Total	**98**	**3**	**61**	**0**	**39**	**0**

From the above Table 11, a total of 101 students passed out from Govt ITI Kohima in the year 2018-19, 61 students passed out in the year 2019-20 and 39 students passed out in 2020-21. The smaller number of students passed out during 2020 and 2021 due to low enrolment because of COVID-19 lockdown and restrictions. A total of 201 students passed out in the three years and out of them only 3 were female students. All the 201 students passed out from ITI Kohima belong to Scheduled Tribe (ST).

Table 12: ITI (Women) Dimapur/ Chümoukedima Passed out:

		Trades	2018-19	2019-20	2020-21

Sl No.	Engineering / Non Engineering		M	F	M	F	M	F
1	**Engineering**	Sewing Technology	0	9	0	5	0	0
2		Hair & Skin Care	0	1	0	0	0	0
3	**Non-Engineering**	Secretarial Practice	0	2	0	0	0	0
4		Knitting	0	4	0	6	0	2
5		COPA	0	7	0	0	0	0
6		Stenography	0	22	0	17	0	8
		Total	**0**	**45**	**0**	**28**	**0**	**10**

The all women ITI located at Chümoukedima district (erstwhile Dimapur district) reported that a total of 45 students passed out in the year 2018-19, 28 in 2019-20 and only 10 in 2020-21. Overall, over the period of three years a total of 83 female students passed out from Govt ITI Dimapur. All passed out students belongs to ST category.

Table 13: ITI Mokokchung Passed out:

Sl No.	Engineering / Non Engineering	Trades	2018-19		2019-20		2020-21	
			M	F	M	F	M	F
1	**Non-Engineering**	COPA	12	8	13	7	10*	8
2		Secretarial Practice	3	14	5	11	3	7
3		Draughtsman Civil	0	0	34*	5	0	0
4	**Engineering**	Electronics Mechanic	7	0	0	0	11	0
5		Mechanic Motor Vehicle	0	0	13	0	0	0
6		Electrician	16	0	0	0	17	0
		Total	**38**	**22**	**65***	**23**	**41***	**15**

*One candidate belongs to General category

ITI Mokokchung reported that, a total of 60 students passed out during the year 2018-19, 88 in 2019-20 and 56 in 2020-21. Overall, a total of 204 students passed out from ITI Mokokchung over the period of three years. Out of the total students, only 2 students belong to General category and the remaining students belong to ST category. ITI Mokokchung trainees are being provided with 100% on the job (OJT) training.

Table 14: ITI Mon Passed out:

Sl No.	Engineering / Non Engineering	Trades	2018-19		2019-20		2020-21	
			M	F	M	F	M	F
1	**Non-Engineering**	Cutting & sewing	0	13	0	16	0	15
2		Knitting	0	14	0	15*	0	10
3		COPA	12	0	10	2	0	0
4		Carpenter	23	0	21	0	9	0
5	**Engineering**	Mechanic Motor Vehicle			5	0	5	0
6		Electrician	10*	0	0	0	4	0
		Total	**45**	**27**	**36**	**33**	**18**	**25**

*One candidate belongs to General category

ITI Mon reported that, a total of 72 students passed out during the year 2018-19, 69 in 2019-20 and 43 in 2020-21. Overall a total of 184 students passed out from ITI Mon over the period of three years. Out of the total students, only 2 students belong to the General category and the remaining belong to the ST category.

Table 15: ITI Phek Passed out:

Sl No.	Engineering / Non Engineering	Trades	2018-19		2019-20		2020-21	
			M	F	M	F	M	F
1	**Non-Engineering**	Cutting & sewing	0	5	0	6	0	5
2		Hair & Skin Care	0	2	0	2	0	2
3		Plumber	0	0	5	0	1	0
4		Carpenter	7	0	9	0	5	0
5	**Engineering**	Mechanic Motor Vehicle	0	0	0	0	0	0
		Total	**7**	**7**	**14**	**8**	**6**	**7**

ITI Phek reported that, a total of 14 students passed out during the year 2018-19, 22 in 2019-20 and 13 in 2020-21. Overall, a total of 49 students passed out from ITI Phek over the period of three years. Out of the total students, all the students belong to the ST category.

Table 16: ITI Tuensang Passed out:

Sl No.	Engineering / Non Engineering	Trades	2018-19		2019-20		2020-21	
			M	F	M	F	M	F
1	**Non-Engineering**	Cutting & sewing	0	6	0	7	0	11
2		Carpenter	21	0	16	0	16	0
3	**Engineering**	Mechanic Diesel	2	1	4	0	6	0
4		Mechanic Motor Vehicle	1	0	0	0	7	0
5		Electrician	0	0	4	0	0	0
		Total	**24**	**7**	**24**	**7**	**29**	**11**

ITI Tuensang reported that, a total of 31 students passed out during the year 2018-19, 31 in 2019-20 and 40 in 2020-21. Overall, a total of 102 students passed out from ITI Tuensang over the period of three years. Out of the total students, all the students belong to the ST category.

Table 17: ITI Wokha Passed out:

			2018-19	2019-20	2020-21

Sl No.	Engineering / Non Engineering	Trades	M	F	M	F	M	F
1	**Non-Engineering**	Cutting & sewing	0	11	0	18	0	9
2		COPA	7	4	4	3	8	3
3		Carpenter	16	0	13	0	11	0
4	**Engineering**	Electrician	0	0	3	0	0	0
5		Mechanic Motor Vehicle	0	0	0	0	4	0
		Total	**23**	**15**	**20**	**21**	**23**	**12**

ITI Wokha reported that, a total of 38 students passed out during the year 2018-19, 41 in 2019-20 and 35 in 2020-21. Overall, a total of 114 students passed out from ITI Wokha over the period of three years. Out of the total students, all the students belong to the ST category.

Table 18: ITI Zunheboto Passed out:

Sl No.	Engineering / Non Engineering	Trades	2018-19		2019-20		2020-21	
			M	F	M	F	M	F
1	**Non-Engineering**	COPA	9	6	14	6	7	8
2		Dress Making	0	0	0	0	0	4
3		Electrician	5	0	0	0	0	0
4	**Engineering**	Plumber	0	0	0	0	5	0
		Total	**14**	**6**	**14**	**6**	**12**	**12**

ITI Zunheboto reported that, a total of 20 students passed out during the year 2018-19, 20 in 2019-20 and 24 in 2020-21. Overall, a total of 64 students passed out from ITI Wokha over the period of three years. Out of the total students, all the students belong to the ST category.

Table 19: ITI Kiphire Passed out:

Sl No.	Engineering / Non Engineering	Trades	2018-19		2019-20		2020-21	
			M	F	M	F	M	F
1	**Engineering**	Sewing Technology	0	0	0	0	0	19
2		Carpenter	0	0	0	0	21	0
		Total	**0**	**0**	**0**	**0**	**21**	**19**

ITI Kiphire reported that, a total of 40 students passed out during the year 2020-21. ITI Kiphire is a new ITI established by the government. Out of the total students, all the students belong to the ST category.

From the above illustrations, it is evident that 1041 students passed out from the 9 Govt ITIs in Nagaland over the three years study period. Out of the 1041 students, 369 students are female students, and 672 students are male. Therefore, male students comprise 64.55% of the total population, and Female students comprise 35.45%. Female students mostly enroll in the Non-Engineering trades, whereas male students mostly enroll in the Engineering trades.

Out of the 1041 students, only four (three male and one female) belong to the General category, and the remaining 1037 students belong to the ST category. In terms of religion, all the 1037 numbers of ST students belong to Christianity, and the remaining four students are Hindu. Regarding religious divide, 99.61% of the students follow Christianity, and 0.39% follows Hinduism.

Table 20: Distribution of Trades between ITIs over the three years period:

Trade	Mon	Mokokchung	Tuensang	Zunheboto	Phek	Kohima	Dimapur	Kiphire	Wokha	Total
COPA	24	58	-	50	-	-	7	-	29	168
Cutting &sewing	44		24		16				38	122
Knitting	39						12			51
Carpenter	53		53		21	55		21	40	243
Electrician	14	33	4	5		13			3	72
Mechanic Motor Vehicle	10	13	8			15			4	50
Secretarial Practices (SP)		43					2			45
Electronics Mechanic (EM)		18								18
Draughtsman Civil (DC)		39				21				60
Mechanic Diesel			13			20				33
Dress Making				4						4
Plumber				5	6	13				24
Hair& Skin Care					6	1				7
Welder						14				14
Surveyor						41				41
Mason						7				7
Fitter						2				2
Stenography							47			47
Sewing Technology							14	19		33
Total	**184**	**204**	**102**	**64**	**49**	**201**	**83**	**40**	**114**	**1041**

From Table 20, it is evident that the highest number of enrolments took place in the carpentry trade, followed by COPA, Cutting and Sewing, Electrician, Draughtsman, Knitting, MMV, Stenography, Secretarial practice, Surveyor, Diesel Mechanic, Sewing Technology, Plumber, Electronic Mechanic, Welder, Hair & Skin Care, Mason, Dress Making and Fitter trades respectively. Enrolments are very low in trades such as Fitter, Dress Making, Mason, Hair &

Skin Care, etc. Engineering trades have higher enrolments of 557 students, whereas Non-Engineering Trades have lower enrolments of 484.

7. Sampling and Sampling Units:

7.1 Sample distribution:

As only 9 Government ITIs are present in the state of Nagaland, samples from all the ITIs are drawn to represent the total population of the trainees passed out from the ITIs. Stratified random sampling is used in the study after considering each ITI as a stratum. The students passed out from the ITIs were contacted over the phone and their responses were recorded accordingly whoever responded.

7.2 Summary of the Qualitative Samples:

In-depth interview in the form of a case study was conducted with 11 numbers of employed ITI passed out students. The details of the case study are presented in the next section.

8. Data Analysis:

8.1: The sampling distribution

Table 21: Sample distribution on the basis of Gender

Sl.No	District	Population			Sample Size			Sample percent
		Male	Female	Total	Male	Female	Total	
1	Kohima	198	3	201	29	1	30	14.92
2	Dimapur	0	83	83	5	9	14	16.86
3	Mon	99	85	184	2	5	7	3.80
4	Mokokchung	144	60	204	6	5	11	5.39
5	Tuensang	77	25	102	13	0	13	12.74
6	Kiphire	21	19	40	7	7	14	35
7	Zunhebeto	40	24	64	5	10	15	23.43
8	Phek	27	22	49	0	28	28	57.14
9	Wokha	66	48	114	33	18	51	44.73
	Total	**672**	**369**	**1041**	**100**	**83**	**183**	**17.58**

Based upon the above Table No 21, the sample of the study is drawn from each of the ITIs. Total sample size is 183 out of which 100 are male and 83 are female respondents. Highest number of samples was drawn from Wokha ITI followed by Kohima, Phek, Zunheboto, Kiphire, Dimapur, Tuensang, Mokokchung and Mon respectively.

Table 22: Sample distribution on the basis of Trades

Sl No	Engineering and Non-Engineering	Trade	Total Population	Sample	Percentage
1	Non-Engineering	COPA	168	29	17.26
2		Cutting &sewing	122	15	12.30
3		Knitting	51	8	15.69
4		Hair& Skin Care	7	3	42.86
5		Stenography	47	18	38.30
6		Secretarial Practice (SP)	45	17	37.78
		Sub Total A	**440**	**90**	**20.45**
	Engineering	Carpenter	243	32	13.17
8		Electrician	72	8	11.11
9		Mechanic Motor Vehicle (MMV)	50	12	24.00
10		Electronics Mechanic (EM)	18	3	16.67
11		Draughtsman Civil (DC)	60	13	21.67
12		Mechanic Diesel	33	2	6.06
13		Dress Making	4	3	75.00
14		Plumber	24	8	33.33
15		Welder	14	2	14.29
16		Surveyor	41	2	4.88
17		Mason	7	1	14.29
18		Fitter	2	1	50.00
19		Sewing Technology	33	6	18.18
		Sub Total B	**601**	**93**	**15.47**
		Total (A+B)	**1041**	**183**	**17.58**

Based upon the above Table No 22, the sample of the study is drawn from each of the Trades. Total sample size is 183 out of which highest respondents were from carpenter and lowest was from Mason and Fitter. Engineering trades accounts for 93 respondents whereas Non-Engineering Trades accounts for 90 respondents.

Table 23: Sample distribution on the basis of Age

Age Distribution	
Age (in Years)	**Number of respondents**
18	1
19	6
20	6
21	11
22	12
23	15
24	14
25	21
26	30
27	11
28	19
29	11
30	7
31	8
32	2
33	4
34	2
35	2
36	1
Total	**183**

Based upon the above Table No 23, 144 respondents out of total 183 are in the age group of 21 – 29 years. The lowest age of the respondents recorded is 18 and highest age recorded is 36.

8.2: Employment vs Unemployment Status:

Table 24: Sample distribution on the basis of employment status

| Employment Status				
Districts	**Wage-Employed**	**Self-Employed**	**Unemployed**	**Total**
Kohima	3	7	20	30
Wokha	0	4	10	14
Phek	3	1	3	7
Mon	0	1	10	11
Tuensang	3	1	9	13
Kiphire	0	0	14	14
Zunheboto	1	0	14	15
Dimapur	3	3	22	28
Mokokchung	9	9	33	51
Total	**22**	**26**	**135**	**183**

The current study collected the data from 183 samples out of 1041 population which is 17.58% and out of 183 respondents, 48 respondents are currently either wage-employed/ self-

employed. The remaining 135 respondents were not working and the reasons for their unemployment were not ascertained in the current research since the respondents were not willing to reveal the information. Therefore, 73.77% of the total respondents were unemployed.

As per the Periodic Labor Force Survey (PLFS) for 2020-21 released by the ministry of statistics and programme implementation, Nagaland occupies a dominant position among north eastern states, with more than 55% of unemployment and the present study also confirms that.

Regarding the current employment status, 54% of trainees were self–employed, and the remaining 46% were employed in the labor market based on the skills they acquired through the training program. In a way, the training program was able to produce more self-employment in the labor market, and the very purpose of conducting these kinds of training programs has been fulfilled since the self-employment will create more job opportunities once their business starts doing well and it produces more employment opportunity in due course of time.

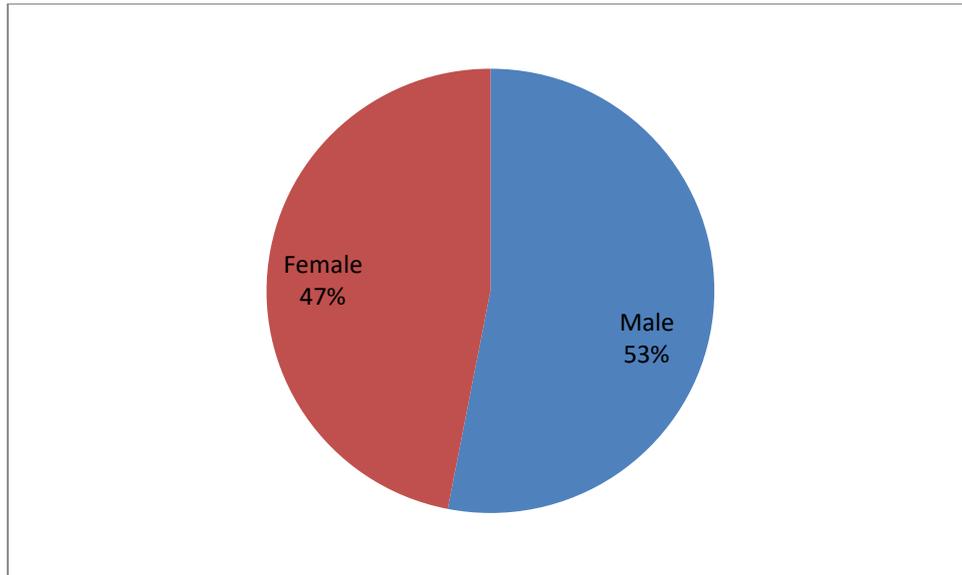**Figure 2: Employment status of respondents**
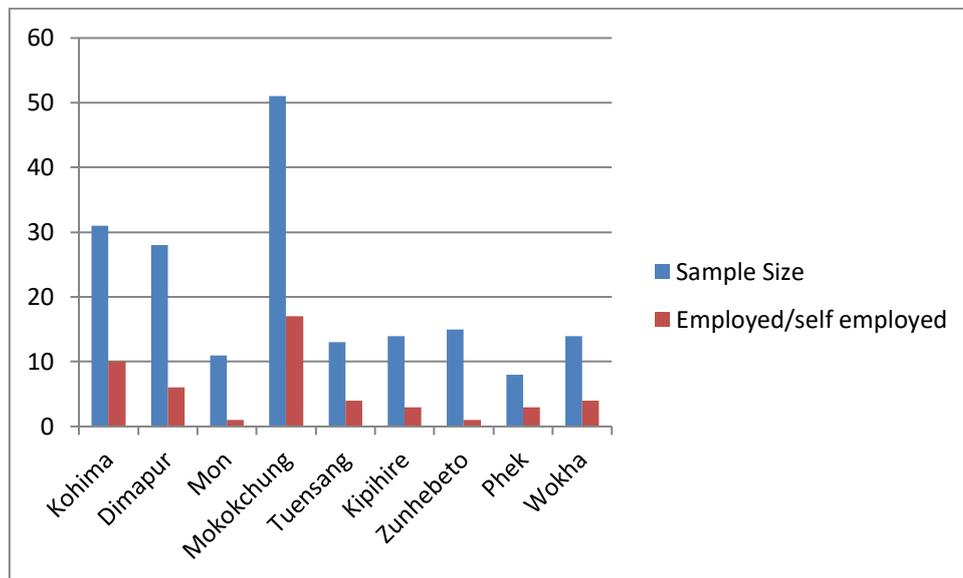
The better performing districts were Kohima, Mokokchung and Dimapur. The remaining districts were less than the overall average.

Table 25: Sample distribution of employed/ self-employed respondents on the basis of gender

| Sl. No	Gender	Total	Per cent
1.	Male	26	54.17
2.	Female	22	45.83
		48	100

Fig 3: Gender Distribution

From the above, it is found that, females comprise of 47% of employed/ self-employed respondents and males comprise of 53%.

Table 26: Educational qualifications of the respondents:

Sl. No	Educational Qualification	Total	Per cent
1	Below Class X	11	22
2	Passed X	17	37
3	Passed XII	8	17
4	Graduate	11	22
5	Post Graduate	1	2
		48	100

Fig 4: Educational Qualifications:
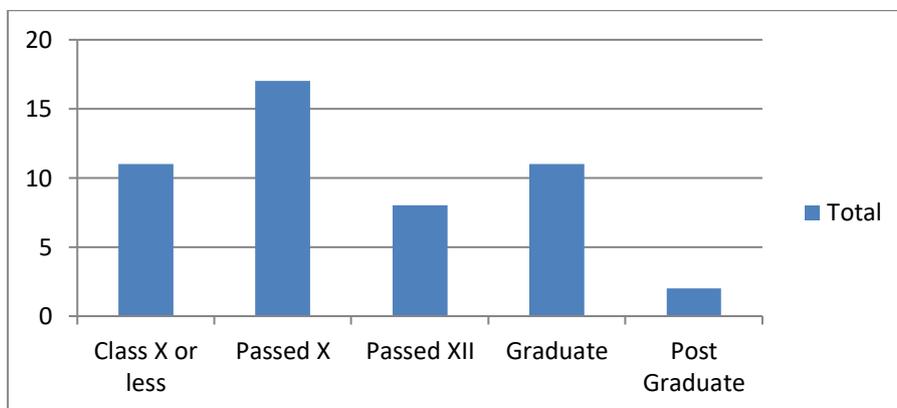
The educational qualification of the trainees occupies the predominant factor since the ITI trades were designed to suit different trainees, and it mostly depends upon the area of their

interest. More than 50% of trainees were up to class 12 and 22% of trainees were graduates. Meager 2% of the respondents were post-graduate as their educational qualification.

Table 27: Gender wise average salary/ income per month

Sl. No	District	Employed (Both Wage and Self Employed) Male	Average Salary/ Income (Male) Rs.	Employed (Both Wage and Self Employed) Female	Average Salary/ Income (Female) Rs.
1	Kohima	10	13300	0	0
2	Wokha	1	9500	3	6000
3	Phek	2	20250	2	13000
4	Mon	0	0	1	2000
5	Tuensang	4	6625	0	0
6	Kiphire	0	0	0	0
7	Zunheboto	0	0	1	10000
8	Dimapur	0	0	6	13250
9	Mokokchung	9	20722	9	9389
	Total	**26**	**70397**	**22**	**53639**
		Overall Average (Male)	**2767**	**Overall Average (Female)**	**2438**

From the Table 27, the average income (for both wage and self-employed) respondents can be seen. The male respondents enjoy higher income than the female respondents. The average income of a male is Rs 2767, whereas the average income of a female respondent is Rs 2438 only.

Table 28: Gender wise average salary per month for wage employment

Sl. No	District	Employed Male	Average Salary (Male) Rs.	Employed Female	Average Salary (Female) Rs.
1	Kohima	3	15000	0	0
2	Wokha	0	0	0	0
3	Phek	2	20250	1	10000
4	Mon	0	0	0	0
5	Tuensang	3	5500	0	0
6	Kiphire	0	0	0	0
7	Zunheboto	0	0	1	10000
8	Dimapur	0	0	3	11166
9	Mokokchung	4	21000	5	12200
	Total	**12**	**61750**	**10**	**43366**
		Overall Average (Male)	**5145**	**Overall Average (Female)**	**4336**

From the Table 28, the average salary/ wages (for wage employed) respondents can be seen. The male respondents enjoy higher income than the female respondents. The average income of a male is Rs 5145, whereas the average income of a female respondent is Rs 4336 only.

Table 29: Gender wise average salary per month for self-employment

| Sl. No	District	Employed Male	Average Salary (Male) Rs.	Employed Female	Average Salary (Female) Rs.
1	Kohima	7	12571	0	0
2	Wokha	1	9500	3	6000
3	Phek	0	0	1	16000
4	Mon	0	0	1	2000
5	Tuensang	1	10000	0	0
6	Kiphire	0	0	0	0
7	Zunheboto	0	0	0	0
8	Dimapur	0	0	3	15333
9	Mokokchung	5	20500	4	5875
	Total	**14**	**52571**	**12**	**45208**
		Overall Average (Male)	**3755**	**Overall Average (Female)**	**3767**

From the Table 29, the average income (for self-employed) respondents can be seen. The female respondents enjoy marginally higher income than the male respondents. This is a very positive sign for women empowerment in the state and it signifies that the women are coming forward in taking up entrepreneurial activities. The average income of a male is Rs 3755, whereas the average income of a female respondent is Rs 3767.

All the figures shown above in Tables 27, 28 and 29 are for the trainees who have completed their training in ITIs. None of the respondents in our study were in employment before joining the ITI.

Table 30: Reasons for Non-Employment

Reasons	Mon	Mokukchung	Tuensang	Zunheboto	Phek	Kohima	Dimapur	Kiphire	Wokha	Total
Looking for job	5	18	6	4	3	13	5	4	4	**62**
Unavail-ability of job	2	3		3		1	2	1	1	**13**
Personal reasons		5				1	5		2	**13**
Not interested	1	2	1	1	1	1		2	1	**10**
Further studies		2	2	3	1	4	2	2	2	**18**
Did not get relevant job	2	4		2		1	2	1		**12**
Did not try				1			4	1		**6**
Total	**10**	**34**	**9**	**14**	**5**	**21**	**20**	**11**	**10**	**134**

Fig 5: Reasons for unemployment
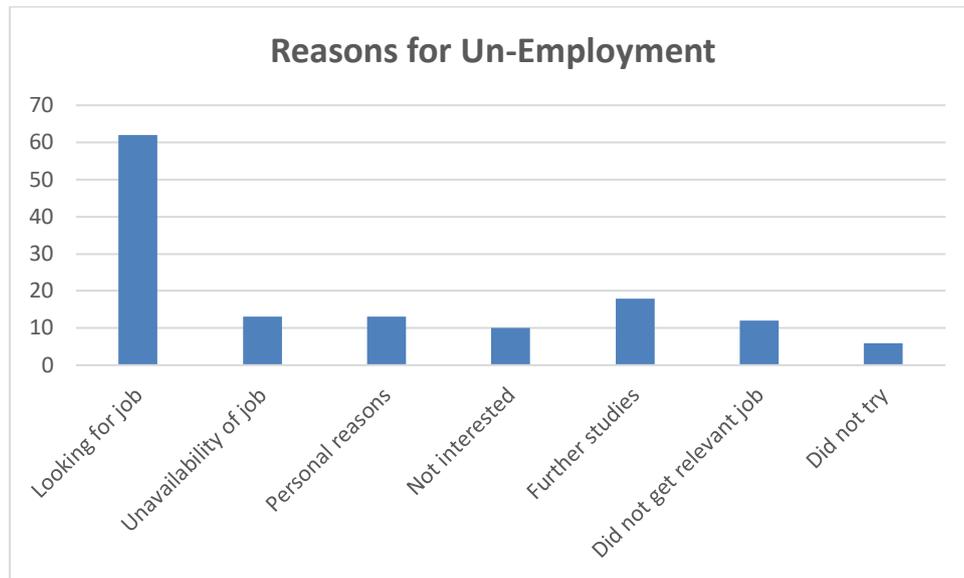
Most of the trainees are looking for a job after completing their training program, and 46% of the respondents come under this category. So, it is a visible reason since these ITIs do not provide placement assistance to the trainees. Unavailability of suitable jobs and personal reasons also hampers equally in which the trainees are unemployed. Almost 13 percent of the trainees have opted for further studies to enhance their skills, which is another reason for unemployment.

Table 31: Time taken to get the job/employed:

Sl. No	Time taken to get the job	No. of Trainees	Per cent
1	Immediate to 5 months	14	64
2	6 months to less than 1 year	2	9
3	1 year and above	6	27
	Total	**22**	**100**

Almost 64% of trainees are able to get the job/ employed within 5 months from the completion of their course and 27% trainees take more than 1 year to get the job/employed.

Table 32: Sources of Employment information:

Sl. No	Source	No. of Trainees	Per cent
1	ITI	3	14
2	Friends/ Family	14	64
3	Media	5	22
	Total	**22**	**100**

Friends and Family are the biggest source of information for the respondents in order to get a job followed by media and the ITI office. Only 14% of the respondents reported that, they got the information about the job from the institute. This appears to be an area of improvement in the functioning of the ITIs. An active placement cell may be established by each of the ITIs which will be responsible for training and placement activities of the students.

8.3 Quality of Training:

For measuring the quality of training, all the respondents were asked five numbers of specific questions. The analysis of their responses is analyzed below:

Table 33: Benefit of Training Program (Technical Skill)

How would you like to grade the benefit of the training programme (Technical Skill)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High	19	10.4	10.4	10.4
	High	65	35.5	35.5	45.9
	Fair	87	47.5	47.5	93.4
	Poor	12	6.6	6.6	100.0
	Total	183	100.0	100.0	

45.9% of the respondents reported that the training program in the ITIs was highly beneficial for them. 47.5% of the respondents reported that the benefits were fair, and a meager 6.6% only opined that the benefits were poor. The mean of the above distribution is found to be 2.50, which signifies that the respondents benefitted from the training program fairly and above.

Table 34: Benefit of Training Program (Communication Skill)

How would you like to grade the benefit of the training programme (Communication Skill)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High	17	9.3	9.3	9.3
	High	79	43.2	43.2	52.5
	Fair	77	42.1	42.1	94.5
	Poor	10	5.5	5.5	100.0
	Total	183	100.0	100.0	

52.5% of the respondents reported that the training program in the ITIs was highly beneficial for them. 42.1% of the respondents reported that the benefits were fair, and a meager 10% only opined that the benefits were poor. The mean of the above distribution is found to be 2.44, which signifies that the respondents were highly benefitted from the training program.

Table 35: Sufficiency of Training Program

Do you think the training programme was sufficient for you?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sufficient	68	37.2	37.2	37.2
	Somewhat sufficient	87	47.5	47.5	84.7
	Not Sufficient	28	15.3	15.3	100.0
	Total	183	100.0	100.0	

47.5% of the respondents reported that the training program in the ITIs was somewhat sufficient for them and 37.2% reported that the training program was sufficient for them for acquiring necessary skills. Only 15.3% of the respondents opined that, the training program

was not sufficient for them. The mean of the above distribution is found to be 1.78, which signifies that overall the training programs in ITIs were sufficient.

Table 36: Practical knowledge in the Training Program

	Did you gain sufficient practical knowledge during training?			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sufficient	73	39.9	39.9	39.9
	Somewhat sufficient	75	41.0	41.0	80.9
	Not Sufficient	35	19.1	19.1	100.0
	Total	183	100.0	100.0	

41% of the respondents reported that the training program in the ITIs was somewhat sufficient for them and 39.9% reported that the training program was sufficient for them for acquiring necessary practical knowledge. Only 19.1% of the respondents opined that, the training program was not sufficient for them. The mean of the above distribution is found to be 1.79, which signifies that overall the training programs in ITIs were sufficient for imparting practical knowledge

Table 37: Overall satisfaction

	Overall satisfaction with the training programme			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	17	9.3	9.3	9.3
	Satisfied	152	83.1	83.1	92.3
	Dissatisfied	14	7.7	7.7	100.0
	Total	183	100.0	100.0	

A vast majority of 83.1% of the respondents reported that the overall satisfaction level of the training program in the ITIs was satisfactory for them. 9.3% of the respondents' overall satisfaction level was "very satisfied". Only 14% of the respondents were dissatisfied with the training program. The mean of the above distribution is found to be 1.98, which also signifies that the respondents were satisfied overall.

9. In depth interview with some employed respondents (Case Studies):

The authors got in touch with some of the employed ITI graduates and necessary information was collected which are presented below:

Case 1: "Became more proficient with help of Training Course"

W. Sukhanthang matriculated from Tuensang district in Nagaland but could not go for further studies due to financial problems in the family. He was already a self-taught carpenter before joining ITI; he joined a one-year (2018-19) Carpentry training to learn proper carpentry techniques to be more skilful. Now, he is self-employed, a well-known carpenter in his area. He makes all kinds of furniture, including window frames and doors. He said he was satisfied with the training course, and the best thing he learned during the training was how to join with woods for making any furniture. He earned around INR 15K to 20K monthly from his carpentry work.

Case 2: "Skill that lasts forever"

Tiakala joined ITI, Dimapur, under the trade – Knitting in 2018 as she was so keen to learn Knitting and was unemployed then. She shared good experiences with the trainers during the time of training. Even though she is now employed in a different trade. She is currently working as a receptionist in a Dental Clinic. She still practices Knitting, which she learned during the ITI training.

Case study 3: "Employed under same Trade"

Tiasunep, who was just class 10th passed and unemployed joined ITI Tuensang under the trade Mechanic Diesel in the year 2019 on his father's advice. Right after the training, he got no employment opportunities because of the COVID-19 Pandemic. However, last year (2022), after the Pandemic was over, he got the opportunity to work as a mechanic at Neo Motors, Dimapur. Today he is employed because of his training and earning between INR 5,000 to INR 15,000 per month.

Case study 4: "Employed under same Trade"

Rukulu from Phek district, Nagaland, joined ITI in the trade of Hair & Care in the year 2020 because of her interest in that field. Right after the training, she was employed in 'Hair & Beauty Saloon,' and today she is earning around INR 10,000 per month.

Case study 5: "Running online business successfully"

Bendangnaro Yaden was a self-taught tailor before joining the Cutting & Sewing course offered by the ITI. She found the information through a newspaper advertisement. Bendangnaro joined the course in 2017 because of her interest. She knew tailoring but needed the certificate. Today she is successfully running her business and selling her designed clothes online through Instagram under the user name "Yaden Naro". She earns a profit of more than INR 15,000 per month.

Case study 6: A Case Study of Imtiakum Jamir's Experience in Draughtsman Civil Course

Imtikum Jamir, a young aspirant interested in civil engineering, stumbled upon a WhatsApp message promoting the Draughtsman Civil course at a local ITI institute. Impressed by the curriculum and the promise of practical exposure, he enrolled in the course.

Jamir's experience throughout the Draughtsman Civil course was highly satisfactory. The course content was comprehensive and well-structured, covering various civil drafting and design aspects. The trainers at the ITI were knowledgeable and provided hands-on training, which significantly enhanced Jamir's skills and confidence in his field.

Upon completing the course, Jamir secured a job at Indus Mobile Tower, a reputed company in the telecommunications industry, with a monthly salary of INR 25,000. His training at the ITI played a crucial role in securing this opportunity, showcasing the relevance and effectiveness of the Draughtsman Civil course.

Despite the positive learning experience, one area that requires improvement is the infrastructure of the ITI. The institute needed more state-of-the-art facilities and modern equipment, which might have limited the trainees' exposure to the latest technologies and industry practices. Upgrading the infrastructure can enhance the overall quality of training and prepare trainees better for real-world challenges.

Another significant concern Jamir and other trainees raised was the need for robust placement activities at the ITI. While Jamir was fortunate to find employment at Indus Mobile Tower, many of his peers struggled to secure suitable job opportunities after completing the course. Jamir expressed that implementing a more proactive and structured approach to placement assistance, including collaborations with industries, job fairs, and networking events, could significantly improve employability outcomes for trainees.

Case Study 7: Empowering Thepfusabeilie Rutsa through Carpentry: A Case Study

Thepfusabeilie Rutsa, an ITI trainee, embarked on a carpentry course to enhance his skill set and broaden his employment opportunities. Introduced to the course by his friends who were already pursuing it, Rutsa saw it as a valuable additional skill, especially during desperate times. He believed that such a practical skill would provide him with a possible means of income during challenging times but also empower him to undertake renovation projects independently without relying on external assistance.

Rutsa was exposed to theoretical and practical learning throughout the carpentry course. While he acknowledged the importance of theoretical knowledge, he expressed the need for a stronger emphasis on practical classes. The practical hands-on approach allowed him to grasp the concepts better and build his confidence in implementing various carpentry techniques.

Rutsa noticed a potential area for improvement in the course structure – the inclusion of more placement activities. He believed that practical exposure and real-world experiences would better prepare students for the job market demands. Encouraging internships or on-the-job training opportunities could significantly enhance the trainees' understanding of the profession, fostering their employability and career prospects.

As Rutsa progressed through the carpentry course, he experienced a transformation in his abilities and self-reliance. With newfound knowledge and skills, he gained the confidence to undertake home renovation projects independently, eliminating the need to depend on external carpenters. This empowerment saved him money and instilled a sense of accomplishment and self-sufficiency.

Case Study 8: A Case Study of Opangsunep, an ITI Electronic Mechanic Trainee

Opangsunep's fascination with electronics from an early age fueled his desire to pursue a course in electronic mechanics. He believed that by learning the intricacies of electronics repair, he could turn his passion into a potential career and make a difference in people's lives through his technical skills.

Throughout the electronic mechanic course, Opangsunep encountered some hurdles that affected his learning experience. The absence of teachers on occasion hampered the continuity of lessons, hindering the flow of knowledge and creating gaps in his understanding of the subject matter. Additionally, the lack of on-the-job training opportunities and placement activities limited the practical exposure he needed to boost his skills and gain valuable work experience.

Opangsunep recognized that the course would have been more effective with a stronger emphasis on practical classes and hands-on learning. Moreover, the availability of appropriate tools and equipment is vital in preparing students for the challenges they will face in electronics repair.

Despite his challenges, Opangsunep remained dedicated to his passion for electronics. Armed with this newfound knowledge and driven by his entrepreneurial spirit, Opangsunep ventured into self-employment after completing the course. Opangsunep established himself as a skilled electronic mechanic through determination and hard work. His freelance work allowed him to offer local community repair services for various electronic devices. Clients appreciated his expertise, reliability, and customer-centric approach, leading to a growing base of satisfied customers. From an unemployed class 12 passed out to a professional electronic mechanic Opansunep now earns up to INR 20,000 in a month.

Case Study 9: A Case Study of Wanshom YT Konyak's ITI Cutting and Sewing Course

Wanshom YT Konyak, a determined individual, pursued an ITI cutting and sewing course after completing her class 12 education. Her uncle, already working at the institute, introduced her to this opportunity. She saw the course as an opportunity to refine her skills, turning her passion into a viable means of earning a livelihood.

Throughout the cutting and sewing course, Konyak had an enriching learning experience. The institute provided sufficient materials, which allowed her to practice and hone her skills effectively. The availability of ample resources significantly impacted her progression as a proficient seamstress.

The presence of qualified mentors further enhanced Konyak's learning journey. Their guidance and expertise helped her grasp the finer details of cutting and sewing and instilled in her the confidence to take on more complex projects. The mentor's support nurtured her passion, fostering a deeper appreciation for the craft.

Upon completing the ITI cutting and sewing course, Konyak embarked on her entrepreneurial journey. Equipped with comprehensive knowledge and refined skills, she began her own cutting and sewing business. The newfound self-employment let her earn a steady income of up to INR 10,000 to 15,000 monthly, allowing her to stop relying on her parents' financial support.

With her cutting and sewing business flourishing, Konyak achieved financial independence. She no longer depended on her parents for her daily bread, which not only eased the financial burden on her family but also filled her with a sense of accomplishment and self-reliance.

Case study 10: From doing labor jobs to owning a business: A Case Study of Mhasilhoukho Naprantsu's ITI Welder Course.

A daily wage earner Mhasilhoukho Naprantsu, who worked as a labor at a construction site to support his family, hardly earned an amount of INR 10,000 monthly. Facing financial challenges and the pressure to support his family, Mhasilhoukho Naprantsu stumbled upon the advertisement for the ITI Welder course. Recognizing the potential of acquiring welding skills, he decided to seize the opportunity as a stepping stone toward self-reliance and employment prospects.

Naprantsu's learning experience during the ITI Welder course was largely practical-oriented, which suited him perfectly. He found the hands-on approach more accessible and engaging than traditional theory-based education. This learning style allowed him to effectively grasp welding techniques such as fabrications and joint welding, igniting his passion for the craft.
The ITI institute provided Naprantsu with the necessary materials and equipment for welder training. The availability of these resources was crucial in allowing him to practice and refine his welding skills, nurturing his confidence in handling various welding tasks.

With the skills acquired through the welder course, Naprantsu transitioned from unemployed to self-reliant. Inspired by his passion for welding, he took a bold step and started his steel fabrication shop. This newfound entrepreneurial venture allowed him to earn a steady income of up to INR 25,000 in a month, overcoming the financial struggles he once faced.

Although the ITI institute did not conduct placement activities, Naprantsu's determination and practical skills catalyzed his success. He leveraged his entrepreneurial spirit and the demand

for welding and fabrication services in his community (Sechü Zubza) to establish a thriving business.

Case Study 11: Empowering Entrepreneurship through ITI Carpentry Training: A Case Study of Savio.

Savio, driven by the aspiration of becoming an entrepreneur, enrolled in an ITI Carpentry course. He came across this opportunity through a newspaper advertisement, and his vision of starting his own business motivated him to pursue the course. The ITI Carpentry course provided the ideal platform for him to gain the necessary knowledge and expertise.

The Carpentry course offered Savio valuable practical on-the-job training, where he had the opportunity to work on various construction projects. These practical experiences exposed him to the art of creating different kinds of joints, such as lap joints (mortise and tenon, dovetail, finger joints, etc.), crafting tables, and constructing drawers. These hands-on experiences deepened his understanding of carpentry techniques, making him more adept in the craft.

Placement activities were conducted as part of the course to prepare the trainees for future employment opportunities. Savio participated in interviews and written tests, which helped him develop essential soft skills and communication abilities. These activities gave him a glimpse of the professional world and the requirements of potential employers.

Upon completing the ITI Carpentry course, Savio's vision of entrepreneurship started to take shape. Armed with newfound skills, he began his journey as an independent carpenter, gradually establishing his own carpentry business. His financial stability increased significantly; he now earns more than INR 15,000 in a month, and his earnings not only improved his life but also benefited his entire family.

With Savio's carpentry expertise, his family no longer needed external carpenters for household-related work. His skills became a valuable asset to the family, as he could handle repair and renovation tasks efficiently, saving them time and money.

Savio suggested the institute to consider providing financial support or funding to pass-out trainees looking to start their businesses. Such support would give aspiring entrepreneurs like him a bigger launching platform and strengthen their confidence in establishing successful ventures.

10. Employer's feedback:

The authors got in touch with some of the Employers for their feedback on the performance of the ITI passed outs. The names of the organizations and their feedback are given below

i) ITI Kohima: Two ITI passed out students joined ITI Kohima as Electricians. Their recruitment was done by the Nagaland Government. As per the interaction with the concerned officer, the performance of the candidates was highly satisfactory.

ii) Skill Hub, Kohima: This organization recruited professional make-up artist. According to the officials of Skill Hub, the performances of the candidates were highly satisfactory.

iii) Progressive Motors, Dimapur: This Maruti Suzuki dealership service centre in Dimapur, recruited some mechanics who were ITI passed outs. According to the service manager, the knowledge and performance of the candidates were excellent. However, only two candidates are currently on the job in the service centre and they are doing quite good.

iv) Siki Woodwork, Peducha: The proprietor of the Siki Woodwork, recruited three carpenters who were ITI passed outs. Their performance of the carpenters was quite satisfactory. However, one of them left the organization to start his own enterprise. The proprietor has shown further interest in recruiting some more ITI passed out candidates.

v) Vuto Motors, Kohima: The proprietor of Voto Motors, Kohima also informed that the ITI passed out candidates who were recruited by them were very good in their work.

vi) Ngunyu Enterprises: The proprietor of Ngunyu Enterprises, Kohima also has recruited two ITI passed out candidates. According to him, as the candidates were newly passed outs, they needed some more hands on training on the job. However, they were found to be quick learners.

11. Findings of the study:

1. There are 9 Government ITIs in Nagaland. One each ITIs is located at Kohima, Chümoukedima, Wokha, Mokokchung, Mon, Tuensang, Zunheboto, Phek and Kiphire districts of Nagaland.

2. The ITIs of Nagaland are offering both 1 Year and 2 Years trades in Engineering as well as non-Engineering trades. Total number of seats available in all the ITIs together is 1232.

3. 1041 students have passed out from the 9 Govt ITIs in Nagaland over the three years study period. Out of the 1041 students, 369 students are female students, and 672 students are male. Therefore, male students comprise 64.55% of the total population, and Female students comprise 35.45%. Female students mostly enroll in the Non-Engineering trades, whereas male students mostly enroll in the Engineering trades.

4. Out of the 1041 students, only four (three male and one female) belong to the general category, and the remaining 1037 students belong to the ST category. In terms of religion, all the 1037 numbers of ST students belong to Christianity, and the remaining four students are Hindu. Regarding religious divide, 99.61% of the students follow Christianity, and 0.39% follows Hinduism.

5. Highest number of enrolments took place in the carpentry trade, followed by COPA, Cutting and Sewing, Electrician, Draughtsman, Knitting, MMV, Stenography, Secretarial practice, Surveyor, Diesel Mechanic, Sewing Technology, Plumber, Electronic Mechanic, Welder, Hair & Skin Care, Mason, Dress Making and Fitter trades respectively. Enrolments are very low in trades such as Fitter, Dress Making, Mason, Hair & Skin Care, etc. Engineering trades have higher enrolments of 557 students, whereas Non-Engineering Trades have lower enrolments of 484.

6. 144 respondents out of total 183 are in the age group of 21 – 29 years. The lowest age of the respondents recorded is 18 and highest age recorded is 36. The same can be inferred for the entire population of the study.

7. The current study collected the data from 183 samples out of 1041 population which is 17.58 % and out of 183 respondents, 48 respondents are currently either wage-employed/ self-employed. The remaining 135 respondents were not working and the reasons for their unemployment were not ascertained in the current research since the respondents were not willing to reveal the information. Therefore, 73.77% of the total respondents were unemployed.

8. Regarding the current employment status, 54% of trainees were self–employed, and the remaining 46% were employed in the labor market based on the skill they acquired through the training program. In a way, the training program was able to produce more self-employment in the labor market, and the very purpose of conducting these kinds of training programs has been fulfilled since the self-employment will create more job opportunities once their business starts doing well and it produces more employment opportunity in due course of time.

9. In terms of average income (for both wage and self-employed), the male respondents enjoy higher income than the female respondents. The average income of a male is Rs 7821, whereas the average income of a female respondent is Rs 2438 only.

10. In terms of average salary/ wages (for wage employed), the male respondents enjoy higher income than the female respondents. The average income of a male is Rs 5145, whereas the average income of a female respondent is Rs 4336 only.

11. In terms of average income (for self-employed), the female respondents enjoy marginally higher income than the male respondents. This is a very positive sign for women empowerment in the state and it signifies that the women are coming forward in taking up entrepreneurial activities. The average income of a male is Rs 3755, whereas the average income of a female respondent is Rs 3767.

12. Most of the trainees are looking for a job after completing their training program, and 46% of the respondents come under this category. So, it is a visible reason since these ITIs does not provide placement assistance to the trainees. Unavailability of suitable jobs and personal reasons also hampers equally in which the trainees are unemployed. Almost 13 percent of the trainees have opted for further studies to enhance their skills, which is another reason for unemployment. One respondent reported non issuance of trade certificate on time was the reason for his/her unemployment.

13. Almost 64% of trainees are able to get the job/ employed within 5 months from the completion of their course and 27% trainees take more than 1 year to get the job/employed.

14. Friends and Family are the biggest source of information for the respondents in order to get a job followed by media and the ITI office. Only 14% of the respondents reported that, they got the information about the job from the institute. This appears to be an area of improvement in the functioning of the ITIs. An active placement cell may be established by each of the ITIs which will be responsible for training and placement activities of the students.

15. In order to find out the quality of training, the respondents were asked five specific questions. It was found that, the respondents were fairly benefitted from the training program in terms of technical skill. It was also found that the respondents were highly benefitted from the training program in terms of communication skill.

16. As opined by the respondents the training programs in ITIs were sufficient in terms of acquiring necessary skills. Also, the training programs in ITIs were sufficient for gaining practical knowledge by the participants.

17. A vast majority of 83.1% of the respondents reported that the overall satisfaction level of the training program in the ITIs was satisfactory for them. 9.3% of the respondents' overall satisfaction level was "very satisfied". Only 14% of the respondents were dissatisfied with the training program.

18. Few of the employers of the ITI passed out candidates were asked by the authors regarding their feedback candidates. The employers provided very positive feedback on the quality of the candidates.

The employability scenario seems to be not so attractive since more than 74% of the passed-out trainees were unemployed. The main findings of the report are as follows.

12. Suggestions for improvement:

1. The ITIs are performing well in the given environment, but these institutions need more modern equipment and infrastructure since most ITIs were established many years ago. Hence, these ITIs should make modern training infrastructure for overall development.

2. All the ITIs lack an active placement cell that should act as industry-academia linkages arrangements. Hence these institutions should have one exclusive placement cell with a coordinator to arrange placements for trainees.

3. Directorate should establish one centralized placement cell with other stakeholders like Industry, training institutes, apprentice providers, etc. to work and function as an ecosystem and provide necessary arrangements for the trainees.

4. The training program curriculum needs to be updated time-to-time as per the current job market scenario.

5. All the ITIs should be assessed periodically by the external assessment agency to know their performance during a particular period of time. This assessment would help them to prepare SWOT analysis thereby it leads to more efficient in delivery of their services.

6. Most of the passed-out students are not working and proper assessment has to be undertaken frequently to know about their status like reason for unemployment or any other issues they are facing after the course.

7. During the course of their study, institutes should arrange talent acquisition specialist/ partner who in turn identifies and explains the demand in the industry and also how trainees should equip them during the course.

8. ITIs should conduct proper sensitization program right from the beginning till end of the course thereby the trainees should be aware of the skill they are learning and how it will help their livelihood in future.

9. Directorate should include an Applicant Tracking System (ATS) in their website/ placement portal, consisting of Trainees, Internship firms, Placement providers, Industry, and other training partners. This ATS keeps track of trainees and their information and should mutually transfer/ access the data about the trainees by all, which will improve and simplify the recruitment process. Skill mapping for each district should be carried out in detail thereby employment opportunities – relevant courses can be identified and it will be useful for curriculum development as well as it suits the demand and supply of labour market.

10. Every district should identify a specific trade in which they have competitive advantage over other trade/districts. This exercise will lead in to more specialize/ expertise in a particular trade over a period of time.

13. Conclusion:

The tracer study has provided valuable insights into the trajectories and outcomes of ITI graduates, shedding light on their experiences, achievements, and challenges as they navigate their professional journeys. The findings of this study have yielded a comprehensive understanding of the impact of the educational institution and the effectiveness of the programs in preparing graduates for the ever-evolving demands of the real world.

The stories and experiences shared by some of the ITI graduates can be a source of inspiration to many young minds, and it will lead to an environment that nurtures the growth and development of future generations.

The data collected from this tracer study will be valuable for future program enhancements and curriculum adjustments. By understanding the evolving needs of the job market and the skill sets that are most in demand, our country's policy makers can align our educational offerings with industry requirements, ensuring that the graduates remain well-equipped for success.

Conducting the Tracer Study was a challenging task in Nagaland considering the difficult terrains and poor communication system. In addition to that, most of the trainees were untraceable because of non-functioning of their mobile numbers and email IDs.

We extend our gratitude to all participants and stakeholders who contributed to the success of this study, and we look forward to the continued success and achievements of the young minds of the state.

Photo Gallery

*Glimpses of Visit to Different ITIs
by the Nagaland University Team*