



# DRAFT REPORT

## Tracer Study of Graduates from ITIs in Arunachal Pradesh

Submitted to : Director, Skill Development and Entrepreneurship,  
Department of Skill Development and Entrepreneurship  
Government of Arunachal Pradesh

Submitted by : Ernst & Young LLP

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<b>Client</b>	Director, Directorate of Skill Development and Entrepreneurship, Department of Skill Development and Entrepreneurship Department, Government of Arunachal Pradesh
<b>Title</b>	Draft Report - “Engagement of an agency for conducting Tracer Study of Graduates from ITIs in Arunachal Pradesh”
<b>Abstract</b>	<p>This report signifies the submission of the draft report for the study titled "Conducting Tracer Study of graduates from ITIs in Arunachal Pradesh." The study is commissioned by the Director, Skill Development and Entrepreneurship, Government of Arunachal Pradesh, under the National Skills Strengthening for Industrial Value Enhancement (STRIVE) project. This study, developed by the Government of India with World Bank assistance, aims to incentivize critical institutional reforms within Institutional Training Systems. The primary objective of STRIVE is to enhance the quality and market relevance of vocational training offered through Industrial Training Institutes (ITIs) and apprenticeships. The Directorate of Skill Development and Entrepreneurship, Government of Arunachal Pradesh, is actively working to improve the overall learning, placement, and employment outcomes for its ITI graduates.</p> <p>In line with the activities envisioned by the Government of Arunachal Pradesh to achieve these objectives, it is crucial to gather feedback from ITI graduates and their employers, tracking graduates to acquire labor market and employment information. The goal is to comprehend the career progression of ITI graduates in the labor market, assess the impact of long-term ITI training on employment outcomes, and conduct a process evaluation of the training interventions to enhance Technical and Vocational Education and Training (TVET).</p> <p>The consulting assignment aimed to conduct a tracer study for ITI graduates from the pass-out years 2019 to 2021 from five ITIs in Arunachal Pradesh (with two new government ITIs added during the kick-off meeting for the pass-out years 2022 to 2023 for the final survey).</p>
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## Revision and History

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Draft	30 <sup>th</sup> November 2023	First Draft Report on conducting Tracer Study of graduates from ITIs in Arunachal Pradesh under STRIVE project

## Abbreviation

ACRONYMS	FULL FORM
APST	Arunachal Pradesh Schedule Tribes
CATI	Computer Assisted Telephonic Interview
CAPI	Computer Assisted Programming Interview
COE	Centre of Excellence
DGT	Directorate General of Training
EDP	Entrepreneurship Development Program
GOI	Government of India
GOAP	Government of Arunachal Pradesh
IDIS	In-Depth Interviews
IT	Information Technology
ITI	Industrial Training Institute
MGNF	Mahatma Gandhi National Fellowship
M&E	Monitoring and Evaluation
MIS	Management Information System
NCVT	National Council for Vocational Training
NSDC	National Skill Development Corporation
NSQF	National Skill Qualifications Framework
OBC	Other Backward Class
OJT	On Job Training
PSA	Person with Special Ability
RPL	Recognition of Prior Learning
SC	Schedule Caste
SCVT	State Council for Vocational Training
SPIU	State Project Implementation Unit
SPSS	Statistical Package for The Social Sciences
ST	Schedule Tribe
TVET	Technical and Vocational Education and Training

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# Executive Summary



## Executive Summary

The Directorate of Skill Development and Entrepreneurship, operating under the aegis of the Department of Skill Development and Entrepreneurship, Government of Arunachal Pradesh, is actively implementing the Skills Strengthening for Industrial Value Enhancement (STRIVE) project within the state. This tracer study, a pivotal component of Result Area 2 of the STRIVE project, aims to comprehensively analyze the career trajectories of graduates from Industrial Training Institutes (ITIs) in Arunachal Pradesh. The primary objectives are to evaluate their integration into the labor market and to gather insights that can inform enhancements to the ITI training program. This executive summary provides a concise overview of the strategic initiative undertaken by the Directorate, emphasizing its commitment to enhancing the efficacy of ITI training programs in Arunachal Pradesh through evidence-based insights derived from the tracer study.

The tracer study employed a multifaceted methodology, incorporating three pivotal surveys: the ITI graduate survey, the Employer's survey, and the Institutional (ITI) survey. Targeting graduates from the years 2019, 2020, and 2021 across all 7 government ITIs in Arunachal Pradesh, the ITI graduate survey reached to sample size of 164 graduates, effectively representing the broader ITI graduate population of 1472. These graduates provided comprehensive responses to the survey instruments, offering valuable insights into their experiences and post-training trajectories. In parallel, the study interviewed 11 employers from various sectors across Arunachal Pradesh and Institutional survey was conducted across all 7 government ITIs. The robust methodology and successful engagement with ITI graduates, employers, and institutions lay the foundation for a comprehensive tracer study report. This report has following sections:

**Section 1- Introduction:** This section provides the project background, objectives and scope of tracer study assignment, consultant's understanding of the assignment and key stakeholders of the study.

**Section 2 - Detailed Approach and Methodology:** This section provides details of the three phased approach (Phase 1: Inception and design, Phase:2 Conduct primary surveys and Phase 3: Data analysis and report preparation) followed by the detailed methodology that was adopted to conduct this tracer study.

**Section 3 - Limitation of study:** This section provides limitation of study focusing of poor database of graduates high non-responsiveness, difficulty in obtaining correct answers, reluctant to share employer detail by graduates, difficulty in getting correct income, data analysis and dashboard for findings of additional two new ITIs, completion of targeted outreach, perception towards quality

of training infrastructure and training delivery and demographic coverage across the Arunachal Pradesh.

**Section 4 - Data presentation and Analysis:** This section encapsulates a synthesis of responses collected from the three pivotal surveys—graduate, employer, and ITI. Each question's data is meticulously presented in both tabular and graphical formats, offering a comprehensive view of the insights obtained. The segmentation is done across Project ITIs, Non-Project ITIs, and two additionally added new ITIs, providing analysis based on the consolidated results for each question. This section serves as a repository of specific findings derived from the interviewed graduates of ITIs, employers, and ITIs. This data presentation section not only enhances readability but also enables readers to navigate and interpret the research findings more effectively.

**Section 5 - Key findings:** It summarizes the major findings of all the three surveys. The findings are presented in following themes:

**a) Graduate's profile:**

A total of 164 graduates actively participated in the graduate's survey, with diverse representation from different categories of ITIs. The breakdown reveals that project ITIs contributed 18.29% (30 graduates), non-project ITIs constituted a significant majority at 76.22% (125 graduates), and the two additional new ITIs comprised 5.49% (9 graduates). For the purpose of tracer study findings and recommendations, data analysis focused on 155 graduates from project and non-project ITIs, aligning with the decision made during the kick-off meeting. The demographic composition of the participant pool reflects a gender distribution of 66.45% males and 33.55% females. Notably, a predominant 71.61% of male graduates were found in engineering trades, contrasting with a lower proportion of 10.32% of male graduates in non-engineering trades.

Examining cultural and community backgrounds, the majority of participants identified with Christianity (41.94%), followed by the Donyi Polo community (27.10%). A significant 85.16% belonged to the Arunachal Pradesh Scheduled Tribe (APST) community. Economic indicators reveal that approximately 74% of participants hailed from Below Poverty Line (BPL) families, with 47% coming from families consisting of more than five members.

Occupationally, 63% of respondents identified agriculture (farming) as their primary family occupation, while the second most common occupation was government jobs (22%). In terms of household income, 42% reported a monthly income below ₹10,000, and 35% fell within the ₹10,000-₹20,000 monthly income range.

#### **b) Pre-training**

Prior to enrolling in ITI training, a substantial 95.91% of respondents were not employed and had a monthly income of NIL. The primary sources of information influencing their decision to pursue ITI training were Peers/Friends/Relatives (71.34%), while Newspaper/TV/radio Advertisements played a supplementary role for 28.66% of respondents.

The driving force behind opting for ITI course was predominantly geared towards securing a government job, as cited by 76.22% of graduates, followed closely by the aspiration to obtain private employment (59.76%). This insight into the career motivations of ITI trainees provides valuable context for aligning training programs with the employment goals of the participants.

Encouragingly, 79.35% of graduates were enrolled in their desired trade of ITI training, indicating a positive match between their preferences and the available courses. However, the fact that 76.77% of graduates reported not attending any counseling sessions before enrolling in ITI courses raises the potential for enhancing pre-enrollment guidance. A notable 23.23% did receive counseling, either from the Training Institute at the Industrial Training Institute or through advice from friends and relatives.

These findings shed light on the varied factors influencing career decisions, from information sources to motivations for pursuing ITI training, highlighting potential areas for targeted interventions to enhance pre-enrollment support and align training programs with the aspirations of ITI trainees.

#### **c) Rating on quality of teaching and learning conditions of ITI**

The evaluation of graduates' satisfaction with the overall training quality revealed a prevailing sentiment of 'AVERAGE.' While graduates acknowledged the training received, there is a consensus that certain aspects demand attention (specifically on the training infrastructure and delivery) and align them more closely with the expectations of the trainees.

63.23% of the interviewed graduates availed hostel facilities and among them, 65.31% expressed satisfaction with the provided facilities. Addressing the highlighted concerns in training infrastructure and delivery, coupled with a continued focus on ancillary services, will contribute to a more holistic and satisfactory ITI training environment.

#### **d) Availability of training components during ITI training**

Interviewed graduates reported the absence of important training components such as Industrial tours, On-the-Job Training (OJT), and Entrepreneurship Development Programs (EDP) during their ITI training. This notable void suggests a critical gap in the practical exposure and skill-building opportunities afforded to graduates during their educational journey.

Furthermore, 84.52% of graduates reported a lack of support from ITIs in securing valued employment post-ITI training. For them who did receive support, the most common forms were

Mock interviews and CV preparation. 95.48% of graduates reported a complete lack of follow-up by ITIs after the completion of their training.

Addressing these gaps in practical exposure, employment support, and post-training follow-up emerges as a pressing need for ITIs.

#### **e) Transition to work**

The timeline for job-seeking activities among graduates reported that 46.45% commenced their job search more than one month after graduation, indicating a varied approach to entering the workforce.

The key sources of job search included Relatives, friends, and fellow students (46.45%), ITI/Campus interviews also played a substantial role at 25.81%, highlighting the relevance of institutional connections, while Government service exams constituted another prominent source at 21.94%.

Approximately 50% of graduates entered employment, self-employment, or apprenticeships after a year of graduation, indicating a prolonged transition period for a significant portion of the cohort.

#### **f) Graduate's satisfaction and impact of ITI training**

Graduates' satisfaction on their ITI training experience collected as 49.68% expressed a reluctance to choose the same course again, suggesting a need for a critical evaluation of program content and relevance. Additionally, 28.39% stated a negative response to selecting the same ITI, while 25.16% remained 'not sure' about to choose the same ITI again. On a positive note, a significant 70.97% reported being "Satisfied" with their overall experience.

On the response of financial impact of ITI training program, 76.13% reported 'No change' in economic conditions after completing ITI training. However, a notable 23.87% reported an improvement in their economic situation, showcasing the potential positive impact of ITI training on graduates' financial well-being.

Examining financial contributions, a substantial 78.38% cited supporting household expenses as their primary use of income, followed by sending money to family (51.35%), and saving for the future (32.43%).

Examining Socially impact, employment outcomes brought about an upliftment in social values/status for 54% of employed graduates. In contrast, nearly 46% reported that their social values/status remained unchanged.

#### **g) Quality and relevance of ITI training**

A moderate percentage of graduates provided ratings indicating the overall relevance of ITI training in various domains. Specifically, 67.74% found the theoretical training to be "Relevant,"

indicating a substantial acknowledgment of its significance. Practical training closely followed, with 62.58% expressing its relevance in their training experience. Computer skills, 54.19% of graduates recognized the relevance, showcasing the importance of integrating technological competencies into the curriculum. Soft skills, crucial for holistic professional development, were considered relevant by 55.48% of respondents. These ratings reflect the valuable insights for refining and enhancing the overall curriculum to meet the evolving needs of the workforce.

#### **h) Labour market outcome of interviewed graduates of tracer study in Arunachal Pradesh under STRIVE**

▶ **Employment outcome (By gender):** 18.71% were found to be employed, with a breakdown of 16.13% for males and 2.58% for females. Additionally, 9.68% of graduates were self-employed, comprising 7.74% males and 1.94% females. A significant proportion, 71.61%, did not join the workforce immediately after completing their ITI training, with 42.58% being male and 29.03% female.

Within the category of those did not join the workforce immediately, 19.35% pursued higher education, with 7.10% being male and 12.26% female. The majority, constituting 52.26%, were neither in employment nor in education, with 35.48% being male and 16.77% female.

▶ **Labour Force Participation Rate (LFPR) by gender:** The overall Labor Force Participation Rate (LFPR) among graduates, a key indicator of workforce engagement, was determined to be 72.90%. This exhibited gender disparities, with a higher LFPR among male graduates at 83.50% and lower among female graduates (51.92%).

▶ **Labour Force Participation Rate (LFPR) by type of ITI:** The LFPR was higher in non-project ITIs (76.00%) than project ITI (60.00%).

▶ **Unemployment Rate:** The overall unemployment rate of 61.06% among graduates, underscoring the prevalent employment challenges. The unemployment rate exhibited gender-based disparities, with a higher percentage of females experiencing unemployment at 74.07%, compared to their male 56.98%.

▶ **Present monthly income:** An average salary of ₹13,852.27 across various employment categories was found. Employed graduates reported an average salary of ₹16,020, Self-employed graduates recorded an average income of ₹11,333.33 and those engaged in apprenticeships reported an average income of ₹9,750.

#### **i) Present status of interviewed graduates**

##### **1. Higher studies / lateral entry in polytechnic**

▶ Graduates' motivations for enrolling in higher studies were inquired, with 76.67% expressing an intention to pursue further education. Additionally, a substantial 50.00% cited the inability to secure their desired job as a primary reason for opting to continue their studies.

- ▶ The future plans upon completion of their advanced studies. 73.33% expressed the intent to secure employment, 40.00% articulated a desire to continue their educational journey by pursuing a higher degree.
- ▶ The support landscape for higher studies from ITIs was evaluated, a substantial 86.67% of graduates reported that 'No support from their respective ITIs'.

## 2. Neither in employment nor in education or training (NEET)

- ▶ The reasons behind graduates becoming Not in Education, Employment, or Training (NEET) were diverse and multifaceted. 87.65% of graduates identified their primary reason for NEET status as the 'pursuit of suitable employment', 32.10%, reported that 'they were actively preparing for government jobs',
- ▶ Within the NEET category specifically designated as "Looking for a job," 85.19% of graduates fall into this cohort and 75.36% reported an extended job search duration, with efforts spanning more than 12 months.
- ▶ Barriers in job search endeavors, with 91.30% citing the 'absence of jobs related to their ITI qualification in their local area or district' as a primary challenge, 17.39% of respondents reported facing 'difficulties due to a lack of connections, contacts, or resources to secure employment'.
- ▶ Barriers to embark on entrepreneurial ventures or join family businesses, 20.99% expressed 'a plan to initiate their own business or join a family enterprise', 100% of these aspiring entrepreneurs reported a 'lack of start-up capital' and 35% of respondents identified a 'deficiency in entrepreneurial skills'.

## 3. Apprenticeship

50% of graduates underwent apprenticeships in the same trade as their ITI training, with 75% reporting a duration exceeding 12 months for transition to the workforce, underscoring the need for targeted support during this critical phase.

75% of apprenticeship graduates reported a lack of assistance from their respective ITIs. notable 75% of apprenticeship graduates found employment in the manufacturing sector, with 50% securing positions in small organizations. Assessing the utility of skills acquired during ITI training in apprenticeships, 50% of graduates deemed their skills as 'Useful,' 50% of graduate who were found working under apprenticeship, indicating a monthly income range of ₹5,000 to ₹10,000, and another 50% falling within the ₹10,000 to ₹20,000 range. The average monthly income across this cohort was ₹9,750,

## 4. Self-employment

- ▶ *Reasons for taking up self-employment:* 73.33% of self-employed graduates reported having their own business idea, whereas 40.00% cited gaining skills and specialization through their ITI training as a motivating factor.

- ▶ *Transition to work:* 33.33% reported more than 12 months duration of their transition to work, 26.67% had six to less than twelve months and another 26.67% had a duration less than 1 month.
- ▶ *Nature of Self-employment:* 66.67% reported that they have started a new venture, while the remaining 33.33% have joined a family business.
- ▶ *Industry sector of present self-employed:* 40% were found in service sector, 26.67% were in sales and rest in manufacturing and sales & service sector.
- ▶ *Business loan to start or expand business:* 86.67% have not taken any loan and 13.33% have utilized loans from family savings and loans from friends/relatives, while none of self-employed have not taken loans from any financial institution.
- ▶ *Starting investment for new venture:* 80% have started their business with up to INR 1 Lakh investment, whereas 20% have made INR 1 lakhs to 5 lakhs investment to start their new business.
- ▶ *Number of persons deployed in present business:* 73.33% have employed 1 to less than 3 people in their business, while 26.67% of self-employed graduates have employed more than 5 people.
- ▶ *Status of present business:* 86.67% reported that their present business status is 'struggling'. An equal percentage, 6.67%, reported their businesses as 'Not successful' and 'successful'.
- ▶ *Support from ITI for self-employment (Enablers):* 86.67% did not receive any kind of support from ITI for self-employment, while the remaining 13.33% mentioned that ITI provided counselling on various self-employment opportunities.
- ▶ *Main challenges - Starting of business (Barriers):* 'Sources of finance' being the most significant challenge for most graduates, followed by 'Shortage of worker/ Human Resources ' and 'Lack of government's support schemes'.
- ▶ *Main challenges - running business (Barriers):* ' Working capital' (86.67%)' and the 'Shortage of skilled workers (33.33%)' were the two most common challenges experienced by graduates while running their businesses.
- ▶ *Usefulness of ITI certificate in self-employment:* 66.67% of self-employed graduates mentioned that there was 'No use of the ITI certificate' in their present business, while 33.33% reported the 'certificate's usefulness'.
- ▶ *Self-employment Trade v/s ITI training trade:* 53.33% self-employed graduates operating business in another trade, while 46.67% mentioned that they are operating businesses in the same trade, in which they had ITI training.
- ▶ *Present monthly income from self-employment:* 66.67% have the range of monthly income from ₹5K to ₹10K. 13.33% have the range of monthly income from ₹10K to ₹20K. Average monthly income of self-employed graduates was found ₹11,333.33.

## 5. Employment

- ▶ *Transition to work:* 60% of graduates reported getting a job after 12 months of graduation. 12.00% within 6 to less than 12 months of graduation, another 12.00% reported getting a job within 3 to less than 6 months of graduation.
- ▶ *Nature of present employment:* The top three nature of occupations were 36% Full time contractual, 32% Temporary and 28% Full time contractual.
- ▶ *Level / Designation in present occupation:* The major occupation groups are identified as 56% Support Staff/Worker/Operator, 40% Assistant/Trainee and 4% Supervisor
- ▶ *Industry sector of present occupation:* 40% in government sector, 48% in sales and service sector and Out of them 20% in small organization and 16% micro organization
- ▶ *Size of workforce at present workplace:* 40% indicated that the size of the workforce at their workplace is 10-50, 32% indicated that the size of the workforce at their workplace is 51-500 and 28% indicated that the size of the workforce at the workplace is below 10.
- ▶ *Present monthly income:* 40% have monthly income range from ₹5K to ₹10K, 40% have monthly income range from ₹10K to ₹20K. The average monthly income of employed graduates was found ₹16,020.
- ▶ *Employment Trade v/s ITI training trade:* 64% secured employment in another trade, 36% mentioned that they secured employment in the same trade, in which they had ITI training.
- ▶ *Usefulness of ITI certificate in employment:* 56% of employed graduates mentioned that there was 'No use of the ITI certificate, 44% reported the 'certificate's usefulness' in getting the employment.
- ▶ *Use of skill sets acquired during ITI training:* 56% mentioned 'Not useful' 44% mentioned 'Useful'.
- ▶ *Support from ITI for getting employment (Enablers):* 88% did not receive any kind of support from ITI for employment, remaining 12% mentioned that ITI assisted in preparation of CV, counselling of various jobs available in the industry, mock interview etc.
- ▶ *Skills which helped in present job or career progression:* 64% of employed graduate rate communication skills, approx. equal percentage (48-52%) of employed graduates reported on theoretical and practical skill and knowledge (Trade specific)
- ▶ *Promotion received:* 100% have mentioned that they had not received any promotion during the career journey.
- ▶ *No. of jobs changes since ITI graduation:* 92% did not change job after first job, 8% mentioned that they had change job one time.
- ▶ *Reasons for staying in the same job:* 38.89% mentioned that good salary and met their salary expectations, approx. equal percentage of employed graduate (33.33%) mentioned that they can see their future progress in the same job and like the job and job environment and 22.22% reported that the job was relevant to their ITI training.



- ▶ *Reasons for changing the job:* "Salary hike from my previous job" and "To move up on the career ladder" were cited as the primary reason for job switching (85.71%).
- ▶ *Increase in salary during job change:* First Job Salary (Average): ₹13,214.3, Second Job Salary (Average): ₹15,000 and Difference in salary due to job change: ₹1,785.7 (13.51%)

**j) Specific finding on interaction with employers**

- ▶ *Process of hiring:* The top three hiring methods of employers to recruit ITI graduates were found to Walk-in-interview at workplace (45.45%), social media (36.36%) and Campus interview at Technical / Educational institutions (27.27%).
- ▶ *Challenges faced by employer in hiring of ITI graduates:* Expectation of high salary (45.45%), No relevant experience (36.36%) and No proper grooming for job requirement (27.27%).
- ▶ *Preference to women during recruitment:* 81.82% employers reported 'NO', whereas 18.18% employers reported 'YES'
- ▶ *Recruitment under NAPS:* None of the interviewed employers recruit from NAPS portal.
- ▶ *Preferences during recruitment of ITI graduates:* It was observed that the Trade studied, Trade related Technical Skill, Communication Skill, Personality, Behavior during interview are highly preferred during recruitment whereas factors like type of ITI Certificate, Result of recruitment tests have lower preferences.
- ▶ *Training required at workplace after recruitment of ITI graduates:* 72.73% employers reported that induction training is required by ITI graduate to perform the job in organization, whereas 18.18% employers reported that additional training is required. Generally, induction or upskilling trainings are provided by employers to ITI graduates after recruitment at workplace.
- ▶ *Skill Premium:* Only 63.64% employers reported that they provide skill premium to ITI graduates over non-ITI graduates for the same job. All the employers (100%) reported that they do not discriminate in male and female employee and there is no provision for skill premium to male employees over female employees.
- ▶ *Employer's satisfaction level on performance of ITI graduates:* 63.64% employers were agreed that for the same job, ITI graduates can do more work than untrained employees. 81.82% employers were agreed that ITI graduates can learn new things faster than untrained employees. All the employers would like to recommend ITI courses to other people and hire ITI graduates in other organizations too, that shown the acceptance and popularity of ITI courses among employers very high.
- ▶ *Employer's opinion on relevance of ITI training program:* 81.82% employers were reported that Skills of ITI graduates are relevant to the organization's need. The acceptance of ITI graduate was found high. 45.45% employers reported that they are not interested to hire a non-ITI graduate in place of ITI graduate for the same job.
- ▶ *Area of improvement:* The top three suggestions to ITIs for improvement are 'Upgrade the laboratory tools, equipment and machineries to Industry grade (54.55%), Industry linkages for

better academic - industry connect during and post training (54.55%) and focus on communication / interpersonal / soft skills (45.45%).

**k) Specific finding on interaction with ITIs**

- ▶ **Internal efficiency of ITI:** The overall seat utilization in 5 ITIs for tracer study was found to be 87.21% for all the trades and 85.90%, 90.02 and 85.55% in pass-year 2019, 2020 and 2021 respectively. The drop-out rate in 5 ITIs for tracer study was found to be 11.50% for all the trades and 9.98%, 12.60 and 11.85% in pass-year 2019, 2020 and 2021 respectively. The overall pass-out rates in all the 5 ITIs for Tracer Study was found to be 77.05% and 75.13%, 81.03% and 74.56% in pass-out year 2019, 2020 and 2021 respectively.
- ▶ **Area of improvement:** The top three suggestions from ITI for improvement are:
  - a. Renovation of training infrastructure.
  - b. Upgrade laboratory with industry aligned latest tools and equipment.
  - c. Round the year placement linkages activities.

**Section 6 - Conclusion and Recommendations:** In light of the significant findings detailed in the preceding sections, this concluding segment aims to present conclusion and provide actionable recommendations across various facets:

- a) **Training Infrastructure and Training Delivery:** To enhance the efficacy of ITI training programs and boost the labour market outcome, it is recommended to:
  - ▶ A thorough AS-IS assessment of existing training infrastructure and facilities to identify the gaps.
  - ▶ Benchmarking of ITIs with National or International standards needs to be done which will improve ITI grading based DGT's framework.
  - ▶ Suggestive measures involve modernizing the campus, upgrading classrooms with digital pedagogy equipment, aligning workshops with industry-standard machinery, and addressing staff shortages etc.
- b) **Rationalization of Trades and curriculum:** To meet the skill mismatch between the ITIs' training and the industry requirements, it is recommended to:
  - ▶ Conduct an industry survey to analyze the current demands and requirements of industries.
  - ▶ Trade rationalization and curriculum update based on the insights gained from the industry survey.
  - ▶ Introduce finishing school model in identified priority trades with focus on imparting the specific skills to bridge the gap between the skills acquired through training and the skills demanded by employers.
- c) **Industry engagement:** To address the "disconnect with the real working world", it is recommended that ITI training needs to be supported by multi-fold industry linkages:

- ▶ Establishing MoUs between ITIs and industries for Industry exposure, OJT, apprenticeship, regular upskilling etc.
  - ▶ Encouraging DGT schemes i.e. Dual System Training (DST), Flexi MoUs to work closely with the industries.
  - ▶ Integrating real-world experiences within the training curriculum (finishing school model).
- d) Training Cum Placement Cell:** To improve the ITI support for trainees' valued employment, enhancing the trainees' employability and overall outcomes for ITI graduates, it is recommended to establish / strengthen training cum Placement cell with following broader scope: (a) Compilation of Industry Information (b) Career Counselling and Job Readiness (c) Support for Transition to Work (d) Enhancing Linkages with Industries (e) Improve coverage of Apprenticeship (f) Support for Transition to Work (g) Post placement support / Alumni (h) Soft Skills Development (i) Graduate data and tracer study etc.
- e) Training need assessment and outcome based Professional Learning and Development of ITI instructor:** To keep up to date with the latest technology, equipment & machineries, industrial skill requirements and to improve the quality delivery of training (Pedagogy), it is recommended to:
- ▶ Carry out Training need assessment of ITI instructors.
  - ▶ Plan and implement 'Career Progression linked Professional Learning and Development' for the trade instructors.
- f) Entrepreneurship Development Training:** To foster a culture of innovation/self-employment within ITIs, recommendations to support self-employment involves:
- ▶ Establishment of dedicated mechanisms to identify and nurture entrepreneurial potential across the AP under TCPC.
  - ▶ Facilitate linkages with financial institutions, government schemes, and industry partnerships.
  - ▶ Assist in developing entrepreneurship skills, access to financing options, establishing forward & backward linkages.
  - ▶ Introduce modules in existing ITI courses based on local demand & economy for Entrepreneurship Development.
- g) Enrolment seats augmentation:** To cater to the youth aspirations and employers' skill need in traditional and emerging technology, it is recommended to augment the enrolment seats in exiting ITIs or opening of new ITIs in unserved Districts / blocks of AP by:
- ▶ Increase enrolment seats in popular trades.
  - ▶ Review the trades with low enrolment and consider for upgradation to trades in high demand or closure.
  - ▶ Open new trades in emerging area based on industry demand consultation/study.

- h) Career Guidance and Counselling:** To reduce the drop-out rate and provide pre-enrolment counselling, it is recommended that:
- a. DGT / State directorate should make counselling mandatory before enrolment of trainees with structured protocol.
  - b. Establish and implement robust career guidance and counselling services within ITIs.
  - c. Special focus on enhancing networking opportunities, providing career counselling, and leveraging digital platforms for information dissemination.
- i) Enhance mobilization through a strategic, multi-channel approach:** To improve the seat utilization and promotion of ITI courses:
- ▶ Establishing an alumni group and empowering them as advocates to positively influence youths within their localities or social circles.
  - ▶ Formulate a comprehensive plan for IEC activities, strategically incorporating the utilization all stakeholders including peer leaders.
  - ▶ Identification and mobilization of target youth (with a specific emphasis on females), spanning the entire geography of Arunachal Pradesh.
- j) Monitoring and Evaluation:** Recommend for the establishment of a systematic monitoring and evaluation framework to assess the effectiveness of ITI programs. Regularly review and update the curriculum based on feedback from employers and graduates.
- k) Government and Policy Support:** Advocate for supportive policies at the department level to incentivize industries to engage with ITIs, create job opportunities, and invest in skill development initiatives. Ensure that policies are flexible and responsive to changing industry needs.

# Introduction

# 1. Introduction

## 1.1. Project Background

In the context of technical skills development in India, the operational facets of this strategic initiative are orchestrated by key institutional bodies. ITIs and Apprenticeship programs form the backbone of long-term trainings for developing an increasingly competitive and well-qualified workforce, which capable of flexibly adapting to changing world markets and technological progress. The Directorate General of Training (DGT), operating under the aegis of the Ministry of Skill Development and Entrepreneurship (MSDE), assumes a pivotal role in coordinating the national-level long-term skills development programs. Specifically, the Craftsmen Training Scheme (CTS), a two-year school-based training program, serves as a cornerstone, fostering foundational skills among participants.

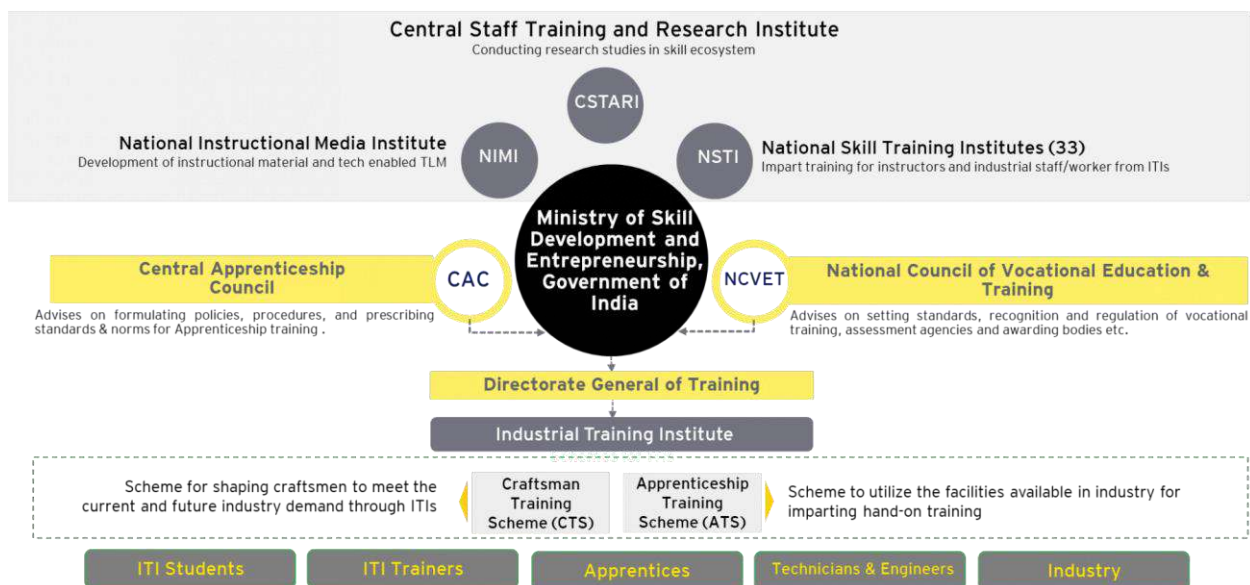


Figure 1 - ITI ecosystem

Concurrently, the Apprenticeship Training Scheme (ATS) stands as a comprehensive endeavor, combining school-based and workplace learning provided by industry. Oversight and assurance of the quality and regulatory aspects of both the CTS and ATS are predominantly administered by the National Council for Vocational Education and Training (NCVET). In collaboration with esteemed central government institutions, such as the National Instructional Media Institute (NIMI) and the Central Staff Training and Research Institute (CSTARI), NCVET ensures meticulous curriculum development, robust assessment mechanisms, and the conferral of certifications.

A recent milestone in this trajectory is the formulation of the National Skills Qualifications Framework (NSQF). This framework serves as a linchpin, fostering seamless articulation and coordination among diverse skill development schemes. Concurrently, at the state level, the State Council for Vocational Training (SCVT) shoulders the responsibility of orchestrating the harmonized development of vocational training initiatives, aligning them with national objectives.

This strategic framework underscores a commitment to adaptability, ensuring that the workforce remains agile in response to dynamic shifts in global markets and technological advancements. The concerted efforts at both national and state levels underscore a cohesive and comprehensive strategy aimed at cultivating a skilled and competitive workforce in India.

The government recognizes the imperative of directing future investments in Industrial Training Institutes (ITIs) towards enhancing access to the labor market and increasing the responsiveness of skills development institutions. Currently, there are over 15,600 ITIs spread across India, with approximately 68% being privately managed, boasting a collective seating capacity of over 34 lakhs per year. However, the institutional landscape exhibits variations in conditions, such as the availability of teachers and training equipment, leading to discernible differences in training quality among ITIs situated in diverse locations, encompassing both urban and rural areas, as well as government and private institutions.

Despite their prevalence, ITIs encounter challenges in aligning with the dynamic demands of the industry. Recognizing these challenges, the Government of India has embarked on the National Skills Strengthening for Industrial Value Enhancement (STRIVE) project, facilitated through collaboration with the World Bank. The primary objective of this initiative is to incentivize pivotal institutional reforms within ITIs and the Apprenticeship Program, aimed at enhancing access to high-quality and market-driven vocational training.

The STRIVE project adopts a Program for Result (PforR) instrument, structured around four key result areas:

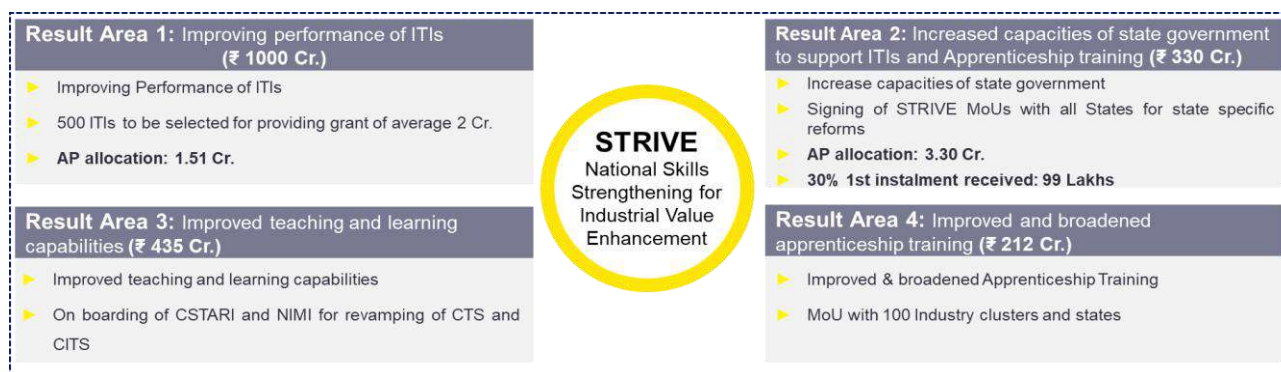


Figure 2 - Four Result Areas (RAs) of STRIVE project

Through the STRIVE project, the Government of India endeavors to address the multifaceted challenges faced by ITIs, ushering in a new era of responsiveness and excellence in vocational training. This initiative underscores a commitment to creating a skilled workforce capable of meeting the evolving needs of the industrial landscape.

Under this Result Area 2, STRIVE aims to improve the overall operational environment of long-term training ecosystem (ITIs and apprenticeship) at the state level through both policy related

and programmatic interventions **including implementation of tracer studies**. It also covers following KPIs and distribution of fund upon achievement of milestones:

SI. NO.	Reform activity	%
1	Advance on signing of PBFA	30%
2	Career Progression Policy for ITI trainers	20%
3	Reducing trainer vacancy in govt. it is	30%
4	<b>Conducting tracer study</b>	<b>20%</b>

Figure 3 - Payment milestones under RA 2 of STRIVE project

The Government of Arunachal Pradesh (GoAP) holds Industrial Training Institutes (ITIs) in high regard as the primary drivers of skills development within the state. The Directorate of Skill Development and Entrepreneurship (DSDE), under the aegis of the Government of Arunachal Pradesh, is actively engaged in the implementation of the STRIVE project within the state. To ensure effective oversight and guidance, a State Steering Committee (SSC) has been established, playing a crucial role in directing the project's execution at the state level.

Facilitating the operational aspects of the STRIVE project in Arunachal Pradesh, a dedicated State Project Implementation Unit (SPIU) has been instituted. This unit collaborates closely with the SSC, providing essential support and expertise for the seamless implementation of the project across the state.

Arunachal Pradesh has 5 Government ITIs a total seat strength of 741 in year 2020-21<sup>1</sup>. Recognizing the importance of evaluating the impact and outcomes of the vocational training provided, the DSDE has undertaken the decision to conduct a tracer study for graduates of ITIs. This initiative aligns with Result Area 2 of the STRIVE project. The tracer study will serve as a valuable tool for informed decision-making, further enhancing the impact and efficacy of vocational training programs within the state in order:

- ▶ To measure the labor market performance of ITIs.
- ▶ To assess the impact of the project and non-project ITIs training in terms of relevance, effectiveness, efficiency, and sustainability.
- ▶ To assess graduates' satisfaction level relating to the ITI training attended.
- ▶ To assess the actual employment/placement and identify the barriers specific to the state.
- ▶ To obtain the views and opinions of employers on the impact, quality, and relevance of ITI training programs.
- ▶ To assess the practicability of Apprenticeship Training.

The ongoing study aims to establish a comprehensive tracking system for certified trainees from Industrial Training Institutes (ITIs) across the pass-out years 2018-19, 2019-20, and 2020-21. By

<sup>1</sup> Source: Annexure 1 of RFP document



undertaking this initiative, the study endeavours to assess the efficacy of the ITIs' training and skilling initiatives in the respective states, particularly focusing on the benefits accrued by ITI graduates. Additionally, the study places a concerted emphasis on evaluating the employment outcomes of the trained trainees.

To ensure the robustness and reliability of the findings, the tracer study adopts an inclusive approach. It encompasses all five government ITIs, as specified in the Request for Proposal (RFP). Moreover, the study incorporates a representative sample of trainees, covering a diverse array of trades to capture the spectrum of skills imparted by the ITIs. This deliberate sampling strategy aims to provide a nuanced understanding of the effectiveness of training programs across various disciplines.

Furthermore, the tracer study considers the diverse backgrounds of the trainees, considering key characteristics such as gender, caste, location (rural/urban), education level, and household economic status. This multifaceted analysis ensures that the study captures the impact of ITI training initiatives on individuals from various demographic and socio-economic strata, thereby allowing for a comprehensive evaluation of the inclusiveness and reach of these programs.

In essence, the tracer study aspires to draw meaningful inferences regarding the tangible benefits and employment outcomes experienced by ITI graduates. By adopting a thorough and representative approach, it seeks to provide valuable insights into the effectiveness of ITI training programs and their contribution to the socio-economic advancement of individuals across diverse segments of the population.

In accordance with the decisions established during the Kick-off meeting on September 21, 2023, the scope of the tracer study has been expanded to encompass all seven Government ITIs within Arunachal Pradesh. This includes the Government ITI in Sagalee and the Government ITI in Malipolyang.

- ▶ Government ITI, Sagalee, the tracer study will focus on pass-outs during the years 2022 and 2023.
- ▶ Government ITI, Malipolyang, the tracer study will concentrate on pass-outs from the year 2023.

It is noteworthy that the findings from the tracer study will be presented in separate reports for each of the two newly included ITIs.

## 1.2. Objectives

The primary objective of the project is to conduct a comprehensive Tracer Study encompassing graduates from all government Industrial Training Institutes (ITIs) in Arunachal Pradesh. The study is designed to elucidate the career progression of these graduates within the labor market and

provide valuable insights to inform enhancements in Technical and Vocational Education and Training (TVET) programs.

The study shall primarily aim for:

- ▶ Examination of a broad range of aspects related to gainful employment, encompassing traditional employment, self-employment, and apprenticeship.
- ▶ Consideration of prior learning experiences to gain a holistic understanding of the graduates educational and professional journey.
- ▶ Exploration of causes and factors influencing employment outcomes and professional success of ITI training.
- ▶ In-depth analysis of the impact of various features of Technical and Vocational Education and Training (TVET) on the career trajectories of ITI graduates.
- ▶ Identification of strengths and areas for improvement within the TVET framework.

The tracer study aims to conduct a multipurpose survey involving various stakeholders, including ITI graduates, employers, and other relevant entities. Collection and analysis of quality data in accordance with predefined expectations and protocols. Solicitation of feedback from these stakeholders to provide a well-rounded perspective that can guide improvements in TVET programs offered by the government ITIs in Arunachal Pradesh.

### **1.3. Scope of work**

The scope of work for tracer study outlined under the RFP is as below:

- ▶ To measure the labor market performance of ITIs.
- ▶ To assess the impact of the project and non-project ITIs training in terms of relevance, effectiveness, efficiency, and sustainability.
- ▶ To assess graduates' satisfaction level relating to the type of training attended.
- ▶ To assess the actual employment and identify the barriers specific to the state.
- ▶ To obtain the views and opinions of employers on the impact, quality, and relevance of ITI training programs.
- ▶ To assess the practicability of Apprenticeship Training.
- ▶ To assess the actual placement outcomes of ITI graduates.

The Kick-off meeting held on September 21, 2023, at the Dorjee Khandu State Convention Centre in Itanagar, Arunachal Pradesh, marked a significant milestone in the initiation of the Tracer Study for graduates from Industrial Training Institutes (ITIs) in Arunachal Pradesh under the STRIVE project. The meeting was presided over by Sh. Saugat Biswas (IAS), Commissioner of the Department of Skill Development and Entrepreneurship (Designate), who chaired the session. The meeting brought together key stakeholders, including directorate officials, ITI Principals from the seven government ITIs in Arunachal Pradesh, and the EY Team, fostering

collaborative discussions on matters pertaining to the tracer study.

This kick-off meeting served as a platform for collaborative planning, ensuring that all stakeholders are aligned with the objectives and scope of the tracer study. The active participation of key officials and the EY Team underscores the commitment to the successful execution of the study under the ambit of the STRIVE project.

During the meeting, the revised scope of work for the Tracer Study under the STRIVE project in Arunachal Pradesh is outlined as follows:

- ▶ *Holistic Representation:* Inclusion of all seven government ITIs in Arunachal Pradesh to ensure a comprehensive and representative study.
- ▶ *Survey Population:* The Tracer study will cover all seven Government ITIs in Arunachal Pradesh. The graduate count (survey population) will be as per the data provided by ITI Principals.
- ▶ *Data Collection Timeframe:* Five ITIs (Dirang, Yupia, Tabarijo, Roing, and Balinong) will provide graduate data for the years 2019, 2020, and 2021 pass-outs. Two ITIs (Sagalee and Manipolyang) will provide graduate data for the years 2022 and 2023 pass-outs.
- ▶ *Sample Size and Distribution:* The sample size for the graduate survey will be 10% of the total population, distributed proportionally based on ITI graduate count in the total population.
- ▶ *Institutional Surveys:* All seven ITIs will be surveyed under institutional surveys.
- ▶ *Employer Surveys:* Employer survey count will be 5% of the sample size of the graduate survey.
- ▶ *Outreach Graduate Count:* Outreach graduate count will be 75% of the total graduate count provided by ITIs, only focusing on the present economic status and monthly salary/income (if applicable).
- ▶ *Case Studies:* Preparation of 50 good case studies for graduates performing well in economic activities, earning more than ₹8000 per month under employment/self-employment/apprenticeship. This will cover all five government ITIs in Arunachal Pradesh, excluding the two new ITIs.
- ▶ *Final Tracer Study Report:* The final tracer study report will be prepared based on findings from the graduate survey of ITIs, employer surveys, and ITIs institutional surveys (as per RFP). A separate report can be submitted on the findings of the two new ITIs (Manipolyang and Sagalee), outreach of ITI graduates, and surveys.
- ▶ *Timeline:* The entire study is to be completed within 12 weeks from the start date of the consultancy, contingent upon the timely availability of required data and information from key stakeholders.

This comprehensive scope of work outlines the methodology, parameters, and timelines for the Tracer Study, ensuring a rigorous and efficient assessment of the outcomes and impacts of ITI training programs in Arunachal Pradesh under the STRIVE project.

## 1.4. Our understanding of Assignment

The RFP expects EY to conduct tracer study for ITI graduates in all the 5 government ITIs of Arunachal Pradesh under STRIVE to assess:

- ▶ The labour market performance of the ITI graduates regarding job quality, ITI training relevance and effectiveness of their ITI education in securing employment, their job satisfaction etc.
- ▶ The perceptions of employers regarding the quality of the employees they recruited from the pool of ITI graduates.
- ▶ The Impact of ITI training of Arunachal Pradesh in equipping ITI graduates with the necessary skills to successfully gain employment.

We understand that the multi-stakeholder interactions need to be designed to employ various research tools with the following objectives:

- ▶ *Collect Quantitative Data on Personal Profiles:* Gather quantitative data on the personal profiles of ITI graduates, including information on their socio-economic backgrounds.
- ▶ *Quantitative Aspects of Employment and Income Status:* Collect quantitative information on the employment and income status of ITI graduates before their ITI training.
- ▶ *Qualitative Aspects of Socio-economic Enablers and Barriers:* Obtain qualitative insights into the socio-economic enablers and barriers faced by graduates in securing valued employment.
- ▶ *Present Work Situation of ITI Graduates:* Collect quantitative information on the present work situation of ITI graduates, covering job/occupation characteristics, full-time/part-time employment, self-employment, apprenticeship, and unemployment. Also, analyze present income levels and the quality of gainful employment, disaggregated by gender and social groups, correlating it with their background, academic performance, trades, and aspirations.
- ▶ *Information on Job Search:* Collect information on the time needed to find a job and the methods used for job searching.
- ▶ *Employment History/Career Progression:* Gather information on the employment history and career progression of graduates from the time they passed out from the ITI.
- ▶ *Perception of ITI Training Quality and Usefulness:* Understand the graduate's perception of the quality and usefulness (relevance of training) of ITI training.
- ▶ *Graduate Satisfaction:* Understand the graduate's satisfaction with the training received.
- ▶ *Information on Non-Employed/Formerly Employed Graduates:* Collect information on students who are not in employment or have left employment, along with the reasons for the same.

More specifically, we understand that the Tracer Study aimed to:

- ▶ Provide comprehensive information on the labor market outcomes of the graduates.
- ▶ Review the relevance and effectiveness of learning in ITI in relation to employability (Skills Mismatch).

- ▶ Establish employment rates of ITI graduates.
- ▶ Assess the level of employer satisfaction regarding ITI graduate employees' skills and performance.
- ▶ Determine the means by which graduates acquire employment.
- ▶ Understand the difficulties encountered by graduates who have not found relevant employment.
- ▶ Establish waiting times for first employment and associated reasons.

This comprehensive approach ensures a thorough understanding of the dynamics surrounding the employability and career trajectories of ITI graduates, contributing valuable insights for the enhancement of Technical and Vocational Education and Training (TVET) programs.

## 1.5. Stakeholders

There were several key stakeholders, who had played an important role for the success of entire study by providing guidance, data and support on the key aspects of Tracer Study. The key stakeholders for this engagement were as shown below:

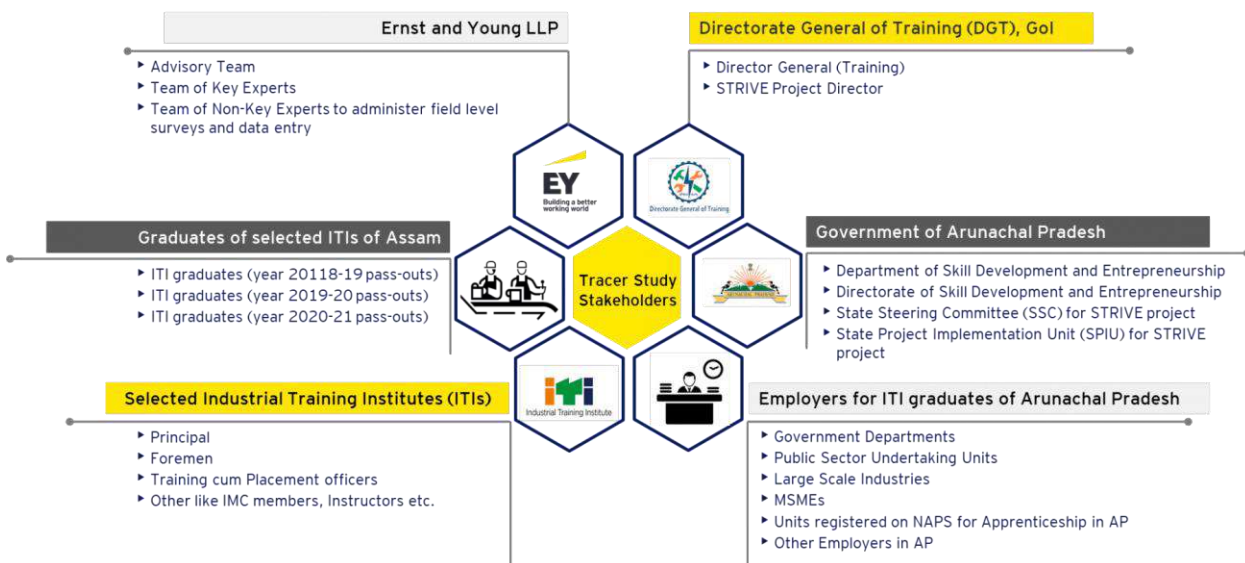


Figure 4 - Key stakeholders

### A. Directorate General of Training (DGT), Ministry of Skill Development & Entrepreneurship, Government of India

Directorate General of Training under Ministry of Skill Development & Entrepreneurship, GoI is the nodal agency responsible for the funding, monitoring and implementing the STRIVE project. The final tracer study report will be submitted to DGT after approval from the State Steering Committee (SSC) of STRIVE project, Government of Arunachal Pradesh.

### B. Government of Arunachal Pradesh

The following departments / bodies of state government of Arunachal Pradesh were the main stakeholders to conduct tracer study:

- ▶ Department of Skill Development and Entrepreneurship
- ▶ Directorate of Skill Development and Entrepreneurship
- ▶ State Steering Committee (SSC) of STRIVE project
- ▶ State project Implementation Unit (SPIU) of STRIVE project

EY had worked closely with all above stakeholders on this engagement. Additionally, DSDE was expected to perform the following activities:

- ▶ Provide a complete list (name, address, etc.) of all the 5 government ITI of Arunachal Pradesh considered under tracer study
- ▶ Review and approve the study design, plan and draft study tools
- ▶ Review and approve the pilot study plan and findings and final tools
- ▶ Facilitate the field-investigators work with respect to state and ITI cooperation such as by providing a letter of introduction and endorsement of the study
- ▶ Undertake visits to triangulate work of field investigators
- ▶ Review and approve the data entry and analysis
- ▶ Review and approve the draft report
- ▶ Review and approve the final report

#### **Tracer study approval procedure / hierarchy of officials**

SPIU will review the draft and final tracer study report prepared by the EY and will further present the report for approval to SSC.

#### **C. Employers**

Employers were one of the important stakeholders of tracer study to obtain their views and opinions on the impact, quality and relevance of ITI training program as well as suitability and employment potential of trades acquired in ITIs of Arunachal Pradesh.

A collaborative effort has been made to prepare a list of existing and potential employers of ITI graduates in Arunachal Pradesh with all the 7 government ITIs and also through secondary research of Industry landscape of Arunachal Pradesh in different categories who provides wage employment to ITI graduates.

Employers were interviewed to get insights on the perceptions of employers regarding the professional qualities of ITI graduates, satisfaction with their performance at workplace, effectiveness of ITI training and their opinion on the quality and relevance of specific courses offered by the ITIs of Arunachal Pradesh.

#### **D. Industrial Training Institutes (ITIs)**

Industrial Training Institutes (Project and Non-Project ITIs) were the key stakeholders of tracer study to provide primary data to assess the impact of ITI training program in terms of relevance, effectiveness, efficiency and sustainability.

All the 7 government ITIs have been provided the primary data and participated in Institutional survey.

#### **E. ITI Graduates**

Graduates from government ITIs of Arunachal Pradesh from year 2019 to 2023 were the most important stakeholders for primary data collection under tracer study and provided main insights towards the objectives and scope of tracer study during primary survey.

#### **F. Ernst and Young LLP**

EY has prepared detailed implementation plan based on the guidelines provided in RFP to carry out the tracer study. EY has engaged three tier team (Advisory team, Team of key experts and Team of non-key experts for field level survey) in order to ensure timely accomplishment of the assignment and responsible to:

- ▶ Collect the relevant data from different stakeholders for the study.
- ▶ Design survey tools and pilot testing.
- ▶ Prepare field-manual and training of field survey team.
- ▶ Administer surveys and interviews.
- ▶ Data validation, data analysis and prepare dashboards.
- ▶ Prepare final tracer study report with key findings and recommendations.

EY will submit all the materials, secondary and primary, including the filled questionnaires, collected for the purpose of the study to DSDE, GoAP. EY would abide by code of ethics for data collection and would respect consent and confidentiality of respondents while collecting data in accordance with General Data Protection Regulation (GDPR)

Aside to the above, there may be other relevant Government departments and functionaries which may play a key role in conducting tracer study.

# Detailed Approach and Methodology



## 2. Detailed Approach and Methodology

### 2.1 Approach

The tracer study, conducted by EY, adopts a comprehensive three-lensed approach, drawing inspiration from the "Handbook for graduate tracer studies" developed by the International Center for Higher Education Research at the University of Kassel, Germany. This approach is tailored to the specific context of the Directorate of Skill Development and Entrepreneurship (DSDE) and aligns with the domestic and state-specific considerations.

**The approach incorporated three phases - Inception and design, conduct primary surveys, data analysis and report writing.** EY has contextualized the approach to incorporate the state context and tailored it to the DSDE's mandate for tracer study. As prescribed in the RFP, the key stakeholders with whom we have to engaged to gather the required information for the assessment were the **graduates, employers and ITIs**. Therefore, our approach has guided by our strategy of conducting the **engagement in a consultative, participatory, and exploratory manner.**

EY followed a well-defined approach encompassing three phases to execute the assignment to trace the ITI graduates, collect relevant information from different stakeholders, undertook a comprehensive analysis and come up with recommendations. This had ensured that all aspects were examined using the career progression lens at all stages of the study. This well-defined approach ensured a holistic examination of all aspects concerning the career progression of ITI graduates, aligning with the objectives and scope set forth in the RFP and discussed during the kick-off meeting. The continuous literature review process contributes to the ongoing refinement of the study, enhancing its robustness and relevance.

EY had carried-out the activities within the three structured phases:

- 1) *Inception & Design*: The initial phase involved an in-depth review of literature to inform the design of the survey tools, primary data collection from ITIs and stakeholders' consultation.
- 2) *Survey Administration*: Engagement with graduates, employers, and ITIs was conducted in a consultative manner, ensuring a thorough understanding of career progression.
- 3) *Data analysis and report preparation*: The final phase applied a rigorous analysis to the collected data, focusing on relevant data points under the scope of work to derive meaningful insights. Developed recommendations based on the comprehensive analysis to address identified challenges and enhance program effectiveness.

EY's Approach Framework to conduct the Tracer study in-line with the RFP requirement is described below:

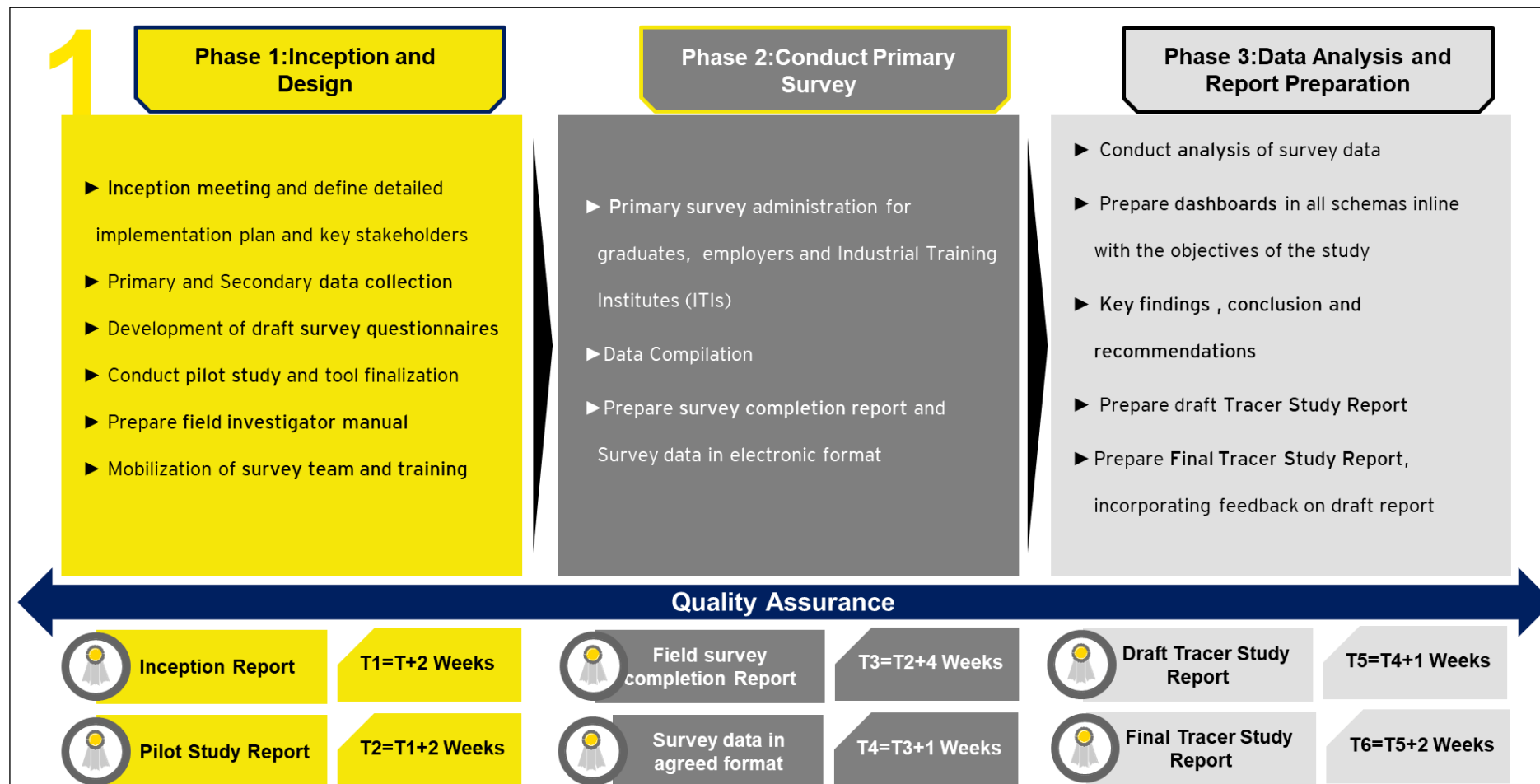


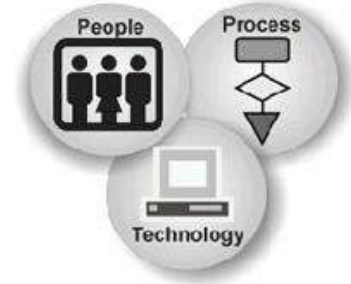
Figure 5 - Approach diagram to conduct tracer study

The Approach diagram represents the activities in each of the three phases. The activities undertaken at each stage will be bridged with the deliverables / outputs via Quality Assurance Check Points.

The team of key and non-key experts proposed for this assignment will use a 'Blended model of CAPI/CATI/Pen paper surveys, qualitative face-to-face interview within target beneficiaries' to collate information from various stakeholders, use MS excel for data analysis and generate dynamic dashboards of the employment outcome and relevance of ITI training disaggregated by gender and social groups.

## 2.2 Description of Methodology

The successful realization of any project hinges upon the development and implementation of a thorough and robust plan, which serves as the cornerstone of meticulous project planning. This necessity is particularly pronounced in the domain of research studies, exemplified by the intricacies associated with endeavors such as the tracer study. These initiatives demand the seamless integration of diverse elements within a limited timeframe, emphasizing the need for meticulous planning, punctual execution, and a steadfast adherence to a coherent approach. The subsequent section articulates the envisaged project implementation methodology, strategically formulated to facilitate the seamless execution of a myriad of activities delineated across the three phases as expounded in the approach section.



### 2.2.1 Phase 1: Inception and Design

This phase encompasses the preparatory measures essential before the commencement of field-related activities for the study. Primarily, the initiation involves the convening of a Kick-off meeting with officials from the Directorate of Skill Development and Entrepreneurship (DSDE) and representatives from various Industrial Training Institutes (ITIs).

A consultative meeting transpired on the 9<sup>th</sup> September 2023, involving discussions with the Commissioner of DSDE, Government of Arunachal Pradesh. The primary focus of this meeting was to deliberate on strategic planning for the forthcoming tracer study, along with the incorporation of additional elements elucidated during the negotiation meeting. The agenda for this pivotal meeting included:

- ▶ Overview of STRIVE, with a specific emphasis on Result Area 2
- ▶ Articulation of Objectives and Scope of the Tracer Study
- ▶ Elaboration on the Detailed Approach and Methodology
- ▶ Specifics regarding the ITIs encompassed within the tracer study
- ▶ Discussion on Research design and sample size
- ▶ Considerations pertaining to Primary Data Collection
- ▶ Framework for Data Analysis, Key Findings, Recommendations, and Case Studies
- ▶ Inclusion of Additional Scope identified during the negotiation meeting
- ▶ Articulation of Support Required

Subsequent to comprehensive deliberations, it was mutually decided to convene a Kick-off meeting with all stakeholders, including DSDE officials and ITI representatives, scheduled for the 18<sup>th</sup> September 2023 at the DSDE office in Itanagar.

An orientation meeting was initiated in preparation for the kick-off meeting with Commissioner, DSDE, Arunachal Pradesh, on the 19<sup>th</sup> September 2023. The session focused on delineating

key areas of emphasis for the Tracer Study findings. During this meeting, the Commissioner proposed the undertaking of a Pilot Study at ITI, Yupia, preceding the kick-off meeting. The objectives of the Pilot Study included gaining insights into trainees' aspirations within ITI training programs, assessing training delivery by instructors, addressing grievances or areas for improvement, evaluating the alignment of existing ITI trades with the local economy and industries, refining survey questionnaires based on pilot study insights, and engaging with local employers who hire ITI graduates to gather valuable input. Furthermore, the Commissioner directed the presentation of the outcomes of the pilot study visit during the scheduled kick-off meeting on the 21<sup>st</sup> September 2023.

The Kick-off meeting, convened on the aforementioned date at the Dorjee Khandu State Convention Centre, Itanagar, Arunachal Pradesh, was presided over by Sh. Saugat Biswas (IAS), Commissioner, Skill Development and Entrepreneurship (Designate). The participants included officials from the directorate, ITI Principals from seven government ITIs in Arunachal Pradesh, and the EY Team. The EY Team delivered a presentation covering the objectives and scope of the tracer study, detailed approach and methodology, action plan, key deliverables with timelines, and the support required. Discussions during the meeting encompassed the detailed scope of work, stakeholders' responsibilities, and other pertinent matters, leading to conclusive decisions regarding the tracer study. A comprehensive account of the discussions and decisions made during the Kick-off meeting is provided in Annexure 6.1 of this report.

### 2.2.1.1 Selection of ITIs for Tracer Study

As outlined in the Request for Proposals (RFP) for this tracer study, there were initially five Government Industrial Training Institutes in Arunachal Pradesh, with one falling under the scope of the STRIVE project and four designated as non-STRIVE project ITIs.

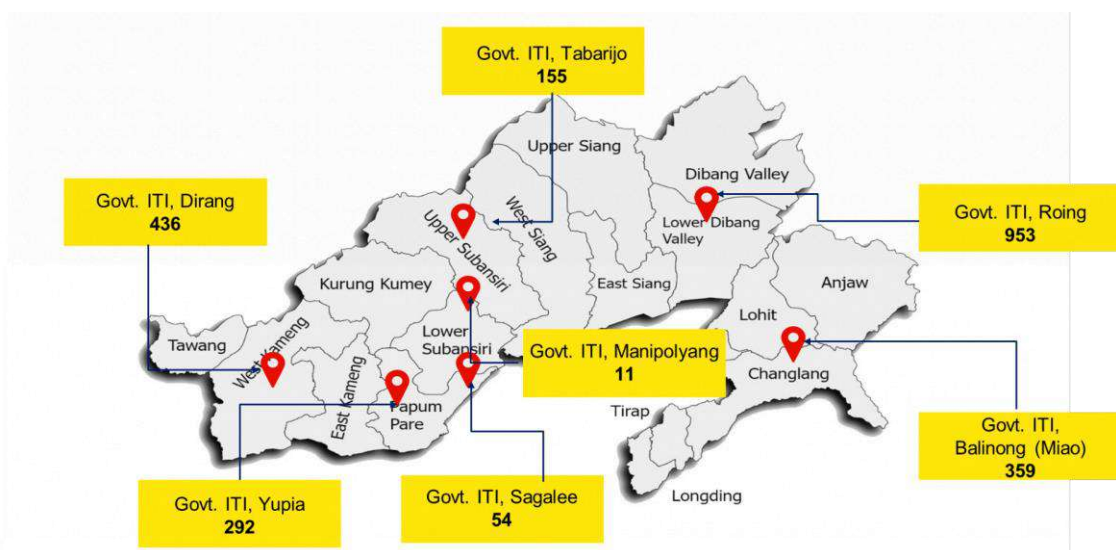


Figure 6 - Geographical representation of all seven government ITIs covered under tracer study

Two additional government ITIs, namely Sagalee and Manipolyang, were subsequently incorporated into the scope of work. These ITIs were geographically dispersed across the state. In accordance with decisions reached during the Kick-off meeting, all seven government ITIs in Arunachal Pradesh were included in the tracer study.

### 2.2.1.2 Survey Design

The present tracer study was distinguished by its unique nature, requiring a thorough approach to each facet of the investigation. In order to fulfill this requirement, a methodological framework was implemented, integrating well-established social research techniques. This encompassed the deployment of meticulously crafted structured questionnaires, comprising both closed and open-ended questions, designed to maintain a high standard of quality and appropriateness in length. Furthermore, comprehensive telephonic and face-to-face interviews were conducted throughout all primary surveys.

The schematic representation provided below offers a succinct summary of the diverse components central to the study:

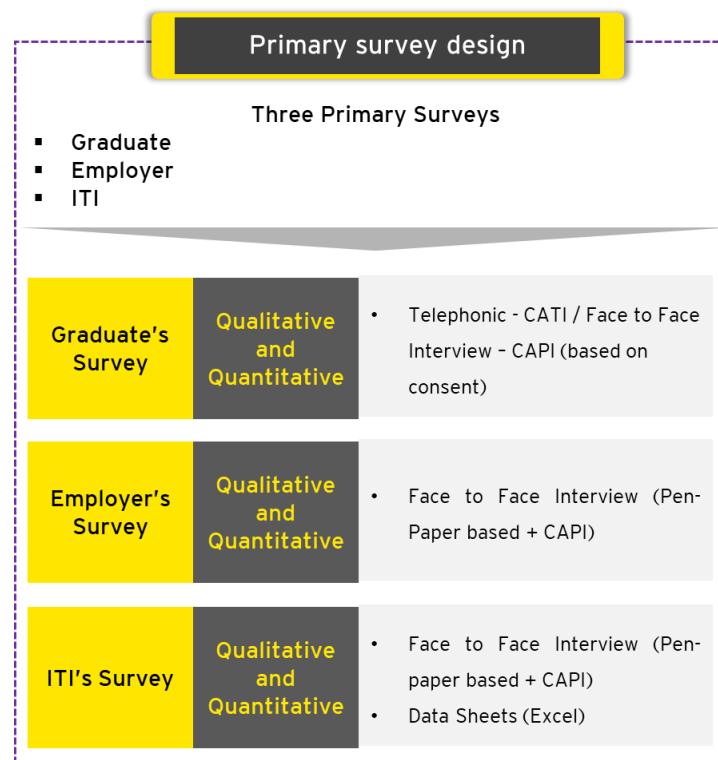


Figure 7 - Primary survey design for tracer study

### 2.2.1.3 Primary Data collection

Primary data collection involved gathering data from all Industrial Training Institutes (ITIs), encompassing:

- a. Trade wise Instructor contact details

Sl. No.	Trade Name	Trade Type (NCVT/SCVT)	Instructor Name	Contact Number

- b. ITI graduates' details in pass-out year 2019, 2020 and 2021 from the 5 government ITIs (as per RFP) and in pass-out year 2022 and 2023 for newly added two ITIs

Sl. No.	Year of Passing	Trade Type (NCVT/SCVT)	Trade Name	Trainee Name	Address	Contact Number

- c. Trade wise existing and potential Employers of ITI graduates in Arunachal Pradesh

Sl. No.	Trade Name	Employer name	Employer Type*	Address	Contact Person	Contact detail

- d. Detail of successful ITI graduates in year 2018-19, 2019-20 and 2020-21, who are performing and earning well in their economic activity.

Sl. No.	Passing year	Trade Name	Employed / Self-Employed	Trainee name	Contact Number	Approx. Monthly Income

- e. Trade wise enrolment seats, admission, passed out etc. detail for the year 2019, 2020 and 2021

Government ITI, .....									
Sl. No.	Trade detail			Pass-out in 2019 (Admission in 2017 for two years trade and admission in 2018 for one year trade)					
	Trade	Certification (NCVT/SCVT)	Type of Trade (Engg. / Non-Engg.)	# of Seats opened for admission	# of Admission	# of trainees appeared in final exam	Pass-out (#)	Number of Placement	Number of Self-Employment
1									
2									
3									
4									
5									

During the Kick-off meeting, there was a detailed discussion on the data requirements and formats necessary for the preparation of primary data by ITI staff. This session also imparted

a comprehensive understanding of the data set requirements and the strategy for data preparation.

The process for preparing the primary data for tracer study involved following steps:

- ▶ *Designing a Format:* EY team designed shared a format for collecting primary data from ITIs.
- ▶ *Primary data prepared by ITI Principals:* The ITI Principals shared graduate data, but this data had issues such as incomplete addresses, unverified mobile numbers, and a different count of graduates compared to what was initially provided in the Request for Proposal (RFP).
- ▶ *Kick-off Meeting:* These issues were discussed during a kick-off meeting, and it was decided that the EY team would visit the ITIs to support the ITI staff in obtaining verified contact details for the graduates.
- ▶ *EY Team's visit to ITIs:* The EY team visited the ITIs support ITI staff and later presented their findings during a review meeting on October 13, 2023, to commissioner and directorate officials. It was revealed that the ITIs had provided 1472 graduate data from all 7 ITIs, which was less than the 2195 graduates initially provided in the RFP (for 5 ITIs).
- ▶ *Data Submission:* It was decided that all the ITI Principals would provide a signed hard copy of the summary of data, and a soft copy of the detailed data to EY.
- ▶ *Final Data for Tracer Study:* Based on the summary of primary data provided, the final data for the tracer study was prepared as below.

*Table 1 - Summary of graduate data as per RFP and actual provided by ITIs*

Sl. No.	ITI Name	Total Graduate Data as per RFP	Total Graduate Data provided by ITIs	Verified mobile no.	Difference
1	Govt. ITI Dirang	436	295	147	141
2	Govt. ITI Yupia	292	273	124	19
3	Govt. ITI Balinong	359	281	173	78
4	Govt. ITI Roing	953	421	129	532
5	Govt. ITI Tabarijo	155	138	75	17
6	Govt. ITI Sagalee (Additional)	-	53	51	-
7	Govt. ITI Manipolyang (Additional)	-	11	11	-

Sl. No.	ITI Name	Total Graduate Data as per RFP	Total Graduate Data provided by ITIs	Verified mobile no.	Difference
	Total	2195	1472	710	787

#### 2.2.1.4 Sampling Strategy, Sample Size and Sampling Methods

**Sampling strategy:** The recommended sample size and mode of data collection for the study, as outlined in the Request for Proposals (RFP), were as follows:

- ▶ The sample of trainees primarily consisted of individuals within a 100 KM radius from their respective attended ITIs. A buffer number was allocated to substitute for trainees who could not be traced within the specified distance from the ITI they attended.
- ▶ Comprehensive coverage was planned for all seven ITIs in the state, including both project and non-project ITIs.
- ▶ The sample size was designed to encompass a minimum of 10% of the total population of ITI graduates in the state, focusing on the pass-out years 2019, 2020, and 2021 (from the five government ITIs specified in the RFP). For the pass-out years 2022 and 2023 (pertaining to the two newly added ITIs), the sample size was adjusted accordingly. The outreach of candidates was stipulated to be a minimum of 75% of graduate data provided by ITIs, ensuring a robust representation in the study.

The sample was systematically selected according to the following criteria:

- ▶ For Project ITIs, a minimum of 30 trainees in each ITI who graduated in the years 2019, 2020, and 2021 were randomly chosen.
- ▶ Non-Project ITIs entailed the selection of a minimum of 20 trainees in each ITI who graduated in the years 2019, 2020, and 2021.
- ▶ In the case of the two newly added ITIs, a minimum of 10 trainees in each ITI who graduated in 2022 and 2023 were included in the sample.
- ▶ An intentional representation at trade levels was considered for both engineering and non-engineering trades.
- ▶ The sample was further stratified based on rural/urban location, APST/Non-APST, minority criteria, and other pertinent criteria.
- ▶ The sample aimed to capture the diversity of trainees, including considerations for age, General/SC/ST/OBC/minority/Tea Garden/Ex-Tea Garden/PWD status, education level, and household economic status to the extent feasible.
- ▶ The study incorporated the collection of personal and socio-economic background information from trainees to generate disaggregated findings, such as by gender, SC/ST status, rural-urban location, etc.



**Sampling size:**

- a. **Graduate Survey:** The sample size for primary graduate surveys across all the ITIs were as below:

Table 2 - ITI wise sample size

Sl. No.	ITI Name	Total graduate data provided by ITI	Pass-out (2019)		Pass-out (2020)		Pass-out (2021)		Pass-out (2022)		Pass-out (2023)		Total sample size
			Total	Sample	Total	Sample	Total	Sample	Total	Sample	Total	Sample	
1	Govt. ITI Dirang	295	88	9	124	13	83	8	-	-	-	-	30
2	Govt. ITI Yupia	273	84	8	94	10	95	10	-	-	-	-	28
3	Govt. ITI Balinong	281	82	9	101	10	98	10	-	-	-	-	29
4	Govt. ITI Roing	421	146	0	134	6	141	37	-	-	-	-	43
5	Govt. ITI Tabarijo	138	39	6	64	9	35	5	-	-	-	-	20
6	Govt. ITI Sagalee	53	-	-	-	-	-	-	17	2	36	5	7
7	Govt. ITI Manipolyang	11	-	-	-	-	-	-	-	-	11	2	2
<b>Total</b>		<b>1472</b>	<b>439</b>	<b>32</b>	<b>517</b>	<b>48</b>	<b>452</b>	<b>70</b>	<b>17</b>	<b>2</b>	<b>47</b>	<b>7</b>	<b>159</b>

**b. Employer/Industries' Selection**

The tracer study also served to consolidate feedback and inputs obtained from employers. Industries spanning various sectors, including large enterprises, MSMEs, and unorganized sectors in and around Arunachal Pradesh, where ITI graduates are typically employed, were encompassed in the study. The identification of employers hiring or recruiting ITI graduates was executed through the following four methods:

- ▶ Identification of industries during the graduate's survey that had employed recent graduates.
- ▶ Collection of employer information from ITIs (sector-wise) that had recruited ITI graduates in the last five years.
- ▶ Compilation of a sector-wise list of industries in and around Arunachal Pradesh (including Large, MSMEs, unorganized, etc.).
- ▶ Consideration of employers registered on the National Apprenticeship Promotion Scheme (NAPS) for Apprenticeship training in the state.

Following employer categories considered:

- ▶ State Government Organizations
- ▶ Public Sector Undertakings
- ▶ Large Scale Industries
- ▶ MSMEs
- ▶ Any other, including Entrepreneurs, Self-employed, NGOs

A purposive list of employers was developed, considering the suggested details provided by ITIs and ensuring adequate representation of sectors/trades in Arunachal Pradesh. The methodology adopted was convenience sampling, with a commitment to visiting at least one or two industries in the vicinity of each ITI.

### c. Industrial Training Institute

All the seven government industrial Training Institutes of Arunachal Pradesh were included for primary data collection.

**Sampling methods:** The stakeholder wise survey tools and sample size were decided as below:

*Table 3 - Stakeholder's wise survey tool and sample size*

SI. No.	Key Stakeholders	Survey Tool	Sample Size
1	ITI graduates	Structured Interview	159* (10% of Graduate count provided by ITIs)
		Case Study	50 (As per RFP document)
2	Employers	Structured Interview	8 (5% of graduate survey sample size, decided during Kick-off meeting)
3	ITI administration	Data Information Sheet	7 (All the 7 government ITIs of Arunachal Pradesh)
		Structured Interview	7 (All the 7 government ITIs of Arunachal Pradesh)

\*To select the sample of trainees from each project ITI, 30 trainees who have pass-out from ITI and 20 trainees from each non-project ITI.

#### 2.2.1.5 Development of Survey Tools

EY prepared the final survey tools based on the key indicators and information areas that needed to be captured in the survey, as identified earlier (listed in the Key Indicators section). Seven specific surveys were conducted during this assignment. Final questionnaires were developed to administer surveys across the entire sample of the following stakeholders:

- ▶ ITI Graduates
  - ▶ Graduate survey

- ▶ Outreach
- ▶ Case study
- ▶ Employers
- ▶ Industrial Training Institutes
- ▶ Certified candidates from short-term training under PMKVY and CMYKY
  - ▶ Certified candidate survey
  - ▶ Outreach

This survey aimed to gather respondents' views and opinions on the impact of ITI training and labor market performance. It was designed to bring together the voices, ideas, feedback, and concerns of ITI graduates, employers, ITIs, and other stakeholders. The data and findings obtained from these surveys will assist the Directorate of Skill Development and Entrepreneurship (DSDE), Arunachal Pradesh, in understanding and implementing policies and programs. Additionally, it will aid in formulating effective training plans, improving ITI training programs, and designing labor market strategies.

**CATI development:** The development of the Computer Assisted Telephone Interviewing (CATI) commenced with the scripting for the questionnaire (for the quantitative survey). This initiation occurred promptly upon the finalization and approval of the instruments by the Directorate of Skill Development and Entrepreneurship (DSDE), Arunachal Pradesh. The core research team at EY provided guidance on the technical aspects of the survey tool, while the IT team handled all scripting-related aspects, including:

- ▶ Development of the scripting application
- ▶ Modifications in the scripting application after the pilot study exercise
- ▶ Back-end support
- ▶ Server management
- ▶ Development of dashboard indicators
- ▶ Troubleshooting management throughout the entire data collection process

#### 2.2.1.6 Pilot Testing and Finalize Survey Tools

The EY team conducted a Pilot Study to assess the efficacy of all the survey tools. The primary focus was on determining the relevance, suitability, and adequacy of the questions, ensuring that respondents interpreted the questions in the same manner intended by the surveyors. Additionally, feedback was sought from participants of the pilot study on the following aspects:

- ▶ Suitability of the questionnaire's length, time duration, and the flow of questions.
- ▶ Appropriateness of the language used.

- ▶ Identification of sections/questions that were considered offensive or irrelevant to the study.
- ▶ Suggestions for additional sections/questions to be included in the tool.

During the Kick-off meeting, in consultation with DSDE, it was decided to conduct the pilot study in the vicinity of the Itanagar Region. The table below outlines the sample size for data collection during the pilot study:

Sl. No.	Target Respondents	Survey Tool	Sample Size	Pilot Test (10% of Sample Size)
1	ITI graduates	Structured Interview	159 (10% of total graduate count provided by ITI principals)	16
2	Employers	Structured Interview	8 (5% of total sample size of graduate survey sample size)	1
3	ITI	Structured Interview	7	1

The pilot study exercise was comprehensive in its approach, aiming to identify the core study issues associated with the survey components, as well as addressing logistical considerations. Conducted by key experts from the project team along with non-key field experts, the pilot study actively considered on-ground themes. Additionally, the DSDE team was invited to participate in the pilot study.

At this stage, active engagement with the DSDE team allowed for a thorough understanding of the survey's intricacies. Based on the findings of the pilot study, the survey instruments underwent a comprehensive review, and necessary revisions were made as required to enhance their effectiveness.

#### 2.2.1.7 Prepare Field Investigator Manual

EY prepared field investigator manuals for the field survey team to conduct primary surveys. The development of these manuals was led by members of the EY research team, addressing the following key areas:

- ▶ A brief overview of Craftsmen Training scheme
- ▶ Introduction to the tracer study objectives
- ▶ Detail of specific study components
- ▶ Study design (flow chart of activities)
- ▶ Sampling methodology (in detail)
- ▶ Respondent identification procedure and protocols
- ▶ Ethical considerations for fieldwork
- ▶ Administering the research instruments

▶ Data cleaning and validation

Throughout all steps and processes of the proposed study, EY involved and kept the Directorate of Skill Development and Entrepreneurship (DSDE) updated and SPoC was informed before the finalization and execution of the study tools.

### Deliverables during Phase 1: Inception and Design

1. Inception Report
2. Pilot study report along with field investigator manual and final survey tools

## 2.2.2 Phase 2: Survey Administration and Data Collection

### 2.2.2.1 Deployment of Survey Team, Training and Survey Calendar

**Team Deployment:** The Request for Proposals (RFP) proposed the deployment of one team leader, two research analysts as key experts, and four non-key experts for this study. Field survey team comprised EY professionals with experience in conducting surveys and research studies, coupled with thematic knowledge. In the past, the proposed team has successfully undertaken extensive research work for similar projects and programs, serving clients such as the Government of India, state governments, UNICEF, NSDC, and others. The selection of a team with a unique blend of both technical and functional expertise and skills was aimed at ensuring the maintenance of research quality. EY deployed three teams for ITI visit:

*Table 4 - EY team visit plan to ITIs*

Sl. No.	Team #	ITIs to be visited	Proposed work
1	Team 1	<ul style="list-style-type: none"> <li>▪ Government ITI, Roing</li> <li>▪ Government ITI, Balinong</li> </ul>	<ul style="list-style-type: none"> <li>▪ Institutional survey (ITI) and review to ITI training infrastructure</li> <li>▪ 2-3 Employer survey</li> <li>▪ Support to ITI staff in preparation of primary data required for primary survey</li> </ul>
2	Team 2	<ul style="list-style-type: none"> <li>▪ Government ITI, Yupia</li> <li>▪ Government ITI, Tabarijo</li> <li>▪ Government ITI, Manipolyang</li> <li>▪ Government ITI, Sagalee</li> </ul>	
3	Team 3	<ul style="list-style-type: none"> <li>▪ Government ITI, Dirang</li> </ul>	

#### Field survey:

- ▶ Number of Surveyor deployed : 8 (Eight)
- ▶ Duration of Survey : 4 weeks
- ▶ Start date of field visit : 25<sup>th</sup> September 2023
- ▶ Start date of primary survey of ITI graduates : 16<sup>th</sup> October 2023
- ▶ End date of primary survey of ITI graduates : 6<sup>th</sup> November 2023

- ▶ Sample size and target respondents across all stakeholders: As decided during review meeting on dated 13<sup>th</sup> October 2023 (refer minutes of meeting provided at annexure 7.1.3 of this report).

### Training of Team:

Comprehensive training of field investigators was deemed non-negotiable to ensure the delivery of quality data. After the development and pre-testing of the Computer Assisted Personal Interviewing (CAPI) tool by EY professionals, we organized a one-day online training session for field investigators on October 16, 2023. The following sessions were delivered by the core team of engagement:

- ▶ Objectives and scope of the Tracer study engagement
- ▶ Details of survey tools
- ▶ Survey design
- ▶ Sampling methodology and sample size
- ▶ Ethical considerations during surveys
- ▶ Respondent identification protocols
- ▶ Survey administration methodology for all surveys
- ▶ Data cleaning and verification

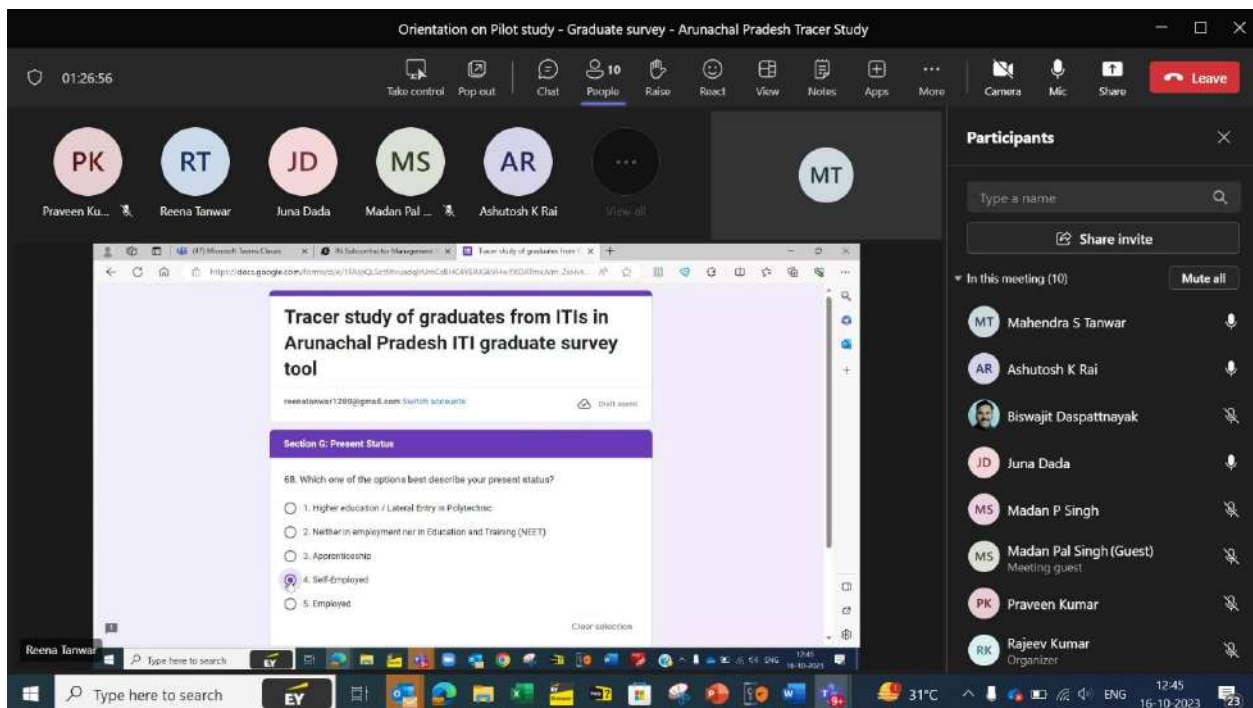


Figure 8 - Snapshot of field investigator training session

The EY team deployed two survey supervisors and eight surveyors, all of whom were EY professional employees with extensive experience in conducting large-scale CAPI/CATI surveys.

The training of field surveyors aimed to educate them about their roles, communicate expectations, and establish clear, non-negotiable timelines. A team of senior personnel from EY conducted this training. The investigators underwent careful training before the surveys to ensure their ability to conduct interviews effectively and collect the necessary information. Each question was discussed separately with the investigators to provide them with the ability to rephrase questions and interpret answers.

During the training, all field surveyors were equipped with laptops pre-loaded with CAPI / CATI tools. The essence of the tracer study, research objectives, and the rationale behind the questions were explained comprehensively. Investigators were oriented on how to conduct the survey and approach scheme beneficiaries. The training also involved technical capacity building for the investigators on the tracer study and its components, enabling them to relate to the tools prepared for data collection.

The primary focus of the training was on orienting the field investigators on the intent and intended outcome of each question. Each question was explained in detail, and the training aimed to provide both relevant information and the skill set required for data collection. The training included mock surveys, with discussions on common data entry errors, and addressed concerns raised by field investigators. This ensured that every surveyor received personalized support and gained confidence in conducting the surveys.

Furthermore, field surveyors were briefed on ethical considerations, such as maintaining confidentiality and conducting interviews in a non-threatening and conducive environment, especially when interacting with socially and economically vulnerable groups.

#### **2.2.2.2 Conduct field survey**

##### **Field Survey - Industrial Training Institutes**

EY survey team visited all the seven government Industrial training Institutes of Arunachal Pradesh under Tracer Study for collection of primary data. During the visit, Team had formally assessed the training infrastructure and facilities at ITIs, discussed with Instructors and under training trainees, conducted Institutional (ITI) survey with the respective Principals and collected data for calculation of internal efficiency of ITIs.

##### **Field Survey - Graduate survey**

During the survey, within the target sample frame using random sampling, graduates were contacted. Initially a brief about the survey objectives were given by the surveyor and after adequate understanding of graduates on their role for tracer study, graduates were requested for their participation. A free consent was taken prior to start of survey to confirm their

confidentiality, voluntary participation, and privacy. When consent was given by graduates, the process of information collection / main survey was initiated. The total 164 primary surveys have been conducted across all the 7 ITIs.

### **Field Survey - Outreach**

The Request for Proposals (RFP) stipulated the need to conduct outreach for a minimum of 75% of the total population to gather the present economic status of graduates. The survey field team initiated the outreach after completing the graduate survey of the sampled number (#164). To facilitate this outreach activity, a new database was prepared by removing trade-wise interviewed graduates from the copy of the master database.

All the remaining candidates, who had verified, and valid contact number were contacted. The process outlined in the graduate survey methodology was followed to conduct the outreach.

### **Field Survey -Employer and ITIs**

Employer surveys were conducted across Arunachal Pradesh to gather the views and opinions of employers on the impact, quality, and relevance of the ITI training program. The surveys covered the following aspects:

- ▶ Profile of the employer
- ▶ Process of hiring and employment of ITI graduates in the organization
- ▶ Rating on qualifications and skills preferred by employers of ITI graduates
- ▶ Professional qualities looked for in ITI graduates when recruiting employees
- ▶ Employer's level of satisfaction with the skills and performance of ITI graduates
- ▶ Effectiveness of ITI training
- ▶ Employer's opinion on the quality and relevance of specific courses offered at ITIs in Arunachal Pradesh

The sample number for the employer survey was decided as 8, and a total of 11 employer surveys were conducted during the primary survey.

### **Field Survey - Case Study**

Fifty case studies were documented for graduates who demonstrated success in the labor market. Identification of these successful graduates occurred through two activities:

- ▶ Case study data provided by ITIs.
- ▶ Scrutiny of survey data after the completion of the graduate survey, identifying successful graduates based on their gainful employment (employment, self-employment, and apprenticeship).

These case studies were prepared, covering the following criteria:



- ▶ ITIs covered under the study
- ▶ All priority trades across Arunachal Pradesh
- ▶ Priority Engineering and Non-engineering trades (Two years and One Year)
- ▶ Both male and female graduates
- ▶ Geography of Arunachal Pradesh

Field survey team members contacted the chosen graduates (for case studies) and collected all qualitative information, along with photographs of the respondents personally or in their workplaces, to prepare the case studies.

While the survey team worked independently, the progress and quality of the surveys were closely monitored by the Quality Assurance (QA) team of key experts to ensure that the information gathered in the survey was complete, suitable for analysis, and reliable.

### 2.2.2.3 Ethical considerations

Ethical considerations played a crucial role in research studies involving human participation. In alignment with established regulations and guidelines governing research ethics, we adhered to the following ethical principles. One of the paramount guidelines was the respect for individuals participating in the survey. Upon encountering a potential informant/respondent, the study's objectives were transparently explained, allowing them to decide whether to participate. Respondents/key informants were assured that all collected information would be treated confidentially and exclusively used for the tracer study's purpose.

The foundational ethical principle guiding research conduct was informed consent. We ensured the acquisition of voluntary informed consent from respondents. Once consent was obtained, the information collection process commenced. The key elements of the consent included:

- ▶ *Confidentiality*: The confidentiality of information was ensured and communicated to the respondents.
- ▶ *Voluntary Participation*: Participants were clearly informed that survey participation was voluntary, and they had the freedom to withdraw or refuse at any point during the survey.
- ▶ *Privacy*: Measures were taken to ensure that respondents were comfortable during the survey, and interviews were conducted without interference from their family, friends, and peers.
- ▶ The survey team underwent training that included a module on ethical conduct to reinforce these principles.

### 2.2.2.4 Quality monitoring of field investigations

The nature of the tracer study assignment, particularly concerning the time and sample size, implied the necessity of collecting data of the highest quality. Consequently, a quality

assurance plan was deemed critical for the successful completion of the Tracer study as it established the necessary processes required to ensure the quality of the deliverable.

We believed that a Quality Assurance (QA) plan added depth to the assignment by establishing quality systems throughout the study lifecycle. Our QA plan was based on five guiding principles:

### DEPTH [ **D**efinitive | **E**ffective | **P**articipatory | **T**imeliness | **H**armonizing ]

**Definitive:** The establishment of well-defined systems and the implementation of quality checks were the foundation of this assignment. The first guiding principle of our QA plan was to clearly define the study objectives, scope of work, and set department expectations to generate definitive results. This approach drove the discussions during the inception meeting.

**Effective:** The QA plan played a crucial role in effectively delivering results, which, in this case, depended on quality data collection, effective interactions with stakeholders during surveys, and documentation of their experience relevant to the objectives of the tracer study. With a commitment to not compromise on the quality of the deliverables, our defined checks through the QA plan aided in developing effective systems for producing a high-quality deliverable.

**Participatory:** The QA plan was based on the principle of participation for all stakeholders involved in the study assignment, including the graduates, the employers, the Industrial Training Institutes, the consultant (EY), and the client (DSDE). A participatory approach was deemed important to ensure that DSDE's inputs were considered from the design of tools to the overall execution plan and the report-writing process. This approach was also crucial to obtaining quality responses from respondents regarding the objectives of the surveys. This commitment to participation was maintained throughout the study lifecycle.

**Timeliness:** Our most critical principle, aligning with our Quality Assurance objective, was timeliness. Given that the study was to be executed within 12 weeks of the award of the contracts, our QA plan ensured strict adherence to timelines without exception.

**Harmonizing:** Integrating quality into the methodology and across the various work steps of the study assignment was critical, and seamlessly integrating them was a priority. Internalizing the QA plan throughout the study assignment cycle aided in its successful implementation.

#### 2.2.2.5 Survey Data Management

**Data Compilation and Validation:** The core research team of EY downloaded the raw data (main survey data) from the server on a daily basis in Excel format. This data underwent thorough

cleaning and validation procedures to ensure the availability of high-quality, complete data for analysis. The cleaned data was then utilized to generate team-wise main survey variance/feedback reports. Recognizing that internet connections in rural areas may not be supportive, a slight delay, not exceeding 48 hours, was anticipated in reflecting completed interviews.

**Data security:** We gave the highest priority to data management and respondent confidentiality, ensuring a robust process for data security through state-of-the-art IT facilities. EY ensured that:

- ▶ Information was protected against any unauthorized access.
- ▶ Confidentiality of information was assured.
- ▶ Integrity of information was maintained.
- ▶ Availability of information for the research study was ensured.
- ▶ Legislative and regulatory requirements were met.
- ▶ Information security training was provided for all project team members.
- ▶ All actual or suspected information security breaches were reported and thoroughly investigated.

#### **Deliverables during Phase 2: Survey administration**

- 1. Survey Completion Report**
- 2. Survey data in excel format**

### **2.2.3 Phase 3: Analyze and Report Preparation**

#### **2.2.3.1 Data Analysis and Dashboard Preparation**

The final cleaned and validated survey data were analyzed. This facilitated the derivation of statistically significant inferences about the objectives of the tracer study. Quantitative data analysis was conducted for all questions and disaggregated according to gender, category, region, economic status, and other social groups. The data were further represented through the use of graphs, charts, and other visualization aids. Descriptive statistical analysis was conducted on the analytical framework. As part of quantitative data analyses, a detailed analysis plan, organized by chapter, was developed by the research team in the draft report.

Statistical techniques were applied to calculate key indicators and generate output tables for inclusion in the report. The initial analysis examined proportions and employed simple statistical measures such as means, bivariate, and multivariate correlation. Correlation was conducted to check the association between key indicators.

The EY team conducted advanced analysis and generated insights from the data to identify areas for improvement and intervention. However, it would be finalized after consultation with the DSDE officials.

### 2.2.3.2 Report Preparation

Following the completion of data analysis, a quality review check was conducted, and EY team commenced work on the draft report, which will be subsequently submitted to DSDE for their further perusal. The draft tracer study report encompassed the following key elements:

- ▶ Design of research instruments
- ▶ Sampling strategy
- ▶ Survey and Data collection
- ▶ Quantitative and Qualitative Data Analysis
- ▶ Key Findings and Areas of Concern
- ▶ Draft conclusion and recommendations

The report also featured the documentation of 50 human interest stories (Case Studies) at the grassroots level, following a pre-agreed template with DSDE. These case studies focused on detailing the actual changes brought about in the lives of ITI graduates after training, along with their overall training experiences.

After the submission of the draft report and accounting for feedback provided by DSDE, the draft final report will be shared. A summary of the headline findings will be presented in the form of a presentation, which was circulated among stakeholders suggested by DSDE. For the final approval of the tracer study report, a presentation will be prepared, containing snapshots of the final report and key discussion pointers. The final report will then be compiled, incorporating suggestions provided.

#### **Deliverables during Phase 3: Data Analysis and Report Preparation**

- 1. Draft Tracer Study Report**
- 2. Final Tracer Study Report**

# Methodological challenges and limitation of the study

### 3. Methodological challenges and limitation of the study

In undertaking the tracer study of ITI graduates from ITIs in Arunachal Pradesh, it is essential to acknowledge and articulate the limitations inherent in the study process. Certain challenges and limitations shape the boundaries of this study and influence the interpretative context of our results.

- ▶ **Poor database of graduates:** One substantial challenge encountered is the inadequacies in the primary data of graduates' profiles. The initial phase of the study, involving the collection of graduate contacts, proved to be a time-consuming endeavor due to the poorly maintained student records within the ITIs. The lists provided by ITIs lacked essential information, such as contact addresses or phone numbers. The limitations imposed by the poor database underscore the need for improved record-keeping systems within ITIs to facilitate more seamless and comprehensive future tracer studies.
- ▶ **High non-responsiveness:** During the CATI survey, attempting to contact sampled graduates through verified mobile numbers provided by ITI instructors often resulted in responses such as "not available" or "temporarily out of service." This high non-responsiveness reflected a considerable obstacle in securing meaningful engagement with graduates, highlighting the database maintenance practices enhancing future tracer study methodologies.
- ▶ **Difficulty in Obtaining Accurate Answers:** There was a challenge in obtaining "correct" answers, a bias not unique to tracer studies but inherent in interviews in general. Graduates may not accurately recall certain details of their post-ITI experiences, and this could impact the precision of our data/findings. The graduates might be inclined to provide overly positive responses to please the ITI/Employer. The study is completely based on the availability and accuracy of data provided by the graduates.  
To mitigate this, measures included thorough training of surveyors, creating a conducive interview atmosphere, a well-structured introduction, and ensuring the confidential treatment of data.
- ▶ **Refusal to Participate:** Some graduates, particularly those unemployed or occupied with work, declined to fill out the survey form.
- ▶ **Challenges in outreach and case studies:** Reaching a minimum of 75% of graduates and preparation of 50 good case studies were difficult, as the study faced limitations in terms of the number of verified graduates' data provided by ITI and the successful employment / self-employment status identified during primary data collection and surveys.
- ▶ **Training quality and infrastructure-related inquiries:** Analysis of training quality and infrastructure-related inquiries relied on trainees' perceptions, as observation-based

analysis was not part of the study design (Survey team has not carried out AS-IS assessment of training infrastructure and training delivery of ITIs during field visit).

- ▶ **Reluctance to Share Employer Contact Information:** Many participants declined to furnish contact information for their employers, hindering the assessment of employers' perspectives on the ITI training and quality of the graduates. The absence of such information made it challenging to verify the satisfaction levels of employers with the outcomes produced by ITI graduates.
- ▶ **Difficulty in Income Calculation:** The calculation of income posed challenges, as there was no provision for cross-checking income figures with employers. In cases of self-employment, verification was not always straightforward.
- ▶ **Additional two new ITIs:** The two ITIs (added during the kick-off meeting) constituted only approximately 5 percent of the overall sampled population, rendering the dashboarding in tabular form only. No policy recommendations were intended based on this relatively small database.
- ▶ **Small sample size:** The findings from the STRIVE project ITI, non-project ITI and additional two new ITIs were analyzed separately and presented individually, given their distinct nature and the limited sample size at STRIVE project ITI and additional two new ITIs.
- ▶ **Primary survey and outreach under short-term training:** The tracer study scope considered primary survey and outreach of certified candidates under PMKVY and CMYKY schemes. But the verified data of certified candidates was not provided to EY team, therefore survey and outreach were not done.

Despite these limitations, the tracer study will serve as a valuable resource for understanding the employment outcome and career progression of ITI graduates of Arunachal Pradesh and identifying areas for improvement. By acknowledging these constraints, we aim to provide a transparent perspective on the tracer study's boundaries.

# Data Presentation and Analysis



## 4. Data Presentation and Analysis

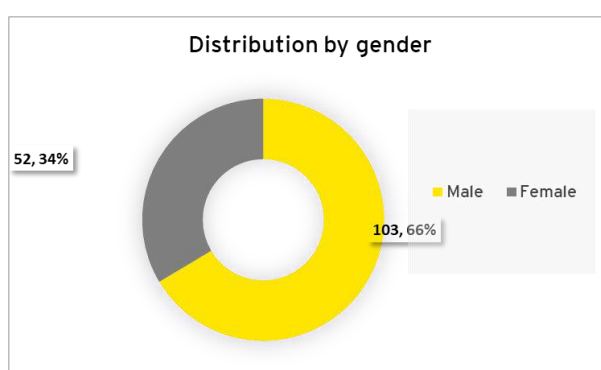
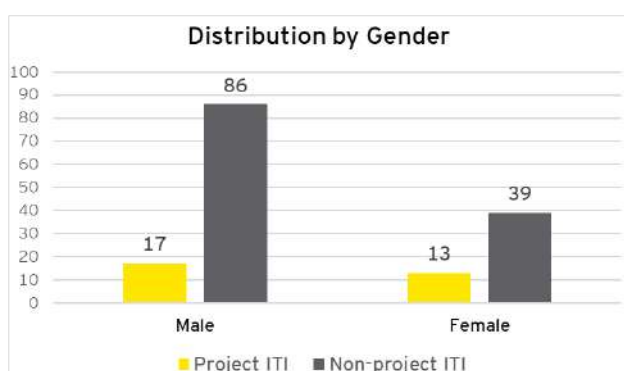
### 4.1 Specific result of interviewed graduates of ITIs in Arunachal Pradesh

In adherence to the aforementioned sections, the graduate survey was systematically executed, comprising a cohort of 164 individuals (30 graduates from Project ITIs, 125 graduates from non-project ITIs and 9 from additional two new ITIs<sup>2</sup>) who have proficiently concluded their training at diverse Industrial Training Institutes (ITIs). Through systemic random sampling method across the defined sampling frame of each ITI, sample was derived, incorporating graduates across various trades spanning the years of graduation from 2019 to 2023. The subsequent section offers an exhaustive synthesis of the responses garnered through the implementation of the Computer Assisted Telephonic Interview (CATI) survey tool, augmented by tabular and graphical depictions aligning with each survey question.

#### 4.1.1 Personal and Socioeconomic background of graduates

Table 5 - Distribution of ITI graduates by gender

Sl. No.	Type of ITI	Total ITIs Number	Survey completed					
			Total		Male		Female	
			Number	%	Number	%	Number	%
1	Project ITI	1	30	19.35%	17	10.97%	13	8.39%
2	Non-project ITIs	4	125	80.65%	86	55.48%	39	25.16%
Total		5	155	100%	103	66.45%	52	33.55%
3	Additional new ITIs	2	9	100%	0	0.00%	9	100%



There is one Project ITI included in the survey and survey under this category is 30, representing 19.35% of the total surveyed population. Combining Project and Non-project ITIs, the total number of completed surveys is 155, among them 103 respondents (66.45%) are male, and 52 (33.55%) are female.

<sup>2</sup> Additional two new ITIs survey data (9) are explicitly shown in table and are not considered for the part of analysis.

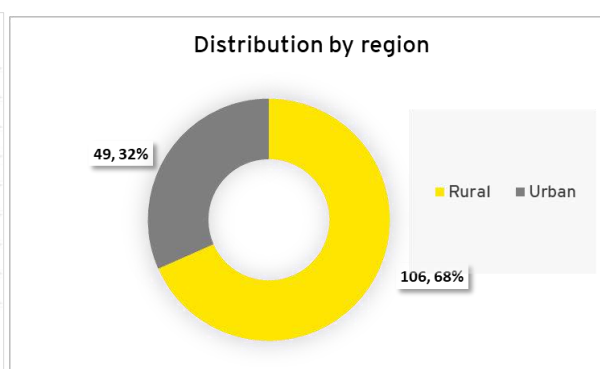
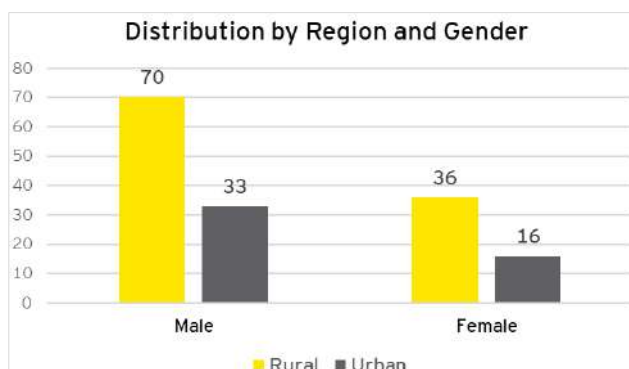
Table 6 - Distribution of ITI graduates by Residence district and gender

Sl. No.	District	Male		Female		Total	
		Number	%	Number	%	Number	%
1	ANJAW	2	1.29%	0	0.00%	2	1.29%
2	Changlang	9	5.81%	7	4.52%	16	10.32%
3	Dhubhri, Assam	1	0.65%	0	0.00%	1	0.65%
4	Dibang Valley	3	1.94%	2	1.29%	5	3.23%
5	Dibrugarh, Assam	5	3.23%	0	0.00%	5	3.23%
6	East Kameng	3	1.94%	2	1.29%	5	3.23%
7	East Siang	5	3.23%	3	1.94%	8	5.16%
8	Kamle	5	3.23%	1	0.65%	6	3.87%
9	Kurung Kumey	1	0.65%	0	0.00%	1	0.65%
10	Leparada	3	1.94%	1	0.65%	4	2.58%
11	Lohit	2	1.29%	2	1.29%	4	2.58%
12	Longding	5	3.23%	8	5.16%	13	8.39%
13	Lower Dibang Valley	5	3.23%	4	2.58%	9	5.81%
14	Lower Siang	0	0.00%	1	0.65%	1	0.65%
15	Lower Subansiri	8	5.16%	2	1.29%	10	6.45%
16	Namsai	4	2.58%	0	0.00%	4	2.58%
17	Papum Pare	5	3.23%	1	0.65%	6	3.87%
18	Pasighat	1	0.65%	0	0.00%	1	0.65%
19	shivsagar, Assam	1	0.65%	0	0.00%	1	0.65%
20	Siang	6	3.87%	0	0.00%	6	3.87%
21	Tawang	1	0.65%	1	0.65%	2	1.29%
22	Tinsukia, Assam	2	1.29%	0	0.00%	2	1.29%
23	Tirap	4	2.58%	3	1.94%	7	4.52%
24	Upper Siang	4	2.58%	3	1.94%	7	4.52%
25	Upper Subansiri	8	5.16%	1	0.65%	9	5.81%
26	West Kameng	3	1.94%	5	3.23%	8	5.16%
27	West Siang	7	4.52%	5	3.23%	12	7.74%
Total		103	66.45%	52	33.55%	155	100.00%

The maximum participation of graduates in survey was from 5 districts viz., Changlang (10.32%), Longding (8.39%), West Siang (7.74%), Lower Subansiri (6.45%) and Upper Subansiri (5.81%).

Table 7 - Distribution of ITI graduates by region and gender

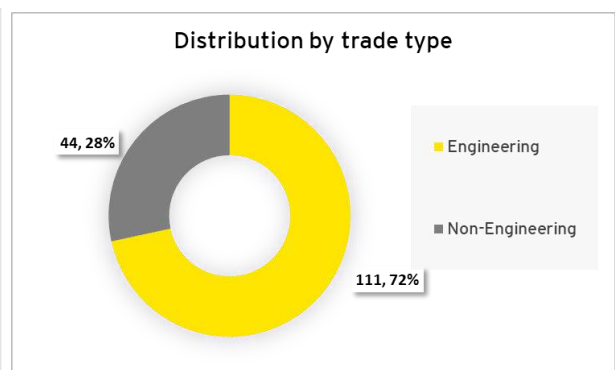
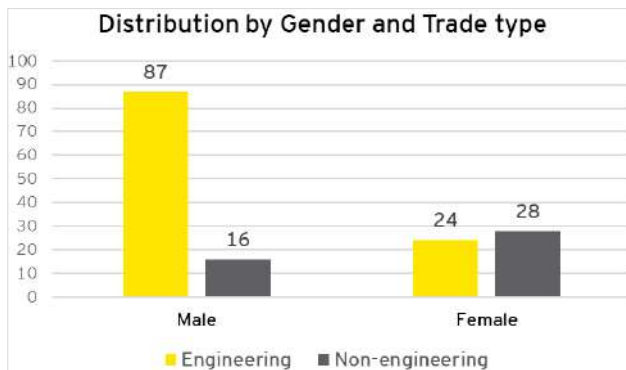
Sl. No.	Type of ITI	Region	Male		Female		Total	
			Number	%	Number	%	Number	%
1	Project ITI (1)	Rural	15	9.68%	11	7.10%	26	16.77%
		Urban	2	1.29%	2	1.29%	4	2.58%
		<b>Total</b>	13	8.39%	17	10.97%	30	19.35%
2	Non-project ITIs (4)	Rural	55	35.48%	25	16.13%	80	51.61%
		Urban	31	20.00%	14	9.03%	45	29.03%
		<b>Total</b>	86	55.48%	39	25.16%	125	80.65%
<b>Total</b>		Rural	70	45.16%	36	23.23%	106	68.39%
		Urban	33	21.29%	16	10.32%	49	31.61%
		<b>Total</b>	103	66.45%	52	33.55%	155	100.00%
3	Additional new ITIs (2)	Rural	0	0.00%	8	88.89%	8	88.89%
		Urban	0	0.00%	1	11.11%	1	11.11%
		<b>Total</b>	0	0.00%	9	100.00%	9	100.00%



Distribution of surveyed graduates over gender and region indicates that 68.39% participation was from rural area and 31.61% participation was from urban area in project and non-project ITIs and maximum participation from rural males (45.46%) and minimum participation from urban females (10.32%) across all the project and non-project ITIs.

Table 8 - Distribution by Gender v/s Trade category

Sl. No.	Type of ITI	Engineering						Non-Engineering					
		Male		Female		Total		Male		Female		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
1	Project ITI (1)	14	9.03%	0	0.00%	14	9.03%	3	1.94%	13	8.39%	16	10.32%
2	Non-project ITIs (4)	73	47.10%	24	15.48%	97	62.58%	13	8.39%	15	9.68%	28	18.06%
<b>Total</b>		<b>87</b>	<b>56.13%</b>	<b>24</b>	<b>15.48%</b>	<b>111</b>	<b>71.61%</b>	<b>16</b>	<b>10.32%</b>	<b>28</b>	<b>18.06%</b>	<b>44</b>	<b>28.39%</b>
3	Addl. new ITIs (2)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	9	100%	9	100%



71.61% of total surveyed graduates were from engineering trades and remaining 28.39% were from non-Engineering trades.

Table 9 - Distribution by Gender v/s Trade duration

Sl. No.	Type of ITI	One year						Two years					
		Male		Female		Total		Male		Female		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
1	Project ITI (1)	7	4.52%	13	8.39%	20	12.90%	10	6.45%	0	0.00%	10	6.45%
2	Non-project ITIs (4)	43	27.74%	20	12.90%	63	40.65%	43	27.74%	19	12.26%	62	40.00%
<b>Total</b>		<b>50</b>	<b>32.26%</b>	<b>33</b>	<b>21.29%</b>	<b>83</b>	<b>53.55%</b>	<b>53</b>	<b>34.19%</b>	<b>19</b>	<b>12.26%</b>	<b>72</b>	<b>46.45%</b>
3	Addl. new ITIs (2)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	9	100%	9	100%

53.55% of total surveyed graduates were from one-year trades and remaining 46.45% were from two-year trades. It was found that there was approx. equal participation (~40%) of one-year and two-year trades graduates in non-project ITIs.

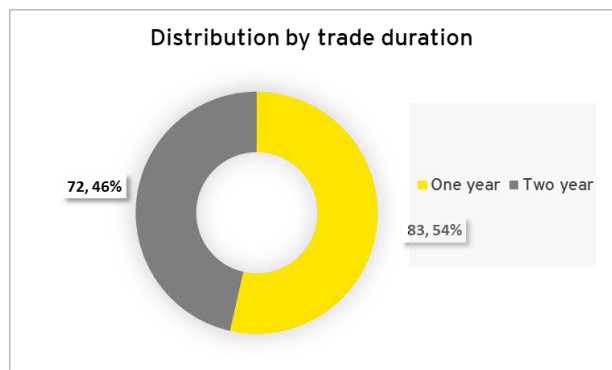
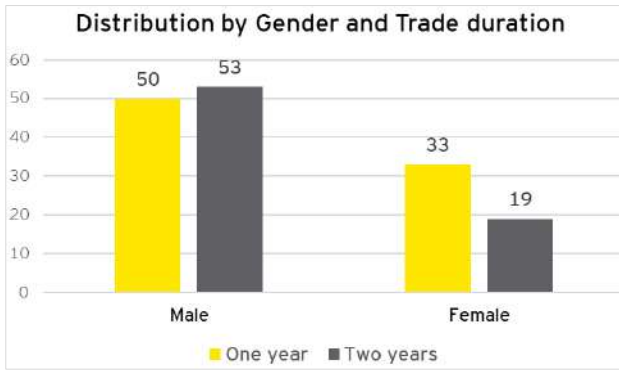
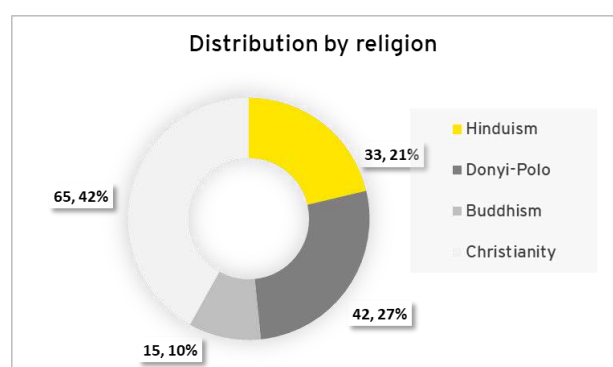
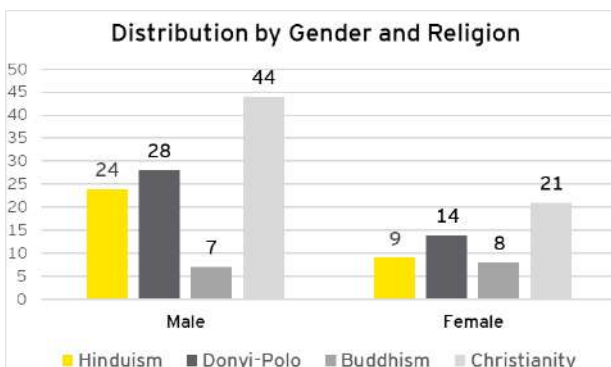


Table 10 - Distribution by religion and gender

Sl. No.	Type of ITI	Gender	Hinduism		Donyi-Polo		Buddhism		Christianity		other		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
1.	Project ITI (1)	Male	1	0.65%	7	4.52%	3	1.94%	6	3.87%	0	0.00%	17	10.97%
		Female	2	1.29%	2	1.29%	7	4.52%	2	1.29%	0	0.00%	13	8.39%
		Total	3	1.94%	9	5.81%	10	6.45%	8	5.16%	0	0.00%	30	19.35%
2.	Non-project ITIs (4)	Male	23	14.84%	21	13.55%	4	2.58%	38	24.52%	0	0.00%	86	55.48%
		Female	7	4.52%	12	7.74%	1	0.65%	19	12.26%	0	0.00%	39	25.16%
		Total	30	19.35%	33	21.29%	5	3.23%	57	36.77%	0	0.00%	125	80.65%
Total	Total	Male	24	15.48%	28	18.06%	7	4.52%	44	28.39%	0	0.00%	103	66.45%
		Female	9	5.81%	14	9.03%	8	5.16%	21	13.55%	0	0.00%	52	33.55%
		Total	33	21.29%	42	27.10%	15	9.68%	65	41.94%	0	0.00%	155	100.00%
3.	Addl. new ITIs (2)	Male	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Female	1	11.11%	2	22.22%	0	0.00%	6	66.67%	0	0.00%	9	100.00%
		Total	1	11.11%	2	22.22%	0	0.00%	6	66.67%	0	0.00%	9	100.00%

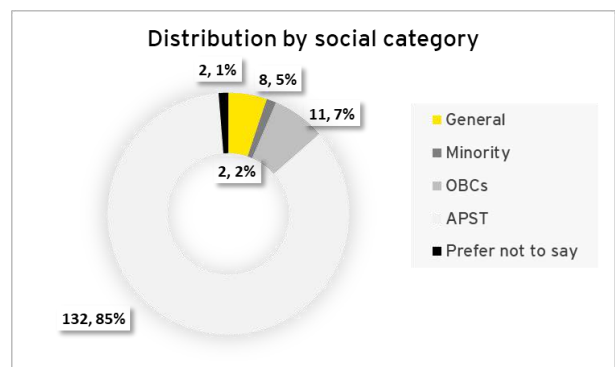
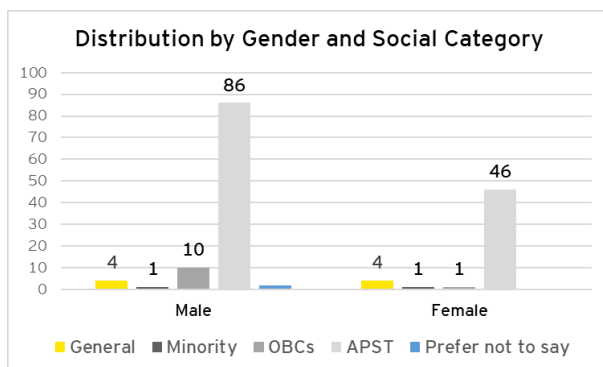


Regarding the religious affiliation of the respondents, it is observed that 41.94% of the graduates belonged to Christianity, 27.10% belonged to Donyi-Polo, 21.90% belonged to Hinduism. Around one-tenth of the graduates followed Buddhism.

Table 11 - Distribution by category and gender

Sl. No.	Type of ITI	Gender	General		Minority		OBCs		APST		Prefer not to say		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
1.	Project ITI (1)	Male	0	0.00%	0	0.00%	2	1.29%	15	9.68%	0	0.00%	17	10.97%
		Female	1	0.65%	0	0.00%	1	0.65%	11	7.10%	0	0.00%	13	8.39%
		Total	1	0.65%	0	0.00%	3	1.94%	26	16.77%	0	0.00%	30	19.35%
2.	Non-project ITIs (4)	Male	4	2.58%	1	0.65%	8	5.16%	71	45.81%	2	1.29%	86	55.48%
		Female	3	1.94%	1	0.65%	0	0.00%	35	22.58%	0	0.00%	39	25.16%
		Total	7	4.52%	2	1.29%	8	5.16%	106	68.39%	2	1.29%	125	80.65%
Total		Male	4	2.58%	1	0.65%	10	6.45%	86	55.48%	2	1.29%	103	66.45%
		Female	4	2.58%	1	0.65%	1	0.65%	46	29.68%	0	0.00%	52	33.55%
		Total	8	5.16%	2	1.29%	11	7.10%	132	85.16%	2	1.29%	155	100.00%
3.	Addl. new ITIs (2)	Male	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Female	1	11.11%	0	0.00%	0	0.00%	8	88.89%	0	0.00%	9	100.00%
		Total	1	11.11%	0	0.00%	0	0.00%	8	88.89%	0	0.00%	9	100.00%

OBCs: Other Backward Classes, APST: Arunachal Pradesh Schedule Tribes

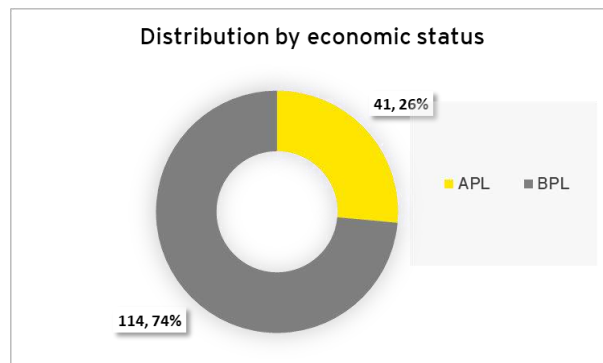
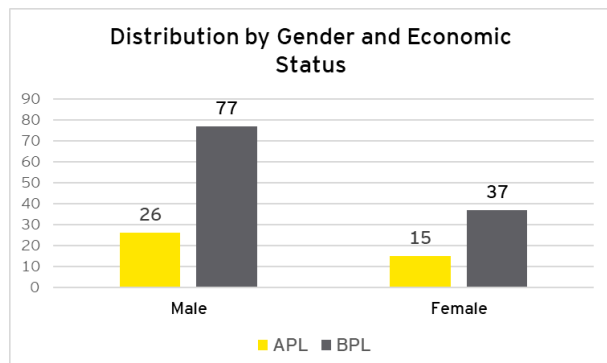


Almost 85% belonged to Arunachal Pradesh Schedule Tribes (APST). There was very fewer representation from General (5.16%) Minority (1.29%) and OBC (7.10%).

Table 12 - Distribution by economic status and gender

Sl. No.	Type of ITI	Gender	APL		BPL		Total	
			#	%	#	%	#	%
1	Project ITI (1)	Male	6	3.87%	11	7.10%	17	10.97%

Sl. No.	Type of ITI	Gender	APL		BPL		Total	
			#	%	#	%	#	%
		Female	5	3.23%	8	5.16%	13	8.39%
		Total	11	7.10%	19	12.26%	30	19.35%
2	Non-project ITIs (4)	Male	20	12.90%	66	42.58%	86	55.48%
		Female	10	6.45%	29	18.71%	39	25.16%
		Total	30	19.35%	95	61.29%	125	80.65%
Total		Male	26	16.77%	77	49.68%	103	66.45%
		Female	15	9.68%	37	23.87%	52	33.55%
		Total	41	26.45%	114	73.55%	155	100.00%
3	Addl. new ITIs (2)	Male	0	0.00%	0	0.00%	0	0.00%
		Female	6	66.67%	3	33.33%	9	100.00%
		Total	6	66.67%	3	33.33%	9	100.00%

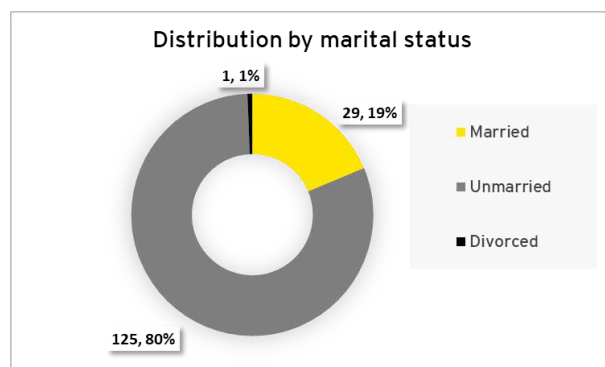
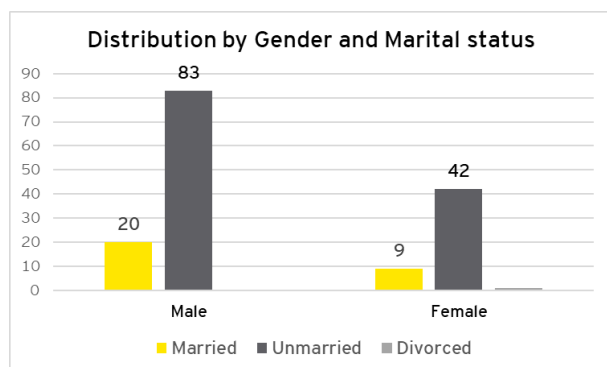


Out of the total 155 surveyed graduates, 114 belonged to BPL and 41 belonged to APL category which meant almost graduates belonging to BPL (73.55%).

Table 13 - Distribution by marital status and gender

Sl. No.	Type of ITI	Gender	Married		Unmarried		Divorced		Total	
			#	%	#	%	#	%	#	%
1	Project ITI (1)	Male	4	2.58%	13	8.39%	0	0.00%	17	10.97%
		Female	4	2.58%	9	5.81%	0	0.00%	13	8.39%
		Total	8	5.16%	22	14.19%	0	0.00%	30	19.35%
2	Non-project ITIs (4)	Male	16	10.32%	70	45.16%	0	0.00%	86	55.48%

Sl. No.	Type of ITI	Gender	Married		Unmarried		Divorced		Total	
			#	%	#	%	#	%	#	%
		Female	5	3.23%	33	21.29%	1	0.65%	39	25.16%
		Total	21	13.55%	103	66.45%	1	0.65%	125	80.65%
	Total	Male	20	12.90%	83	53.55%	0	0.00%	103	66.45%
		Female	9	5.81%	42	27.10%	1	0.65%	52	33.55%
		Total	29	18.71%	125	80.65%	1	0.65%	155	100.00%
3	Addl. new ITIs (2)	Male	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Female	0	0.00%	9	100.00%	0	0.00%	9	100.00%
		Total	0	0.00%	9	100.00%	0	0.00%	9	100.00%



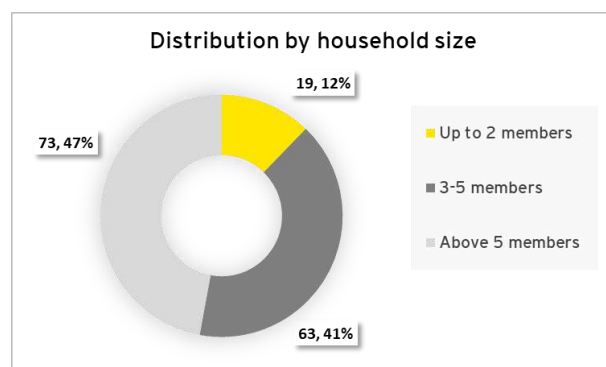
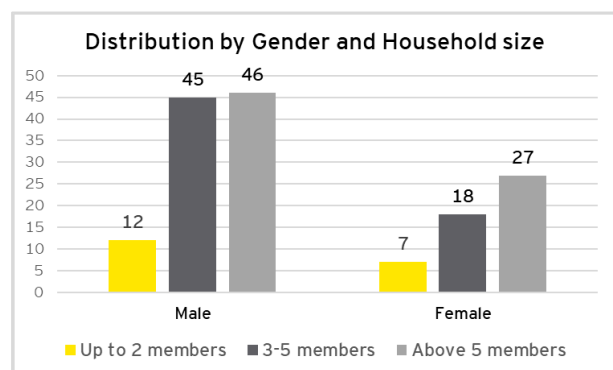
Regarding the marital status of the graduates, most (80.65%) of them were unmarried and only 18.71% were married. It is an important observation that amongst the married graduates, approx. twice percentage of marital status in males than females was observed.

Table 14 - Distribution by household size and gender

Sl. No.	Type of ITI	Gender	Up to 2 members		3-5 members		Above 5 members		Total	
			#	%	#	%	#	%	#	%
1	Project ITI (1)	Male	0	0.00%	10	6.45%	7	4.52%	17	10.97%
		Female	1	0.65%	7	4.52%	5	3.23%	13	8.39%
		Total	1	0.65%	17	10.97%	12	7.74%	30	19.35%
2	Non-project ITIs (4)	Male	12	7.74%	35	22.58%	39	25.16%	86	55.48%
		Female	6	3.87%	11	7.10%	22	14.19%	39	25.16%
		Total	18	11.61%	46	29.68%	61	39.35%	125	80.65%
	Total	Male	12	7.74%	45	29.03%	46	29.68%	103	66.45%
		Female	7	4.52%	18	11.61%	27	17.42%	52	33.55%
		Total	19	12.26%	63	40.65%	73	47.10%	155	100.00%



Sl. No.	Type of ITI	Gender	Up to 2 members		3-5 members		Above 5 members		Total	
			#	%	#	%	#	%	#	%
3	Addl. new ITIs (2)	Male	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Female	0	0.00%	6	66.67%	3	33.33%	9	100.00%
		Total	0	0.00%	6	66.67%	3	33.33%	9	100.00%

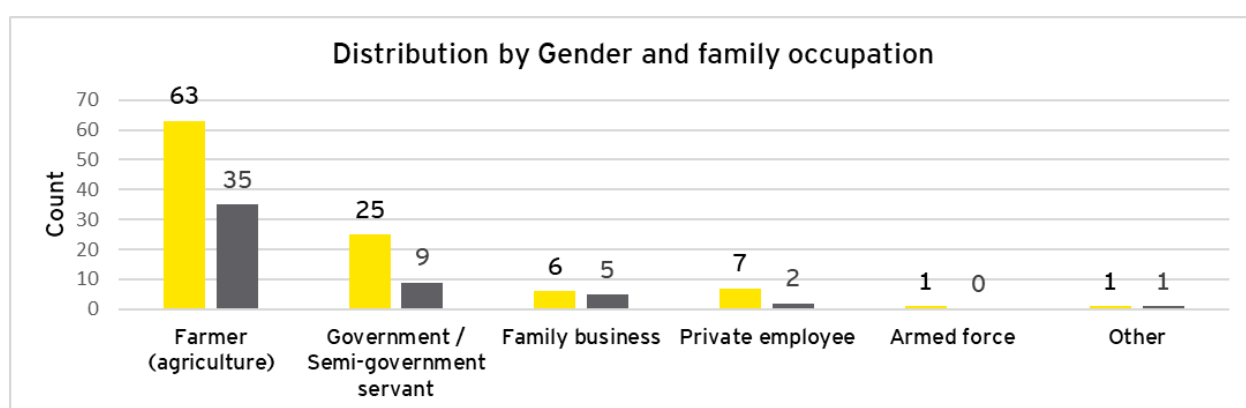


This table shows that 47.10% of graduates belonged to families with above 5 members household size, 40.65% of graduates belonged to 3 to 5 members size of the household. A very less percentage of graduates (12.26%) belonged to up to 2 members household size.

Table 15 - Distribution by primary occupation of household

Sl. No.	Occupation	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Farmer (agriculture)	Male	7	4.52%	55	35.48%	63	40.65%	0	0.00%
		Female	8	5.16%	28	18.06%	35	22.58%	6	66.67%
		Total	15	9.68%	83	53.55%	98	63.23%	6	66.67%
2	Government / Semi-government servant	Male	4	2.58%	21	13.55%	25	16.13%	0	0.00%
		Female	2	1.29%	7	4.52%	9	5.81%	2	22.22%
		Total	6	3.87%	28	18.06%	34	21.94%	2	22.22%
3	Family business	Male	3	1.94%	3	1.94%	6	3.87%	0	0.00%
		Female	4	2.58%	1	0.65%	5	3.23%	1	11.11%
		Total	7	4.52%	4	2.58%	11	7.10%	1	11.11%
4	Private employee	Male	2	1.29%	5	3.23%	7	4.52%	0	0.00%
		Female	0	0.00%	2	1.29%	2	1.29%	0	0.00%
		Total	2	1.29%	7	4.52%	9	5.81%	0	0.00%
5	Armed force	Male	0	0.00%	1	0.65%	1	0.65%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Sl. No.	Occupation	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
		Total	0	0.00%	1	0.65%	1	0.65%	0	0.00%
6	Other	Male	0	0.00%	1	0.65%	1	0.65%	0	0.00%
		Female	0	0.00%	1	0.65%	1	0.65%	0	0.00%
		Total	0	0.00%	2	1.29%	2	1.29%	0	0.00%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%

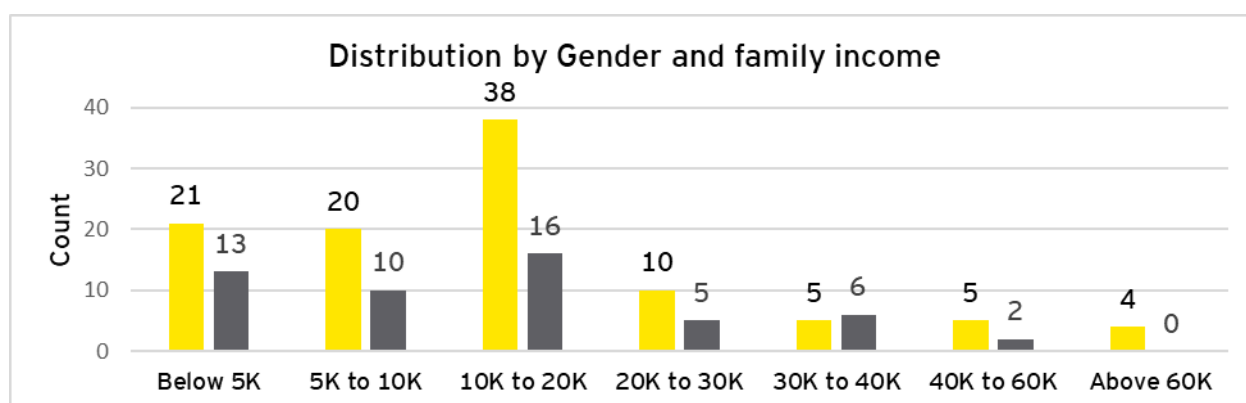


As given in the figure above, 63.23% of the graduates reported that the occupation of the Head of household was farming (Agriculture). The second most common occupation was Government / Semi-Government job with 21.95%, third most common occupation was family business with 7.10%. Rest were private employees, worked in armed forces, engaged in other works etc.

*Table 16 - Distribution by average monthly income of family*

Sl. No.	Income range	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Below 5K	Male	0	0.00%	21	13.55%	21	13.55%	0	0.00%
		Female	1	0.65%	12	7.74%	13	8.39%	0	0.00%
		Total	1	0.65%	33	21.29%	34	21.94%	0	0.00%
2	5K to 10K	Male	6	3.87%	14	9.03%	20	12.90%	0	0.00%
		Female	4	2.58%	6	3.87%	10	6.45%	1	11.11%
		Total	10	6.45%	20	12.90%	30	19.35%	1	11.11%
3	10K to 20K	Male	6	3.87%	32	20.65%	38	24.52%	0	0.00%
		Female	5	3.23%	11	7.10%	16	10.32%	6	66.67%

Sl. No.	Income range	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
		Total	11	7.10%	43	27.74%	54	34.84%	6	66.67%
4	20K to 30K	Male	2	1.29%	8	5.16%	10	6.45%	0	0.00%
		Female	3	1.94%	2	1.29%	5	3.23%	2	22.22%
		Total	5	3.23%	10	6.45%	15	9.68%	2	22.22%
5	30K to 40K	Male	1	0.65%	4	2.58%	5	3.23%	0	0.00%
		Female	0	0.00%	6	3.87%	6	3.87%	0	0.00%
		Total	1	0.65%	10	6.45%	11	7.10%	0	0.00%
6	40K to 60K	Male	2	1.29%	3	1.94%	5	3.23%	0	0.00%
		Female	0	0.00%	2	1.29%	2	1.29%	0	0.00%
		Total	2	1.29%	5	3.23%	7	4.52%	0	0.00%
7	Above 60K	Male	0	0.00%	4	2.58%	4	2.58%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Total	0	0.00%	4	2.58%	4	2.58%	0	0.00%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%

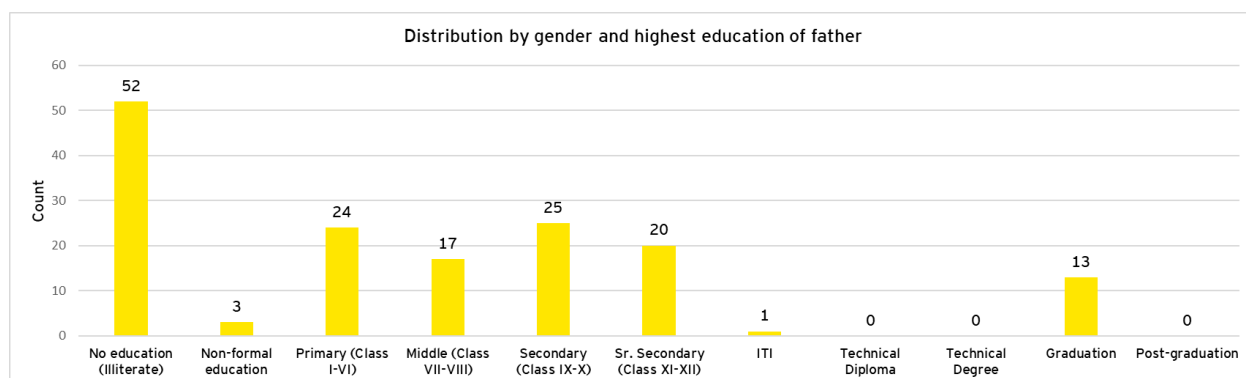


The graduates were asked to report about their monthly household income range. Approx. 42% of the graduates reported that their monthly household income ranged below ₹ 10,000 and ~35% graduate reported their family income ranging ₹ 10,000 to ₹ 20,000.

Table 17 - Distribution by highest education of father

Sl. No.	Education level	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
		#	%	#	%	#	%	#	%
1	No education (Illiterate)	8	5.16%	44	28.39%	52	33.55%	5	55.56%

Sl. No.	Education level	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
		#	%	#	%	#	%	#	%
2	Non-formal education	1	0.65%	2	1.29%	3	1.94%	0	0.00%
3	Primary (Class I-VI)	6	3.87%	18	11.61%	24	15.48%	1	11.11%
4	Middle (Class VII-VIII)	4	2.58%	13	8.39%	17	10.97%	2	22.22%
5	Secondary (Class IX-X)	3	1.94%	22	14.19%	25	16.13%	1	11.11%
6	Sr. Secondary (Class XI-XII)	5	3.23%	15	9.68%	20	12.90%	0	0.00%
7	ITI	0	0.00%	1	0.65%	1	0.65%	0	0.00%
8	Technical Diploma	0	0.00%	0	0.00%	0	0.00%	0	0.00%
9	Technical Degree	0	0.00%	0	0.00%	0	0.00%	0	0.00%
10	Graduation	3	1.94%	10	6.45%	13	8.39%	0	0.00%
11	Post-graduation	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>		<b>30</b>	<b>19.35%</b>	<b>125</b>	<b>80.65%</b>	<b>155</b>	<b>100%</b>	<b>9</b>	<b>100%</b>

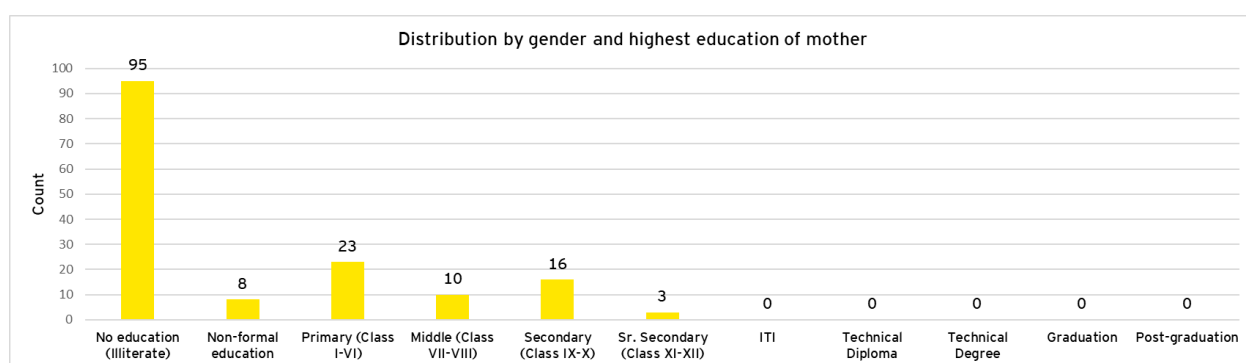


Graduates were asked to indicate level of education attained by their father. Above table captures the highest education attainment of the graduate's father. 33.55% of the graduates reported that their father had no education. A sizeable proportion of students had reported that their father had completed education school education at different levels / graduation.

*Table 18 - Distribution by highest education of mother*

Sl. No.	Education level	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
		#	%	#	%	#	%	#	%
1	No education (Illiterate)	17	10.97%	78	50.32%	95	61.29%	5	55.56%
2	Non-formal education	1	0.65%	7	4.52%	8	5.16%	0	0.00%
3	Primary (Class I-VI)	7	4.52%	16	10.32%	23	14.84%	2	22.22%
4	Middle (Class VII-VIII)	2	1.29%	8	5.16%	10	6.45%	1	11.11%
5	Secondary (Class IX-X)	3	1.94%	13	8.39%	16	10.32%	1	11.11%

Sl. No.	Education level	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
		#	%	#	%	#	%	#	%
6	Sr. Secondary (Class XI-XII)	0	0.00%	3	1.94%	3	1.94%	0	0.00%
7	ITI	0	0.00%	0	0.00%	0	0.00%	0	0.00%
8	Technical Diploma	0	0.00%	0	0.00%	0	0.00%	0	0.00%
9	Technical Degree	0	0.00%	0	0.00%	0	0.00%	0	0.00%
10	Graduation	0	0.00%	0	0.00%	0	0.00%	0	0.00%
11	Post-graduation	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>		<b>30</b>	<b>19.35%</b>	<b>125</b>	<b>80.65%</b>	<b>155</b>	<b>100%</b>	<b>9</b>	<b>100%</b>

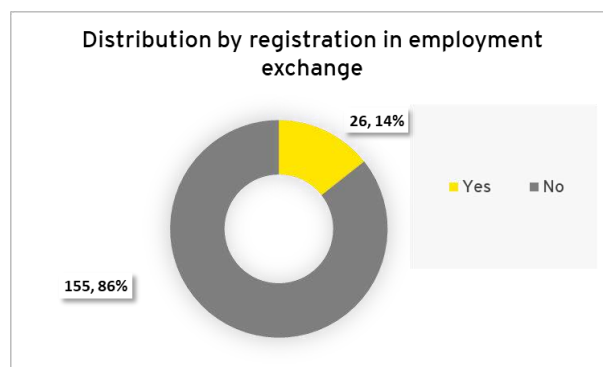
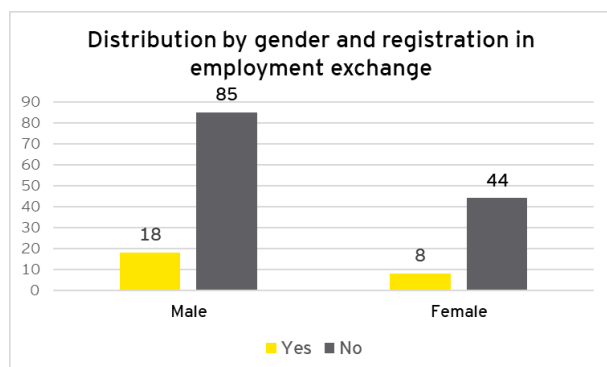


Graduates were asked to indicate level of education attained by their mothers. Above table captures the highest education attainment of the graduate's mothers. 61.29% of the graduates reported that their mother had attained secondary level of education. A sizeable proportion of students had reported that their mother had completed education school education at different levels.

*Table 19 - Distribution by registered in employment exchange and gender*

Sl. No.	Type of ITI	Gender	Registered in employment exchange - YES		Registered in employment exchange - NO		Total	
			#	%	#	%	#	%
1	Project ITI (1)	Male	2	1.29%	15	9.68%	17	10.97%
		Female	3	1.94%	10	6.45%	13	8.39%
		Total	5	3.23%	25	16.13%	30	19.35%
2	Non-project ITIs (4)	Male	16	10.32%	70	45.16%	86	55.48%
		Female	5	3.23%	34	21.94%	39	25.16%
		Total	21	13.55%	104	67.10%	125	80.65%
<b>Total</b>		Male	<b>18</b>	<b>11.61%</b>	<b>85</b>	<b>54.84%</b>	<b>103</b>	<b>66.45%</b>
		Female	<b>8</b>	<b>5.16%</b>	<b>44</b>	<b>28.39%</b>	<b>52</b>	<b>33.55%</b>

		Total	26	16.77%	129	83.23%	155	100.00%
3	Addl. new ITIs (2)	Male	0	0.00%	0	0.00%	0	0.00%
		Female	1	11.11%	8	88.89%	9	100.00%
		Total	1	11.11%	8	88.89%	9	100.00%



As given in above table, 16.77% of the graduates are registered in employment exchanges and 83.23% of the graduates have not registered in employment exchanges.

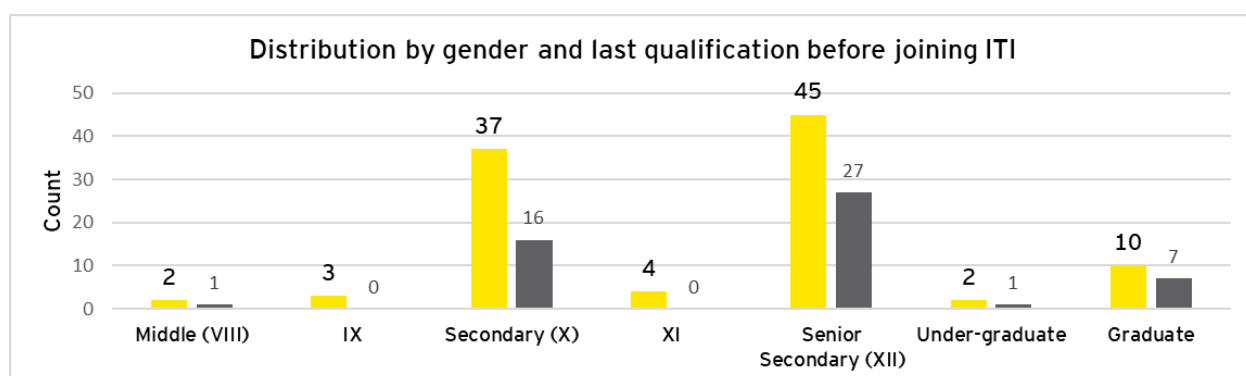
#### 4.1.2 Education, Employment, and Income of ITI graduate before joining of ITI

##### a) Last qualification before enrolment in ITI training:

Table 20 - Distribution by last qualification of ITI graduate before enrolment in ITI training

Sl. No.	Education level	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Middle (VIII)	Male	2	1.29%	0	0.00%	2	1.29%	0	0.00%
		Female	0	0.00%	1	0.65%	1	0.65%	0	0.00%
		Total	2	1.29%	1	0.65%	3	1.94%	0	0.00%
2	IX	Male	0	0.00%	3	1.94%	3	1.94%	0.00%	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0.00%	0.00%
		Total	0	0.00%	3	1.94%	3	1.94%	0.00%	0.00%
3	Secondary (X)	Male	9	5.81%	28	18.06%	37	23.87%	0	0.00%
		Female	3	1.94%	13	8.39%	16	10.32%	1	11.11%
		Total	12	7.74%	41	26.45%	53	34.19%	1	11.11%
4	XI	Male	0	0.00%	4	2.58%	4	2.58%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Total	0	0.00%	4	2.58%	4	2.58%	0	0.00%
5		Male	5	3.23%	40	25.81%	45	29.03%	0	0.00%

Sl. No.	Education level	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
	Senior Secondary (XII)	Female	8	5.16%	19	12.26%	27	17.42%	6	66.67%
		Total	13	8.39%	59	38.06%	72	46.45%	6	66.67%
6	Under-graduate	Male	0	0.00%	2	1.29%	2	1.29%	0	0.00%
		Female	0	0.00%	1	0.65%	1	0.65%	0	0.00%
		Total	0	0.00%	3	1.94%	3	1.94%	0	0.00%
7	Graduate	Male	1	0.65%	9	5.81%	10	6.45%	0	0.00%
		Female	2	1.29%	5	3.23%	7	4.52%	2	22.22%
		Total	3	1.94%	14	9.03%	17	10.97%	2	22.22%
Total	Total	Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%



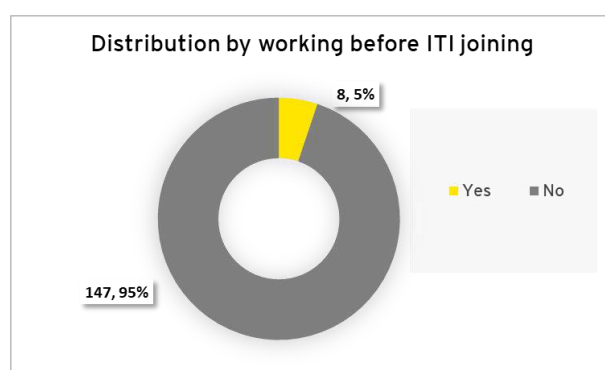
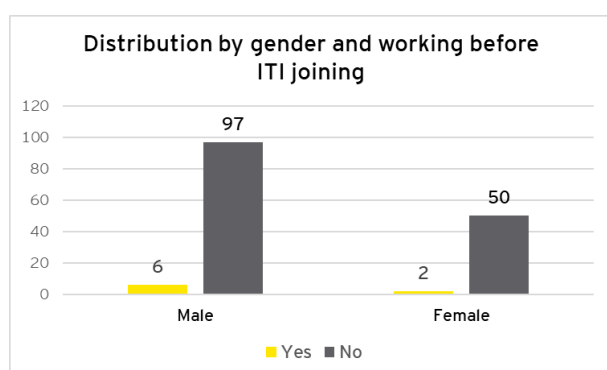
Minimum qualification for ITI training is Secondary for some trades while it is Senior Secondary for others. Also, in few trades VIII pass students are allowed. Almost one-third of the respondents (34.19%) had enrolled in ITIs after completing class 10<sup>th</sup>, 46.45% had enrolled after completing class 12<sup>th</sup>. A reasonable proportion (10.97%) of the respondents had enrolled after completing graduation.

**b) Working status before enrolment in ITI training:**

Table 21 - Distribution by gender and working of ITI graduate before enrolment in ITI

Sl. No.	Type of ITI	Gender	Working of ITI graduate before ITI enrolment - YES		Working of ITI graduate before ITI enrolment - NO		Total	
			#	%	#	%	#	%
1	Project ITI (1)	Male	1	0.65%	16	10.32%	17	10.97%
		Female	1	0.65%	12	7.74%	13	8.39%
		Total	2	1.29%	28	18.06%	30	19.35%

Sl. No.	Type of ITI	Gender	Working of ITI graduate before ITI enrolment - YES		Working of ITI graduate before ITI enrolment - NO		Total	
			#	%	#	%	#	%
2	Non-project ITIs (4)	Male	5	3.23%	81	52.26%	86	55.48%
		Female	1	0.65%	38	24.52%	39	25.16%
		Total	6	3.87%	125	80.65%	131	84.52%
Total		Male	6	3.87%	97	62.58%	103	66.45%
		Female	2	1.29%	50	32.26%	52	33.55%
		Total	8	5.16%	147	94.84%	155	100.00%
3	Addl. new ITIs (2)	Male	0	0.00%	0	0.00%	0	0.00%
		Female	0	0.00%	9	100.00%	9	100.00%
		Total	0	0.00%	9	100.00%	9	100.00%



### c) Income status before enrolment in ITI training:

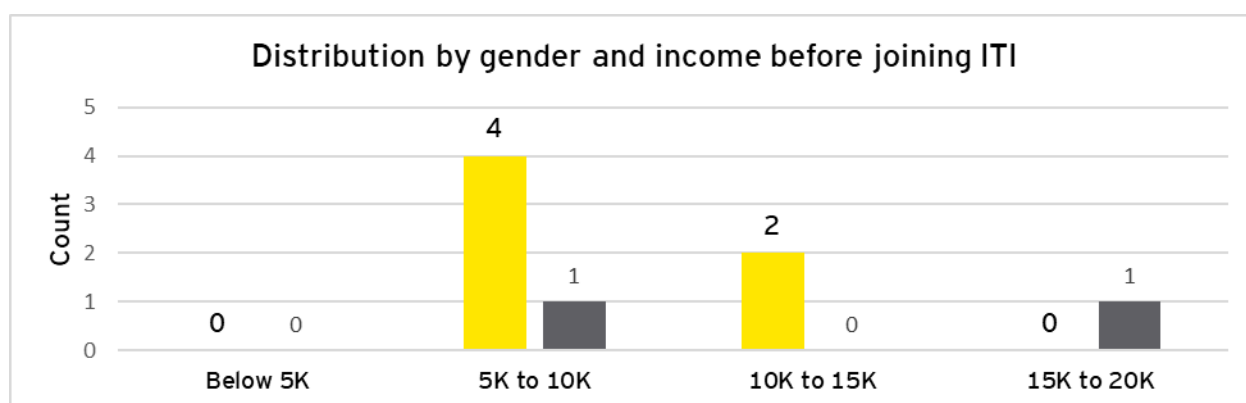
Table 22 - Distribution by average monthly income of ITI graduate before ITI training

Sl. No.	Income range	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Below 5K	Male	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2	5K to 10K	Male	1	12.50%	3	37.50%	4	50.00%	0	0.00%
		Female	1	12.50%	0	0.00%	1	12.50%	0	0.00%
		Total	2	25.00%	3	37.50%	5	62.50%	0	0.00%
3	10K to 15K	Male	0	0.00%	2	25.00%	2	25.00%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Total	0	0.00%	2	25.00%	2	25.00%	0	0.00%



Sl. No.	Income range	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
4	15K to 20K	Male	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Female	0	0.00%	1	12.50%	1	12.50%	0	0.00%
		Total	0	0.00%	1	12.50%	1	12.50%	0	0.00%
Total*		Male	1	12.50%	5	62.50%	6	75.00%	0	0.00%
		Female	1	12.50%	1	12.50%	2	25.00%	0	0.00%
		Total	2	25.00%	6	75.00%	8	100%	0	0.00%

\* Total 8 interviewed graduates were found working before joining of ITI training



94.84% of the respondents were not working before enrolment in ITI training had no monthly income.

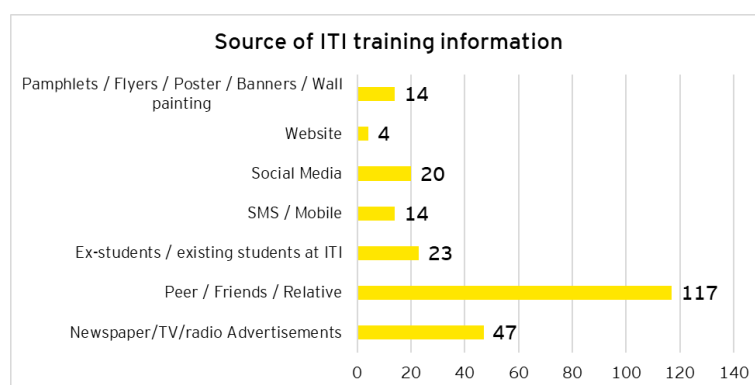
#### 4.1.3 ITI training program

##### d) Source of ITI training information:

Table 23 - Distribution by source of ITI training information

Sl. No.	Source of ITI training information	Total*	
		Number	%
1	Newspaper/TV/radio Advertisements	47	28.66%
2	Peer / Friends / Relative	117	71.34%
3	Ex-students / existing students at ITI	23	14.02%
4	SMS / Mobile	14	8.54%
5	Social Media	20	12.20%
6	Website	4	2.44%
7	Pamphlets / Flyers / Poster / Banners / Wall painting	14	8.54%
8	Outreach camp / Mobile Vans	5	3.05%
9	Local Govt./ Gram Panchayat / Teachers / NGOs	9	5.49%

\*Out of 164 responses



The most effective source of information for ITI training are Peers / Friends / Relatives (71.34%), newspaper / TV / radio advertisements (28.66%) and ex-students / existing students at ITI (14.02%).

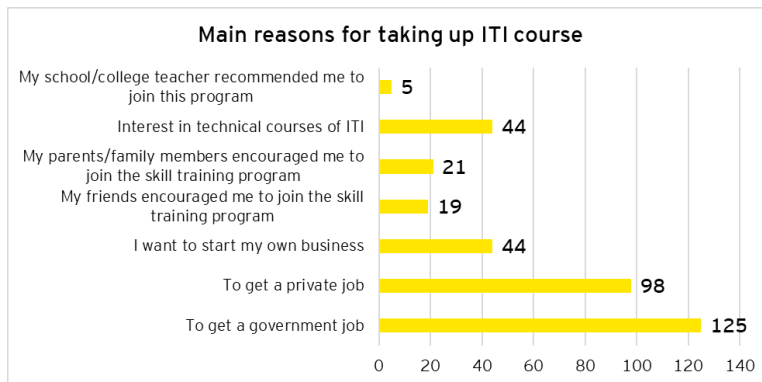
**e) Main reasons for taking up ITI courses:**

*Table 24 - Distribution by main reasons for taking up ITI courses*

Sl. No.	Main reasons for taking up ITI course	Total*	
		Number	%
1	To get a government job	125	76.22%
2	To get a private job	98	59.76%
3	I want to start my own business	44	26.83%
4	My friends encouraged me to join the skill training program	19	11.59%
5	My parents/family members encouraged me to join the skill training program	21	12.80%
6	Interest in technical courses of ITI	44	26.83%
7	My school/college teacher recommended me to join this program	5	3.05%
8	Free course / Scholarship was available	15	9.15%
9	Availability of hostel facility	6	3.66%
10	I was not doing anything, and something came free my way and I thought of trying it	2	1.22%
11	Took up ITI admission without any idea	1	0.61%

\*Out of 164 responses

The graduates were asked about their main reasons for taking up ITI courses. The table above highlights their reasons to take up the course. To secure a government job after completion of their education (76.22%), to get a private job (59.76%), Interest in technical courses of ITIs (26.83%) and want to start own business (26.83%) have emerged as major reasons for the graduates for taking up the ITI courses.



**f) Nature and source of counselling received:**

It is important to remove the prevailing information asymmetry and provide unbiased counselling to ensure that deserving and motivated youth are encouraged to join the ITI training courses.

Table 25 - Distribution by gender and counselling session attended before enrolling in ITI courses

Sl. No.	Type of ITI	Gender	Counselling session attended before enrolling in ITI course - YES		Counselling session attended before enrolling in ITI course - NO		Total	
			#	%	#	%	#	%
1	Project ITI (1)	Male	7	4.52%	10	6.45%	17	10.97%
		Female	5	3.23%	8	5.16%	13	8.39%
		Total	12	7.74%	18	11.61%	30	19.35%
2	Non-project ITIs (4)	Male	17	10.97%	69	44.52%	86	55.48%
		Female	7	4.52%	32	20.65%	39	25.16%
		Total	24	15.48%	101	65.16%	125	80.65%
Total	Total	Male	24	15.48%	79	50.97%	103	66.45%
		Female	12	7.74%	40	25.81%	52	33.55%
		Total	36	23.23%	119	76.77%	155	100.00%
3	Addl. new ITIs (2)	Male	0	0.00%	0	0.00%	0	0.00%
		Female	3	33.33%	6	66.67%	9	100.00%
		Total	3	33.33%	6	66.67%	9	100.00%

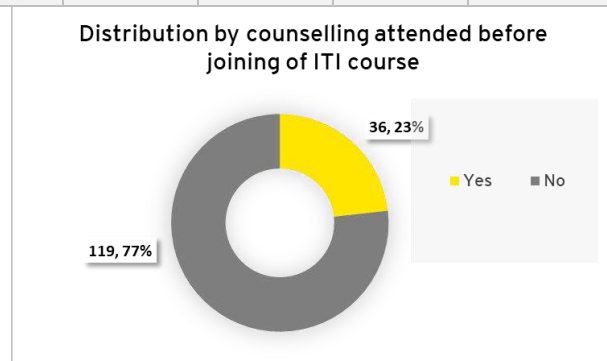
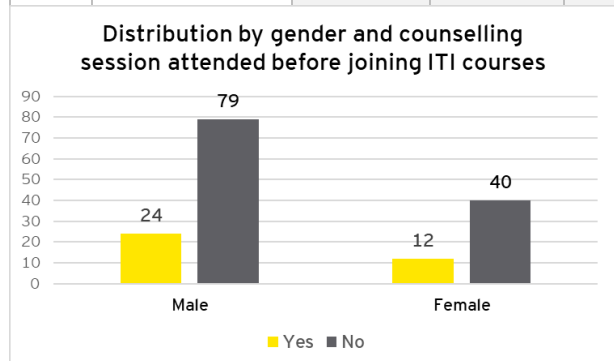
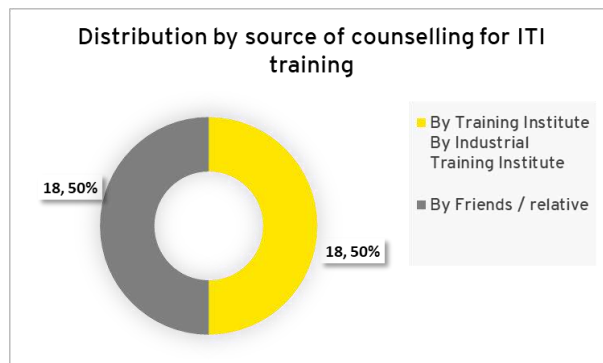
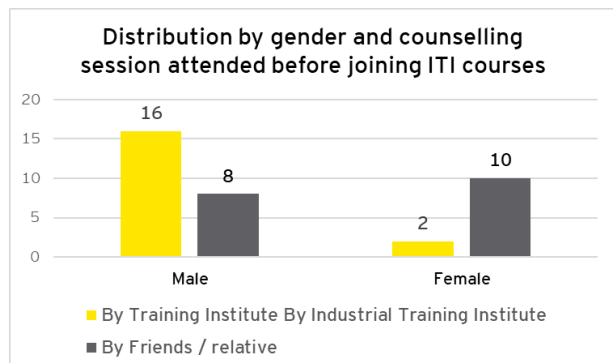


Table 26 - Distribution by gender and source of counselling

Sl. No.	Type of ITI	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	By Training Institute By Industrial Training Institute	Male	4	11.11%	12	33.33%	16	44.44%	0	0.00%
		Female	0	0.00%	2	5.56%	2	5.56%	0	0.00%
		Total	4	11.11%	14	38.89%	18	50.00%	0	0.00%
2	By Friends / relative	Male	3	8.33%	5	13.89%	8	22.22%	0	0.00%
		Female	5	13.89%	5	13.89%	10	27.78%	2	22.22%
		Total	8	22.22%	10	27.78%	18	50.00%	2	22.22%
3	Coaching centre	Male	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	1	11.11%
		Total	0	0.00%	0	0.00%	0	0.00%	1	11.11%
Total*		Male	7	19.44%	17	47.22%	24	66.67%	0	0.00%
		Female	5	13.89%	7	19.44%	12	33.33%	3	33.33%
		Total	12	33.33%	24	66.67%	36	100%	3	33.33%

\*out of 36 responses, who had received counselling prior to joining of ITI courses in project and non-project ITIs



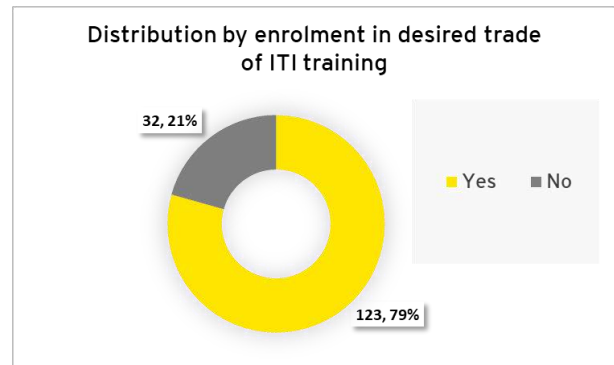
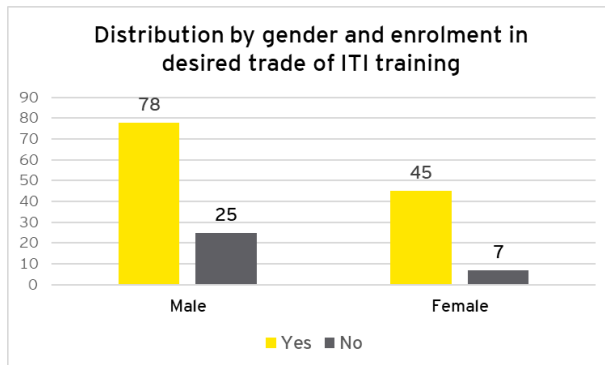
76.77% graduates reported that they had not attended any counselling session before enrolling in ITI courses. Only 23.23% graduates have attended counselling session either by Training Institute by Industrial Training Institute or by Friends / relatives.

#### g) Enrolment in desired trade of training:

Table 27 - Distribution by gender and enrolment in desired trade of ITI training

Sl. No.	Type of ITI	Gender	Enrolment in desired trade of ITI training - YES		Enrolment in desired trade of ITI training - NO		Total	
			#	%	#	%	#	%
1	Project ITI (1)	Male	13	8.39%	4	2.58%	7	4.52%
		Female	11	7.10%	3	1.94%	13	8.39%
		Total	24	15.48%	6	3.87%	30	19.35%

Sl. No.	Type of ITI	Gender	Enrolment in desired trade of ITI training - YES		Enrolment in desired trade of ITI training - NO		Total	
			#	%	#	%	#	%
2	Non-project ITIs (4)	Male	65	41.94%	21	13.55%	86	55.48%
		Female	34	21.94%	5	3.23%	39	25.16%
		Total	99	63.87%	26	16.77%	125	80.65%
Total		Male	78	50.32%	25	16.13%	103	66.45%
		Female	45	29.03%	7	4.52%	52	33.55%
		Total	123	79.35%	32	20.65%	155	100.00%
3	Addl. new ITIs (2)	Male	0	0.00%	0	0.00%	0	0.00%
		Female	9	100.00%	0	0.00%	9	100.00%
		Total	9	100.00%	0	0.00%	9	100.00%



79.35% of graduates were enrolled in the desired trade of ITI training.

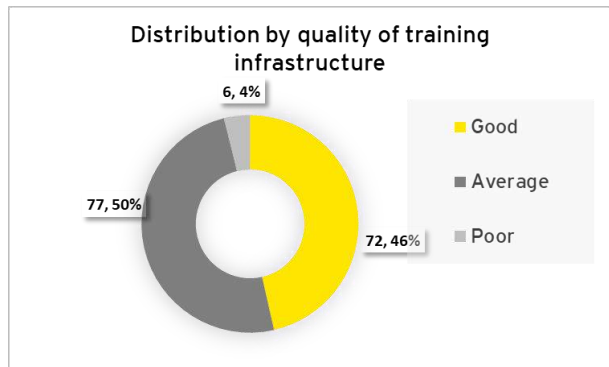
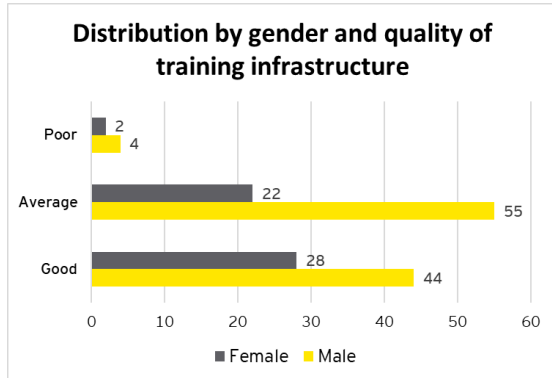
#### ***h) Quality of training infrastructure and training delivery:***

For the effective implementation of any skill training program, the lack of aspirations among the youth for skilling is a significant challenge. It is crucial to understand the feedback provided by candidates regarding training delivery, infrastructure, the quality of trainers, and the support provided for gainful employment. To assess this, ITI graduates were asked about their training experience on various quality aspects using a 3-point scale.

The absence of aspirational motivation among the youth towards skill development is a notable challenge in successful implementation of ITI training programs. It is imperative to understand the feedback provided by candidates concerning pivotal elements such as training delivery, infrastructure, the quality of training delivery by trainers, and the support mechanisms facilitating gainful employment. To appraise these dimensions, a 3-point structured questionnaire were asked with graduates to gauge their perspectives on diverse facets of the training experience.

Table 28 - Distribution by gender and quality of training infrastructure

Sl. No.	Quality of training infrastructure	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Good	Male	10	6.45%	34	21.94%	44	28.39%	0	0.00%
		Female	8	5.16%	20	12.90%	28	18.06%	4	44.44%
		Total	18	11.61%	54	34.84%	72	46.45%	4	44.44%
2	Average	Male	7	4.52%	48	30.97%	55	35.48%	0	0.00%
		Female	5	3.23%	17	10.97%	22	14.19%	5	55.56%
		Total	12	7.74%	65	41.94%	77	49.68%	5	55.56%
3	Poor	Male	0	0.00%	4	2.58%	4	2.58%	0	0.00%
		Female	0	0.00%	2	1.29%	2	1.29%	0	0.00%
		Total	0	0.00%	6	3.87%	6	3.87%	0	0.00%
Total*		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%



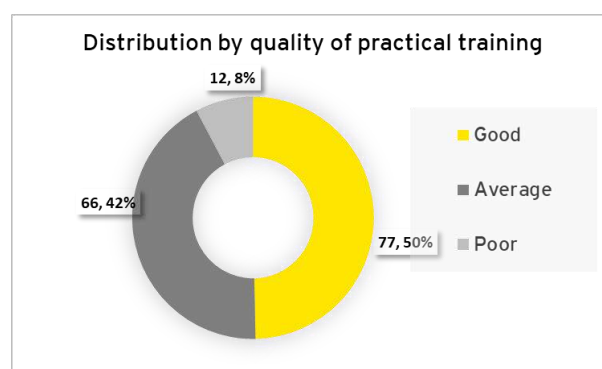
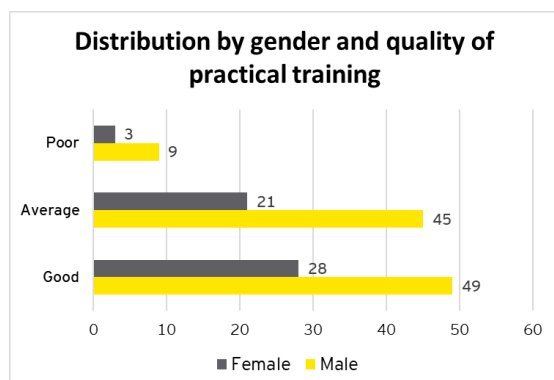
49.68% graduates expressed "average" rating with the quality of training infrastructure like availability of digital classrooms, Industry aligned labs, IT Infrastructure, Drawing Hall etc., 46.45% graduates expressed "good" rating and only 3.87% shown "poor" rating.

Table 29 - Distribution by gender and quality of practical training

Sl. No.	Quality of practical teaching*	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Good	Male	10	6.45%	39	25.16%	49	31.61%	0	0.00%
		Female	7	4.52%	21	13.55%	28	18.06%	4	44.44%
		Total	17	10.97%	60	38.71%	77	49.68%	4	44.44%

Sl. No.	Quality of practical teaching*	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
2	Average	Male	7	4.52%	38	24.52%	45	29.03%	0	0.00%
		Female	5	3.23%	16	10.32%	21	13.55%	5	55.56%
		Total	12	7.74%	54	34.84%	66	42.58%	5	55.56%
3	Poor	Male	0	0.00%	9	5.81%	9	5.81%	0	0.00%
		Female	1	0.65%	2	1.29%	3	1.94%	0	0.00%
		Total	1	0.65%	11	7.10%	12	7.74%	0	0.00%
Total*		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%

\*Including availability of raw material and running condition of equipments



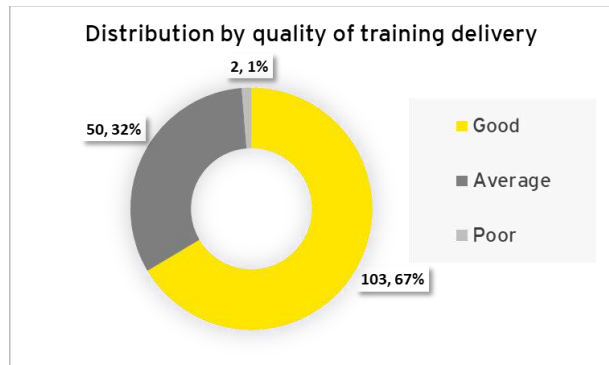
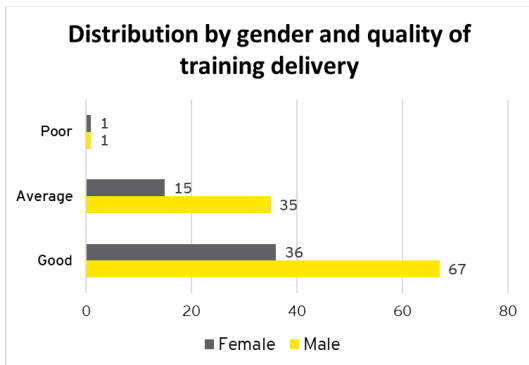
49.68% of the graduates chose 'Good' as a rating, 42.58% of the graduates chose 'Average' and 7.74% of the graduates chose 'Poor' for quality of practical teaching / availability of raw material and running condition of equipments.

Table 30 - Distribution by gender and quality of training delivery by instructors

Sl. No.	Quality of Training delivery	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Good	Male	10	6.45%	57	36.77%	67	43.23%	0	0.00%
		Female	8	5.16%	28	18.06%	36	23.23%	4	44.44%
		Total	18	11.61%	85	54.84%	103	66.45%	4	44.44%
2	Average	Male	6	3.87%	29	18.71%	35	22.58%	0	0.00%
		Female	5	3.23%	10	6.45%	15	9.68%	5	55.56%
		Total	11	7.10%	39	25.16%	50	32.26%	5	55.56%
3	Poor	Male	1	0.65%	0	0.00%	1	0.65%	0	0.00%

Sl. No.	Quality of Training delivery	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
		Female	0	0.00%	1	0.65%	1	0.65%	0	0.00%
		Total	1	0.65%	1	0.65%	2	1.29%	0	0.00%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%

\* by teachers In classroom training.



66.65% graduates expressed 'Good' rating, 32.26% graduates expressed 'average' rating and only 1.29% graduates expressed 'Poor' rating with the quality of training delivery by teachers In classroom training.

Table 31 - Distribution by gender and availing hostel facility

Sl. No.	Avail hostel facility	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	9	5.81%	57	36.77%	66	42.58%	0	0.00%
		Female	5	3.23%	27	17.42%	32	20.65%	9	100.00%
		Total	14	9.03%	84	54.19%	98	63.23%	9	100.00%
2	No	Male	8	5.16%	29	18.71%	37	23.87%	0	0.00%
		Female	8	5.16%	12	7.74%	20	12.90%	0	0.00%
		Total	16	10.32%	41	26.45%	57	36.77%	0	0.00%
Total*		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%



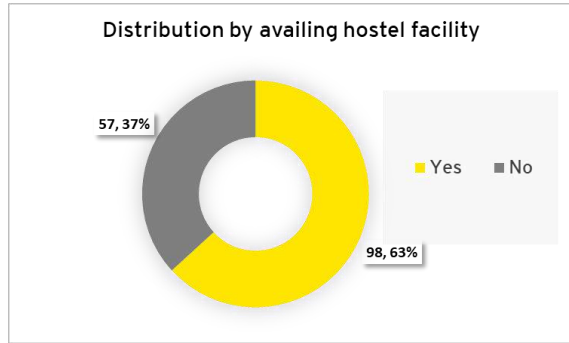
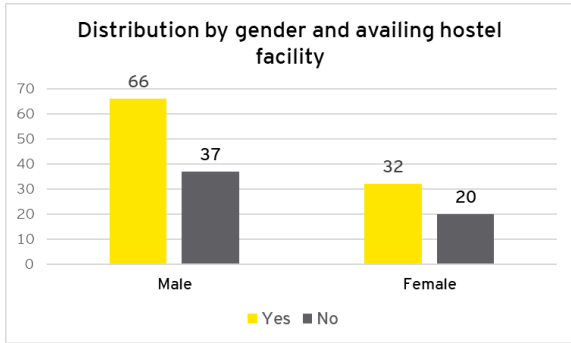
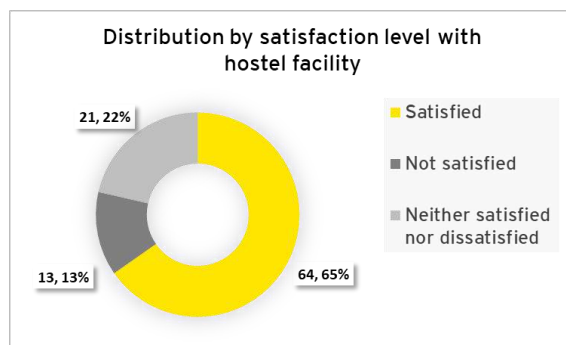
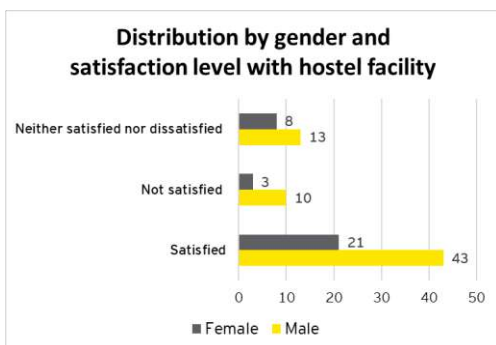


Table 32 - Distribution by gender and satisfaction level with hostel facility

Sl. No.	Satisfaction level with hostel facility*	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Satisfied	Male	7	7.14%	36	36.73%	43	43.88%	0	0.00%
		Female	3	3.06%	18	18.37%	21	21.43%	6	66.67%
		Total	10	10.20%	54	55.10%	64	65.31%	6	66.67%
2	Not satisfied	Male	0	0.00%	10	10.20%	10	10.20%	0	0.00%
		Female	0	0.00%	3	3.06%	3	3.06%	0	0.00%
		Total	0	0.00%	13	13.27%	13	13.27%	0	0.00%
3	Neither satisfied nor dissatisfied	Male	2	2.04%	11	11.22%	13	13.27%	0	0.00%
		Female	2	2.04%	6	6.12%	8	8.16%	3	33.33%
		Total	4	4.08%	17	17.35%	21	21.43%	3	33.33%
Total**		Male	9	9.18%	57	58.16%	66	67.35%	0	0.00%
		Female	5	5.10%	27	27.55%	32	32.65%	9	100%
		Total	14	14.29%	84	85.71%	98	100%	9	100%

\* Provided by ITI in terms of infrastructure, Safety, Hygiene, Sanitation, food etc.

\*\* out of 98 responses, who availed hostel facility



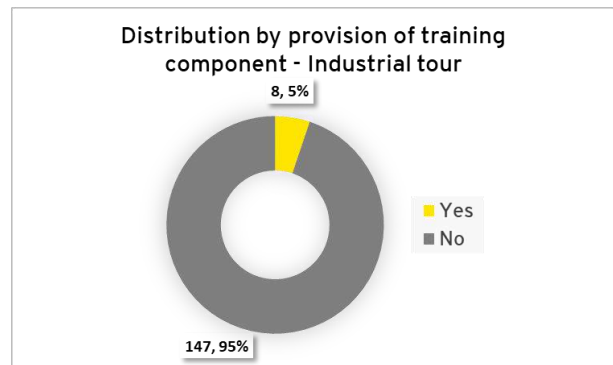
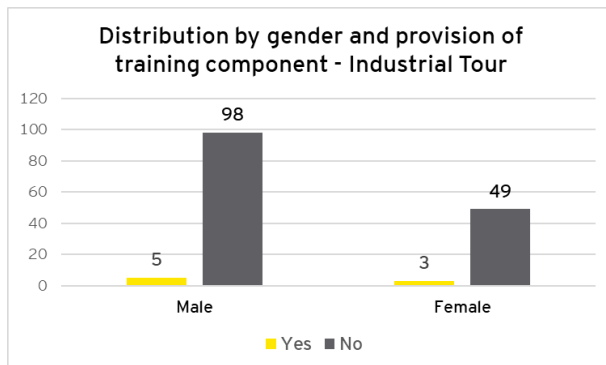
The assessment on the quality of hostel facilities in the institutes indicates that the graduates were generally satisfied with all the services provided under this component. 63.23% of

graduates availed hostel facility, out of them one third were female and 65.23% of them gave satisfied rating with the hostel facility.

**i) Provision of training components:**

*Table 33 - Distribution by provision of training component during ITI training - Industrial tour*

Sl. No.	Industrial tour	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	3	1.94%	2	1.29%	5	3.23%	0	0.00%
		Female	1	0.65%	2	1.29%	3	1.94%	1	11.11%
		Total	4	2.58%	4	2.58%	8	5.16%	1	11.11%
2	No	Male	14	9.03%	84	54.19%	98	63.23%	0	0.00%
		Female	12	7.74%	37	23.87%	49	31.61%	8	88.89%
		Total	26	16.77%	121	78.06%	147	94.84%	8	88.89%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%



*Table 34 - Distribution by provision of training component during ITI training - OJT*

Sl. No.	On the Job Training (OJT)	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	1	0.65%	2	1.29%	3	1.94%	0	0.00%
		Female	0	0.00%	1	0.65%	1	0.65%	1	11.11%
		Total	1	0.65%	3	1.94%	4	2.58%	1	11.11%
2	No	Male	16	10.32%	84	54.19%	100	64.52%	0	0.00%
		Female	13	8.39%	38	24.52%	51	32.90%	8	88.89%
		Total	29	18.71%	122	78.71%	151	97.42%	8	88.89%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%

Sl. No.	On the Job Training (OJT)	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%

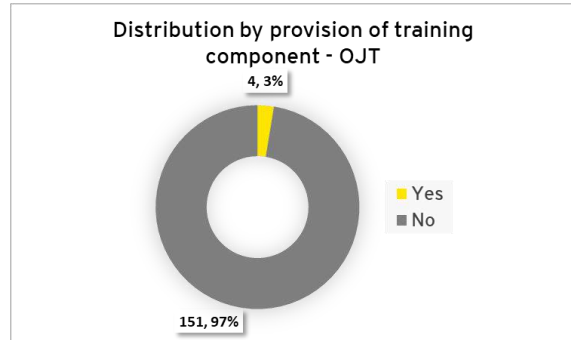
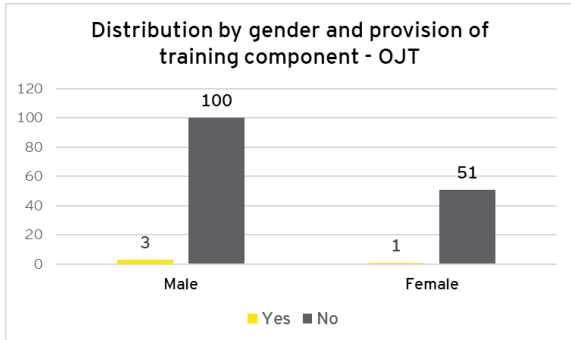
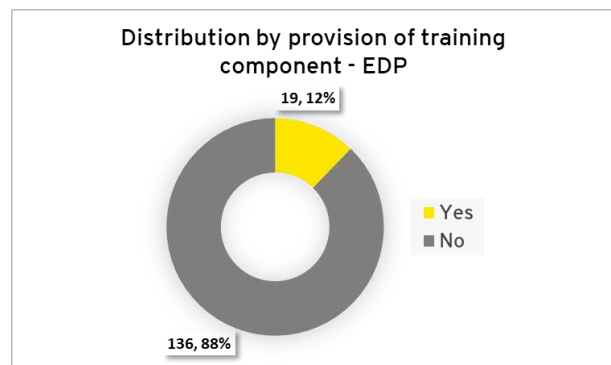
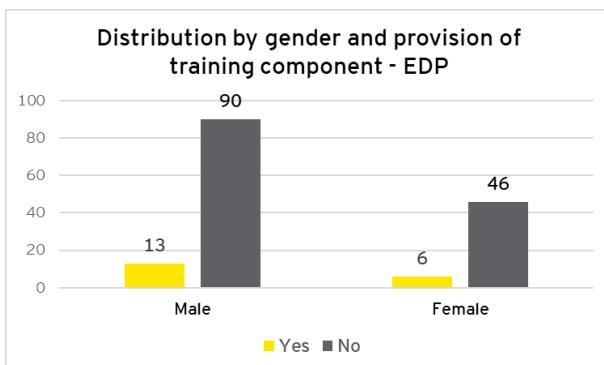


Table 35 - Distribution by provision of training component during ITI training - Entrepreneurship Development Program

Sl. No.	EDP	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	6	3.87%	7	4.52%	13	8.39%	0	0.00%
		Female	5	3.23%	1	0.65%	6	3.87%	2	22.22%
		Total	11	7.10%	8	5.16%	19	12.26%	2	22.22%
2	No	Male	11	7.10%	79	50.97%	90	58.06%	0	0.00%
		Female	8	5.16%	38	24.52%	46	29.68%	7	77.78%
		Total	19	12.26%	117	75.48%	136	87.74%	7	77.78%
Total	Total	Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%



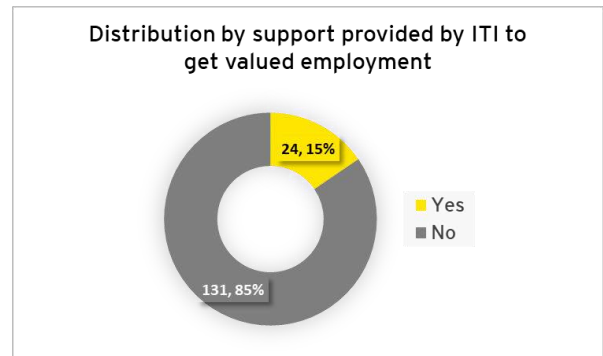
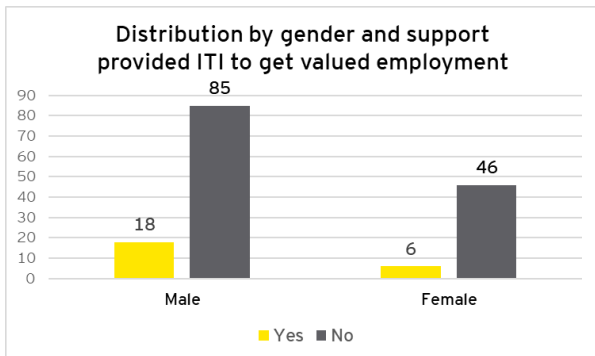
The analysis of data for provision of training components in below tables indicates that:

- ▶ 94.84% of graduates answered that there was no provision of Industrial tour during their ITI training.
- ▶ 97.42% of graduates answered that there was no provision of On-The-Job Training during their ITI training.
- ▶ 87.74% of graduates answered that there was no provision of Entrepreneurship Development program during their ITI training.

**j) Support provided for valued employment by ITI:**

*Table 36 - Distribution by support provided by the ITI to get valued employment*

Sl. No.	Support provided by the ITI to get the valued employment	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	4	2.58%	14	9.03%	18	11.61%	0	0.00%
		Female	1	0.65%	5	3.23%	6	3.87%	2	22.22%
		Total	5	3.23%	19	12.26%	24	15.48%	2	22.22%
2	No	Male	13	8.39%	72	46.45%	85	54.84%	0	0.00%
		Female	12	7.74%	34	21.94%	46	29.68%	7	77.78%
		Total	25	16.13%	106	68.39%	131	84.52%	7	77.78%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%



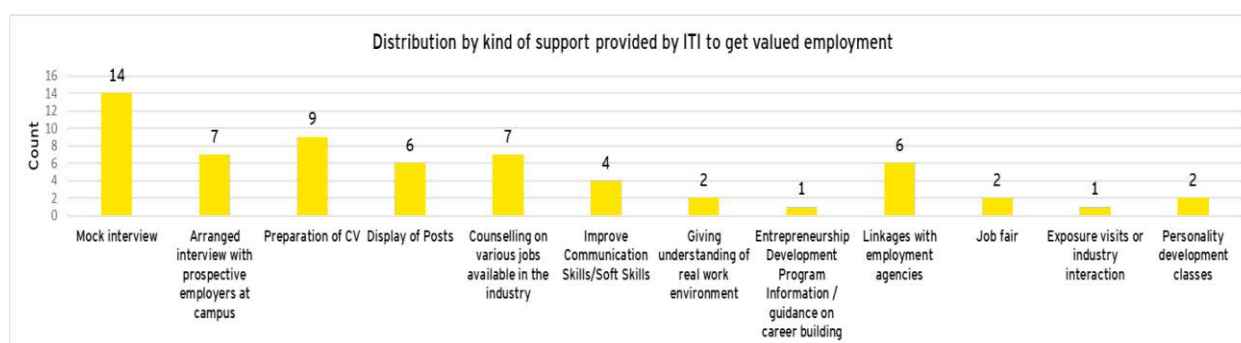
84.52% of graduates reported that ITI did not provide any kind of support for getting valued employment after the ITI training.

*Table 37 - Distribution by kind of support provided by ITI to get valued employment*

Sl. No.	Kind of support provided by ITI to get valued employment	Total*	
		#	%
1	Mock interview	14	58.33%

Sl. No.	Kind of support provided by ITI to get valued employment	Total*	
		#	%
2	Arranged interview with prospective employers at campus	7	29.17%
3	Preparation of CV	9	37.50%
4	Display of Posts	6	25.00%
5	Counselling on various jobs available in the industry	7	29.17%
6	Improve Communication Skills/Soft Skills	4	16.67%
7	Giving understanding of real work environment	2	8.33%
8	Entrepreneurship Development Program Information / guidance on career building	1	4.17%
9	Linkages with employment agencies	6	25.00%
10	Job fair	2	8.33%
11	Exposure visits or industry interaction	1	4.17%
12	Personality development classes	2	8.33%

\*Out of 24 responses



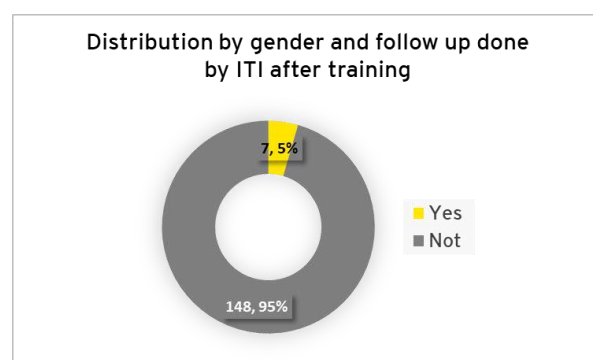
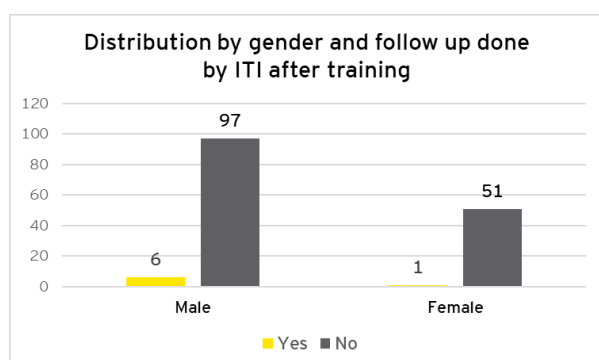
The most common supports provided by ITI for getting valued employment after the ITI training were Mock interviews (58.33%) and Preparation of CVs (37.50%), Arranged interview with prospective employers at campus (29.17%) and Counselling on various jobs available in the industry (29.17%).

#### k) Follow-up done by ITI post training:

Table 38 - Distribution by follow up done by ITI after training completion

Sl. No.	Follow-up done by ITI after training completion	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	2	1.29%	4	2.58%	6	3.87%	0	0.00%
		Female	1	0.65%	0	0.00%	1	0.65%	0	0.00%
		Total	3	1.94%	4	2.58%	7	4.52%	0	0.00%
2	No	Male	15	9.68%	82	52.90%	97	62.58%	0	0.00%

Sl. No.	Follow-up done by ITI after training completion	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
		Female	12	7.74%	39	25.16%	51	32.90%	9	100.00%
		Total	27	17.42%	121	78.06%	148	95.48%	9	100.00%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%



95.48% graduates reported that there was no follow-up by the ITI after training completion.

#### 4.1.4 Post training status - Transition to Work

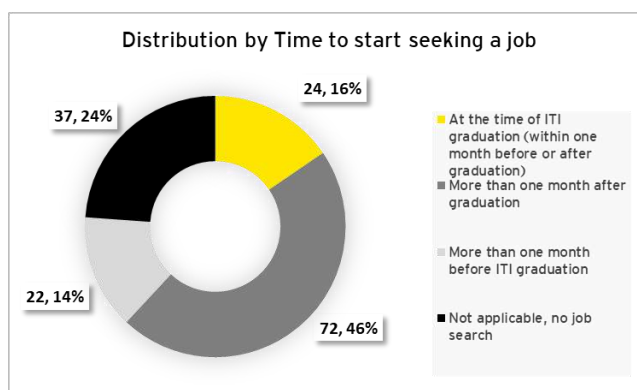
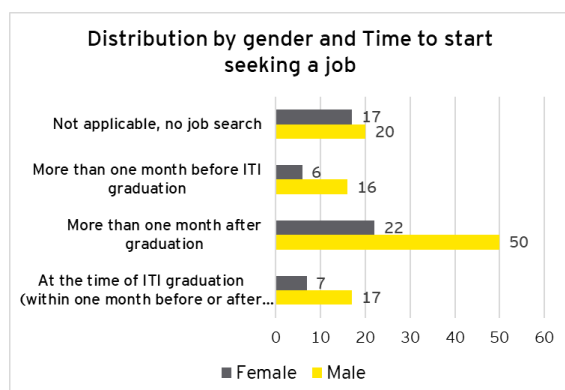
The tracer study survey inquired about the timeframe within which ITI graduates initiated their job search following the completion of their training. Recognizing the dynamic nature of the labor market, the survey design factored in this inherent fluctuation. The phrasing of the questions deliberately allowed graduates to specify whether they had secured employment both prior to and during their training period. Graduates were specifically questioned about the duration it took them to secure employment post training completion, with response options categorized into intervals: one month, one to three months, three to six months, and over six months subsequent to the completion of their training.

##### a) Time to start seeking a job:

Table 39 - Distribution by gender and post training - Time to start seeking a job

Sl. No.	Time to start seeking a job	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	At the time of ITI graduation (within one month before or	Male	4	2.58%	13	8.39%	17	10.97%	0	0.00%
		Female	2	1.29%	5	3.23%	7	4.52%	0	0.00%
		Total	6	3.87%	18	11.61%	24	15.48%	0	0.00%

Sl. No.	Time to start seeking a job	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
	after graduation)									
2	More than one month after graduation	Male	11	7.10%	39	25.16%	50	32.26%	0	0.00%
		Female	7	4.52%	15	9.68%	22	14.19%	6	66.67%
		Total	18	11.61%	54	34.84%	72	46.45%	6	66.67%
3	More than one month before ITI graduation	Male	1	0.65%	15	9.68%	16	10.32%	0	0.00%
		Female	0	0.00%	6	3.87%	6	3.87%	0	0.00%
		Total	1	0.65%	21	13.55%	22	14.19%	0	0.00%
4	Not applicable, no job search	Male	1	0.65%	19	12.26%	20	12.90%	0	0.00%
		Female	4	2.58%	13	8.39%	17	10.97%	3	33.33%
		Total	5	3.23%	32	20.65%	37	23.87%	3	33.33%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%



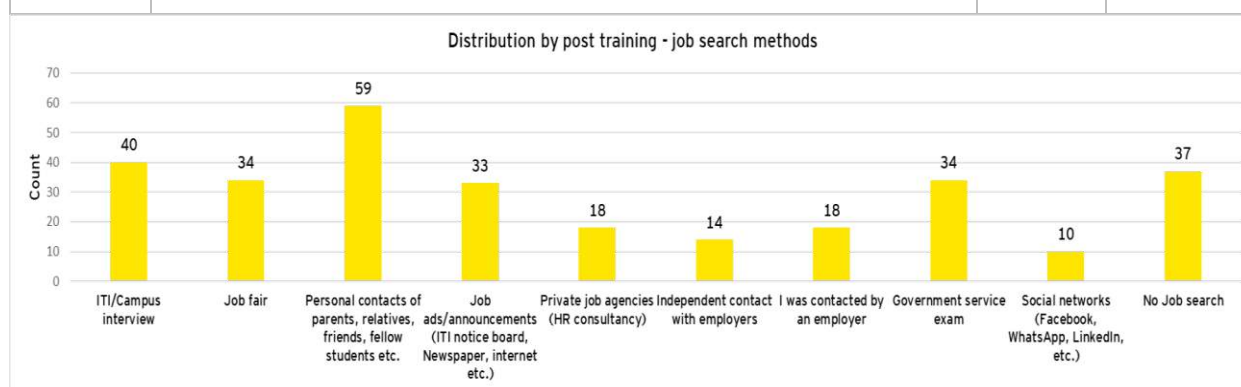
46.45% of graduates began looking for jobs more than one month after training completion, 23.87% of graduates reported that no job search and 15.48% of graduates began looking for work at the time of ITI graduation (within one month before or after graduation).

#### b) Job search method:

Table 40 - Distribution by post training - job search methods

Sl. No.	Job search methods	Total	
		Number*	%
1	ITI/Campus interview	40	25.81%
2	Job fair	34	21.94%

Sl. No.	Job search methods	Total	
		Number*	%
3	Personal contacts of parents, relatives, friends, fellow students etc.	59	38.06%
4	Job ads/announcements (ITI notice board, Newspaper, internet etc.)	33	21.29%
5	Private job agencies (HR consultancy)	18	11.61%
6	Independent contact with employers	14	9.03%
7	I was contacted by an employer	18	11.61%
8	Government service exam	34	21.94%
9	Social networks (Facebook, WhatsApp, LinkedIn, etc.)	10	6.45%
10	No Job search	37	23.87%



Despite the concerted efforts and resources allocated to streamline job searching processes, graduates primarily relied on personal contacts such as parents, relatives, friends, and fellow students (38.06%) as their predominant sources of job information. A notable percentage (25.81%) of employed graduates secured their positions through ITI/Campus interviews, while 21.29% found employment through various job advertisements and announcements, spanning platforms like the ITI notice board, newspapers, and the internet. Additionally, 21.94% of employed graduates accessed job opportunities through Government service exams. The data presented in the table further highlights other significant sources, including job fairs, private job agencies (HR consultancy), and direct contact from employers.

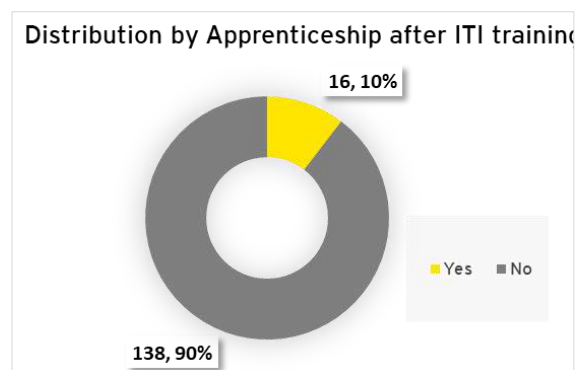
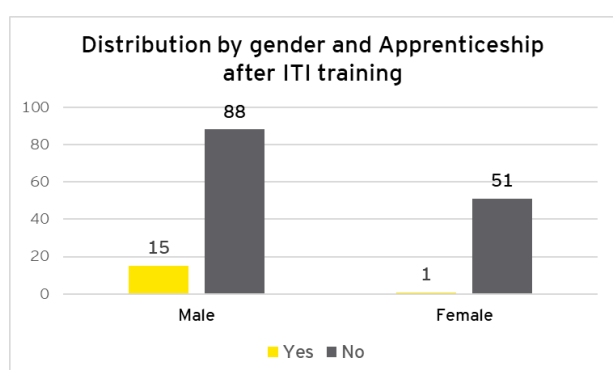
### c) Apprenticeship after ITI training:

Table 41 - Distribution by gender and Apprenticeship after ITI training

Sl. No.	Apprenticeship after ITI training	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	2	1.29%	13	8.39%	15	9.68%	0	0.00%
		Female	0	0.00%	1	0.65%	1	0.65%	0	0.00%
		Total	2	1.29%	14	9.03%	16	10.32%	0	0.00%



Sl. No.	Apprenticeship after ITI training	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
2	No	Male	15	9.68%	73	47.10%	88	56.77%	0	0.00%
		Female	13	8.39%	38	24.52%	51	32.90%	9	100.00%
		Total	28	18.06%	111	71.61%	138	89.03%	0	0.00%
Total	Total	Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100%
		Total	30	19.35%	125	80.65%	155	100%	9	100%



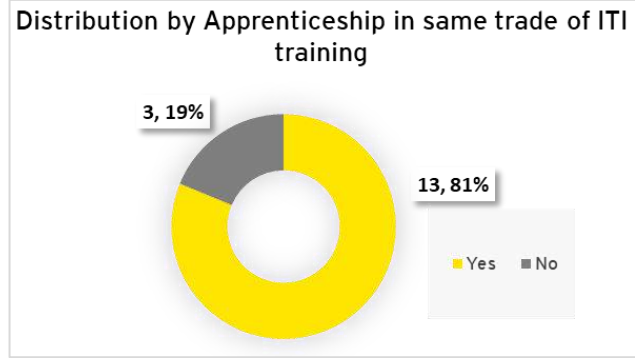
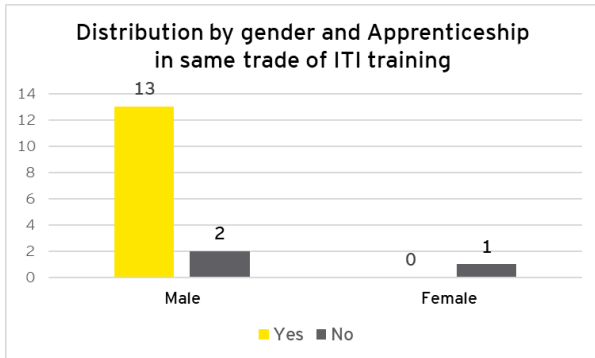
89.03% of graduates reported that they have not joined apprenticeship after ITI training.

#### d) Apprenticeship trade v/s ITI training trade:

Table 42 - Distribution by gender and apprenticeship trade

Sl. No.	Apprenticeship in same trade of ITI training	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	2	12.50%	11	68.75%	13	81.25%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Total	2	12.50%	11	68.75%	13	81.25%	0	0.00%
2	No	Male	0	0.00%	2	12.50%	2	12.50%	0	0.00%
		Female	0	0.00%	1	6.25%	1	6.25%	0	0.00%
		Total	0	0.00%	3	18.75%	3	18.75%	0	0.00%
Total*	Total*	Male	2	12.50%	13	81.25%	15	93.75%	0	0.00%
		Female	0	0.00%	1	6.25%	1	6.25%	0	0.00%
		Total	2	12.50%	14	87.50%	16	100%	0	0.00%

\*Out of total 16 responses



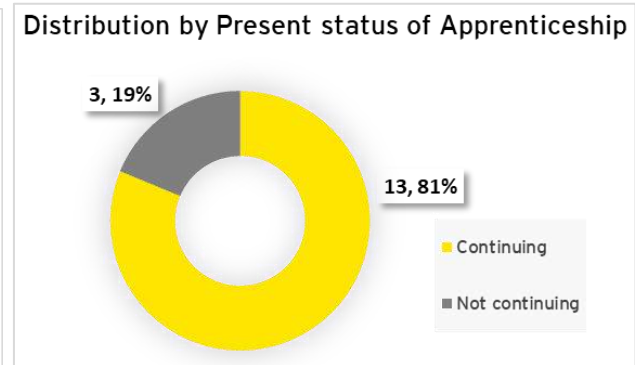
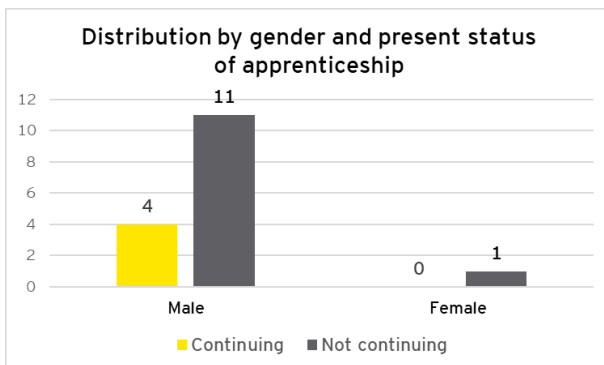
81.25% of graduates who pursued apprenticeships after completing ITI training undertook apprenticeships in the same trade as their ITI training.

**e) Present status of Apprenticeship:**

*Table 43 - Distribution by gender and present status of apprenticeship training*

Sl. No.	Present status of Apprenticeship	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Continuing	Male	0	0.00%	4	25.00%	4	25.00%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Total	0	0.00%	4	25.00%	4	25.00%	0	0.00%
2	Not continuing	Male	2	12.50%	9	56.25%	11	68.75%	0	0.00%
		Female	0	0.00%	1	6.25%	1	6.25%	0	0.00%
		Total	2	12.50%	10	62.50%	12	75.00%	0	0.00%
Total*		Male	2	12.50%	13	81.25%	15	93.75%	0	0.00%
		Female	0	0.00%	1	6.25%	1	6.25%	0	0.00%
		Total	2	12.50%	14	87.50%	16	100%	0	0.00%

\*Out of total 16 responses



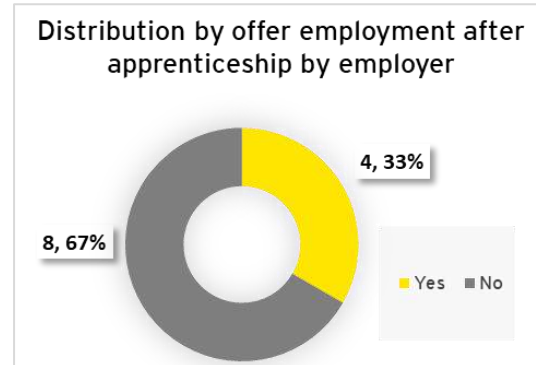
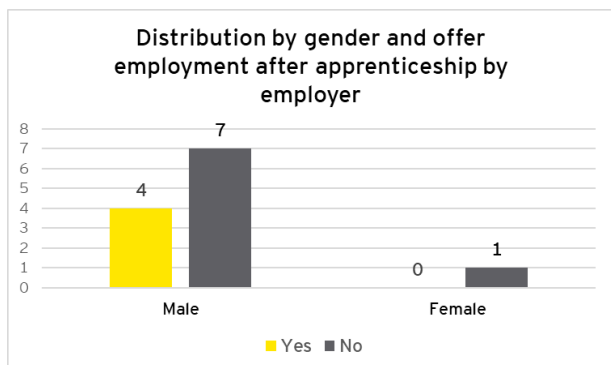
75% of graduates who pursued apprenticeships after completing ITI training, are not continuing apprenticeship.

## f) Employment offered after Apprenticeship by employer:

Table 44 - Distribution by gender and offer of employment after apprenticeship by employer

Sl. No.	Offer employment after Apprenticeship by employer	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	0	0.00%	4	33.33%	4	33.33%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Total	0	0.00%	4	33.33%	4	33.33%	0	0.00%
2	No	Male	2	16.67%	5	41.67%	7	58.33%	0	0.00%
		Female	0	0.00%	1	8.33%	1	8.33%	0	0.00%
		Total	2	16.67%	6	50.00%	8	66.67%	0	0.00%
Total*		Male	2	16.67%	9	75.00%	11	91.67%	0	0.00%
		Female	0	0.00%	1	8.33%	1	8.33%	0	0.00%
		Total	2	16.67%	10	83.33%	12	100%	0	0.00%

\*Out of total 12 responses



66.67% of graduates who did not continue with apprenticeships reported that they were not offered employment by their employers after completing their apprenticeships.

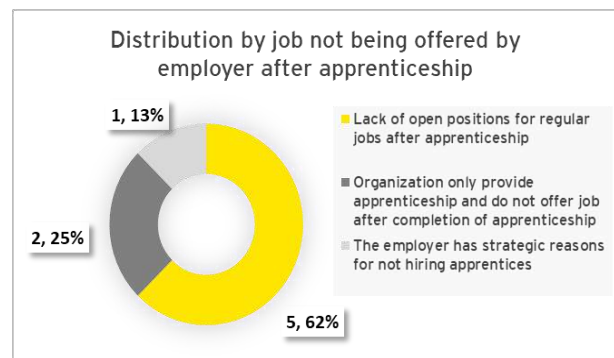
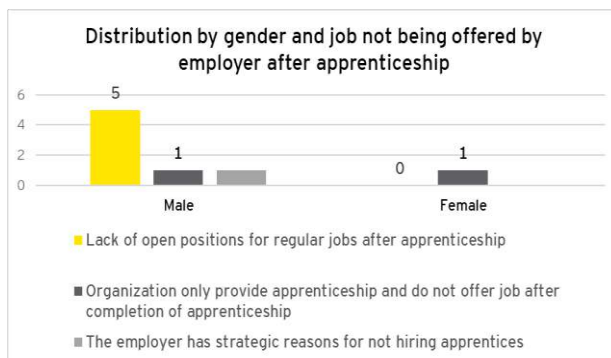
## g) Reasons for job not being offered by employer after apprenticeship:

Table 45 - Distribution by gender and Reasons for job not being offered by employer after apprenticeship

Sl. No.	Reasons for job not being offered by employer after apprenticeship	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Lack of open positions for regular jobs after apprenticeship	Male	1	12.50%	4	50.00%	5	62.50%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Total	1	12.50%	4	50.00%	5	62.50%	0	0.00%

Sl. No.	Reasons for job not being offered by employer after apprenticeship	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
2	Organization only provide apprenticeship and do not offer job after completion of apprenticeship	Male	0	0.00%	1	12.50%	1	12.50%	0	0.00%
		Female	0	0.00%	1	12.50%	1	12.50%	0	0.00%
		Total	0	0.00%	2	25.00%	2	25.00%	0	0.00%
3	The employer has strategic reasons for not hiring apprentices	Male	1	12.50%	0	0.00%	1	12.50%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Total	1	12.50%	0	0.00%	1	12.50%	0	0.00%
Total*		Male	2	25.00%	5	62.50%	7	87.50%	0	0.00%
		Female	0	0.00%	1	12.50%	1	12.50%	0	0.00%
		Total	2	25.00%	6	75.00%	8	100.00%	0	0.00%

\*Out of total 8 responses



Graduates who were not offered employment by their employers after completing their apprenticeships reported the following reasons: Lack of open positions for regular jobs after apprenticeship (62.50%), the organization only provides apprenticeship and does not offer jobs after completion of apprenticeship (25.00%), and the employer has strategic reasons for not hiring apprentices (12.50%).

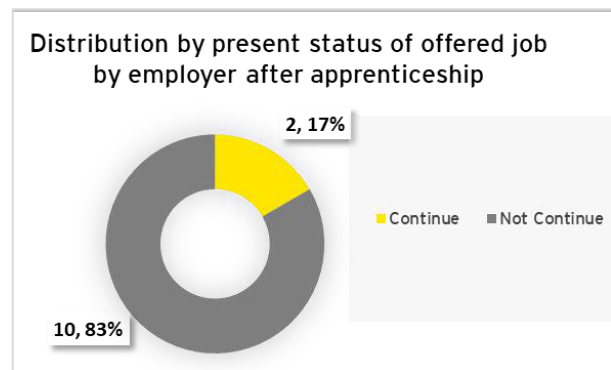
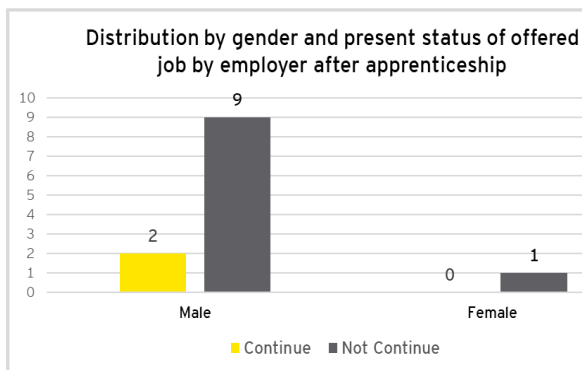
#### h) Present status of offered job after Apprenticeship:

Table 46 - Distribution by gender and present status of offered job after apprenticeship.

Sl. No.	Present status of offered job after apprenticeship	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Continue	Male	0	0.00%	2	16.67%	2	16.67%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Sl. No.	Present status of offered job after apprenticeship	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
		Total	0	0.00%	2	16.67%	2	16.67%	0	0.00%
2	Not continue	Male	2	16.67%	7	58.33%	9	75.00%	0	0.00%
		Female	0	0.00%	1	8.33%	1	8.33%	0	0.00%
		Total	2	16.67%	8	66.67%	10	83.33%	0	0.00%
Total*		Male	2	16.67%	9	75.00%	11	91.67%	0	0.00%
		Female	0	0.00%	1	8.33%	1	8.33%	0	0.00%
		Total	2	16.67%	10	83.33%	12	100%	0	0.00%

\*Out of total 12 responses



83.33% of graduates who were offered jobs by their employers after completing apprenticeships reported that they are not continuing in the offered positions.

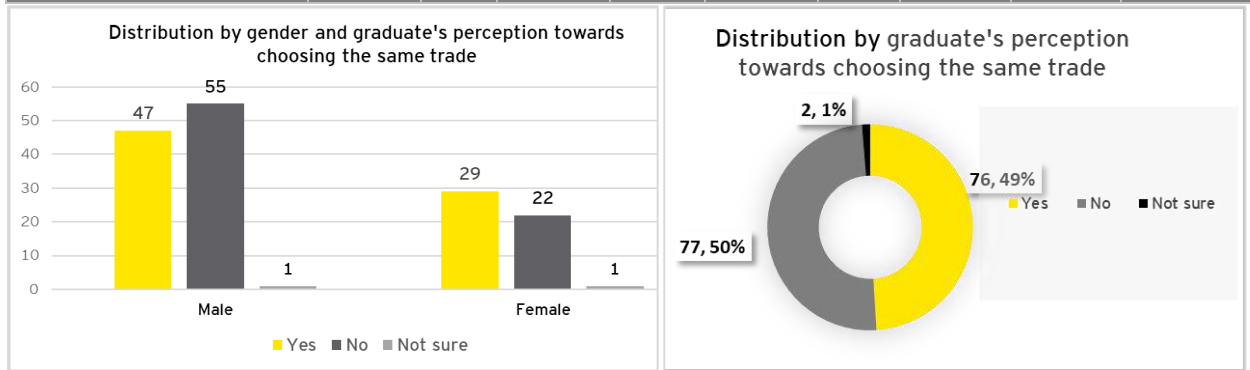
#### 4.1.5 Satisfaction and impact of ITI training

##### a) Satisfaction level towards ITI training - choosing the same trade again:

Table 47 - Distribution by gender and graduate's aspiration towards choosing the same trade

Sl. No.	If looking back, aspiration to choose the same trade again	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	8	5.16%	39	25.16%	47	30.32%	0	0.00%
		Female	9	5.81%	20	12.90%	29	18.71%	0	0.00%
		Total	17	10.97%	59	38.06%	76	49.03%	0	0.00%
2	No	Male	9	5.81%	46	29.68%	55	35.48%	0	0.00%
		Female	4	2.58%	18	11.61%	22	14.19%	9	100.00%
		Total	13	8.39%	64	41.29%	77	49.68%	9	100.00%
3	Not sure	Male	0	0.00%	1	0.65%	1	0.65%	0	0.00%
		Female	0	0.00%	1	0.65%	1	0.65%	0	0.00%

Sl. No.	If looking back, aspiration to choose the same trade again	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
		Total	0	0.00%	2	1.29%	2	1.29%	0	0.00%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100.00%
		Total	30	19.35%	125	80.65%	155	100%	9	100%

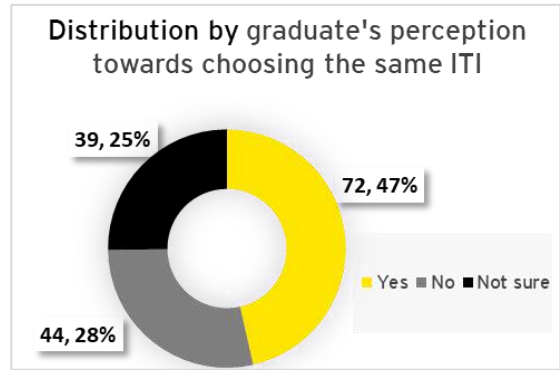
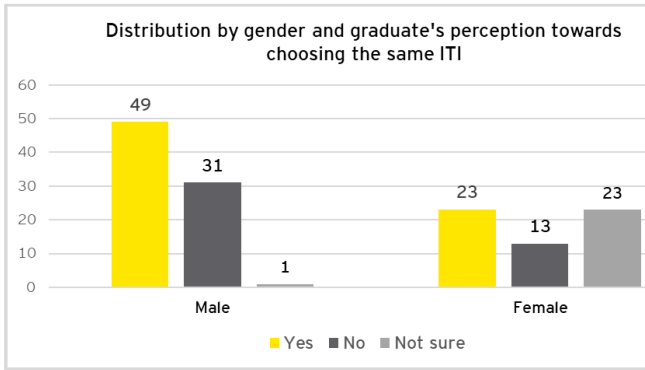


49.68% graduates reported “NO” to choose again the same course, which shows the level of ‘dissatisfaction’.

**b) Satisfaction level towards ITI training - choosing the same ITI again:**

*Table 48 - Distribution by gender and graduate's aspiration towards choosing the same ITI*

Sl. No.	If looking back, aspiration to choose the same ITI again	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	7	4.52%	42	27.10%	49	31.61%	0	0.00%
		Female	6	3.87%	17	10.97%	23	14.84%	1	11.11%
		Total	13	8.39%	59	38.06%	72	46.45%	1	11.11%
2	No	Male	4	2.58%	27	17.42%	31	20.00%	0	0.00%
		Female	3	1.94%	10	6.45%	13	8.39%	8	88.89%
		Total	7	4.52%	37	23.87%	44	28.39%	8	88.89%
3	Not sure	Male	6	3.87%	17	10.97%	23	14.84%	0	0.00%
		Female	4	2.58%	12	7.74%	16	10.32%	0	0.00%
		Total	10	6.45%	29	18.71%	39	25.16%	0	0.00%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100.00%
		Total	30	19.35%	125	80.65%	155	100%	9	100%

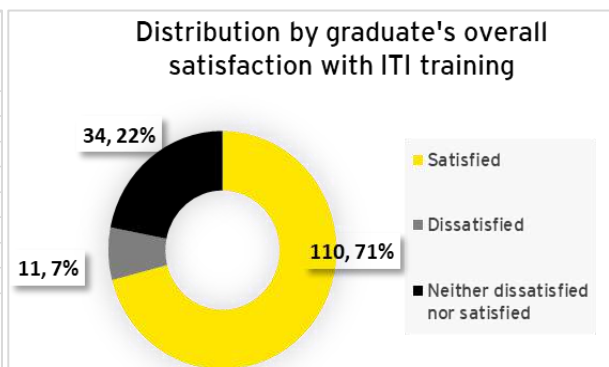
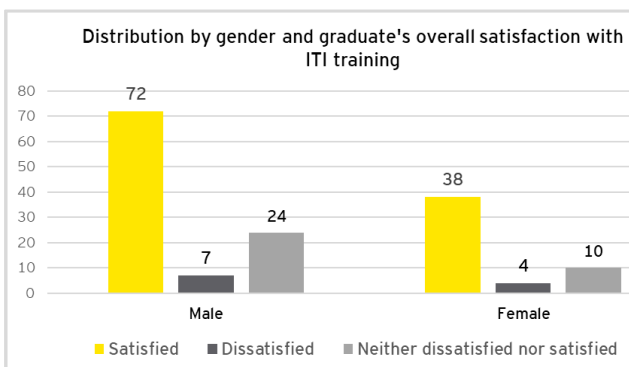


28.39% graduates reported "NO" and 25.16% graduates reported "Not sure" to choose again the same ITI.

**c) Overall satisfaction level towards ITI training:**

*Table 49 - Distribution by gender and overall satisfaction with ITI training*

Sl. No.	Overall satisfaction with ITI training	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Satisfied	Male	14	9.03%	58	37.42%	72	46.45%	0	0.00%
		Female	12	7.74%	26	16.77%	38	24.52%	3	33.33%
		Total	26	16.77%	84	54.19%	110	70.97%	3	33.33%
2	Dissatisfied	Male	0	0.00%	7	4.52%	7	4.52%	0	0.00%
		Female	1	0.65%	3	1.94%	4	2.58%	5	55.56%
		Total	1	0.65%	10	6.45%	11	7.10%	5	55.56%
3	Neither dissatisfied nor satisfied	Male	3	1.94%	21	13.55%	24	15.48%	0	0.00%
		Female	0	0.00%	10	6.45%	10	6.45%	1	11.11%
		Total	3	1.94%	31	20.00%	34	21.94%	1	11.11%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100.00%
		Total	30	19.35%	125	80.65%	155	100%	9	100%

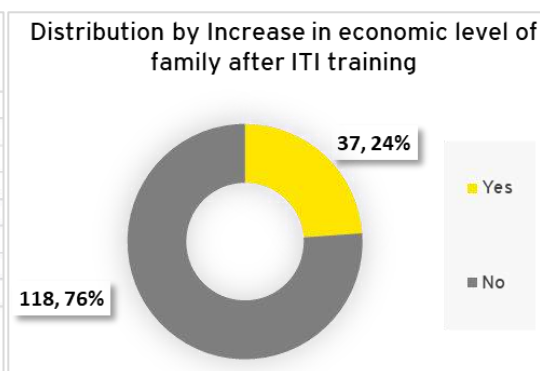
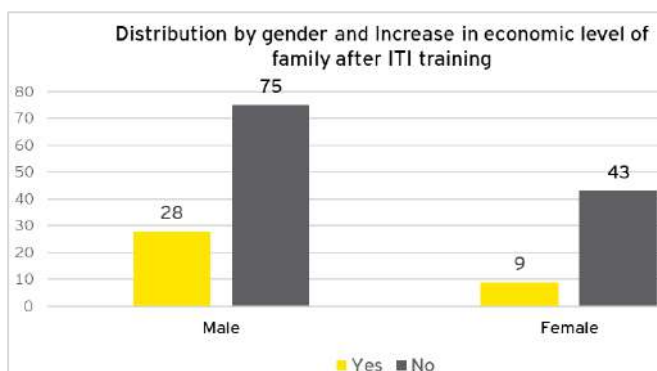


The graduates have exhibited a high level of satisfaction for ITI courses. The proportion of graduates who were satisfied with ITI courses stand at 70.97% and a very less percentage of graduates stand at dissatisfied.

#### d) Impact of ITI training - Socio economic status

Table 50 - Distribution by gender and impact of ITI training program on socio-economic status of ITI graduate

Sl. No.	Increase in economic level of family	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	6	3.87%	22	14.19%	28	18.06%	0	0.00%
		Female	1	0.65%	8	5.16%	9	5.81%	1	11.11%
		Total	7	4.52%	30	19.35%	37	23.87%	1	11.11%
2	No	Male	11	7.10%	64	41.29%	75	48.39%	0	0.00%
		Female	12	7.74%	31	20.00%	43	27.74%	8	88.89%
		Total	23	14.84%	95	61.29%	118	76.13%	8	88.89%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100.00%
		Total	30	19.35%	125	80.65%	155	100%	9	100%



The main objective of valued employment is to bring about a positive change in the economic condition an individual or his / her household. It is critical to understand the impact of valued employment on the economic condition of the ITI graduates.

As indicated above, 76.13% of graduates reported that their economic condition has remained unchanged, while 23.87% reported an improvement in their economic situation.

#### e) Impact of ITI training - Contribution which can make from income

Table 51 - Distribution by type of contribution which can make from income

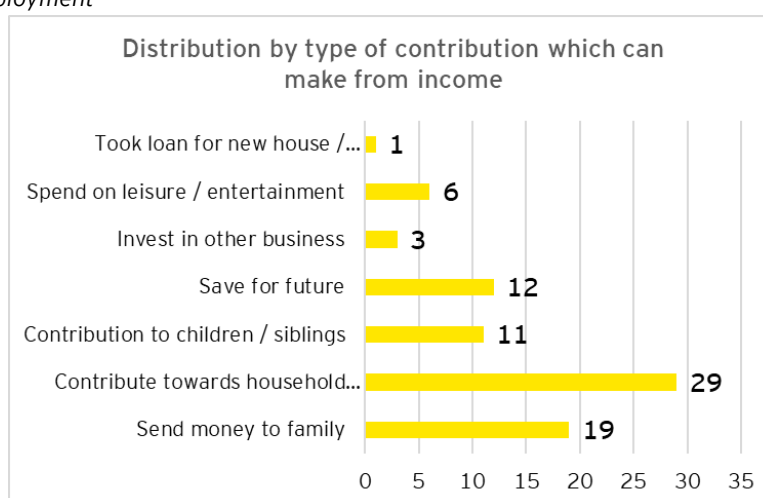
Sl. No.	Type of contribution which can make from income	Total	
		Number*	%
1	Send money to family	19	51.35%



Sl. No.	Type of contribution which can make from income	Total	
		Number*	%
2	Contribute towards household expenses	29	78.38%
3	Contribution to children / siblings	11	29.73%
4	Save for future	12	32.43%
5	Invest in other business	3	8.11%
6	Spend on leisure / entertainment	6	16.22%
7	Took loan for new house / renovation / other purpose	1	2.70%

\*Out of 37 responses, who have valued employment

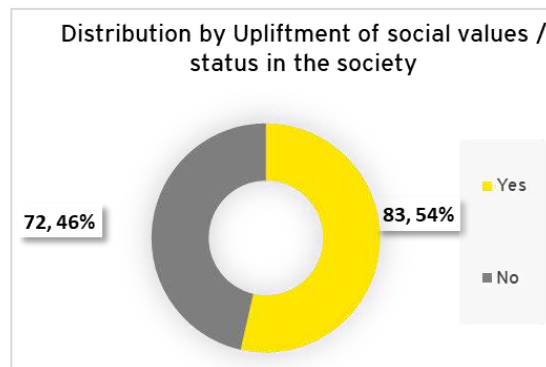
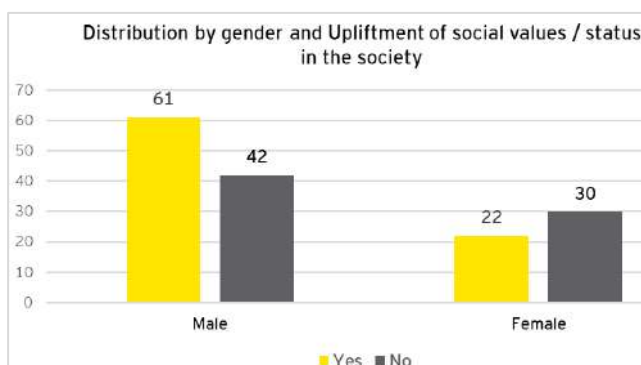
To understand the change in economic condition, information was also sought regarding the type of contribution by the graduates post valued employment. As shown in the table above, the most common contribution has been with respect to contribution towards household expenses (78.38%), send money to family (51.35%) and save for future (32.43%).



#### f) Impact of ITI training - upliftment of social values

Table 52 - Distribution by gender and upliftment of social values / status in the society

Sl. No.	Upliftment of social values / status in the society	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	11	7.10%	50	32.26%	61	39.35%	0	0.00%
		Female	3	1.94%	19	12.26%	22	14.19%	1	11.11%
		Total	14	9.03%	69	44.52%	83	53.55%	1	11.11%
2	No	Male	6	3.87%	36	23.23%	42	27.10%	0	0.00%
		Female	10	6.45%	20	12.90%	30	19.35%	8	88.89%
		Total	16	10.32%	56	36.13%	72	46.45%	8	88.89%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100.00%
		Total	30	19.35%	125	80.65%	155	100%	9	100%

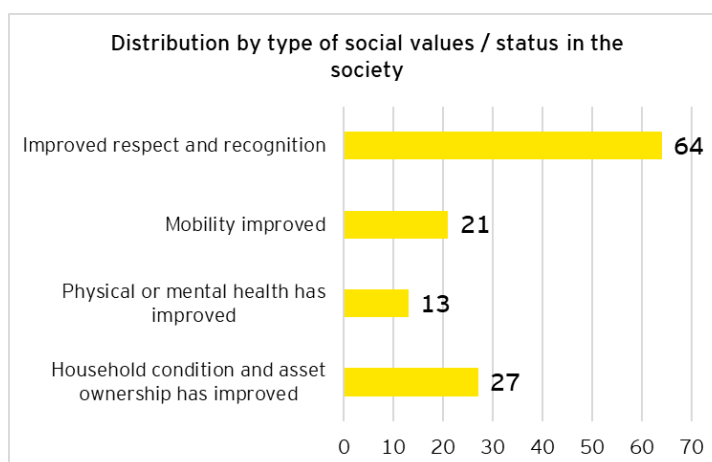


As shown above, there has been an upliftment of social values / status in the society for around 54% of the employed graduates and for nearly 46%, the social values / status has remained the same.

Sl. No.	Kind of social upliftment after ITI training	Total	
		Number*	%
1	Household condition and asset ownership has improved	27	32.53%
2	Physical or mental health has improved	13	15.66%
3	Mobility improved	21	25.30%
4	Improved respect and recognition	64	77.11%

\*Out of 83 responses, who reported social upliftment after ITI training

77.11% of employed graduates reported that there is upliftment of Improved respect and recognition, 32.53% reported that their Household condition and asset ownership has improved.



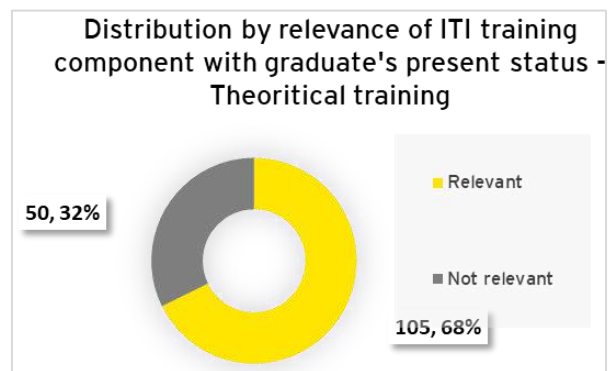
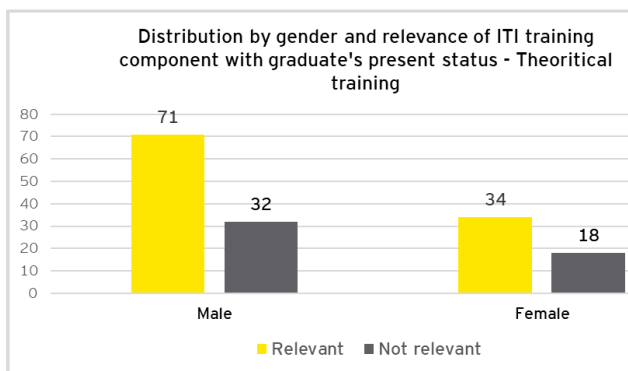
#### 4.1.6 Relevance of ITI training program

##### a) Relevance of ITI training component with present status - Theoretical training

Table 53 - Distribution by gender and relevance of ITI training component with graduate's present status- Theoretical training

Sl. No.	Relevance of ITI training component- Theoretical training	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Relevant	Male	15	9.68%	56	36.13%	71	45.81%	0	0.00%
		Female	10	6.45%	24	15.48%	34	21.94%	3	33.33%
		Total	25	16.13%	80	51.61%	105	67.74%	3	33.33%

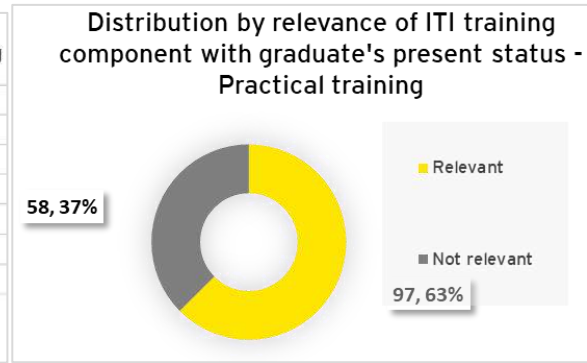
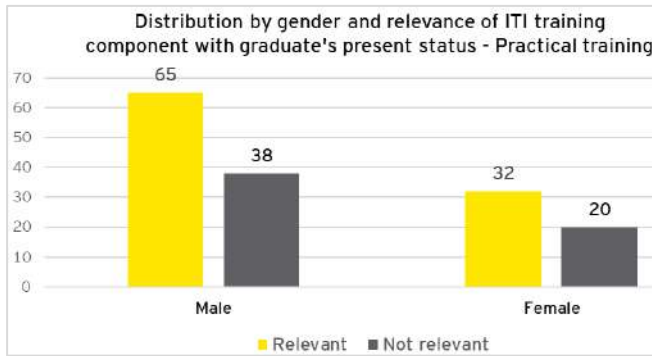
Sl. No.	Relevance of ITI training component- Theoretical training	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
2	Not Relevant	Male	2	1.29%	30	19.35%	32	20.65%	0	0.00%
		Female	3	1.94%	15	9.68%	18	11.61%	6	66.67%
		Total	5	3.23%	45	29.03%	50	32.26%	6	66.67%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100.00%
		Total	30	19.35%	125	80.65%	155	100%	9	100%



## b) Relevance of ITI training component with present status - Practical training

Table 54 - Distribution by gender and relevance of ITI training component with graduate's present status- Practical training

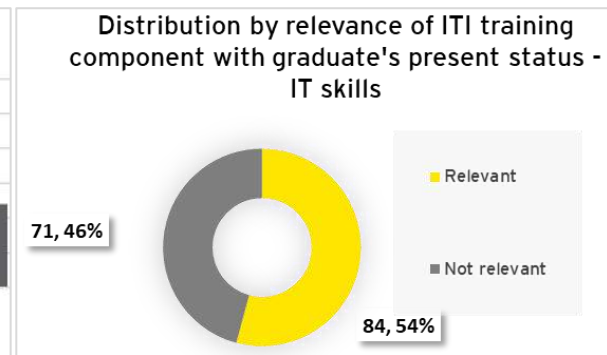
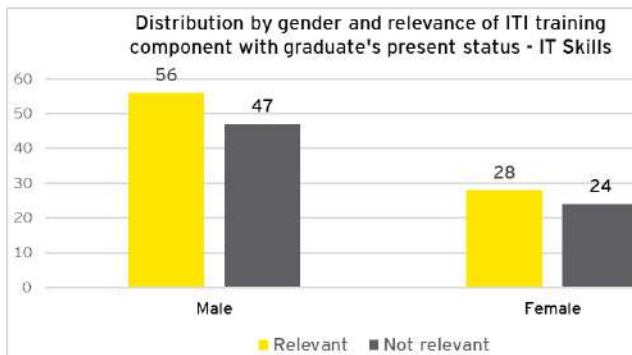
Sl. No.	Relevance of ITI training component- Practical training	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Relevant	Male	13	8.39%	52	33.55%	65	41.94%	0	0.00%
		Female	9	5.81%	23	14.84%	32	20.65%	2	22.22%
		Total	22	14.19%	75	48.39%	97	62.58%	2	22.22%
2	Not Relevant	Male	4	2.58%	34	21.94%	38	24.52%	0	0.00%
		Female	4	2.58%	16	10.32%	20	12.90%	7	77.78%
		Total	8	5.16%	50	32.26%	58	37.42%	7	77.78%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100.00%
		Total	30	19.35%	125	80.65%	155	100%	9	100%



**c) Relevance of ITI training component with present status - ITI skills**

Table 55 - Distribution by gender and relevance of ITI training component with graduate's present status- IT Skills

Sl. No.	Relevance of ITI training component - ITI skills	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Relevant	Male	15	9.68%	41	26.45%	56	36.13%	0	0.00%
		Female	11	7.10%	17	10.97%	28	18.06%	3	33.33%
		Total	26	16.77%	58	37.42%	84	54.19%	3	33.33%
2	Not Relevant	Male	2	1.29%	45	29.03%	47	30.32%	0	0.00%
		Female	2	1.29%	22	14.19%	24	15.48%	6	66.67%
		Total	4	2.58%	67	43.23%	71	45.81%	6	66.67%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100.00%
		Total	30	19.35%	125	80.65%	155	100%	9	100%

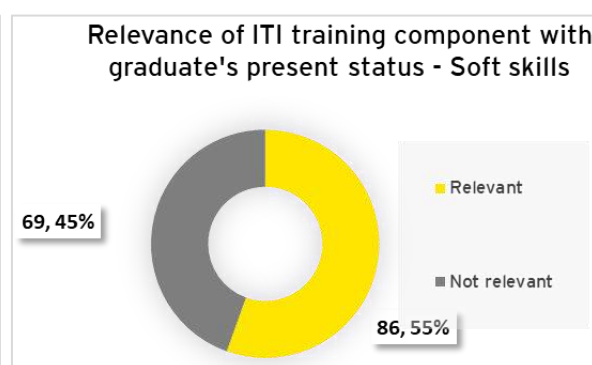
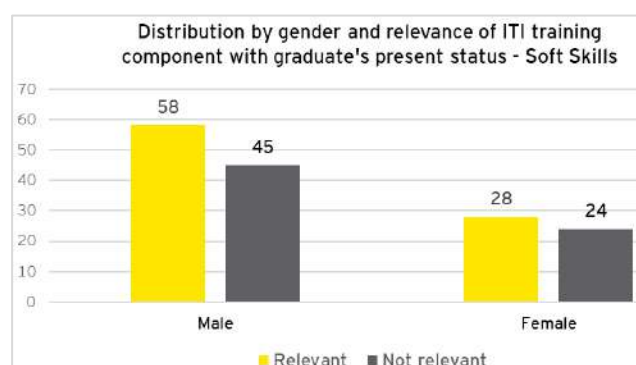


**d) Relevance of ITI training component with present status - Soft Skills**

Table 56 - Distribution by gender and relevance of ITI training with graduate's present status- Soft Skills

Sl. No.	Relevance of ITI training component- Soft Skills	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Relevant	Male	16	10.32%	42	27.10%	58	37.42%	0	0.00%

Sl. No.	Relevance of ITI training component- Soft Skills	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
		Female	10	6.45%	18	11.61%	28	18.06%	3	33.33%
		Total	26	16.77%	60	38.71%	86	55.48%	3	33.33%
2	Not Relevant	Male	1	0.65%	44	28.39%	45	29.03%	0	0.00%
		Female	3	1.94%	21	13.55%	24	15.48%	6	66.67%
		Total	4	2.58%	65	41.94%	69	44.52%	6	66.67%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100.00%
		Total	30	19.35%	125	80.65%	155	100%	9	100%



Graduates were asked to give an overall assessment on the relevance of training they received with the current economic activity. The analysis of data is given in above tables indicates a moderate percentage of graduates rated the overall relevance as "relevant" for Theoretical training, practical training, computer skill and soft skills.

#### 4.1.7 Present status

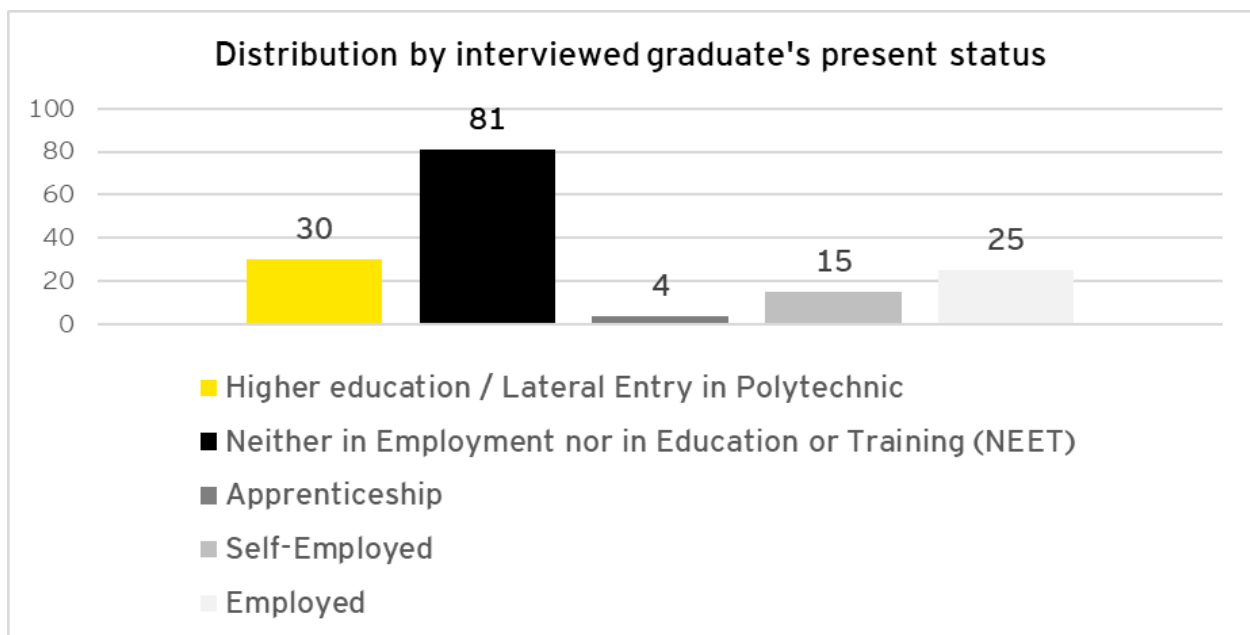
ITI graduates were requested to specify their current status, indicating whether they are pursuing higher education/lateral entry in Polytechnic, not engaged in either employment or academic pursuits, involved in an apprenticeship, self-employed, Full time permanent or contractual employed or part-time job/daily wager. A snapshot of the status of ITI graduates is presented in the table below.

Table 57 - Distribution by gender and interviewed graduate's present status - gender wise

Sl. No.	Graduate's present status	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Higher education / Lateral Entry in Polytechnic	Male	4	2.58%	7	4.52%	11	7.10%	0	0.00%
		Female	6	3.87%	13	8.39%	19	12.26%	4	44.44%
		Total	10	6.45%	20	12.90%	30	19.35%	4	44.44%

Sl. No.	Graduate's present status	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
2	Neither in Employment nor in Education or Training (NEET)	Male	4	2.58%	51	32.90%	55	35.48%	0	0.00%
		Female	6	3.87%	20	12.90%	26	16.77%	4	44.44%
		Total	10	6.45%	71	45.81%	81	52.26%	4	44.44%
3	Apprenticeship	Male	0	0.00%	4	2.58%	4	2.58%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Total	0	0.00%	4	2.58%	4	2.58%	0	0.00%
4	Self-Employed	Male	2	1.29%	10	6.45%	12	7.74%	0	0.00%
		Female	0	0.00%	3	1.94%	3	1.94%	0	0.00%
		Total	2	1.29%	13	8.39%	15	9.68%	0	0.00%
5	Employed	Male	7	4.52%	14	9.03%	21	13.55%	0	0.00%
		Female	1	0.65%	3	1.94%	4	2.58%	1	11.11%
		Total	8	5.16%	17	10.97%	25	16.13%	1	11.11%
Total		Male	17	10.97%	86	55.48%	103	66.45%	0	0.00%
		Female	13	8.39%	39	25.16%	52	33.55%	9	100.00%
		Total	30	19.35%	125	80.65%	155	100%	9	100%

The table shows present status of ITI graduates; 19.35% were in higher education / Lateral entry in Polytechnic, 52.26% were neither in employment nor in academics, only 2.58% were in Apprenticeship, 9.68% were Self-Employed and 16.13% were employed at the time of survey. Majority of the graduates were found neither in employment nor in academics.



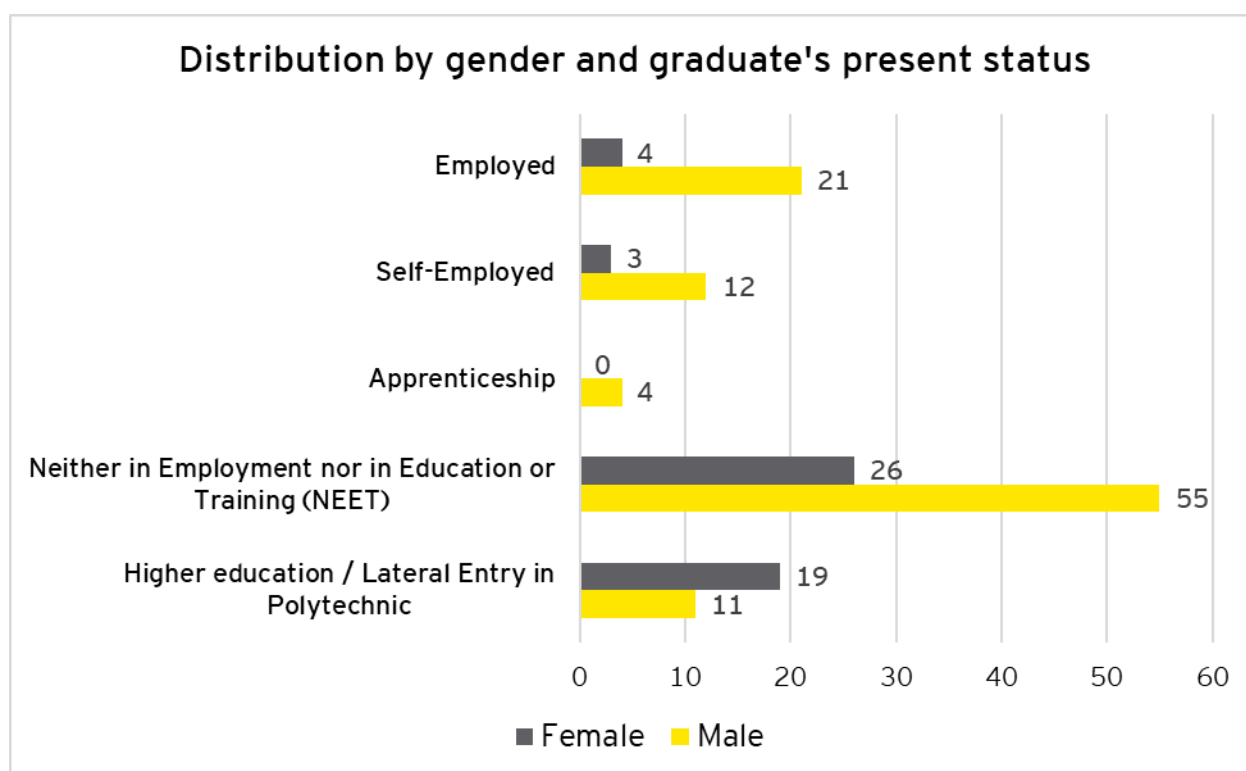


Table 58 - Distribution by gender and interviewed graduate's present status – Religion wise

Sl. No.	Graduate's present status	Type of ITI	Hinduism		Donyi-Polo		Christianity		Buddhism	
			#	%	#	%	#	%	#	%
1	Higher education / Lateral Entry in Polytechnic	Project ITI	2	1.29%	3	1.94%	2	1.29%	3	1.94%
		Non project ITI	4	2.58%	6	3.87%	9	5.81%	1	0.65%
		Total	6	3.87%	9	5.81%	11	7.10%	4	2.58%
		Addl new two ITIs	0	0.00%	1	11.11%	3	33.33%	0	0.00%
2	Neither in Employment nor in Education or Training (NEET)	Project ITI	1	0.65%	3	1.94%	1	0.65%	5	3.23%
		Non project ITI	16	10.32%	16	10.32%	41	24.52%	1	0.65%
		Total	17	10.97%	21	13.55%	40	23.87%	6	3.87%
		Addl new two ITIs	1	11.11%	1	11.11%	2	22.22%	0	0.00%
3	Apprenticeship	Project ITI	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Non project ITI	3	1.94%	0	0.00%	0	0.00%	1	0.65%
		Total	3	1.94%	0	0.00%	0	0.00%	1	0.65%
		Addl new two ITIs	0	0.00%	0	0.00%	0	0.00%	0	0.00%
4	Self-Employed	Project ITI	0	0.00%	0	0.00%	2	1.29%	0	0.00%

Sl. No.	Graduate's present status	Type of ITI	Hinduism		Donyi-Polo		Christianity		Buddhism	
			#	%	#	%	#	%	#	%
		Non project ITI	2	1.29%	6	3.87%	5	3.23%	0	0.00%
		Total	2	1.29%	6	3.87%	7	4.52%	0	0.00%
		Addl new two ITIs	0	0.00%	0	0.00%	0	0.00%	0	0.00%
5	Employed	Project ITI	0	0.00%	3	1.94%	3	1.94%	2	1.29%
		Non project ITI	5	3.23%	3	1.94%	7	4.52%	2	1.29%
		Total	5	3.23%	6	3.87%	10	6.45%	4	2.58%
		Addl new two ITIs	0	0.00%	0	0.00%	1	11.11%	0	0.00%
Total		Project ITI	3	1.94%	9	5.81%	8	5.16%	10	6.45%
		Non project ITI	30	19.35%	31	20.00%	59	38.06%	5	3.23%
		Total	33	21.29%	42	27.10%	65	41.94%	15	9.68%
		Addl new two ITIs	1	11.11%	2	22.22%	6	66.67%	0	0.00%

**Distribution by religion and graduate's present status**

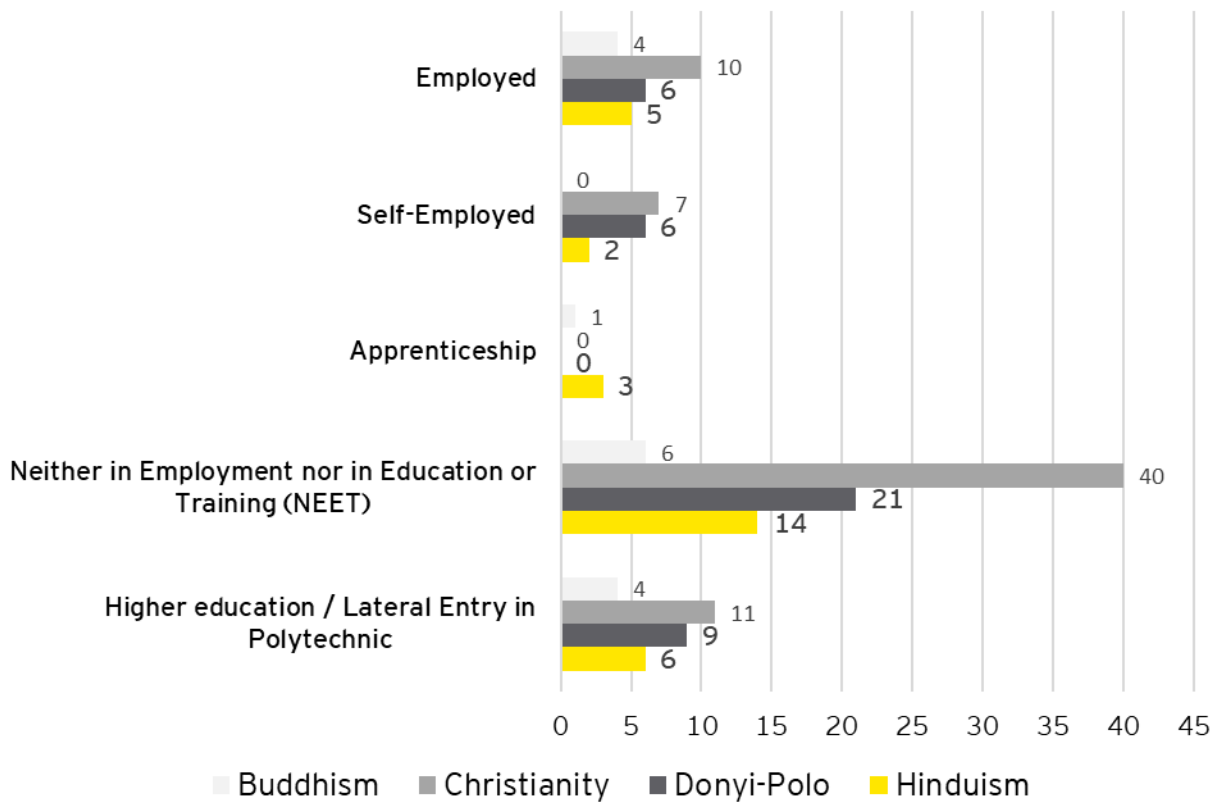
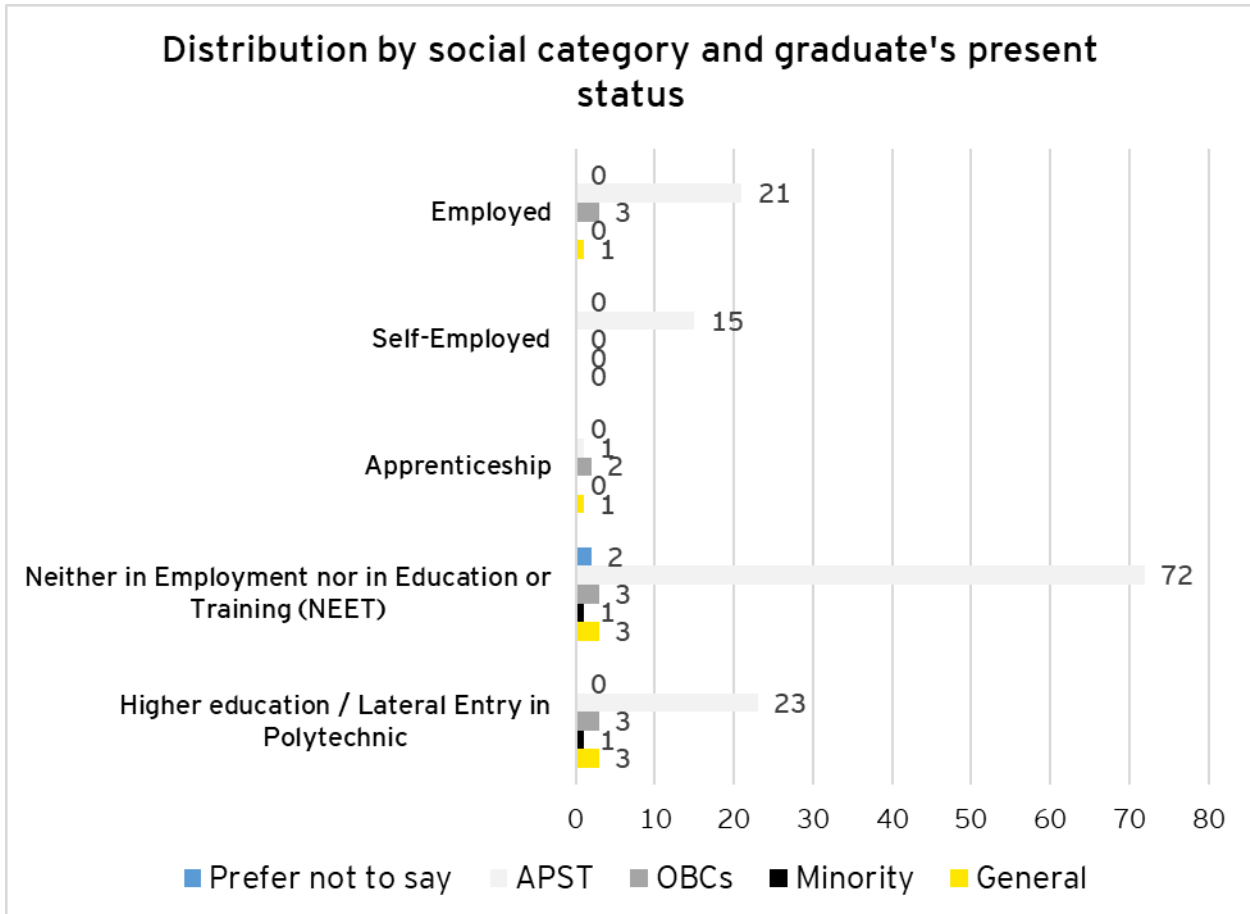




Table 59 - Distribution by present status: Type of Employment - Category wise

Sl. No.	Type of employment	General		Minority		OBCs		APST		Prefer not to say		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
1.	Higher education / Lateral Entry in Polytechnic	3	1.94%	1	0.65%	3	1.94%	23	14.84%	0	0.00%	30	19.35%
2.	Neither in employment nor in academics	3	1.94%	1	0.65%	3	1.94%	72	46.45%	2	1.29%	81	52.26%
3.	Apprenticeship	1	0.65%	0	0.00%	2	1.29%	1	0.65%	0	0.00%	4	2.58%
4.	Self-Employed	0	0.00%	0	0.00%	0	0.00%	15	9.68%	0	0.00%	15	9.68%
5.	Employed	1	0.65%	0	0.00%	3	1.94%	21	13.55%	0	0.00%	25	16.13%
<b>Total*</b>		<b>8</b>	<b>5.16%</b>	<b>2</b>	<b>1.29%</b>	<b>11</b>	<b>7.10%</b>	<b>132</b>	<b>85.16%</b>	<b>2</b>	<b>1.29%</b>	<b>155</b>	<b>100%</b>

\*Project and Non-project ITI graduates



The graduates were asked to provide information such as nature of present occupation, their designation, Industry sector, type of employer, size of workforce, monthly income, reason for staying in same job, employment history, and job satisfaction if they are employed. Following sections display all the five kind of present status and job titles held by ITI graduates in the employment.

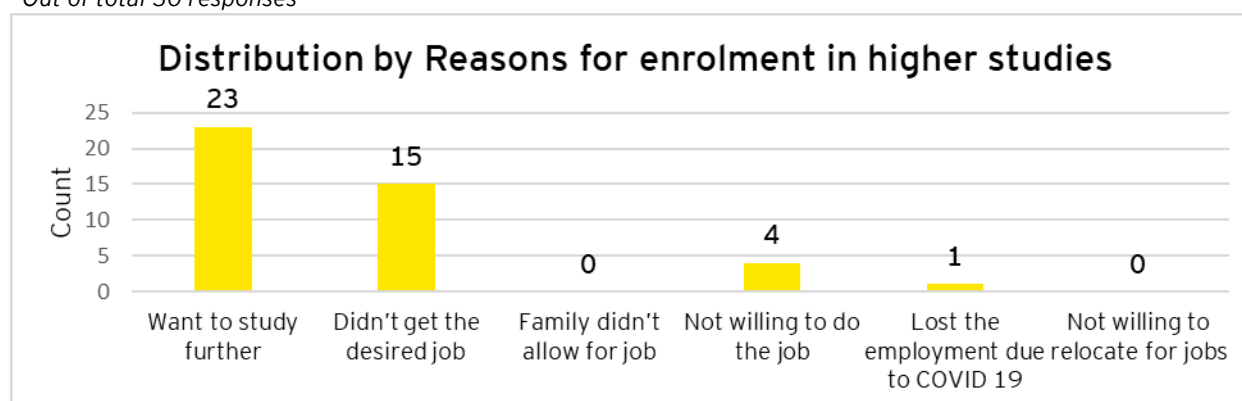
#### 4.1.7.1 Higher education / Lateral entry in Polytechnic

##### a) Reasons for enrolment in higher studies

Table 60 - Distribution by present status - Higher Education or Lateral entry in Polytechnic: reasons for enrolment in higher studies

Sl. No.		#	%
1	Want to study further	23	76.67%
2	Didn't get the desired job	15	50.00%
3	Family didn't allow for job	0	0.00%
4	Not willing to do the job	4	13.33%
5	Lost the employment due to COVID 19	1	3.33%
6	Not willing to relocate for jobs	0	0.00%

\*Out of total 30 responses



Those graduates who reported being enrolled in higher study or lateral entry in polytechnic at the time of the survey were further queried about their reasons for pursuing additional education. The findings revealed that a majority of the graduates aimed to pursue further studies (76.67%), while others mentioned that they didn't secure the desired job (50.00%) as a motivation for seeking higher education.

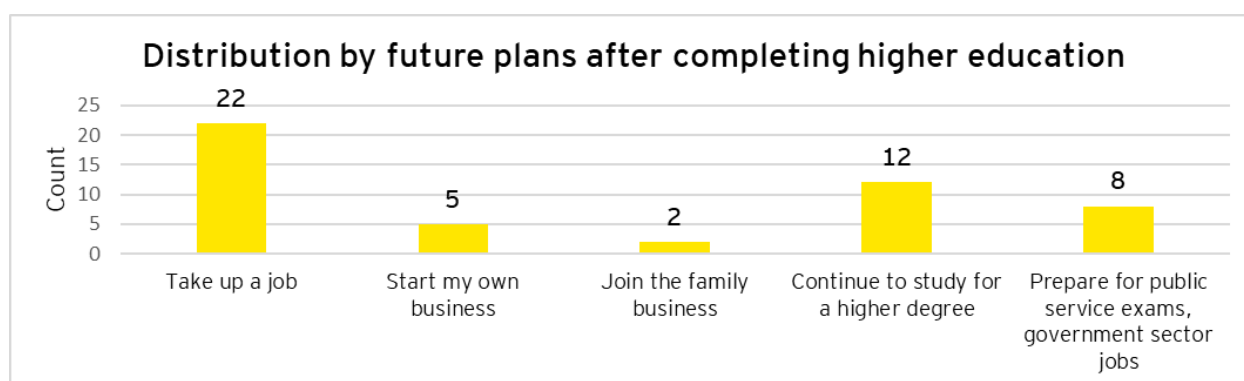
##### b) Future plans after completing higher education

Table 61 - Distribution by present status - Higher Education or Lateral entry in Polytechnic: future Plans after completing higher education

Sl. No.	Future plans after completing higher education	Total	
		Number	%
1	Take up a job	22	73.33%

Sl. No.	Future plans after completing higher education	Total	
		Number	%
2	Start my own business	5	16.67%
3	Join the family business	2	6.67%
4	Continue to study for a higher degree	12	40.00%
5	Prepare for public service exams, government sector jobs	8	26.67%

\* Out of total 30 responses



The future career plans of graduates currently enrolled in higher education are provided in the table above. As evident, the three fourth of students who went for higher studies intend to secure a job/employment after completing their current course (73.33%). It can be observed that self-employment (starting their own business or joining a family business) is the least preferred choice among students who graduated from ITI courses. Additionally, it is important to note that nearly 40% of those who pursued higher studies intend to further their education, indicating a change in preferences over time.

### c) Enablers - Support provided by ITI for higher study

Table 62 - Distribution by present status - Higher Education or Lateral entry in Polytechnic: support provided by ITI for higher study - enablers

Sl. No.	Support provided by ITI for Higher study - enablers	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	1	3.33%	1	3.33%	2	6.67%	0	0.00%
		Female	1	3.33%	1	3.33%	2	6.67%	0	0.00%
		Total	2	6.67%	2	6.67%	4	13.33%	0	0.00%
2	No	Male	3	10.00%	6	20.00%	9	30.00%	0	0.00%
		Female	5	16.67%	12	40.00%	17	56.67%	4	100.00%
		Total	8	26.67%	18	60.00%	26	86.67%	4	100.00%
<b>Total</b>		Male	4	13.33%	7	23.33%	11	36.67%	0	0.00%

Sl. No.	Support provided by ITI for Higher study - enablers	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
		Female	6	20.00%	13	43.33%	19	63.33%	4	100%
		Total	20	66.67%	20	66.67%	30	100%	4	100%

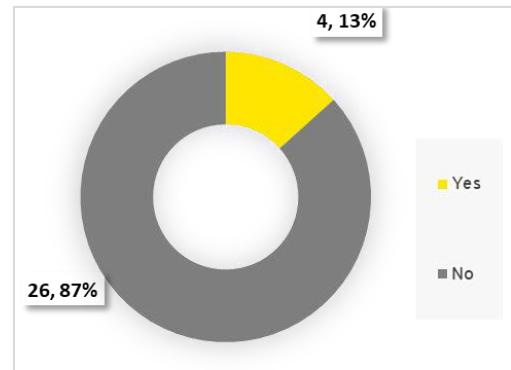
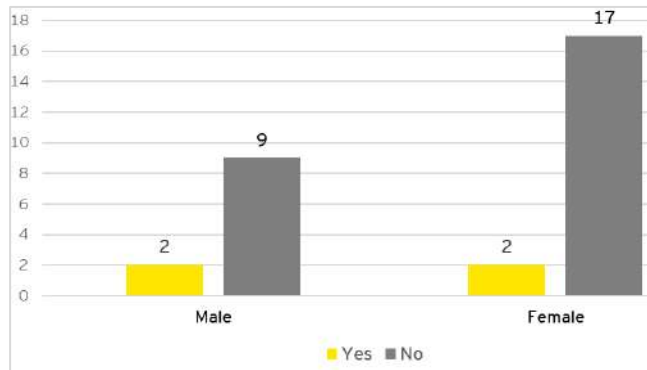


Table 63 - Distribution by present status - Higher Education or Lateral entry in Polytechnic: Kind of support provided by ITI for higher study - enablers

Sl. No.	Kind of support provided by ITI for higher study	Total	
		Number	%
1	Information for higher study option post ITI training	2	50%
2	Motivation by Instructor / ITI staff for preparation for higher study	1	25%
3	Display of admission notice for higher study	1	25%
4	Counselling on various higher study option by ITI staff	0	0.00%
5	Linkages with Higher study Institutions	0	0.00%

\* Out of total 4 responses

86.67% of graduates currently enrolled in higher education reported that there was 'NO' support provided by ITI for their higher studies and Only 13.33% of graduates reported that that ITI provided support by providing Information for higher study option post ITI training, Motivation by Instructor / ITI staff for preparation for higher study and display of admission notice for higher study for higher studies.

#### 4.1.7.2 Neither in Employment nor in Education or Training (NEET)

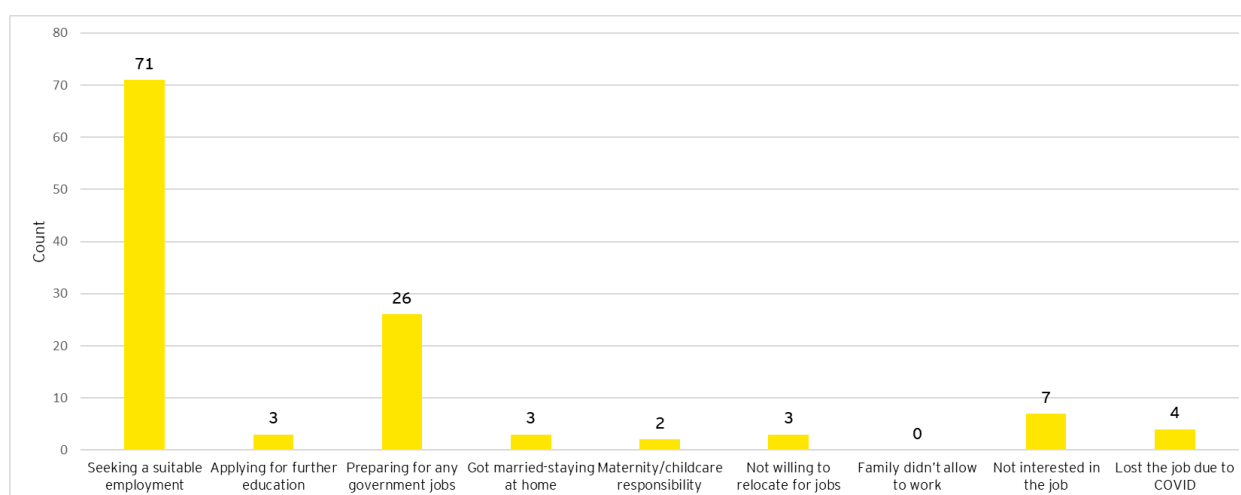
##### a) Reasons for NEET

Table 64 - Distribution by present status: NEET - reasons for NEET

Sl. No.	Reason for neither engaged in any employment nor enrolled in higher studies	Total*	
		Number	%
1	Seeking a suitable employment	71	87.65%

Sl. No.	Reason for neither engaged in any employment nor enrolled in higher studies	Total*	
		Number	%
2	Applying for further education	3	3.70%
3	Preparing for any government jobs	26	32.10%
4	Got married-staying at home	3	3.70%
5	Maternity/childcare responsibility	2	2.47%
6	Not willing to relocate for jobs	3	3.70%
7	Family didn't allow to work	-	0.00%
8	Not interested in the job	7	8.64%
9	Lost the job due to COVID	4	4.94%

\* Out of total 81 responses



ITI graduates who reported that they were neither employed nor enrolled in education at the time of the survey were further questioned about the reasons for their current status. The findings revealed that the majority of graduates are actively seeking suitable employment (87.65%), and a significant portion is engaged in preparing for government jobs (32.10%).

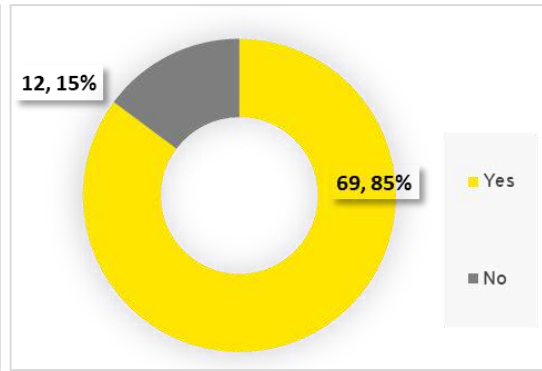
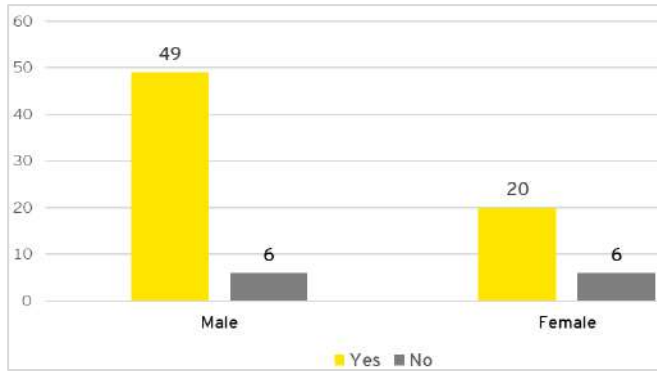
## b) Looking for jobs

Table 65 - Distribution by present status: NEET - looking for jobs

Sl. No.	NEET-Looking for job	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	4	4.94%	45	55.56%	49	60.49%	0	0.00%
		Female	4	4.94%	16	19.75%	20	24.69%	3	75.00%
		Total	8	9.88%	61	75.31%	69	85.19%	3	75.00%

Sl. No.	NEET-Looking for job	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
2	No	Male	0	0.00%	6	7.41%	6	7.41%	0	0.00%
		Female	2	2.47%	4	4.94%	6	7.41%	1	25.00%
		Total	2	2.47%	10	12.35%	12	14.81%	1	25.00%
Total		Male	4	4.94%	51	62.96%	55	67.90%	0	0.00%
		Female	6	7.41%	20	24.69%	26	32.10%	4	100%
		Total	10	12.35%	71	87.65%	81	100%	4	100%

\* Out of total 81 responses

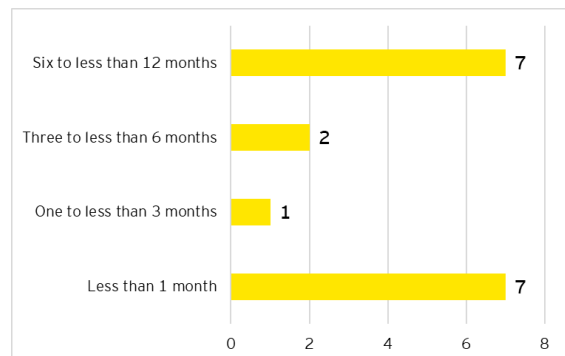


85.19% of graduates who reported that they were neither in employment nor in academics at the time of survey were 'looking for jobs.'

**c) Duration of looking for jobs**

Table 66 - Distribution by present status: NEET - duration of looking for jobs

Sl. No.	Duration of looking for jobs	Total	
		Number	%
1	Less than 1 month	7	10.14%
2	One to less than 3 months	1	1.45%
3	Three to less than 6 months	2	2.90%
4	Six to less than 12 months	7	10.14%
5	More than 12 months	52	75.36%
Total		69	100%



\* Out of total 69 responses

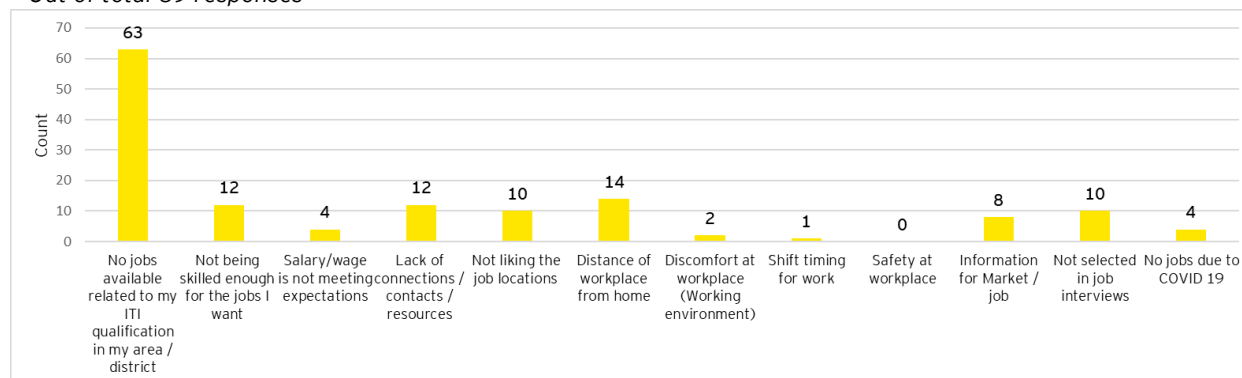
Most of the graduates who reported that they were neither in employment nor in academics at the time of survey were looking for jobs from 'More than 12 months.'

#### d) Barriers: Challenges while looking for jobs

Table 67 - Distribution by present status: NEET - challenges faced while looking for jobs - barriers

Sl. No.	Challenges faced while looking for jobs - barriers	Total	
		Number	%
1	No jobs available related to my ITI qualification in my area / district	63	91.30%
2	Not being skilled enough for the jobs I want	12	17.39%
3	Salary/wage is not meeting expectations	4	5.80%
4	Lack of connections / contacts / resources	12	17.39%
5	Not liking the job locations	10	14.49%
6	Distance of workplace from home	14	20.29%
7	Discomfort at workplace (Working environment)	2	2.90%
8	Shift timing for work	1	1.45%
9	Safety at workplace	0	0.00%
10	Information for Market / job	8	11.59%
11	Not selected in job interviews	10	14.49%
12	No jobs due to COVID 19	4	5.80%

\* Out of total 69 responses



The main challenges reported by graduates to get a decent job (whose status was neither in employment nor in academics) were no jobs available related to ITI qualification in their area / district (58.60%), not selected in any job (91.30%) and lack of connections / contacts / resources (17.39%).

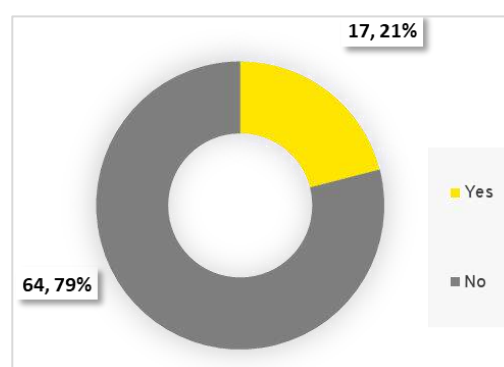
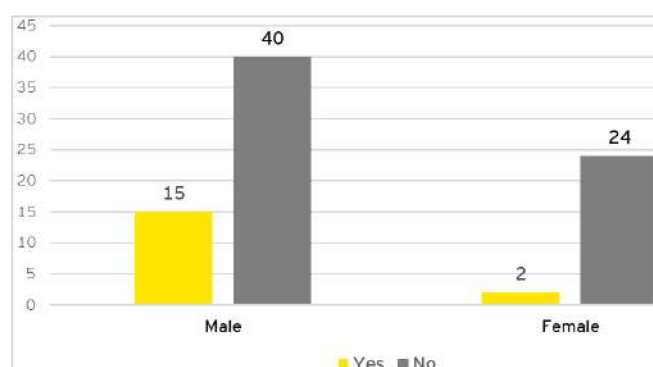
#### e) Plan to start own business / join family business

Table 68 - Distribution by present status: NEET - Plan to start own business / join family business

Sl. No.	NEET-Plan to start own business /join family business	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	3	3.70%	12	14.81%	15	18.52%	0	0.00%

Sl. No.	NEET-Plan to start own business /join family business	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
		Female	0	0.00%	2	2.47%	2	2.47%	0	0.00%
		Total	3	3.70%	14	17.28%	17	20.99%	0	0.00%
2	No	Male	1	1.23%	39	48.15%	40	49.38%	0	0.00%
		Female	6	7.41%	28	34.57%	24	29.63%	4	100.00%
		Total	7	8.64%	57	70.37%	64	79.01%	4	100.00%
Total		Male	4	4.94%	51	62.96%	55	67.90%	0	0.00%
		Female	6	7.41%	20	24.69%	26	32.10%	4	100%
		Total	10	12.35%	71	87.65%	81	100%	4	100%

\* Out of total 81 responses



#### f) Barriers: Challenge to start own business / join family business

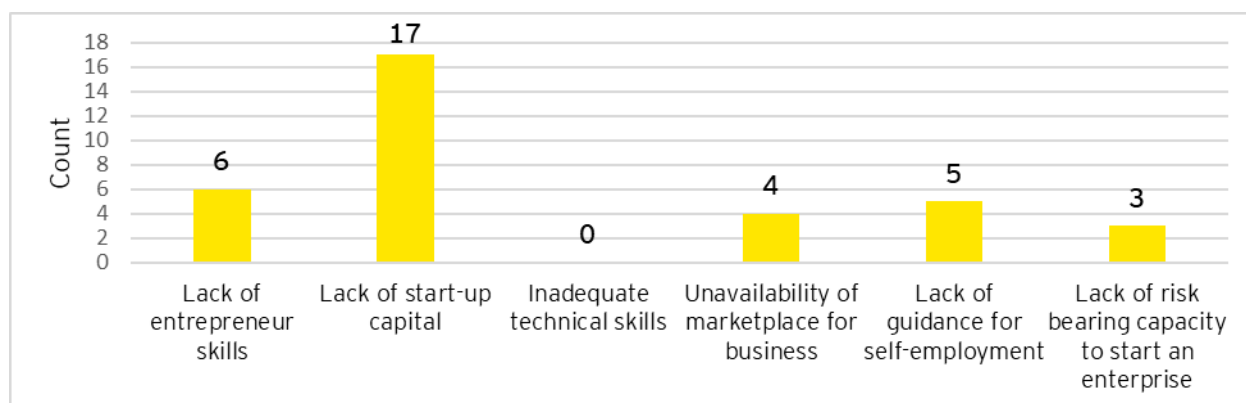
Table 69 - Distribution by present status: NEET - challenges faced while plan to start own business / join family business - barriers

Sl. No.	Challenges faced while start own business / join family business - barriers	Total	
		Number	%
1	Lack of entrepreneur skills	6	35.29%
2	Lack of start-up capital	17	100.00%
3	Inadequate technical skills	0	0.00%
4	Unavailability of marketplace for business	4	23.53%
5	Lack of guidance for self-employment	5	29.41%
6	Lack of risk bearing capacity to start an enterprise	3	17.65%

\* Out of total 17 responses

Only 20.99% of the graduates who reported that they were neither in employment nor in academics at the time of survey were interested to start own business / join family business, but the main challenges to start own business (barriers) were lack of start-up capital (100%) and lack of entrepreneur skills (35.29%).





#### 4.1.7.3 Apprenticeship

##### a) Apprenticeship after the ITI training - Gender wise

Table 70 - Distribution by gender and present status - Apprenticeship

Sl. No.	Present status: Apprenticeship	Gender	Project ITI (1)		Non-project ITIs (4)		Total		Addl. new ITIs (2)	
			#	%	#	%	#	%	#	%
1	Yes	Male	0	0.00%	4	100%	4	100%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Total	0	0.00%	4	100%	4	100%	0	0.00%
2	No	Male	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total		Male	0	0.00%	4	100%	4	100%	0	0.00%
		Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%
		Total	0	0.00%	4	100%	4	100%	0	0.00%

Only four graduates were found to be currently engaged in apprenticeships, and all were male graduates from non-project ITIs.

##### b) Apprenticeship and trade of ITI training

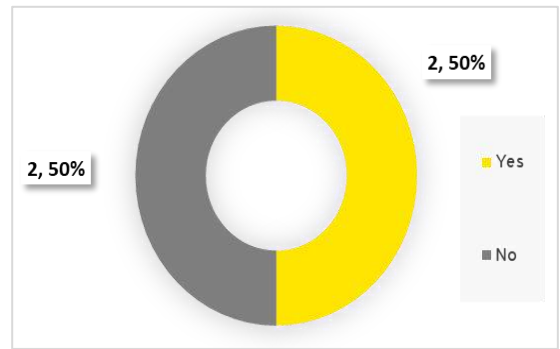
Table 71 - Distribution by apprenticeship and Trade of ITI training

Sl. No.	Employer: Apprenticeship	Trade - ITI training	Trade type	Trade duration
1	Assam Gas Company Limited, Dibrugarh	Mechanic-Diesel	Engineering	One year
2	Bani coaching depot, Dibrugarh	Mechanic-RAC	Engineering	Two years
3	JBM, Haryana, Banchari	Fitter	Engineering	Two years
4	THRO vendor company for railway	Mechanic-Diesel	Engineering	One year

**c) Apprenticeship in the same trade of ITI training**

Table 72 - Distribution by present status: Apprenticeship in the same trade of ITI training

Sl. No.	Apprenticeship in the same trade of ITI training	Total	
		Number	%
1	Yes	2	50.00%
2	No	2	50.00%
Total		4	100%



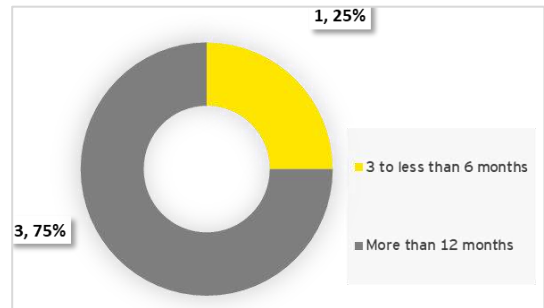
\* Out of total 4 responses

50.00% of the graduates have undergone the apprenticeship training in the same trade of ITI training while remaining 50.00% have done it in different trade.

**d) Time to get apprenticeship after ITI training (Transition to work)**

Table 73 - Distribution by present status: Apprenticeship - transition to work

Sl. No.	Apprenticeship - transition to work	Total	
		Number	%
1	3 to less than 6 months	1	25.00%
2	More than 12 months	3	75.00%
Total		4	100%



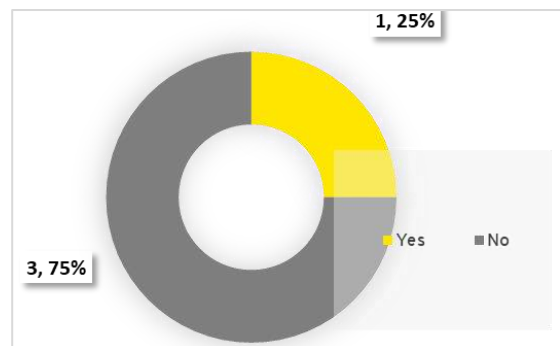
\* Out of total 4 responses

Seventy-five percent of graduates currently involved in apprenticeships reported that the duration of their transition to work was more than 12 months.

**e) Support from ITI**

Table 74 - Distribution by present status: Apprenticeship - support from ITI

Sl. No.	Apprenticeship - support from ITI	Total	
		Number	%
1	Yes	1	25.00%
2	No	3	75.00%
Total		4	100%



\* Out of total 4 responses

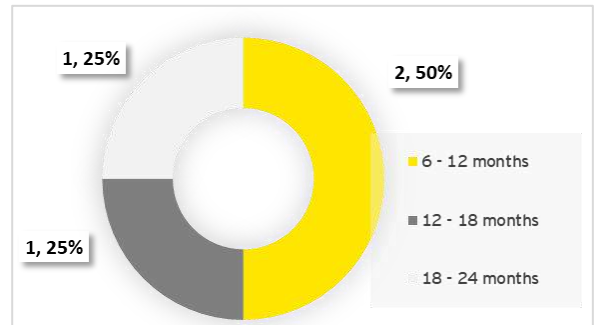
Seventy-five percent of graduates currently involved in apprenticeships reported that they did not receive any support from the ITI in securing their apprenticeships. The remaining

respondents reported that the most common support provided by the ITI included the display of apprenticeship vacancies on notice boards and linkages with apprenticeship providers.

**f) Duration of apprenticeship**

*Table 75 - Distribution by present status: Apprenticeship - duration of apprenticeship*

Sl. No.	Apprenticeship - Duration of apprenticeship	Total	
		Number	%
1	6 - 12 months	2	50.00%
2	12 - 18 months	1	25.00%
3	18 - 24 months	1	25.00%
Total		4	100%



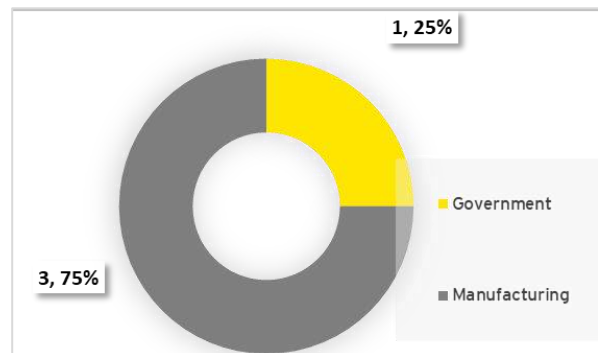
\* Out of total 4 responses

Fifty percent of graduates underwent apprenticeship training for approximately 6 to 12 months, while 25% completed their training within the 12 to 18 months timeframe.

**g) Industry sector (Based on product)**

*Table 76 - Distribution by present status: Apprenticeship - Industry sector*

Sl. No.	Apprenticeship - Industry sector	Total	
		Number	%
1	Government	1	25.00%
2	Manufacturing	3	75.00%
Total		4	100%



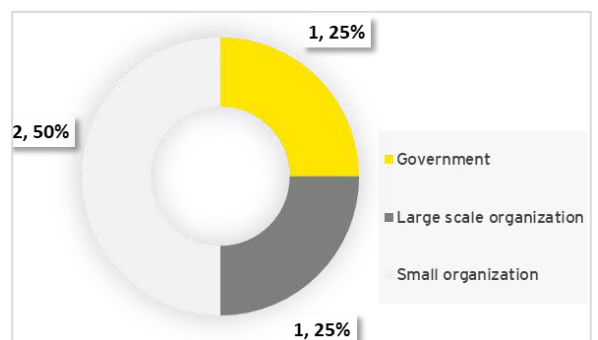
\* Out of total 4 responses

Seventy-five percent of graduates underwent apprenticeship training in the manufacturing sector, while 25% completed their training in the government sector.

**h) Industry sector (Based on Management, Investment and Turn-over)**

*Table 77 - Distribution by present status: Apprenticeship - Type of employer*

Sl. No.	Apprenticeship - Type of employer	Total	
		Number	%
1	Government	1	25.00%
2	Large scale organization	1	25.00%
3	Small Organization	2	50.00%
Total		4	100%



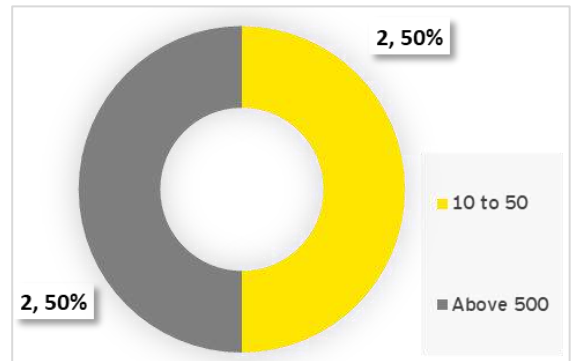
\* Out of total 4 responses

Only 50% of graduates have undergone apprenticeship training in government and large-scale industries, while the rest were in small-scale industries.

**i) Size of workforce at present workplace**

Table 78 - Distribution by present status: Apprenticeship - Size of Workforce at present workplace

Sl. No.	Apprenticeship - Size of Workforce at present workplace	Total	
		Number	%
1	10 to 50	2	50.00%
2	51 to 500	2	50.00%
Total		4	100%



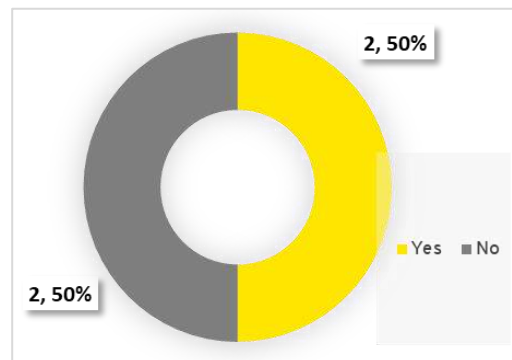
\* Out of total 4 responses

An equal percentage (50%) of graduates who are engaged in apprenticeships have indicated that the size of the workforce at their workplace ranges from 10 to 50 and 51 to 500.

**j) Use of skill sets acquired during ITI training**

Table 79 - Distribution by present status: Apprenticeship - use of skill set acquired during ITI training

Sl. No.	Apprenticeship - Use of skill set acquired during ITI training	Total	
		Number	%
1	Yes	2	50.00%
2	No	2	50.00%
Total		4	100%



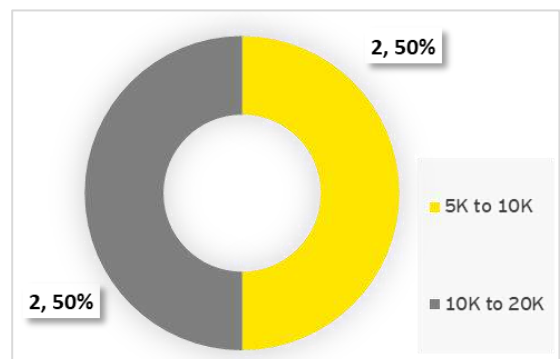
\* Out of total 4 responses

An equal percentage (50%) of graduates who are engaged in apprenticeships have indicated that skill set acquired during ITI training is useful for their present work during apprenticeship.

**k) Present monthly income**

Table 80 - Distribution by present status: Apprenticeship - present monthly income

Sl. No.	Apprenticeship - present monthly income	Total	
		Number	%
1	5K to 10K	2	50.00%
2	10K to 20K	2	50.00%
Total		4	100%



\* Out of total 4 responses

An equal percentage (50%) of graduates engaged in apprenticeships indicated that their current monthly income ranged from INR 5,000 to 10,000 and INR 10,000 to 20,000. The average monthly salary of graduates engaged in apprenticeship was found to be ₹9,750.

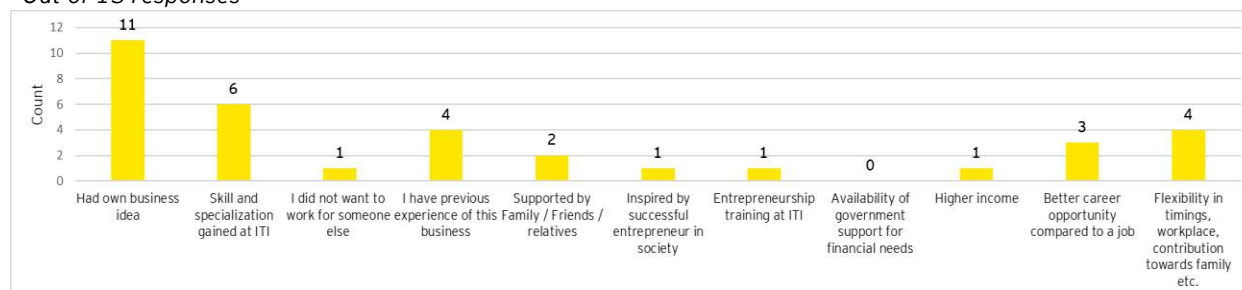
#### 4.1.7.4 Self-employment

##### a) Reasons for taking up self-employment

Table 81 - Distribution by present status - Self-employment: Reasons for taking up self-employment

Sl. No.	Reasons for taking up self-employment	Total	
		Number	%
1	Had own business idea	11	73.33%
2	Skill and specialization gained at ITI	6	40.00%
3	I did not want to work for someone else	1	6.67%
4	I have previous experience of this business	4	26.67%
5	Supported by Family / Friends / relatives	2	13.33%
6	Inspired by successful entrepreneur in society	1	6.67%
7	Entrepreneurship training at ITI	1	6.67%
8	Availability of government support for financial needs	0	0.00%
9	Higher income	1	6.67%
10	Better career opportunity compared to a job	3	20.00%
11	Flexibility in timings, workplace, contribution towards family etc.	4	26.67%

\*Out of 15 responses



Self-employed graduates were asked about the reasons for pursuing self-employment after completing their ITI training. The findings indicated that 73.33% of self-employed graduates had their own business idea, 40.00% mentioned that they gained skills and specialization at ITI, 26.67% sought flexibility in timings, workplace, and contribution towards family, while another 26.67% had previous experience in the chosen business.

##### b) Transition to work

Table 82 - Distribution by present status - Self-employment: transition to work

Sl. No.	Transition to work	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Less than 1 month	1	6.67%	3	20.00%	4	26.67%	0	0.00%

Sl. No.	Transition to work	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
2	One to less than three months	0	0.00%	1	6.67%	1	6.67%	0	0.00%
3	Three to less than six months	0	0.00%	1	6.67%	1	6.67%	0	0.00%
4	Six to less than twelve months	0	0.00%	4	26.67%	4	26.67%	0	0.00%
5	More than twelve months	1	6.67%	4	26.67%	5	33.33%	0	0.00%
<b>Total</b>		<b>2</b>	<b>13.33%</b>	<b>13</b>	<b>86.67%</b>	<b>15</b>	<b>100%</b>	<b>0</b>	<b>0.00%</b>

\*Out of 15 responses

33.33% of graduates currently involved in self-employment reported that the duration of their transition to work was more than 12 months, 26.67% had Six to less than twelve months and another 26.67% had a duration of less than 1 month.

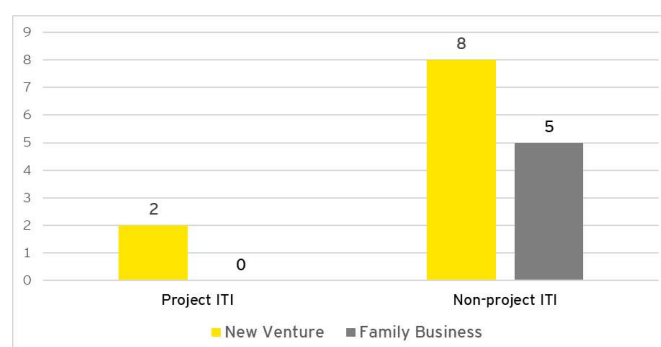
### c) Nature of Self-employment

Table 83 - Distribution by present status - Self-employment: Nature of self-employment

Sl. No.	Nature of self-employment*	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	New Venture	2	13.33%	8	53.33%	10	66.67%	0	0.00%
2	Family Business	0	0.00%	5	33.33%	5	33.33%	0	0.00%
<b>Total</b>		<b>2</b>	<b>13.33%</b>	<b>13</b>	<b>86.67%</b>	<b>15</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>

\*Out of 15 responses

66.67% of self-employed graduates reported that they have started a new venture, while the remaining 33.33% have joined a family business.



### d) Industry sector of present self-employed

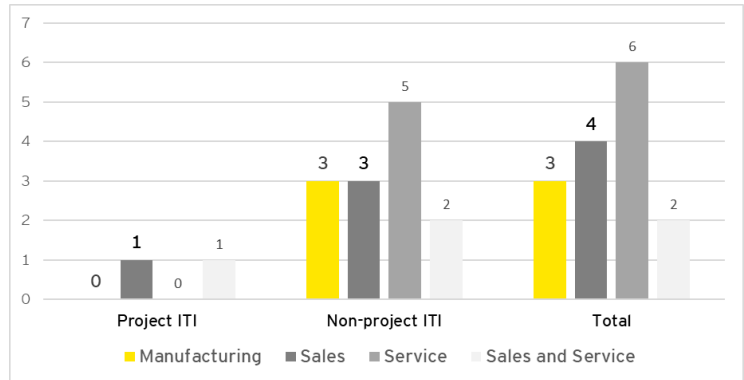
Table 84 - Distribution by present status - Self-employment: Industry sector of present self-employment

Sl. No.	Industry sector of present self-employment*	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Manufacturing	0	0.00%	3	20.00%	3	20.00%	0	0.00%
2	Sales	1	6.67%	3	20.00%	4	26.67%	0	0.00%

Sl. No.	Industry sector of present self - employment*	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
3	Service	0	0.00%	5	33.33%	6	40.00%	0	0.00%
4	Sales and Service	1	6.67%	2	13.33%	2	13.33%	0	0.00%
Total		2	13.33%	13	86.67%	15	100%	0	0.00%

\*Out of 15 responses

40% of the self-employed graduates were working in service sector, 26.67% were working in sales and rest in manufacturing and sales & service sector.



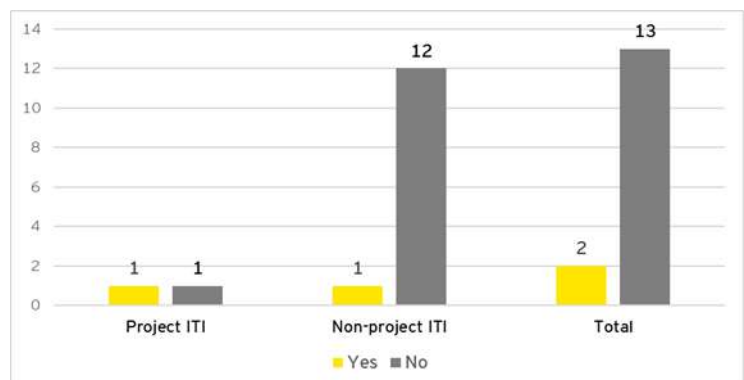
**e) Business loan to start or expand business**

Table 85 - Distribution by present status - Self-employment: Business loan to start or expand business

Sl. No.	Business loan to start or expand business	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	1	6.67%	1	6.67%	2	13.33%	0	0.00%
2	No	1	6.67%	12	80.00%	13	86.67%	0	0.00%
Total		2	13.33%	13	86.67%	15	100%	0	0.00%

\*Out of 15 responses

86.67% of self-employed graduates have not taken any loan, while 13.33% have utilized loans from family savings and loans from friends/relatives, while they have not taken loans from any financial institution to start or expand their businesses.



**f) Starting investment to start or expand business**

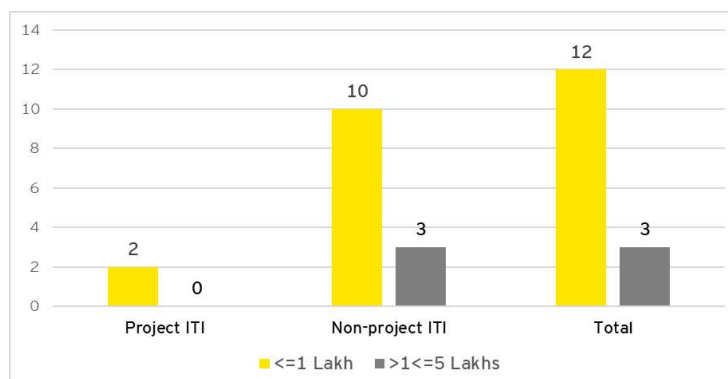
Table 86 - Distribution by present status - Self-employment: starting investment to start or expand business

Sl. No.	Starting investment to start or expand business	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	<=1 Lakh	2	13.33%	10	66.67%	12	80.00%	0	0.00%

Sl. No.	Starting investment to start or expand business	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
2	>1<=5 Lakhs	0	0.00%	3	20.00%	3	20.00%	0	0.00%
Total		2	13.33%	13	86.67%	15	100%	0	0.00%

\*Out of 15 responses

It is depicted from above table that 80% of self-employed graduates have started their business with up to INR 1 Lakh investment, whereas 20% have made INR 1 lakhs to 5 lakhs investment to start their new business.

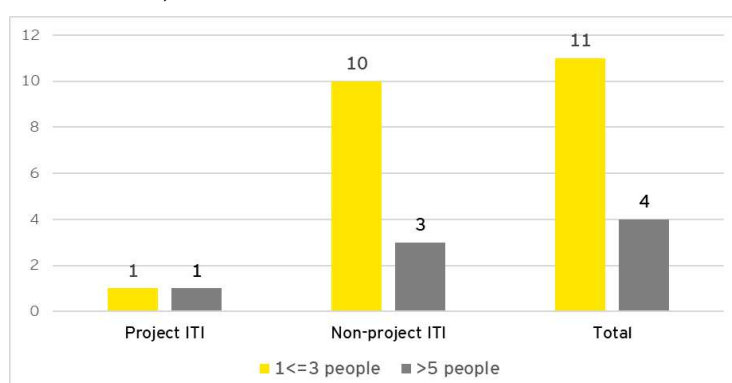


### g) Number of persons employed in present business

Table 87 - Distribution by present status - Self-employment: No. of person employed in present business

Sl. No.	No. of person employed in present business	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	1<=3 people	1	6.67%	10	66.67%	11	73.33%	0	0.00%
2	>5 people	1	6.67%	3	20.00%	4	26.67%	0	0.00%
Total		2	13.33%	13	86.67%	15	100%	0	0.00%

\*Out of 15 responses



73.33% of self-employed graduates have employed 1 to less than 3 people in their business, while 26.67% of self-employed graduates have employed more than 5 people.

### h) Present monthly income from self-employment

Table 88 - Distribution by present status - Self-employment: Present monthly income

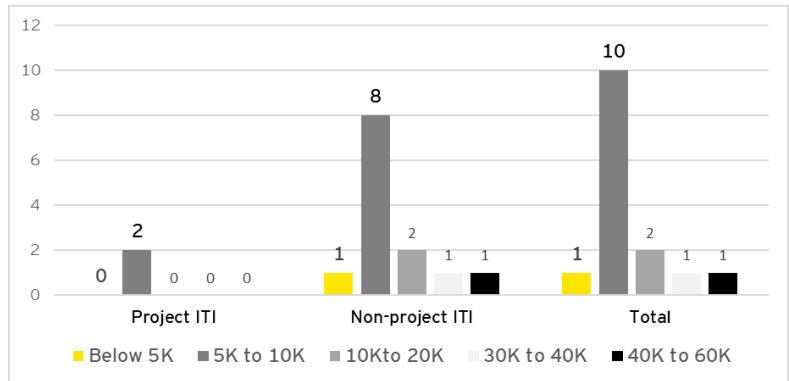
Sl. No.	Present monthly income from self-employment*	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Below 5K	0	0.00%	1	6.67%	1	6.67%	0	0.00%
2	5K to 10K	2	13.33%	8	53.33%	10	66.67%	0	0.00%



Sl. No.	Present monthly income from self-employment*	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
3	10Kto 20K	0	0.00%	2	13.33%	2	13.33%	0	0.00%
4	20Kto 30K	0	0.00%	0	0.00%	0	0.00%	0	0.00%
5	30K to 40K	0	0.00%	1	6.67%	1	6.67%	0	0.00%
6	40K to 60K	0	0.00%	1	6.67%	1	6.67%	0	0.00%
<b>Total</b>		<b>2</b>	<b>13.33%</b>	<b>13</b>	<b>86.67%</b>	<b>15</b>	<b>100%</b>	<b>0</b>	<b>0.00%</b>

\*Out of 15 responses

The income from business varied among the graduates doing their businesses. Above table shows the distribution of average monthly income of self-employed graduates. 66.67% of self-employed ITI graduates have the range of monthly income from ₹5K to ₹10K. 13.33% have the range of monthly income from ₹10K to ₹20K.



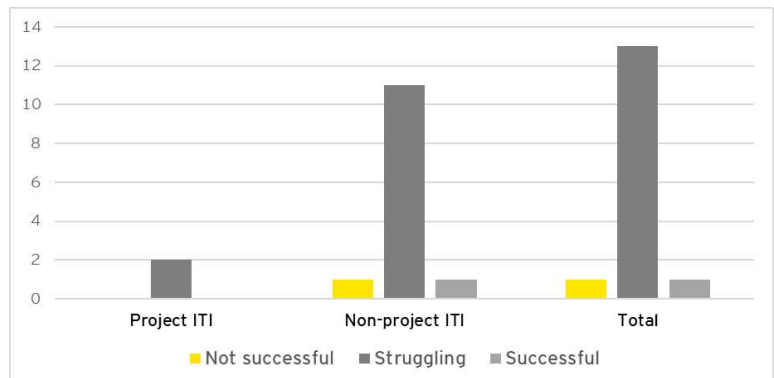
**i) Status of present business**

Table 89 - Distribution by present status - Self-employment: Status of present business

Sl. No.	Status of present business*	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Not successful	0	0.00%	1	6.67%	1	6.67%	0	0.00%
2	Struggling	2	13.33%	11	73.33%	13	86.67%	0	0.00%
3	Successful	0	0.00%	1	6.67%	1	6.67%	0	0.00%
<b>Total</b>		<b>2</b>	<b>13.33%</b>	<b>13</b>	<b>86.67%</b>	<b>15</b>	<b>100%</b>	<b>0</b>	<b>0.00%</b>

\*Out of 15 responses

86.67% of self-employed graduates reported that their present business status is struggling. An equal percentage, 6.67%, reported their businesses as both not successful and successful.

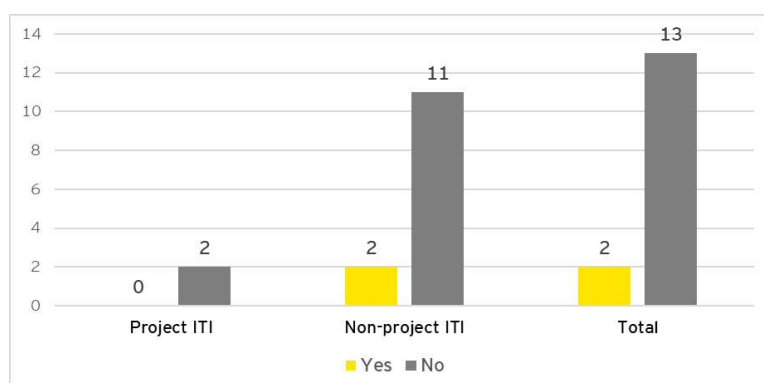


## j) Support from ITI for self-employment (Enablers)

Table 90 - Distribution by present status - Self-employment: support from ITI for self-employment

Sl. No.	Support from ITI for self-employment*	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	0	0.00%	2	13.33%	2	13.33%	0	0.00%
2	No	2	13.33%	11	73.33%	13	86.67%	0	0.00%
Total		2	13.33%	13	86.67%	15	100%	0	0.00%

\*Out of 15 responses



86.67% of self-employed graduates reported that they did not receive any kind of support from ITI for self-employment, while the remaining 13.33% mentioned that ITI provided counseling on various self-employment opportunities and support in the

identification of such opportunities.

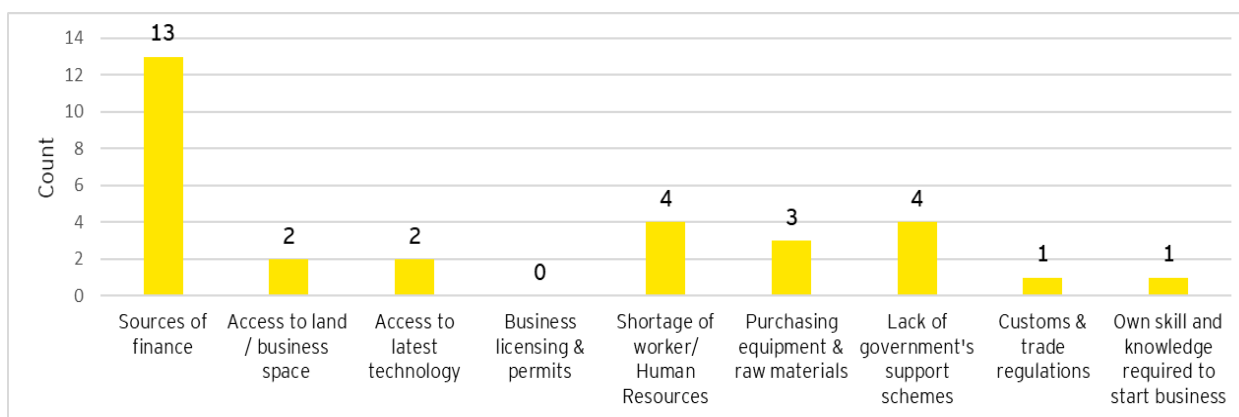
## k) Main challenges - Starting of business

Table 91 - Distribution by present status - Self-employment: Main challenges to start a business

Sl. No.	Main challenges - starting of business	Total	
		Number*	%
1	Sources of finance	13	86.67%
2	Access to land / business space	2	13.33%
3	Access to latest technology	2	13.33%
4	Business licensing & permits	0	0.00%
5	Shortage of worker/ Human Resources	4	26.67%
6	Purchasing equipment & raw materials	3	20.00%
7	Lack of government's support schemes	4	26.67%
8	Customs & trade regulations	1	6.67%
9	Own skill and knowledge required to start business	1	6.67%

\* Out of 15 responses

Graduates who were running their own businesses were asked to choose challenges they faced when getting started. 'Sources of finance' being the most significant challenge for most graduates, followed by 'Shortage of worker/ Human Resources ' and 'Lack of government's support schemes'.

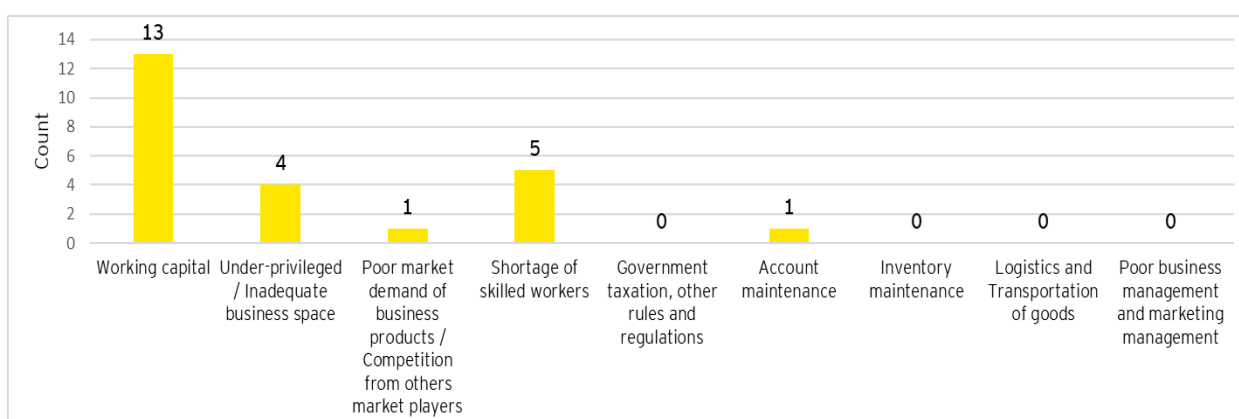


#### D) Main challenges - Running the business

Table 92 - Distribution by present status - Self-employment: Main challenges to run a business

Sl. No.	Main challenges - Running the business	Total	
		Number	%
1	Working capital	13	86.67%
2	Under-privileged / Inadequate business space	4	26.67%
3	Poor market demand of business products / Competition from others market players	1	6.67%
4	Shortage of skilled workers	5	33.33%
5	Government taxation, other rules and regulations	0	0.00%
6	Account maintenance	1	6.67%
7	Inventory maintenance	0	0.00%
8	Logistics and Transportation of goods	0	0.00%
9	Poor business management and marketing management	0	0.00%

\* Out of 15 responses



The graduates were also asked to select challenges they encountered when running their own businesses. The 'Working capital' (86.67%) and the 'Shortage of skilled workers (33.33%)' were the two most common challenges experienced by graduates while running their businesses.

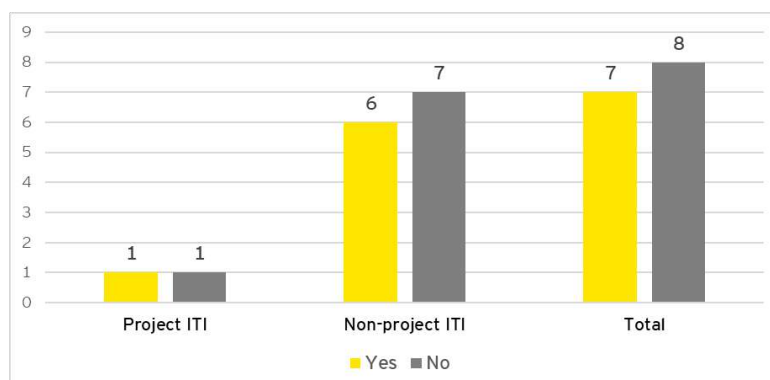
### m) Self-employment Trade v/s ITI training trade

Table 93 - Distribution by present status - Self-employment: Trade / Sector v/s ITI training trade / sector

Sl. No.	Self-employment trade v/s ITI training trade *	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	1	6.67%	6	40.00%	7	46.67%	0	0.00%
2	No	1	6.67%	7	46.67%	8	53.33%	0	0.00%
Total		2	13.33%	13	86.67%	15	100%	0	0.00%

\*Out of 15 responses

53.33% of self-employed graduates reported that they are running businesses in different sectors/trades from those in which they received ITI training, while 46.67% of graduates mentioned that they are operating businesses in the same trade in which they had ITI training.



### n) Usefulness of ITI certificate in self-employment

Table 94 - Distribution by present status - Self-employment: Usefulness of ITI certificate

Sl. No.	Usefulness of ITI certificate in self-employment	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	1	6.67%	4	26.67%	5	33.33%	0	0.00%
2	No	1	6.67%	9	60.00%	10	66.67%	0	0.00%
Total		2	13.33%	13	86.67%	15	100%	0	0.00%

\*Out of 15 responses

Graduates who were running their own businesses were asked about the usefulness of their ITI certificate in starting/operating their current business. 66.67% of self-employed graduates mentioned that there was no use of the ITI certificate in their present business, while 33.33% reported the certificate's usefulness.

## 4.1.7.5 Employment

### a) Transition to work

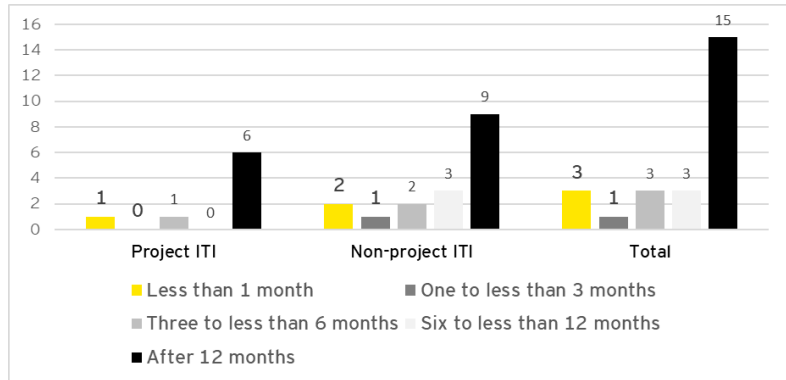
Table 95 - Distribution by present status - Employment: Time taken to get first job through ITI

Sl. No.	Time taken to get first job	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Less than 1 month	1	4.00%	2	8.00%	3	12.00%	1	100.00%
2	One to less than 3 months	0	0.00%	1	4.00%	1	4.00%	0	0.00%
3	Three to less than 6 months	1	4.00%	2	8.00%	3	12.00%	0	0.00%

Sl. No.	Time taken to get first job	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
4	Six to less than 12 months	0	0.00%	3	12.00%	3	12.00%	0	0.00%
5	After 12 months	6	24.00%	9	36.00%	15	60.00%	0	0.00%
Total		8	32.00%	17	68.00%	25	100%	1	100%

\* Out of total 25 responses

If the transition to work and employment takes too long, it might result in financial difficulties, a loss of confidence, and disappointments.



Furthermore, when there is a scarcity of suitable job opportunities, the challenges

become even more severe. Many graduates tend to wait too long in anticipation of jobs. Above table and graph depict data on how long it took for graduates to find work after completing the training. 60% of graduates reported getting a job after 12 months of graduation, 12.00% within 6 to less than 12 months of graduation, another 12.00% reported getting a job within 3 to less than 6 months of graduation.

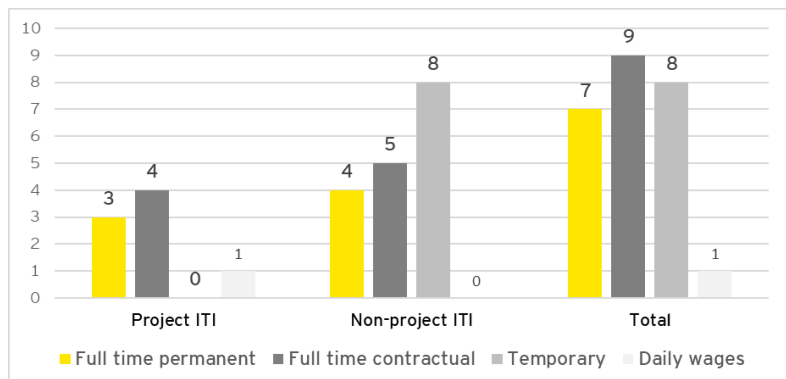
**b) Nature of present occupation**

Table 96 - Distribution by present status - Employment: Nature of present occupation

Sl. No.	Nature of Present occupation*	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Full time permanent	3	12.00%	4	16.00%	7	28.00%	1	100.00%
2	Full time contractual	4	16.00%	5	20.00%	9	36.00%	0	0.00%
3	Temporary	0	0.00%	8	32.00%	8	32.00%	0	0.00%
4	Daily wages	1	4.00%	0	0.00%	1	4.00%	0	0.00%
Total		8	32.00%	17	68.00%	25	100%	1	100%

\*Out of 25 responses

The top three nature of occupations were 36% Full time contractual, 32% Temporary, 28% Full time permanent.



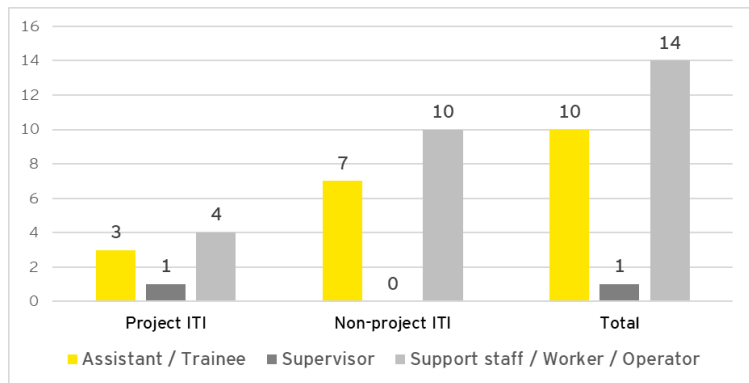
**c) Level / Designation in present occupation**

Table 97 - Distribution by present status - Employment: present level (designation) in occupation

Sl. No.	Present level (designation) in occupation	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Assistant / Trainee	3	12.00%	7	28.00%	10	40.00%	1	100.00%
2	Supervisor	1	4.00%	0	0.00%	1	4.00%	0	0.00%
3	Support staff / Worker / Operator	4	16.00%	10	40.00%	14	56.00%	0	0.00%
<b>Total</b>		<b>8</b>	<b>32.00%</b>	<b>17</b>	<b>68.00%</b>	<b>25</b>	<b>100%</b>	<b>1</b>	<b>100%</b>

\* Out of total 25 responses

The major occupation groups are identified as Support Staff / Worker / Operator (56%), Assistant / Trainee (40%) and Supervisor (4%). The classification was done with care, but it may not have been done perfectly. Certain occupations were distinct and difficult to categorize under any of the major groups. The remaining occupations are listed in the table above.



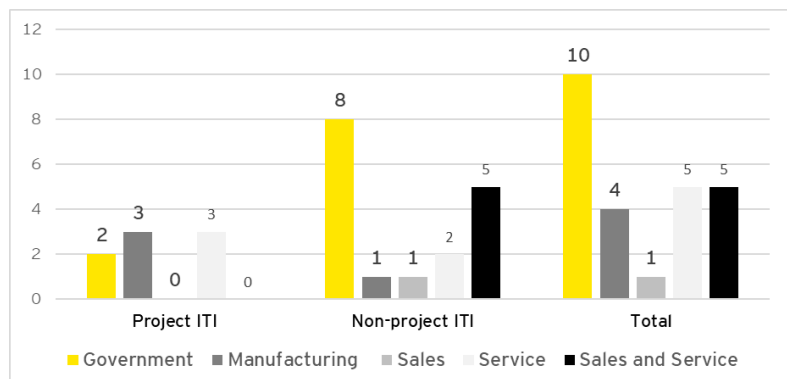
**d) Industry sector of present occupation**

Table 98 - Distribution by present status - Employment: Industry sector of present occupation

Sl. No.	Industry sector of present occupation*	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Government	2	8.00%	8	32.00%	10	40.00%	0	0.00%
2	Manufacturing	3	12.00%	1	4.00%	4	16.00%	0	0.00%
3	Sales	0	0.00%	1	4.00%	5	20.00%	0	0.00%
4	Service	3	12.00%	2	8.00%	1	4.00%	1	100.00%
5	Sales and Service	0	0.00%	5	20.00%	5	20.00%	0	0.00%
<b>Total</b>		<b>8</b>	<b>32.00%</b>	<b>17</b>	<b>68.00%</b>	<b>25</b>	<b>100%</b>	<b>1</b>	<b>100%</b>

\*Out of 25 responses

40% of graduates were found employed in manufacturing sector while 48% were found working in sales and service sector.



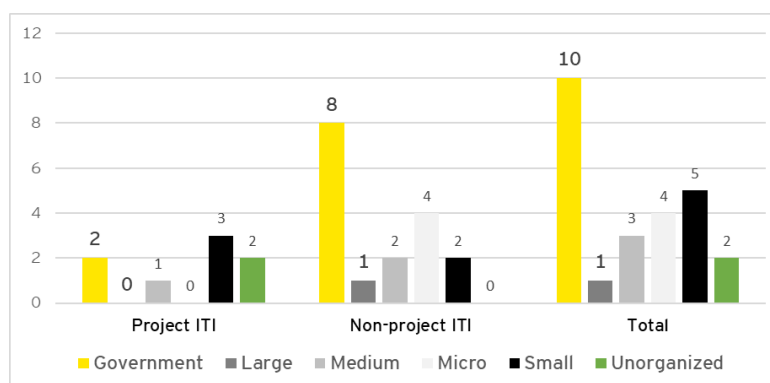
## e) Type of employer of present occupation

Table 99 - Distribution by Present status - Employment: Type of employer

Sl. No.	Is the present job in same Trade, in which trained at ITI*	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Government	2	8.00%	8	32.00%	10	40.00%	0	0.00%
2	Large	0	0.00%	1	4.00%	1	4.00%	0	0.00%
3	Medium	1	4.00%	2	8.00%	3	12.00%	0	0.00%
4	Micro	0	0.00%	4	16.00%	4	16.00%	1	100.00%
5	Small	3	12.00%	2	8.00%	5	20.00%	0	0.00%
6	Unorganized	2	8.00%	0	0.00%	2	8.00%	0	0.00%
Total		8	32.00%	17	68.00%	25	100%	1	100%

\*Out of 25 responses

Type of employer is an indicator of the size, stability etc. of the organizations and hence enables us to comment on the type of organizations the ITI graduates are employed with. Among employed graduates, 40% of the graduates, reported to be working



in government organizations, whereas 20% reported small sized organizations; approx. equal percentage (12-16%) of them reported for working in medium scale and micro-organization.

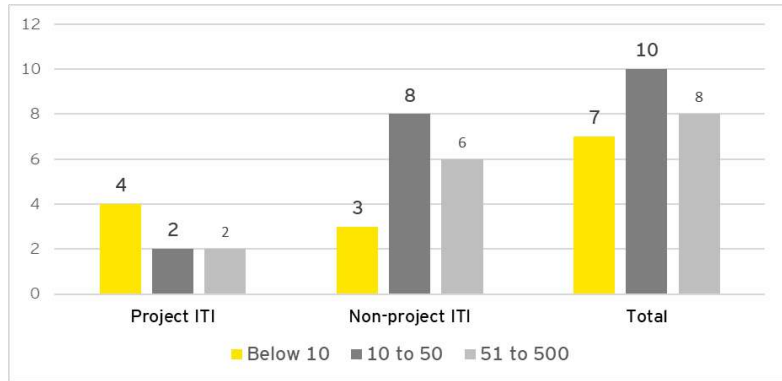
## f) Size of workforce at present workplace

Table 100 - Distribution by present status - Employment: Size of workforce at present workplace

Sl. No.	Size of workforce at present workplace*	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Below 10	4	16.00%	3	12.00%	7	28.00%	1	100.00%
2	10 to 50	2	8.00%	8	32.00%	10	40.00%	0	0.00%
3	51 to 500	2	8.00%	6	24.00%	8	32.00%	0	0.00%
Total		8	32.00%	17	68.00%	25	100%	1	100%

\*Out of 25 responses

40% of graduate who are employed have indicated that size of workforce at their workplace is 10-50. Approx. 28% to 32% of employed graduates have mentioned that size of workforce at their workplace is below 10 and 51-500 as indicated in above table.



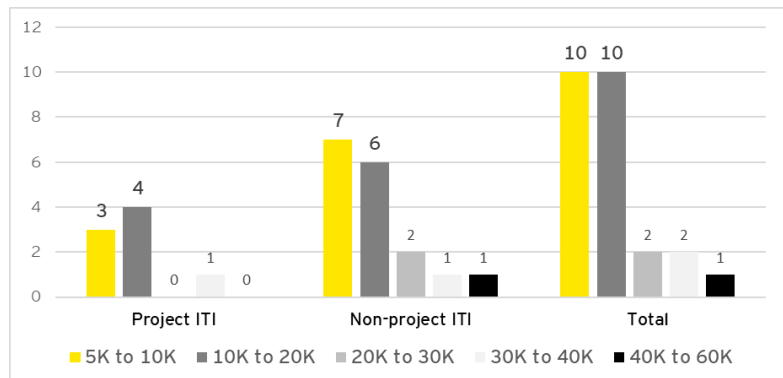
**g) Present monthly income**

Table 101 - Distribution by present status - Employment: Present Monthly Income range

Sl. No.	Present monthly income range	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	5K to 10K	3	12.00%	7	28.00%	10	40.00%	1	100.00%
2	10K to 20K	4	16.00%	6	24.00%	10	40.00%	0	0.00%
3	20K to 30K	0	0.00%	2	8.00%	2	8.00%	0	0.00%
4	30K to 40K	1	4.00%	1	4.00%	2	8.00%	0	0.00%
5	40K to 60K	0	0.00%	1	4.00%	1	4.00%	0	0.00%
<b>Total</b>		<b>8</b>	<b>32.00%</b>	<b>17</b>	<b>68.00%</b>	<b>25</b>	<b>100%</b>	<b>1</b>	<b>100%</b>

\*Out of 25 responses

The above table shows the statistics for employed graduates based on their range of monthly salary levels. The monthly income of employed graduates varied among the type of organization served. Equal percentage (40%) of employed ITI graduates have the range of monthly salary from ₹5K to ₹10K and ₹10K to ₹20K. Remaining graduates have the range of monthly income above ₹20K.



**The average salary of interviewed and employed graduates was found ₹16,020.**



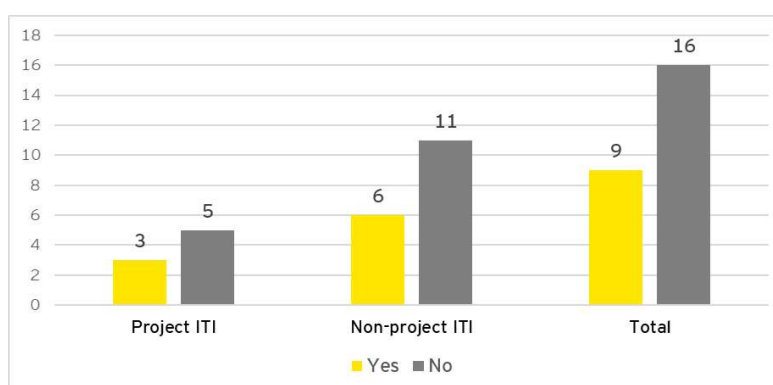
## h) Present job Trade v/s ITI training trade

Table 102 - Distribution by Present status - Employment: Present job v/s ITI training trade

Sl. No.	Is the present job in same Trade, in which trained at ITI*	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	3	12.00%	6	24.00%	9	36.00%	1	100.00%
2	No	5	20.00%	11	44.00%	16	64.00%	0	0.00%
Total		8	32.00%	17	68.00%	25	100%	1	100%

\*Out of 25 responses

Employed graduates were asked during survey to know the sectors in which the ITI graduates received training across the sectors in which they ultimately secured employment. It was observed that only 64% of the employed graduates not secured



employment in the same sector in which they had received training at ITIs. This indicates that for a major proportion of employed graduates, employment opportunities could not be secured in the same or related sector.

## i) Present job v/s ITI certificate

Table 103 - Distribution by Present status - Employment: Present job v/s ITI certificate

Sl. No.	Was the ITI certificate required to get the employment	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	3	12.00%	8	32.00%	11	44.00%	1	100.00%
2	No	5	20.00%	9	36.00%	14	56.00%	0	0.00%
Total		8	32.00%	17	68.00%	25	100%	1	100%

\*Out of 25 responses

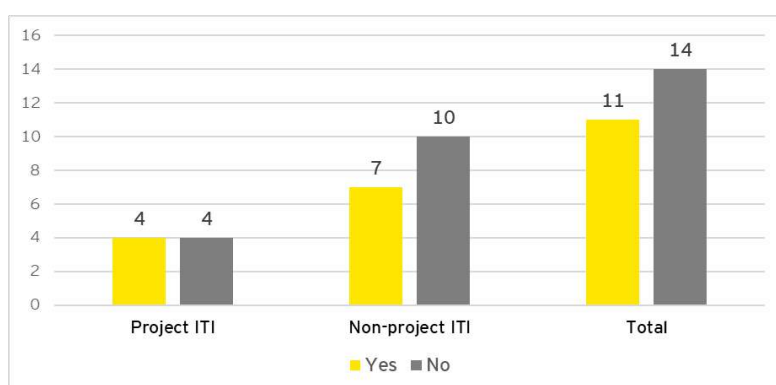
Graduates who were employed were asked about the usefulness of their ITI certificate in getting their jobs. 56% of employed graduates mentioned that there was no use of the ITI certificate in their present job, while 44% reported the certificate's usefulness.

### j) Present job v/s Skill set acquired during ITI training

Table 104 - Distribution by Present status - Employment: Present job v/s skill sets acquired during ITI training

Sl. No.	Were the skill set and knowledge acquired during ITI training required in present occupation	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	4	16.00%	7	28.00%	11	44.00%	1	100.00%
2	No	4	16.00%	10	40.00%	14	56.00%	0	0.00%
<b>Total</b>		<b>8</b>	<b>32.00%</b>	<b>17</b>	<b>68.00%</b>	<b>25</b>	<b>100%</b>	<b>1</b>	<b>100%</b>

\*Out of 25 responses



56% of employed graduates have indicated that skill set acquired during ITI training is 'not useful' for their present job, while remaining 44% reported the usefulness of ITI certificate for their present job.

### k) Support provided by ITI for getting employment

Table 105 - Distribution by Present status - Employment: Support provided by ITI for getting employment

Sl. No.	Support provided by ITI for getting employment	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	3	12.00%	0	0.00%	3	12.00%	0	0.00%
2	No	5	20.00%	17	68.00%	22	88.00%	1	100.00%
<b>Total</b>		<b>8</b>	<b>32.00%</b>	<b>17</b>	<b>68.00%</b>	<b>25</b>	<b>100%</b>	<b>1</b>	<b>100%</b>

\*Out of 25 responses

88% of employed graduates reported that they did not receive any kind of support from ITI for employment, while the remaining 12% mentioned that ITI assisted in preparation of CV, counselling of various jobs available in the industry, mock interview etc.

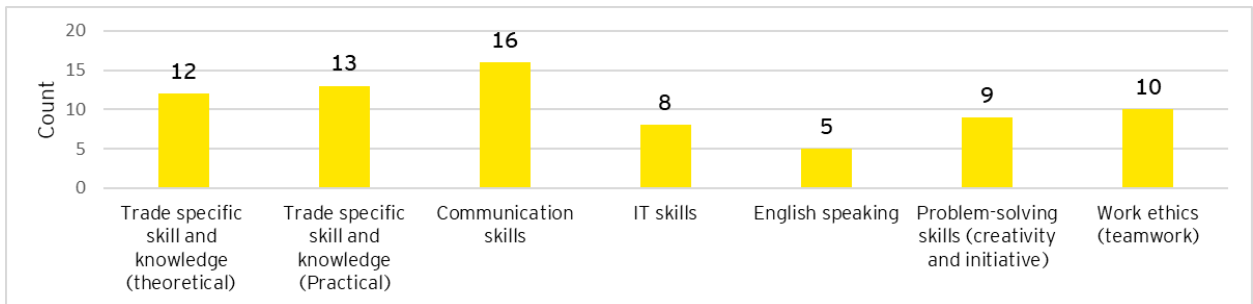
### l) Skills which helped in present job or career progression

Table 106 - Distribution by present status - Employment: Skills which helped in present job or career progression

Sl. No.	Skills which helped in present job or career progression	Total	
		Number	%
1	Trade specific skill and knowledge (theoretical)	12	48.00%
2	Trade specific skill and knowledge (Practical)	13	52.00%

Sl. No.	Skills which helped in present job or career progression	Total	
		Number	%
3	Communication skills	16	64.00%
4	IT skills	8	32.00%
5	English speaking	5	20.00%
6	Problem-solving skills (creativity and initiative)	9	36.00%
7	Work ethics (teamwork)	10	40.00%

\* Out of 25 responses



The relevance or importance of skill acquired during ITI training refer to the utility of the skills secured under ITI course in the present job. It can be observed from the above table that nearly 48% of employed graduates felt that Trade specific skill and knowledge during ITI training were helped for career progression and 64% of employed graduate rate communication skills for shaping their career. Approx. equal percentage (48-52%) of employed graduates reported on trade related technical and practical skill and knowledge for help in career progression.

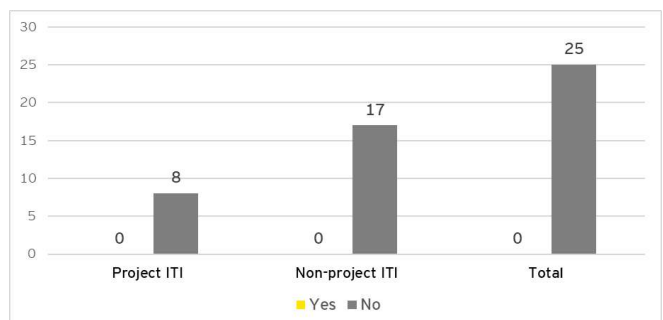
### m) Promotions received

Table 107 - Distribution by present status - Employment: Promotions received

Sl. No.	Promotions received	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2	No	8	32.00%	17	68.00%	25	100%	1	100%
<b>Total</b>		<b>8</b>	<b>32.00%</b>	<b>17</b>	<b>68.00%</b>	<b>25</b>	<b>100%</b>	<b>1</b>	<b>100%</b>

\*Out of 25 responses

100% of employed graduates reported that they did not receive any promotion in their employment career.

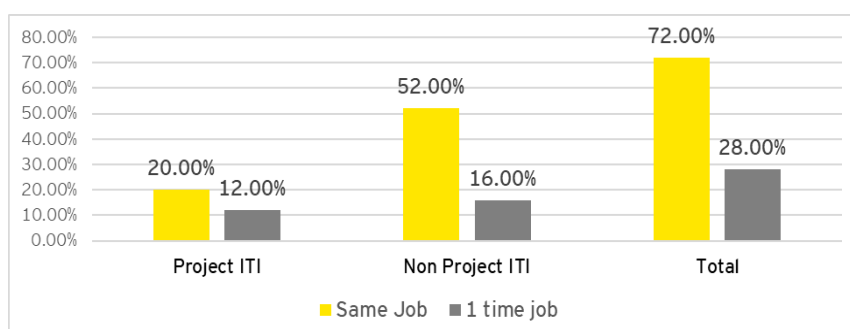


n) **Employment History** - Is this the same job you took up after completing ITI training?

Table 108 - Distribution by present status - Employment: Employment History

Sl. No.	Number of jobs since ITI graduation*	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Same Job	5	20.00%	13	52.00%	18	72.00%	1	100.00%
2	1 Job change	3	12.00%	4	16.00%	7	28.00%	0	0.00%
Total		8	32.00%	17	68.00%	25	100%	1	100%

\*Out of 25 responses



The fundamental features of meaningful employment include job security, stability, and opportunities for advancement. When a person changes jobs, it is

commonly termed as employment mobility. It can be interpreted in two ways: positively or negatively. Some employees may move jobs if they are unable to find stable and appealing positions or if their contract terms expire. Others may shift employment / jobs for reasons such as occupational mobility, increased earning potential, and so on. Majority (72%) of employed graduates reported that they are in the same job, which they took after completing the ITI training. This shows the higher level of satisfaction with the current job status. Only 28% of employed graduates have changed job one time during the career.

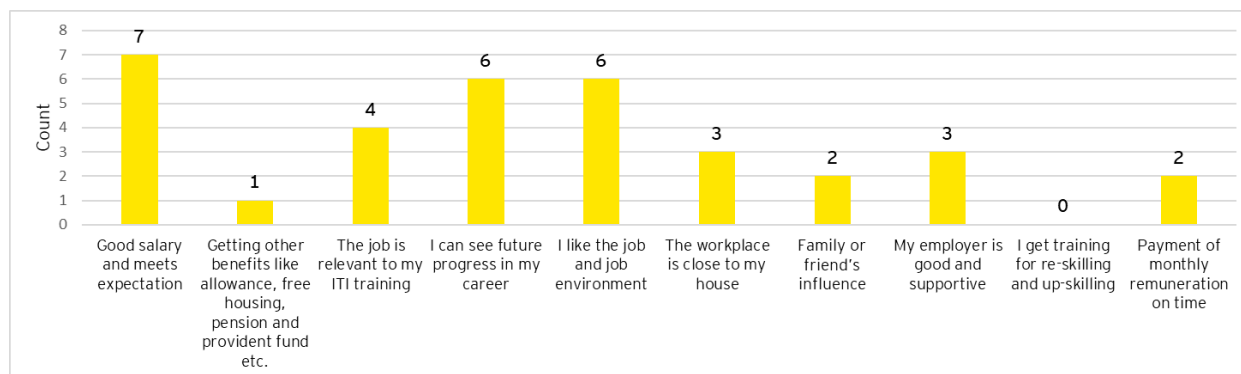
o) **Reasons for staying in the same job**

Table 109 - Distribution by present status - Employment: Reasons for staying in the same job

Sl. No.	Reasons for staying in the same job	Total	
		Number	%
1	Good salary and meets expectation	7	38.89%
2	Getting other benefits like allowance, free housing, pension and provident fund etc.	1	5.56%
3	The job is relevant to my ITI training	4	22.22%
4	I can see future progress in my career	6	33.33%
5	I like the job and job environment	6	33.33%
6	The workplace is close to my house	3	16.67%
7	Family or friend's influence	2	11.11%

Sl. No.	Reasons for staying in the same job	Total	
		Number	%
8	My employer is good and supportive	3	16.67%
9	I get training for re-skilling and up-skilling	0	0.00%
10	Payment of monthly remuneration on time	2	11.11%

\* Out of 18 responses



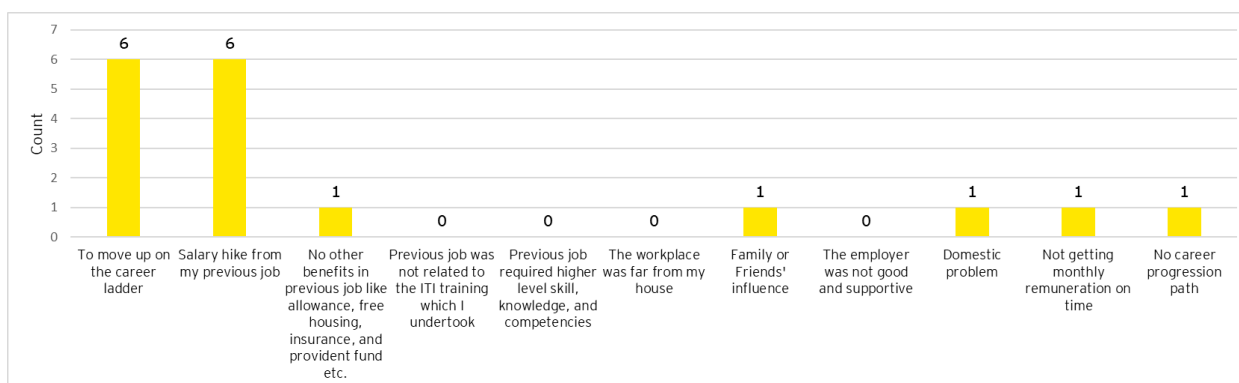
Graduates (who had not changed their job) were asked to give reasons for their decision to stay in the same job. The results are shown in above table. 38.89% mentioned that good salary and met their salary expectations, approx. equal percentage of employed graduate (33.33%) mentioned that they can see their future progress in the same job and like the job and job environment. 22.22% reported that the job was relevant to their ITI training. Similarly, other reasons are tabulated in above table.

#### p) Reasons behind changing jobs

Table 110 - Distribution by present status - Employment: Reasons behind changing jobs

Sl. No.	Reasons behind changing jobs	Total	
		Number	%
1	To move up on the career ladder	6	85.71%
2	Salary hike from my previous job	6	85.71%
3	No other benefits in previous job like allowance, free housing, insurance, and provident fund etc.	1	14.29%
4	Previous job was not related to the ITI training which I undertook	0	0.00%
5	Previous job required higher level skill, knowledge, and competencies	0	0.00%
6	The workplace was far from my house	0	0.00%
7	Family or Friends' influence	1	14.29%
8	The employer was not good and supportive	0	0.00%
9	Domestic problem	1	14.29%
10	Not getting monthly remuneration on time	1	14.29%
11	No career progression path	1	14.29%

\* Out of 7 responses



Graduates (who have changed the job) were also asked to give reasons for changing jobs. There was a total of 7 responses collected. "Salary hike from my previous job" and "To move up on the career ladder" were cited as the primary reason for job switching (85.71%). Other minor reasons are tabulated in above table.

#### q) Increase in salary during job change

Table 111 - Distribution by present status - Employment: Increase in salary during job change

Sl. No.	Increase in salary during first job change	No. of trainees change job	First Job Salary (Average)	Second Job Salary (Average)	Third Job salary (Average)	Difference in salary due to job change (a)	
						#	%
1	First Job change	2	13,214.3	15,000	-	1,785.7	13.51%

Graduates (who have changed the job) were also asked to give increase in salary with changing jobs. It was found that the average monthly salary in first job was ₹13,214.3 and similarly average of salary in second job was ₹15,000. The average difference in salary due to job change was ₹1,785.7 with 13.51% hike.

## 4.2 Specific result of interviewed employers of ITI graduates in Arunachal Pradesh

### 4.2.1 Profile of employers

Table 112 - Employer's profile

#### a) Employer's profile - Based on type of business

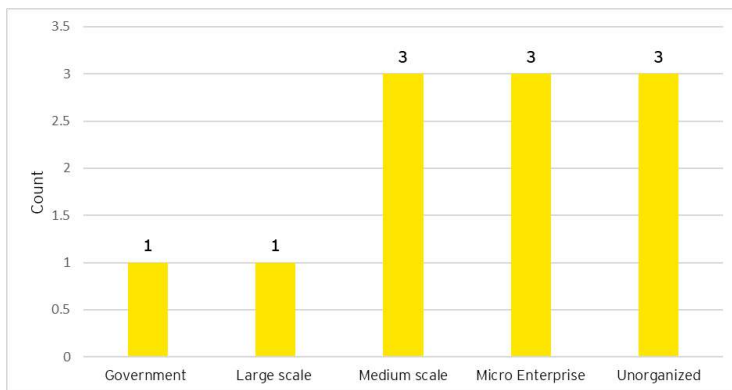
Sl. No.	Employer's profile -Type of business	Total	
		Number	%
1	Government	2	18.18%
2	Sales	2	18.18%
3	Service	2	18.18%
4	Sales and service	5	45.45%
Total		11	100%

As defined and agreed during the pilot study, the study covered a mix of government, sales, service and sales & Service organizations. The maximum percentage of interviewed employers were sales and service organizations.



**b) Employer’s profile - Based on management, investment or turnover**

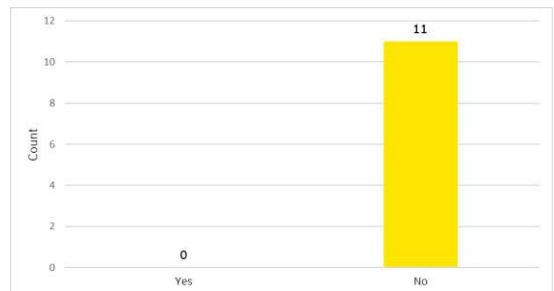
Sl. No.	Employer’s profile -Type of business	Total	
		Number	%
1	Government	1	9.09%
2	Large scale	1	9.09%
3	Medium scale	3	27.27%
4	Micro Enterprise	3	27.27%
5	Unorganized	3	27.27%
<b>Total</b>		<b>11</b>	<b>100%</b>



The study covered a mix of government, large, MSME and unorganized organizations. A similar percentage of (27.27%) of medium, micro and unorganized organizations were interviewed.

**c) Registration on NAPS for apprenticeship**

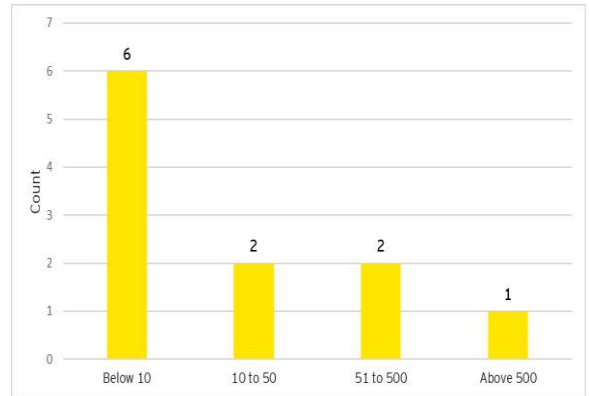
Sl. No.	Registration on NAPS for apprenticeship	Total	
		Number	%
1	Yes	0	0.00%
2	No	11	100%
<b>Total</b>		<b>33</b>	<b>100%</b>



None of the interviewed employers were registered on NAPS portal for apprenticeship training.

**d) Number of employees (Permanent)**

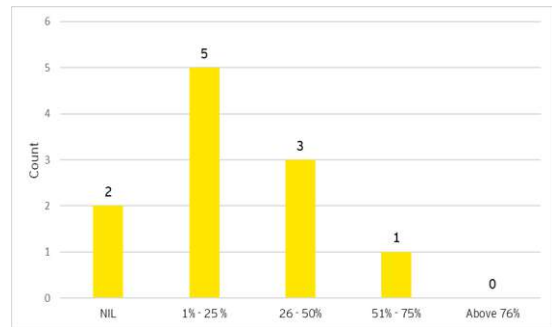
Sl. No.	Number of employees (Permanent)	Total	
		Number	%
1	Below 10	6	54.55%
2	10 to 50	2	18.18%
3	51 to 500	2	18.18%
4	Above 500	1	9.09%
Total		11	100%



55.55% of interviewed employers have below 10 permanent employees and with equal percentage of (18.18%) interviewed employers have 10 to 50 permanent employees.

**e) Percentage of women employees (Permanent)**

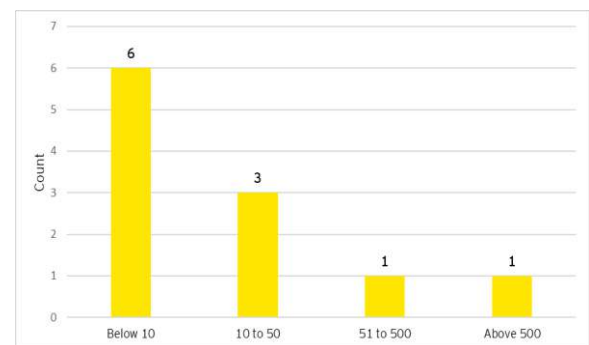
Sl. No.	Percentage of women employees (Permanent)	Total	
		Number	%
1	NIL	2	18.18%
2	1% - 25 %	5	45.45%
3	26 - 50%	3	27.27%
4	51% - 75%	1	9.09%
5	Above 76%	0	0.00%
Total		11	100%



45.45% of interviewed employers have 1% to 25% of permanent female employees and 27.27% have 26 to 50% of female employees (Permanent).

**f) Number of employees (Contractual / Temporary / Daily wages and other labour)**

Sl. No.	Number of employees (Contractual / Temporary / Daily wages and other)	Total	
		Number	%
1	Below 10	6	54.55%
2	10 to 50	3	27.27%
3	51 to 500	1	9.09%
4	Above 500	1	9.09%
Total		11	100%

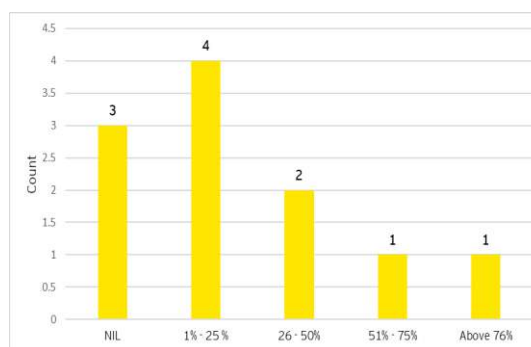


54.55 of interviewed employers have below 10 Contractual / temporary / daily wagger employees whereas 27.27% employers have 10 to 50 Contractual / temporary / daily wagers employees.



g) Percentage of women employees (Contractual / Temporary / Daily wages and other labour)

Sl. No.	% of women employees (Contractual / Temporary / Daily wages and other)	Total	
		Number	%
1	NIL	3	27.27%
2	1% - 25 %	4	36.36%
3	26 - 50%	2	18.18%
4	51% - 75%	1	9.09%
5	Above 76%	1	9.09%
Total		11	100%



36.36% of interviewed employers have no contractual / temporary / daily wager female employees and 36.36% have 1% to 25% female contractual / temporary / daily wagers employees.

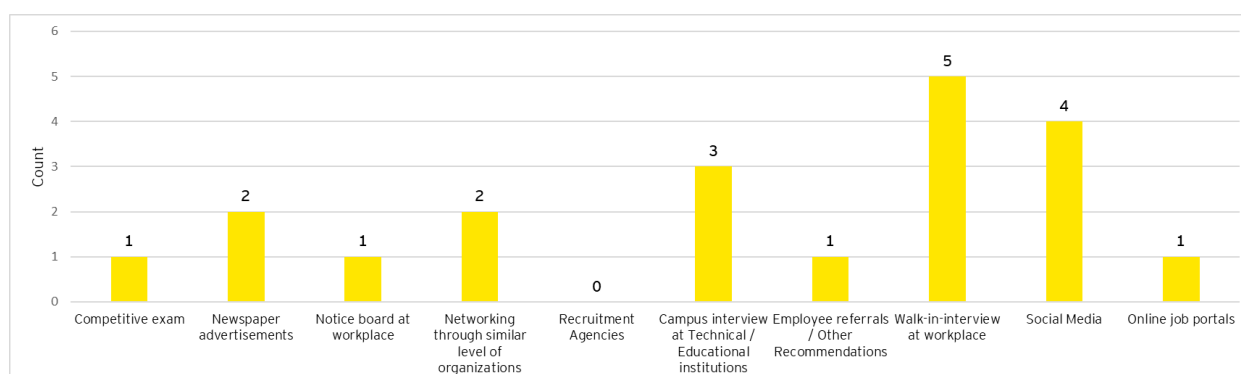
#### 4.2.2 Manpower requirement and hiring methods

Table 113 - Manpower requirement and hiring methods

a) Hiring methods of recruitment of ITI graduates

Sl. No.	Hiring methods of ITI graduates	Total*	
		Number	%
1	Competitive exam	1	9.09%
2	Newspaper advertisements	2	18.18%
3	Notice board at workplace	1	9.09%
4	Networking through similar level of organizations	2	18.18%
5	Recruitment Agencies	0	0.00%
6	Campus interview at Technical / Educational institutions	3	27.27%
7	Employee referrals / Other Recommendations	1	9.09%
8	Walk-in-interview at workplace	5	45.45%
9	Social Media	4	36.36%
10	Online job portals	1	9.09%

\*Out of 11 responses



The top three hiring methods for ITI graduates were Walk-in-interview at workplace (45.45%), social media (36.36%) and Campus interview at Technical / Educational institutions (27.27%) by the employers. Some other hiring methods are indicated in above table.

#### b) Challenges faced by employer in hiring of ITI graduates

Sl. No.	Challenges faced by employers in hiring of ITI graduates	Total	
		Number	%
1	No relevant experience	4	36.36%
2	No technical skills as per job requirement	2	18.18%
3	Expectation of high salary	5	45.45%
4	Unwilling to relocate for the job	2	18.18%
5	No proper grooming for job requirement	3	27.27%
6	Unwilling to work in shifts	1	9.09%

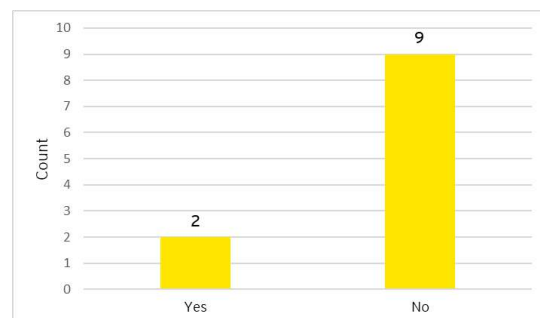
\*Out of 11 responses



The major challenges during hiring of ITI graduates reported by employers were 'Expectation of high salary (45.45%)', 'No relevant experience (36.36%)', 'No proper grooming for job requirement (27.27%)'.

#### c) Preference to women during recruitment

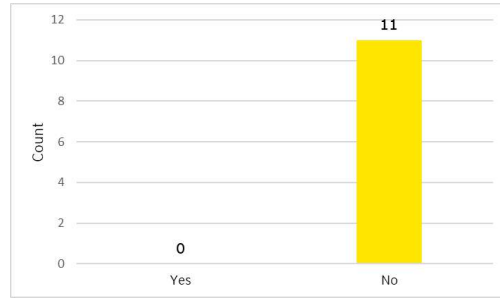
Sl. No.	Preference to women during recruitment	Total	
		Number	%
1	Yes	2	18.18%
2	No	9	81.82%
Total		11	100%



There was discussion about preference to female graduates during recruitment over male graduates. 81.82% employers reported NO, whereas 18.18% employers reported YES.

**d) Recruitment under NAPS**

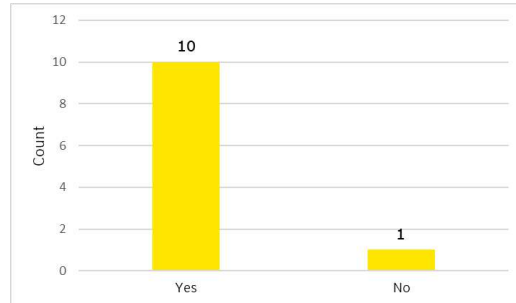
Sl. No.	Recruitment under NAPS	Total	
		Number	%
1	Yes	0	0.00%
2	No	11	100%
Total		11	100%



None of the interviewed employers recruit from NAPS portal.

**e) Plan to recruit ITI graduates in next five years**

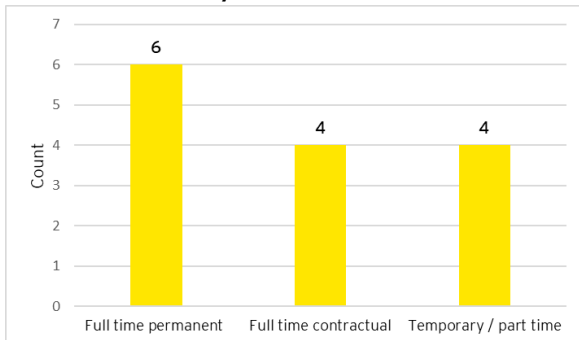
Sl. No.	Plan to recruit ITI graduates in next five years	Total	
		Number	%
1	Yes	10	90.91%
2	No	1	9.09%
Total		11	100%



90.91% interviewed employers mentioned that they have plan to recruit ITI graduates in next five years.

**f) Type of employment provided to ITI graduates in next five years**

Sl. No.	Type of employment provided to ITI graduates	Total	
		Number	%
1	Full time permanent	6	54.55%
2	Full time contractual	4	36.36%
3	Temporary / part time	4	36.36%



Out of 10 responses

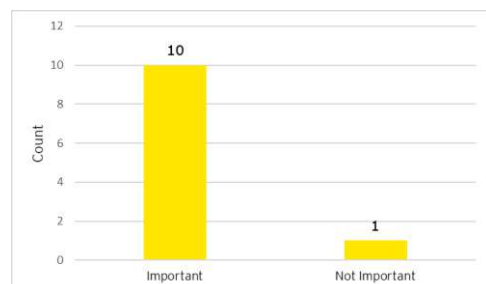
The nature of employment to be provided to ITI graduates is a mix of Full time permanent, Full time contractual and Temporary / part time.

**4.2.3 Preferences during recruitment of ITI graduates**

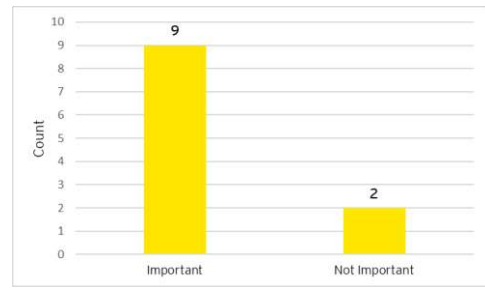
Employers were asked about preferences while carrying out recruitment of ITI graduates. On analyzing the preferences, it was observed that the overall preferences on all the factors have been marked as 'important'.

Table 114 - Preferences during recruitment of ITI graduates

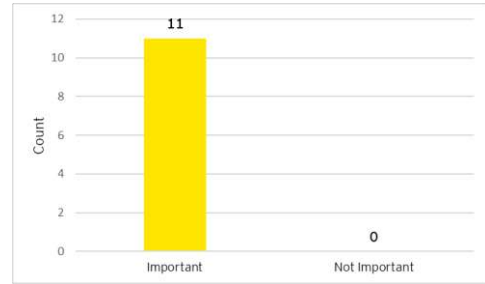
Sl. No.	Preference during recruitment - Trade studied	Total	
		Number	%
1	Important	10	90.91%
2	Not Important	1	9.09%
Total		11	100%



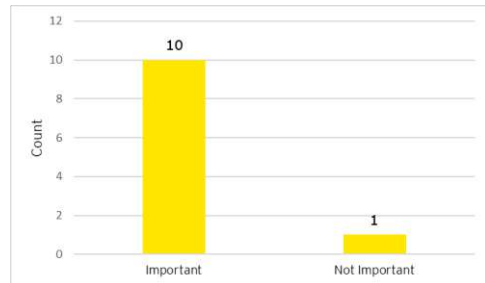
Sl. No.	Preference during recruitment - ITI Certificate	Total	
		Number	%
1	Important	9	81.82%
2	Not Important	2	18.18%
Total		11	100%



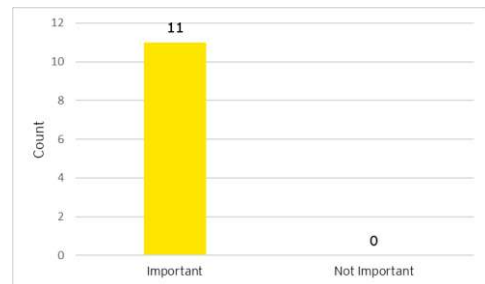
Sl. No.	Preference during recruitment - Trade related Technical Skill	Total	
		Number	%
1	Important	11	100.00%
2	Not Important	0	0.00%
Total		11	100%



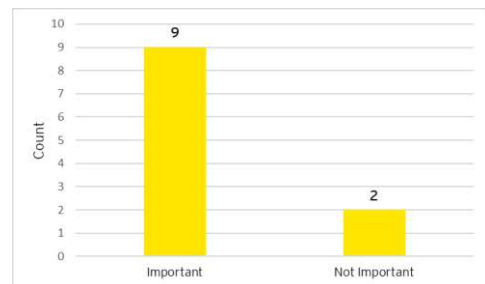
Sl. No.	Preference during recruitment - Communication Skill	Total	
		Number	%
1	Important	10	90.91%
2	Not Important	1	9.09%
Total		11	100%



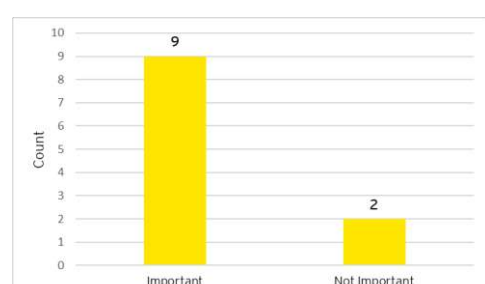
Sl. No.	Preference during recruitment - Industry experience	Total	
		Number	%
1	Important	11	100.00%
2	Not Important	0	0.00%
Total		11	100%



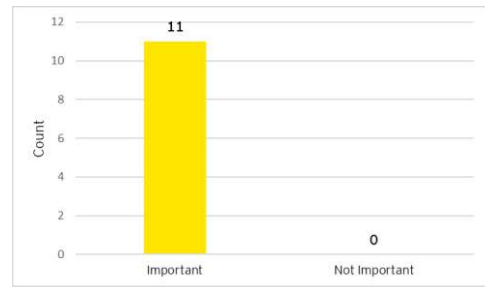
Sl. No.	Preference during recruitment - Personality	Total	
		Number	%
1	Important	9	81.82%
2	Not Important	2	18.18%
Total		11	100%



Sl. No.	Preference during recruitment - Result of recruitment tests	Total	
		Number	%
1	Important	9	81.82%
2	Not Important	2	18.18%
Total		11	100%



Sl. No.	Preference during recruitment - Behavior during interview	Total	
		Number	%
1	Important	11	100.00%
2	Not Important	0	0.00%
Total		11	100%



On analyzing the above-mentioned preferences, it was observed that the overall preferences on all the factors have remained somewhat constant.

#### 4.2.4 Training and facilities provided to employee, wage premium and gender bias

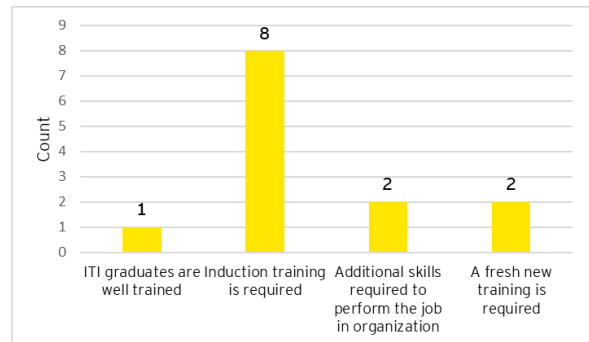
Table 115 - Training and facilities provided to employee, wage premium and gender biasness

##### a) Perception on need of additional training to ITI graduates to perform their duties at workplace

Sl. No.	Perception on need of additional training	Total	
		Number	%
1	ITI graduates are well trained	1	9.09%
2	Induction training is required	8	72.73%
3	Additional skills required to perform the job in organization	2	18.18%
4	A fresh new training is required	2	18.18%

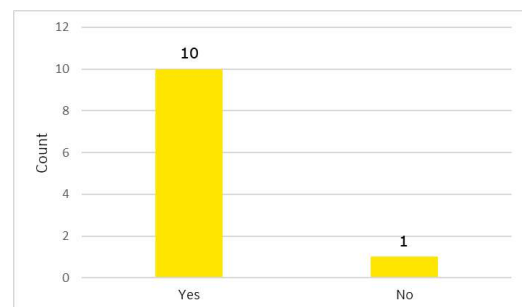
\*Out of 11 responses

When employers were asked on need of additional training required by ITI graduate to perform their duties at workplace, 72.73% employers reported that only Induction training is required. 18.18% employers reported that additional skills are required by ITI graduates to perform the job in organization.



##### b) Provision of any training to ITI graduates after recruitment at workplace

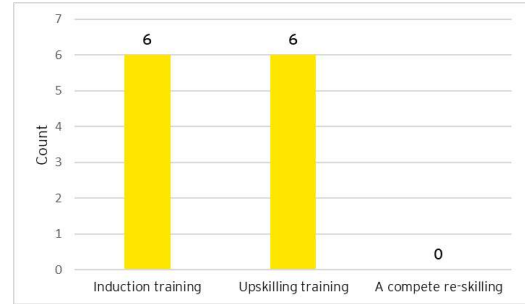
Sl. No.	Provision of any training to ITI graduates after recruitment at workplace	Total	
		Number	%
1	Yes	10	90.91%
2	No	1	9.09%
Total		11	100%



90.91% employers have training provision to ITI graduates after recruitment at workplace.

**c) If yes, type of training**

Sl. No.	Type of training provided to ITI graduates after recruitment	Total*	
		Number	%
1	Induction training	6	54.55%
2	Upskilling training	6	54.55%
3	A complete re-skilling	0	0.00%

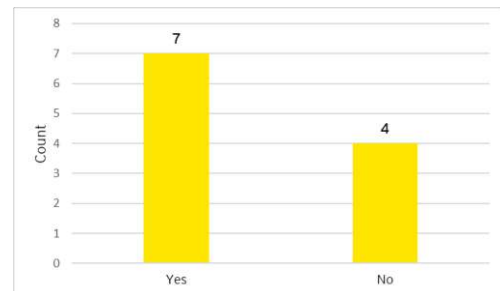


\*Out of 10 responses

Above table shows that generally induction or upskilling trainings are provided by employers to ITI graduates after recruitment at workplace.

**d) Skill premium: ITI graduates w.r.t. non-ITI graduate**

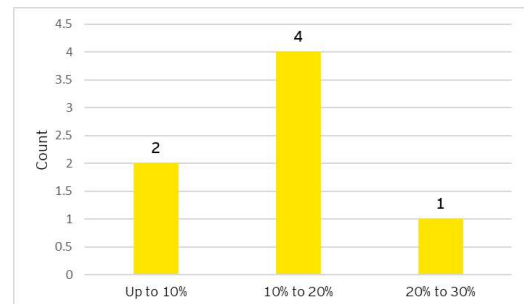
Sl. No.	Skill premium: ITI graduates w.r.t. non-ITI graduate	Total	
		Number	%
1	Yes	7	63.64%
2	No	4	36.36%
Total		11	100%



63.64% interviewed employers mentioned that they provide skill premium to ITI graduate for the same job with respect to a non-ITI graduate.

**e) If yes, additional amount % in per month salary**

Sl. No.	If yes, additional amount % in per month salary*	Total	
		Number	%
1	Up to 10%	2	28.57%
2	10% to 20%	4	57.14%
3	20% to 30%	1	14.29%
Total		7	100%

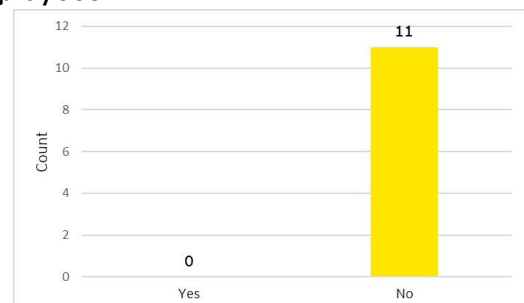


\*Out of 7 responses

57.14% of employers who reported providing a skill premium to ITI graduates over non-ITI graduates mentioned a skill premium range of 10% to 20%, while 28.57% mentioned a skill premium of up to 10% for ITI graduates.

**f) Skill premium: Male employees w.r.t. female employees**

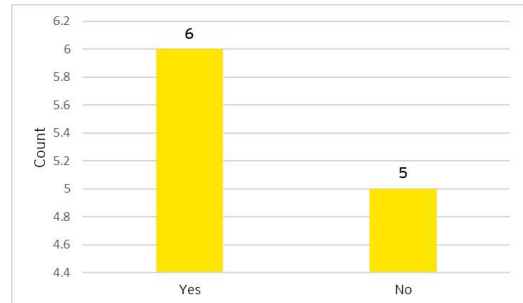
Sl. No.	Skill premium: Male employees w.r.t. female employees	Total	
		Number	%
1	Yes	0	0.00%
2	No	11	100%
Total		11	100%



All the employers (100%) reported that they do not discriminate in male and female employee and there is no provision for skill premium to male employees over female employees. therefore, no gender bias was found.

#### g) Provision of employee benefits / facilities to the ITI graduates

Sl. No.	Provision of employee benefits / facilities to the ITI graduates	Total	
		Number	%
1	Yes	6	54.55%
2	No	5	45.45%
Total		11	100%

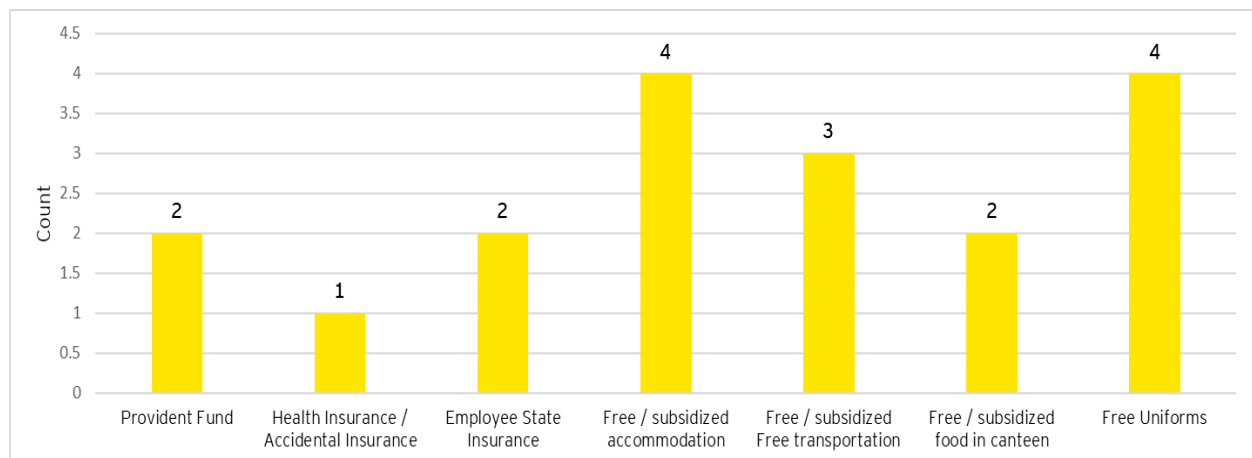


54.55% employers provide benefits to their employees, whereas 45.45% employers do not provide any benefits / facilities to their employees.

#### h) Facilities/services offered by employers to employees

Sl. No.	Facilities / services offered by employers to employees	Total	
		Number	%
1	Provident Fund	2	33.33%
2	Health Insurance / Accidental Insurance	1	16.67%
3	Employee State Insurance	2	33.33%
4	Free / subsidized accommodation	4	66.67%
5	Free / subsidized transportation	3	50.00%
6	Free / subsidized food in canteen	2	33.33%
7	Free Uniforms	4	66.67%

\*Out of 6 responses

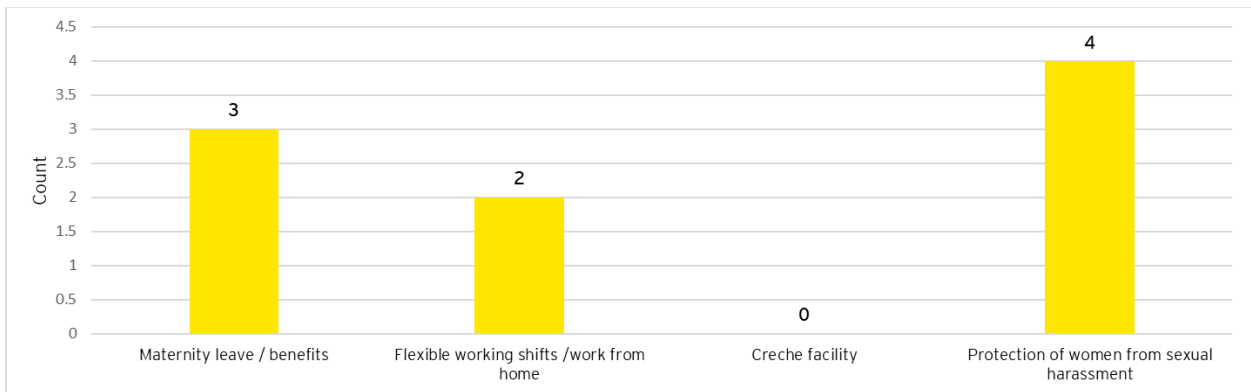


The top three employee benefits / facilities provided by employers were Free / subsidized accommodation (66.67%), Free Uniforms (66.67%), Free / subsidized transportation (50.00%). Other employee benefits / facilities provided by employers are tabulated above.

### i) Other benefits provided to women employees only

Sl. No.	Other benefits provided to women employees only	Total	
		Number	%
1	Maternity leave / benefits	3	50.00%
2	Flexible working shifts /work from home	2	33.33%
3	Creche facility	0	0.00%
4	Protection of women from sexual harassment	4	66.67%

\*Out of 6 responses



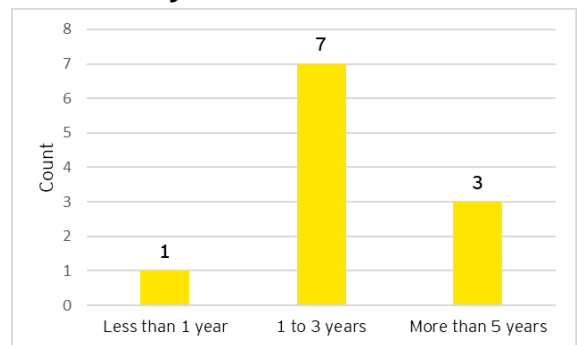
The top three employee benefits / facilities to women employee provided by employers are Protection of women from sexual harassment (66.67%), Maternity leave / benefits (50.00%) and Flexible working shifts /work from home (33.33%).

### 4.2.5 Retention of ITI graduate in service

Table 116 - Retention of ITI graduate in service

#### a) Average retention period of employees / ITI graduates at organizations

Sl. No.	Average retention period of employees / ITI graduates	Total	
		Number	%
1	Less than 1 year	1	9.09%
2	1 to 3 years	7	63.64%
3	More than 5 years	3	27.27%
Total		11	100%



The average retention period of ITI graduates in organizations is found to be good. 63.64% of interviewed employers reported 1 to 3 years, 27.27% reported more than 5 years.

#### b) Major reasons of leaving organization by employees / ITI graduates

Sl. No.	Major reasons of leaving organizations by employees / ITI graduates	Total*	
		Number	%
1	Higher compensation expectation	2	18.18%
2	Need yearly promotion	0	0.00%



Sl. No.	Major reasons of leaving organizations by employees / ITI graduates	Total*	
		Number	%
3	Lost interest in the work	0	0.00%
4	Want to relocate in different work location	2	18.18%
5	Want lesser work hours / workload	0	0.00%
6	Change in shift	0	0.00%
7	Marriage	2	18.18%
8	Family responsibility	5	45.45%
9	Do not leave the organization once joined	1	9.09%
10	Asked to go (Performance/ discipline/ integrity)	0	0.00%
11	Have better career opportunities	5	45.45%

\*Out of 11 responses

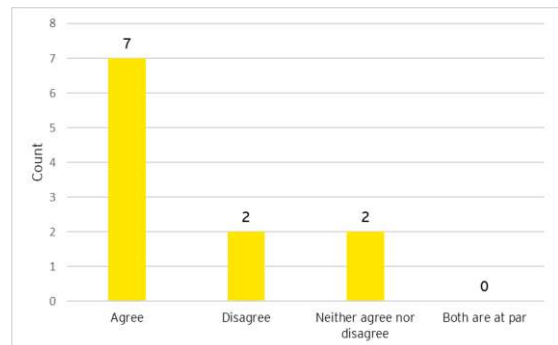


The major reasons of leaving organization by the employee were found to be 'have better career opportunities (45.45%)' and 'Family responsibility (45.45%)'. Other reasons are tabulated above.

#### 4.2.6 Employer's satisfaction level rating on performance of ITI graduate

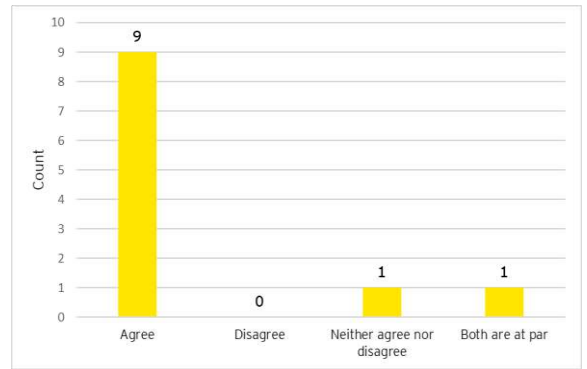
Table 117 - Employer's satisfaction level rating on performance of ITI graduate

Sl. No.	For the same job, ITI graduates can do more work, than untrained employees.	Total	
		Number	%
1	Agree	7	63.64%
2	Disagree	2	18.18%
3	Neither agree nor disagree	2	18.18%
4	Both are at par	0	0.00%
Total		11	100%



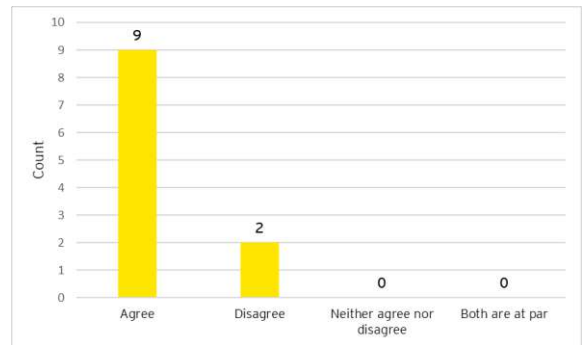
63.64% employers agreed that for the same job, ITI graduates can do more work than untrained employees.

Sl. No.	ITI graduates can learn new things faster than untrained employees	Total	
		Number	%
1	Agree	9	81.82%
2	Disagree	0	0.00%
3	Neither agree nor disagree	1	9.09%
4	Both are at par	1	9.09%
Total		11	100%



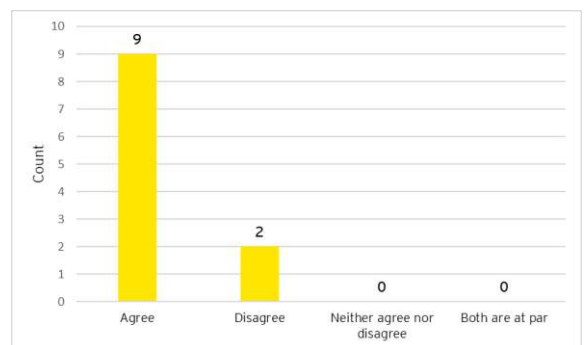
81.82% employers agreed that ITI graduates can learn new things faster than untrained employees.

Sl. No.	ITI graduates' better safety practices and lesser no. of accidents at workplace than untrained employees	Total	
		Number	%
1	Agree	9	81.82%
2	Disagree	2	18.18%
3	Neither agree nor disagree	0	0.00%
4	Both are at par	0	0.00%
Total		11	100%



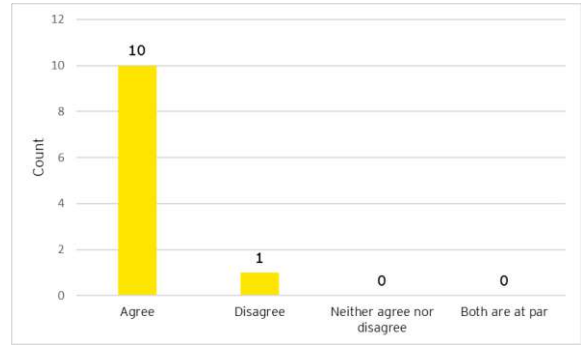
81.82% employers agreed that ITI graduates can learn new things faster than untrained employees.

Sl. No.	ITI graduates' produce better quality of work and lesser no. of rejected product than non-ITI employee	Total	
		Number	%
1	Agree	9	81.82%
2	Disagree	2	18.18%
3	Neither agree nor disagree	0	0.00%
4	Both are at par	0	0.00%
Total		11	100%



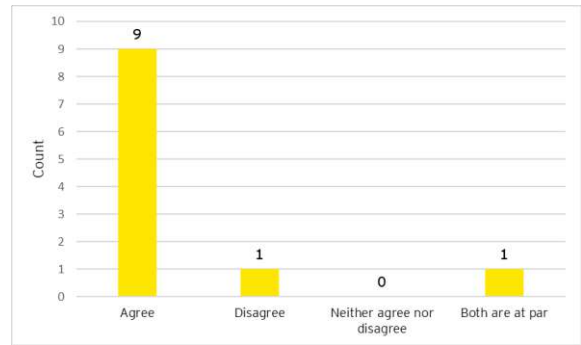
81.82% employers agreed that ITI graduates can learn new things faster than untrained employees.

Sl. No.	ITI graduates' are able to learn new things while working faster than untrained employees	Total	
		Number	%
1	Agree	10	90.91%
2	Disagree	1	9.09%
3	Neither agree nor disagree	0	0.00%
4	Both are at par	0	0.00%
Total		11	100%



90.91% employers agreed that ITI graduates can learn new things faster than untrained employees.

Sl. No.	ITI graduates' meet the job requirement as per changing industry demand	Total	
		Number	%
1	Agree	9	81.82%
2	Disagree	1	9.09%
3	Neither agree nor disagree	0	0.00%
4	Both are at par	1	9.09%
Total		11	100%



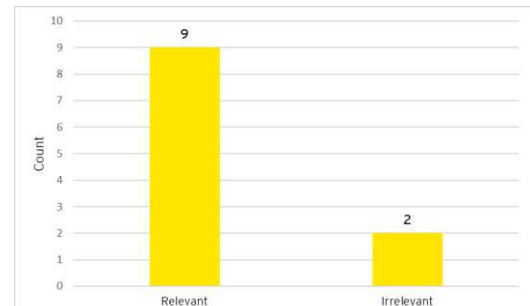
81.82% employers agreed that ITI graduates can learn new things faster than untrained employees.

#### 4.2.7 Employer's opinion on the relevance, impact, and improvement of ITI training

Table 118 - Employer's opinion on the relevance, impact, and improvement of ITI training

##### a) Employer's opinion: Skills of ITI graduates relevant to the skill requirements in organization

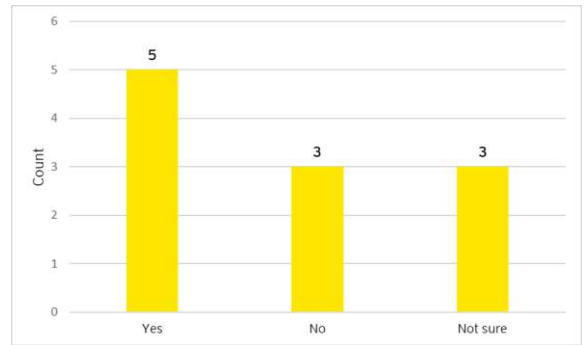
Sl. No.	Skills of ITI graduates relevant to the skill requirements in organization	Total	
		Number	%
1	Relevant	9	81.82%
2	Irrelevant	2	18.18%
Total		11	100%



The relevance of skills of ITI graduates with the skill requirement in employer's organization were found to be relevant. 81.82% employers reported that Skills of ITI graduates are relevant to the organization's need.

**b) Employer's opinion: to perform the same job, are you willing to hire non-ITI graduate in place of ITI graduate**

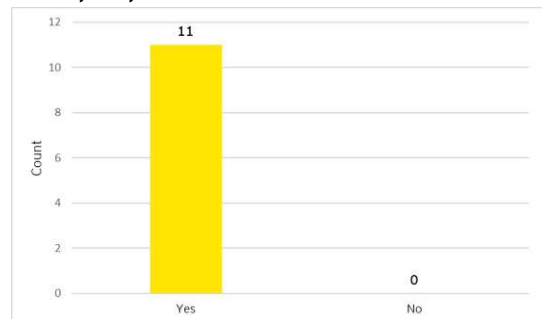
Sl. No.	Hiring of non-ITI graduate in place of ITI graduate for the same job	Total	
		Number	%
1	Yes	5	45.45%
2	No	3	27.27%
3	Not sure	3	27.27%
Total		11	100%



The acceptance of ITI graduates was found high. 45.45% employers reported that they are not interested to hire a non-ITI graduate in place of ITI graduates for the same job.

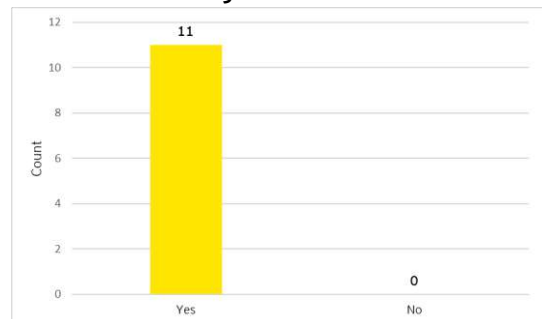
**c) Employer's opinion: Recommend ITI courses to other people**

Sl. No.	Recommend ITI courses to other people	Total	
		Number	%
1	Yes	11	100%
2	No	-	-
Total		11	100%



**d) Employer's opinion: Recommend other organizations to hire ITI graduates**

Sl. No.	Recommend other organizations to hire ITI graduates	Total	
		Number	%
1	Yes	11	100%
2	No	-	-
Total		11	100%



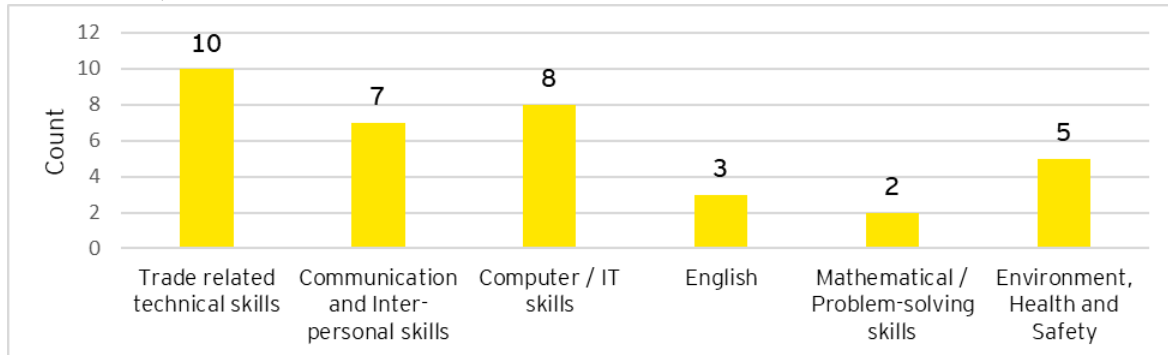
As shown in tables c and d regarding employer's opinion, the acceptance and popularity of ITI courses among employers was found to be very high. All the employers would like to recommend ITI courses to other people and recommend hiring of ITI graduates to other organizations.

**e) Employer's opinion: Suggestions to ITI graduates to improve their Skill and knowledge**

Sl. No.	Suggestions - ITI graduate*	Total	
		Number	%
1	Trade related technical skills	10	90.91%
2	Communication and Inter-personal skills	7	63.64%
3	Computer / IT skills	8	72.73%
4	English	3	27.27%

Sl. No.	Suggestions - ITI graduate*	Total	
		Number	%
5	Mathematical / Problem-solving skills	2	18.18%
6	Environment, Health and Safety	5	45.45%

\*Out of 11 responses

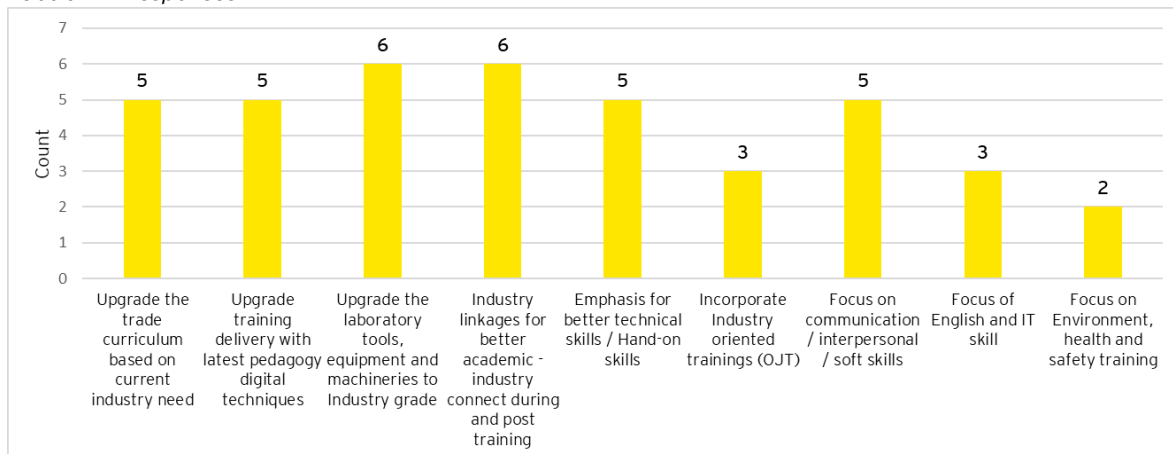


The top three suggestions to ITI graduates from employers to improve their skill and knowledge to meet the industry expectation were reported as Trade related technical skills (90.91%), Computer / IT skills (72.73%), and Communication and Inter-personal skills (63.64%).

#### f) Employer's opinion: Suggestions to ITIs for improvement in skill training program

Sl. No.	Suggestions - ITI skill training program	Total	
		Number	%
1	Upgrade the trade curriculum based on current industry need	5	45.45%
2	Upgrade training delivery with latest pedagogy digital techniques	5	45.45%
3	Upgrade the laboratory tools, equipment and machineries to Industry grade	6	54.55%
4	Industry linkages for better academic - industry connect during and post training	6	54.55%
5	Emphasis for better technical skills / Hand-on skills	5	45.45%
6	Incorporate Industry oriented trainings (OJT)	3	27.27%
7	Focus on communication / interpersonal / soft skills	5	45.45%
8	Focus of English and IT skill	3	27.27%
9	Focus on Environment, health and safety training	2	18.18%

\*Out of 11 responses



The top three suggestions to ITIs as an institution from employers for improvement in their skill training program to meet the industry expectations were reported as 'Upgrade the laboratory tools, equipment and machineries to Industry grade (54.55%), Industry linkages for better academic - industry connect during and post training (54.55%) and focus on communication / interpersonal / soft skills (45.45%). Other suggestions are tabulated above.

#### 4.2.8 Suitability and employment potential of trades acquired in ITIs of Arunachal Pradesh

- a) The most relevant trades in ITIs of Arunachal Pradesh and have good employment potential / meeting the industry demand are as follows:
- ▶ Electrician
  - ▶ Automobile (Auto mechanic, Auto Electricians)
  - ▶ Tourism Guide
  - ▶ COPA
  - ▶ Carpenter
  - ▶ Welder
  - ▶ Beautician
- b) The new emerging trades / Key skills, required in the industries of Arunachal Pradesh in the next 5 years
- ▶ Operation and maintenance of small Hydro Power Station
  - ▶ Eco Tourism
  - ▶ Responsible Tourism
  - ▶ Automation in Automobile and Auto Electrician
  - ▶ Mason
  - ▶ Art & Craft
  - ▶ Solar

### 4.3 Specific results from ITIs interviewed in Arunachal Pradesh

#### 4.3.1 Effectiveness of ITI training program

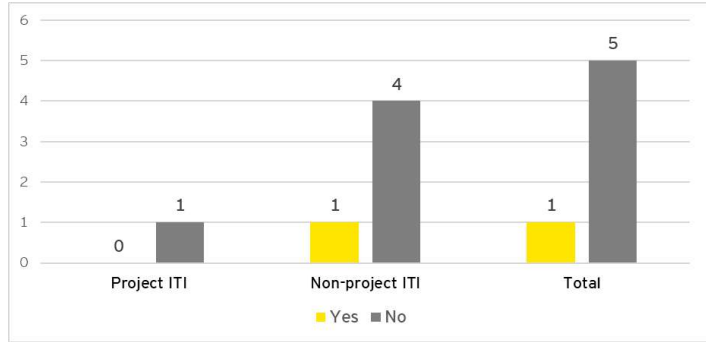
Table 119 - Effectiveness of training lifecycle of ITI training program

##### a) Challenges for getting admissions in ITI

Sl. No.	Challenges for getting admissions in ITI	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	0	0.00%	3	60.00%	1	20.00%	1	50.00%
2	No	1	20.00%	1	20.00%	4	80.00%	1	50.00%
Total		1	20.00%	4	80.00%	5	100%	2	100%

\*Out of 5 responses

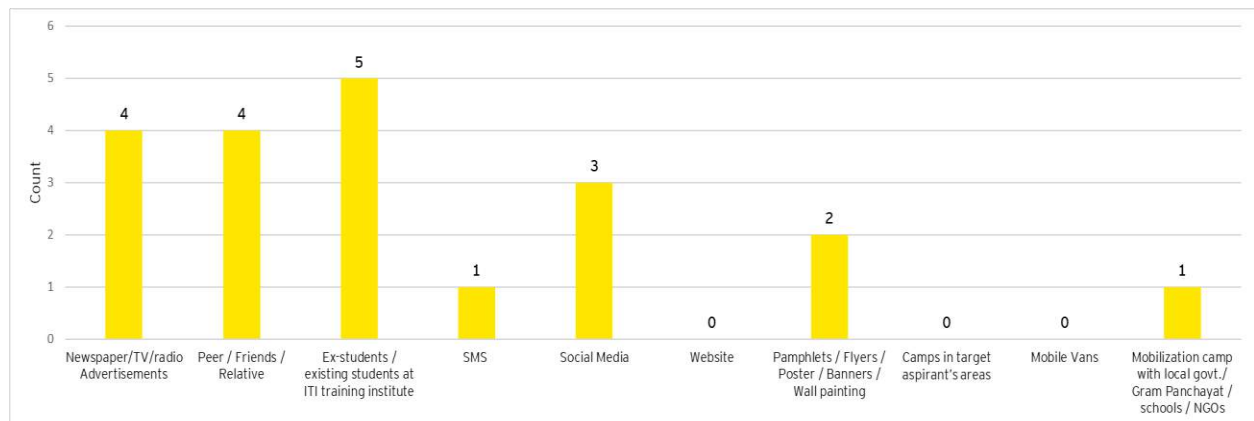
This shows that 80% of ITIs do not face any challenges for getting admissions in ITI, whereas 20% reported that low placement opportunity across the state, ITI is in remote place, the problems of road communication and transportation.



**b) Mobilization activities carried out for admission and branding of ITI training program**

Sl. No.	Mobilization activities carried out for admission and branding of ITI training program	Total	
		Number	%
1	Newspaper/TV/radio Advertisements	4	80%
2	Peer / Friends / Relative	4	80%
3	Ex-students / existing students at ITI training institute	5	100%
4	SMS	1	20%
5	Social Media	3	60%
6	Website	0	0.00%
7	Pamphlets / Flyers / Poster / Banners / Wall painting	2	40%
8	Camps in target aspirant's areas	0	-0.00%
9	Mobile Vans	0	0.00%
10	Mobilization camp with local govt./ Gram Panchayat / schools / NGOs	1	20%

\* Out of total 5 responses



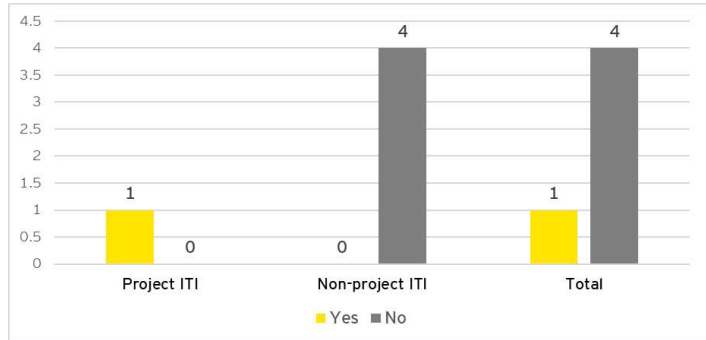
The most effective mobilization activities for admission and branding of ITI training programs are Ex-students / existing students at ITI training institute (100%), Newspaper/TV/radio Advertisements (80%), Peer / Friends / Relative (80%) Ex-students / existing students at ITI training institute and social media and less effective are mobilization camp and mobile SMS.

**c) Provision of counselling the aspirants for the course / trade**

Sl. No.	Provision of counselling the aspirants for the course / trade	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	1	20.00%	0	0.00%	1	20.00%	0	0.00%
2	No	0	0.00%	4	80.00%	4	80.00%	2	100%
<b>Total</b>		<b>1</b>	<b>20.00%</b>	<b>4</b>	<b>80.00%</b>	<b>5</b>	<b>100%</b>	<b>2</b>	<b>100%</b>

\*Out of 5 responses

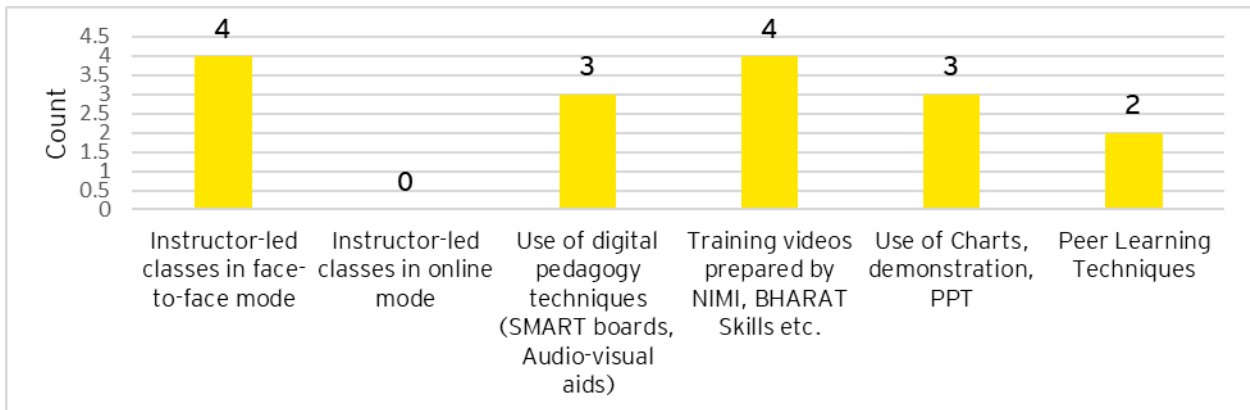
This shows that 80% of ITIs do not have provisions of counselling the aspirants for the course / trade.



**d) Training delivery methods (Pedagogy techniques) in ITI**

Sl. No.	Training delivery methods (Pedagogy techniques) in ITI	Total	
		Number	%
1	Instructor-led classes in face-to-face mode	4	80.00%
2	Instructor-led classes in online mode	0	0.00%
3	Use of digital pedagogy techniques (SMART boards, Audio-visual aids)	3	60.00%
4	Training videos prepared by NIMI, BHARAT Skills etc.	4	80.00%
5	Use of Charts, demonstration, PPT	3	60.00%
6	Peer Learning Techniques	2	40.00%

\*Out of 5 responses



This shows that popular pedagogy methods in sample ITIs are Instructor-led classes in face-to-face mode and online mode, Training videos prepared by NIMI, BHARAT Skills etc. and Use of Charts, demonstration, PPT.

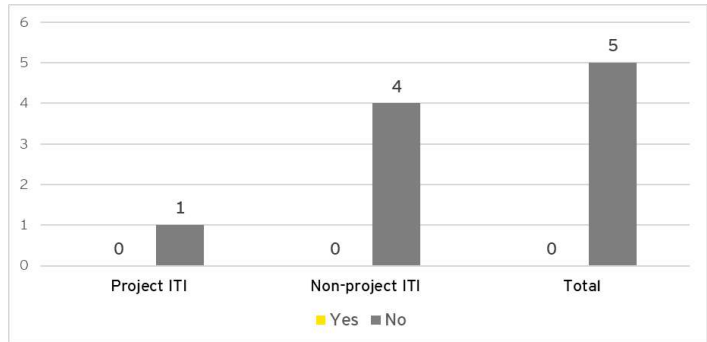


**e) Low trainee attendance**

Sl. No.	Low training attendance	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2	No	1	20.00%	4	80.00%	4	100.00%	2	100%
<b>Total</b>		<b>1</b>	<b>20.00%</b>	<b>4</b>	<b>80.00%</b>	<b>5</b>	<b>100%</b>	<b>2</b>	<b>100%</b>

\*Out of 5 responses

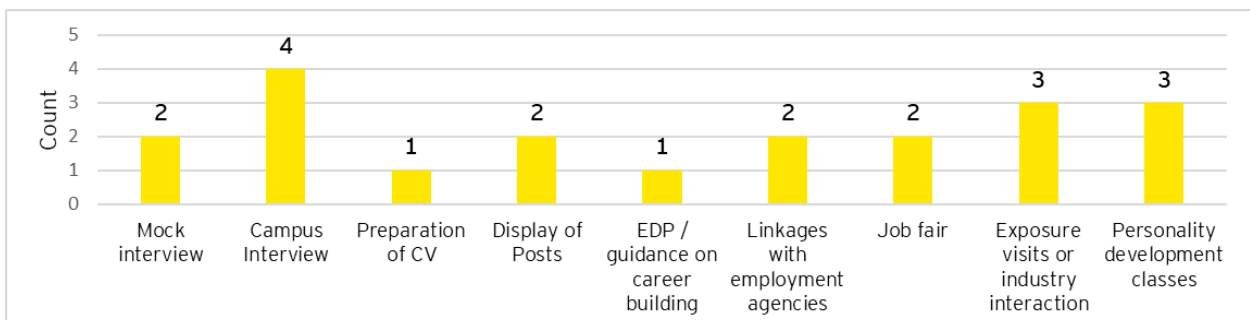
100% ITIs reported that they do not face low trainee attendance.



**f) Support provided for employment to trainees**

Sl. No.	Supports provided for employment to trainees	Total	
		Number	%
1	Mock interview	2	40.00%
2	Campus Interview	4	80.00%
3	Preparation of CV	1	20.00%
4	Display of Posts	2	40.00%
5	EDP / guidance on career building	1	20.00%
6	Linkages with employment agencies	2	40.00%
7	Job fair	2	40.00%
8	Exposure visits or industry interaction	3	60.00%
9	Personality development classes	3	60.00%

\*Out of 5 responses

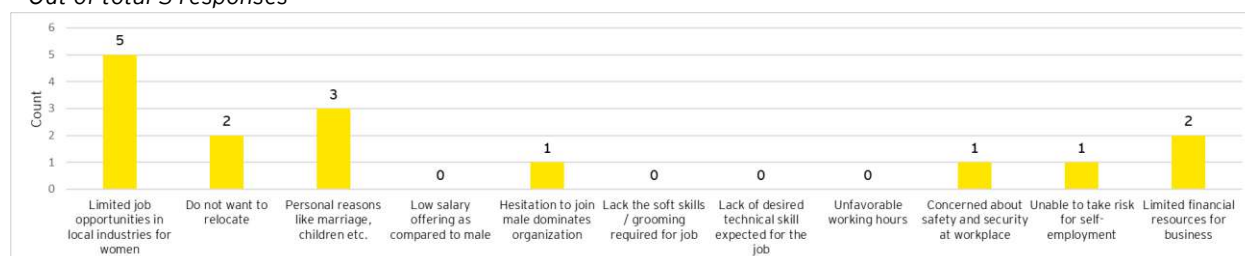


80% of ITI mentioned that Campus Interview and personality development classes are the main support provided for employment to trainees.

**g) Key challenges faced by female candidates for getting valued employment after ITI training**

Sl. No.	Key challenges faced by female candidates for getting valued employment after ITI training	Total	
		Number	%
1	Limited job opportunities in local industries for women	5	100.00%
2	Do not want to relocate	2	40.00%
3	Personal reasons like marriage, children etc.	3	60.00%
4	Low salary offering as compared to male	0	0.00%
5	Hesitation to join male dominates organization	1	20.00%
6	Lack the soft skills / grooming required for job	0	0.00%
7	Lack of desired technical skill expected for the job	0	0.00%
8	Unfavorable working hours	0	0.00%
9	Concerned about safety and security at workplace	1	20.00%
10	Unable to take risk for self-employment	1	20.00%
11	Limited financial resources for business	2	40.00%

\* Out of total 5 responses



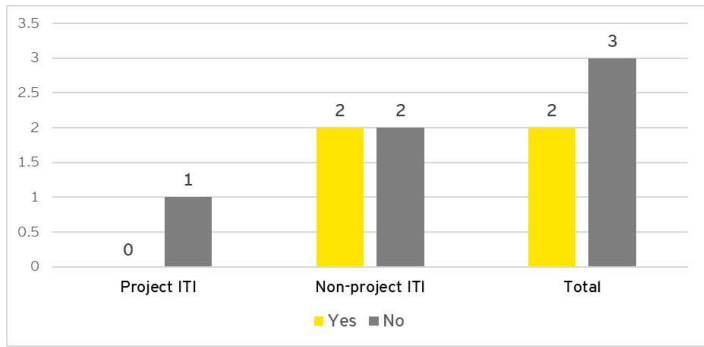
100% ITIs reported that there are limited job opportunities in local industries for women. 60% of ITIs agreed that women trainees face challenges of personal reasons like marriage, children etc. for getting valued employments.

**h) Migration of graduates outside Arunachal Pradesh for work**

Sl. No.	Did graduates have to migrate outside the AP for work	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	0	0.00%	2	40.00%	2	40.00%	2	100.00%
2	No	1	20.00%	2	40.00%	3	60.00%	0	0.00%
<b>Total</b>		<b>1</b>	<b>20.00%</b>	<b>4</b>	<b>80.00%</b>	<b>5</b>	<b>100%</b>	<b>2</b>	<b>100%</b>

\*Out of 5 responses

With regard to the migration of graduates outside Arunachal Pradesh for work, 60% of ITIs disagreed for the same. The key enablers pointed out by ITIs, who reported that graduate migrate outside the AP for work are Inadequate salary to meet their expectation in AP, No free / subsidized accommodation by the employer, Most of the organization want experienced personal etc.

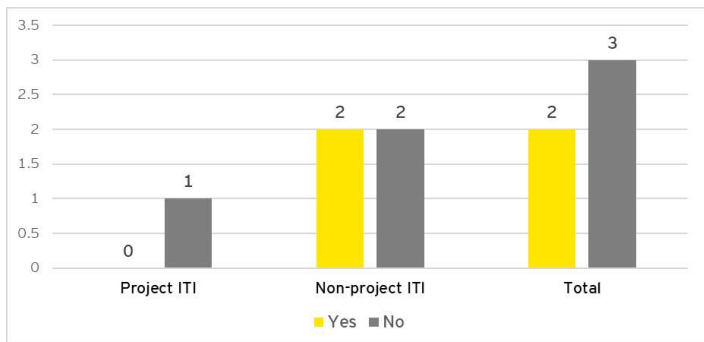


**i) Tracking of employment status by ITI**

Sl. No.	Tracking of employment status by ITI	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	0	0.00%	2	40.00%	2	40.00%	2	100.00%
2	No	1	20.00%	2	40.00%	3	60.00%	0	0.00%
<b>Total</b>		<b>1</b>	<b>20.00%</b>	<b>4</b>	<b>80.00%</b>	<b>5</b>	<b>100%</b>	<b>2</b>	<b>100%</b>

\*Out of 5 responses

60% of sample ITIs reported that they do not track employment status of trainees post training.

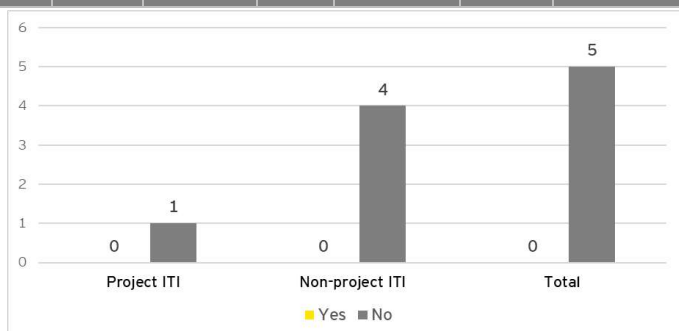


**j) MOU with employer / Industry for placement**

Sl. No.	MOU with Industry / Employer for placement	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2	No	1	20.00%	4	80.00%	5	100.00%	2	100.00%
<b>Total</b>		<b>1</b>	<b>20.00%</b>	<b>4</b>	<b>80.00%</b>	<b>5</b>	<b>100%</b>	<b>2</b>	<b>100%</b>

\*Out of 5 responses

None of the sample ITIs had MoU with the any employer / Industry for placement of trained candidates.



### 4.3.2 Relevance of ITI training program

#### a) Preferred trades amongst the ITI training aspirants in ITIs of Arunachal Pradesh

- ▶ COPA, Stenography & Secretarial Assistant, Cosmetology
- ▶ Electrician, Draughtman, Secretarial Practice
- ▶ Electrician, Fitter, MMV
- ▶ Electrician, MMV, Surveyor
- ▶ Electrician, MMV, Surveyor

#### b) Preferred trades amongst the women aspirants in ITIs of Arunachal Pradesh

- ▶ Basic Cosmetology, Fashion Designing, COPA
- ▶ COPA, Steno & Sec. Asst.
- ▶ Cosmetology
- ▶ Draughtsman (Civil), Surveyor, ICTSM
- ▶ Fashion Technology, Basic Cosmetology, Secretariat Practice

#### c) Most employable and in-demand trades by the employers in Arunachal Pradesh

- ▶ Electrician, Computer Hardware & Network Maintenance, Surveyor
- ▶ Electrician, Fitter, Wireman
- ▶ Front Office Assistant
- ▶ MMV, Cosmetology
- ▶ Plumber, Mechanic Diesel, MMV

#### d) New Indigenous trades for Arunachal Pradesh

- ▶ Food Processing, Bamboo Art & Craft, Textile & Handloom
- ▶ Excavator, Driver cum Operator
- ▶ Textile & Handlooms, Bamboo arts & Crafts, Pickle Making

### 4.3.3 Impact of ITI training program

Table 120 - Impact of ITI training program

#### a) Increase in economic level of family

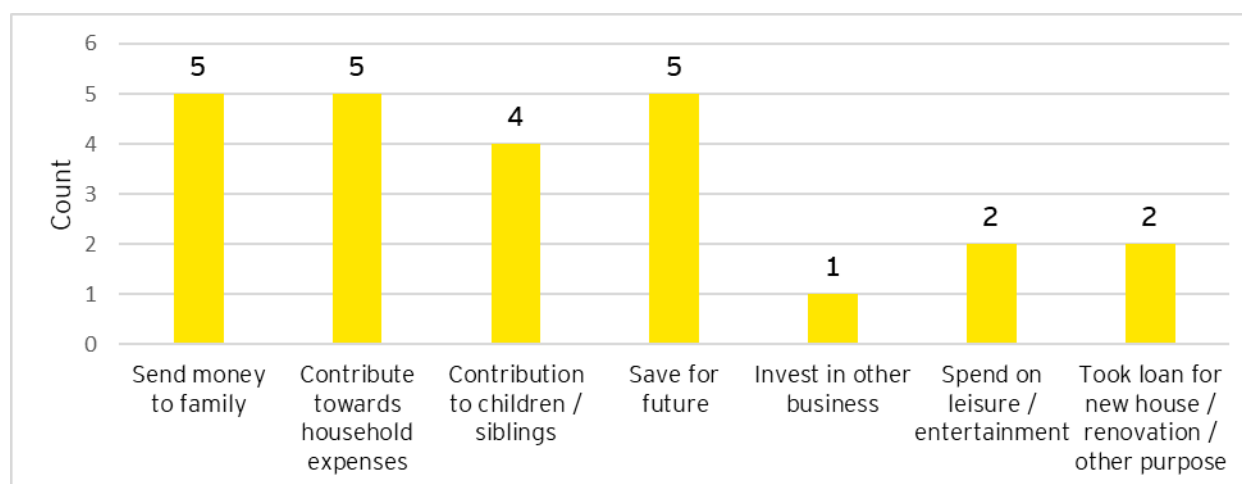
Sl. No.	Increase in economic level of family	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	1	20.00%	4	80.00%	5	100.00%	2	100.00%
2	No	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total		1	20.00%	4	80.00%	5	100%	2	100%

All the government ITIs of Arunachal Pradesh agreed that there is an increase in income level of ITI graduates post ITI training.

## b) Kind of contribution which can an ITI graduate make from income

Sl. No.	Kind of contribution which can make from income	Total	
		Number*	%
1	Send money to family	5	100.00%
2	Contribute towards household expenses	5	100.00%
3	Contribution to children / siblings	4	80.00%
4	Save for future	5	100.00%
5	Invest in other business	1	20.00%
6	Spend on leisure / entertainment	2	40.00%
7	Took loan for new house / renovation / other purpose	2	40.00%

\*Out of 5 responses



All the ITI reported that after ITI training, ITI graduates would be able to send money to family, they could contribute towards household expenses, save for future.

## c) Upliftment of social values / status in the society

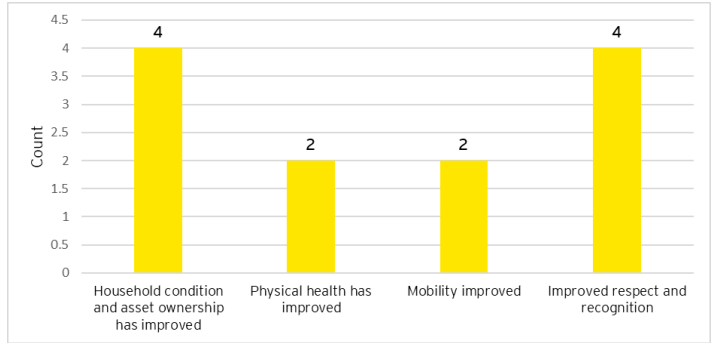
Sl. No.	Upliftment of social values / status in the society	Project ITI		Non-project ITI		Total		Addl. two new ITIs	
		#	%	#	%	#	%	#	%
1	Yes	1	20.00%	4	80.00%	5	100.00%	2	100.00%
2	No	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total		1	20.00%	4	80.00%	5	100%	2	100%

Sl. No.	Kind of contribution which can make from income	Total	
		Number*	%
1	Household condition and asset ownership has improved	4	80.00%
2	Physical health has improved	2	40.00%

Sl. No.	Kind of contribution which can make from income	Total	
		Number*	%
3	Mobility improved	2	40.00%
4	Improved respect and recognition	4	80.00%

\*Out of 5 responses

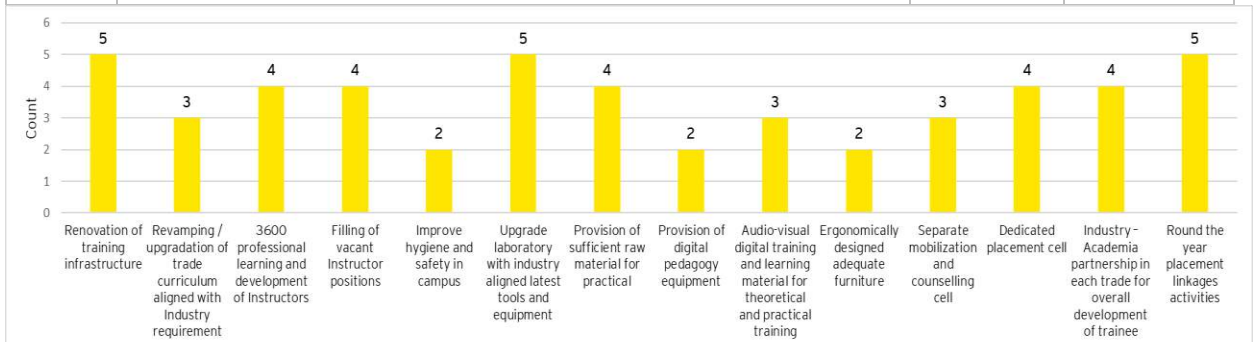
100% ITIs reported that there are increase in social values / social status of an ITI graduate after ITI training and mostly their Household condition and asset ownership has improved, Improved respect and recognition.



#### 4.3.4 Area of improvement in ITI training program

Table 121 - Area of improvement in ITI training program

Sl. No.	Area of improvement in ITI training program	Total	
		Number	%
1	Renovation of training infrastructure	5	100.00%
2	Revamping / upgradation of trade curriculum aligned with Industry requirement	3	60.00%
3	Professional learning and development of Instructors	4	80.00%
4	Filling of vacant Instructor positions	4	80.00%
5	Improve hygiene and safety in campus	2	40.00%
6	Upgrade laboratory with industry aligned latest tools and equipment	5	100.00%
7	Provision of sufficient raw material for practical	4	80.00%
8	Provision of digital pedagogy equipment	2	40.00%
9	Audio-visual digital training and learning material for theoretical and practical training	3	60.00%
10	Ergonomically designed adequate furniture	2	40.00%
11	Separate mobilization and counselling cell	3	60.00%
12	Dedicated placement cell	4	80.00%
13	Industry - Academia partnership in each trade for overall development of trainee	4	80.00%
14	Round the year placement linkages activities	5	100.00%



- ▶ 100% of ITIs reported that there is utmost requirement of:
  - Renovation of training infrastructure.
  - Upgrade laboratory with industry aligned latest tools and equipment.
  - Round the year placement linkages activities.
- ▶ 80% of ITIs reported regarding requirement of
  - Professional learning and development of Instructors.
  - Filling of vacant Instructor positions.
  - Provision of sufficient raw material for practical.
  - Dedicated placement cell.
  - Industry - Academia partnership in each trade for overall development of trainee.

# Key Findings



## 5 Key findings of Tracer Study

### 5.1 Graduate's profile



GENDER



REGION



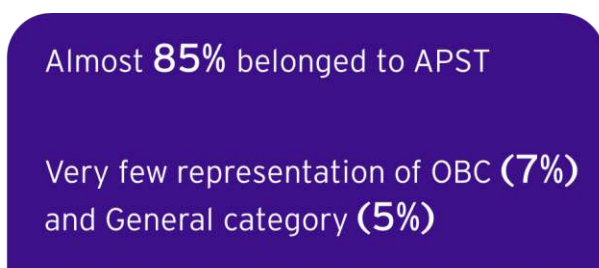
TYPE of TRADE



DURATION of TRADE



RELIGION



CATEGORY



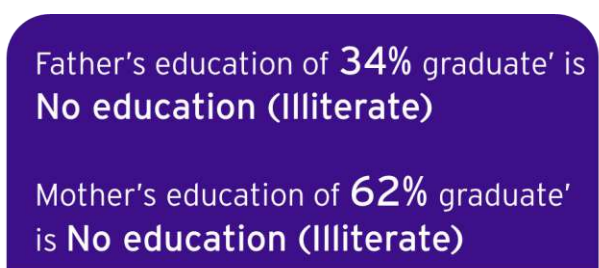
ECONOMIC STATUS



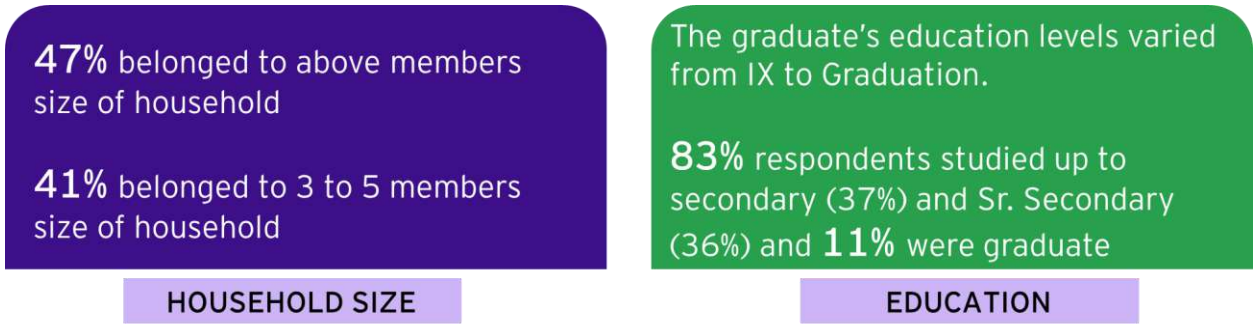
OCCUPATION



HOUSEHOLD INCOME

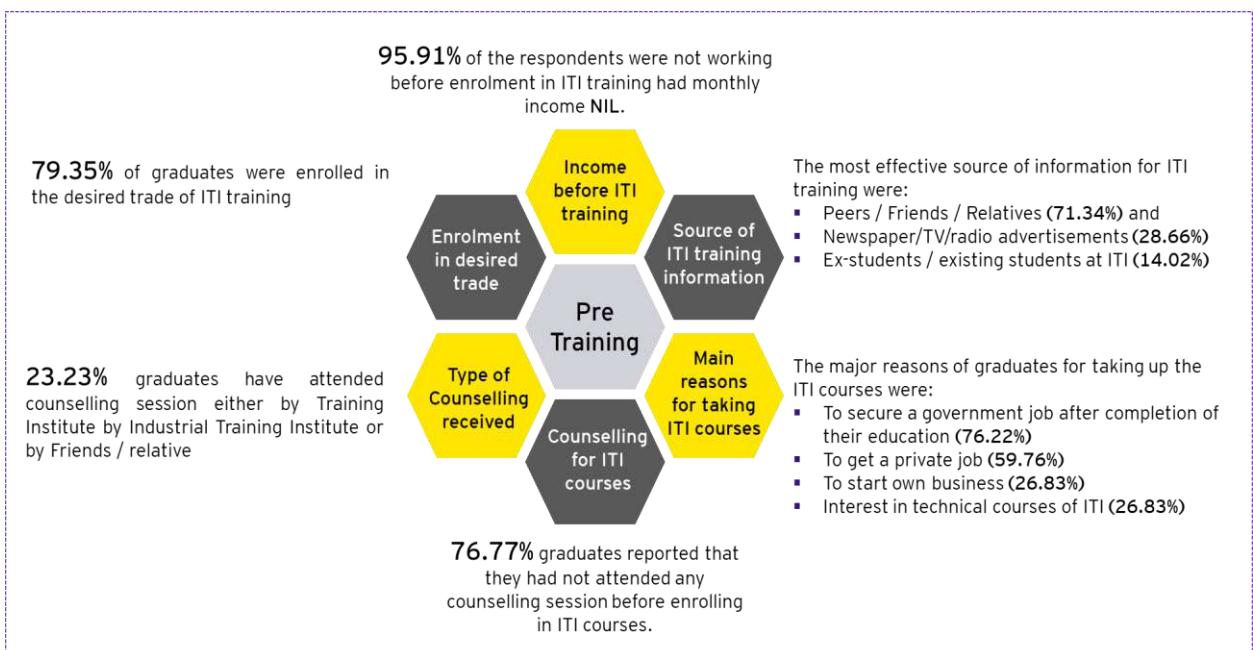


PARENT'S EDUCATION

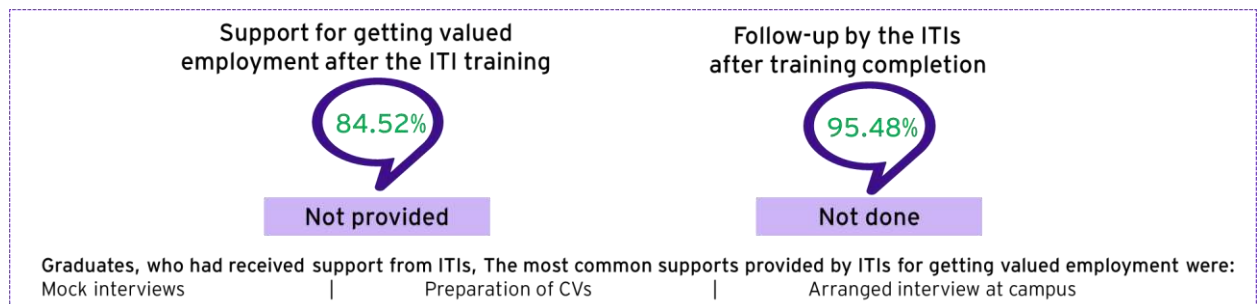
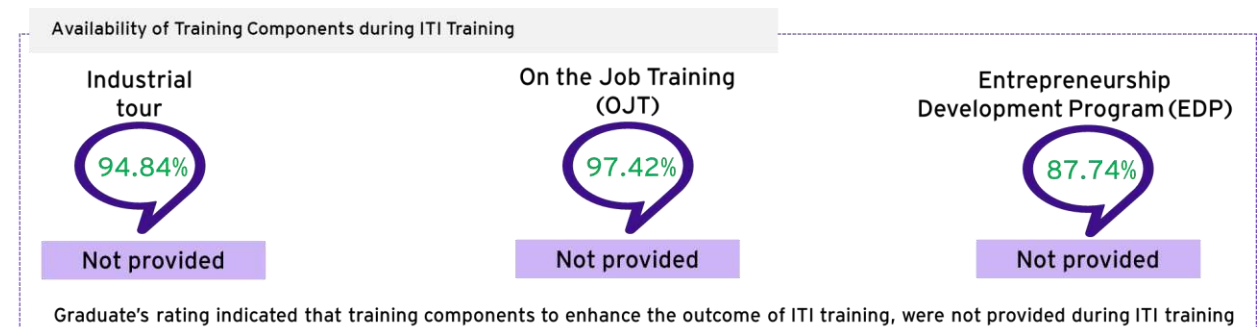


The tracer study revealed that the demographic of ITI graduates from rural areas spanning across majority of districts in Arunachal Pradesh including upper Assam. Their enrollment distribution across one-year (54%) and two-year (46%) programs exhibited near parity, with a notable concentration in engineering trades (71%). The study found that ITI graduates in Arunachal Pradesh are from agricultural backgrounds (63%) and low-income households with average annual income below 10,000 INR. A significant proportion of their parents exhibited limited educational attainment, with 34% of fathers and 62% of mothers having no formal education, and the remaining have achieved only up to the school level. Furthermore, the survey demonstrated participation from graduates from specific districts, namely Changlang (10.32%), Longding (8.39%), West Siang (7.74%), Lower Subansiri (6.45%), and Upper Subansiri (5.81%), collectively constituting approximately 40% of the respondent pool. 94.84% of the respondents were not working before enrolment in ITI training had no monthly income.

## 5.2 Pre training

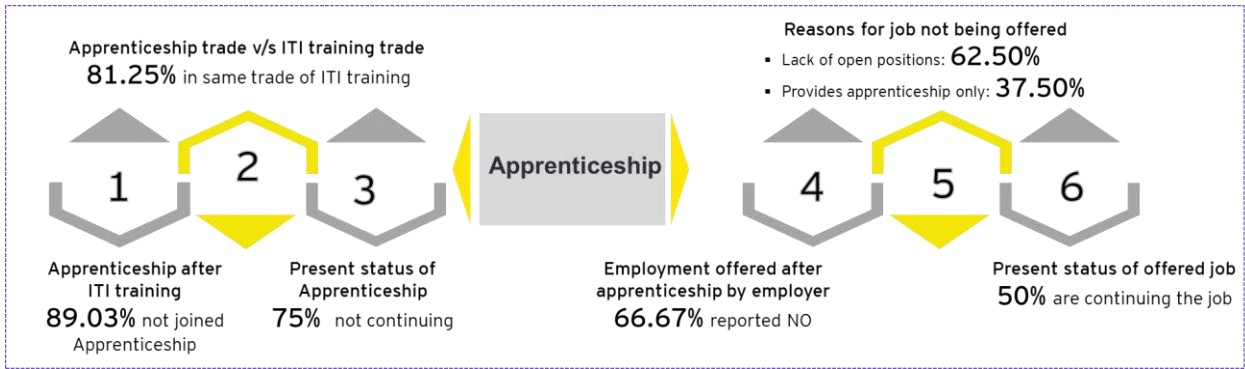


### 5.3 Quality and relevance of ITI Training

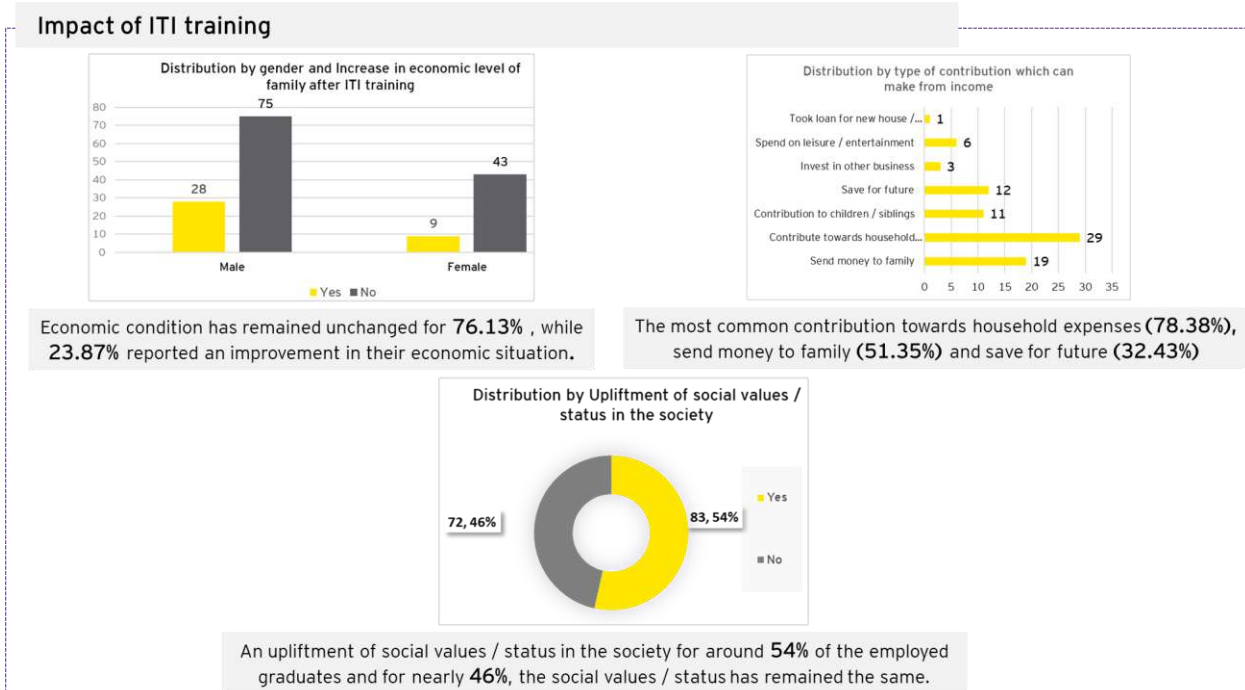


### 5.4 Transition to work



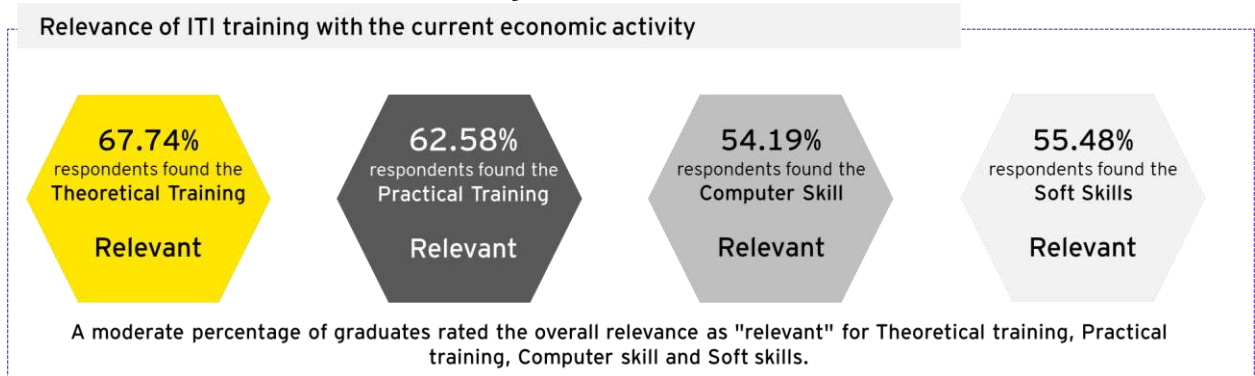


## 5.5 Satisfaction and impact of ITI Training



77.11% of employed graduates reported that there is upliftment of Improved respect and recognition, 32.53% reported that their Household condition and asset ownership has improved.

## 5.6 Relevance of ITI Training



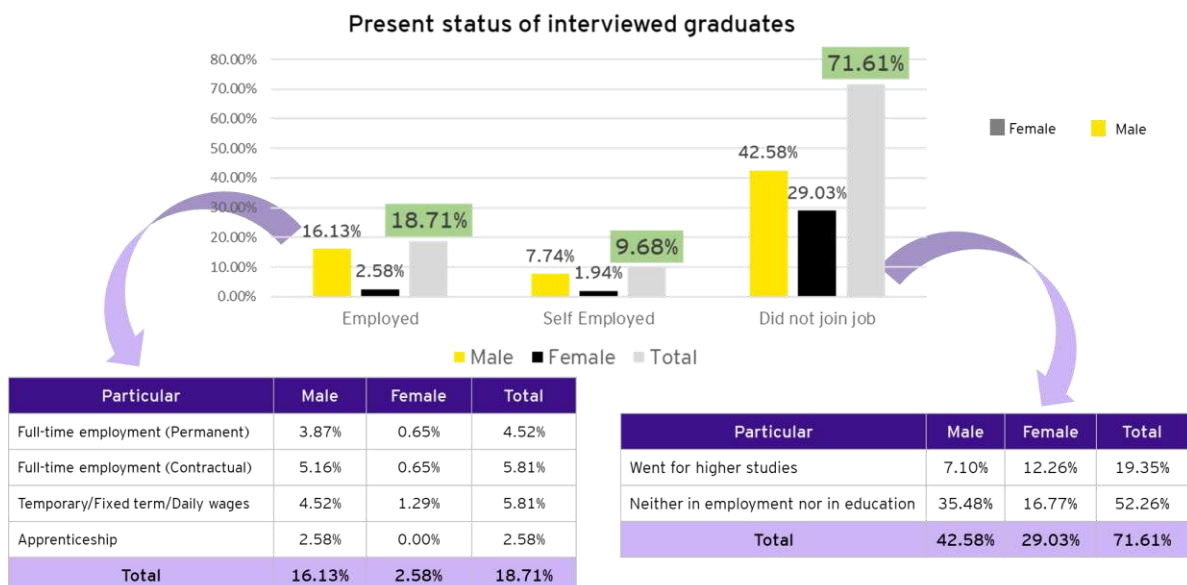
## 5.7 Labour Market Outcome

### 1. Present status of economic activity (By Gender):

Sl. No.	Status of Employment	Male		Female		Total	
		N	%	N	%	N	%
1	Did not join job	66	42.58%	45	29.03%	111	71.61%
2	Self-Employed	12	7.74%	3	1.94%	15	9.68%
3	Employed*	25	16.13%	4	2.58%	29	18.71%
<b>Total</b>		<b>58</b>	<b>15.80%</b>	<b>309</b>	<b>84.20%</b>	<b>367</b>	<b>100%</b>

\*Full-time (permanent and contractual), part-time, daily wager and apprenticeship

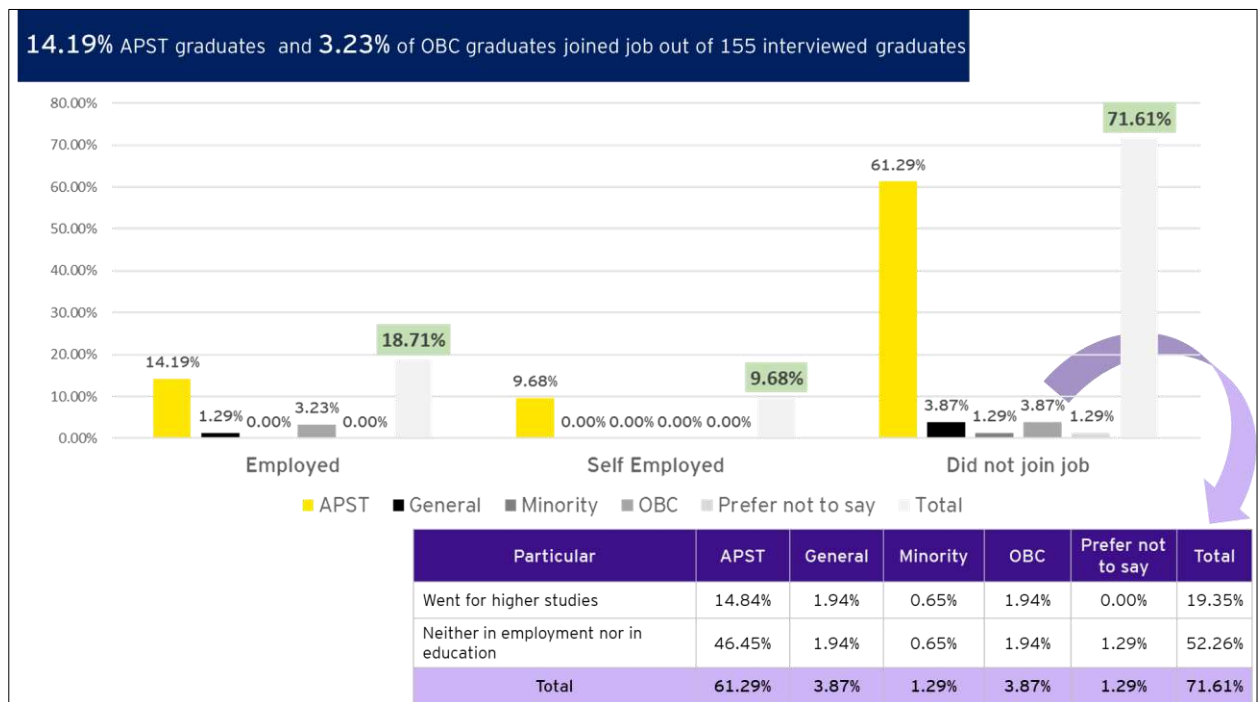
**16.13% male graduates and 2.58% of female graduates joined the job out of 155 interviewed graduates**



## 2. Present status of economic activity (By Category):

S. No.	Status of Employment	APST		General		Minority		OBC		Prefer not to say		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Did not join job	95	61.29%	6	3.87%	2	1.29%	6	3.87%	2	1.29%	111	71.61%
2	Self-Employed	15	9.68%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3	Employed*	22	14.19%	2	1.29%	0	0.00%	5	3.23%	0	0.00%	29	18.71%
Total		132	85.16%	8	5.16%	2	1.29%	11	7.10%	2	1.29%	55	100%

\*Full-time (permanent and contractual), part-time, daily wager and apprenticeship



## 3. Present status of economic activity (By trade):

Table 122 - Distribution by present status of economic activity (By trade)

Sl. No.	Trade name	Higher education / Lateral Entry in Polytechnic		Neither in employment nor in Education and Training (NEET)		Apprenticeship		Self-employed		Employed		Total		Remark
		N	%	N	%	N	%	N	%	N	%	N	%	
1	Carpenter	0	0.00%	0	0.00%	0	0.00%	2	1.29%	0	0.00%	2	1.29%	Good Self-employment
2	Computer Hardware and Network Maintenance	1	0.65%	4	2.58%	0	0.00%	0	0.00%	1	0.65%	6	3.87%	Higher NEET percentage
3	COPA	5	3.23%	6	3.87%	0	0.00%	0	0.00%	0	0.00%	11	7.10%	Aspiration for higher study, higher NEET %, low employment and self-employment
4	Cosmetology	1	0.65%	1	0.65%	0	0.00%	1	0.65%	0	0.00%	3	1.94%	Equal % for higher study, NEET and self-employment
5	Draughtsman (civil)	3	1.94%	15	9.68%	0	0.00%	0	0.00%	1	0.65%	19	12.26%	Higher NEET %, low self-employment and employment
6	Electrician	1	0.65%	10	6.45%	0	0.00%	3	1.94%	3	1.94%	17	10.97%	Good employment and self-employment
7	Electronic Mechanic	0	0.00%	1	0.65%	0	0.00%	0	0.00%	0	0.00%	1	0.65%	Higher NEET
8	Fashion Technology	0	0.00%	1	0.65%	0	0.00%	1	0.65%	1	0.65%	3	1.94%	Good employment and self-employment %
9	Fitter	0	0.00%	3	1.94%	1	0.65%	0	0.00%	1	0.65%	5	3.23%	Higher NEET %
10	Fruits & Vegetables Processing	0	0.00%	1	0.65%	0	0.00%	0	0.00%	0	0.00%	1	0.65%	Higher NEET %
11	ICTSM	3	1.94%	2	1.29%	0	0.00%	2	1.29%	2	1.29%	9	5.81%	Aspiration for higher study, higher NEET %, moderate employment and self-employment

Sl. No.	Trade name	Higher education / Lateral Entry in Polytechnic		Neither in employment nor in Education and Training (NEET)		Apprenticeship		Self-employed		Employed		Total		Remark
		N	%	N	%	N	%	N	%	N	%	N	%	
12	Mason (Building Contractor)	1	0.65%	1	0.65%	0	0.00%	1	0.65%	0	0.00%	3	1.94%	Moderate Self-employment %
13	Mechanic Diesel	1	0.65%	0	0.00%	2	1.29%	0	0.00%	3	1.94%	6	3.87%	Good employment and higher study %
14	Mechanic Motor Vehicle	1	0.65%	3	1.94%	0	0.00%	1	0.65%	3	1.94%	8	5.16%	Good employment and self-employment %
15	Mechanic RAC	1	0.65%	2	1.29%	1	0.65%	0	0.00%	0	0.00%	4	2.58%	Higher NEET %
16	Plumber	0	0.00%	8	5.16%	0	0.00%	1	0.65%	0	0.00%	9	5.81%	Higher NEET %
17	Secretarial Practice	4	2.58%	8	5.16%	0	0.00%	1	0.65%	3	1.94%	16	10.32%	Higher NEET % but good employment and self-employment %
18	Surveyor	1	0.65%	7	4.52%	0	0.00%	0	0.00%	3	1.94%	11	7.10%	Higher NEET % but good employment %
19	Tourist Guide	1	0.65%	2	1.29%	0	0.00%	0	0.00%	1	0.65%	4	2.58%	Higher NEET % but good employment %
20	Welder	3	1.94%	3	1.94%	0	0.00%	1	0.65%	1	0.65%	8	5.16%	Aspiration for higher study, higher NEET %, moderate employment and self-employment %
21	Wireman	3	1.94%	3	1.94%	0	0.00%	1	0.65%	2	1.29%	9	5.81%	Aspiration for higher study, higher NEET %, moderate employment and self-employment %
<b>Grand Total</b>		<b>30</b>	<b>19.35%</b>	<b>81</b>	<b>52.26%</b>	<b>4</b>	<b>2.58%</b>	<b>15</b>	<b>9.68%</b>	<b>25</b>	<b>16.13%</b>	<b>155</b>	<b>100.0%</b>	



4. **Labour Force Participation Rate (LFPR) specific to the tracer study of Arunachal Pradesh under STRIVE:** It is a measure of the proportion of working age population that engages actively in the labour market, either by working or by looking for work. It is also defined as the percentage of persons in the labour force in the population. It provides an indication of the relevant size of the supply of labour force.

**a. LFPR by gender and area**

*Table 123 - Distribution by LFPR by gender and area*

Particulars	Rural			Urban			Rural + Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Population (Graduate Interviewed)	70	36	106	33	16	49	103	52	155
Total No. of graduate (Employed)	12	2	14	9	2	11	21	4	25
Total No. of graduate (Self-Employed)	6	1	7	6	2	8	12	3	15
Total No. of graduate (Apprenticeship)	3	0	3	1	0	1	4	0	4
Total No. of graduate Not working but looking for the job	35	13	48	14	7	21	49	20	69
Total Labour Workforce	<b>56</b>	<b>16</b>	<b>72</b>	<b>30</b>	<b>11</b>	<b>41</b>	<b>86</b>	<b>27</b>	<b>113</b>
<b>LFPR</b>	<b>80.00%</b>	<b>44.44%</b>	<b>67.92%</b>	<b>90.91%</b>	<b>68.75%</b>	<b>83.67%</b>	<b>83.50%</b>	<b>51.92%</b>	<b>72.90%</b>

The overall Labor Force Participation Rate (LFPR) was found to be 72.90%. The LFPR was higher among male graduates (83.50%) compared to female graduates (51.92%).

**b. LFPR by type of ITI**

*Table 124 - Distribution by LFPR by type of ITI*

Particulars	Project ITI	Non-Project ITI	Total
Population (Graduate Interviewed)	30	125	155
Total No. of graduate (Employed)	8	17	25
Total No. of graduate (Self-Employed)	2	13	15
Total No. of graduate (Apprenticeship)	0	4	4
Total No. of graduate Not working but looking for the job	8	61	69
Total working age population	18	95	113
<b>LFPR</b>	<b>60.00%</b>	<b>76.00%</b>	<b>72.90%</b>

The LFPR was higher among Non-project ITIs (76.00%) compared to project ITI (60.00%).

### c. LFPR by category

Table 125 - Distribution by LFPR by category

Particulars	APST	General	Minority	OBC	Prefer not to say	Total
Population (Graduate Interviewed)	132	8	2	11	2	155
Total No. of graduate (Employed)	21	1	0	3	0	25
Total No. of graduate (Self-Employed)	15	0	0	0	0	15
Total No. of graduate (Apprenticeship)	1	1	0	2	0	4
Total No. of graduate Not working but looking for the job	61	3	1	3	1	69
Total working age population	98	5	1	8	1	113
LFPR	74.24%	62.50%	50.00%	72.73%	50.00%	72.90%

The LFPR was found to be 74.24% in APST, 62.50 in general, 50% in minority and prefer not to say and 72.73% in OBC category.

5. **Unemployment rate specific to the tracer study of Arunachal Pradesh under STRIVE:** The unemployment rate is a percentage that represents the proportion of the labor force that is unemployed and actively seeking employment. It is a key indicator of the labor market. The unemployment rate is typically calculated using the following formula:

$$\text{Unemployment Rate} = (\text{Number of Unemployed Individuals} / \text{Labor Force}) \times 100$$

The labor force includes both employed and unemployed individuals who are actively seeking employment. The unemployment rate provides insights into the economic conditions of a country or region, reflecting the percentage of the workforce that is currently without a job but actively looking for one.

#### a. Unemployment rate by gender and area

Table 126 - Distribution by Unemployment rate by gender and area

Particulars	Rural			Urban			Rural + Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Working age population (Labour workforce)	56	16	72	30	11	41	86	27	113
No. of graduate Not working in workforce (Unemployed)	35	13	48	14	7	21	49	20	69
Unemployment Rate	62.50%	81.25%	66.67%	46.67%	63.64%	51.22%	56.98%	74.07%	61.06%

The overall unemployment rate was found to be 61.06%. The unemployment rate was higher in female (74.07%) than male graduates (56.98%).

## b. Unemployment rate by type of ITI

Table 127 - Distribution by Unemployment rate by type of ITI

Particulars	Project ITI	Non-Project ITI	Total
Working age population (Labour workforce)	18	95	113
No. of graduate Not working in workforce (Unemployed)	8	61	69
<b>Unemployment Rate</b>	<b>44.44%</b>	<b>64.21%</b>	<b>61.06%</b>

The unemployment rate was higher among Non-project ITIs (64.21%) compared to project ITI (44.44%).

## c. Unemployment rate by category

Table 128 - Distribution by Unemployment rate by category

Particulars	APST	General	Minority	OBC	Prefer not to say	Total
Working age population (Labour workforce)	98	5	1	8	1	113
No. of graduate Not working in workforce (Unemployed)	61	3	1	3	1	69
<b>Unemployment Rate</b>	<b>62.24%</b>	<b>60.00%</b>	<b>100%</b>	<b>37.50%</b>	<b>100%</b>	<b>61.06%</b>

The unemployment rate was found to be 62.24% in APST, 60% in general, 100% in minority and prefer not to say and 37.50% in OBC category.

**6. Present Monthly income:** The table below presents statistics on the range of monthly salary levels for employed, self-employed, and apprenticeship graduates. For ease of comprehension, average monthly income is categorized into ranges.

### a. Monthly Income range by Type of employment

Table 129 - Distribution by monthly income by type of employment

Sl. No.	Range of monthly Income of graduates	Employed		Self-employed		Apprenticeship		Total	
		#	%	#	%	#	%	#	%
1	Below 5K	0	0.00%	1	6.67%	0	0.00%	1	2.27%
2	5K to 10K	10	40.00%	10	66.67%	2	50.00%	22	50.00%
3	10Kto 20K	10	40.00%	2	13.33%	2	50.00%	14	31.82%
4	20Kto 30K	2	8.00%	-	0.00%	0	0.00%	2	4.55%
5	30K to 40K	2	8.00%	1	6.67%	0	0.00%	3	6.82%
6	40Kto 60K	1	4.00%	1	6.67%	0	0.00%	2	4.55%

Sl. No.	Range of monthly Income of graduates	Employed		Self-employed		Apprenticeship		Total	
		#	%	#	%	#	%	#	%
7	Above 60K	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total		25	100.00%	15	100.00%	4	100.00%	44	100.00%

The average monthly income of employed graduate varied among the type of organization served. 40% of employed ITI graduates have the range of monthly salary from ₹5K to ₹10K and ₹10K to ₹20K, whereas 66.67% of self-employed graduates have the range of monthly income from ₹5K to ₹10K.

**b. Average Monthly range by Type of employment:** *The average salary of interviewed and employed graduates was found:*

- ▶ Overall : ₹13,852.27
- ▶ Employed : ₹16,020
- ▶ Self-employed : ₹11,333.33
- ▶ Apprenticeship : ₹9,750

## 5.8 Present status - Job occupation characteristics

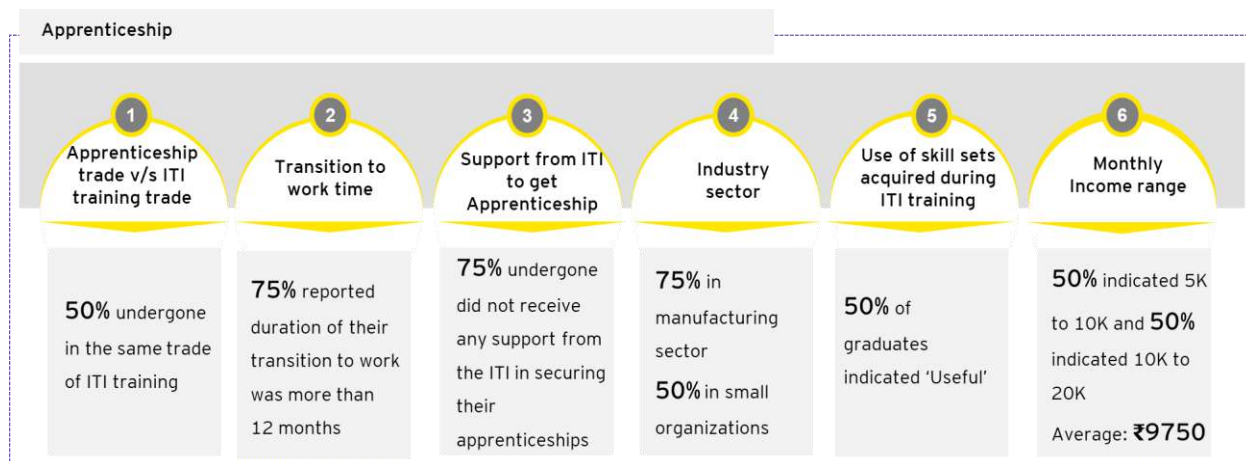
### 1. Higher Education / Lateral entry in Polytechnic:

Higher Education / Lateral entry in Polytechnic		
<b>Reasons for enrolment in higher studies</b> <ul style="list-style-type: none"> <li>▶ 76.67% of the graduates aimed to pursue further studies</li> <li>▶ 50.00% mentioned that they didn't secure the desired job</li> </ul>	<b>Future plans after completing higher education who went for higher studies</b> <ul style="list-style-type: none"> <li>▶ 73.33% intend to secure a job/employment</li> <li>▶ 40.00% intend to continue to study for a higher degree</li> </ul>	<b>Enablers - Support provided by ITI for Higher study</b> <ul style="list-style-type: none"> <li>▶ 86.67% reported the 'NO' support provided by ITI</li> <li>▶ "Information for higher study" was the most common support provided by ITI</li> </ul>

### 2. Neither in Employment nor in Education and Training (NEET):

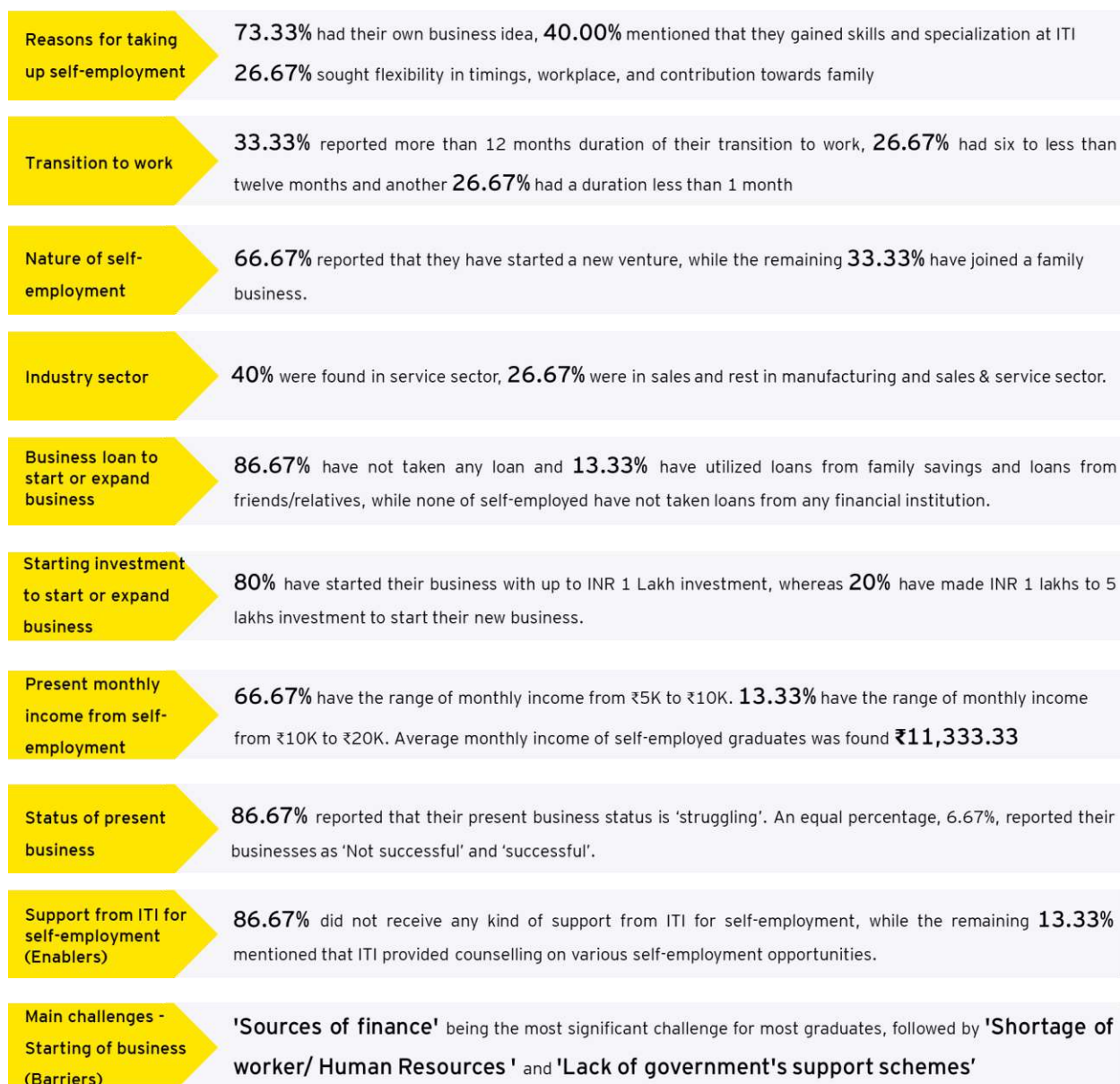
Neither in Employment nor in Education and Training (NEET)	
<b>Reason for NEET</b> <ul style="list-style-type: none"> <li>▶ 87.65% of the graduates seeking a suitable employment</li> <li>▶ 32.10% reported that they were preparing for any government jobs</li> </ul>	<b>NEET-Looking for job</b> <ul style="list-style-type: none"> <li>▶ 85.19% are looking for job</li> <li>▶ Out of them 75.36% graduates reported that they are looking for jobs more than 12 months</li> </ul>
<b>Barriers: Challenges faced while looking for jobs</b> <ul style="list-style-type: none"> <li>▶ 91.30% reported that no jobs available related to ITI qualification in their area / district</li> <li>▶ 17.39% reported that they had lack of connections / contacts / resources to get a job</li> </ul>	<b>Barriers: Challenges faced while start own business</b> <ul style="list-style-type: none"> <li>▶ 20.99% have plan to start own business / join family business</li> <li>▶ Out of them 100% reported that they have lack of start-up capital and 35% reported that they have lack of entrepreneur skills</li> </ul>

### 3. Apprenticeship:



### 4. Self-employment:

#### Self - Employment (Responses: 15)



<b>Main challenges - running business (Barriers)</b>	' <b>Working capital</b> ' (86.67%)' and the ' <b>Shortage of skilled workers (33.33%)</b> ' were the two most common challenges experienced by graduates while running their businesses.
<b>Self-employment Trade v/s ITI training trade</b>	<b>53.33%</b> operating business in another trade, while <b>46.67%</b> mentioned that they are operating businesses in the same trade, in which they had ITI training.
<b>Usefulness of ITI certificate in self-employment</b>	<b>66.67%</b> of self-employed graduates mentioned that there was 'No use of the ITI certificate' in their present business, while <b>33.33%</b> reported the 'certificate's usefulness'.

**5. Employment: Employed (Full time, part-time, temporary, contractual, apprenticeship)**  
 Total 121 graduates were found employed out of total 367 interviewed graduates.

<b>Employment (Responses: 25)</b>		
<b>Transition to work</b>	<b>Nature of present occupation</b>	<b>Level / Designation in present occupation</b>
<ul style="list-style-type: none"> <li>▪ <b>60%</b> of graduates reported getting a job after 12 months of graduation</li> <li>▪ <b>12.00%</b> within 6 to less than 12 months of graduation</li> <li>▪ Another <b>12.00%</b> reported getting a job within 3 to less than 6 months of graduation.</li> </ul>	<p>The top three nature of occupations were:</p> <ul style="list-style-type: none"> <li>▪ <b>36%</b> Full time contractual</li> <li>▪ <b>32%</b> Temporary</li> <li>▪ <b>28%</b> Full time contractual</li> </ul>	<p>The major occupation groups are identified as:</p> <ul style="list-style-type: none"> <li>▪ <b>56%</b> Support Staff/Worker/Operator</li> <li>▪ <b>40%</b> Assistant/Trainee</li> <li>▪ <b>4%</b> Supervisor</li> </ul>
<b>Industry sector of present occupation</b>	<b>Size of workforce at present workplace</b>	<b>Present monthly income</b>
<ul style="list-style-type: none"> <li>▪ <b>40%</b> in government sector</li> <li>▪ <b>48%</b> in sales and service sector</li> </ul> <p>Out of them <b>20%</b> in small organization and <b>16%</b> micro organization</p>	<ul style="list-style-type: none"> <li>▪ <b>40%</b> indicated that the size of the workforce at their workplace is 10-50</li> <li>▪ <b>32%</b> indicated that the size of the workforce at their workplace is 51-500,</li> <li>▪ <b>28%</b> indicated that the size of the workforce at the workplace is below 10.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>40%</b> have monthly income range from ₹5K to ₹10K.</li> <li>▪ <b>40%</b> have monthly income range from ₹10K to ₹20K.</li> <li>▪ Average monthly income of employed graduates was found <b>₹16,020</b></li> </ul>
<b>Employment Trade v/s ITI training trade</b>	<b>Usefulness of ITI certificate in employment</b>	<b>Use of skill sets acquired during ITI training</b>
<ul style="list-style-type: none"> <li>▪ <b>64%</b> secured employment in another trade</li> <li>▪ <b>36%</b> mentioned that they secured employment in the same trade, in which they had ITI training.</li> </ul>	<p><b>56%</b> of employed graduates mentioned that there was 'No use of the ITI certificate'</p> <p><b>44%</b> reported the 'certificate's usefulness' in getting the employment.</p>	<ul style="list-style-type: none"> <li>▪ <b>56%</b> mentioned 'Not useful'</li> <li>▪ <b>44%</b> mentioned 'Useful'</li> </ul>
<b>Support from ITI for getting employment (Enablers)</b>	<b>Skills which helped in present job or career progression</b>	<b>Promotion received</b>
<ul style="list-style-type: none"> <li>▪ <b>88%</b> did not receive any kind of support from ITI for employment</li> <li>▪ Remaining <b>12%</b> mentioned that ITI assisted in preparation of CV, counselling of various jobs available in the industry, mock interview etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>64%</b> of employed graduate rate communication skills</li> <li>▪ Approx. equal percentage (<b>48-52%</b>) of employed graduates reported on theoretical and practical skill and knowledge (Trade specific)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>100%</b> have mentioned that they had not received any promotion during the career journey</li> </ul>

No. of jobs changes since ITI graduation	Reasons for staying in the same job	Reasons for changing the job
<ul style="list-style-type: none"> <li>92% did not change job after first job</li> <li>8% mentioned that they had change job one time</li> </ul>	<ul style="list-style-type: none"> <li>38.89% mentioned that good salary and met their salary expectations</li> <li>Approx. equal percentage of employed graduate (33.33%) mentioned that they can see their future progress in the same job and like the job and job environment.</li> <li>22.22% reported that the job was relevant to their ITI training.</li> </ul>	<p>"Salary hike from my previous job" and "To move up on the career ladder" were cited as the primary reason for job switching (85.71%).</p>

### Increase in salary during job change

- First Job Salary (Average): ₹13,214.3
- Second Job Salary (Average): ₹15,000
- Difference in salary due to job change: ₹1,785.7 (13.51%)

## 5.9 Interaction with Industrial Training Institutes (ITIs)

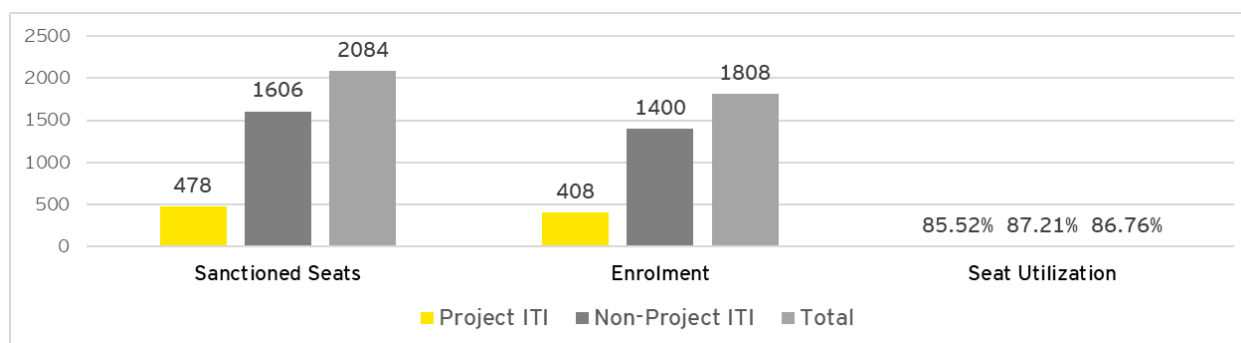
### 1. Internal efficiency of ITI training program:

To understand the internal efficiency of ITI training, we had looked into enrollment against the sanctioned seats, drop-outs and pass-outs of trainees under ITIs and Trades in years 2019 to 2021 of ITIs. For this purpose, the data was collected on from all the government ITIs of Arunachal Pradesh.

#### a) Seat Utilization

Table 130 - Seat Utilization by pass-out year

Sl. No.	Particulars	Particulars	Pass out 2019	Pass out 2020	Pass out 2021	Pass out 2022	Pass out 2023	Total
1	Project ITI (1)	Sanctioned Seats	166	167	145	0	0	478
		Admissions	122	156	130	0	0	408
		Seat Utilization	73.49%	93.41%	89.66%	0	0	85.52%
2	Non project ITIs (4)	Sanctioned Seats	546	541	519	0	0	1606
		Admissions	469	487	444	0	0	1400
		Seat Utilization	85.90%	90.02%	85.55%	0	0	87.21%
Total	Total	Sanctioned Seats	712	708	664	0	0	2084
		Admissions	591	643	574	0	0	1808
		Seat Utilization	83.01%	90.82%	86.45%	0	0	86.76%
3	Addl. New ITIs (2)	Sanctioned Seats	0	0	0	42	105	147
		Admissions	0	0	0	18	49	67
		Seat Utilization	0	0	0	42.86%	46.67%	45.58%



The overall seat utilization in five government ITIs for tracer study is found 86.76% for all the existing trades and 83.01%, 90.82% and 86.45% in pass-out year 2019, 2020 and 2021 respectively. Trade and ITI wise higher seat utilization are given below:

Sl. No.	Average % seat utilization*	Name of ITI	Trades
1	100%	Dirang	Wireman and welder
		Roing	Electrician, Fitter, Wireman, surveyor
2	Above 95% and below 100%	Dirang	Mechanic (Motor Vehicle), COPA, Secretarial Practice (English)
		Roing	Draughtsman (Civil), ICTSM, Mechanic Motor Vehicle
		Balinong	COPA, CH&NM, RAC, Mechanic-Diesel
		Tabarijo	Electrician
		Yupia	Electrician, Secretarial Practice (English)

\*In pass-out year 2019, 2020 and 2021

Trade and ITI wise lower seat utilization are given below:

Sl. No.	Average % seat utilization in pass-out year 2019, 2020 and 2021	Name of ITI	Trades
1	Below 50%	Dirang	Fruit and vegetable processing Electronic Mechanic
		Tabarijo	Secretarial Practice (English)

The seat utilization pattern across all the five ITIs are as below:

Sl. No.	Government ITI Name	Average % seat utilization in pass-out year 2019, 2020 and 2021
1	Dirang	83.74%
2	Roing	93.79%
3	Balinong	88.55%
4	Tabarijo	70.97%
5	Yupia	86.59%

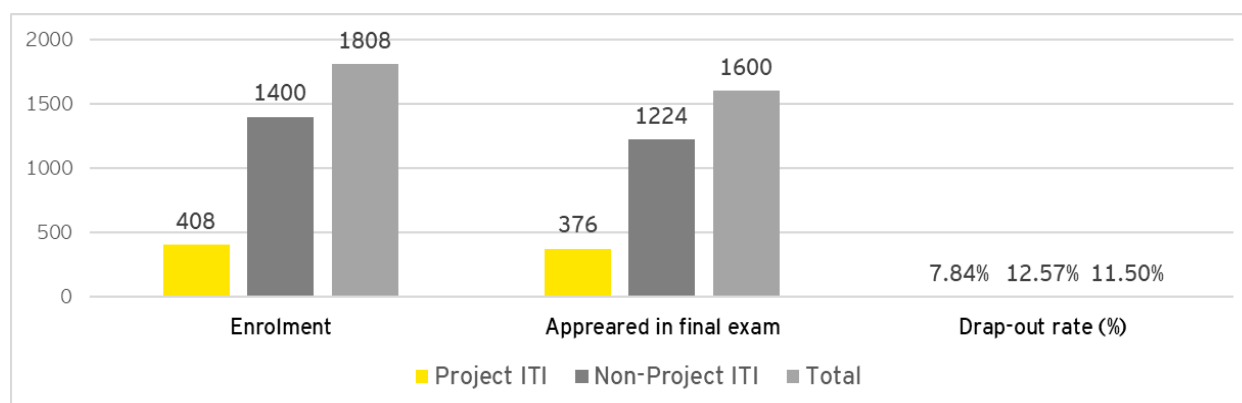
\*Based on the primary data (for the year 2019, 2020 and 2021) provided by ITI to calculate internal efficiency



## b) Drop-out rate percentage

Table 131 - Drop-out rate by pass-out year

Sl. No.	Particulars	Particulars	Pass out 2019	Pass out 2020	Pass out 2021	Pass out 2022	Pass out 2023	Total
1	Project ITI (1)	Admissions	122	156	130	0	0	408
		Trainees appeared in final exam	116	143	117	0	0	376
		Drop-out rate	4.92%	8.33%	10.00%	0	0	7.84%
2	Non project ITIs (4)	Admissions	469	487	444	0	0	1400
		Trainees appeared in final exam	416	419	389	0	0	1224
		Drop-out rate	11.30%	13.96%	12.39%	0	0	12.57%
<b>Total</b>	<b>Total</b>	Admissions	<b>591</b>	<b>643</b>	<b>574</b>	<b>0</b>	<b>0</b>	<b>1808</b>
		Trainees appeared in final exam	<b>532</b>	<b>562</b>	<b>506</b>	<b>0</b>	<b>0</b>	<b>1600</b>
		Drop-out rate	<b>9.98%</b>	<b>12.60%</b>	<b>11.85%</b>	<b>0</b>	<b>0</b>	<b>11.50%</b>
3	Addl. New ITIs (2)	Admissions	0	0	0	18	49	67
		Trainees appeared in final exam	0	0	0	18	48	66
		Drop-out rate	0	0	0	0.00%	2.04%	1.49%



The drop-out rate in all the five government ITIs for tracer study is found 11.50% for all the trades and 9.98%, 12.60% and 11.85% in pass-out year 2019, 2020 and 2021 respectively.

The drop-out rate pattern across all the five ITIs are as below:

Sl. No.	Government ITI Name	Average drop-out rate in pass-out year 2019, 2020 and 2021*
1	Dirang	11.20%
2	Roing	17.29%
3	Balinong	11.24%

4	Tabarijo	0.00%
5	Yupia	9.06%

\*Based on the primary data provided by ITI to calculate internal efficiency

Trade and ITI wise lesser drop-out rate are given below:

Sl. No.	Average drop-out rate in pass-out year 2019, 2020 and 2021	Name of ITI	Trades
1	Below 5%	Dirang	Secretarial practice (English)
		Balinong	COPA, Draughtsman (Civil)
		Tabarijo	Electrician, Draughtsman (Civil), ICTSM and Secretarial practice (English)

Trade and ITI wise higher drop-out rate are given below:

Sl. No.	Average drop-out rate in pass-out year 2019, 2020 and 2021	Name of ITI	Trades
1	Above 20%	Dirang	Electronic Mechanic
		Balinong	Refrigeration and Air Conditioning Technician Mason (Building Construction)
		Roing	ICTSM and Surveyor

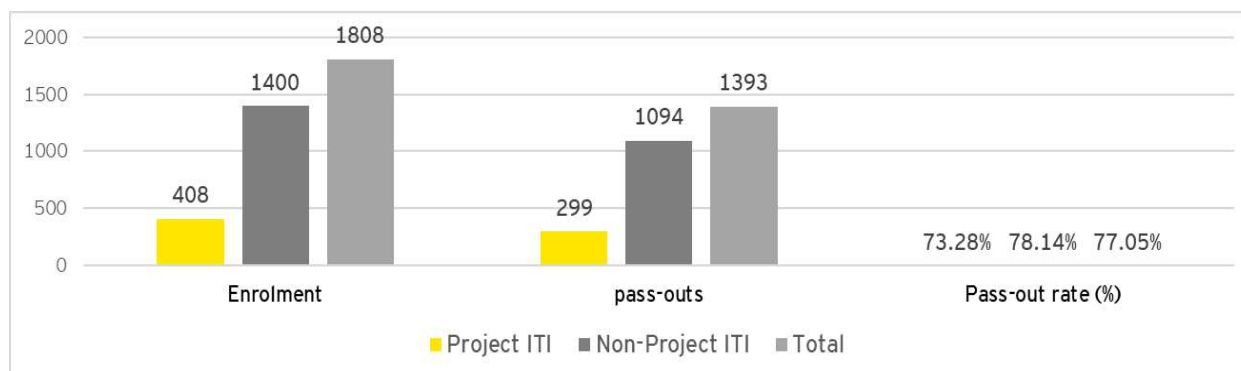
### c) Pass-out rate

Table 132 - Pass-out rate by Pass-out year

Sl. No.	Particulars	Particulars	Pass out 2019	Pass out 2020	Pass out 2021	Pass out 2022	Pass out 2023	Total
1	Project ITI (1)	Admissions	122	156	130	0	0	408
		Pass-out trainees	91	124	84	0	0	299
		Pass-out rate	74.59%	79.49%	64.62%	0	0	73.28%
2	Non project ITIs (4)	Admissions	469	487	444	0	0	1400
		Pass-out trainees	353	397	344	0	0	1094
		Pass-out rate	75.27%	81.52%	77.48%	0	0	78.14%
Total	Total	Admissions	591	643	574	0	0	1808
		Pass-out trainees	444	521	428	0	0	1393
		Pass-out rate	75.13%	81.03%	74.56%	0	0	77.05%
3	Addl. New ITIs (2)	Admissions	0	0	0	18	49	67
		Pass-out trainees	0	0	0	18	45	63
		Pass-out rate	0.00%	0.00%	0.00%	100.00%	90.84%	94.03%

Pass-out rates is another key internal efficiency indicator of ITIs. It's a long way to go for all the ITI to be even called as reasonably good performing institutions. Similar to Drop-out, Pass-out is another area that DSDE need to address on priority basis. The overall Pass-out rates in all

the five ITIs for Tracer Study were found 77.05%. The pass-out rate was increased in year 2020 from 75.13% to 81.03%.



The pass-out rate pattern across all the five ITIs are as below:

Sl. No.	Government ITI Name	Average pass-out rate in pass-out year 2019, 2020 and 2021*
1	Dirang	70.15%
2	Roing	69.40%
3	Balinong	74.92%
4	Tabarijo	100.00%
5	Yupia	86.87%

\*Based on the primary data provided by ITI to calculate internal efficiency

Trade and ITI wise higher pass-out rate are given below:

Sl. No.	Average pass-out rate in pass-out year 2019, 2020 and 2021	Name of ITI	Trades
1	Above 90%	Balinong	COPA
		Yupia	Electrician and Surveyor
		Tabarijo	Electrician, Draughtsman (Civil), ICTSM and Secretarial practice (English)

Trade and ITI wise lower pass-out rate are given below:

Sl. No.	Average pass-out rate in pass-out year 2019, 2020 and 2021	Name of ITI	Trades
1	Below 60%	Dirang	Electronic Mechanic
		Balinong	Mason (Building Construction)
		Roing	Surveyor and carpenter

## 2. Effectiveness of ITI training program:

Challenges for getting admissions in ITI	<ul style="list-style-type: none"> <li>80% of ITIs do not face any challenges</li> </ul>
Mobilization activities carried out for admission & branding	<ul style="list-style-type: none"> <li>100% ITIs reported Ex-students / existing students at ITI training institute</li> <li>80% ITIs reported Newspaper/TV/radio Advertisements</li> <li>80% ITIs reported Peer / Friends / Relative (80%) Ex-students / existing students</li> </ul>
Provision of counselling the aspirants for the course / trade	<ul style="list-style-type: none"> <li>80% of ITIs do not have provisions of counselling the aspirants</li> </ul>
Training delivery methods (Pedagogy techniques) in ITI	<ul style="list-style-type: none"> <li>Instructor-led classes in face-to-face mode and online mode</li> <li>Training videos prepared by NIMI, BHARAT Skills etc.</li> <li>Use of Charts, demonstration, PPT.</li> </ul>
Low trainee attendance	<ul style="list-style-type: none"> <li>100% ITIs reported that they do not face low trainee attendance.</li> </ul>
Support provided for employment to trainees	<ul style="list-style-type: none"> <li>80% of ITIs mentioned that Campus Interview and Personality Development Classes are the main support</li> </ul>
Key challenges faced by female candidates for getting valued employment after ITI training	<ul style="list-style-type: none"> <li>100% ITIs reported that there are limited job opportunities in local industries for women</li> <li>60% of ITIs agreed that women trainees face challenges of personal reasons like marriage, children etc.</li> </ul>
Migration of graduates outside Arunachal Pradesh for work	<ul style="list-style-type: none"> <li>40% reported 'YES'</li> <li>Main enablers for migration are Inadequate salary, No free / subsidized accommodation, Most of the organization want experienced personal etc.</li> </ul>
Tracking of employment status by ITI	<ul style="list-style-type: none"> <li>60% of sample ITIs reported that they do not track employment status of trainees post training.</li> </ul>
MOU with employer / Industry for placement	<ul style="list-style-type: none"> <li>None of the sample ITIs had MoU with the any employer / Industry for placement of trained candidates</li> </ul>

## 3. Relevance of ITI training program: Suitability of trades in ITIs of Arunachal Pradesh

### e) Preferred trades amongst the ITI training aspirants in ITIs of Arunachal Pradesh

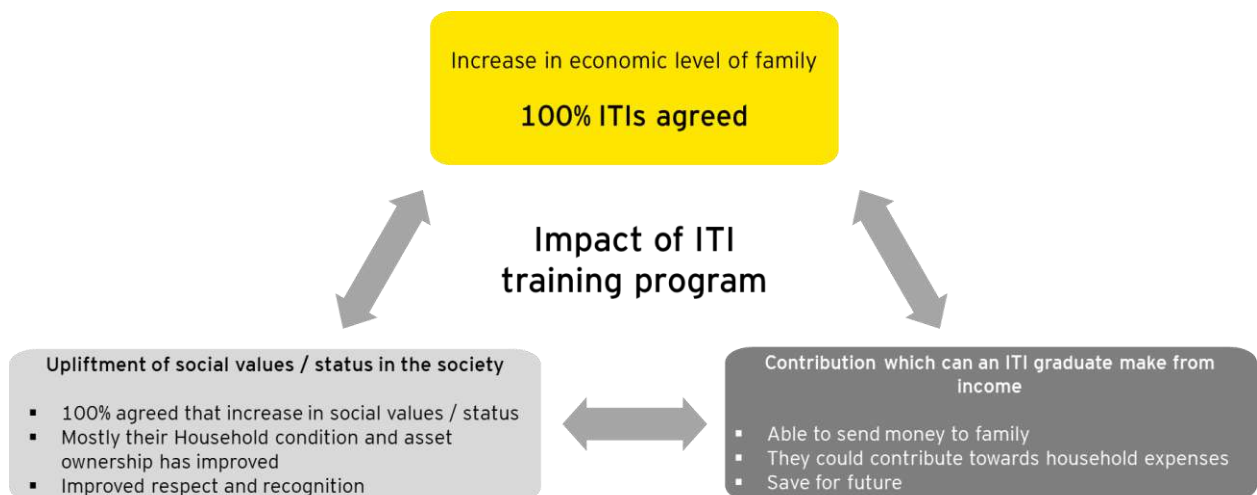
- ▶ COPA, Stenography & Secretarial Assistant, Cosmetology
- ▶ Electrician, Draughtman, Secretarial Practice
- ▶ Electrician, Fitter, MMV
- ▶ Electrician, MMV, Surveyor
- ▶ Electrician, MMV, Surveyor

### f) Preferred trades amongst the women aspirants in ITIs of Arunachal Pradesh

- ▶ Basic Cosmetology, Fashion Designing, COPA
- ▶ COPA, Steno & Sec. Asst.
- ▶ Cosmetology

- ▶ Draughtsman (Civil), Surveyor, ICTSM
  - ▶ Fashion Technology, Basic Cosmetology, Secretariat Practice
- g) Most employable and in-demand trades by the employers in Arunachal Pradesh
- ▶ Electrician, Computer Hardware & Network Maintenance, Surveyor
  - ▶ Electrician, Fitter, Wireman
  - ▶ Front Office Assistant
  - ▶ MMV, Cosmetology
  - ▶ Plumber, Mechanic Diesel, MMV
- h) New Indigenous trades for Arunachal Pradesh
- ▶ Food Processing, Bamboo Art & Craft, Textile & Handloom
  - ▶ Excavator, Driver cum Operator
  - ▶ Textile & Handlooms, Bamboo arts & Crafts, Pickle Making

**4. Impact of ITI training program:**

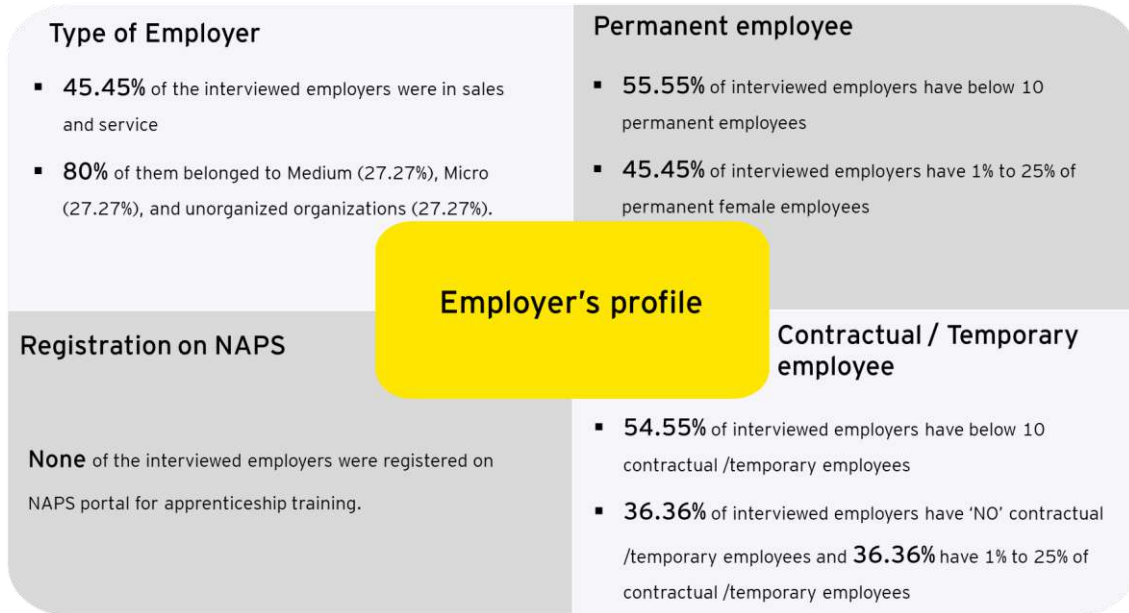


**5. Area of improvement in ITI training program:**

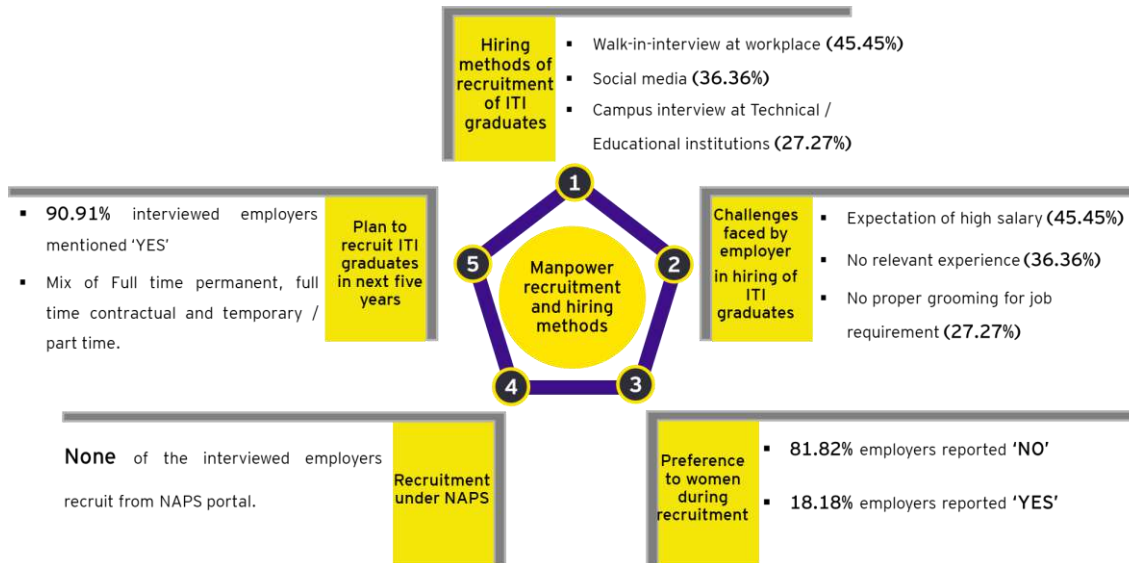
- ▶ 100% of ITIs reported that there is utmost requirement of:
  - Renovation of training infrastructure.
  - Upgrade laboratory with industry aligned latest tools and equipment.
  - Round the year placement linkages activities
- ▶ 80% of ITIs reported regarding requirement of
  - Professional learning and development of Instructors
  - Filling of vacant Instructor positions
  - Provision of sufficient raw material for practical
  - Dedicated placement cell
  - Industry - Academia partnership in each trade for overall development of trainee

## 5.10 Interaction with employers

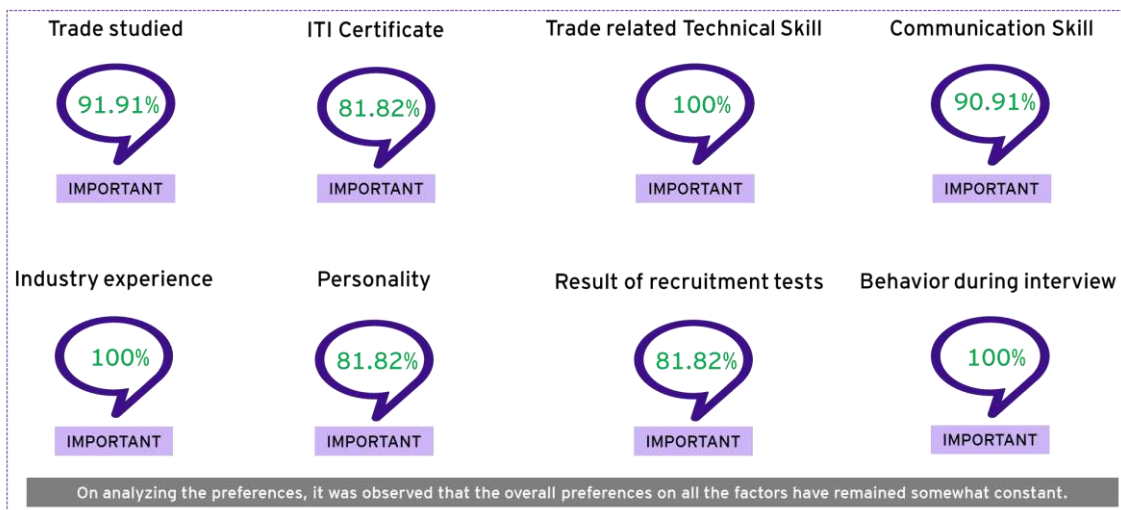
### 1. Employer's profile



### 2. Manpower recruitment and process of hiring



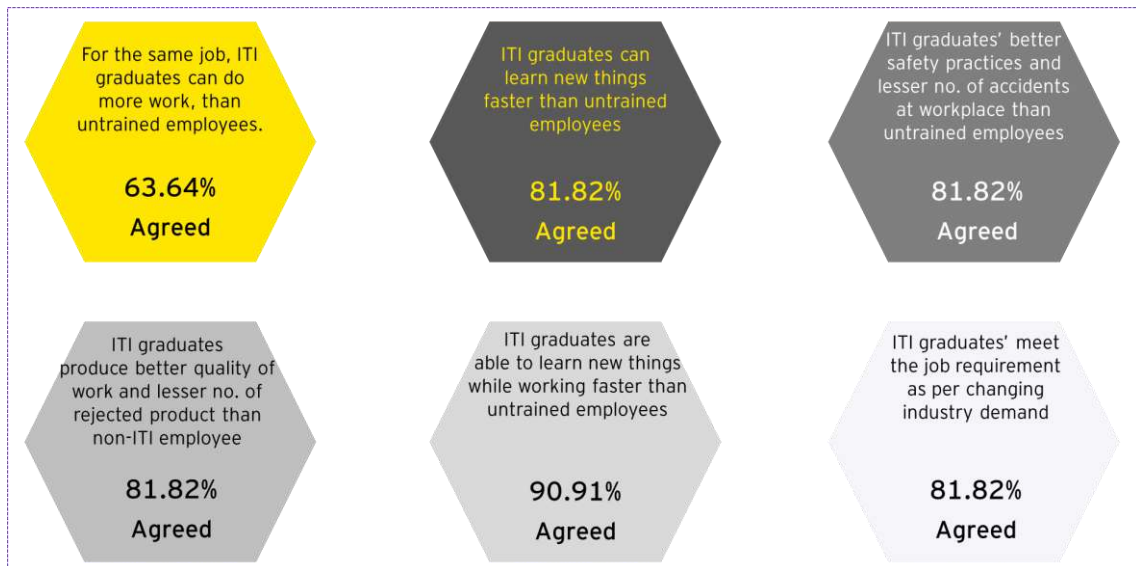
### 3. Preferences during recruitment of ITI graduates



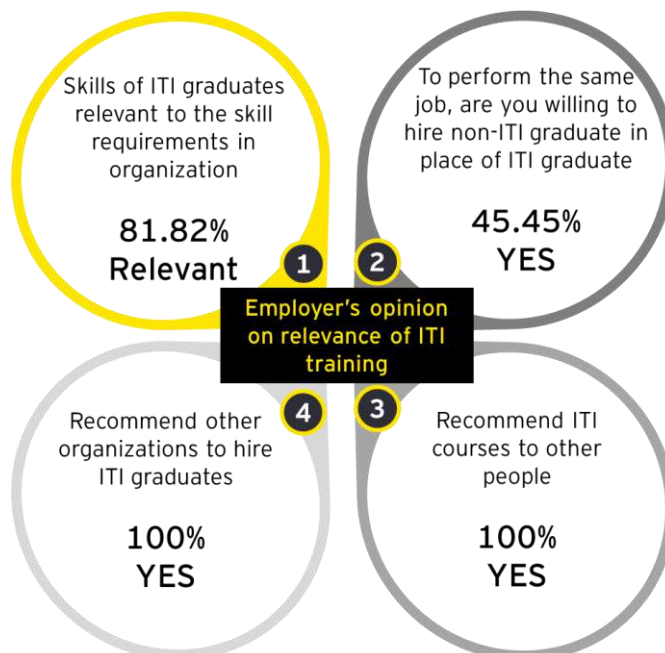
#### 4. Training, Skill premium, Facilities to employees

<b>Perception on need of training to ITI graduates to perform their duties in job</b> ▶ <b>72.73%</b> : only Induction training is required ▶ <b>18.18%</b> : additional skills are required	<b>Provision of training to ITI graduates after recruitment at workplace</b> ▶ <b>90.91%</b> mentioned 'YES' ▶ <b>54.55%</b> reported induction or upskilling trainings are provided by employers	<b>Skill premium: ITI graduates w.r.t. non-ITI graduate</b> ▶ <b>63.64%</b> reported the 'YES' ▶ <b>57.14%</b> informed 10% to 20% and <b>28.57%</b> informed up to 10%
<b>Skill premium: Male employees w.r.t. female employees</b> ▶ <b>100%</b> reported that they do not discriminate in male and female employee	<b>Facilities/services offered by employers to employees</b> ▶ <b>66.67%</b> Free / subsidized accommodation ▶ <b>66.67%</b> Free Uniforms ▶ <b>50.00%</b> Free/subsidized transportation	<b>Other benefits provided to women employees only</b> ▶ <b>66.67%</b> Protection of women from sexual harassment ▶ <b>50.00%</b> Maternity leave / benefits ▶ <b>33.33%</b> Flexible working shifts/WfH

#### 5. Employer's satisfaction level response on performance of ITI graduates

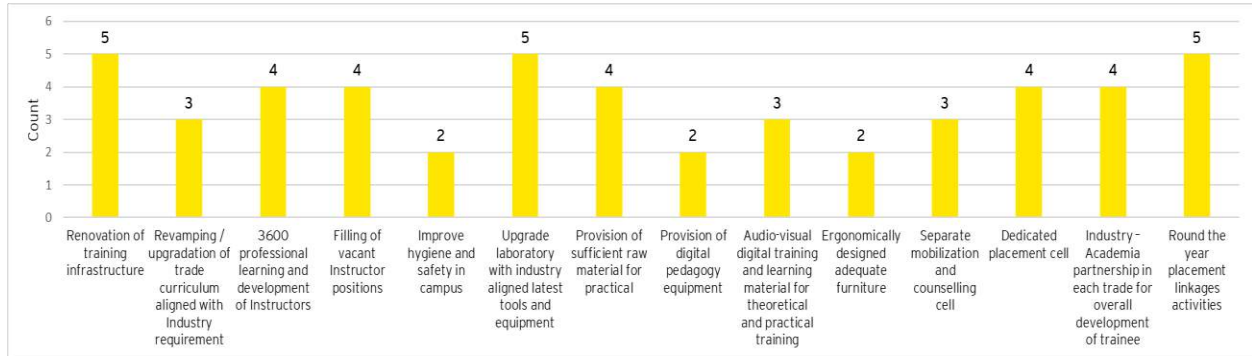


#### 6. Employer's opinion on relevance of ITI training program



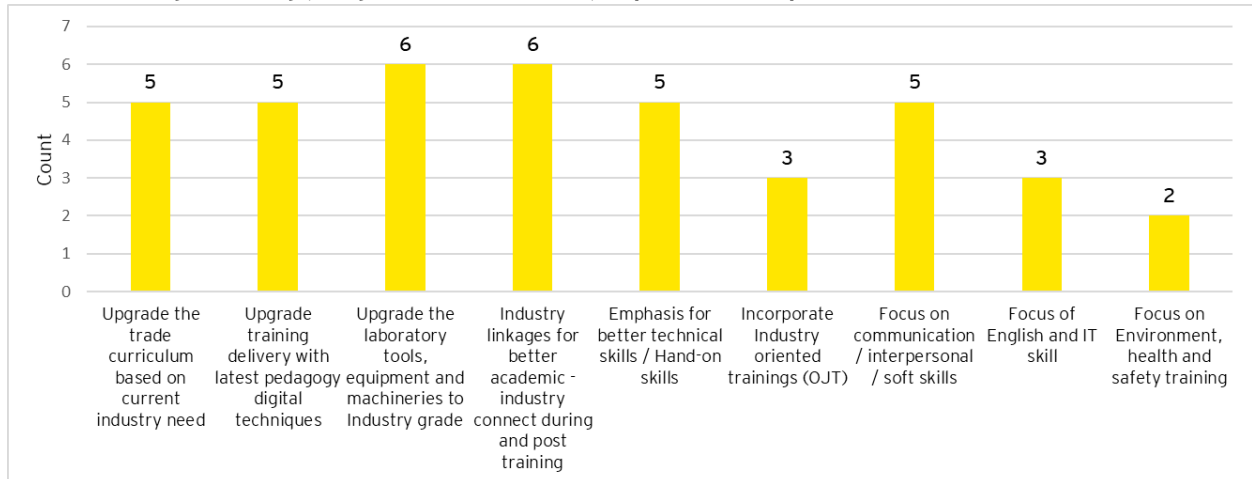
## 5.11 Areas of Improvement

### 1. Enhancing training programs of ITI - Institutional (ITI) Survey



- ▶ 100% of ITIs reported that there is utmost requirement of:
  - Renovation of training infrastructure.
  - Upgrade laboratory with industry aligned latest tools and equipment.
  - Round the year placement linkages activities.
- ▶ 80% of ITIs reported regarding requirement of
  - Filling of vacant Instructor positions
  - Professional learning and development of Instructors.
  - Provision of sufficient raw material for practical.
  - Dedicated placement cell.
  - Industry - Academia partnership in each trade for overall development of trainee

### 2. Enhancing training programs of ITI - Employer's Survey



The top three suggestions to ITIs as an institution from employers for improvement in their skill training program to meet the industry expectations were reported as 'Upgrade the laboratory tools, equipment and machineries to Industry grade (54.55%), Industry linkages for better academic - industry connect during and post training (54.55%) and focus on communication / interpersonal / soft skills (45.45%). Other suggestions are tabulated above.



## 5.12 Suitability of trades

- k) The most relevant trades in ITIs of Arunachal Pradesh and have good employment potential / meeting the industry demand are as follows:
- ▶ Electrician
  - ▶ Automobile (Auto mechanic, Auto Electricians)
  - ▶ Tourism Guide
  - ▶ COPA
  - ▶ Carpenter
  - ▶ Welder
  - ▶ Beautician
- l) The new emerging trades / Key skills, required in the industries of Arunachal Pradesh in the next 5 years
- ▶ Operation and maintenance of small Hydro Power Station
  - ▶ Eco Tourism
  - ▶ Responsible Tourism
  - ▶ Automation in Automobile and Auto Electrician
  - ▶ Mason
  - ▶ Art & Craft
  - ▶ Solar

### Note of Tracer study findings:

The EY team does not claim that the study findings are completely accurate because, first and foremost, the sampling design allows for a 5% margin of error. Statistical rules, on the other hand, are based on assumptions, probability, and the average. In contrast to mathematical science, which is founded on logical reasoning and conclusions, statistics measurement can be a little abstract, and results are frequently not completely certain. It's necessary to accept a certain amount of error.

As a result, the findings of studies like this one should not be taken for granted. Many more studies are needed to validate and corroborate the current findings. However, this does not mean that the findings are entirely invalid. The team believes that the findings should not be simply published and then forgotten but should be subjected to intense discussions and diverse interpretations in order to yield new meanings and insights. Then only the purpose of the study would be served.

# Conclusions and Recommendations

## 6 Conclusions and recommendations

This tracer study was conducted with the objective of benchmarking labor market outcomes and comprehensively assessing the impact of ITI training programs. The subsequent synthesis of findings from the descriptive analysis of primary survey data has led to several noteworthy conclusions. In light of these conclusions, the study formulates the following recommendations for consideration:

**1. Training Infrastructure and Training Delivery:** The assessment of graduate responses regarding the quality of training infrastructure and training delivery revealed an overall satisfaction level categorized as 'AVERAGE.' Specifically, graduates found theoretical training, practical training, IT skills, and soft skills to be 'RELEVANT.' Concurrently, employer preferences during recruitment underscored the importance of trade, technical skills, and communication skills as 'IMPORTANT,' signaling a need for focused attention and updates in these areas. The observed dropout rate was 11.50%, while the pass-out percentage stood at 77.05%. To enhance the efficacy of ITI Training programs and give a boost to labor market outcomes:

- ▶ A thorough AS-IS assessment of existing training infrastructure and facilities to identify the gaps is recommended.
- ▶ Benchmarking of ITIs with National or International standards needs to be done which will improve ITI grading based DGT's framework.
- ▶ Suggestive measures for comprehensive update of existing training infrastructure and training delivery methods involves modernizing the campus, upgrading classrooms with cutting-edge digital pedagogy equipment, aligning workshops and laboratories with industry-standard machinery and tools, and addressing staff shortages by promptly filling vacant instructor positions.

These strategic improvements aim to elevate the overall quality of training, align it with industry demands, and subsequently enhance the employability of ITI graduates in the dynamic labor market.

**2. Rationalization of trade and finishing school:** An important observation emerged from the data analysis that 52.26% of graduates were neither employed nor engaged in further education or training. Within this group, 91.30% reported a lack of job opportunities related to their ITI qualification in their respective areas or districts. Additionally, approximately 50% of the interviewed graduates who were employed, self-employed, or in apprenticeships were found working in sectors unrelated to their training.

Several factors may contribute to this discrepancy, including a potential lack of demand for jobs in their trained sector and a discernible skill mismatch between the graduates' training and the industry requirements. Addressing this issue necessitates a comprehensive survey

to analyze current industry requirements. As recommendations for the tracer study report, it is proposed to:

- ▶ Conduct an industry survey to comprehensively analyze the current demands and requirements of industries.
- ▶ Advocate for trade rationalization and a curriculum update based on the insights gained from the industry survey. This ensures that the training provided aligns more closely with the actual needs of the job market.
- ▶ Introduce a finishing school model in identified priority trades. This model should focus on imparting the specific skills that employers are actively seeking, thereby bridging the gap between the skills acquired through training and the skills demanded by employers.

**3. Industry engagement:** The feedback from graduates underscores the 'AVERAGE' satisfaction with the overall training quality. Over 90% of graduates, indicated a lack of exposure to essential elements such as industrial tours, On-the-Job Training (OJT), and Entrepreneurship Development Programs (EDP) during their training. Furthermore, a substantial 89.03% of graduates did not pursue apprenticeships post-training. During the employer survey all the employers emphasized on importance of industry experience. Compounding the issue, a significant 72.73% of employers expressed the need for induction or upskilling training for ITI graduates upon entry into the workplace. All the interviewed ITIs, revealing that none of them currently have MoUs with industries to incorporate their insights into ITI training programs.

These critical findings to highlight is the identified 'disconnect with the real working world' as a leading cause of the high unemployment rate (61.06% on interviewed graduates of this tracer study under STRIVE)) among ITI graduates. This serves a strategic direction for interventions that bridge the gap between academic training and industry expectations. As recommendations for the tracer study report, the ITI training must be supported by multi-fold industry linkages by:

- ▶ Establishing MoUs between ITIs and industries in each ITI for all the trades in demand including scope on Industry exposure, On-the-Job training, apprenticeship, regular upskilling for enhancing the employability of ITI graduates to ensure placement.
- ▶ Encouraging DGT schemes across all the ITIs of Arunachal Pradesh i.e. Dual System Training (DST), Flexi MoUs to work closely with the industries.
- ▶ Integrating real-world experiences within the training curriculum (finishing school model), to equip ITI graduates with the updated practical skills demanded by the job market.

**4. Establishment / Strengthen Training cum Placement Cell:** During the graduate survey, 84.52% of graduates perceive a lack of support from their respective ITIs in their career

advancement as enablers. 46.45% of graduates initiating their job search within one month of completing ITI training and a noteworthy 60% of employed graduates indicate that transition to the workforce, exceeding 12 months. Disturbingly, the present status of interviewed graduates under tracer study indicates 18.71% wage employment, 9.68% self-employed and further, 52.26% were neither in employment nor in education or training (NEET), emphasizing the urgency of addressing the employment gap. More than 90% Graduates' response on other components of ITI training like job career guidance, support of ITI for getting valued employment, post training follow-up were marked as 'NO'. 46.45% graduates reported that major source of job were personal contacts of relatives, friends, fellow students etc.

To address the above issues, The recommendation for Establishment / Strengthening of a 'Dedicated Training Cum Placement Cell (TCPC)' is proposed to address and rectify the identified challenges, thereby enhancing the employability and overall outcomes for ITI graduates. The broader scope of work of TCPC indicated as below:

- ▶ **Compilation of Industry Information:** To compile specific information on industries and their job opportunities, with a particular focus on those located within the district and nearby districts and states.
- ▶ **Career Counselling and Job Readiness:** To provide robust career counseling and job readiness programs tailored to meet the demands of the labor market, ensuring that graduates possess the necessary skills and knowledge for employment.
- ▶ **Support for Transition to Work:** To support graduates in transitioning to work by organizing continuous placement drives and facilitating interactions with industries. This includes fostering partnerships with local and state-level industries to create more employment avenues.
- ▶ **Enhancing Linkages Between ITIs and Industries:** To improve the overall labor market performance and to understand the requirement of the sector and job roles. It will help the trainees prepare themselves better.
- ▶ **Improve coverage of Apprenticeship:** To improve the coverage of apprenticeship training by establishing connections with government bodies, Public Sector Undertakings (PSUs), and other organizations registered under the National Apprenticeship Promotion Scheme (NAPS). This will facilitate the exchange of vital information for enhancing apprenticeship opportunities.
- ▶ **Post placement support / Alumni support:** A regular follow-up with graduates to ensure their valued employment and career progression through identify their challenges and provide solutions. Alignment of employment outcomes of ITI training includes continuous placement drives, industry interactions, personalized counseling, providing

additional skill development opportunities, or assistance in exploring alternative career paths, annual alumni meets, regular virtual calls, and other means.

- ▶ **Soft Skills Development:** Continuous efforts to enhance graduates' interpersonal and communication abilities.
- ▶ **Graduate data and tracer study:** TCPC should upkeep the trainee's data on regular basis, organize workshop on importance of tracer surveys with 'under training trainees' prior to their graduation.

**5. Entrepreneurship Development:** The findings underscore the limited presence of graduates in self-employment, with only 9.68% having pursued entrepreneurial ventures. 73.33% of respondents express possessing their own business ideas, characterizing these as new ventures. 86.67% report a lack of support from their ITI for self-employment endeavors. Approximately 50% of self-employed graduates are engaged in trades outside the purview of their ITI training. Additionally, 80% of these entrepreneurs commenced their businesses with an initial investment of less than 1 Lakh. Despite the entrepreneurial spirit, a concerning 86.67% describe their current business status as 'Struggling'. The primary barrier to both initiating and sustaining their entrepreneurial endeavors lies in the 'Sourcing of Finances. Considering these findings and to foster a culture of innovation and self-employment within ITIs, recommendations on ITI support for self-employment initiatives involves:

- ▶ Establishment of dedicated mechanisms to identify and nurture entrepreneurial potential across the Arunachal Pradesh under TCPC.
- ▶ Assist in developing entrepreneurship skills, business planning, mentorship, and access to financing options, establishing forward and backward linkages with market, financial institutions, and other relevant stakeholders etc.
- ▶ To facilitate linkages with financial institutions, government schemes, and industry partnerships that can provide the requisite financial support to aspiring entrepreneurs.
- ▶ Introduce dedicated modules in existing ITI courses as an integral part based on local demand and local economy for Entrepreneurship Development.

**6. Training need assessment and outcome based Professional Learning and Development of ITI instructors:** 32.26% of interviewed graduates indicated the classroom training delivery by instructors as 'AVERAGE'. To keep up to date with the latest technology, equipment & machineries, industrial skill requirements and to improve the quality delivery of training (Pedagogy), it is recommended to carry out Training need assessment of ITI instructors, plan and implement 'Career Progression linked Professional Learning and Development' for the trade instructors.

**7. Career Guidance and Counselling:** This tracer study findings highlight a significant gap in pre-enrolment counselling sessions, with 76.77% of graduates reporting no prior counselling. Only 23.23% attended sessions conducted by either the Training Institute or Industrial Training Institute, or by friends/relatives. Encouragingly, 79.35% of graduates were enrolled in their desired ITI training trade and the drop rate was found to be 11.50%. To address the identified deficiency, it is recommended to:

- ▶ To establish and implement robust career guidance and counselling services within ITIs to empower candidates (Separate for female and their parents) to make informed decisions about their education and future careers. Special focus on enhancing networking opportunities, providing career counseling, and leveraging digital platforms for information dissemination. This will reduce the drop-out rate and provide individual training plan.
- ▶ It is recommended that DGT / State directorate should make counselling mandatory before enrolment of trainees with a structured protocol to cover various aspects like understand the aspiration of the candidates, their purpose of doing the training, their future goals, challenges they foresee in continuing education or job and explain prospects of various trades covered under the scheme.

**8. Enhance mobilization for branding and awareness:**

The interviewed graduates have different characteristics, with 83% possessing a secondary or senior secondary education level, 68% originating from rural backgrounds, and 74% falling under the BPL category. A significant influence in candidates opting for ITI training programs was attributed to Parents, Peers, Friends, and Relatives, accounting for 71.34%. Furthermore, ITIs reported seat utilization rate of 86.76% across all trades. To optimize mobilization efforts, it is recommended to enhance mobilization for branding and awareness through a strategic, multi-channel approach, leveraging the influence of identified user groups:

- ▶ It is important to coordinate diverse advocacy programs conducted by different stakeholders of ITI ecosystem. This involves the identification and mobilization of target youth (with a specific emphasis on females), spanning the entire geography of Arunachal Pradesh. The approach should be centered on understanding target youth employment and self-employment aspirations, with a commitment to providing tailored support that addresses their specific needs.
- ▶ Formulate a comprehensive plan for Information, Education, and Communication (IEC) activities, strategically incorporating the utilization all stakeholders viz., ITIs, employers, target youth, ex-students, parents, including peer leaders etc. This plan aims to enhance the reach and acceptance of training programs, effectively implementing branding and awareness initiatives for ITI training programs within society and among the targeted youth.

- ▶ Establishing an alumni group and empowering them as advocates to positively influence youths within their localities or social circles through a comprehensive blend of online and offline platforms.

**9. Enrolment seats augmentation:** Survey found that few existing trades have good seat utilization, low drop-out percentage, and good pass-out rate across Arunachal Pradesh. These trades are also mentioned as preferred trades and found most relevant and employable during employer and ITI surveys like electrician, secretarial practice (English) COPA, surveyor, Fitter, MMV, Welder, wireman, cosmetology etc. Therefore, it is recommended to augment the enrolment seats to cater to the youth aspirations and employers' need through:

- ▶ Increasing units of existing trades of ITI, which have higher aspiration level of Youth and employment opportunities, aligned with the evolving demands of the industry. Incorporate emerging technologies and skills that are highly sought after in the current job market.
- ▶ Open new trades in suggestive emerging area (By ITI or employers) like automation in automobile and auto electrician, Solar, food processing, bamboo art & craft, textile & handloom, excavator driver cum operator, operation and maintenance of small hydro power station, eco / responsible tourism etc.
- ▶ Opening of new ITIs in unserved block of Arunachal Pradesh with popular and new emerging trades to make ITIs reach rural / disadvantaged or vulnerable groups of the society.

**10. Monitoring and Evaluation:** Recommend for the establishment of a systematic monitoring and evaluation framework to assess the effectiveness of ITI programs. Regularly review and update the curriculum based on feedback from employers and graduates.

**11. Government and Policy Support:** Advocate for supportive policies at the department level to incentivize industries to engage with ITIs, create job opportunities, and invest in skill development initiatives. Ensure that policies are flexible and responsive to changing industry needs.



# Annexures

## 7 Annexures

### 7.1 Annexure 1: Minutes of meetings

#### 7.1.1 19<sup>th</sup> September 2023: Meeting with Commissioner, DSDE, AP

**Project Name :** Tracer Study of Graduates from ITIs in Arunachal Pradesh

**Date :** 19<sup>th</sup> September 2023 (Tuesday), 5:30 PM to 7:30 PM

**Venue :** Office of Commissioner, Department of Skill Development and Entrepreneurship, Arunachal Pradesh

**Agenda :** Orientation before Kick-off meeting for tracer study assignment

**Participants:**

- Sh. Saugat Biswas (IAS), Commissioner, Department of Skill Development and Entrepreneurship, Arunachal Pradesh
- Sh. Jumbom Riba, Assistant Director, Directorate of Skill Development and Entrepreneurship, Arunachal Pradesh
- Sh. Shubham Rauthan, MGNF, Itanagar, Arunachal Pradesh
- Sh. Rezwon Uz Zaman Ahamad, Senior Manager, Ernst & Young
- Sh. Mahendra Singh Tanwar, Manager, Ernst & Young LLP
- Sh. Gagan Roy, Consultant, Ernst & Young LLP
- Ms. Juna dada, Associate Consultant, Ernst & Young LLP

This orientation meeting was commenced to prepare for the kick-off meeting with Directorate officials and Principals of the 7 Government ITIs under the chairmanship of Commissioner, DSDE, Arunachal Pradesh. Following points were discussed:

1. Focus Areas for Tracer Study Findings: The Tracer Study should concentrate on specific areas, including:
  - identifying the strengths of ITIs in Arunachal Pradesh.
  - assessing the quality of training delivered by trainers at government ITIs.
  - evaluating the provision of professional learning and development opportunities for instructors.
2. Pilot Study at ITI, Yupia: Prior to the kick-off meeting, a pilot study needs to be conducted at ITI, Yupia. During this visit, the EY team will:
  - gain understanding of the aspirations of trainees participating in ITI training programs.
  - evaluate the training delivery by trainers and address any grievances or improvement areas
  - examine the alignment of existing ITI trades with the local economy and industries in their respective areas.
  - enhance the survey questionnaires based on the insights gained during the pilot study.
  - meet with local employers who hire ITI graduate students to gather valuable input.
3. Understanding developed basis, the ITI, Yupia visit: The outcomes of the visit to ITI, Yupia will be presented and discussed during the upcoming kick-off meeting scheduled for 21<sup>st</sup> September 2023. This will provide valuable insights and set the stage for the tracer study.

Key points discussed and decisions made:

- The EY team has been directed to ensure that the kick-off meeting preparation proceeds smoothly and in accordance with the agreed-upon plan.
- The pilot study at ITI, Yupia is particularly crucial as it will provide a foundation for the tracer study and help to prepare the survey instruments to local conditions and needs.

Date: 19<sup>th</sup> September 2023

### 7.1.2 21<sup>st</sup> September 2023: Kick-off meeting

**Project Name :** Tracer Study of Graduates from ITIs in Arunachal Pradesh

**Date :** 21<sup>st</sup> September 2023 (Thursday), 3:30 PM to 6:00 PM

**Venue :** Dorjee Khandu State Convention Centre, Itanagar, Arunachal Pradesh

**Agenda :** Kick-off meeting for tracer study assignment under STRIVE project

**Participants:**

- Sh. Saugat Biswas (IAS), Commissioner, Department of Skill Development and Entrepreneurship, Arunachal Pradesh
- Sh. Tom Ratan, Director, Directorate of Skill Development and Entrepreneurship, Arunachal Pradesh
- Sh. Jumbom Riba, Assistant Director, Directorate of Skill Development and Entrepreneurship, Arunachal Pradesh
- Sh. K.V. Lincon, Principal, Government ITI, Yupia
- Sh. L. Tenzin, Principal, Government ITI, Dirang
- Sh. Pagge Rime, Principal, Government ITI, Tabarijo
- Sh. R. C. Dutta, Principal, Government ITI, Roing
- Sh. Subash Pertin, Principal, Government ITI, Balinong
- Sh. Bepe Angum Principal, Government ITI, Sagalee
- Sh. Dige Lomi, Principal, Government ITI, Manipolyang
- Sh. Shubham Rauthan, MGNF, Itanagar, Arunachal Pradesh
- Ms. Tanya Singh, MGNF, Papum pare, Arunachal Pradesh
- Sh. Mahendra Singh Tanwar, Manager / Project Lead, Ernst & Young LLP
- Ms. Reena Tanwar, Consultant, Ernst & Young LLP
- Ms. Juna dada, Consultant, Ernst & Young LLP

**Online Participants:**

- Ms. Durga Mishra, MGNF, West Kameng, Arunachal Pradesh
- Sh. Kirubasuthan, MGNF, Changlang, Arunachal Pradesh
- Sh. Satyam Raj, MGNF, Upper Subansiri, Arunachal Pradesh
- Sh. Amit Majumdar, Director, Ernst & Young LLP
- Sh. Rezwon Uz Zaman Ahamad, Senior Manager, Ernst & Young
- Sh. Ayan Sengupta, Senior Consultant, Ernst & Young LLP
- Ms. Nikita Dillon, Senior Consultant, Ernst & Young LLP
- Sh. Gagan Roy, Consultant, Ernst & Young LLP
- Sh. Praveen Kumar, Consultant, Ernst & Young LLP

The Kick-off meeting was chaired by Sh. Saugat Biswas (IAS) Commissioner, Skill Development and Entrepreneurship (Designate), bringing together the directorate officials, ITI Principals from 7 government ITIs of Arunachal Pradesh and EY Team to discuss matters related to tracer study of graduates from ITIs in Arunachal Pradesh under STRIVE project. The main discussion points are summarized below:

1. The primary agenda of the kick-off meeting was to organize an interactive session with all the key stakeholders of the Tracer Study project. This session aimed to create a comfortable and open atmosphere for discussion and collaboration among the stakeholders and to facilitate a clear understanding of the Tracer Study.

2. The meeting began with a welcome note from Project Lead, Ernst & Young LLP followed by introduction of each member by themselves to set the tone for the meeting and establish a sense of collaboration among the stakeholders.
3. A presentation was delivered covering various aspects of the Tracer Study by EY team. The presentation included detail on the STRIVE scheme, objectives and scope of the tracer study, detailed approach and methodology, deliverables and timelines, additional scope of tracer study for short term training, action plan, support required from directorate and ITI principals and field visit to ITIs by EY team. The findings of pilot study (conducted at ITI, Yupia on dated 20<sup>th</sup> September 2023, as per direction given by Commissioner, SD&E, AP) were also highlighted during the meeting.
4. The discussions and decisions in the meeting are given below:

Sl. No.	Discussion Point	Discussion held	Decision (Action to be taken)
1	Scope of tracer study - ITIs	<ul style="list-style-type: none"> <li>▪ As per the RFP, the agency has to cover 5 government ITIs of Arunachal Pradesh and graduates of the years 2019, 2020 and 2021 for the tracer study.</li> <li>▪ The Commissioner suggested to include government ITI, Manipolyang and Government ITI, Sagalee under the scope of tracer study</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tracer study scope will cover all the 7 Government ITIs of Arunachal Pradesh</li> <li>▪ Findings will be given in separate report for the two new ITIs</li> </ul>
2	Scope of tracer study - Graduates	<ul style="list-style-type: none"> <li>▪ As per RFP, the agency has to take sample size of graduate survey as 10% of total population of graduates of the years 2019, 2020 and 2021 (2195 graduates), which is 220 as per graduate count provided in RFP.</li> <li>▪ EY presented the graduate data received from five government ITIs and highlighted that the total count as stated in RFP (2195) may vary based on data being provided by ITIs.</li> <li>▪ The graduate survey count will be 10% of total graduate count from 5 Government ITIs (As per RFP) during year 2019, 2020 and 2021 and 2 Government ITIs (Newly added) during year 2021, 2022 and 2023</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is decided that the 10% of sample size for graduate survey will be based on the final graduate count provided by the 7 Government ITIs</li> </ul>
3	Scope of tracer study	<ul style="list-style-type: none"> <li>▪ EY presented that number of employer surveys would be 5% of</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is accepted</li> </ul>

Sl. No.	Discussion Point	Discussion held	Decision (Action to be taken)
	- Employer survey	sample size of graduate survey for 7 Government ITIs	
4	Scope of tracer study - ITI survey	<ul style="list-style-type: none"> <li>▪ As per RFP, The agency has to cover 5 government ITIs of Arunachal Pradesh</li> <li>▪ Commissioner instructed to include government ITI, Manipolyang and Government ITI, Sagalee under the scope of tracer study</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is decided that the ITI surveys will be conducted for all the 7 government ITIs of Arunachal Pradesh</li> </ul>
5	Scope of tracer study - Outreach	<ul style="list-style-type: none"> <li>▪ As per RFP and decisions during negotiation meeting, outreach of 75% of the graduates has to be done for the years 2019, 2020 and 2021, which is 1647.</li> <li>▪ EY presented the graduate data received from five government ITIs and highlighted that the total count as stated in RFP (2195) may vary based on data being provided by ITIs. Based on the final count, the sample would also vary.</li> <li>▪ EY presented that outreach would cover present status post ITI training* and this will be marked in excel data sheet provided by the ITI principal.</li> </ul> <p><i>* Higher study/Neither in employment nor in Education and Training / Apprenticeship / Employed / Self-Employed with monthly income (if any)</i></p>	<ul style="list-style-type: none"> <li>▪ It is discussed and decided that the outreach graduate count will be 75% of total graduate count based on the final graduate data provided by the 7 ITIs</li> <li>▪ Outreach will focus on only on the present economic status and their present monthly salary / Income (if applicable)</li> <li>▪ EY survey team will mark "Outreach activity status and present economic status of graduate" in excel data sheet provided by the all the 7 ITI principal.</li> </ul>
6	Scope of tracer study - Case study	<ul style="list-style-type: none"> <li>▪ RFP states to prepare 50 case studies of graduates, who are performing well in their economic activity after the ITI training during year 2019, 2020 and 2021</li> <li>▪ EY presented that case study benchmarking would be minimum ₹8000 per month gross earning under employment / self-employment / apprenticeship.</li> <li>▪ Case study would be identified through graduate survey and data received from ITI instructor during the visit.</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is accepted and instructed to prepare 50 good case studies (Based on receipt of such numbers from ITIs) covering all the 5 government ITIs of Arunachal Pradesh (Except 2 new ITIs)</li> <li>▪ Consider trades, gender, category, ITIs and geographical areas of Arunachal Pradesh,</li> </ul>

Sl. No.	Discussion Point	Discussion held	Decision (Action to be taken)
			while preparing the case studies
7	Scope of tracer study - Short term training - certified candidates survey	<ul style="list-style-type: none"> <li>▪ RFP states to take sample size of short-term training certified candidate survey as 5% of total certified candidates under the scheme PMKVY and CMYKY.</li> <li>▪ EY requested to provide short-term training certified candidate data in given format with verified mobile numbers</li> <li>▪ EY presented that certified candidate survey questionnaire would include satisfaction towards short-term training attended, present economic status, present monthly salary / Income (if applicable), enablers / barrier for getting gainful employment only.</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is accepted and instruction given to provide detail of certified candidates (Scheme, year, training provider, job-role wise) with verified mobile number to EY team</li> </ul>
8	Scope of tracer study - Short term training - Outreach	<ul style="list-style-type: none"> <li>▪ RFP states to carryout outreach of certified candidates as 75% of total population of certified candidates under the scheme PMKVY and CMYKY</li> <li>▪ EY requested to provide short-term training certified candidate survey in given format with verified mobile numbers</li> <li>▪ EY presented that certified candidate outreach questionnaire would include present economic status and present monthly salary / Income (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is decided that the outreach count of certified candidates will be 75% of total certified candidates population based on the final verified certified candidate's data provided by the directorate</li> <li>▪ Outreach will focus on only on the present economic status and their present monthly salary / Income (if applicable)</li> <li>▪ EY survey team will mark "present status*" in excel data sheet provided by the Directorate for PMKVY and CMYKY.</li> </ul>
9	Scope of tracer study- Short-term	EY presented that:	<ul style="list-style-type: none"> <li>▪ It is accepted.</li> </ul>

Sl. No.	Discussion Point	Discussion held	Decision (Action to be taken)
	training certified candidates tracer study report	<ul style="list-style-type: none"> <li>▪ No Pilot study will be conducted for short term training certified candidates.</li> <li>▪ No Employer and Institutional survey will be conducted</li> <li>▪ Separate data sheet and summary of findings / dashboards will be prepared for draft report</li> <li>▪ A separate final report will be submitted on short-term training employment outcome other than main STRIVE Tracer Study of ITIs.</li> </ul>	
9	Data collection from ITIs for primary surveys	<ul style="list-style-type: none"> <li>▪ EY presented primary data collection formats for Instructors, Graduates, Employers, Case study and ITI efficiency.</li> <li>▪ EY requested to provide graduates, employer and case study data with verified contact detail</li> <li>▪ ITI Principal highlighted the challenge of getting accurate student records as students frequently change mobile numbers.</li> <li>▪ Suggestion was floated to get the help of instructors to get the contact details of students.</li> <li>▪ Directorate also commented that functional placement cells can enable maintenance of such records in the future.</li> </ul>	<p>It is accepted and following decisions are made:</p> <ul style="list-style-type: none"> <li>▪ EY will revise the data format with the maker and checker column.</li> <li>▪ ITI principals will verify all the mobile number of graduates with the help of trade instructors, remove unverified number from the data set.</li> <li>▪ Instructor will mark maker name in excel sheet, take the printout trade wise and principal will sign as checker on hard copy sheet.</li> <li>▪ Trade instructor will identify candidates for case study (during year 2019, 2020 and 2021 pass-outs) and existing or potential employers. Detail for both will be provided in excel sheet.</li> <li>▪ Verified data sheet will be provided to EY in soft as well as hard copy.</li> </ul>
10	Research design	The authority is apprised on the following aspects related to research design:	<ul style="list-style-type: none"> <li>▪ It is accepted.</li> </ul>



Sl. No.	Discussion Point	Discussion held	Decision (Action to be taken)
		<ul style="list-style-type: none"> <li>▪ ITI graduates (Structured Interview) CATI (Quantitative)</li> <li>▪ ITI graduates (Outreach to know the present status): Telephonically and excel sheet</li> <li>▪ ITI graduates (Case Study): Telephonically</li> <li>▪ Employers (Structured Interview): CAPI / face-to-face and pen-paper based</li> <li>▪ ITI (Information Sheet for efficiency): Excel data sheet</li> <li>▪ ITI (Structured Interview): Face to Face Interview and CAPI / Pen-Paper based</li> </ul> <p>The Survey Tool / Questionnaires will be in English Language only.</p>	
11	Detailed workplan, deliverables and action plan	<p>The Authority is apprised on the following aspects related to deliverables:</p> <ul style="list-style-type: none"> <li>▪ D1: Inception report with summary appreciation of ToR, detailed methodology, draft questionnaire, and work plan. (T1: T + 2 weeks)</li> <li>▪ D2: Pilot Study (10% of sample size) and finalization of study instruments (including Field Manual for Investigators) T2: T1 + 2 Weeks</li> <li>▪ D3: Completion of Field Survey (T3: T2 + 4weeks)</li> <li>▪ D4: Data Entry in excel format (T4: T3 + 1 week)</li> <li>▪ D5: Draft Report (T5: T4 + 1 week)</li> <li>▪ D6: Final Report (T6: T5 + 2 weeks)</li> </ul>	<p>It is accepted and decided for submission by EY:</p> <ul style="list-style-type: none"> <li>▪ Inception report will contain: Summary appreciation of ToR, Detailed methodology, Draft questionnaire, Work plan, deliverables and timeline</li> <li>▪ Pilot study report will contain: Finalized Study Instruments, field manual for investigators, team mobilization, training of the team to be positioned, case study (2 nos.)</li> <li>▪ Survey statistics report will contain: Detailed activities during the survey, survey statistic, scan copies of hard copy survey with photographs</li> <li>▪ All survey data will be provided in MS excel</li> </ul>

Sl. No.	Discussion Point	Discussion held	Decision (Action to be taken)
			<p>(validated and cleaned data).</p> <ul style="list-style-type: none"> <li>▪ Draft Report will consist of: Detailed profiling of respondents (All schemas to be covered), dashboard / findings of analysed data in all concerned areas of the tracer study, draft recommendations based on findings, case studies</li> <li>▪ Incorporation of feedback from DSDE on draft report, final recommendations of the tracer study, formatted final report.</li> </ul>
12	SPoC for tracer study	EY requested to appoint Single Point of Contact (SPoC) for coordination purposes between all the stakeholders	It is decided to appoint Ms. Tanya Singh, MGNF as the Nodal Coordination Officer from the Commissioner's office during the tracer study assignment.
13	Pilot Study	EY conducted pilot study at ITI, Yupia on 20 <sup>th</sup> September 2023 as per commissioner, SD&E instructions and finding were presented based on ITI training infrastructure assessment, Instructors and trainees discussion.	<ul style="list-style-type: none"> <li>• A professional review of the ITI Labs is to be conducted. EY has been asked to suggest a professional consultant for the same.</li> <li>• ITI Principals to have a relook on ITI upgradation and repair of necessary equipment.</li> <li>• Directorate to closely monitor the cost estimates for equipment and rationale of equipment.</li> </ul>
14	Final Tracer study report	<p>EY presented that:</p> <ul style="list-style-type: none"> <li>▪ Final tracer study report will be based on findings of sampled survey of graduate's (pass-outs during year 2019, 2020 and 2021)</li> </ul>	<ul style="list-style-type: none"> <li>• It is accepted</li> </ul>

Sl. No.	Discussion Point	Discussion held	Decision (Action to be taken)
		<p>from 5 government ITIs of Arunachal Pradesh, sampled employers and all the 5 government ITIs survey for DGT submission under STRIVE project</p> <ul style="list-style-type: none"> <li>▪ A separate report would be prepared based on the outreach and additional 2 new ITIs survey including broad findings</li> <li>▪ A separate report would be prepared for certified candidates survey and outreach for short-term training certified candidates under scheme PMKVY and CMYKY</li> </ul>	
15	Support required	<p>EY requested to provide support for successful completion of tracer study as:</p> <ul style="list-style-type: none"> <li>▪ Preparation of Primary data by ITIs in given format (with verified contact numbers of Graduates and case studies)</li> <li>▪ Support in contact with existing / potential employers of ITI graduates</li> <li>▪ Support in conduct of Industrial Training Institute survey</li> <li>▪ Convey message / call through Instructors to graduates for briefing about the survey and survey participation</li> <li>▪ Support in finalization of survey tools</li> <li>▪ Timely approval of deliverables</li> </ul>	<ul style="list-style-type: none"> <li>• It is accepted</li> </ul>

Meeting was concluded with important guidance and reminders for the successful execution of the Tracer Study Project.

- The EY team was urged to maintain a high level of collaboration and open communication with the ITI Principals throughout the study. This ongoing interaction is essential to ensure that all aspects of the project are effectively addressed, and any challenges are promptly resolved.
- The ITI Principals were encouraged to actively support and promote a comprehensive and critical approach to the study. By doing so, the study can generate more valuable findings that will ultimately contribute to the enhancement and improvement of the ITIs under examination.

- The official visit to ITIs by EY team is announced as 25<sup>th</sup> September 2023. It is emphasized that all stakeholders involved should be fully prepared and committed to actively participate and contribute to the study's objectives from this date onwards.

These closing remarks served as a clear roadmap for the next steps in the Tracer Study Project and reinforced the importance of collaboration, commitment, and comprehensive analysis in achieving its goals.

Date:

Kick-off meeting at Dorjee Khandu State Convention Centre, Itanagar, Arunachal Pradesh  
(Dated: 21<sup>st</sup> September 2023)



### 7.1.3 13<sup>th</sup> October 2023: Progress Review meeting Commissioner, DSDE, AP

**Project Name :** Tracer Study of Graduates from ITIs in Arunachal Pradesh

**Date :** 13<sup>th</sup> October 2023 (Friday), 12:00 noon to 1:30 PM

**Venue :** Office of Commissioner, Skill Development, Secretariat, Govt. of Arunachal Pradesh,

**Agenda :** Review meeting on the status of tracer study assignment under STRIVE project

**Participants (Physical):**

- Sh. Saugat Biswas (IAS), Commissioner, Department of Skill Development and Entrepreneurship, Arunachal Pradesh
- Sh. Tom Ratan, Director, Directorate of Skill Development and Entrepreneurship, Arunachal Pradesh
- Sh. Jumbom Riba, Assistant Director, Directorate of Skill Development and Entrepreneurship, Arunachal Pradesh
- Sh. Shubham Rauthan, MGNF, Itanagar, Arunachal Pradesh
- Ms. Tanya Singh, MGNF, Papum pare, Arunachal Pradesh

**Online Participants:**

- Sh. K.V. Lincon, Principal, Government ITI, Yupia
- Sh. L. Tenzin, Principal, Government ITI, Dirang
- Sh. Pagge Rime, Principal, Government ITI, Tabarijo
- Sh. R. C. Dutta, Principal, Government ITI, Roing
- Sh. Subash Pertin, Principal, Government ITI, Balinong
- Sh. Bepe Angum Principal, Government ITI, Sagalee
- Sh. Dige Lomi, Principal, Government ITI, Manipolyang
- Sh. Rezwon Uz Zaman Ahamad, Senior Manager, Ernst & Young
- Sh. Mahendra Singh Tanwar, Manager / Project Lead, Ernst & Young LLP
- Ms. Reena Tanwar, Consultant, Ernst & Young LLP
- Ms. Juna dada, Consultant, Ernst & Young LLP
- Sh. Gagan Roy, Consultant, Ernst & Young LLP
- Sh. Praveen Kumar, Consultant, Ernst & Young LLP

The review meeting was chaired by Sh. Saugat Biswas (IAS) Commissioner, Skill Development and Entrepreneurship (Designate), bringing together the directorate officials, ITI Principals from 7 government ITIs of Arunachal Pradesh and EY Team for review on update on the progress of tracer study under STRIVE project. The main discussion points are summarized below:

5. The EY team presented progress update on below agenda points:

- a. Progress update so far
- b. ITI visit and primary data collection
- c. Research design and Sample size
- d. Submission of deliverables
- e. Action plan and timeline

6. The discussions and decisions in the meeting are given below:

A) **Primary Data provided by ITIs:** EY team presented that there is a deviation in graduate count provided under RFP and the actual data provided by ITIs as below:

ITI	Graduate count as per RFP	Graduate count provided by ITIs	Difference	Verified mobile no.
Dirang	436	295	141	141
Yupia	292	273	19	124
Balinong	359	281	78	173
Roing	953	421	532	129
Tabarijo	155	138	17	175
Sagalee (Additional)	-	52	-	51
Manipolyag (Additional)	-	11	-	11
<b>Total</b>	<b>2195</b>	<b>1471</b>	<b>787</b>	<b>704</b>

Commissioner, Skill Development has instructed Ms. Tanya to collaborate with all the Principals of Industrial Training Institutes (ITIs) to conduct a comprehensive review of the total number of graduates. A verified and signed data from each ITI Principal should be collected. This data will be subsequently utilized to determine the final count of graduates within the survey population, which will then be furnished to the EY team.

**B) Employer, case study and ITI efficiency data:** The EY team reported that, during their visit to the ITIs, the following data related to employers, case studies, and ITI efficiency has been furnished by the respective institutes:

ITI	Employer data	Case study data	Data for calculation of ITI efficiency
Dirang	4	17	Yes
Yupia	0	30	Yes
Balinong	0	0	Yes
Roing	6	23	Yes
Tabarijo	0	9	Yes
Sagalee (Additional)	0	0	No
Manipolyag (Additional)	0	0	No
<b>Total</b>	<b>10</b>	<b>79</b>	<b>-</b>

The Commissioner, Skill Development has issued a directive for Ms. Tanya to engage in a collaborative effort with all Principals of Industrial Training Institutes (ITIs) aimed at gathering additional employer and case study data with the help of trade instructors and updated data to be provided to EY team. Furthermore, she has been mandated to ensure the provision of outstanding ITI efficiency data from the ITI, Sagalee and Manipolyang.

**C) Sample Size for Graduate survey and Outreach:** EY team presented that as per the data provided by the ITIs, the revised distribution of the sample size and outreach numbers would be as follow:

ITI	Graduate count provided by ITIs	Verified number	Sample size ((10% of col. A))	Outreach (75% of Col A)	Outreach (Actual)
	(A)	(B)	(C)	(D)	(E=B-A)
Dirang	295	141	30	221	111
Yupia	273	124	28	206	96
Balinong	281	173	29	211	144
Roing	421	129	43	314	86
Tabarijo	138	175	20	104	155
Sagalee (Additional)	52	51	7	39	44
Manipolyag (Additional)	11	11	2	9	9
<b>Total</b>	<b>1471</b>	<b>704</b>	<b>158</b>	<b>1105</b>	<b>546</b>

Following a thorough discussion, it was agreed upon that the sample size for the primary graduate survey of the ITIs will be set at 158, while the outreach number would be 546, pending successful contact with the candidates through telephone communication.

- D) **Survey Questionnaire:** The EY team informed that the draft questionnaire for all the primary surveys and outreach (ITI as well as short term training candidates) have been shared to Ms. Tanya and the officials of DSDE for their review via email. The feedback and observations regarding the draft questionnaire were subsequently deliberated upon during the meeting, resulting in the approval of the draft questionnaire for the commencement of the primary survey.
- E) **Conduct of primary survey:** The EY team shared that the primary graduate survey would take place 20<sup>th</sup> October 2023 onwards. The Commissioner of Skill Development has been instructed that Ms. Tanya should participate in selected instances of the primary graduate surveys via telephonic conference and ensure the recording of these survey interactions. Ms. Tanya will subsequently share these recordings with the DSDE officials for their reference.
- F) **Primary data for short term training:** EY requested for the primary data concerning candidates certified under short-term training programs (PMKVY and CMYKY), to be submitted in the specified format along with verified mobile numbers. This request has been acknowledged and instructions have been issued to both Ms. Tanya and the officials of DSDE to supply comprehensive details of certified candidates, categorized by scheme, year, training provider, and job role, in the format shared by the EY team.
- G) **Action Plan for completing the tracer study assignment:** EY team presented the action plan as below:

- a. Submission on final Inception report : After incorporating the issued Minutes of meeting of 19<sup>th</sup> September 2023 and 21<sup>st</sup> September 2023, EY team will submit final inception report
- b. Pilot study report : 20<sup>th</sup> October 2023
- c. Survey completion report : 6<sup>th</sup> November 2023
- d. Survey data in excel format : 13<sup>th</sup> November 2023
- e. Draft tracer study report : 20<sup>th</sup> November 2023
- f. Final Tracer study report : 27<sup>th</sup> November 2023

It was agreed and accepted

7. The meeting was concluded with following:

- a. DSDE will issue the minutes of meeting of 19<sup>th</sup> September 2023 and 21<sup>st</sup> September 2023 meetings
- b. DSDE will provide verified and signed primary data from all the ITIs.
- c. DSDE will provide short-term training certified data in format provided by EY
- d. All the ITI principals will carry out meeting with trade instructors and provide update information on employer and case study data

Commissioner, Skill Development provided the closing remarks.

Date: 13.10.2023



## 7.2 Annexure 2: List of trades available in ITIs of Arunachal Pradesh

Table 133 - List of programs available in ITIs of Arunachal Pradesh

Sl. No.	Trade Name	Engineering / Non-Engineering	Duration	Certificate type
1	Carpenter	Engineering	1 Year	NCVT
2	Computer Hardware and Network Maintenance	Non-Engineering	1 Year	NCVT
3	Computer Operator and Programming Assistant (COPA)	Non-Engineering	1 Year	NCVT
4	Cosmetology	Non-Engineering	1 Year	NCVT
5	Draughtsman (Civil)	Engineering	2 Years	NCVT
6	Electrician	Engineering	2 Years	NCVT
7	Electronics Mechanic	Engineering	2 Years	NCVT
8	Fashion Design and Technology	Non-Engineering	1 Year	NCVT
9	Fitter	Engineering	2 Years	NCVT
10	Fruit and Vegetable Processing	Non-Engineering	1 Year	NCVT
11	Front office assistant	Non-Engineering	1 Year	NCVT
12	Information Communication Technology System Maintenance (ICTSM)	Engineering	2 Years	NCVT
13	Mason (Building and Contractor)	Engineering	1 Year	NCVT
14	Mechanic Motor Vehicle	Engineering	2 Years	NCVT
15	Mechanic Diesel	Engineering	1 Year	NCVT
16	Plumber	Engineering	1 year	NCVT
17	Refrigeration & Air-Conditioning Technician	Engineering	2 years	NCVT
18	Secretarial Practice (English)	Non-Engineering	1 Year	NCVT
19	Secretarial Practice	Non-Engineering	1 year	NCVT

Sl. No.	Trade Name	Engineering / Non-Engineering	Duration	Certificate type
20	Surveyor	Engineering	1 Year	NCVT
21	Tourist Guide	Non-Engineering	1 Year	NCVT
22	Welder	Engineering	1 Year	NCVT
23	Wireman	Engineering	2 Years	NCVT

### 7.3 Annexure 3: Survey Statistics - Graduate Survey

Table 134 - Graduate survey statistics: ITIs v/s trades

Sl. No.	Trade	ITI, Dirang	ITI, Yupia	ITI, Balinong	ITI, Roing	ITI, Tabarijo	ITI, Sagalee	ITI, Manipolyang	Grand Total
1	Carpenter	-	-	-	2	-	-	-	2
2	Computer Hardware and Network Maintenance	-	-	6	-	-	-	-	6
3	COPA	5	-	6	-	-	4	-	15
4	Cosmetology	-	3	-	-	-	1	2	6
5	Draughtsman (civil)	-	5	1	5	8	-	-	19
6	Electrician	-	5	-	6	6	-	-	17
7	Electronic Mechanic	1	-	-	-	-	-	-	1
8	Fashion Technology	-	3	-	-	-	-	-	3
9	Fitter	-	-	-	5	-	-	-	5
10	Front Office Assistant	-	-	-	-	-	1	-	1
11	Fruits & Vegetables Processing	1	-	-	-	-	-	-	1
12	ICTSM	-	-	-	4	5	-	-	9
13	Mason (Building Contractor)	-	-	3	-	-	-	-	3
14	Mechanic Diesel	-	-	6	-	-	-	-	6

Sl. No.	Trade	ITI, Dirang	ITI, Yupia	ITI, Balinong	ITI, Roing	ITI, Tabarijo	ITI, Sagalee	ITI, Manipolyang	Grand Total
15	Mechanic Motor Vehicle	4	-	-	4	-	-	-	8
16	Mechanic RAC	-	-	4	-	-	-	-	4
17	Plumber	-	-	4	5	-	-	-	9
18	Secretarial Practice	6	6	-	-	4	-	-	16
19	Stenography & Secretarial Assistance	-	-	-	-	-	1	-	1
20	Surveyor	-	6	-	5	-	-	-	11
21	Tourist Guide	4	-	-	-	-	-	-	4
22	Welder	4	-	-	4	-	-	-	8
23	Wireman	5	-	-	4	-	-	-	9
<b>Grand Total</b>		<b>30</b>	<b>28</b>	<b>30</b>	<b>44</b>	<b>23</b>	<b>7</b>	<b>2</b>	<b>164</b>

Table 135 - Graduate survey statistics: Distribution by pass-out year, Certification type and Trades

Sl. No.	Trade Name	Pass-out (2019)	Pass-out (2020)	Pass-out (2021)	Pass-out (2022)	Pass-out (2023)	Grand Total
1	Carpenter	-	-	2	-	-	2
2	Computer Hardware and Network Maintenance	1	3	2	-	-	6
3	COPA	3	4	4	2	2	15
4	Cosmetology	1	1	1	-	3	6

Sl. No.	Trade Name	Pass-out (2019)	Pass-out (2020)	Pass-out (2021)	Pass-out (2022)	Pass-out (2023)	Grand Total
5	Draughtsman (civil)	5	5	9	-	-	19
6	Electrician	-	7	10	-	-	17
7	Electronic Mechanic	-	1	-	-	-	1
8	Fashion Technology	1	1	1	-	-	3
9	Fitter	-	-	5	-	-	5
10	Front Office Assistant	-	-	-	-	1	1
11	Fruits & Vegetables Processing	-	1	-	-	-	1
12	ICTSM	1	4	4	-	-	9
13	Mason (Building Contractor)	1	1	1	-	-	3
14	Mechanic Diesel	2	2	2	-	-	6
15	Mechanic Motor Vehicle	2	4	2	-	-	8
16	Mechanic RAC	2		2	-	-	4
17	Plumber	1	2	6	-	-	9
18	Secretarial Practice	4	7	5	-	-	16
19	Stenography & Secretarial Assistance	-	-	-	-	1	1
20	Surveyor	2	2	7	-	-	11
21	Tourist Guide	1	2	1	-	-	4
22	Welder	1	2	5	-	-	8
23	Wireman	2	3	4	-	-	9

Sl. No.	Trade Name	Pass-out (2019)	Pass-out (2020)	Pass-out (2021)	Pass-out (2022)	Pass-out (2023)	Grand Total
<b>Total</b>		<b>30</b>	<b>52</b>	<b>73</b>	<b>2</b>	<b>7</b>	<b>164</b>

Table 136 - Survey Statistics - Government Industrial Training Institute - Dirang

Sl. No.	Trade name	Pass-out Year 2019	Pass-out Year 2020	Pass-out Year 2021	Grand Total
1	Computer Operator and Programming Assistant	1	2	2	5
2	Electronic Mechanic	-	1	-	1
3	Fruit and Vegetable Processing	-	1	-	1
4	Mechanic - Motor Vehicle	2	2	-	4
5	Secretarial Practice	2	2	2	6
6	Tourist Guide	1	2	1	4
7	Welder	1	2	1	4
8	Wireman	2	1	2	5
<b>Grand Total</b>		<b>9</b>	<b>13</b>	<b>8</b>	<b>30</b>

Table 137 - Survey Statistics - Government Industrial Training Institute, Yupia

Sl. No.	Trade name	Pass-out Year 2019	Pass-out Year 2020	Pass-out Year 2021	Grand Total
1	Cosmetology	1	1	1	3
2	Draughtsman - Civil	1	2	2	5
3	Electrician	-	2	3	5
4	Fashion Design and technology	1	1	1	3
5	Secretarial Practice (English)	1	3	2	6
6	Surveyor	2	2	2	6
<b>Grand Total</b>		<b>6</b>	<b>11</b>	<b>11</b>	<b>28</b>

Table 138 - Survey Statistics - Government Industrial Training Institute, Balinong

Sl. No.	Trade name	Pass-out Year 2019	Pass-out Year 2020	Pass-out Year 2021	Grand Total
1	Computer Hardwar and Networking Maintenance	1	3	2	6
2	Computer Operator and Programming Assistant	2	2	2	6
3	Draughtsman - Civil	-	1	-	1
4	MASON (Building Construction)	1	1	1	3
5	Mechanic Diesel	2	2	2	6
6	Mechanic - Refrigeration and Air Conditioning	2	-	2	4
7	Plumber	1	2	1	4
	<b>Grand Total</b>	<b>9</b>	<b>11</b>	<b>10</b>	<b>30</b>

Table 139 - Survey Statistics - Government Industrial Training Institute, Roing

Sl. No.	Trade name	Pass-out Year 2019	Pass-out Year 2020	Pass-out Year 2021	Grand Total
1	Carpenter	-	-	2	2
2	Draughtsman Civil	-	-	5	5
3	Electrician	-	-	6	6
4	Fitter	-	-	5	5
5	ICTSM	-	2	2	4
6	Mechanic-Motor vehicle	-	2	2	4
7	Plumber	-	-	5	5
8	Surveyor	-	-	5	5
9	Welder	-	-	4	4
10	Wireman	-	2	2	4

Sl. No.	Trade name	Pass-out Year 2019	Pass-out Year 2020	Pass-out Year 2021	Grand Total
	<b>Grand Total</b>	-	6	38	44

Table 140 - Survey Statistics - Government Industrial Training Institute, Tabarijo

Sl. No.	Trade name	Pass-out Year 2019	Pass-out Year 2020	Pass-out Year 2021	Grand Total
1	Draughtsman Civil	4	2	2	8
2	Electrician	-	5	1	6
3	ICTSM	1	2	2	5
4	Secretarial Practice (English)	1	2	1	4
	<b>Grand Total</b>	6	11	6	23

Table 141 - Survey Statistics - Government Industrial Institute, Sagalee

Sl. No.	Trade name	Pass-out Year 2021	Pass-out Year 2022	Pass-out Year 2023	Grand Total
1	COPA	-	2	2	4
2	Cosmetology	-	-	1	1
3	Front office Assistant	-	-	1	1
4	Stenographer & Secretarial Assistant	-	-	1	1
	<b>Grand Total</b>	0	2	5	7

Table 142 - Survey Statistics - Government Industrial Institute, Manipolyang

Sl. No.	Trade name	Pass-out Year 2021	Pass-out Year 2022	Pass-out Year 2023	Grand Total
1	Cosmetology	-	-	2	2
	<b>Grand Total</b>	-	-	2	2










## 7.4 Annexure 4: Survey Statistics - Employer Survey

Table 143 - Employer's Survey Statistics

Sl. No.	Name and address of Employer	Category of Employer
1.	M/s Dirang Boutique Cottages Village-Dirang, West Kameng, Arunachal Pradesh	Micro Organization (Service)
2.	Department of Hydro power Development, Government of Arunachal Pradesh, West Kameng	Government Organization
3.	M/s Shoolin Power Solution Lekhi, Papum Pare	Medium Organization (Sales)
4.	M/s RJ earthmover Itanagar, Arunachal Pradesh	Medium Organization (Sales and Service)
5	Rajeev Gandhi University Papum Pare, Arunachal Pradesh	Government Organization (Service)
6.	M/s Dirang Workshop, Village-Dirang, West Kameng, Arunachal Pradesh	Micro Organization (Sales and Service)
7.	M/s TARH Motors LLP Lekhi, Papum Pare	Medium Organization (Sales and Service)
8.	M/s Buddhast Café Seppa, East Kameng	Micro Organization (Service)
9.	M/s NEFA Thrift & Credit Co-operative Society District: East Kameng	Micro Organization (Service)
10.	M/s N. N. Enterprises District: East Kameng	Micro Organization (Sales and Service)
11.	R. Sonam Fabrication District: East Kameng	Micro Organization (Sales and Service)

## 7.5 Annexure 5: Survey Statistics - ITI Survey

Table 144 - ITI Survey Statistics

Sl. No.	ITI Name	Institutional Survey	Data for Effectiveness of ITI training
1	Government ITI, Dirang	Completed 	Collected <input checked="" type="checkbox"/>
2	Government ITI, Yupia	Completed 	Collected <input checked="" type="checkbox"/>
3	Government ITI, Balinong	Completed 	Collected <input checked="" type="checkbox"/>
4	Government ITI, Roing	Completed 	Collected <input checked="" type="checkbox"/>
5	Government ITI, Tabarijo	Completed 	Collected <input checked="" type="checkbox"/>
6	Government ITI, Sagalee	Completed 	Collected <input checked="" type="checkbox"/>
7	Government ITI, Manipolyang	Completed 	Collected <input checked="" type="checkbox"/>

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