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GRAAM

Tracer Study for Technical Vocational Education and Training (TVET) Employment Outcomes of Graduates from ITIs in Karnataka

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CONTENTS

LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
BCs	Back-checks
CENPAP	Centre for Public Perception and Policy
CMIE	Centre for Monitoring Indian Economy
CoE	Centre of Excellence
COPA	Computer Operations and Program Assistant
COVID	Coronavirus Disease
CSO	Civil Society Organisation
CTS	Craftsman Training Scheme
CV	Curriculum Vitae
DGE&T	Directorate general of Employment and Training
DITE	Department of industrial Training and Employment
ELCIA	Electronics City Industry Association
ESSA	Environmental and Social Systems Assessment
COPA	Computer Operations and Program Assistant
CTS	Craftsman Training Scheme
ELCIA	Electronics City Industry Association
ESSA	Environmental and Social Systems Assessment
EWS	Economically Weaker Section
FGD	Focus Group Discussion
GoI	Government of India
GRAAM	Grassroots Research and Advocacy movement
HFCs	High-Frequency Checks
IAI	Industry Apprenticeship initiative
ICT	Information and Communications Technology
IDIs	In-Depth Interviews
IMC	Institute Management Committee
ISRO	Indian Space Research Organisation
ITI	Industrial Training Institute
KPI	Key Performance Indicator

KRA	Key Result Area
KSDA	Karnataka Skill Development Authority
LFP	Labour Force Participation
LFPR	Labour Force Participation Rate
MSDE	Ministry of Skill Development and Entrepreneurship
NAPS	National Apprenticeship Promotion Scheme
NATS	National Apprenticeship Training Scheme
NGO	Non-Government Organisation
NPIU	National Project Implementation Unit
NSQF	The National Skills Qualifications Framework
OBC	Other Backward Caste
OJT	On-the-job training
PLFS	Periodic Labour Force Survey
PPP	Public Private Partnership
PTM	Parent-Teacher Meeting
PWD	Person with Disability
SAMC	State Apprenticeship and Monitoring Cell
SC	Scheduled Caste
SCs	Spot-checks
SDG	Sustainable Development Goal
STRIVE	Skills Strengthening for Industrial Value Enhancement
SME	Small and Medium Enterprise
SPIU	State Project Implementation Unit
SSLC	Secondary School Leaving Certificate
ST	Scheduled Tribe
TAC	Trade Advisory Committee
TOT	Trainings of trainers
TVET	Technical and Vocational Education and Training
VC	Video Conference
VTIP	Vocational training Improvement Project

Executive Summary

The Industrial Training Institutes (ITIs) in India serve as integral contributors to the economy by supplying skilled manpower across various sectors. Recognizing their critical role, the Director General of Training (DGT), under the Ministry of Skill Development and Entrepreneurship, oversees national-level efforts to develop and coordinate vocational training. Efforts to enhanceITIs have been ongoing, with projects like the National Skills Strengthening for Industrial Value Enhancement (STRIVE) supported by the World Bank, aiming to improve relevance and capacities nationwide. This study focuses on evaluating select ITIs in Karnataka, particularly assessing the impact of the STRIVE project on employment outcomes and training relevance for the pass-out batch of 2020-21. The objectives include comparing the labour market performance of project and non-project ITIs and understanding stakeholders' perceptions of the STRIVE project's impact.

A sample of 5185 alumni from project and non-project ITIs across four divisions—Bangalore, Mysore, Hubli, and Gulbarga—was considered for the study, focusing on graduates from the year 2020-21.

Study Findings

Employment status of the beneficiaries and labor market performance

- Regarding the placement cells, it was found that the institutes in Mysore and Bangalore in the southern divisions had better functionality of placement cells while there was a poor presenceand functionality of placement cells in the ITI's in Hubli and Gulbarga in the northern divisions.
- Most ITI students are not taking up the placement job offer being given by ITI's. For the rural ITI's, only around 24% of students from project ITI's and around 22% from non-project ITI's have availed the placement job offer. For urban ITI's, a relatively bigger share of project ITI students (around 26%) had taken up the offer compared to non-project ITI students (around 17%)
- Overall, close to one-fifth of surveyed alumni are currently unemployed, while a higher shareof female ITI alumni (38%) is currently unemployed, compared to male alumni (18%).

- Around 18% male project ITI alumni and 19% male non-project ITI alumni are currently unemployed, showing no notable difference between these two categories. Non-project ITI's are doing better with respect to the current employment of female alumni.
- It is often found that ITI graduates are more prone to certain vulnerabilities such being unemployed. Various reasons were given to explain such unemployment such as scarcity of employment opportunities (around 29% alumni mentioned), not finding job related to field of study (around 25%), and having to attend to domestic responsibilities (around 20%).
- Students from the trade of dress making, civil draughtsman and carpentry had the highest share of unemployed alumni.
- For all divisions, the overwhelming response from alumni is that the placement cells have notbeen of much help in providing guidance for any self-employment.
- Overall, close to 70% of alumni respondents are working in the same job since passing out.
- Overall, it was found that the ITI alumni of rural areas were getting an average monthly income of Rs.13,974.74 in their first job and Rs.16693.36 in their current job. ITI alumni of urban areas were getting an average monthly income of Rs.13,315.68 in their first job andRs.15,018.20 in their current job. The increase in monthly salary from first to current job is a positive finding. However, there appears to be a gap between ITI placement/first job salaries and the minimum wage for skilled labour.

Relevance of ITI training

- The survey findings indicate that students are finding it difficult to secure a job from their field of study, which requires the state intervention for strengthening the relevance of ITI trades.On the other hand, a dominant share of rural and urban ITI alumni reported that the ITI training had helped them get a job.
- Overall, only a small share of male (18%) and female (16%) ITI alumni have undergone OJT/internship during their ITI training.

Efficiency of ITI training

- It was found that a more than half of the sanctioned trainer positions in ITI's are not filled which has adverse implications for the access to quality ITI training.
- The study also found the presence of infrastructural gaps such as in the provision of library facilities in ITI's, apparent from the alumni survey responses, though toilet and lab availability were not mentioned as major problems.

Effectiveness of ITI training

- It is indicated that there is a poor performance in terms of trainee passing outs. Close to 40% are not passing out which is a matter of concern.
- Low exposure to apprenticeship, as low as 20%, is observed. In addition, the ITI students lackin certain IT skills that are important for job readiness.

Graduates' perceptions on type of ITI training

- It is also found that the students were happy about the teaching quality, the teaching infrastructure, and technical equipment. Project ITI's had relatively higher levels of alumni satisfaction with teaching quality and infrastructure, compared to non-project ITI's.
- In both the project and non-project ITI's, the internship availability was found to be unsatisfactory in all the four divisions.

Stakeholders' perceptions and experiences

- Overall, the southern divisions of Bangalore and Mysore fare better in terms of performance of ITI's than the districts of northern divisions. For instance, Bangalore division has ITI'swith better infrastructure while in Hubli division, stakeholders point to lack of placementstructure and industrial engagement.
- Majority of the representatives from various industry revealed that they have an association with the ITI's only for the sake of recruitment of candidates for their industry requirement.Except for Bangalore division, representatives from other regions did not indicate a willingness to engage in training, teaching or counselling of ITI students.
- The industry representatives opined that they were not happy about the quality of ITI's both in terms of physical infrastructure and training provided and rural ITI's fared poorly in terms of quality. No noticeable difference was found between project and non-project ITI's buturban and rural background made a big difference for job readiness favoring the urban graduates.

Recommendations

- Strengthen the implementation and coverage of OJT and internship for making students more job ready in terms of trade skills, soft skills and attitudes. IMCs and industry clusters/associations should play a key role in strengthening the same.

- IMCs should function in robust manner and should meet at least once in 3 months.
- There is a need to broad base the management of ITI's. Trade Advisory Committee (TAC) including local industry partners should be established for all trades/groups of trades in all ITI's.
- Ensure functional placement cells in ITI's, and ensure dedicated placement officers in ITI's for providing stable and reliable placement support to ITI students.
- Strengthen ITI-industry connections through institutionalized and strengthened connection between industry clusters and ITI's.
- Ensure regular and frequent capacity building training for relevant stakeholders for strengthening industry-ITI engagement (specifically through internships, apprenticeships and engagement of industry representatives in training of students).
- Following the example of models adopted by civil society interventions such as *My Quest*, it is important to improve ITI performance in a holistic way for improving the impact of ITI training on the employability and employment of its trainees. Such holistic strengthening should include strengthening Employability/soft skills training, capacity building of trainers and principals and strengthening of parental engagement.
- ITI curriculum and pedagogy should be updated, and DITE should ensure at least annual refresher trainings for trade trainers.
- Relevance of courses to present-day industry demand is very important and course structure should be evaluated and revised after every 3-4 years.
- DITE and other actors in Govt of Karnataka should prepare a phased wise plan for addressing infrastructural gaps of ITI's such as libraries and also ensure provision of latest equipment.
- ITI trades offered should be reviewed from the point of view of industry demand and placement performance. The list of trades offered should be accordingly streamlined.
- Trainer vacancies are a fundamental problem in ITI's and should be addressed as a top priority.
- Ensure proper counselling of students before they are selected and admitted into ITI's to ascertain aptitude and interest; this is necessary to reduce the student dropout rates from ITI courses.

- In addition, a proper well-being of ITI trainees, especially women and PWDs should be takencare through comprehensive health and nutrition assistance facilities with good quality hostel facilities provided.

1. Understanding Purpose, Scope, and Dimensions of the Evaluation Study

1.1 Rationale

Industrial Training Institutes have been core elements of India's Vocational Education for decades. The national Skills Strengthening for Industrial Value Enhancement (STRIVE) project has been developed by the Ministry of Skill Development and Entrepreneurship, GoI with WorldBank assistance for strengthening ITIs and the vocational training provided by them. The STRIVE project is designed to improve the quality and relevance of long-term vocational trainingprovided in ITIs, by incentivizing the critical institutional reforms required in the ITI and apprenticeship systems.

Strengthening ITIs through programs such as STRIVE is closely linked to the GoI's commitmentto providing quality skilling opportunities for economically disadvantaged/underserved communities and developing a globally competitive workforce. Therefore, it is crucial to understand the extent to which and how the STRIVE program is bringing about a change in the professional journey and employment status of beneficiaries.

1.2 Purpose, aim, and objectives

As per the GOI's DGET guidelines for evaluating Vocational Training initiatives for Karnataka, any meaningful evaluation of the TVET program should involve at least 90 ITIs and 2535 students in the state. In consultation with the KEA and DITE/SPIU members, the definition ofproject ITIs for the study was made to include Centre of Excellence (CoE/VTIP) ITIs, PublicPrivate Partnership (PPP) ITIs, it is under TATA Collaboration and STRIVE ITIs – in all a total of 270 project ITIs across the state. A sample of 5574 students from these project ITIs wouldbe compared with another sample of 726 students from non-project ITIs in the state (both project and non-project ITI students who have passed out in the year 2020-21), through a tracer study methodology with the purpose and objectives as below.

The purpose of the tracer study is to assess changes in the professional career and labor market outcomes of the trainees after their graduation from ITI and examine whether project interventions influenced these changes. The specific objectives of the study are as follows:

1) To measure and compare the labor market performance of project and non-project ITIs and of their trainees (disaggregated by gender and social groups).
2) To assess the employment status (wage or self or higher studies or apprenticeship) of the beneficiaries
3) To assess the relevance of ITI training to job markets/livelihood activities and its impacton relevance, effectiveness, efficiency, and sustainability.
4) To assess graduate/pass-outs' satisfaction level relating to the type of ITI training attended
5) To explain the causes of employment outcomes (professional success)
6) To understand the longer-term impacts of the program for beneficiaries and what services or type of interventions work better in the long run
7) To collect information on students who are not in employment/have left the employment and the reasons for the same, including Covid pandemic-related reasons.
8) To assess the impact of the different said projects on the SDG indicators like LFPR and Unemployment
9) To understand the stakeholders' perceptions and experiences about the program, kindsand processes of change they have experienced, and the benefits and challenges experienced by them
10) Based on the evidence collected, provide feedback for improvements in various areas of training and placement at ITIs and for corrective measures required to be taken to improvethe employability aspects during and after the ITI training.

1.3 The Theory of Change

The Theory of Change for the Project provides an understanding of the linkage between the intended Areas of Improvement, Inputs, Activities/Processes, Enablers, Output, Outcome, and Impact indicators. These have been mapped out in Table 1 below

Table 1.1: Theory of Change for TVET Evaluation Study

Areas of improvement	Inputs	Activities/Process	Enablers	Output	Outcome	Impact
• Improvement of necessary infrastructure/ facilities at ITIs • Improved Performance of ITI	• Class room setup (with all necessary equipment/ teaching ids/Resource • Availability of Training centres • Quality trainers • Hiring partners	• Establishing dedicated training centres • Upgradation of ITIs with better facilities • Recruiting the skilled master trainers • Establishing the industry clusters in the tier 2 cities	• Government /Industries/ • NGO's • Corporates/ • Private • Hiring partners / employers	• Increase graded ITIs in the states • Increase in enrolment of students for the ITI training • Better engagement of students in the ITIs • Better industry exposure	• Increased ability to provide apprenticeship and employment opportunities to its pass-out trainees • Increased enrolment rate (%) • Increased placement rate • Decline in the dropout rate (%) • Increase in pass-out rate (%)	• Better ROI in ITI based education system • Increase in Skilled workforce in the labour market • Brings confidence among the stakeholders in ITI ecosystem • Shift in outlook towards learning & career development • Effective pedagogy in the ITI ecosystem • Better employer engagement • Leadership for change

● Assessment of existing curriculumgaps	● Panel of Subject matter specialists (trade-wise) and industry experts/partners (sector-wise) for assessing the possible existing gaps in the ITI curriculum	● Co-creation of training module/course content ● Engagement of subject matter specialists and industry/hiring partners	● Department of Education and Ministry of Industry and Commerce ● MSDE (Ministry of Skill Development and Entrepreneurship ● Karnataka Skill Development Authority (KSDA) ● Industry partners NGO partners	● Training modules – trade wise and for employabilityskills manual	● Quality training manual in place ● Enhanced usage of tools /content ● Updated curriculum as per industrial standards	● Effective pedagogy ● Better engagement of students in the classrooms ● Improved teaching learning Process ● Better employer engagement

• Improving teacher's/instructo r capacity • Leadership change of principals • Lack of skilled trainers specially for the employability skills teaching with industry experience	• Kits/ Curriculum Content/training Modules for TOT • Master trainers /coach of employability skill training • Peer organizations in the skill domain Providing necessary support to run the courses(all the resources needed for training) Innovative training partners like NGO's/CSO's	• Trainings of trainers (TOT) • In-service trainings to trainer's/ placement officer/princi pals • Regularity in the TOT with updat ed training modules • Mobilization/ involvement of peer organization working in theskill domain	• MSDE (Ministry of Skill Development and Entrepreneurshi p), GoI • Karnataka Skill Development Authority (KSDA), GoK • Innovative training partners like NGO's/CSO's, Industry experts Graduates	• Enhanced the capacity building • of trainers • Enhance the confiden ce of trainers • Increase in • number of quality trainers	• Better engagement of students in the classrooms • Better job opportunitiesfor quality trainers in ITI's (both in permanent and contract jobs) • Increased no. of ITI instructors with training experience	• Improved teaching learning Process • Effective pedagogy: focusing on trainingof trainers to use more learner centric blended learning pedagogy that helps them build a growth mindset. • Reduction in the dropout rate • Enhance the Confidence of the students in facingthe job interviews

Trainers lack the skills to use ICT in teaching- learning process	• ICT experts • ICT technologies/digital infrastructures (printers, computers, laptops, tablets, projectors, software etc) • Class room setup (with all necessary equipment/ teaching aids/Resources	Trainings on availability and use of ICT applications for the classroom teaching-learning in ITI's	• Government skill development department • Ministry of Information and technology Innovative trainingpartners like NGO's/CSO's	• Increased use of ICT in teaching-learning process • Faster learning and effective teaching Saves time and energy of both trainers and students	• Better engagement of students in the classrooms • Reduction in the dropout rate Increases the regularity of the students (Increases the attendance rate) for the class	• Effective pedagogy • Increase in pass out rate • Enhances the efficiency of the teachers Opens the opportunities of blended learning
• Improving the employability skills among the students • Lack of confidence/readiness among the ITI students to getting into labour market • Higher unemployment among the youths due to lack of employability skills	• Employability skill course content • Dedicated Employability skill trainers • Technical advises • Self-learning materials/apps/kit Motivational classes • Industry exposure • Classroom setup (with all necessary equipment/ teaching aids/Resources	• Introduction of ES training session in ITI's ecosystem. • Advisory groups in ITIs • Industrial visits • Linking students with industries for hands-on experience Placement services (placement drives, resume preparation, mock interviews, etc.)	• Government skill development department. • Dedicated ES trainers • Technical advisors • Hiring partners • Innovative partners like NGOs/CSOs in the skill domain	• Improvement in cognitive skills. • Increased placement rate • Quicke job availability • Increase in Number of students attending the placement drives • Enhances the	• Increasing opportunit for Better positions andbetter salary. • Increase in placement rate • Timely entry into labor market • Youths are more visible as advocates and leaders in their communities Reduction in skilled labor	• Young people across the social spectrum, Confidently exhibit abilities to navigate. their personal and professional space to make informed career decisions • eduction in unemploymentrate • ncreases the earning opportunities (Placement job, job found and apprenticeship)

				Confidence of Students in facing the interview	outsourcing inthe country	

1.4 Project Evaluation

The project intends to evaluate the employment outcomes of ITI graduates across the state with respect to their employment status, performance, and measure the impact of ITI training to the student in terms of relevance, effectiveness, efficiency and sustainability. The evaluation matrix provided in Table 2 below provides a granular understanding of the Evaluation Indicators/sub-questions/parameters, Data sources, triangulation methods of data, and the type of analysis thatwill be conducted for each sub-question and parameter.

Table 1.2: Evaluation Matrix – Tracer Study for TVET Employment Outcomes of Graduates from ITIs in Karnataka

Sl. No.	Evaluation Question / Objectives of evaluation	Evaluation Indicators/sub-questions/parameters	Sources of data	Triangulation	Analysis
1	To measure and compare the labor market performance of the project and non-project ITIs and of their trainees (disaggregated by gender and social groups).	● Placement rate at the ITI level ● % of ITI who do employers/industry outreach activities ● % of students in the labourmarket/employed disaggregated by genderand social category ● % students in absolutely unemployed (did not found job after course completion and currently unemployed) ● Trade wise/ITI wise average/median salary of the alumni ● Top trades in which the students are placedin the labour market ● Proportion of students who are in green jobs ● Incremental salary of students (difference between salary when they joined/first job after course completion and current salary ● Average salary of students when they joined labour market and average current salary ● Reasons for unemployment ● Reasons for job change ● Attitude or willingness towards employment or job ● Trades in demand in the labour market ● Industrial standards in recruitment ● Future job trend (Green jobs or others)	**Primary data** ● Alumni survey ● Placement data from ITI ● MSI data on placement ● IDIs of ITI Principals, IMC Chair, ITI Trainers/Training Officers, ITI placement officers and industry experts **Secondary data** ● PLFR /CMIE-Labourforce participation and unemployment rate	● Data from PLFS on employees aged 15- 34 years in different types of employment (formal / informal, wage, self-employment and entrepreneurship) ● Data from state MSME department on trends in female entrepreneurship in MSMEs	● Descriptive statistics ● Cross tabulations by gender, social groups, employment and unemployment rates (age, gender and location-rural and urban), salary **across the project and non-project ITIs** ● Statistical tests (paired t test to compare before and after) and independent t test for comparison of two independent groups and ANOVA (to understand within the group and between the group variations on key performance indicators) ● Comparison of top line findings from the survey with the benchmark indicators (Like age-wise LFP and

		• Job trends in the labour market • All the above indicators to be disaggregated by gender, social category andlocation (rural and urban)			the unemployment rate across the districts and across the project and non-project ITIs)

2	To assessthe employment status (wage or self or higher studies or apprenticeship) of the beneficiaries	●% of students who got at least one earning opportunity (Job found on their own, placement job, self-employment, apprenticeship) ●% of students gone for higher studies ●% students absolutely unemployed (did not find job after course completion and currently unemployed) ●Proportion of students who are facing frictional unemployment ● Reasons for unemployment ● Reasons for taking up entrepreneurship/self-employment as opposed to wage/salary employment ● Reasons for job change ● Attitude or willingness towards employment or job ● Trades in demand in the labour market ● Future job trend (Green jobs or others)	**Primary data** ● Alumni survey ● Placement data from ITI ● MSI data on placement ● IDIs of ITI Principals, IMC Chair, ITI Trainers/Training Officers, ITI placement officers **Secondary data** ● PLFR /CMIE-Labourforce participation and unemployment rate	● Data from PLFS on persons aged 15-34 years in different types of employment (formal／informal, wage, self-employment and entrepreneurship) ● Data from state MSME department on trends in female entrepreneurship in MSMEs	● Summary statistics ● Cross tabulations by gender, social groups, employment and unemployment rates (age, gender and location-rural and urban), salary **across the project and non-project ITIs** ● Comparison of top-line findings from the survey with the benchmark indicators (Like age wise LFP and the unemployment rate across the districts and across the project and non-project ITIs)

3	To assess the relevance of ITI training to job markets / livelihood activities and its impact in terms of relevance, effectiveness, efficiency and sustainability	**Relevance** •Percentage of employed graduates who find the employability/soft skills training at the ITI useful for their career ● Alumni satisfaction about the course content/trainings/duration relevant to the industrial standards •Percentage of employed graduates who find trade-training at the ITI industry relevant ● Percentage of graduates who got placed in a post-course job in the same sector/trade in which trained at ITI ● Importance of the training program in promoting entrepreneurship among the alumni •Updating of content/curriculum, assessment and pedagogy as per industry requirements •Understanding which kinds of programme components are most useful and beneficial for students and also cost-effective: eg apprenticeship promotion, provision of upgraded teaching learning materials •Industry relevance of ITI curriculum as perceived by industry representatives; kinds of skills preferred by industry representatives but not yet provided in ITIs	**Primary data** ● Alumni survey ● Placement data from ITI ● MSI data on placement ● Representatives of Industry Cluster Governing Body and Industry Clusters ● IDIs of ITI Principals, IMC Chair, ITI Trainers/Training Officers, ITI placement officers and industry experts **Secondary data** ● Financial Documents from the ITI and SPIU (State Project Implementation Unit)		● Descriptive statistics ● Cross tabulation ● Cost-benefit ratio or ● Returns on Investment (ROI) ● Regression models (Linear or logistic depending on the quality and sufficiency of the data)

		•Percentage of employed graduates who are currently employed in the same sector/trade in which trained at ITI **Effectiveness** ● Achievement of coverage of targeted number of it is ● Achievement of targeted number of youth training, across rural and urban, gender and social category (If applicable) ● Achievement of targeted number of placed graduates/targeted placement rate (if applicable) ● Achievement of targeted number of industry clustersfor promoting apprenticeship (if applicable) ● Achievement of targeted number of technical and vocation trainings ● As per KRA of STRIVE, percentage of ITIs where students have undergone On the Job Training (OJT) as per prescribed curriculum ● Labour Force Participation Rate (LFPR) and Unemployment Rate for Karnataka and India as per Periodic Labour Force Survey Data before STRIVE/for early stages of STRIVE (July 2017-June 2018) and as per latest data (July 2020-June 2021). **Sustainability** ● Continuation of upskilling (physically/virtually) after completing the training program ● Proportion of students who have not changed jobs after their first job and the reasons for same			

		Efficiency ● Cost of training and placing students for project and non-project it is. ● Average annual salary/wage income of the alumni			
4	To assess graduate/pass-outs' satisfaction level relating to the type of ITI training attended	● Students' rating on the training, course content, quality of training, and alignment of course content with job etc. ● Students' satisfaction about the first job and the current job rating from 1 to 5 – 1 being very dissatisfied and 5 being very satisfied Reasons for the dissatisfaction	● Alumni survey ● ITI level stakeholders survey (Trainers)	Cross tabulation of alumni satisfaction level with the ITI level ecosystem (Education, experience, teaching facilities, sufficient manpower etc.)	Content analysis / thematic analysis
5	To explain the causes of employment outcomes (professional success)	● How quickly was the student able to get employment after the training (Duration of time taken to get the first job) ● % of students who got salary increases during their employment after the training ● % of students who got appreciation/promotion during their employment after the training ● % of students who got a job in the sector aligned with their training ● Effective sources of information of job vacancies ● Most used job searching platform by the alumni ● Proportion of students who have not changed job after their first job and the reasons for same ● Job satisfaction of the alumni (reasons for greater satisfaction) ● Frequency of employment drives in the it is ● Number of industry exposure visits organized by the ITIs	**Primary data** ● Alumni survey ● Placement data from ITI ● MSI data on placement ● Representatives of Governing Body and Industry Clusters ● IDIs of ITI Principals, IMC Chair, ITI Trainers/Training Officers, ITI	● Cross validation of students' perception about the employment /labour market ecosystem with the ITI level office bearer perception and industry level perception on the employment/labour market ecosystem for ITI students	● Descriptive statistics ● Cross tabulation Employment ecosystem analysis

		● Number of students undergone on-the-job training during your ITI studies ● Reasons behind professional success ● Barriers to professional success (including challenges faced by women pertaining to family objections, marriage, domestic responsibilities etc.)	placement officers **Secondary data** Financial Documents from the ITI and SPIU (State Project Implementation Unit)		

6	To understand the longer-term impacts of the programme for beneficiaries and what services or type of interventions work better in the long run	● % of students being placed in the sector in which they have been trained ● No. of Patents granted (an indicator of research and innovation activities taking place in an ITI) ● Reduction in the unemployment rate ● Increase in earning opportunities ● Increase in skilled labour force in the labour market ● Observations from the stakeholders for better functioning of ITIs	● Alumni survey ● ITI level stakeholders survey (Trainers, Principle) ● Industry experts interview	Not applicable	● Content analysis/thematicanalysis
7	To collect information on students who arenot in employment/have left the employment and the reasons for the same, including Covid	● % of students who are absolutely unemployed ● Number of students who changed jobs after the first job after training ● Top 10 reasons for being unemployed ● Top 10 reasons for job change ● Average duration being out of job ● Proportion of alumni who lost jobs during Covid/post Covid ● Proportion of alumni who were searching for jobs post Covid but were unable to find jobs/faced difficulty in finding jobs	● Alumni survey	Not applicable	● Descriptive statistics ● Cross tabulation ● Visualization

	pandemic-related reasons.				
8	To assess the impact of the STRIVE project on the SDG indicators like LFPR and Unemployment	● % of students in the labour market/employed disaggregated by age, gender and social category and location (urban and rural) ● % of students who are willing to work and actively searching for a job ● % of students who are absolutely unemployed (did not find job after course completion and currently unemployed) ● % of students who faced frictional unemployment	**Primary data** ● Alumni survey **Secondary data** ● PLFR (Periodic Labour Force Survey)/CMIE reports	Comparison of ITI level unemployment and LFPR with the benchmark indicators at district/state/nation level	● Cross tabulation ● Visualization
9	To understand the stakeholders' perceptions and experiences about the programme, kinds and processes of change they have experienced, and benefits and challenges experienced by them	● Quality of classroom learning with necessary teaching aids ● Future career plans and goals/aspirations of the alumni ● Perception of alumni on the quality of training, equipment, classroom, placement cell etc. ● Perception of trainers/principals on the measures to be taken to improve the quality of the ITIs ● Students' perception of the placement cell ● Challenges faced in supporting the students in their journey of seeking and sustaining employment Challenges faced in the placement of ITI students, infrastructure and manpower, training content by stakeholders	● Alumni survey ● Placement data from ITI IDI's of ITI Principals, IMC Chair, ITI Trainers/Training Officers, ITI placement officers and hiring partners	Cross validation amongst stakeholders	ITIecosystem analysis

		● Suggestions from the alumni, trainers, placement officer, and principals and hiring personnel in improvising the ITI level ecosystem ● Measures taken to build and maintain relationships with industry players, especially for the purpose of enhancing placement prospects of students			
10	Based on the evidence collected, provide feedback for improvements in various areas of training and placement at ITIs and for corrective measures required to be taken to improve the employability aspects during and after the ITI training.	● % of ITIs suggested or requested changes in the core change map areas such as Career development, Effective Pedagogy, Employer engagement, Student Hub, Community engagement ● Expectations from the ITIs from the government for better and quality training and makingthe students employable ● Systems/channels to seek feedback fromalumni and their employers ● Whether database of companies is maintained and updated regularly ● Whether placement drives/campus placements take place ● Whether and what kind of employer outreach and regular contact mechanisms are present ● Do the employers feel that the placement arrangements are helping them find suitable placements? Why/why not?	**Primary data** ● Alumni survey ● Placement data from ITI ● MSI data on placement ● IDI's of ITI Principals, IMC Chair, ITI Trainers/Training Officers, ITI placement officers	Comparison of the survey output with the relevant records at the ITI level	● Cross validation

1.5 Scope of the evaluation study

- Time period proposed to be covered for survey: Students from 2020-21 cohort to be surveyed
- Stakeholders covered:
- Beneficiaries (graduates) of Project ITIs and non-beneficiaries (graduates of non-project ITIs)
- Functionaries: a) SPIU (State Project Implementation Unit), State Apprenticeship Management Cell b) Institute Management Committees of ITIs c) Representatives of Industry Cluster Governing Body and Industry Clusters
- Other stakeholders: ITI Principals, IMC Chair, ITI Trainers/Training Officers, ITI placement officers

1.6 Contextual Clarity of the Programs and Objectives

a. The Context

The demographic dividend – whereby where 50% of the population is less than 25 years of ageand 65% of the population is less than 35 years of age – creates an urgent need for skilling of the young population so as to capitalize on the economic benefits of this demographic change. Underthe Skill India Mission, the Ministry of Skill Development and Entrepreneurship has adoptedseveral recent interventions to strengthen the skill ecosystem and the effectiveness of skill development initiatives.

The Industrial Training Institutes, under the aegis of the Director General of Training (DGT), MSDE, are pivotal centers for long-term vocational skill development courses. The DGT envisages the strengthening of ITIs to improve the relevance, quality, and outcome of Skill Training in the country (DGT, 2019). The different project initiatives (PPP, CoE, TATA, and STRIVE) are an attempt to enhance the usefulness and effectiveness of training provided by the ITIs, with an aim to enhance the industry readiness of youth.

b. Objectives and Focus Areas of different projects for ITIs

1 ***Improved performance of ITI***: Project funds for improving ITI performance are supposed to be provided to the Institute Management Committees (IMCs) constituted by ITIs. The performance of each ITI is supposed to be monitored on the basis of the following

Key Performance Indicators (KPIs): i. Percentage increase in number of graduates ii. Increase in female enrolment rate across trades being conducted iii. Percentage increase in total enrolments iv. Increase in percentage of total trainees who have undergone On the Job Training (OJT) as per the prescribed curriculum.

2 ***Increased Capacities of State Governments to support ITIs and Apprenticeship Training*:** Under this result area, state governments are incentivized to adopt policy and regulatory reforms that can improve the overall ecosystem for ITIs and apprenticeship.

The Key Performance Indicators (KPIs) for this result area are:

i. Conducting tracer studies

ii. Reducing vacancy of ITI trainers iii. Development of career progression policy for ITI trainers. States may also hire project management consultants (PMC) to enhance the capacity of the State Project Implementation Unit (SPIU) through funds received underthis result area

3 ***Improved Teaching and Learning*:** This component comprises elements such as development of new technology-based teaching and learning resource packages based on a curriculum revision and content development for select trades, establishment of a systemfor need-based market-driven NSQF compliant curriculum development and revamping of course curricula and designing of instructional materials for the same, training of trainersincluding NSQF compliance training program for aligning them into outcome- based learning and assessment, examination reforms, and implementation of a communication strategy to support the effort of the Government in "building aspirations" for prospectiveand existing vocational trainees and also for employers.

4 ***Improved and Broadened Apprenticeship Training***: This component involves encouraging Small and Medium Enterprises (SMEs), to engage in Apprenticeship Training through the Industry Apprenticeship initiative (IAI) grant. This grant incentivizes Industry Clusters (ICs)/ Industry Associations to promote apprenticeship.

1.7 Project Stakeholders / Functionaries

Different projects implemented on ITIs have three pertinent levels: national, state, and institutelevels:

Table 1.3: Stakeholders under the Project

Level	Entities
National level	Ministry of Skill Development and Entrepreneurship (MSDE) National Project Implementation Unit (NPIU): program implementation, day-to-day management, and coordination, timely release of fund National Steering Committee: overall policy directives, and directions for all program-related activities
State level	State Project Implementation Unit (SPIU): implement the project by guiding and supporting institutions on all the aspects of implementation as per project guidelines. State Steering Committee: provide overall guidance and supervisionto SPIUs on project implementation State Apprenticeship and Monitoring Cell: SAMC will facilitate the integration of Industry Clusters and Industry Apprenticeship Initiative (IAI)
Institute -level	Institute Management Committees: Project funds are transferred to Institute Management Committees (IMCs) constituted by ITIs. IMCs are expected to work/steer in improving the performance of ITIs Industry Cluster and their Governing Body: The Project aims at modernizingthe apprenticeship training systems through the provision of Industry Apprentice Initiative (IAI) Grants to Industry Clusters.

Source: Adapted from DGT, 2019

2 Review of Literature

The literature finds that *in spite of multiple attempts at upgradation through past initiatives such as the Centreof Excellence (COE) and the VTIP project, ITIs continue to suffer from many quality and capacity issues, which necessitate stronger efforts at improvement through efforts such as STRIVE.*

Tara et al. (2016) argue that ITIs focus more on theoretical training compared to practical training. The authors argue that despite several efforts of up-gradation, ITIs have not been able to meet the expected quality standards. They emphasize the pressing need to address the quality of vocational training imparted to the students in ITIs, highlighting that financing, infrastructure, equipment,teacher training, and teacher payment are crucial aspects to enhance quality.

Tara, Kumar & Ramaswamy (2011) conducted a study to assess the progress of the Centre for Excellence (COE) program in Karnataka. The study found that students experienced difficulties during their studies such as comprehension difficulties due to poor English knowledge and communication skills, no or inadequate stipend, lack of hostel facilities, and inadequate transport. There is a low intake of girls compared to the number of sanctioned seats, and problems of highdropout and poor passing rates were also seen among female students. While some COEs hadadequate training infrastructure including the latest tools and equipment, others lacked such training infrastructure. There was a lack of awareness about the COE program's utility amongparents, students, and industry, which resulted in very poor demand for the courses.

An assessment of the Environmental and Social Systems (ESSA) was done by the World Bank (World Bank, n.d.) as part of the program preparation for STRIVE, to gauge the adequacy of environmental and social systems at national, state as well and ITI levels. The study found the following:

- Women's enrolment in ITIs varies a lot across the states and is low in many states. Women are very less represented in mainstream engineering trades, and their enrolment is concentrated in non-engineering trades like dressmaking, Computer Operations and Program Assistant (COPA), surface ornamentation, etc.
- There is a large number of staff vacancies in almost all the ITI's. There is frequent hiring of temporary and/ or contractual staff on a part-time basis, who are not sufficiently paid.

- ITI trainers are rarely trained because regular staff are very few and cannot be spared; and because temporary/ contractual staff are not considered for training.
- On average, only 30% of students take up apprenticeships

As India needs more efficient and results oriented ITI's, there have been many tracer studies conducted for understanding the periodical progress made by the ITI's, especially in the realm of labour market performance of ITI passed out students and the usefulness of the training given inthe government ITI's. In this regard, a study prepared by Tan et al (2007) found that a high proportion (25%) of the instructor vacancies have not been filled and there was a lack of regularin-service training of vocational trainers (about 75% of trainers did not receive the in-service training), which can have an adverse implication on the quality of training provided in the ITI's.In addition, the study also found that the labour market outcomes of ITI trainees assessed through a tracer study of ITI pass-outs show poor results. Only 32 percent of ITI pass-outs interviewed in the tracer study had found any employment within 12 months of graduating.

Following the underwhelming performance of ITI's despite the STRIVE and Centres of Excellence, a report by the NITI Aayog, GoI (2023) suggests that despite government efforts to improve the conditions of ITI's, the institutional ecosystem of ITI's in the country faces myriad problems and recommend the organisational revamp of the ITI's that could range from organisational restructuring and financial management to student support system improvement including the special provision of women ITIs.

Apart from the issues pertaining to the ITI administration, there are several studies which evaluated the labour market skill relevance and credibility of curriculum in the ITI's. Tan et al(2007), in this respect argue that the attractiveness of vocational education training in India is very low and further point out that the quality of vocational education training programs including employability, payment and productivity and career perspectives matter most in long run prospectsof ITI graduates.

A tracer study by government of Haryana (Government of Haryana, 2020) provides useful insightson the on the functioning if the it is and their impact. The study, essentially looked into the stateof employment scenario of the trainees, specifically focusing on the type of employment and the range of salary and found that about 95% percent of the graduates went unemployed due to

scarcity of job opportunities indicating the mismatch of the job market requirement and job skills among the candidates.

A Tracer Study of ITI Graduates done by the Ministry of Skill Development & Entrepreneurship (MSDE, 2018), traced the cohort which passed out in 2012, and had some interesting findings, pointing to the need for strengthening ITI's and the World Bank -supported VTIP Project (vocational training improvement project) which was being done in some of them:

1) Employment rates of ITI graduates varied from state to state, ranging from 30.5% in Uttar Pradesh to 100% for Delhi for the Craftsman Training Scheme (CTS). There was a difference, though not very high, between the employment rates of men and women: 58% for males and 50.7% for females
2) 49% of those graduates who were in wage employment were in regular employment, while42% were contractual labourers and 8.4% were in casual labour. There was a higher share of those with regular employment from private ITIs (58.8%) compared to project ITIs (50.7%) and non-project ITIs (44.1%).
3) 45.4% of the graduates who were in the job market had received the job within one yearof passing out. However, a higher share of trainees who had graduated from non-project(51%) ITIs received jobs within one year of passing out.
4) 64% of the graduates who were engaged in business at the time of the survey had established the business by themselves, which was a positive outcome
5) Institute Management Committees were constituted and operational in a minority of ITI's
6) Placement cells were often not fully functional and lacked lists of students who had passedout from different trades
7) Regarding the adequacy and quality of training, majority of students felt the need for enhancement of hours of training and upgradation of equipment.
8) A significant share of students (more than 45%) was unaware of the apprenticeship program, and less than 1% of students had the opportunity to pursue the Apprentice Training Scheme after passing out.
9) There was low awareness among employers about COE (Centre of Excellence) schemeand thus low employability of COE graduates
10) Better employment potential was found for the trades- Driver Cum Mechanic (Light Motor Vehicle) (100%), Draughtsman Mechanical (81%), Stenography (79%), Wireman (77%), Electronics Mechanic (75%), Refrigeration & Air Conditioner (76%) and Fitter (67%).

11) Even though the VTIP project has helped the ITIs through training and financial support, the project required further handholding in management of the institutes as most of these lack inbuilt administrative management system of their own.
12) The study concluded on the need for a Nodal ITI to build the capacities of adjoining ITI's constituting an ITI cluster; it suggests that each state should select and develop 10-15 clusters depending upon the trades required and each cluster could be headed by a nodalITI, which can fulfil the required handholding support to the dependent ITIs.

As the STRIVE project has been fully in place in India, there have been several review mission reports on the functioning of ITIs and their respective achievements in the aftermath of the implementation of STRIVE. Among the other review mission studies, the World Bank (2023) review study concluded the progress of STRIVE 'moderately satisfactory' and looked into the aspects of overall improvement in the capacities of ITIs across the states. The report also highlighted the need for periodic evaluation of the STRIVE impact on ITI's, particularly looking into the aspects of female enrolment, focus on social inclusion aspects to promote the participationof scheduled castes (SCs), scheduled tribes (STs), Women, Religious Minority Groups, differently abled, and other poor and vulnerable persons, etc.

3 Study Methodology

The study adopted the following quantitative and qualitative methods:

3.1 Secondary Quantitative Methods

Secondary databases such as ITI records and STRIVE, PPP, CoE and TATA programme database have been utilized. An attempt was made to link project indicators such as the Labour Force Participation Rate and Unemployment Rate (Usual Status - PS+SS) for India and Karnataka. While causality can't be inferred in this way, an attempt was made to find an association between these projects and these indicators, by looking at their increase/decrease or year-on-year trends since the year of adoption of these projects. Trends of the graduate coverage for different projects and indicators like Unemployment rate and LFPS were compared year on year. Data was taken from the Periodic Labour Force Survey (PLFS) for 2017-18, 2018-19, 2019-20 and 2020-21.

The analysis was carried out on industrial and employment growth data from the departmentssuch as Factories and Boilers, and Industries and Commerce, and a projection was made to explain the growth/demand for human resources in the respective sectors. This provided evidence to understand if there was any mismatch between courses on offer and demand in thedistrict.

3.2 Primary Quantitative methods: Sample survey of Graduates with sampling details

In consultation with the DITE, Government of Karnataka, the project ITIs were designated as those which had received funding in the yesteryears through the following schemes of the government:

- CoE/VTIP & PPP & TATA & STRIVE
- CoE/VTIP & TATA
- CoE/VTIP & TATA & STRIVE
- PPP
- PPP & TATA

- PPP & TATA & STRIVE
- TATA
- TATA & STRIVE

Any other ITI which was not funded by any of these schemes was considered as non-project ITI under the study.

Quantitative data for the study was collected largely from the primary sources i.e. the structured survey of graduates from project ITIs and non-project ITIs The survey data was collected using a standardized, pretested, tab administered (using Kobo toolbox software) and dominantly closed-ended survey questionnaire. The survey questionnaire taps the earlier described studyindicators along with demographic background information. The use of skip logic has made the tool customized to beneficiaries and non-beneficiaries, and also to graduates of one-year vs 2-year courses.

The objective of the different ITI programs is to make graduates employed. They should thus be engaged in regular employment. Hence their availability at their houses is seldom possible. This has been our experience in earlier skill development surveys. Hence, telephonic surveys were conducted.

3.3 Data Collection and Analysis Methods – Quantitative

The tab-based structured, closed-ended survey of the alumni of project and non-project ITI colleges from 4 divisions of Karnataka was used for collecting quantitative data for this study. The sampling plan of the survey is described below.

Sampling for survey

The dataset provided by SPIU, DITE to GRAAM providing ITI-wise information on the number of students by gender and trade in the four divisions of Bangalore, Hubli, and Gulbarga for student pass outs in 2020-21 has a total of 12498 Project ITI students (in 256 project ITIs)and 2260 non-project ITI students (in 68 non-project ITIs) – a total of 14758 students.

As per the proposal, GRAAM had suggested a total of 5185 students to be sampled for the study in the ratio of 55%:45% for the project to non-project alumni. However, the total number of alumni students available for the 2020-21 pass-out cohort is only 14758 with a ratio of 86%:14%

for project to non-project alumni. Hence, we have taken proportionate sampling for the alumni sample also at 86%:14% in line with alumni population proportions.

Table 3.1: Alumni population and Sample

ITI Type	Alumni Population	Proportion of Alumni Population	Alumni Sample	Proportion of AlumniSample	Sample to population proportion (alumni)
Project	12498	85%	4437	85%	36%
Non-project	2260	15%	747	15%	33%
Total	**14758**	**100%**	**5185**		

The same principle of proportionate sampling has been adopted to obtain the number of ITIs and alumni sample for each of the 1-year and 2-year trades by ITIs across rural and urban areasin each of the 4 divisions. These have been presented in the following tables 3.2 – 3.5.

Also given that many ITIs across divisions do not have a sufficient number of students for conducting interviews, we have selected only those ITIs in a division that have a sufficient sampleacross gender and by trades. In such cases, we have adopted principles of convenience sampling rather than proportionate sampling for the selection of the ITIs.

Table 3.2 Breakup of Population and Sample Project ITIs and students for 2-year trades

Divisions	No. of Project it is	No of Sampled ITIs	% of Sampled to Project ITIs	Sample alumni	RuralITI	Urban ITI	Rural Alumni sample	Urban Alumni sample
Bangalore	59	16	0.3	1022	10	7	613	409
Hubli	49	14	0.3	849	8	5	509	340
Kalburgi	52	14	0.3	902	9	6	542	360
Mysore	33	9	0.2	572	6	4	343	229
Grand Total	**193**	**54**	**1**	**3345**	**32**	**21**	**2007**	**1338**

Source: Department of Industrial Training and Employment

Table 3.3: Breakup of Population and Sample Project ITIs and students for 1-year trades

Divisions	No. of Project it is	No of Sampled ITIs	% of Sampled to Project ITIs	Sample alumni	Rural ITI	Urban ITI	Rural Alumni sample	Urban Alumni sample
Bangalore	18	5	0.29	308	3	2	181	127
Hubli	19	5	0.3	326	3	2	192	134
Kalburgi	7	2	0.11	122	1	1	72	50
Mysore	19	5	0.3	336	3	2	202	134
Grand Total	**63**	**18**	**1**	**1092**	**11**	**7**	**669**	**446**

Source: Department of Industrial Training and Employment

Table 3.4: Breakup of Population and Sample non-Project ITIs and students for 2-year trades

Divisions	No. of Project it is	No of Sampled ITIs	% of Sampled to Project ITIs	Sample alumni	Rural ITI	Urban ITI	Rural Alumni sample	Urban Alumni sample
Bangalore	10	3	0.2	110	2	1	66	44
Hubli	23	7	0.4	253	4	3	152	101
Mysore	25	7	0.4	275	4	3	165	110
Grand Total	**58**	**16**	**1**	**638**	**10**	**6**	**383**	**255**

Source: Department of Industrial Training and Employment

Table 3.5: Breakup of Population and Sample non-Project ITIs and students for 1-year projects

Divisions	No. of Project it is	No of Sampled ITIs	% of Sampled to Project ITIs	Sample alumni	RuralITI	Urban ITI	Rural Alumni sample	Urban Alumni sample
HUBLI	3	1	0.3	33	1	0	20	13
Kalburgi	4	1	0.4	43	0	0	26	17
Mysore	3	1	0.3	33	1	1	20	13
Grand Total	**10**	**3**	**1**	**109**	**2**	**1**	**66**	**43**

Source: Department of Industrial Training and Employment

Table 3.6 Total targeted Sample size

Division	Project		Non-project		Grand Total
	1 Year	2 years	1 Year	2 years	
BANGALORE	308	1022	0	110	**1440**

HUBLI	326	849	33	253	**1461**
KALBURGI	122	902	43	0	**1068**
MYSORE	336	572	33	275	**1216**
Grand Total	**1092**	**3345**	**109**	**638**	**N= 5185**

Source: Department of Industrial Training and Employment

Study proposed and started with the coverage of sample size with 5185 in different divisions.

Table 3.7 Status of survey completed

Division	Completed					Wrong data base					Total Sample points contacted for the survey
	Project		Non-project		Total	Project		Non-project		Total	
	1 Year	2 years	1 Year	2 years		1 Year	2 years	1 Year	2 years		
BANGALORE	125	1005	14	289	1433	7	141	0	37	185	**1741**
HUBLI	135	810	43	409	1397	1	3	0	0	4	**1401**
KALABURGI	116	409	0	184	709	0	0	0	0	0	**605**
MYSORE	107	997	32	230	1366	16	142	4	443	605	**1950**
Grand Total	**483**	**3221**	**89**	**1112**	**4905**	**24**	**286**	**4**	**480**	**794**	**5697**

Source: Primary Survey by GRAAM, 2023

Survey was conducted with 5697 respondents. Out of that only 4905 respondents were includedin the analysis. Remaining 794 respondents were screened out as they did not pass the ITI examination in 2020-21 although the data is provided by the department as alumni who passedout in the reference year.

Pilot Test of Data Collection Tools

The pilot test survey was conducted in Mandya and Mysore districts in the non-project ITI's colleges with a sample size of 11 respondents. It helped to determine the practicality of the mainstudy, identifying the logistical, methodological or resource challenges that may arise and also to fine tune the survey tools and procedure ensuring they are effective and reliable

Data Quality for the Survey

Following measures were taken for maintaining data quality of survey data:

a) **High-Frequency Checks (HFCs)** - daily or weekly checks for data irregularities. With

tab-based surveys and data coming in real time or at least daily basis and with dedicated online survey monitoring team, these would not be difficult to apply. High frequencychecks can shed light on – missing data, coding/skip logic errors, more than expected use of "not applicable/none/others", too many 'no' responses when 'yes' leads to skip logic with additional questions, too many similar responses, inconsistent responses, outlier values, duplication of unique respondent ID, and time taken to complete survey (too short is a red flag!). These checks can also help track the occurrence of the above- mentioned issues to particular surveyors. GPS/location check features embodied in the data collection software can reveal if enumerators are indeed surveying from the intendedlocation. 100% data collected was subjected to HFCs.

b) Back-checks (BCs) are short surveys of respondents who have already been surveyed. Only key questions were asked. These are also called validation surveys. GRAAM believesin carrying out validation of 5% of survey interviews, done within a day after survey interview. For variables where response should absolutely not change between main survey and back check (e.g. gender), error rates of more than 10% are a red flag.

c) Spot-checks (SCs) are unexpected visits by senior field staff to verify that enumerators are surveying the correct respondents as per the sample plan (in this case the list providedby the Department). According to GRAAM's internal protocol being followed in our field surveys, 5% to 10% of surveys were spot-checked by GRAAM's community consultation team at the interviewing centre during the telephonic survey.

Other measures for enhancing data quality basis GRAAM's own survey experience were

a) Careful attention to question wording, multiple reviews of question wording, piloting and refining of questionnaire

b) Sustain interest of respondent through rapport building

c) Keeping questionnaire length as short as possible, while not leaving out study indicators

d) Questionnaire sequencing to deal with issue of disengaged respondents: keep most important questions towards beginning and middle parts

e) Careful checking of skip logic

f) Collection of data for missing data points

g) Intense 2-day training of enumerators and supervisors with explanation

of all survey questions along with mock survey component

h) Selection of qualified enumerators (at least graduates with social science education)

i) Piloting of survey tools and shadow monitoring for initial three days of survey by community consultation team of GRAAM

j) Keeping an eye on motivation of enumerators

k) Check 'straight lining' of survey responses: for instance, similar "very satisfied' response to a series of many successive Likert scale questions

l) Well-defined survey supervision structure

m) Careful translation of survey tool to Kannada and validation of Kannada translation

n) Logic tests: Logic tests check if the values observed in the data make sense given other values. For instance, it does not make sense when someone says they were born in 2000 and they have been a member of their current community for thirty years.

3.4 Qualitative Methods

Qualitative data analysis and findings used were content analysis from in-depth interviews conducted with Principals, Trainers, Placement Officers, IMC members (in STRIVE ITIs) and Industry Cluster (IC) members in 5 ITIs across the 4 divisions, and from their neighbouring industrial areas. In addition, 4 FGDs, one in each division, and 12 IDIs were conducted with alumni to understand their experience of studying in greater detail. From the provider's side, 3 in depth interviews were conducted with the State DITE Joint Director, Assistant Director and MIS Officer in the department to understand what all provisions have been made as part of the programs.

3.5 Data Analysis

Data entry for the tab-based survey was automatic; the collected survey data was however cleanedand made analysis-ready by GRAAM's statisticians.

At the first level, summary statistics, cross tabulations and visualizations of the quantitative data was done. In the summary statistics/cross tabulations, the findings have been presented division wise, showing differences between beneficiary (project ITI) and non-beneficiary groups (non- project ITI) groups with respect to key outcome indicators. Social category, gender, rural-urban wise analysis was carried out.

However, in order to provide data which has the maximum logic in terms of the program objectives, the most relevant variable among a set of background characteristic variables like Age, Gender, social category, etc were selected. After establishing a perfect match between control and intervention group, tabular analysis was done by controlling these variables to assess the average difference in the outcome variable.

Statistical analysis employed are given below:

1. Based on the data availability analysis carried out using tests such as t-test, F-test, Chi-Square test to find out the significance of the samples.
2. Ranking of ITIs according to employment outcomes
3. Likert Scale of 5 Points method to calculate the satisfaction level and Cronbach's alpha test were done for testing of Reliability.

Thematic analysis was done for the analysis of qualitative data (IDIs and FGDs), using a combination of literature driven and data driven codes, along with open and axial coding. The qualitative data analysis software Delve was used for efficiently and transparently managing and analysing the IDI and FGD transcripts and also visualization of qualitative findings and quotations from the respondents to supplement the narrative synthesis.

3.6 Survey/data collection monitoring plan

The principal investigator assisted by the Co-PI and other designated team members and local survey coordinators responsible for supervising collection, analysis, and reporting of the data.

The designated survey coordinators carried out back-check of complete survey of 5% of the survey responses and submit reports from such exercise to check the quality of interview administration.

Since survey data from the tablet-based survey would arrive online in real-time or at least dailybasis, dedicated members of the GRAAM team member will monitor the numbers and qualityof the incoming data. Online checks would concentrate on aspects such as missing data, outlier checks, responses to key questions, and inconsistent responses.

A WhatsApp group of all data collectors, survey supervisors and GRAAM research team members were set up to ensure real time clarification of queries during data collection and alsoof troubleshooting of technical and other issues that arise.

To avoid duplicates in the data unique ID was generated for each respondent and the same ID followed in the survey to maintain integrity.

To maintain quality, richness and thoroughness of FGDs, only the survey coordinators and other experienced data collectors are being involved in the administration of FGDs.

Survey audio recordings were tallied against the data received on a daily basis to check the data accuracy. This process was carried out for at least 5% of the data. Around 150 surveys were rejecteddue to repetition of surveys and the data mismatch with audio recording and the data received.

3.7 Ethical matters

Informed verbal consent was obtained from all study respondents at the start of the telephonic survey. Participants were informed about the background and objectives of the study, and their willingness to appear for the interview was gauged.

Respondents were informed about the potential benefits and risks/harms from the study and that they are free to leave the discussion/ interview in the middle if they are not comfortable during the process or with the questions asked. Respondents were assured about the confidentiality of the data, and were informed that no respondent will be identified in the final report and presentation of results.

For the audio recording of FGD responses (and survey responses listened by the supervisor), consent was sought from the respondent. Wherever respondents did not give consent to audio recordings of FGDs, detailed notes were taken which were later transcribed for conducting analysis and final reporting.

3.8 Data entry/transcription and data cleaning plan

Data entry for tracer happened on tabs which were integrated with the database through an online server in Cloud.

The questions were closed ended, and most often answered using a dropdown menu, which reduced data cleaning time.

In-house statisticians validated the survey data, removing duplicates, incomplete and dummy responses and cleaned and coded open-ended responses if any.

FGD interview audio recordings were transcribed and translated in English from Kannada. All transcripts were checked for quality by three dedicated members of the research team. Near verbatim transcripts were prepared.

3.9 Limitations of the evaluation study and the reasons for delay

1. As it was a telephonic survey it was difficult to achieve the target sample size as few numbers were not reachable, few were switched off or did not answer. Most respondentshad to be called 3-4 times to fix interview appointments. After giving appointment times also, about 50% of respondents did not attend to interview calls in the first attempt. About 30% of them responded only after 3 such attempts.

2. As data was received for a lesser number of alumni than the expected number given by the Department, the overall survey completion took much longer than expected. The Department has cooperated with GRAAM on a regular basis by arranging for VC meetings with respective ITI Principals and calling up Divisional DITE offices to expedite the process of providing the data. However, the pace of data procurement from the respective offices were slow.

3. As there was a shortage of alumni database data analysis in the initial study stages, the interim report was conducted for the sample size of 1234. Therefore, non-project ITI of few divisions indicated zero in the tabulations. Total 5185 alumni samples were covered in the Final Report.

4. Based on the above reasons, coverage of female alumni respondents was very less in the final report. But the report tried to answer the objectives through gender wise responses.

4 Results and Discussion

4.1A Student Enrollment and Staff Availability in ITIs in Karnataka

In this section, we have provided information for the entire state of Karnataka division-wise regarding student enrolment and staff availability for the year 2020-21. The data used for the compilation and analysis was provided by the DITE, Government of Karnataka.

Table 4A Information on Student enrolment – One year (for the passed-out batch 2020-21)

Division	Sanctioned Seats	Admitted	Discharged from Training	Passed out	Failed
Bangalore	1674	756(45.16)	190(25.13)	397(52.51)	147(19.44)
Hubli	1785	1411(79.05)	214(15.17)	778(55.14)	369(26.15)
Kalaburagi	508	338(66.54)	60(17.75)	198(58.58)	85(25.15)
Mysore	1108	489(44.13)	114(23.31)	182(37.22)	169(34.56)
Total	**5075**	**2994(59.00)**	**578(19.31)**	**1555(51.94)**	**770(25.72)**

Values in the parenthesis/Brackets are percentages Source: Department of Industrial Training and Employment

At an overall level, 5075 seats were sanctioned – among this, a greater number of seats were sanctioned for Hubli (1674) division followed by Bangalore division (1674) and least for the Kalaburagi division (508). Less than 50% of students were admitted in Bangalore and Mysore divisions whereas in Hubli and Kalaburagi, these percentages were much higher. This shows the demand for ITI courses in these divisions. Incidences of getting discharged from training werealso lesser in Hubli and Kalaburagi compared to in Bangalore and Mysore. Passing out percentage was above 50% for all of Bangalore, Hubli and Kalaburagi divisions. However, only 37% of thestudents passed out in Mysore division. Given the above, Bangalore had the lowest percentage of failed students (19.44%), compared to much higher fail percentages in Hubli, Kalaburagi and Mysore. It is to be noted that the number of students discharged from the training, those who passed out and those who failed are not adding up to the number of students admitted in the specific division; and there is a discrepancy in the data provided by the Department in this respect. (Table 4A).

Table 4B Information on Student enrolment – Two year (for the passed-out batch 2020-21)

Division	Sanctioned Seat	Admitted	Discharged from Training	Passed out	Failed
Bangalore	6710	5959(88.81)	1143(19.18)	3793(63.65)	925(15.52)
Hubli	6352	5820(91.62)	1469(25.24)	3426(58.87)	899(15.45)

Kalaburagi	4753	3824(80.45)	757(19.80)	2597(67.91)	459(12.00)
Mysore	5226	4258(81.48)	1126(26.44)	2174(51.06)	800(18.79)
Total	**23041**	**19861(86.20)**	**4495(22.63)**	**11990(60.37)**	**3083(15.52)**

Values in the parenthesis/Brackets are percentages Source: Department of Industrial Training and Employment

At an overall level, 23041 seats were sanctioned - among this, a greater number of seats were sanctioned for Bangalore (5959) division followed by Hubli division (5820) and least for the Kalaburagi division (3824). More than 90% of students were admitted in the Hubli division butmore percentage of students were discharged from the same division. More than 50% of the students passed out in all the divisions and 18.79% of students failed in Mysore division. Number of students discharged from the training, passed out and failed are not adding up to the numberof students admitted in the specific division (Table 4B); this shows that there is a discrepancy inthe data provided by the Department.

Table 4C Information on Staff availability

Sl.No.	DESIGNATION	NO OF POSTS SANCTIONED	NO OF POSTS FILLED	NO OF POSTS VACANT	VACANCY PERCENTAGE
GROUP-A					
1	Director	1	1	0	0.00
2	Additional Director (SPIU)	1	0	1	100.00
3	Joint Director of Training	8	7	1	12.50
4	Deputy Director (Trg)/ Principal Grade-1	55	26	29	52.73
5	Assistant Director (ADM)	1	1	0	0.00
6	Assistant Director (ACC)	1	1	0	0.00
	TOTAL	67	36	31	46.27
GROUP-B					
7	Principal Grade-2/Vice principal/Assistant Director (Trg)/Assistant Apprenticeship Adviser	240	106	134	55.83
8	Administrative Officer	57	47	10	17.54
	TOTAL	297	153	144	48.48
GROUP-C					
9	Training Officer	229	198	31	13.54
10	Junior Training Officer	3048	1537	1511	49.57
11	Superintendent	184	170	14	7.61
12	First Division Assistant	625	420	205	32.80
13	Second Division Assistant	292	111	181	61.99
14	Stenographer	18	7	11	61.11
15	Typist	134	13	121	90.30

16	Driver	17	7	10	58.82
	TOTAL	4547	2463	2084	45.83
GROUP D					
17	Workshop Attender	420	14	406	96.67
18	Jammedar/ Attenders/Peons	747	145	602	80.59
19	Helper	100	0	100	100.00
	TOTAL	**1267**	**161**	**1106**	**87.29**
	GRAND TOTAL	**6178**	**2826**	**3352**	**54.26**

Source: Department of Industrial Training and Employment (As on 31-01-2024)

Table 4C the data presents the sanctioned number of posts, the number of posts filled, and the number of posts vacant for various designations within four groups (Group A, Group B, Group C, and Group D) in an organization. The vacancy percentage is 46.27%, indicating that nearly half of the sanctioned posts in this group are currently vacant. The highest vacancy is seen in the Deputy Director (Trg)/Principal Grade-1 position at 52.73% in Group-A. The vacancy percentage is 48.48%, with a significant number of vacancies in the Principal Grade-2/Vice Principal/Assistant Director (Trg)/Assistant Apprenticeship Adviser position at 55.83% in Group B. In Group-C the vacancy percentage is 45.83%, with the highest vacancy in the Typist position at 90.30%.At Group-D the vacancy percentage is 87.29%, indicating a severe shortage of staff in this group, particularly in the Workshop Attender, Jammedar/Attenders/Peons and helper positions.

The positions like JTO are crucial for quality training. It is important to fill the vacancies on priority. Until the positions are permanently filled, an alternative methods like Training Fellowships may be introduced with incentives. Diploma and Engineering students may be taken as fellows for the tenure of two years. This might also bring in new and updated skills and ideas to the institutes. The fellows may be given incentives for pursuing higher education with credits / quotas similar to the provisions given for NCC / NSS volunteers.

4.1B Details on Training Programme, Placement Activities and Apprenticeships

a) Training Programme

Information on various training programmes, including the nomination of Junior Training Officers (JTOs) as Master Trainers, the training of ITI pass-out trainees, and the nomination ofJTOs for online training and assessment provided in the Table 4D.

Table 4DA. Details of Training Programme

Sl. No	Details of Training Programme	Number
1	Number of JTOs nominated as Master Trainers for On-line & On-job Training programme "Operation & Maintenance of Oxygen Plant" at NSTI-1 Bangalore.	**81**
2	Number of ITI passed out trainees trained by Master trainers for On-line and on-job training in "Operation & Maintenanceof Oxygen plant" organized by NSTI-1 Bangalore.	**300**
3	Number of JTOs nominated for Online training as Master trainers in "Operation & maintenance of respiratory Equipment" at NSTI-1 Bangalore.	**20**
Total		**401**

Source: Annual report 2021, Department of Industrial Training and Employment

Details of other staff training programs are provided below:

2020-21 (01-04-2020 to 31-03-2021): A total of 7 training programmes were conducted, with a total of 90 participants. The majority of participants attended the E Governance Training Programme for Aided ITI staff (FDA/SDA), with 18 participants.

2021-22 (01-04-2021 to 31-03-2022): There were 15 training programmes conducted, with a total of 231 participants. The majority of participants attended the Workshop on NSQF JTOs, with 26 participants

2022-23 (01-04-2022 to 31-03-2023): A total of 33 training programmes were conducted, with a total of 574 participants. The majority of participants attended the Induction Programme for FDA's, with 30 participants

2023-24 (01-04-2022 to 30-11-2023): There were 19 training programmes conducted, with a total of 363 participants. The majority of participants attended the Workshop on Khajane2 and HRMS, with 20 participants. Across the four years, a total of 1258 Participants were attended the training Programme (details given in Annexture)

But, it is important to provide an opportunity for the trainers to up-skill and update their sectoral knowledge. Programs such as Continuing Trainers Education may be initiated. Centre of Excellence Institutions may take responsibilities to organize programs. The trainers should get the credit to attend each program and these credits should be considered for providing promotions and/or other perks, privileges.

b) Placement Activity

Table 4E focuses on placement activities, detailing the total number of job candidate registrations, the number of vacancies notified by employers, submissions of applications, and the outcomes of placements, including details on job fairs and walk-in interviews. The findings indicate that the number of vacancies notified by employers is very low compared to the number of registered candidates seeking jobs.

Table 4E. Details of Placement Activities

Sl. No	Placement Activity	Number
1	Total number of job candidate registrations	**16936**
2	Number of vacancies notified by Employers	**153**
3	Submission of applications	**2136**
4	Number of Placements happened including job fairs	**2509**
5	Details of Job fairs/ Walk in interviews conducted by EmploymentExchanges	
	i. Number of job fairs conducted	**49**
	ii. Number of employers attended	**175**
	iii. Number of candidates participated	**8522**
	iv Job offer letters given	**1844**

Source: Annual report 2021, Department of Industrial Training and Employment

c) Apprenticeships

In accordance with data provided by the Department of Industrial Training and Employment (DITE), a total of 6658 students from the passed-out batch of 2020-21 have actively participatedin apprenticeships across diverse trades across the four divisions of Karnataka. These apprenticeships, spanning from April 2021 to March 2022, are integral for providing practical exposure and skill enhancement to the students, thereby fostering their employability in various industries

d) Information on curriculum

As per information received from DITE, Government of Karnataka, curriculum reframing activities overseen by DGT, MSDE, GoI, are conducted to update syllabi in accordance with industry standards, with the Trade syllabus framed by DGT being implemented in ITIs nationwide.

e) TAC committee

As per information received from DITE, Trade Advisory Committees, as per DGT guidelines, have been formed in Karnataka.

It was not clear with the information provided on measures being taken by the department in updating curriculum periodically. Also, the information on number of TAC established, its effective functioning is not clear.

4.1C Best and Worst Performing ITIs

The DITE has provided the best and worst performing ITIs division-wise basis their students' performance, placement cell availability and the number of placements that actually take place at these ITIs.

These have been provided in Tables 4D and 4E.

Table 4F. TOP 5 .BEST PERFORMANCE ITI AND 5 LOW PERFORMANCE ITI DIVISION WISE (ON RESULT ADMISSION, PLACEMENT INFRASTRUCTURE BASIS)

DIVISION	TOP 5 BEST PERFORMING ITIS	LEAST 5 PERFORMING ITI's
BANGALORE	GITI DAVANAGERE	GITI DODDAHALALLI
	GITI (M) HOSUR ROAD BANGALORE- 29	GITI SURUGONDANAKOPPA
	GITI PARASURAMPURA	GITI KODAGANURU
	GITI TUMKUR ROAD BANGALORE-22	GITI SORABA

	GITI BHADRAVATHI	GITI NELAMANGALA
HUBLI	GITI DHARWAD	GITI SORATUR
	GITI GADAG	GITI RAIBAG
	GITI BELAGAVI (WOMEN)	GITI MUNDAGOD
	GITI BELAGAVI (MEN)	GITI SAVALAGI
	GITI RAMADURGA	GITI DEVARA HIPPARAGI
KALABURAGI	GITI (WOMEN) KALABURAGI	GITI KONCHAVARAM
	GITI BIDAR	GITI LINGASUGUR
	GITI BALLARI	GITI BHALKI
	GITI MANGALORE GRAM	GITI DEVADURGA
	GITI RAICHUR	GITI SURPUR
MYSORE	GITI MYORE-07	GITI HANUR
	GITI MANGALORE (W)	GITI YELLU
	GITI MALAVALLI	GITI PADUVALAHIPPE
	GITI BEGUR	GITI KAVALAKATTE
	GITI HASSAN	NOT AVAILABLE

Source: Department of Industrial Training and Employment, GoK

Table 4G. TOP 3 BEST PERFORMING ITI LIST AND 3 LOW PERFORMANCE ITI DIVISION WISE OF PPP, CEO, STRIVE AND TATA PROJECTS

DIVISION	TOP 3 BEST PERFORMING IT IS	LEAST 3 PERFORMING ITIS
BANGALORE	GITI DEVANAHALLI	GITI BAGEPALLI
	GITI MADHUGIRI	GITI RAMANAGARA
	GITI (M) HOSUR ROAD BANGALORE- 29	GITI SHIKARIPURA
HUBLI	GITI NIPPANI	GITI MUNDAGOD
	GITI DHARWAD	GITI SADALAGA
	GITI NARGUND	GITI JAMAKHANDI
KALABURAGI	GITI JEWARGI	GITI WADI
	GITI (WOMEN) KALABURAGI	GITI HUMNABAD
	GITI KUKANOOR	GITI CHINCHOLI
MYSORE	GITI MANGALORE(W)	GITI K.R. PETE
	GITI HASSAN	. GITI MANDYA
	GITI BEGUR	GITI MANGALORE(M)

Source: Department of Industrial Training and Employment, GoK

4.2 Alumni Demographics

A total of 4905 alumni were traced through telephonic interviews in the study. Out of this, 3587 alumni (73.13%) were from Project ITIs and 1318 alumni (26.87%) were from non-Project ITIs.

Table 4.1: Division wise Distribution of samples in different Project and Non-project ITIs

DIVISION	Project			Non-Project			Grand Total
	One Year	Two Year	Total	One Year	Two Year	Total	
Bangalore	125(11.06)	1005(88.94)	1130(78.86)	14(4.62)	289(95.38)	303(21.14)	1433(29.22)
Hubli	135(14.29)	810(85.71)	945(67.64)	43(9.51)	409(90.49)	452(32.36)	1397(28.48)
Kalburgi	116(22.10)	409(77.90)	525(74.05)	0(0.00)	184(100.00)	184(25.95)	709(14.45)
Mysore	107(9.69)	997(90.31)	1104(80.82)	32(12.21)	230(87.79)	262(19.18)	1366(27.85)
Grand Total	483(13.04)	3221(86.96)	3704(75.51)	89(7.41)	1112(92.59)	1201(24.49)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

The maximum Project ITI – alumni were from Mysore division, followed by Bangalore division – both for 2-year courses. Amongst non-project ITIs also, the maximum number of alumni tracedwere from Bangalore and Mysore divisions – once again for 2-year courses (Table 4.1).

Figure 4.1: Division - wise Distribution of samples in different Project and Non-projectITIs

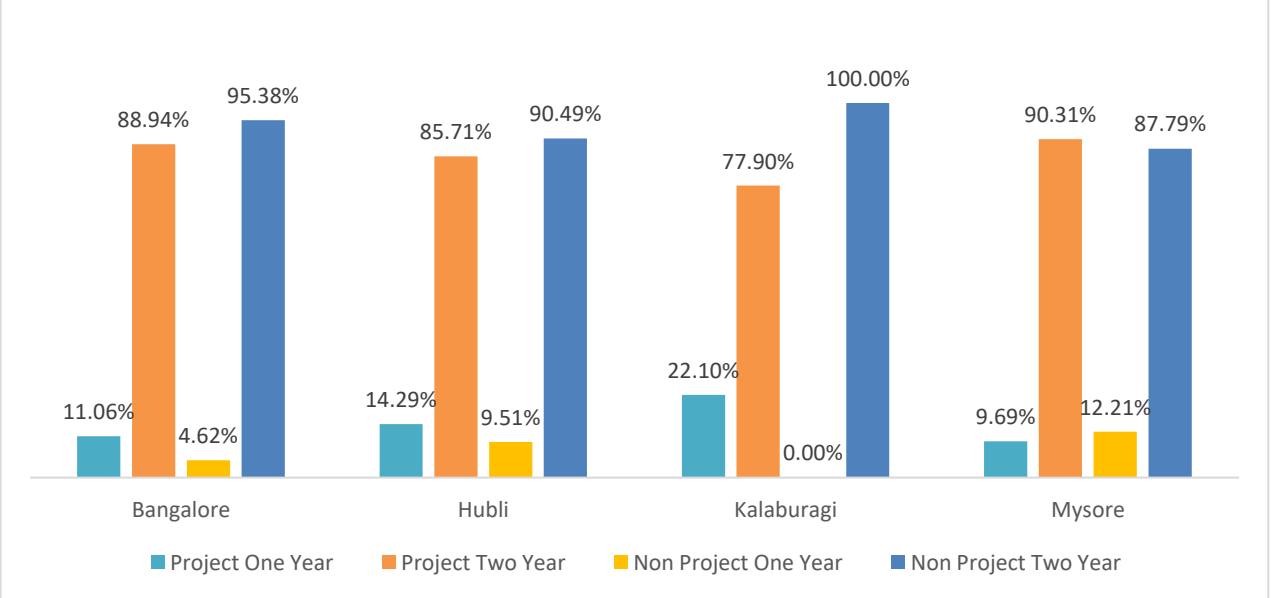


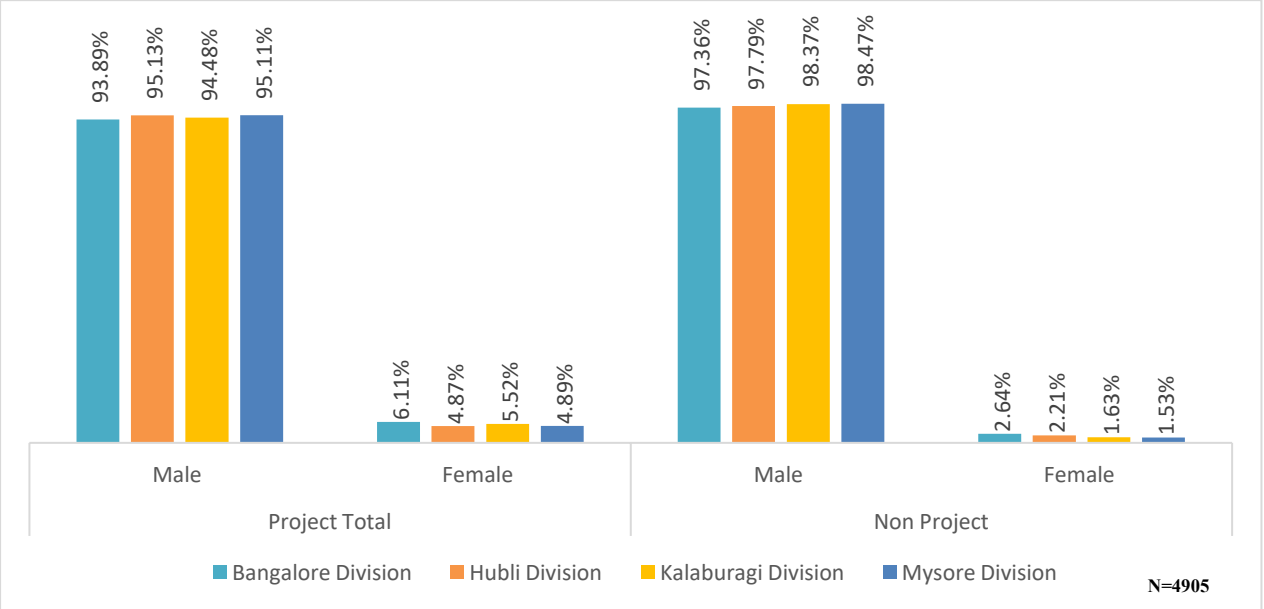
Table 4.2 Gender wise distribution of sample size in different Project and non-projectITI colleges of across the divisions

DIVISION	URBAN/Rural	Project Total			Non-Project			Grand Total
		Male	Female	Total	Male	Female	Total	
Bangalore	Rural	499(98.04)	10(1.96)	509(78.91)	136(100.00)	0(0.00)	136(21.09)	645(43.32)
	Urban	562(90.50)	59(9.50)	621(78.81)	159(95.21)	8(4.79)	167(21.19)	788(56.68)
	Total	1061(93.89)	69(6.11)	1130(78.86)	295(97.36)	8(2.64)	303(21.14)	1433(31.72)
Hubli	Rural	49(98.00)	1(2.00)	50(18.66)	218(100.00)	0(0.00)	218(81.34)	268(19.18)
	Urban	850(94.97)	45(5.03)	895(79.27)	224(95.73)	10(4.27)	234(20.73)	1129(80.82)
	Total	899(95.13)	46(4.87)	945(67.64)	442(97.79)	10(2.21)	452(32.36)	1397(28.48)
Kalburgi	Rural	38(100.00)	0(0.00)	38(25.17)	112(99.12)	1(0.88)	113(74.83)	151(24.96)
	Urban	458(94.05)	29(5.95)	487(87.28)	69(97.18)	2(2.82)	71(12.72)	558(75.04)
	Total	496(94.48)	29(5.52)	525(74.05)	181(98.37)	3(1.63)	184(25.95)	709(12.33)
Mysore	Rural	480(94.67)	27(5.33)	507(67.51)	240(98.36)	4(1.64)	244(32.49)	751(54.34)
	Urban	570(95.48)	27(4.52)	597(97.07)	18(100.00)	0(0.00)	18(2.93)	615(45.66)
	Total	1050(95.11)	54(4.89)	1104(80.82)	258(98.47)	4(1.53)	262(19.18)	1366(27.46)
Grand Total		3506(94.65)	198(5.35)	3704(75.51)	1176(97.92)	25(2.08)	1201(24.49)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Overall, more than 94% of alumni respondents were male and around 97% of alumni respondents were female. There were no female respondents available in the Rural ITI colleges of Kalburgidiving in project ITI college and the same in Rural ITI colleges of Bangalore, Hubli, and Mysore divisions in Non-project ITI colleges (Table 4.2).

Figure 4.2 Gender-wise distribution of sample size across the divisions



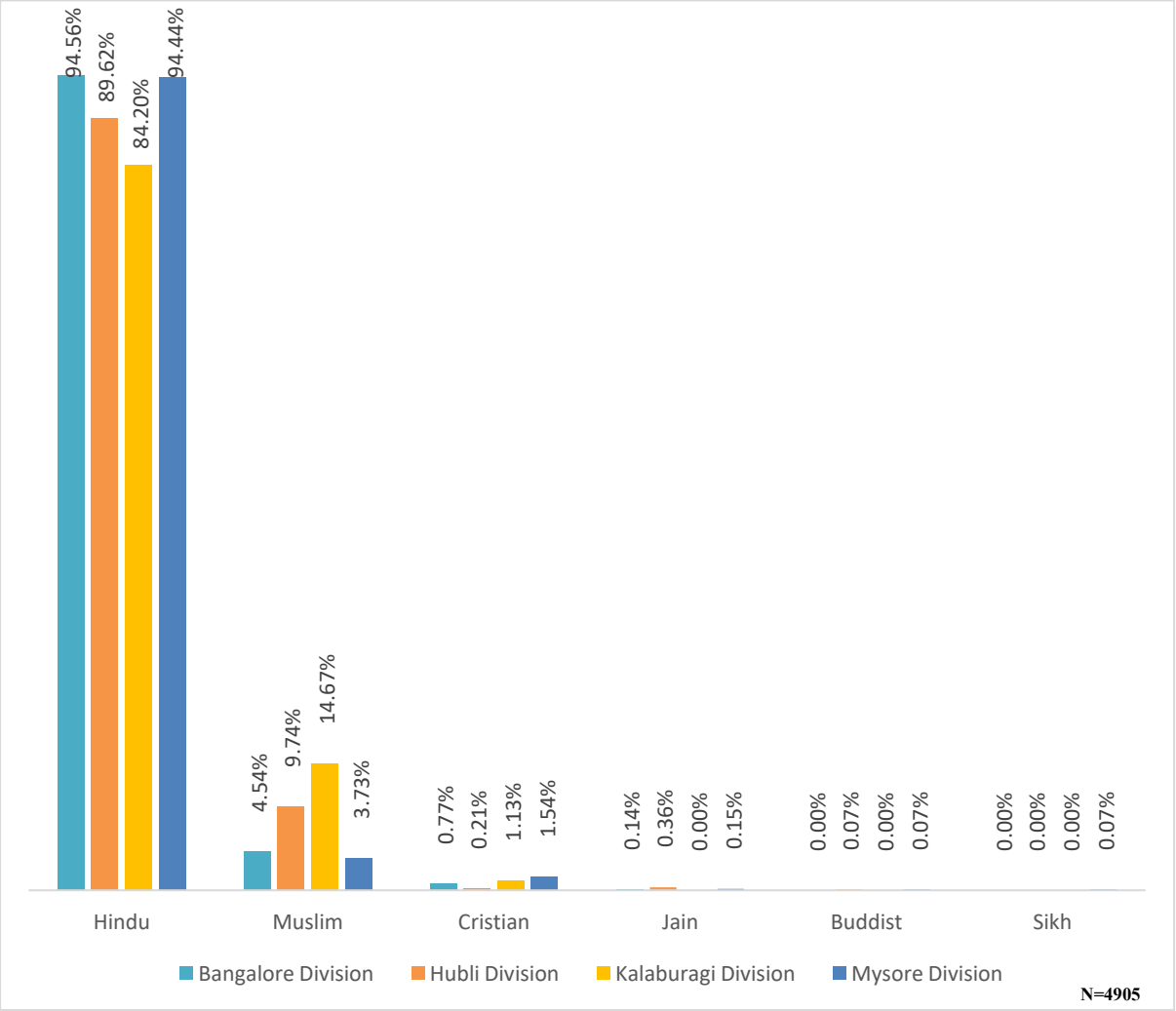
4.1.2 Religion

Table 4.3: Religion of Respondents

DIVISION	URBAN/Rural	Gender of the Beneficiary	Hindu	Muslim	Cristian	Jain	Buddhist	Sikh	Grand Total
Bangalore	**Rural**	Male	604(95.12)	29(4.57)	1(0.16)	1(0.16)	0(0.00)	0(0.00)	635(98.45)
		Female	10(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	10(1.55)
		Total	614(95.19)	29(4.50)	1(0.16)	1(0.16)	0(0.00)	0(0.00)	645(13.15)
	Urban	Male	675(93.62)	35(4.85)	10(1.39)	1(0.14)	0(0.00)	0(0.00)	721(91.50)
		Female	66(98.51)	1(1.49)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	67(8.50)
		Total	741(94.04)	36(4.57)	10(1.27)	1(0.13)	0(0.00)	0(0.00)	788(16.07)
Hubli	**Rural**	Male	248(92.88)	19(7.12)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	267(99.63)
		Female	1(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(0.37)
		Total	249(92.91)	19(7.09)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	268(5.46)
	Urban	Male	956(89.01)	109(10.15)	3(0.28)	5(0.47)	1(0.09)	0(0.00)	1074(95.13)
		Female	47(85.45)	8(14.55)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	55(4.87)
		Total	1003(88.84)	117(10.36)	3(0.27)	5(0.44)	1(0.09)	0(0.00)	1129(23.02)
Kalburgi	**Rural**	Male	127(84.67)	20(13.33)	3(2.00)	0(0.00)	0(0.00)	0(0.00)	150(99.34)
		Female	1(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(0.66)
		Total	128(84.77)	20(13.25)	3(1.99)	0(0.00)	0(0.00)	0(0.00)	151(3.08)
	Urban	Male	442(83.87)	82(15.56)	3(0.57)	0(0.00)	0(0.00)	0(0.00)	527(94.44)
		Female	27(87.10)	2(6.45)	2(6.45)	0(0.00)	0(0.00)	0(0.00)	31(5.56)
		Total	469(84.05)	84(15.05)	5(0.90)	0(0.00)	0(0.00)	0(0.00)	558(11.38)
Mysore	**Rural**	Male	677(94.03)	31(4.31)	11(1.53)	1(0.14)	0(0.00)	0(0.00)	720(95.87)
		Female	31(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	31(4.13)
		Total	708(94.27)	31(4.13)	11(1.46)	1(0.13)	0(0.00)	0(0.00)	751(15.31)
	Urban	Male	559(95.07)	18(3.06)	9(1.53)	0(0.00)	1(0.17)	1(0.17)	588(95.61)
		Female	23(85.19)	2(7.41)	1(3.70)	1(3.70)	0(0.00)	0(0.00)	27(4.39)
		Total	582(94.63)	20(3.25)	10(1.63)	1(0.16)	1(0.16)	1(0.16)	615(12.54)
Grand Total			4494(91.62)	356(7.26)	43(0.88)	9(0.18)	2(0.04)	1(0.02)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.3: Religion of Respondents



Majority of the students were Hindus, followed by Muslims (Table 4.3).

4.1.3 Social Category

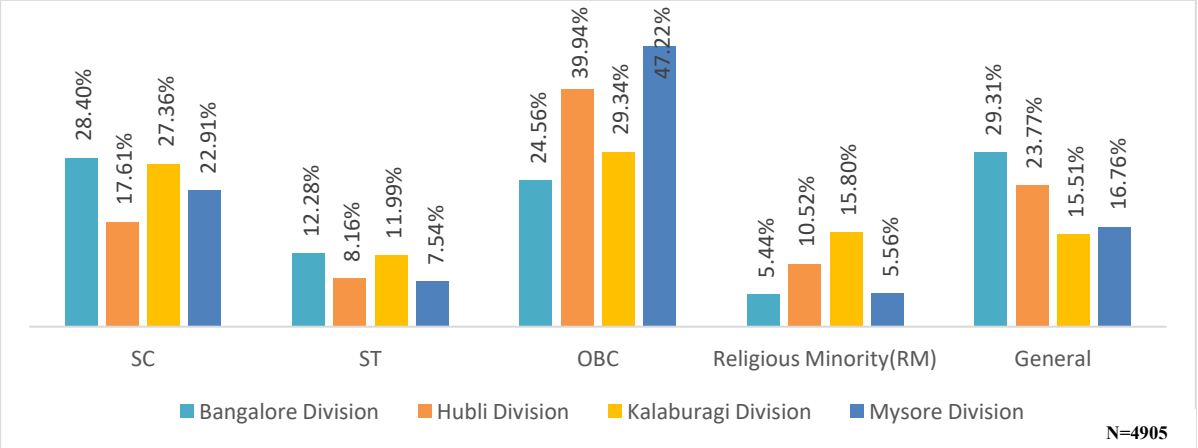
Table 4.4: Distribution of Social Categories of Respondents

DIVISION	URBAN/Rural	Gender of the Beneficiary	SC	ST	OBC	Religious Minority (RM)	General	Grand Total
Bangalore	**Rural**	Male	187(29.45)	74(11.65)	184(28.98)	31(4.88)	159(25.04)	635(98.45)
		Female	2(20.00)	1(10.00)	4(40.00)	0(0.00)	3(30.00)	10(1.55)
		Total	189(29.30)	75(11.63)	188(29.15)	31(4.81)	162(25.12)	645(13.15)
	Urban	Male	187(25.94)	95(13.18)	150(20.80)	46(6.38)	243(33.70)	721(91.50)
		Female	31(46.27)	6(8.96)	14(20.90)	1(1.49)	15(22.39)	67(8.50)
		Total	218(27.66)	101(12.82)	164(20.81)	47(5.96)	258(32.74)	788(16.07)
Hubli	**Rural**	Male	45(16.85)	23(8.61)	111(41.57)	19(7.12)	69(25.84)	267(99.63)
		Female	1(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(0.37)
		Total	46(17.16)	23(8.58)	111(41.42)	19(7.09)	69(25.75)	268(5.46)
	Urban	Male	180(16.76)	90(8.38)	426(39.66)	120(11.17)	258(24.02)	1074(95.13)

		Female	20(36.36)	1(1.82)	21(38.18)	8(14.55)	5(9.09)	55(4.87)
		Total	200(17.71)	91(8.06)	447(39.59)	128(11.34)	263(23.29)	1129(23.02)
Kalburgi	**Rural**	Male	37(24.67)	24(16.00)	44(29.33)	23(15.33)	22(14.67)	150(99.34)
		Female	0(0.00)	1(100.00)	0(0.00)	0(0.00)	0(0.00)	1(0.66)
		Total	37(24.50)	25(16.56)	44(29.14)	23(15.23)	22(14.57)	151(3.08)
	Urban	Male	138(26.19)	57(10.82)	160(30.36)	85(16.13)	87(16.51)	527(94.44)
		Female	19(61.29)	3(9.68)	4(12.90)	4(12.90)	1(3.23)	31(5.56)
		Total	157(28.14)	60(10.75)	164(29.39)	89(15.95)	88(15.77)	558(11.38)
Mysore	**Rural**	Male	151(20.97)	56(7.78)	341(47.36)	43(5.97)	129(17.92)	720(95.87)
		Female	14(45.16)	6(19.35)	8(25.81)	0(0.00)	3(9.68)	31(4.13)
		Total	165(21.97)	62(8.26)	349(46.47)	43(5.73)	132(17.58)	751(15.31)
	Urban	Male	137(23.30)	41(6.97)	285(48.47)	29(4.93)	96(16.33)	588(95.61)
		Female	11(40.74)	0(0.00)	11(40.74)	4(14.81)	1(3.70)	27(4.39)
		Total	148(24.07)	41(6.67)	296(48.13)	33(5.37)	97(15.77)	615(12.54)
Grand Total			1160(23.65)	478(9.75)	1763(35.94)	413(8.42)	1091(22.24)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.4: Distribution of Social Categories of Respondents across the Divisions



Maximum students interviewed were OBCs, followed by SCs and General category students(Table4.4).

4.1.4 Education

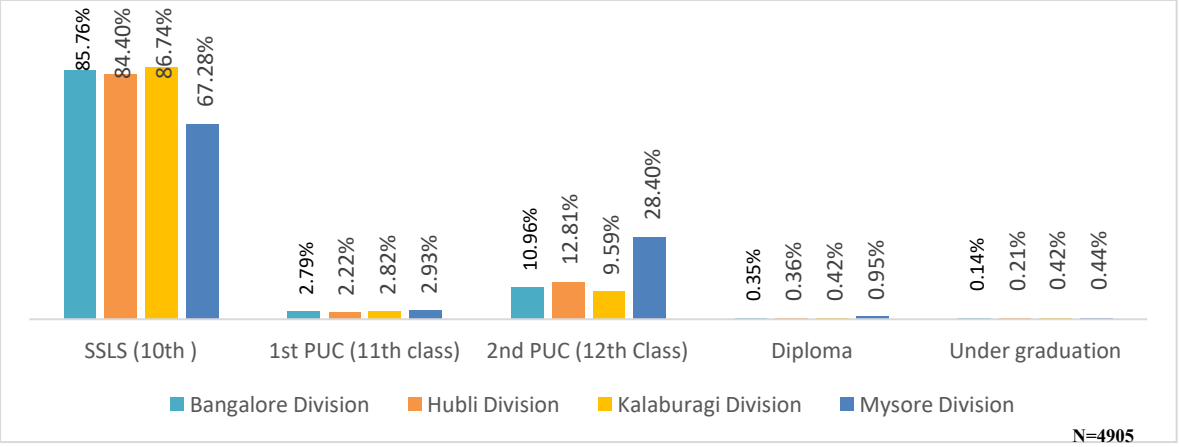
Table 4.5 Previous education of the Alumni

DIVISION	URBAN/Rural	SSLS (10th)	1st PUC (11th class)	2nd PUC (12th Class)	Diploma	Under graduation	Total
Bangalore	Rural	569(88.22)	18(2.79)	55(8.53)	2(0.31)	1(0.16)	645(43.32)
	Urban	660(83.76)	22(2.79)	102(12.94)	3(0.38)	1(0.13)	788(56.68)
	Total	1229(85.76)	40(2.79)	157(10.96)	5(0.35)	2(0.14)	1433(31.72)
Hubli	Rural	228(85.07)	3(1.12)	37(13.81)	0(0.00)	0(0.00)	268(19.18)
	Urban	951(84.23)	28(2.48)	142(12.58)	5(0.44)	3(0.27)	1129(80.82)
	Total	1179(84.40)	31(2.22)	179(12.81)	5(0.36)	3(0.21)	1397(28.48)

Kalburgi	Rural	126(83.44)	8(5.30)	16(10.60)	1(0.66)	0(0.00)	151(24.96)
	Urban	489(87.63)	12(2.15)	52(9.32)	2(0.36)	3(0.54)	558(75.04)
	Total	615(86.74)	20(2.82)	68(9.59)	3(0.42)	3(0.42)	709(12.33)
Mysore	Rural	515(68.58)	24(3.20)	201(26.76)	7(0.93)	4(0.53)	751(54.34)
	Urban	404(65.69)	16(2.60)	187(30.41)	6(0.98)	2(0.33)	615(45.66)
	Total	919(67.28)	40(2.93)	388(28.40)	13(0.95)	6(0.44)	1366(27.46)
Grand Total		3942(80.37)	131(2.67)	792(16.15)	26(0.53)	14(0.29)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.5 Previous education of the Alumni across the divisions



At an overall level, 80.37% of alumni studied SSLC (10th Standard) before joining to the ITI followed by 2nd PUC at 16.15%. (Table 4.5).

4.1.5 Apprenticeship

Table 4.6 Availing Apprenticeship after joining or during the job

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	70(13.75)	439(86.25)	509(45.04)	144(23.19)	477(76.81)	621(54.96)	1130(78.86)
	Non-project	27(19.85)	109(80.15)	136(44.88)	23(13.77)	144(86.23)	167(55.12)	303(21.14)
	Total	97(15.04)	548(84.96)	645(45.01)	167(21.19)	621(78.81)	788(54.99)	1433(29.22)
Hubli	Project	10(20.00)	40(80.00)	50(5.29)	144(16.09)	751(83.91)	895(94.71)	945(67.64)
	Non-project	25(11.47)	193(88.53)	218(48.23)	27(11.54)	207(88.46)	234(51.77)	452(32.36)
	Total	35(13.06)	233(86.94)	268(19.18)	171(15.15)	958(84.85)	1129(80.82)	1397(28.48)
Kalburgi	Project	1(2.63)	37(97.37)	38(7.24)	77(15.81)	410(84.19)	487(92.76)	525(74.05)
	Non-project	21(18.58)	92(81.42)	113(61.41)	7(9.86)	64(90.14)	71(38.59)	184(25.95)
	Total	22(14.57)	129(85.43)	151(21.30)	84(15.05)	474(84.95)	558(78.70)	709(14.45)
Mysore	Project	106(20.91)	401(79.09)	507(45.92)	163(27.30)	434(72.70)	597(54.08)	1104(80.82)
	Non-project	54(22.13)	190(77.87)	244(93.13)	6(33.33)	12(66.67)	18(6.87)	262(19.18)
	Total	160(21.30)	591(78.70)	751(54.98)	169(27.48)	446(72.52)	615(45.02)	1366(27.85)
Grand Total		314(17.30)	1501(82.70)	1815(37.00)	591(19.13)	2499(80.87)	3090(63.00)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

At an overall level, only 17.30% of rural and 19.13% of urban alumni respondents stated that they had undergone apprenticeship after joining or during the job. Alumni from the Mysore divisionwho had undergone apprenticeship are higher and compared to the students of all other divisions. It is evident from the study that a smaller number of alumni of the Kalburgi division stated thatthey had undergone apprenticeship after or during the job. It is also evident from the Table 4.6that, Project ITI colleges of urban areas from all the divisions are focused more on providing awareness on apprenticeships than other division ITI colleges.

Table 4.7 scheme under which apprenticeship conducted

DIVISION	Rural / Urban	Type	Ministry-wise Skill Development Schemes	National Apprenticeship Promotion Scheme (NAPS)	National Apprenticeship Training Scheme (NATS)	Craftsmen Training Scheme	Skill development for minorities	Green skill Development Programme	Scheme for Higher Education Youth in Apprenticeship and Skills	Others	Don't Know	Grand Total
Bangalore	Rural	Project	0(0.00)	12(17.14)	31(44.29)	0(0.00)	2(2.86)	0(0.00)	0(0.00)	6(8.57)	19(27.14)	70(72.16)
		Non-project	0(0.00)	5(18.52)	7(25.93)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	3(11.11)	12(44.44)	27(27.84)
		Total	0(0.00)	17(17.53)	38(39.18)	0(0.00)	2(2.06)	0(0.00)	0(0.00)	9(9.28)	31(31.96)	97(36.74)
	Urban	Project	1(0.69)	37(25.69)	65(45.14)	0(0.00)	4(2.78)	0(0.00)	0(0.00)	11(7.64)	26(18.06)	144(86.23)
		Non-project	1(4.35)	8(34.78)	10(43.48)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	4(17.39)	23(13.77)
		Total	2(1.20)	45(26.95)	75(44.91)	0(0.00)	4(2.40)	0(0.00)	0(0.00)	11(6.59)	30(17.96)	167(63.26)
	Bangalore Total		2(0.76)	62(23.48)	113(42.80)	0(0.00)	6(2.27)	0(0.00)	0(0.00)	20(7.58)	61(23.11)	264(29.17)
Hubli	Rural	Project	0(0.00)	2(20.00)	3(30.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	3(30.00)	2(20.00)	10(28.57)
		Non-project	1(4.00)	2(8.00)	13(52.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	9(36.00)	25(71.43)
		Total	1(2.86)	4(11.43)	16(45.71)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	3(8.57)	11(31.43)	35(16.99)
	Urban	Project	0(0.00)	21(14.58)	73(50.69)	0(0.00)	3(2.08)	0(0.00)	2(1.39)	0(0.00)	45(31.25)	144(84.21)
		Non-project	1(3.70)	2(7.41)	7(25.93)	0(0.00)	2(7.41)	0(0.00)	2(7.41)	0(0.00)	13(48.15)	27(15.79)
		Total	1(0.58)	23(13.45)	80(46.78)	0(0.00)	5(2.92)	0(0.00)	4(2.34)	0(0.00)	58(33.92)	171(83.01)
	Hubli Total		2(0.97)	27(13.11)	96(46.60)	0(0.00)	5(2.43)	0(0.00)	4(1.94)	3(1.46)	69(33.50)	206(22.76)
Kalburgi	Rural	Project	0(0.00)	0(0.00)	1(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(4.55)
		Non-project	0(0.00)	5(23.81)	10(47.62)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	2(9.52)	4(19.05)	21(95.45)
		Total	0(0.00)	5(22.73)	11(50.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	2(9.09)	4(18.18)	22(20.75)
	Urban	Project	1(1.30)	13(16.88)	18(23.38)	0(0.00)	1(1.30)	0(0.00)	0(0.00)	2(2.60)	42(54.55)	77(91.67)
		Non-project	1(14.29)	0(0.00)	5(71.43)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(14.29)	7(8.33)
		Total	2(2.38)	13(15.48)	23(27.38)	0(0.00)	1(1.19)	0(0.00)	0(0.00)	2(2.38)	43(51.19)	84(79.25)
	Kalburgi Total		2(1.89)	18(16.98)	34(32.08)	0(0.00)	1(0.94)	0(0.00)	0(0.00)	4(3.77)	47(44.34)	106(11.71)
Mysore	Rural	Project	3(2.83)	21(19.81)	32(30.19)	2(1.89)	5(4.72)	0(0.00)	1(0.94)	11(10.38)	31(29.25)	106(66.25)
		Non-project	2(3.70)	5(9.26)	18(33.33)	1(1.85)	1(1.85)	0(0.00)	0(0.00)	3(5.56)	24(44.44)	54(33.75)
		Total	5(3.13)	26(16.25)	50(31.25)	3(1.88)	6(3.75)	0(0.00)	1(0.63)	14(8.75)	55(34.38)	160(48.63)
	Urban	Project	20(12.27)	22(13.50)	40(24.54)	0(0.00)	2(1.23)	0(0.00)	6(3.68)	10(6.13)	63(38.65)	163(96.45)
		Non-project	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(16.67)	5(83.33)	6(3.55)
		Total	20(11.83)	22(13.02)	40(23.67)	0(0.00)	2(1.18)	0(0.00)	6(3.55)	11(6.51)	68(40.24)	169(51.37)

	Mysore Total	25(7.60)	48(14.59)	90(27.36)	3(0.91)	8(2.43)	0(0.00)	7(2.13)	25(7.60)	123(37.39)	329(36.35)
Grand Total		31(3.43)	155(17.13)	333(36.80)	3(0.33)	20(2.21)	0(0.00)	11(1.22)	52(5.75)	300(33.15)	N=905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Out of 4905 respondents only 905(18.45%) alumni have undergone apprenticeship before/during/after joining the job. Overall, 36.83% of the students had undergone training from National Apprenticeship Training Scheme (NATS) followed by National Apprenticeship Promotion Scheme (NAPS) at 17.13%. Table 4.14, Project ITI colleges of urban areas from all the divisions are focused more on providing awareness on apprenticeships than other division ITI colleges indicate Alumni of Mysore division project ITI colleges utilized more schemes to get an apprenticeship than other division ITI colleges (Table 4.7).

Table 4.8 Status of payment for apprenticeship or internship after the ITI course

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	64(91.43)	6(8.57)	70(32.71)	127(88.19)	17(11.81)	144(67.29)	214(81.06)
	Non-project	22(81.48)	5(18.52)	27(54.00)	20(86.96)	3(13.04)	23(46.00)	50(18.94)
	Total	86(88.66)	11(11.34)	97(36.74)	147(88.02)	20(11.98)	167(63.26)	264(29.17)
Hubli	Project	9(90.00)	1(10.00)	10(6.49)	130(90.28)	14(9.72)	144(93.51)	154(74.76)
	Non-project	18(72.00)	7(28.00)	25(48.08)	22(81.48)	5(18.52)	27(51.92)	52(25.24)
	Total	27(77.14)	8(22.86)	35(16.99)	152(88.89)	19(11.11)	171(83.01)	206(22.76)
Kalburgi	Project	1(100.00)	0(0.00)	1(1.28)	68(88.31)	9(11.69)	77(98.72)	78(73.58)
	Non-project	17(80.95)	4(19.05)	21(75.00)	7(100.00)	0(0.00)	7(25.00)	28(26.42)
	Total	18(81.82)	4(18.18)	22(20.75)	75(89.29)	9(10.71)	84(79.25)	106(11.71)
Mysore	Project	86(81.13)	20(18.87)	106(39.41)	102(62.58)	61(37.42)	163(60.59)	269(81.76)
	Non-project	50(92.59)	4(7.41)	54(90.00)	5(83.33)	1(16.67)	6(10.00)	60(18.24)
	Total	136(85.00)	24(15.00)	160(48.63)	107(63.31)	62(36.69)	169(51.37)	329(36.35)
Grand Total		267(85.03)	47(14.97)	314(34.70)	481(81.39)	110(18.61)	591(65.30)	N=905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Out of 905, more than 80% of the alumni received payment during their apprenticeship or internship in both Rural and Urban areas. At an overall level, Alumni of project ITI colleges of Hubli, Kalburgi and Bangalore division received the of payment for apprenticeship or internship after the ITI course than Mysore divisions (Table 4.8).

Table 4.9 Average monthly stipend received during apprenticeship or internship

DIVISION	Type	Rural	Urban	Grand Total
Bangalore	Project	12599.97	12546.17	12564.20
	Non-project	14561.36	10910.00	12822.62
	Total	**13101.72**	**12323.56**	**12610.78**
Hubli	Project	13708.33	12878.33	12932.46
	Non-project	12500.00	12427.27	12460.00
	Total	**12902.78**	**12812.62**	**12826.29**
Kalburgi	Project	8500.00	12465.19	12407.72
	Non-project	13364.71	14642.86	13737.50
	Total	**13094.44**	**12668.44**	**12750.89**
Mysore	Project	12563.47	10729.25	11568.30
	Non-project	12380.64	8654.00	12041.85
	Total	**12496.25**	**10632.27**	**11675.49**
Grand Total		**12772.71**	**12154.28**	**12375.33**

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

At an overall level, all the alumni of project ITI colleges belong to rural and urban areas are getting an average of above Rs.10000 per month except non-project ITI of Mysore division and projectITI college (Table 4.9).

Table 4.10 status on apprenticeship training helped to get the job

DIVISION	Project /Non - project	Rural				Urban				Grand Total
		Yes, helped in getting the permanent job	Yes, helped in getting the temporary job	No, not helped in getting the job	Total	Yes, helped in getting the permanent job	Yes, helped in getting the temporary job	No, not helped in getting the job	Total	
Bangalore	Project	7(10.00)	27(38.57)	36(51.43)	70(32.71)	19(13.19)	56(38.89)	69(47.92)	144(67.29)	214(81.06)
	Non-project	1(3.70)	5(18.52)	21(77.78)	27(54.00)	3(13.04)	9(39.13)	11(47.83)	23(46.00)	50(18.94)
	Total	8(8.25)	32(32.99)	57(58.76)	97(36.74)	22(13.17)	65(38.92)	80(47.90)	167(63.26)	264(29.17)
Hubli	Project	1(10.00)	2(20.00)	7(70.00)	10(6.49)	10(6.94)	50(34.72)	84(58.33)	144(93.51)	154(74.76)
	Non-project	1(4.00)	8(32.00)	16(64.00)	25(48.08)	1(3.70)	11(40.74)	15(55.56)	27(51.92)	52(25.24)
	Total	2(5.71)	10(28.57)	23(65.71)	35(16.99)	11(6.43)	61(35.67)	99(57.89)	171(83.01)	206(22.76)
Kalburgi	Project	0(0.00)	0(0.00)	1(100.00)	1(1.28)	12(15.58)	33(42.86)	32(41.56)	77(98.72)	78(73.58)
	Non-project	2(9.52)	8(38.10)	11(52.38)	21(75.00)	0(0.00)	6(85.71)	1(14.29)	7(25.00)	28(26.42)
	Total	2(9.09)	8(36.36)	12(54.55)	22(20.75)	12(14.29)	39(46.43)	33(39.29)	84(79.25)	106(11.71)
Mysore	Project	11(10.38)	31(29.25)	64(60.38)	106(39.41)	34(20.86)	48(29.45)	81(49.69)	163(60.59)	269(81.76)
	Non-project	10(18.52)	10(18.52)	34(62.96)	54(90.00)	2(33.33)	1(16.67)	3(50.00)	6(10.00)	60(18.24)
	Total	21(13.13)	41(25.63)	98(61.25)	160(48.63)	36(21.30)	49(28.99)	84(49.70)	169(51.37)	329(36.35)
Grand Total		33(10.51)	91(28.98)	190(60.51)	314(34.70)	81(13.71)	214(36.21)	296(50.08)	591(65.30)	N=905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Among the alumni who had under gone for apprenticeship 39% from rural and 50% from urbanITI colleges stated that training helped to get a permanent and temporary job. Table 4.10 indicates

highest percentage of alumni from Urban ITI colleges of Kalburgi division stated the above. And also, alumni of Urban ITI colleges of both project and non-project stated training helped to getthe Job compared to Rural ITI colleges of both project and non-project type.

4.3 Performance of project and non- project ITIs and of their trainees and assessment of the employment status

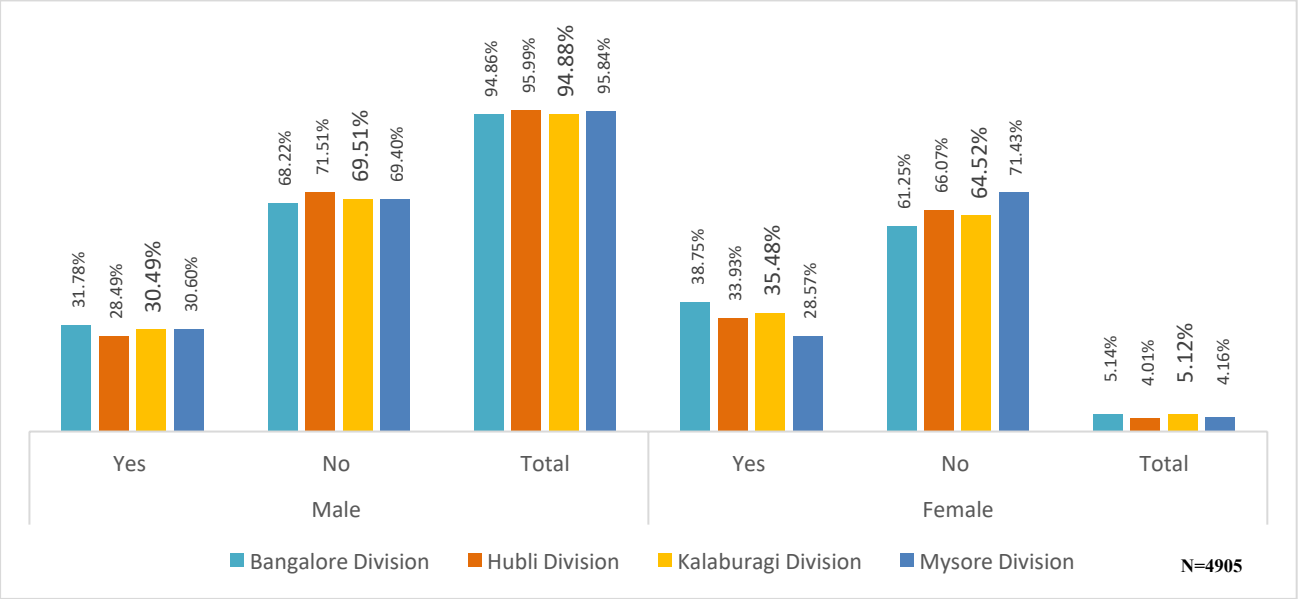
4.2.1 Information on Placement cell

Table 4.11 Availability of placement cell

DIVISION	URBAN/Rural	Project type	Male			Female			Grand Total
			Yes	No	Total	Yes	No	Total	
Bangalore	**Rural**	Project	171(32.51)	355(67.49)	526(97.77)	6(50.00)	6(50.00)	12(2.23)	538(79.82)
		Non-project	24(17.65)	112(82.35)	136(100.00)	0(0.00)	0(0.00)	0(0.00)	136(20.18)
		Total	195(29.46)	467(70.54)	662(98.22)	6(50.00)	6(50.00)	12(1.78)	674(13.74)
	Urban	Project	221(39.32)	341(60.68)	562(90.50)	24(40.68)	35(59.32)	59(9.50)	621(70.41)
		Non-project	53(21.03)	199(78.97)	252(96.55)	1(11.11)	8(88.89)	9(3.45)	261(29.59)
		Total	274(33.66)	540(66.34)	814(92.29)	25(36.76)	43(63.24)	68(7.71)	882(17.98)
Hubli	**Rural**	Project	4(8.16)	45(91.84)	49(98.00)	0(0.00)	1(100.00)	1(2.00)	50(18.66)
		Non-project	58(26.61)	160(73.39)	218(100.00)	0(0.00)	0(0.00)	0(0.00)	218(81.34)
		Total	62(23.22)	205(76.78)	267(99.63)	0(0.00)	1(100.00)	1(0.37)	268(5.46)
	Urban	Project	286(33.65)	564(66.35)	850(94.97)	18(40.00)	27(60.00)	45(5.03)	895(79.27)
		Non-project	34(15.18)	190(84.82)	224(95.73)	1(10.00)	9(90.00)	10(4.27)	234(20.73)
		Total	320(29.80)	754(70.20)	1074(95.13)	19(34.55)	36(65.45)	55(4.87)	1129(23.02)
Kalburgi	**Rural**	Project	5(15.15)	28(84.85)	33(100.00)	0(0.00)	0(0.00)	0(0.00)	33(21.85)
		Non-project	23(19.66)	94(80.34)	117(99.15)	1(100.00)	0(0.00)	1(0.85)	118(78.15)
		Total	28(18.67)	122(81.33)	150(99.34)	1(100.00)	0(0.00)	1(0.66)	151(3.08)
	Urban	Project	115(34.12)	222(65.88)	337(92.33)	9(32.14)	19(67.86)	28(7.67)	365(80.40)
		Non-project	32(36.78)	55(63.22)	87(97.75)	1(50.00)	1(50.00)	2(2.25)	89(19.60)
		Total	147(34.67)	277(65.33)	424(93.39)	10(33.33)	20(66.67)	30(6.61)	454(9.26)
Mysore	**Rural**	Project	121(26.13)	342(73.87)	463(94.88)	3(12.00)	22(88.00)	25(5.12)	488(66.67)
		Non-project	46(19.17)	194(80.83)	240(98.36)	2(50.00)	2(50.00)	4(1.64)	244(33.33)
		Total	167(23.76)	536(76.24)	703(96.04)	5(17.24)	24(82.76)	29(3.96)	732(14.92)
	Urban	Project	226(39.65)	344(60.35)	570(95.48)	11(40.74)	16(59.26)	27(4.52)	597(97.07)
		Non-project	2(11.11)	16(88.89)	18(100.00)	0(0.00)	0(0.00)	0(0.00)	18(2.93)
		Total	228(38.78)	360(61.22)	588(95.61)	11(40.74)	16(59.26)	27(4.39)	615(12.54)
Grand Total			1421(30.35)	3261(69.65)	4682(95.45)	77(34.53)	146(65.47)	223(4.55)	N=4905

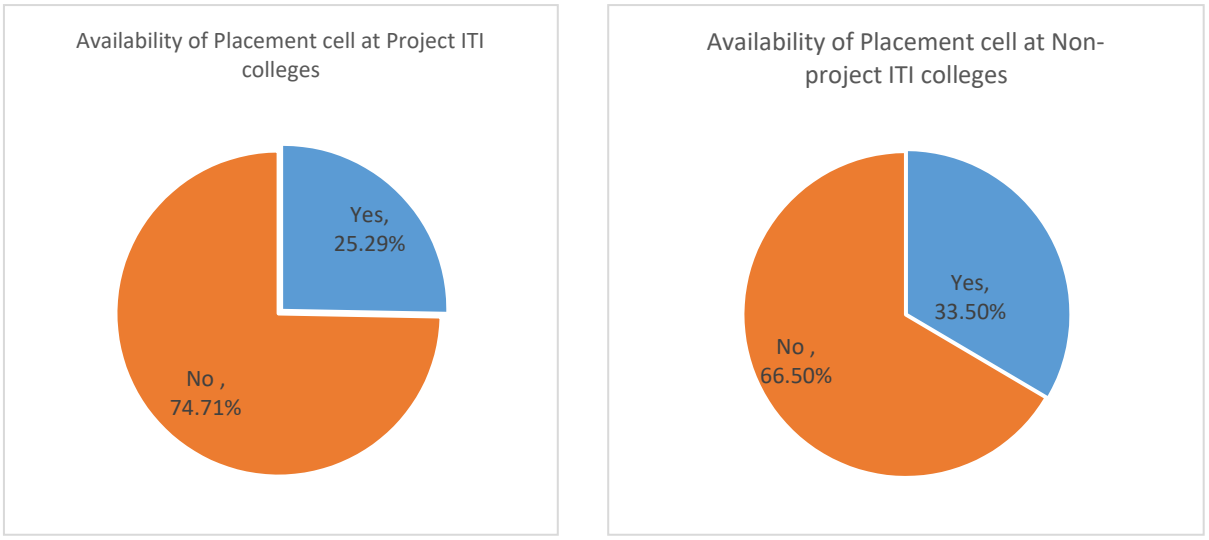
Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.6 Availability of placement cell



At an overall level, less than 35% of alumni respondents from both male and female quoted thatthere is a placement cell in their respective ITI colleges. It was found that Project ITI's of Bangalore and Mysore divisions are having more Placement cell than Hubli and Kalburgi division (Table 4.11).

Figure 4.7 Sector graph on Availability of Placement cell in Project and Non-project ITI colleges



The principal in-depth interviews highlighted several significant reasons for the absence of placement cells in ITI's:

a. Many individual ITI's have a low profile and limited recognition, and it is only the larger, more renowned ITI's that do better on student placement opportunities. Companies tend to prefer

district-level and well-known ITI's for their placement processes, overlooking smaller, lesser-known, or rural ITIs.

b. The lack of an industrial base in the vicinity of individual ITI's results in low demand fromcompanies and industrial units

c. Smaller ITI's with fewer trades struggle to attract companies for student placement, thus lackingtheir own placement cells.

e. Staff shortages among ITI's also contribute significantly to the absence of placement cells withinthese institutions.

Table 4.12 Status on taking up of placement job offered by your ITI

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	12(17.65)	56(82.35)	68(41.46)	28(29.17)	68(70.83)	96(58.54)	164(84.54)
	Non-project	3(23.08)	10(76.92)	13(43.33)	3(17.65)	14(82.35)	17(56.67)	30(15.46)
	Total	15(18.52)	66(81.48)	81(41.75)	31(27.43)	82(72.57)	113(58.25)	194(34.77)
Hubli	Project	1(50.00)	1(50.00)	2(2.53)	17(22.08)	60(77.92)	77(97.47)	79(78.22)
	Non-project	2(11.76)	15(88.24)	17(77.27)	0(0.00)	5(100.00)	5(22.73)	22(21.78)
	Total	3(15.79)	16(84.21)	19(18.81)	17(20.73)	65(79.27)	82(81.19)	101(18.10)
Kalburgi	Project	0(0.00)	2(100.00)	2(4.44)	14(32.56)	29(67.44)	43(95.56)	45(75.00)
	Non-project	1(12.50)	7(87.50)	8(53.33)	2(28.57)	5(71.43)	7(46.67)	15(25.00)
	Total	1(10.00)	9(90.00)	10(16.67)	16(32.00)	34(68.00)	50(83.33)	60(10.75)
Mysore	Project	18(30.51)	41(69.49)	59(31.72)	29(22.83)	98(77.17)	127(68.28)	186(91.63)
	Non-project	6(37.50)	10(62.50)	16(94.12)	0(0.00)	1(100.00)	1(5.88)	17(8.37)
	Total	24(32.00)	51(68.00)	75(36.95)	29(22.66)	99(77.34)	128(63.05)	203(36.38)
Grand Total		43(23.24)	142(76.76)	185(33.15)	93(24.93)	280(75.07)	373(66.85)	N=558

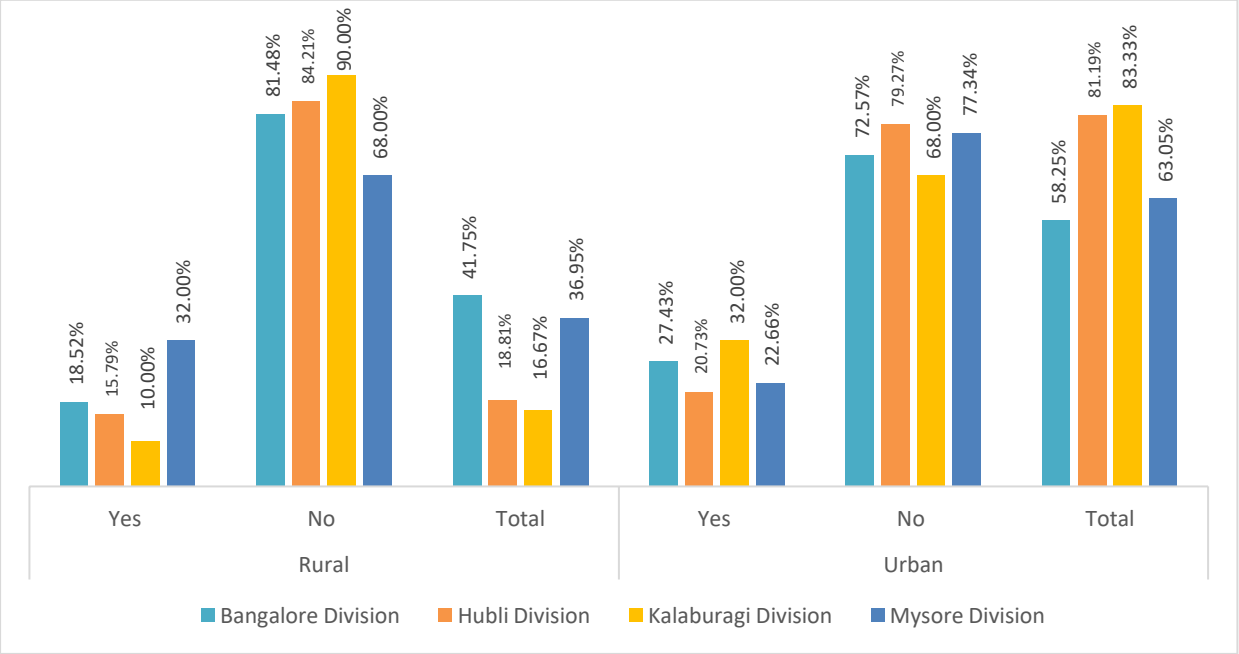
Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

The ITI placement officers and the students, with whom the in-depth interviews were conducted provided the following reasons for the low take up of jobs during the ITI Placement events:

1. Normally ITI students look for easy access to food and accommodation and the nonavailability of the same at the work place or high cost of the same makes them reject the offers.
2. Students most of the times, cannot afford additional food charges with the salary they get initially
3. Employment offered is quite far away from their residences, which they cannot prefer as they always look for employment at the nearest distances.

4. Some students have the higher aspirations to go for higher studies and want to take up apprenticeship first and then take up employment, hence they often give up the placement offers.
5. Students sometimes want to go for the government jobs or white-collar jobs.
6. During the placement offers, few students only want the well-known companies and hence reject the offers if the employer is relatively unknown or new in the industry.
7. Parents perception w.r.t to type and nature of jobs are limitations sometimes.
8. Students face opposition from the parents, especially concerning the safety and security of their children in case the job location being quite far away from their homes.
9. Few informants also revealed that students give up placement jobs if the job locations have uncomfortable climatic conditions.
10. Few respondents also felt that it is unlikely that the students will go for the placement offers that pay them a very low salary.
11. Students do not take up the jobs as most of the companies do not offer regular jobs, especially when the candidates have high expectation of getting regular jobs.
12. Students have aversion to the contract-based jobs with no facilities and incentives by the employers, who often do not issue work experience certificate to the candidates once they relieved from the work, hence, most students do not like to go for the contract-based employment, hence, reject the placement offers.
13. In case of ITI women candidates, many them said that the parental permission is required if the job location is out of the town or in far off location, due to the latter's concern about the safety of their children, and hence, they just don't take up the jobs.

Figure 4.7 Status on taking up of placement job offered by your ITI



At an Overall Level, more than 23.24% of respondents from rural and 24.93% of respondents from urban quoted that they have accepted the job offer given by placement cell of their respectiveITI colleges. And it is evident from the Table maximum number of alumni from non-project ITIcolleges in rural areas and project ITI colleges from urban areas falls in this statement across allthe divisions (Table 4.12)

Table 4.13 Type of Placement assistance given in the ITI

DIVISION	Rural/Urban	Type	Preparation of CV	Information on careers	Display of Posts	Company Details	Job Application form distribution	Apprenticeship	Exposure visits	Mock interviews	Linkage with employment agencies	Campus Interviews	Job Fairs	Not received any	Any others	Total
Bangalore	**Rural**	Project	38(22.62)	52(30.95)	27(16.07)	74(44.05)	28(16.67)	57(33.93)	0(0.00)	8(4.76)	9(5.36)	73(43.45)	49(29.17)	36(21.43)	5(2.98)	168(87.50)
		Non-project	9(37.50)	5(20.83)	5(20.83)	9(37.50)	3(12.50)	5(20.83)	1(4.17)	1(4.17)	1(4.17)	13(54.17)	9(37.50)	5(20.83)	2(8.33)	24(12.50)
		Total	47(24.48)	57(29.69)	32(16.67)	83(43.23)	31(16.15)	62(32.29)	1(0.52)	9(4.69)	10(5.21)	86(44.79)	58(30.21)	41(21.35)	7(3.65)	192(39.92)
	Urban	Project	34(13.82)	82(33.33)	21(8.54)	106(43.09)	44(17.89)	97(39.43)	5(2.03)	7(2.85)	7(2.85)	104(42.28)	89(36.18)	51(20.73)	4(1.63)	246(85.12)
		Non-project	10(23.26)	15(34.88)	4(9.30)	23(53.49)	10(23.26)	16(37.21)	1(2.33)	2(4.65)	1(2.33)	19(44.19)	11(25.58)	8(18.60)	1(2.33)	43(14.88)
		Total	44(15.22)	97(33.56)	25(8.65)	129(44.64)	54(18.69)	113(39.10)	6(2.08)	9(3.11)	8(2.77)	123(42.56)	100(34.60)	59(20.42)	5(1.73)	289(60.08)
	Bangalore Total		91(18.92)	154(32.02)	57(11.85)	212(44.07)	85(17.67)	175(36.38)	7(1.46)	18(3.74)	18(3.74)	209(43.45)	158(32.85)	100(20.79)	12(2.49)	481(32.20)
Hubli	**Rural**	Project	0(0.00)	3(75.00)	2(50.00)	1(25.00)	0(0.00)	1(25.00)	0(0.00)	0(0.00)	0(0.00)	3(75.00)	3(75.00)	0(0.00)	0(0.00)	4(6.67)
		Non-project	4(7.14)	9(16.07)	4(7.14)	9(16.07)	3(5.36)	7(12.50)	2(3.57)	2(3.57)	1(1.79)	19(33.93)	11(19.64)	14(25.00)	9(16.07)	56(93.33)
		Total	4(6.67)	12(20.00)	6(10.00)	10(16.67)	3(5.00)	8(13.33)	2(3.33)	2(3.33)	1(1.67)	22(36.67)	14(23.33)	14(23.33)	9(15.00)	60(15.04)
	Urban	Project	53(17.49)	82(27.06)	37(12.21)	103(33.99)	66(21.78)	84(27.72)	12(3.96)	15(4.95)	9(2.97)	160(52.81)	108(35.64)	61(20.13)	16(5.28)	303(89.38)

		Non-project	0(0.00)	8(22.22)	0(0.00)	10(27.78)	3(8.33)	5(13.89)	1(2.78)	0(0.00)	0(0.00)	11(30.56)	13(36.11)	4(11.11)	10(27.78)	36(10.62)
		Total	53(15.63)	90(26.55)	37(10.91)	113(33.33)	69(20.35)	89(26.25)	13(3.83)	15(4.42)	9(2.65)	171(50.44)	121(35.69)	65(19.17)	26(7.67)	339(84.96)
	Hubli Total		57(14.29)	102(25.56)	43(10.78)	123(30.83)	72(18.05)	97(24.31)	15(3.76)	17(4.26)	10(2.51)	193(48.37)	135(33.83)	79(19.80)	35(8.77)	399(26.71)
Kalburgi	**Rural**	Project	3(60.00)	3(60.00)	3(60.00)	3(60.00)	3(60.00)	3(60.00)	0(0.00)	0(0.00)	0(0.00)	2(40.00)	2(40.00)	1(20.00)	0(0.00)	5(17.24)
		Non-project	5(20.83)	8(33.33)	1(4.17)	11(45.83)	4(16.67)	9(37.50)	0(0.00)	1(4.17)	1(4.17)	11(45.83)	4(16.67)	6(25.00)	1(4.17)	24(82.76)
		Total	8(27.59)	11(37.93)	4(13.79)	14(48.28)	7(24.14)	12(41.38)	0(0.00)	1(3.45)	1(3.45)	13(44.83)	6(20.69)	7(24.14)	1(3.45)	29(14.57)
	Urban	Project	9(6.29)	51(35.66)	7(4.90)	65(45.45)	23(16.08)	54(37.76)	0(0.00)	3(2.10)	8(5.59)	70(48.95)	60(41.96)	23(16.08)	3(2.10)	143(84.12)
		Non-project	1(3.70)	15(55.56)	0(0.00)	17(62.96)	10(37.04)	15(55.56)	0(0.00)	0(0.00)	1(3.70)	15(55.56)	19(70.37)	2(7.41)	2(7.41)	27(15.88)
		Total	10(5.88)	66(38.82)	7(4.12)	82(48.24)	33(19.41)	69(40.59)	0(0.00)	3(1.76)	9(5.29)	85(50.00)	79(46.47)	25(14.71)	5(2.94)	170(85.43)
	Kalburgi Total		18(9.05)	77(38.69)	11(5.53)	96(48.24)	40(20.10)	81(40.70)	0(0.00)	4(2.01)	10(5.03)	98(49.25)	85(42.71)	32(16.08)	6(3.02)	199(13.32)
Mysore	**Rural**	Project	33(25.38)	46(35.38)	12(9.23)	66(50.77)	16(12.31)	49(37.69)	5(3.85)	8(6.15)	13(10.00)	56(43.08)	58(44.62)	11(8.46)	5(3.85)	130(73.03)
		Non-project	20(41.67)	14(29.17)	10(20.83)	19(39.58)	11(22.92)	21(43.75)	2(4.17)	2(4.17)	3(6.25)	23(47.92)	21(43.75)	8(16.67)	1(2.08)	48(26.97)
		Total	53(29.78)	60(33.71)	22(12.36)	85(47.75)	27(15.17)	70(39.33)	7(3.93)	10(5.62)	16(8.99)	79(44.38)	79(44.38)	19(10.67)	6(3.37)	178(42.89)
	Urban	Project	47(20.00)	75(31.91)	25(10.64)	100(42.55)	37(15.74)	100(42.55)	1(0.43)	9(3.83)	8(3.40)	106(45.11)	115(48.94)	27(11.49)	3(1.28)	235(99.16)
		Non-project	1(50.00)	1(50.00)	0(0.00)	2(100.00)	0(0.00)	2(100.00)	0(0.00)	0(0.00)	0(0.00)	1(50.00)	2(100.00)	0(0.00)	0(0.00)	2(0.84)
		Total	48(20.25)	76(32.07)	25(10.55)	102(43.04)	37(15.61)	102(43.04)	1(0.42)	9(3.80)	8(3.38)	107(45.15)	117(49.37)	27(11.39)	3(1.27)	237(57.11)
	Mysore Total		101(24.34)	136(32.77)	47(11.33)	187(45.06)	64(15.42)	172(41.45)	8(1.93)	19(4.58)	24(5.78)	186(44.82)	196(47.23)	46(11.08)	9(2.17)	415(27.78)
Grand Total			267(17.87)	469(31.39)	158(10.58)	618(41.37)	261(17.47)	525(35.14)	30(2.01)	58(3.88)	62(4.15)	686(45.92)	574(38.42)	257(17.20)	62(4.15)	N=1494

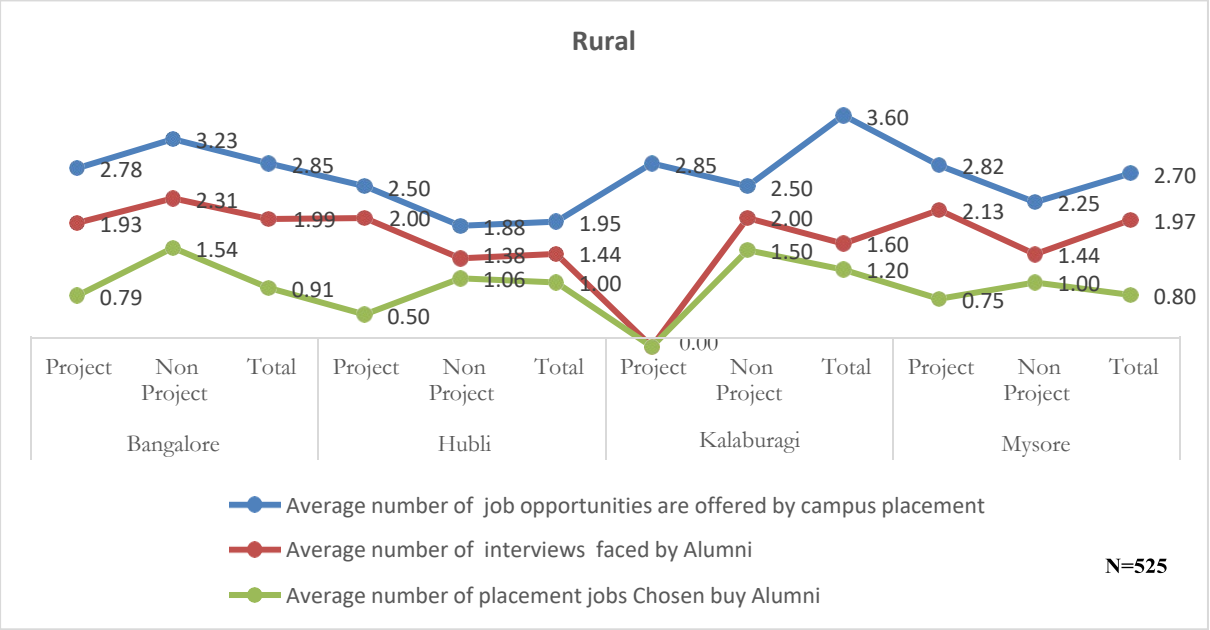
Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

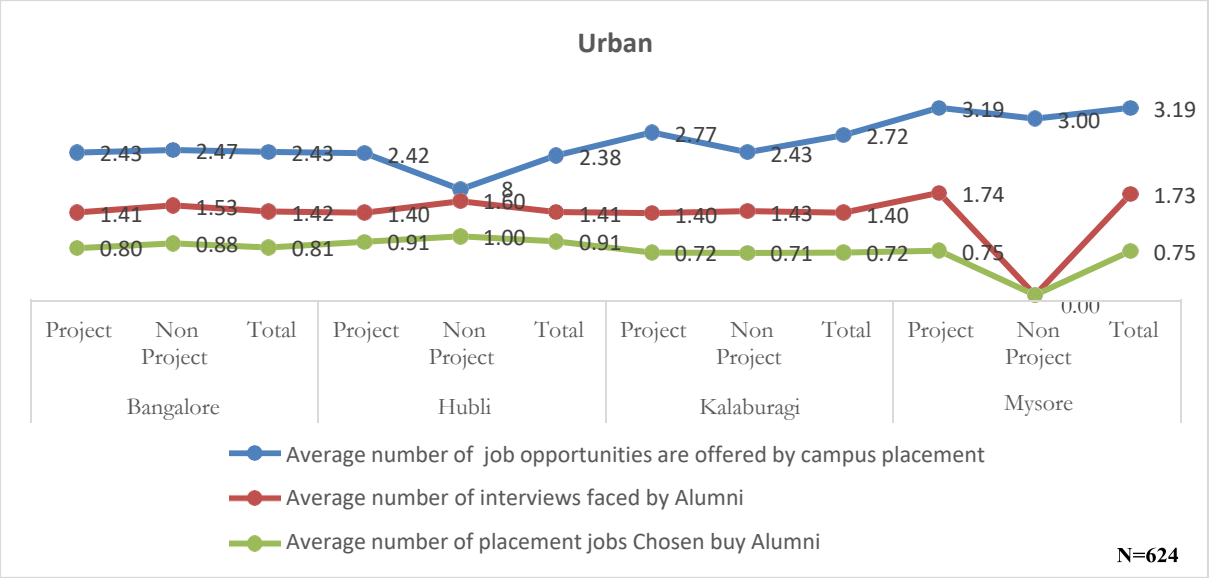
At an overall level 45.92% of responses quoted placements given the assistance with respect to "Company interviews", followed by Company details (41.37%) and Job fairs (38.42%). 17.20% of alumni said they have not received any assistance from placement cell (Table 4.13).

From the Table 4.13 it is evident that project ITI colleges from all the divisions gave a guidanceabout importance of apprenticeship in higher percentage compare to Mysore division.

All divisions of ITI colleges gave guidance on Preparation of CV, Information on Careers, Displayof Posts, Job Application Form Distribution, Exposure Visits, Mock Interviews, Linkage with Employment Agencies, Campus Interviews, Job fairs etc., irrespective of project and non-project ITIs

Figure 4.8 Average number of interviews offered, attended and joined by Alumni





Interviews conducted.

At an Overall level the average number of interviews conducted in the ITI colleges of rural areasis 2.74. among this Non-project ITI colleges from Bangalore division shows highest number of 3.23. All the project ITI colleges from all the divisions conducted on an average of 2.50 and above.

At an Overall level the average number of interviews conducted in the ITI colleges of Urban areas is 2.71. among this project ITI colleges from Mysore division shows highest number of 3.19 followed by Kalburgi division (2.77). All the project ITI colleges from all the divisions conducted

on an average of 2.50 and above. It is evident from the Figure 4.8 Hubli division from non-project ITI collges of both rural and urban areas conducted least number of Interviews.

Interviews faced

At an Overall level the average number of interviews faced by Alumni in the ITI colleges of rural areas is1.91. among this Non-project ITI colleges from Bangalore division shows highest number of 2.31. and none of the alumni attended the interview in the project ITI colleges of rural areasKalburgi division.

At an Overall level the average number of interviews conducted in the ITI colleges of Urban areas is 1.52. among this project ITI colleges from Mysore division shows highest number of 1.74 followed by Bangalore division (1.53). and none of the alumni attended the interview in the projectITI colleges of Urban areas Mysore division.

Placement Jobs chosen

At an Overall level the average number of placement jobs chosen by Alumni in the ITI collegesof rural areas is 0.89. and it found more in all the non-project ITI colleges across all the divisions. And it shown zero in the project ITI college of Kalburgi division in rural area and non-project ITI college of Mysore division in urban areas.

From both the Figure 4.8 it is evident that, from all the divisions of project and non-project ITI colleges offered job opportunities but the alumni faced the interviews and chosen job from placement were lesser in both project and non-project ITI colleges across all the division.

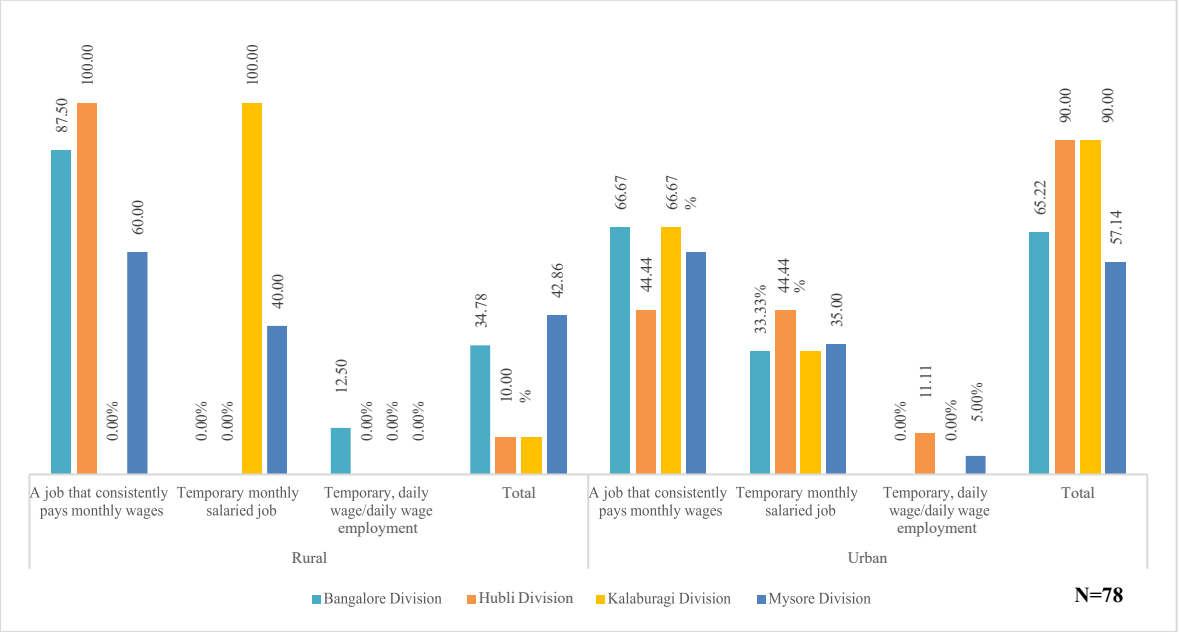
Table 4.14 Type of job offered by Placement cell

DIVISION	Type	Rural			Urban			GrandTotal
		Direct Company	Labour Contract (Contract Workers-Third Party Agency)	Total	Direct Company	Labour Contract (Contract Workers-Third Party Agency)	Total	
Bangalore	Project	7(58.33)	5(41.67)	12(30.00)	13(46.43)	15(53.57)	28(70.00)	40(86.96)
	Non-project	1(33.33)	2(66.67)	3(50.00)	2(66.67)	1(33.33)	3(50.00)	6(13.04)
	Total	8(53.33)	7(46.67)	15(32.61)	15(48.39)	16(51.61)	31(67.39)	46(33.82)
Hubli	Project	0(0.00)	1(100.00)	1(5.56)	9(52.94)	8(47.06)	17(94.44)	18(90.00)
	Non-project	1(50.00)	1(50.00)	2(100.00)	0(0.00)	0(0.00)	0(0.00)	2(10.00)
	Total	1(33.33)	2(66.67)	3(15.00)	9(52.94)	8(47.06)	17(85.00)	20(14.71)
Kalburgi	Project	0(0.00)	0(0.00)	0(0.00)	7(50.00)	7(50.00)	14(100.00)	14(82.35)
	Non-project	1(100.00)	0(0.00)	1(33.33)	2(100.00)	0(0.00)	2(66.67)	3(17.65)
	Total	1(100.00)	0(0.00)	1(5.88)	9(56.25)	7(43.75)	16(94.12)	17(12.50)
Mysore	Project	10(55.56)	8(44.44)	18(38.30)	20(68.97)	9(31.03)	29(61.70)	47(88.68)
	Non-project	5(83.33)	1(16.67)	6(100.00)	0(0.00)	0(0.00)	0(0.00)	6(11.32)
	Total	15(62.50)	9(37.50)	24(45.28)	20(68.97)	9(31.03)	29(54.72)	53(38.97)
Grand Total		25(58.14)	18(41.86)	43(31.62)	53(56.99)	40(43.01)	93(68.38)	N=136

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

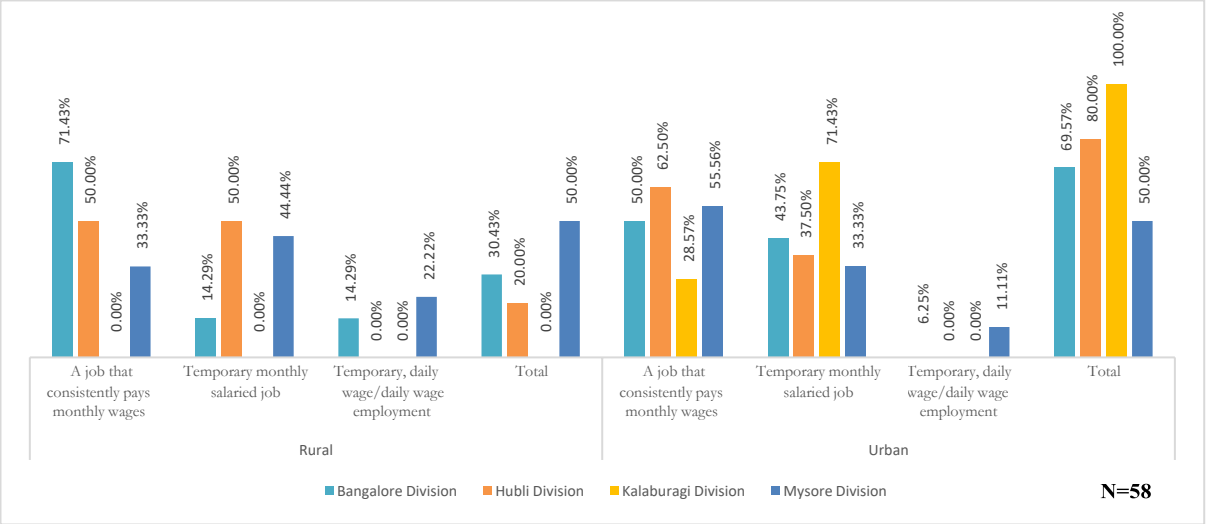
Out of 136 responders, 58.14% of alumni respondents from rural areas and 43.01% from urban areas had found employment with the direct company. It is clear from Table 4.14 that project ITI colleges across all divisions of rural areas performed better than non-project ITI colleges in terms of offering placement directly to the company but it is opposite with respect to ITI colleges ofurban areas (Table 4.24).

Figure 4.9 information on employment if its a direct selection through company



Out of 78 respondents who got their job through direct company, among them more than 60%of alumni who got a job that consistently pays monthly wages from both rural and urban areas of ITI colleges. None of the alumni from project ITI colleges of Hubli division of project and non-project ITI colleges of Kalburgi divisions were did not joined a job that consistently pays monthly wages. More than 50% of alumni from project ITI colleges of Urban areas got job as type of Temporary monthly salaried and Temporary, daily wage/daily wage employment compared tonon-project ITI colleges across the division (Figure 4.9).

Figure 4.10 Information in employment if it's through labour contract



Out of 78 respondents who got their job through Labour Contract (Contract Workers- Third Party Agency), among them around 50% of alumni who got a job that consistently pays monthly wages from both rural and urban areas of ITI colleges. None of the alumni from project ITI colleges ofHubli and Mysore division of project and non-project ITI colleges of Kalburgi divisions were did not joined a job that consistently pays monthly wages. Remaining 50% of alumni from project andnon-project ITI colleges of both urban and rural areas got their job as type of Temporary monthly salaried and Temporary, daily wage/daily wage employment across the division (Figure 4.10)

Table 4.15A Current status of Alumni

DIVISION	Urban/Rural	Project type	Male							Female							Grand Total
			Permanent paid employmentent	Temporary paid employment	Self-employment	Apprenticeship/internship	Higher studies	Unemployed	Total	Permane nt paid employment ent	Temporary paid employment	Self-employme nt	Apprenticeship/internship	Higher studies	Unemploy ed	Total	
Bangalore	Rural	Project	33(6.27)	170(32.32)	101(19.20)	35(6.65)	80(15.21)	107(20.34)	526(97.77)	0(0.00)	4(33.33)	0(0.00)	2(16.67)	1(8.33)	5(41.67)	12(2.23)	538(79.82)
		Non-project	8(5.88)	37(27.21)	21(15.44)	17(12.50)	23(16.91)	30(22.06)	136(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	136(20.18)
		Total	41(6.19)	207(31.27)	122(18.43)	52(7.85)	103(15.56)	137(20.69)	662(98.22)	0(0.00)	4(33.33)	0(0.00)	2(16.67)	1(8.33)	5(41.67)	12(1.78)	674(13.74)
	Urban	Project	25(4.45)	186(33.10)	105(18.68)	63(11.21)	78(13.88)	105(18.68)	562(90.50)	0(0.00)	26(44.07)	5(8.47)	5(8.47)	12(20.34)	11(18.64)	59(9.50)	621(70.41)
		Non-project	12(4.76)	92(36.51)	31(12.30)	27(10.71)	47(18.65)	43(17.06)	252(96.55)	0(0.00)	4(44.44)	1(11.11)	1(11.11)	2(22.22)	1(11.11)	9(3.45)	261(29.59)
		Total	37(4.55)	278(34.15)	136(16.71)	90(11.06)	125(15.36)	148(18.18)	814(92.29)	0(0.00)	30(44.12)	6(8.82)	6(8.82)	14(20.59)	12(17.65)	68(7.71)	882(17.98)
Hubli	Rural	Project	3(6.12)	12(24.49)	9(18.37)	2(4.08)	5(10.20)	18(36.73)	49(98.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(100.00)	0(0.00)	1(2.00)	50(18.66)
		Non-project	6(2.75)	62(28.44)	64(29.36)	10(4.59)	29(13.30)	47(21.56)	218(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	218(81.34)
		Total	9(3.37)	74(27.72)	73(27.34)	12(4.49)	34(12.73)	65(24.34)	267(99.63)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(100.00)	0(0.00)	1(0.37)	268(5.46)
	Urban	Project	42(4.94)	249(29.29)	200(23.53)	52(6.12)	149(17.53)	158(18.59)	850(94.97)	2(4.44)	12(26.67)	4(8.89)	1(2.22)	15(33.33)	11(24.44)	45(5.03)	895(79.27)
		Non-project	10(4.46)	65(29.02)	72(32.14)	12(5.36)	31(13.84)	34(15.18)	224(95.73)	0(0.00)	0(0.00)	1(10.00)	0(0.00)	2(20.00)	7(70.00)	10(4.27)	234(20.73)
		Total	52(4.84)	314(29.24)	272(25.33)	64(5.96)	180(16.76)	192(17.88)	1074(95.13)	2(3.64)	12(21.82)	5(9.09)	1(1.82)	17(30.91)	18(32.73)	55(4.87)	1129(23.02)
Kalburgi	Rural	Project	1(3.03)	7(21.21)	9(27.27)	0(0.00)	10(30.30)	6(18.18)	33(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	33(21.85)
		Non-project	3(2.56)	31(26.50)	24(20.51)	17(14.53)	21(17.95)	21(17.95)	117(99.15)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(100.00)	1(0.85)	118(78.15)
		Total	4(2.67)	38(25.33)	33(22.00)	17(11.33)	31(20.67)	27(18.00)	150(99.34)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(100.00)	1(0.66)	151(3.08)
	Urban	Project	21(6.23)	98(29.08)	59(17.51)	20(5.93)	83(24.63)	56(16.62)	337(92.33)	1(3.57)	1(3.57)	3(10.71)	0(0.00)	11(39.29)	12(42.86)	28(7.67)	365(80.40)
		Non-project	7(8.05)	25(28.74)	22(25.29)	5(5.75)	15(17.24)	13(14.94)	87(97.75)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(50.00)	1(50.00)	2(2.25)	89(19.60)
		Total	28(6.60)	123(29.01)	81(19.10)	25(5.90)	98(23.11)	69(16.27)	424(93.39)	1(3.33)	1(3.33)	3(10.00)	0(0.00)	12(40.00)	13(43.33)	30(6.61)	454(9.26)
Mysore	Rural	Project	25(5.40)	172(37.15)	65(14.04)	41(8.86)	81(17.49)	79(17.06)	463(94.88)	1(4.00)	8(32.00)	0(0.00)	1(4.00)	2(8.00)	13(52.00)	25(5.12)	488(66.67)
		Non-project	18(7.50)	83(34.58)	35(14.58)	18(7.50)	33(13.75)	53(22.08)	240(98.36)	0(0.00)	0(0.00)	0(0.00)	1(25.00)	1(25.00)	2(50.00)	4(1.64)	244(33.33)
		Total	43(6.12)	255(36.27)	100(14.22)	59(8.39)	114(16.22)	132(18.78)	703(96.04)	1(3.45)	8(27.59)	0(0.00)	2(6.90)	3(10.34)	15(51.72)	29(3.96)	732(14.92)
	Urban	Project	90(15.79)	226(39.65)	55(9.65)	47(8.25)	81(14.21)	71(12.46)	570(95.48)	1(3.70)	10(37.04)	1(3.70)	1(3.70)	3(11.11)	11(40.74)	27(4.52)	597(97.07)
		Non-project	0(0.00)	8(44.44)	1(5.56)	3(16.67)	1(5.56)	5(27.78)	18(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	18(2.93)

		Total	90(15.31)	234(39.80)	56(9.52)	50(8.50)	82(13.95)	76(12.93)	588(95.61)	1(3.70)	10(37.04)	1(3.70)	1(3.70)	3(11.11)	11(40.74)	27(4.39)	615(12.54)
Grand Total			**304(6.49)**	**1523(32.53)**	**873(18.65)**	**369(7.88)**	**767(16.38)**	**846(18.07)**	**4682(95.45)**	**5(2.24)**	**65(29.15)**	**15(6.73)**	**12(5.38)**	**51(22.87)**	**75(33.63)**	**223(4.55)**	**N=4905**

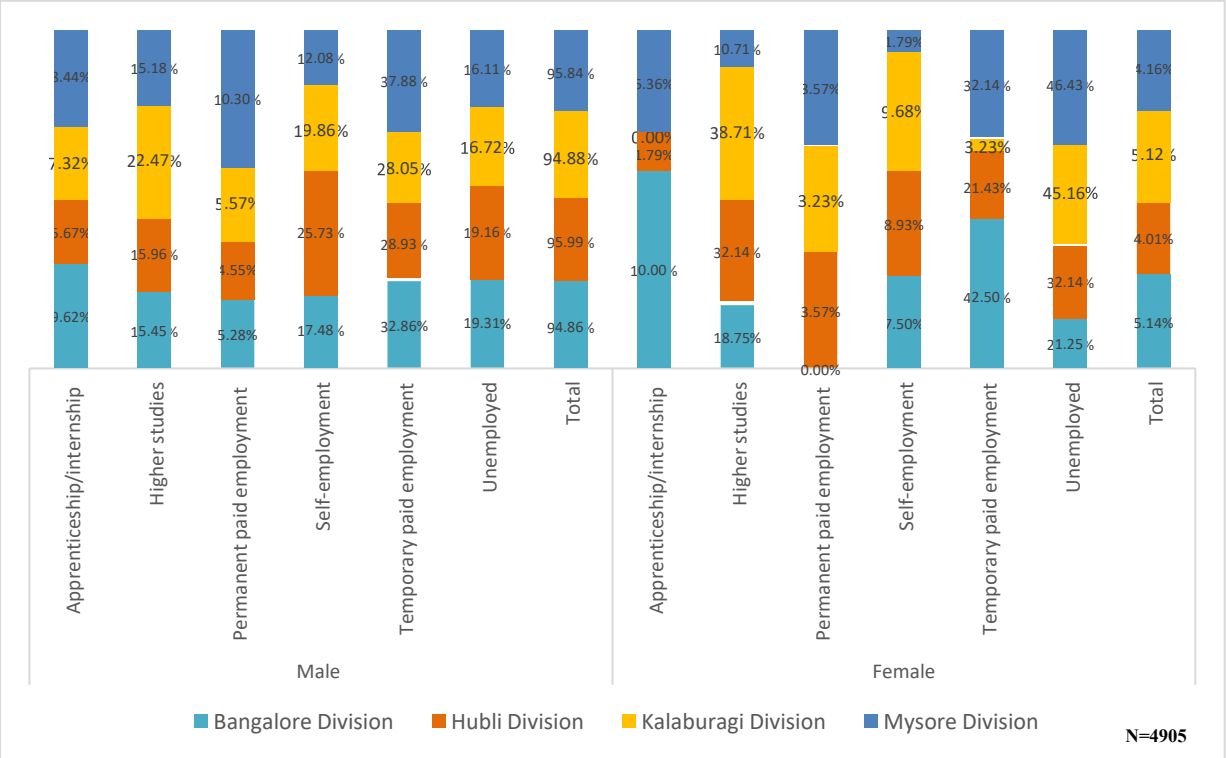
Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Table 4.15B Current status of Alumni

Type of ITI colleges	Duration of the course	Male							Female							Grand Total
		Permanent paid employment	Permanent paid employment	Self-employment	Apprenticeship/internship	Higher studies	Unemployed	Total	Permanent paid employment	Permanent paid employment	Self-employment	Apprenticeship/internship	Higher studies	Unemployed	Total	
ITI with STRIVE	One Year	16(12.50)	47(36.72)	23(17.97)	4(3.13)	18(14.06)	20(15.63)	128(79.50)	0(0.00)	12(36.36)	1(3.03)	1(3.03)	9(27.27)	10(30.30)	33(20.50)	161(17.33)
	Two Year	89(12.09)	282(38.32)	77(10.46)	53(7.20)	124(16.85)	111(15.08)	736(95.83)	0(0.00)	11(34.38)	3(9.38)	5(15.63)	3(9.38)	10(31.25)	32(4.17)	768(82.67)
	Total	105(12.15)	329(38.08)	100(11.57)	57(6.60)	142(16.44)	131(15.16)	864(93.00)	0(0.00)	23(35.38)	4(6.15)	6(9.23)	12(18.46)	20(30.77)	65(7.00)	929(18.94)
ITI with Non STRIVE (TATA, PPP, CoE)	One Year	19(7.54)	64(25.40)	50(19.84)	14(5.56)	45(17.86)	60(23.81)	252(78.26)	2(2.86)	16(22.86)	7(10.00)	0(0.00)	22(31.43)	23(32.86)	70(21.74)	322(11.60)
	Two Year	120(5.02)	761(31.84)	470(19.67)	207(8.66)	406(16.99)	426(17.82)	2390(97.43)	3(4.76)	22(34.92)	2(3.17)	5(7.94)	11(17.46)	20(31.75)	63(2.57)	2453(88.40)
	Total	139(5.26)	825(31.23)	520(19.68)	221(8.36)	451(17.07)	486(18.40)	2642(95.21)	5(3.76)	38(28.57)	9(6.77)	5(3.76)	33(24.81)	43(32.33)	133(4.79)	2775(56.57)
Non Project ITIs	One Year	11(13.41)	20(24.39)	19(23.17)	3(3.66)	13(15.85)	16(19.51)	82(92.13)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	2(28.57)	5(71.43)	7(7.87)	89(7.41)
	Two Year	49(4.48)	349(31.90)	234(21.39)	88(8.04)	161(14.72)	213(19.47)	1094(98.38)	0(0.00)	4(22.22)	2(11.11)	1(5.56)	4(22.22)	7(38.89)	18(1.62)	1112(92.59)
	Total	60(5.10)	369(31.38)	253(21.51)	91(7.74)	174(14.80)	229(19.47)	1176(97.92)	0(0.00)	4(16.00)	2(8.00)	1(4.00)	6(24.00)	12(48.00)	25(2.08)	1201(24.49)
Grand Total		304(6.49)	1523(32.53)	873(18.65)	369(7.88)	767(16.38)	846(18.07)	4682(95.45)	5(2.24)	65(29.15)	15(6.73)	12(5.38)	51(22.87)	75(33.63)	223(4.55)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.11 Current status of Alumni



As main objective of the tracer study is to know about the current status of Alumni across all the divisions of Karnataka, Table 4.15 indicates Around 32.53% of overall male alumni respondents arein a Temporary paid employment followed by self-employment (18.56%). But surprisingly maximum number of female alumni respondents were stated that they are under unemploymentwhich covers the reasons of marriage, family did not allow to work in the far places.

The exploration of the current status of alumni details has been further enriched through case studies of the journeys of ITI alumni, aimed at capturing their post-passing out experiences. These case studies serve as vital pieces of evidence to substantiate the findings of the quantitative survey,offering detailed narratives and real-life examples of alumni achievements. These case studiessubstantiate how the ITI training helped the alumni in their quest for jobs and in their career journey. For a deeper exploration of these insights and a more thorough understanding of the study's outcomes, please refer to Appendix-1.

In addition, we also tried to explore the reasons for the project ITI women graduates being mostly unemployed as compared to their female non-project ITI counterparts.

According to several candidates, who have been unemployed after their graduation provided following reasons for being unemployed:

1) A female graduate from Hubli Division felt that most of times, people perceive that ITI is

non-women arena and parents also follow the same opinion along the existing gender stereotypes on women candidates. Respondent said that her parents did not allow her to take up typist job (COPA) as the job location was not near, so she had to give up the offer.

2) Despite being attended the placement drive, a woman graduates from Kalburgi division did not get employment. She commented about follow-up support and suggested that the placement officers should be in constant contact until students get a job.
3) A respondent from the minority community said, her parents' refused her to work at night shifts in Mysore city. Respondent absence of cab facility from factory to home despite job is of night shift was another reason for refusal.
4) In case of another woman candidate with Electronic Mechanic (EM) did not take up employment opportunity offered in distant Bangalore city as her parents didn't allow her to work outside home town (Mysuru). Now, married she is working in her own photo studio in Tumkuru.
5) Another woman graduate from Bangalore division, said despite her interview during the placement drive, she was not offered any job. In case any job was offered, she would have surely taken the offer. When no offers came, she opted for an apprenticeship.

Figure 4.12 Average Monthly income of first job and Current job salary

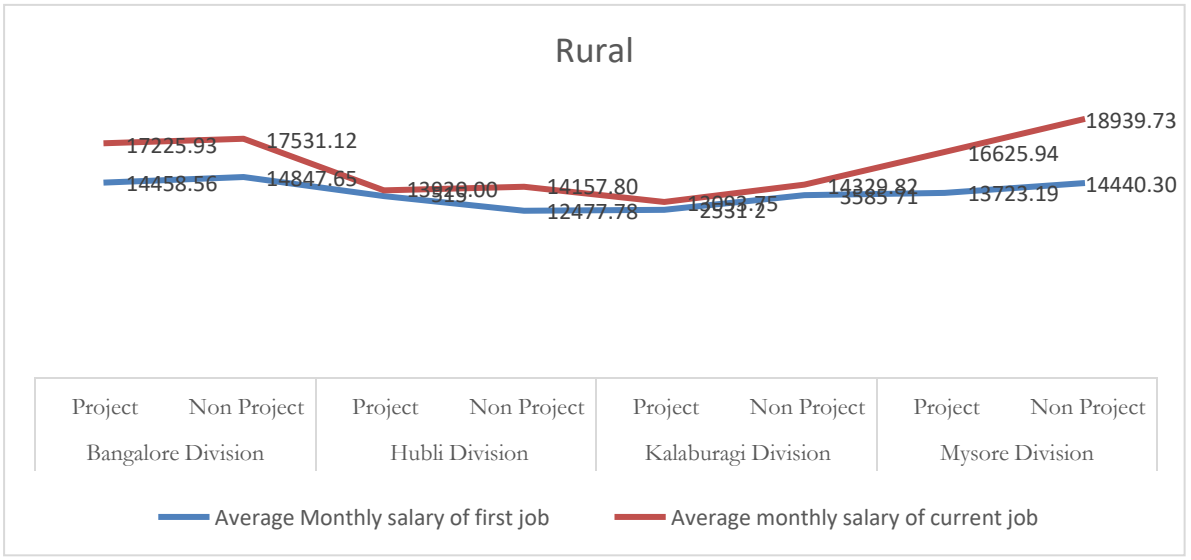


Figure 4.13 Average Monthly income of first job and Current job salary

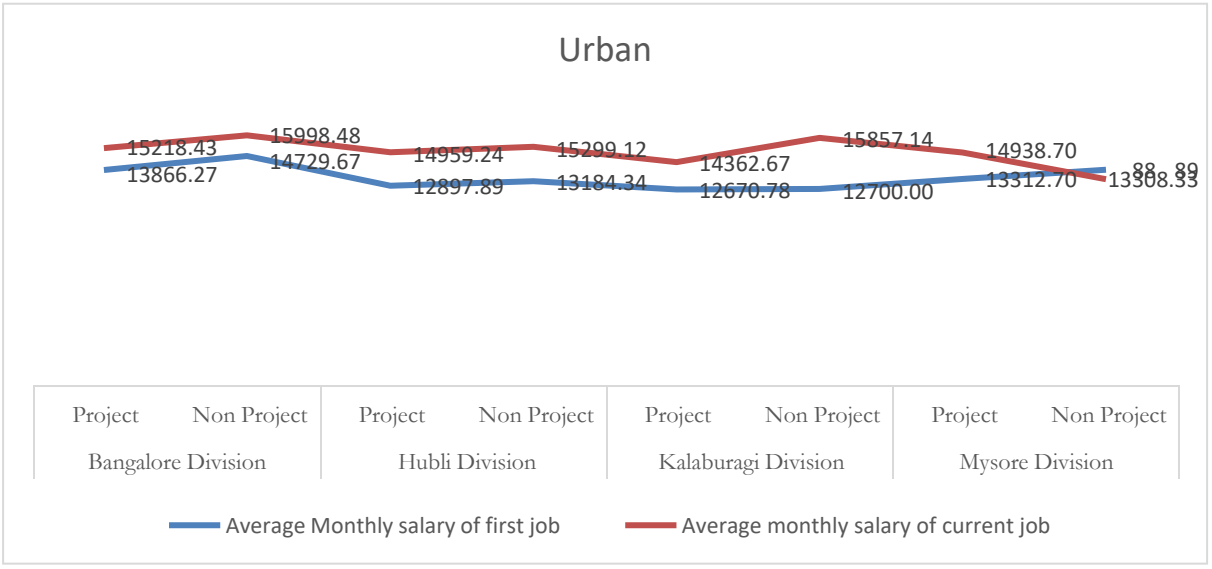


Figure 4.12 gives the average monthly income with a response from permanent employed, Temporary employed and income generating from apprenticeship or internship. On an Overall level, alumni of rural areas are getting an average monthly income of Rs.13,974.74 in their first joband Rs.16693.36 in their current job.

Alumni of Urban areas are getting an average monthly income of Rs.13,315.68 in their first joband Rs.15,018.20 in their current job. In indicates respondents of all the project and non-project

ITI colleges from rural areas are having a significant increase in the average monthly income from first job to current Job compared to urban areas. In this Bangalore and Mysore division of project and non-project ITI college alumni were getting an increased rate of income from first job compareto other divisions.

Table 4.16 Status of self- employment after the ITI course

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	72(14.15)	437(85.85)	509(45.04)	57(9.18)	564(90.82)	621(54.96)	1130(78.86)
	Non-project	19(13.97)	117(86.03)	136(44.88)	16(9.58)	151(90.42)	167(55.12)	303(21.14)
	Total	91(14.11)	554(85.89)	645(45.01)	73(9.26)	715(90.74)	788(54.99)	1433(29.22)
Hubli	Project	5(10.00)	45(90.00)	50(5.29)	95(10.61)	800(89.39)	895(94.71)	945(67.64)
	Non-project	26(11.93)	192(88.07)	218(48.23)	35(14.96)	199(85.04)	234(51.77)	452(32.36)
	Total	31(11.57)	237(88.43)	268(19.18)	130(11.51)	999(88.49)	1129(80.82)	1397(28.48)
Kalburgi	Project	4(10.53)	34(89.47)	38(7.24)	47(9.65)	440(90.35)	487(92.76)	525(74.05)
	Non-project	15(13.27)	98(86.73)	113(61.41)	13(18.31)	58(81.69)	71(38.59)	184(25.95)
	Total	19(12.58)	132(87.42)	151(21.30)	60(10.75)	498(89.25)	558(78.70)	709(14.45)
Mysore	Project	49(9.66)	458(90.34)	507(45.92)	39(6.53)	558(93.47)	597(54.08)	1104(80.82)
	Non-project	18(7.38)	226(92.62)	244(93.13)	2(11.11)	16(88.89)	18(6.87)	262(19.18)
	Total	67(8.92)	684(91.08)	751(54.98)	41(6.67)	574(93.33)	615(45.02)	1366(27.85)
Grand Total		208(11.46)	1607(88.54)	1815(37.00)	304(9.84)	2786(90.16)	3090(63.00)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

At an overall level, 11.46% of respondents from rural areas and 9.84% of respondents from urban areas took self-employment after completion of their ITI Course. Alumni of Bangalore and Kalburgi division project ITI college were performing better in regard to self-employment thanother two divisions of ITI colleges of rural areas.

Alumni of Hubli and Kalburgi division project ITI college were performing better in regard toself-employment than other two divisions of ITI colleges of urban areas.

Table 4.17 Average monthly income from the self- employment

DIVISION	Type	Rural	Urban	Grand Total
Bangalore	Project	25689.81	18160.81	22363.04
	Non-project	24315.79	18218.75	21528.57
	Total	**25402.92**	**18173.51**	**22184.95**
Hubli	Project	8600.00	19736.84	19180.00
	Non-project	19923.08	14851.43	17013.11
	Total	**18096.77**	**18421.54**	**18359.01**
Kalburgi	Project	17416.50	16819.15	16866.00
	Non-project	15066.67	19653.85	17196.43

	Total	**15561.37**	**17433.33**	**16983.11**
Mysore	Project	21418.37	22166.67	21750.00
	Non-project	21444.44	9500.00	20250.00
	Total	**21425.37**	**21548.78**	**21472.22**
Grand Total		**22133.81**	**18588.70**	**20028.90**

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

It is shown from the Table 4.17 alumni who engaged in self-employment were earning better in allthe divisions of rural area except alumni of project ITI colleges of Hubli division at Rs.8600. Atan overall level alumnus of rural ITI colleges are earning more with an average monthly income ofRs.22133.81 compared to alumni from ITI colleges of Urban areas at Rs. 18588.70

Table 4.18 Availing Guidance from placement cell

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	235(46.17)	274(53.83)	509(45.04)	298(47.99)	323(52.01)	621(54.96)	1130(78.86)
	Non-project	49(36.03)	87(63.97)	136(44.88)	74(44.31)	93(55.69)	167(55.12)	303(21.14)
	Total	284(44.03)	361(55.97)	645(45.01)	372(47.21)	416(52.79)	788(54.99)	1433(29.22)
Hubli	Project	32(64.00)	18(36.00)	50(5.29)	404(45.14)	491(54.86)	895(94.71)	945(67.64)
	Non-project	117(53.67)	101(46.33)	218(48.23)	108(46.15)	126(53.85)	234(51.77)	452(32.36)
	Total	149(55.60)	119(44.40)	268(19.18)	512(45.35)	617(54.65)	1129(80.82)	1397(28.48)
Kalburgi	Project	11(28.95)	27(71.05)	38(7.24)	183(37.58)	304(62.42)	487(92.76)	525(74.05)
	Non-project	50(44.25)	63(55.75)	113(61.41)	33(46.48)	38(53.52)	71(38.59)	184(25.95)
	Total	61(40.40)	90(59.60)	151(21.30)	216(38.71)	342(61.29)	558(78.70)	709(14.45)
Mysore	Project	248(48.92)	259(51.08)	507(45.92)	284(47.57)	313(52.43)	597(54.08)	1104(80.82)
	Non-project	112(45.90)	132(54.10)	244(93.13)	9(50.00)	9(50.00)	18(6.87)	262(19.18)
	Total	360(47.94)	391(52.06)	751(54.98)	293(47.64)	322(52.36)	615(45.02)	1366(27.85)
Grand Total		854(47.05)	961(52.95)	1815(37.00)	1393(45.08)	1697(54.92)	3090(63.00)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

At an overall level, less than 50% of respondents quoted that they have received any guidancefrom placement cell or institute for self- employment. Compared to non-project ITI colleges, project ITI college alumni are having positive responses towards the guidance they got from their respective colleges (Table 4.18).

Table 4.19 Reasons for unemployment

DIVISION	URBAN / Rural	Project type	No job opportunity in the region	Not found a job related to my field of study	Working at home / with family	Others	Family did not allow me to work	Personal reasons	Health – related issues	Not interested to work	Lack of work-experience	Preparation for the exams	Self-employed	Total
Bangalore	Rural	Project	29(25.89)	24(21.43)	26(23.21)	11(9.82)	10(8.93)	16(14.29)	3(2.68)	9(8.04)	4(3.57)	0(0.00)	1(0.89)	112(78.87)
		Non-project	4(13.33)	1(3.33)	15(50.00)	2(6.67)	2(6.67)	0(0.00)	2(6.67)	2(6.67)	3(10.00)	0(0.00)	0(0.00)	30(21.13)
		Total	33(23.24)	25(17.61)	41(28.87)	13(9.15)	12(8.45)	16(11.27)	5(3.52)	11(7.75)	7(4.93)	0(0.00)	1(0.70)	142(15.42)
	Urban	Project	26(22.41)	20(17.24)	35(30.17)	11(9.48)	16(13.79)	4(3.45)	11(9.48)	7(6.03)	4(3.45)	0(0.00)	1(0.86)	116(72.50)
		Non-project	14(31.82)	8(18.18)	8(18.18)	3(6.82)	4(9.09)	3(6.82)	3(6.82)	1(2.27)	1(2.27)	1(2.27)	1(2.27)	44(27.50)
		Total	40(25.00)	28(17.50)	43(26.88)	14(8.75)	20(12.50)	7(4.38)	14(8.75)	8(5.00)	5(3.13)	1(0.63)	2(1.25)	160(17.37)
Hubli	Rural	Project	6(33.33)	1(5.56)	7(38.89)	3(16.67)	0(0.00)	0(0.00)	0(0.00)	1(5.56)	0(0.00)	0(0.00)	0(0.00)	18(27.69)
		Non-project	10(21.28)	15(31.91)	16(34.04)	1(2.13)	2(4.26)	0(0.00)	3(6.38)	1(2.13)	2(4.26)	0(0.00)	0(0.00)	47(72.31)
		Total	16(24.62)	16(24.62)	23(35.38)	4(6.15)	2(3.08)	0(0.00)	3(4.62)	2(3.08)	2(3.08)	0(0.00)	0(0.00)	65(7.06)
	Urban	Project	74(43.79)	68(40.24)	21(12.43)	12(7.10)	5(2.96)	12(7.10)	5(2.96)	4(2.37)	3(1.78)	5(2.96)	0(0.00)	169(80.48)
		Non-project	15(36.59)	16(39.02)	9(21.95)	2(4.88)	3(7.32)	3(7.32)	3(7.32)	0(0.00)	2(4.88)	0(0.00)	0(0.00)	41(19.52)
		Total	89(42.38)	84(40.00)	30(14.29)	14(6.67)	8(3.81)	15(7.14)	8(3.81)	4(1.90)	5(2.38)	5(2.38)	0(0.00)	210(22.80)
Kalburgi	Rural	Project	0(0.00)	0(0.00)	2(33.33)	3(50.00)	0(0.00)	0(0.00)	1(16.67)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	6(21.43)
		Non-project	4(18.18)	2(9.09)	2(9.09)	2(9.09)	5(22.73)	2(9.09)	2(9.09)	2(9.09)	1(4.55)	0(0.00)	0(0.00)	22(78.57)
		Total	4(14.29)	2(7.14)	4(14.29)	5(17.86)	5(17.86)	2(7.14)	3(10.71)	2(7.14)	1(3.57)	0(0.00)	0(0.00)	28(3.04)
	Urban	Project	22(32.35)	10(14.71)	12(17.65)	11(16.18)	5(7.35)	5(7.35)	4(5.88)	2(2.94)	0(0.00)	1(1.47)	0(0.00)	68(82.93)
		Non-project	5(35.71)	3(21.43)	1(7.14)	2(14.29)	1(7.14)	1(7.14)	0(0.00)	1(7.14)	0(0.00)	0(0.00)	0(0.00)	14(17.07)
		Total	27(32.93)	13(15.85)	13(15.85)	13(15.85)	6(7.32)	6(7.32)	4(4.88)	3(3.66)	0(0.00)	1(1.22)	0(0.00)	82(8.90)
Mysore	Rural	Project	19(20.65)	24(26.09)	18(19.57)	8(8.70)	12(13.04)	7(7.61)	5(5.43)	4(4.35)	3(3.26)	1(1.09)	0(0.00)	92(62.59)
		Non-project	15(27.27)	16(29.09)	5(9.09)	9(16.36)	5(9.09)	2(3.64)	4(7.27)	1(1.82)	2(3.64)	3(5.45)	1(1.82)	55(37.41)
		Total	34(23.13)	40(27.21)	23(15.65)	17(11.56)	17(11.56)	9(6.12)	9(6.12)	5(3.40)	5(3.40)	4(2.72)	1(0.68)	147(15.96)
	Urban	Project	20(24.39)	21(25.61)	6(7.32)	12(14.63)	5(6.10)	11(13.41)	5(6.10)	2(2.44)	7(8.54)	1(1.22)	1(1.22)	82(94.25)
		Non-project	2(40.00)	3(60.00)	0(0.00)	1(20.00)	0(0.00)	1(20.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	5(5.75)

		Total	22(25.29)	24(27.59)	6(6.90)	13(14.94)	5(5.75)	12(13.79)	5(5.75)	2(2.30)	7(8.05)	1(1.15)	1(1.15)	87(9.45)
Grand Total			265(28.77)	232(25.19)	183(19.87)	93(10.10)	75(8.14)	67(7.27)	51(5.54)	37(4.02)	32(3.47)	12(1.30)	5(0.54)	N=921

Values in the parenthesis/Brackets are percentages

Source: Primary Survey by GRAAM, 2023

Out of 921 respondents from both male and female alumni's, 28.77% respondents stated that their reason of unemployment was "No job opportunity in their rejoin", followed by "Not found a job related to my field of study" with 25.19%. Less than 2% of Alumni's mentioned they are not into the employment due to a reason of Preparation for higher studies (Table 4.19).

Table 4.20 Reasons for job change

DIVISION	URBAN/Rural	Project type	Less wage	More Work	Food Difference	Accommodation Problem	High expenditure	Uncomfortable workplace environment	Higher studies	Marriage	Employment not related to the trade studied	Company closure due to pandemic/Covid	The company removed me from the post-Covid day issues	Other	Total
Bangalore	**Rural**	Project	23(56.10)	14(34.15)	4(9.76)	1(2.44)	4(9.76)	5(12.20)	0(0.00)	8(19.51)	0(0.00)	0(0.00)	9(21.95)	1(2.44)	41(95.35)
		Non-project	1(50.00)	1(50.00)	1(50.00)	1(50.00)	1(50.00)	1(50.00)	0(0.00)	1(50.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	2(4.65)
		Total	24(55.81)	15(34.88)	5(11.63)	2(4.65)	5(11.63)	6(13.95)	0(0.00)	9(20.93)	0(0.00)	0(0.00)	9(20.93)	1(2.33)	43(15.03)
	Urban	Project	10(28.57)	10(28.57)	3(8.57)	2(5.71)	3(8.57)	3(8.57)	0(0.00)	7(20.00)	2(5.71)	0(0.00)	13(37.14)	2(5.71)	35(81.40)
		Non-project	6(75.00)	0(0.00)	1(12.50)	1(12.50)	0(0.00)	1(12.50)	0(0.00)	0(0.00)	0(0.00)	1(12.50)	2(25.00)	0(0.00)	8(18.60)
		Total	16(37.21)	10(23.26)	4(9.30)	3(6.98)	3(6.98)	4(9.30)	0(0.00)	7(16.28)	2(4.65)	1(2.33)	15(34.88)	2(4.65)	43(15.03)
Hubli	**Rural**	Project	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)
		Non-project	1(16.67)	1(16.67)	0(0.00)	0(0.00)	0(0.00)	1(16.67)	0(0.00)	5(83.33)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	6(100.00)
		Total	1(16.67)	1(16.67)	0(0.00)	0(0.00)	0(0.00)	1(16.67)	0(0.00)	5(83.33)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	6(2.10)
	Urban	Project	5(45.45)	5(45.45)	0(0.00)	0(0.00)	0(0.00)	4(36.36)	0(0.00)	6(54.55)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	11(45.83)
		Non-project	4(30.77)	4(30.77)	0(0.00)	0(0.00)	0(0.00)	4(30.77)	0(0.00)	9(69.23)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	13(54.17)
		Total	9(37.50)	9(37.50)	0(0.00)	0(0.00)	0(0.00)	8(33.33)	0(0.00)	15(62.50)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	24(8.39)
Kalburgi	**Rural**	Project	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)
		Non-project	1(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(100.00)
		Total	1(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(0.35)
	Urban	Project	6(40.00)	0(0.00)	2(13.33)	2(13.33)	1(6.67)	3(20.00)	1(6.67)	2(13.33)	0(0.00)	0(0.00)	4(26.67)	1(6.67)	15(93.75)
		Non-project	1(100.00)	0(0.00)	0(0.00)	0(0.00)	1(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(6.25)
		Total	7(43.75)	0(0.00)	2(12.50)	2(12.50)	2(12.50)	3(18.75)	1(6.25)	2(12.50)	0(0.00)	0(0.00)	4(25.00)	1(6.25)	16(5.59)
Mysore	**Rural**	Project	15(34.09)	11(25.00)	4(9.09)	2(4.55)	3(6.82)	12(27.27)	0(0.00)	2(4.55)	0(0.00)	0(0.00)	21(47.73)	3(6.82)	44(66.67)
		Non-project	19(86.36)	17(77.27)	1(4.55)	0(0.00)	0(0.00)	8(36.36)	0(0.00)	1(4.55)	1(4.55)	0(0.00)	11(50.00)	0(0.00)	22(33.33)
		Total	34(51.52)	28(42.42)	5(7.58)	2(3.03)	3(4.55)	20(30.30)	0(0.00)	3(4.55)	1(1.52)	0(0.00)	32(48.48)	3(4.55)	66(23.08)
	Urban	Project	41(48.24)	28(32.94)	1(1.18)	3(3.53)	9(10.59)	26(30.59)	0(0.00)	21(24.71)	0(0.00)	0(0.00)	12(14.12)	1(1.18)	85(97.70)
		Non-project	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	2(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	2(2.30)
		Total	41(47.13)	28(32.18)	1(1.15)	3(3.45)	9(10.34)	26(29.89)	0(0.00)	23(26.44)	0(0.00)	0(0.00)	12(13.79)	1(1.15)	87(30.42)
Grand Total			**133(46.50)**	**91(31.82)**	**17(5.94)**	**12(4.20)**	**22(7.69)**	**68(23.78)**	**1(0.35)**	**64(22.38)**	**3(1.05)**	**1(0.35)**	**72(25.17)**	**8(2.80)**	**N=286**

Values in the parenthesis/Brackets are percentages

Source: Primary Survey by GRAAM, 2023

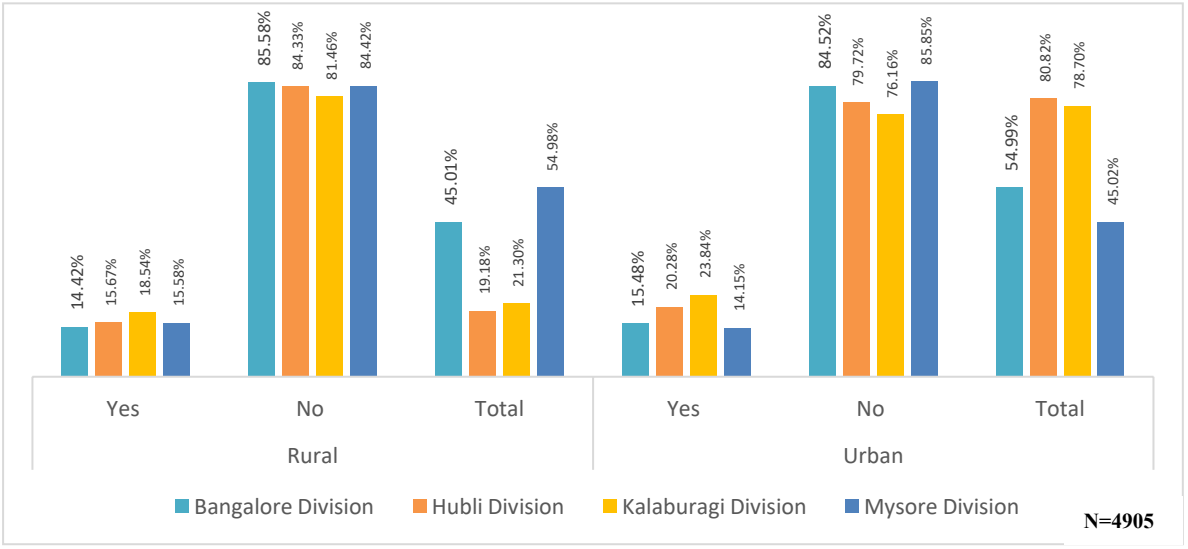
Out of employed alumni respondents, only 286 changed their Jobs from single to multiple across all the alumni surveyed. The main reason for changing the job was "Less wage" with 46.50% followed by "More work" with 31.82% (Table 4.20).

Table 4.21 Status on higher education (degree or diploma) course after the ITI course

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	75(14.73)	434(85.27)	509(45.04)	103(16.59)	518(83.41)	621(54.96)	1130(78.86)
	Non-project	18(13.24)	118(86.76)	136(44.88)	19(11.38)	148(88.62)	167(55.12)	303(21.14)
	Total	93(14.42)	552(85.58)	645(45.01)	122(15.48)	666(84.52)	788(54.99)	1433(29.22)
Hubli	Project	8(16.00)	42(84.00)	50(5.29)	192(21.45)	703(78.55)	895(94.71)	945(67.64)
	Non-project	34(15.60)	184(84.40)	218(48.23)	37(15.81)	197(84.19)	234(51.77)	452(32.36)
	Total	42(15.67)	226(84.33)	268(19.18)	229(20.28)	900(79.72)	1129(80.82)	1397(28.48)
Kalburgi	Project	9(23.68)	29(76.32)	38(7.24)	126(25.87)	361(74.13)	487(92.76)	525(74.05)
	Non-project	19(16.81)	94(83.19)	113(61.41)	7(9.86)	64(90.14)	71(38.59)	184(25.95)
	Total	28(18.54)	123(81.46)	151(21.30)	133(23.84)	425(76.16)	558(78.70)	709(14.45)
Mysore	Project	82(16.17)	425(83.83)	507(45.92)	86(14.41)	511(85.59)	597(54.08)	1104(80.82)
	Non-project	35(14.34)	209(85.66)	244(93.13)	1(5.56)	17(94.44)	18(6.87)	262(19.18)
	Total	117(15.58)	634(84.42)	751(54.98)	87(14.15)	528(85.85)	615(45.02)	1366(27.85)
Grand Total		280(15.43)	1535(84.57)	1815(37.00)	571(18.48)	2519(81.52)	3090(63.00)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.13 Percentage of students gone for higher studies across the division



Out of 4905, 8151 students were gone for higher studies, among those 15.43% of alumni respondents from rural and 18.48% of respondents from ITI colleges of urban areas went for higher education. It is interesting to know that the highest percentage of alumni from project ITI

colleges from the Kalburgi division went for higher studies across the different divisions (Table4.21).

4.4 To assess the relevance of ITI training to job markets/ livelihood activities and its impact in terms of relevance, effectiveness, efficiency, and sustainability

The implementation of the STRIVE project by the Government of India has been quite impactful in strengthening the ITIs across the country. Several studies have indicated the substantial improvement in the capacity building of ITIs and hence, the improvement in the career graphs of the students and trainees. However, despite such strategies there exist humongous gaps in various aspects of the development of ITIs. In this regard, the present study based on the student surveydata and in-depth interviews (IDIs) with the stakeholders such as ITI Principals, Placement officers, and Trainers provides useful insights as follows.

Table 4.22 sheds some light on the employed ITI graduates reporting on the usefulness of the training they receive at their parent institutions. According to the table below, there is a clear-cut indication of wider rural-urban gaps in reporting the usefulness of the training programs. For instance, in the Bangalore division, amongst the male students in the projects ITIs, about 61.04% of urban student as against only 58.46% of rural graduates have accepted that the skill improvement/training have been useful for them. Project ITIs In this regard, the graduates from rural ITIs have not shown any differences in reporting.

Among all the ITI colleges, the highest percentage of alumni from project ITI of rural areas stated they are familiar with employability skills and helping to get a job compared to alumni of non-project ITIs across all the divisions.

Among all divisions of the urban area, except for the Hubli division, we can observe the highest percentage of graduates from project institutes from urban areas reporting the usefulness of training and skill improvement, such as 66.34% (Bangalore), 59.14% (Kalburgi), 62.48% (Mysore)and stated the benefits of taring and skill improvement for employability (Table 4.22).

Table 4.22 Have you heard or are familiar with employability skills (life skills, 21st-century skills, soft skills, etc.)

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	288(56.58)	221(43.42)	509(45.04)	412(66.34)	209(33.66)	621(54.96)	1130(78.86)
	Non-project	75(55.15)	61(44.85)	136(44.88)	94(56.29)	73(43.71)	167(55.12)	303(21.14)
	Total	363(56.28)	282(43.72)	645(45.01)	506(64.21)	282(35.79)	788(54.99)	1433(29.22)
Hubli	Project	40(80.00)	10(20.00)	50(5.29)	543(60.67)	352(39.33)	895(94.71)	945(67.64)
	Non-project	134(61.47)	84(38.53)	218(48.23)	126(53.85)	108(46.15)	234(51.77)	452(32.36)
	Total	174(64.93)	94(35.07)	268(19.18)	669(59.26)	460(40.74)	1129(80.82)	1397(28.48)
Kalburgi	Project	23(60.53)	15(39.47)	38(7.24)	288(59.14)	199(40.86)	487(92.76)	525(74.05)
	Non-project	55(48.67)	58(51.33)	113(61.41)	43(60.56)	28(39.44)	71(38.59)	184(25.95)
	Total	78(51.66)	73(48.34)	151(21.30)	331(59.32)	227(40.68)	558(78.70)	709(14.45)
Mysore	Project	312(61.54)	195(38.46)	507(45.92)	373(62.48)	224(37.52)	597(54.08)	1104(80.82)
	Non-project	134(54.92)	110(45.08)	244(93.13)	7(38.89)	11(61.11)	18(6.87)	262(19.18)
	Total	446(59.39)	305(40.61)	751(54.98)	380(61.79)	235(38.21)	615(45.02)	1366(27.85)
Grand Total		1061(58.46)	754(41.54)	1815(37.00)	1886(61.04)	1204(38.96)	3090(63.00)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Table 4.22 indicates how the project ITIs have played a very vital role in rural areas as more andmore graduates have benefited from the training and skill development programs suggesting that cumulative help from the government has gradually been helpful for the rural students for theiremployability after graduation. This is more visible in project ITI colleges across all the divisions than in non-project ITI colleges.

Per t-test performed (Table 4.22) among project and non-project ITIs it is observed that there isa significant difference in awareness between alumni of project and non-project ITI colleges withP value 0.0012 with t value 3.59.

The extent of help by training in getting a job

The training and skill enhancement programs in the ITIs have been quite instrumental in improving the chances of employability of the graduates. For instance, Table 4.23 presents some clues on this. Both in the rural and urban areas, the highest percentage of graduates from the project ITIs have indicated that the training has helped them to a certain extent at varying degrees. For instance, in Bangalore Division, 10.39%, 33.23%, and 21.96% of graduates from project ITIs in rural areas agreed that the training has helped them to get the job respectively to the extent of100%, 75%, and 50%. At an overall level, 32.84% of alumni stated that they have received a help extent of 75% followed by 22.21% extent to 50%. The scenario for rural areas for both projectand non-project intuitions indicate quite lower reportage than urban area.

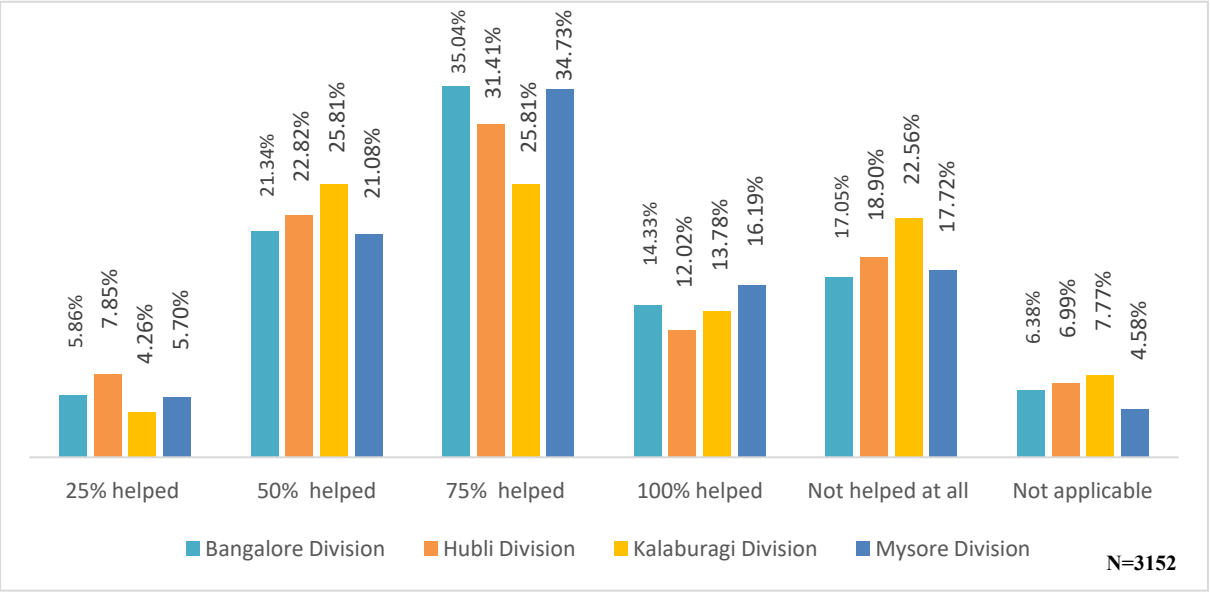
Table 4.23 Extent of the training has helped in getting the job

DIVISION	Rural / Urban	Type	25% helped	50% helped	75% helped	100% helped	Not helped at all	Not applicable	Grand Total
Bangalore	**Rural**	Project	26(7.72)	74(21.96)	112(33.23)	35(10.39)	72(21.36)	18(5.34)	337(79.29)
		Non-project	0(0.00)	16(18.18)	32(36.36)	16(18.18)	11(12.50)	13(14.77)	88(20.71)
		Total	26(6.12)	90(21.18)	144(33.88)	51(12.00)	83(19.53)	31(7.29)	425(44.46)
	Urban	Project	26(6.19)	93(22.14)	155(36.90)	65(15.48)	58(13.81)	23(5.48)	420(79.10)
		Non-project	4(3.60)	21(18.92)	36(32.43)	21(18.92)	22(19.82)	7(6.31)	111(20.90)
		Total	30(5.65)	114(21.47)	191(35.97)	86(16.20)	80(15.07)	30(5.65)	531(55.54)
	Bangalore Total		56(5.86)	204(21.34)	335(35.04)	137(14.33)	163(17.05)	61(6.38)	956(30.33)
Hubli	**Rural**	Project	2(7.69)	5(19.23)	10(38.46)	8(30.77)	1(3.85)	0(0.00)	26(16.77)
		Non-project	8(6.20)	31(24.03)	45(34.88)	17(13.18)	21(16.28)	7(5.43)	129(83.23)
		Total	10(6.45)	36(23.23)	55(35.48)	25(16.13)	22(14.19)	7(4.52)	155(19.02)
	Urban	Project	39(7.46)	120(22.94)	161(30.78)	59(11.28)	102(19.50)	42(8.03)	523(79.24)
		Non-project	15(10.95)	30(21.90)	40(29.20)	14(10.22)	30(21.90)	8(5.84)	137(20.76)
		Total	54(8.18)	150(22.73)	201(30.45)	73(11.06)	132(20.00)	50(7.58)	660(80.98)
	Hubli Total		64(7.85)	186(22.82)	256(31.41)	98(12.02)	154(18.90)	57(6.99)	815(25.86)
Kalburgi	**Rural**	Project	0(0.00)	4(21.05)	7(36.84)	1(5.26)	5(26.32)	2(10.53)	19(23.46)
		Non-project	2(3.23)	11(17.74)	20(32.26)	7(11.29)	15(24.19)	7(11.29)	62(76.54)
		Total	2(2.47)	15(18.52)	27(33.33)	8(9.88)	20(24.69)	9(11.11)	81(20.30)
	Urban	Project	12(4.33)	78(28.16)	64(23.10)	45(16.25)	63(22.74)	15(5.42)	277(87.11)
		Non-project	3(7.32)	10(24.39)	12(29.27)	2(4.88)	7(17.07)	7(17.07)	41(12.89)
		Total	15(4.72)	88(27.67)	76(23.90)	47(14.78)	70(22.01)	22(6.92)	318(79.70)
	Kalburgi Total		17(4.26)	103(25.81)	103(25.81)	55(13.78)	90(22.56)	31(7.77)	399(12.66)
Mysore	**Rural**	Project	23(6.44)	87(24.37)	120(33.61)	52(14.57)	64(17.93)	11(3.08)	357(67.74)
		Non-project	9(5.29)	35(20.59)	55(32.35)	25(14.71)	40(23.53)	6(3.53)	170(32.26)
		Total	32(6.07)	122(23.15)	175(33.21)	77(14.61)	104(19.73)	17(3.23)	527(53.67)
	Urban	Project	23(5.18)	83(18.69)	162(36.49)	80(18.02)	68(15.32)	28(6.31)	444(97.58)
		Non-project	1(9.09)	2(18.18)	4(36.36)	2(18.18)	2(18.18)	0(0.00)	11(2.42)
		Total	24(5.27)	85(18.68)	166(36.48)	82(18.02)	70(15.38)	28(6.15)	455(46.33)
	Mysore Total		56(5.70)	207(21.08)	341(34.73)	159(16.19)	174(17.72)	45(4.58)	982(31.15)
Grand Total			193(6.12)	700(22.21)	1035(32.84)	449(14.24)	581(18.43)	194(6.15)	N=3152

Values in the parenthesis/Brackets are percentages

Source: Primary Survey by GRAAM, 2023

Figure 4.14 Division-wise Extent of the training has helped in getting the job



Relevance of Trade Training

Trade training in the ITIs immensely helps the graduates to excel in their career and make themmore employable when they pass their graduation. Table 3.3 presents the information on the graduate students reporting how relevant the trade training has been to their careers. Only lessthan 50% of the respondents, across the divisions have reported that the trade training has matched with the job taken. Among the graduates with the highest percentage of reporting, those who reported positively belong to the Mysore and Bangalore divisions coming from the non- project institutes in urban areas.

In contrast to this, in Bangalore rural, only non-project ITI graduates with 73.33% have reported that the trade training in ITI is industry relevant which is the highest response rate compared toall the project and non-project ITI colleges across the divisions. This scenario from the table indicates the majority of the respondents from across the regions/areas and from different typesof institutes did not agree that the question of trade training in ITI is industry-relevant (Table 4.24).

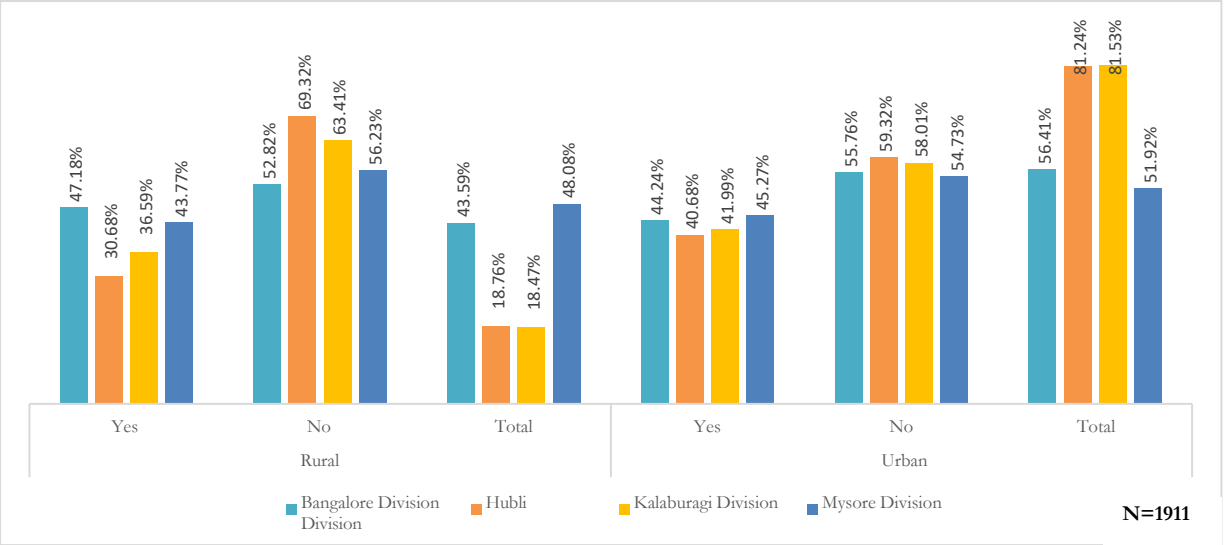
Table 4.24 Percentage of employed graduates who find trade-training at the ITI

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	84(41.38)	119(58.62)	203(45.82)	104(43.33)	136(56.67)	240(54.18)	443(77.86)
	Non-project	33(73.33)	12(26.67)	45(35.71)	38(46.91)	43(53.09)	81(64.29)	126(22.14)
	Total	117(47.18)	131(52.82)	248(43.59)	142(44.24)	179(55.76)	321(56.41)	569(29.77)
Hubli	Project	2(13.33)	13(86.67)	15(4.67)	128(41.83)	178(58.17)	306(95.33)	321(68.44)
	Non-project	25(34.25)	48(65.75)	73(49.32)	27(36.00)	48(64.00)	75(50.68)	148(31.56)
	Total	27(30.68)	61(69.32)	88(18.76)	155(40.68)	226(59.32)	381(81.24)	469(24.54)
Kalburgi	Project	4(33.33)	8(66.67)	12(7.02)	68(42.77)	91(57.23)	159(92.98)	171(77.03)
	Non-project	11(37.93)	18(62.07)	29(56.86)	8(36.36)	14(63.64)	22(43.14)	51(22.97)
	Total	15(36.59)	26(63.41)	41(18.47)	76(41.99)	105(58.01)	181(81.53)	222(11.62)
Mysore	Project	89(41.98)	123(58.02)	212(39.11)	148(44.85)	182(55.15)	330(60.89)	542(83.26)
	Non-project	48(47.52)	53(52.48)	101(92.66)	5(62.50)	3(37.50)	8(7.34)	109(16.74)
	Total	137(43.77)	176(56.23)	313(48.08)	153(45.27)	185(54.73)	338(51.92)	651(34.07)
Grand Total		296(42.90)	394(57.10)	690(36.11)	526(43.08)	695(56.92)	1221(63.89)	N=1911

Values in the parenthesis/Brackets are percentages

Source: Primary Survey by GRAAM, 2023

Figure 4.15 Division-wise percentage of employed graduates who find trade-training inthe ITI industry relevant



Number of jobs changed

Table 3.4 provides information on the number of jobs changed by the ITI graduates in their career after their first pass out from their respective alumnus. Switching to multiple jobs has many implications for the career of the respondent, especially for high-paying jobs. In addition, it alsoindicates the job aspirants' skills and ability to update and remain relevant to the current requirements of the job markets. From among the options, *working in the same job or did not change,* has been reported by the majority of the graduates across the regions and types of areas (rural/urban).

At an overall level, 69.85% of alumni respondents are working in the same job followed by the alumni who changed jobs since joining at 19.38%.

Across the divisions, the scenario remains identical in reporting on the change of job during their career. For instance, in the Hubballi Division, about 85.00% of rural graduates as against 76.92% of urban graduates from project institutes reported having stuck only one job. Similarly, the same trend occurs in the case of Kalburgi and Bangalore divisions with more respondents from project ITI colleges reporting not changing their jobs (Table 4.25).

Table 4.25 Number of jobs changed by alumni since the first one

DIVISION	Rural / Urban	Type	Working in the same job or Did not change	One	Two jobs	Three jobs	Four jobs	More than four jobs	Not applicable	Grand Total
Bangalore	**Rural**	Project	219(73.00)	58(19.33)	11(3.67)	5(1.67)	1(0.33)	3(1.00)	3(1.00)	300(79.37)
		Non-project	56(71.79)	13(16.67)	4(5.13)	4(5.13)	0(0.00)	0(0.00)	1(1.28)	78(20.63)
		Total	275(72.75)	71(18.78)	15(3.97)	9(2.38)	1(0.26)	3(0.79)	4(1.06)	378(45.16)
	Urban	Project	234(65.18)	84(23.40)	17(4.74)	11(3.06)	5(1.39)	2(0.56)	6(1.67)	359(78.21)
		Non-project	75(75.00)	14(14.00)	5(5.00)	4(4.00)	1(1.00)	0(0.00)	1(1.00)	100(21.79)
		Total	309(67.32)	98(21.35)	22(4.79)	15(3.27)	6(1.31)	2(0.44)	7(1.53)	459(54.84)
	Bangalore Total		584(69.77)	169(20.19)	37(4.42)	24(2.87)	7(0.84)	5(0.60)	11(1.31)	837(30.55)
Hubli	**Rural**	Project	17(85.00)	3(15.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	20(15.38)
		Non-project	83(75.45)	17(15.45)	6(5.45)	0(0.00)	2(1.82)	0(0.00)	2(1.82)	110(84.62)
		Total	100(76.92)	20(15.38)	6(4.62)	0(0.00)	2(1.54)	0(0.00)	2(1.54)	130(18.60)
	Urban	Project	350(76.92)	68(14.95)	11(2.42)	5(1.10)	4(0.88)	4(0.88)	13(2.86)	455(79.96)
		Non-project	81(71.05)	11(9.65)	10(8.77)	2(1.75)	2(1.75)	2(1.75)	6(5.26)	114(20.04)
		Total	431(75.75)	79(13.88)	21(3.69)	7(1.23)	6(1.05)	6(1.05)	19(3.34)	569(81.40)
	Hubli Total		531(75.97)	99(14.16)	27(3.86)	7(1.00)	8(1.14)	6(0.86)	21(3.00)	699(25.51)

Kalburgi	**Rural**	Project	13(81.25)	2(12.50)	1(6.25)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	16(21.92)
		Non-project	42(73.68)	7(12.28)	1(1.75)	0(0.00)	2(3.51)	0(0.00)	5(8.77)	57(78.08)
		Total	55(75.34)	9(12.33)	2(2.74)	0(0.00)	2(2.74)	0(0.00)	5(6.85)	73(21.47)
	Urban	Project	156(67.24)	58(25.00)	10(4.31)	4(1.72)	1(0.43)	2(0.86)	1(0.43)	232(86.89)
		Non-project	29(82.86)	4(11.43)	1(2.86)	0(0.00)	0(0.00)	0(0.00)	1(2.86)	35(13.11)
		Total	185(69.29)	62(23.22)	11(4.12)	4(1.50)	1(0.37)	2(0.75)	2(0.75)	267(78.53)
	Kalburgi Total		240(70.59)	71(20.88)	13(3.82)	4(1.18)	3(0.88)	2(0.59)	7(2.06)	340(12.41)
Mysore	**Rural**	Project	197(65.45)	78(25.91)	17(5.65)	6(1.99)	0(0.00)	1(0.33)	2(0.66)	301(67.34)
		Non-project	98(67.12)	26(17.81)	13(8.90)	3(2.05)	1(0.68)	1(0.68)	4(2.74)	146(32.66)
		Total	295(66.00)	104(23.27)	30(6.71)	9(2.01)	1(0.22)	2(0.45)	6(1.34)	447(51.74)
	Urban	Project	257(63.46)	85(20.99)	48(11.85)	9(2.22)	4(0.99)	2(0.49)	0(0.00)	405(97.12)
		Non-project	7(58.33)	3(25.00)	1(8.33)	1(8.33)	0(0.00)	0(0.00)	0(0.00)	12(2.88)
		Total	264(63.31)	88(21.10)	49(11.75)	10(2.40)	4(0.96)	2(0.48)	0(0.00)	417(48.26)
	Mysore Total		559(64.70)	192(22.22)	79(9.14)	19(2.20)	5(0.58)	4(0.46)	6(0.69)	864(31.53)
Grand Total			1914(69.85)	531(19.38)	156(5.69)	54(1.97)	23(0.84)	17(0.62)	45(1.64)	N=2740

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Table 4.26 Status of getting a job after leaving the first job

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	70(74.47)	24(25.53)	94(38.84)	108(72.97)	40(27.03)	148(61.16)	242(82.31)
	Non-project	24(100.00)	0(0.00)	24(46.15)	22(78.57)	6(21.43)	28(53.85)	52(17.69)
	Total	94(79.66)	24(20.34)	118(40.14)	130(73.86)	46(26.14)	176(59.86)	294(5.99)
Hubli	Project	3(50.00)	3(50.00)	6(4.62)	83(66.94)	41(33.06)	124(95.38)	130(65.66)
	Non-project	27(77.14)	8(22.86)	35(51.47)	27(81.82)	6(18.18)	33(48.53)	68(34.34)
	Total	30(73.17)	11(26.83)	41(20.71)	110(70.06)	47(29.94)	157(79.29)	198(4.04)
Kalburgi	Project	3(60.00)	2(40.00)	5(4.76)	49(49.00)	51(51.00)	100(95.24)	105(84.68)
	Non-project	9(81.82)	2(18.18)	11(57.89)	5(62.50)	3(37.50)	8(42.11)	19(15.32)
	Total	12(75.00)	4(25.00)	16(12.90)	54(50.00)	54(50.00)	108(87.10)	124(2.53)
Mysore	Project	91(67.91)	43(32.09)	134(45.12)	126(77.30)	37(22.70)	163(54.88)	297(84.14)
	Non-project	43(84.31)	8(15.69)	51(91.07)	5(100.00)	0(0.00)	5(8.93)	56(15.86)
	Total	134(72.43)	51(27.57)	185(52.41)	131(77.98)	37(22.02)	168(47.59)	353(7.20)
Grand Total		**270(75.00)**	**90(25.00)**	**360(37.15)**	**425(69.79)**	**184(30.21)**	**609(62.85)**	**N=969**

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

An an overall level 75.00% of alumni from rural and 69.79% of urban respondents stated that theygot a job once they left the first one. It is evident from Table 4.26 highest percentage of alumni of

rural and urban areas of non-project ITI colleges quoted the above statement than project ITI colleges across all the divisions of rural and urban ITI colleges.

Figure 4.16 Division-wise status on getting a job after leaving the first job

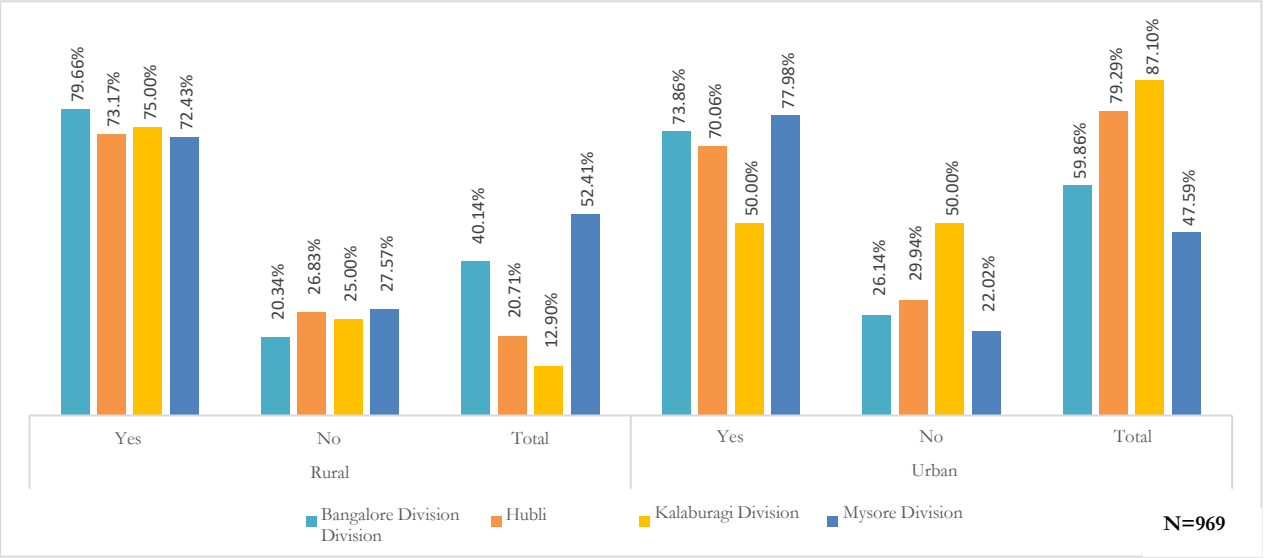


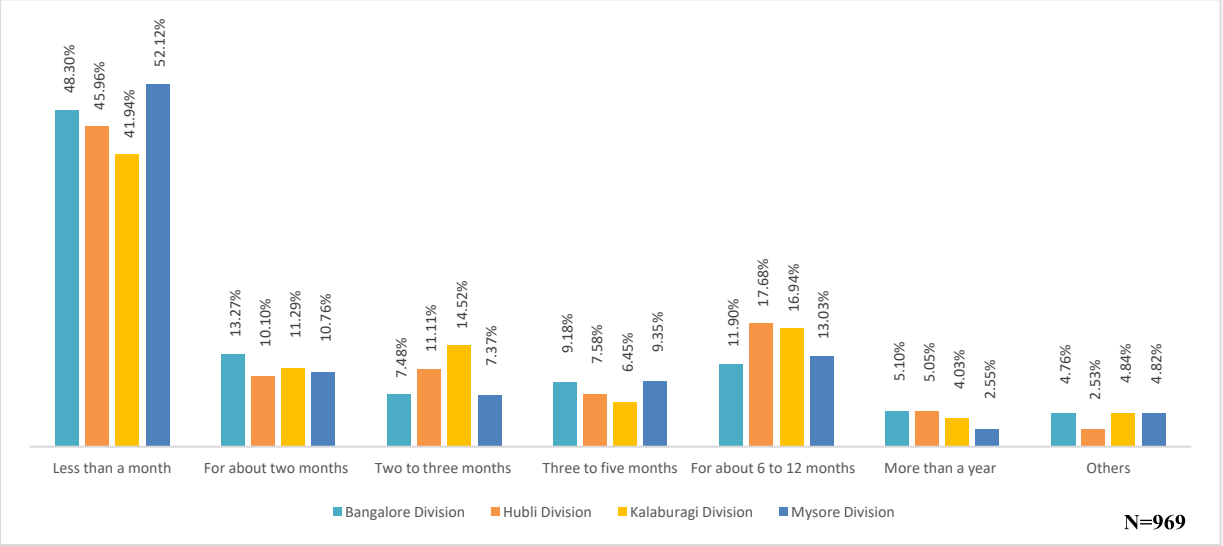
Table 4.27 Duration of out of a job since leaving the first job

DIVISION	URBAN/ Rural	Project /Non-project	Less than a month	For about two months	Two to three months	Three to five months	For about6 to 12 months	More than a year	Others	GrandTotal
Bangalore	**Rural**	Project	49(52.13)	10(10.64)	5(5.32)	8(8.51)	12(12.77)	5(5.32)	5(5.32)	94(79.66)
		Non-project	13(54.17)	5(20.83)	1(4.17)	1(4.17)	2(8.33)	1(4.17)	1(4.17)	24(20.34)
		Total	62(52.54)	15(12.71)	6(5.08)	9(7.63)	14(11.86)	6(5.08)	6(5.08)	118(40.14)
	Urban	Project	69(46.62)	17(11.49)	14(9.46)	15(10.14)	18(12.16)	9(6.08)	6(4.05)	148(84.09)
		Non-project	11(39.29)	7(25.00)	2(7.14)	3(10.71)	3(10.71)	0(0.00)	2(7.14)	28(15.91)
		Total	80(45.45)	24(13.64)	16(9.09)	18(10.23)	21(11.93)	9(5.11)	8(4.55)	176(59.86)
	Bangalore Total		142(48.30)	39(13.27)	22(7.48)	27(9.18)	35(11.90)	15(5.10)	14(4.76)	294(30.34)
Hubli	**Rural**	Project	3(50.00)	0(0.00)	0(0.00)	1(16.67)	1(16.67)	1(16.67)	0(0.00)	6(14.63)
		Non-project	16(45.71)	5(14.29)	5(14.29)	2(5.71)	6(17.14)	1(2.86)	0(0.00)	35(85.37)
		Total	19(46.34)	5(12.20)	5(12.20)	3(7.32)	7(17.07)	2(4.88)	0(0.00)	41(20.71)
	Urban	Project	57(45.97)	13(10.48)	11(8.87)	10(8.06)	24(19.35)	5(4.03)	4(3.23)	124(78.98)
		Non-project	15(45.45)	2(6.06)	6(18.18)	2(6.06)	4(12.12)	3(9.09)	1(3.03)	33(21.02)
		Total	72(45.86)	15(9.55)	17(10.83)	12(7.64)	28(17.83)	8(5.10)	5(3.18)	157(79.29)
	Hubli Total		91(45.96)	20(10.10)	22(11.11)	15(7.58)	35(17.68)	10(5.05)	5(2.53)	198(20.43)
Kalburgi	**Rural**	Project	3(60.00)	0(0.00)	1(20.00)	0(0.00)	0(0.00)	0(0.00)	1(20.00)	5(31.25)
		Non-project	5(45.45)	0(0.00)	2(18.18)	0(0.00)	2(18.18)	0(0.00)	2(18.18)	11(68.75)
		Total	8(50.00)	0(0.00)	3(18.75)	0(0.00)	2(12.50)	0(0.00)	3(18.75)	16(12.90)

	Urban	Project	41(41.00)	12(12.00)	13(13.00)	8(8.00)	18(18.00)	5(5.00)	3(3.00)	100(92.59)
		Non-project	3(37.50)	2(25.00)	2(25.00)	0(0.00)	1(12.50)	0(0.00)	0(0.00)	8(7.41)
		Total	44(40.74)	14(12.96)	15(13.89)	8(7.41)	19(17.59)	5(4.63)	3(2.78)	108(87.10)
	Kalburgi Total		52(41.94)	14(11.29)	18(14.52)	8(6.45)	21(16.94)	5(4.03)	6(4.84)	124(12.80)
Mysore	**Rural**	Project	65(48.51)	16(11.94)	7(5.22)	10(7.46)	26(19.40)	5(3.73)	5(3.73)	134(72.43)
		Non-project	30(58.82)	6(11.76)	2(3.92)	4(7.84)	6(11.76)	1(1.96)	2(3.92)	51(27.57)
		Total	95(51.35)	22(11.89)	9(4.86)	14(7.57)	32(17.30)	6(3.24)	7(3.78)	185(52.41)
	Urban	Project	87(53.37)	16(9.82)	17(10.43)	18(11.04)	12(7.36)	3(1.84)	10(6.13)	163(96.45)
		Non-project	2(40.00)	0(0.00)	0(0.00)	1(20.00)	2(40.00)	0(0.00)	0(0.00)	5(2.96)
		Total	89(52.66)	16(9.47)	17(10.06)	19(11.24)	14(8.28)	3(1.78)	10(5.92)	169(47.88)
	Mysore Total		184(52.12)	38(10.76)	26(7.37)	33(9.35)	46(13.03)	9(2.55)	17(4.82)	353(36.43)
Grand Total			469(48.40)	111(11.46)	88(9.08)	83(8.57)	137(14.14)	39(4.02)	48(4.95)	N=969

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.17 Division wise status on duration of out of job since left the first job



At an overall level, 48.80 % of total alumni were out of a job only for a month followed by about 6-12 months of 14.14%. The highest percentage of alumni from the Bangalore division from both project and non-project ITI colleges stated they were out of the job for a month compared to other divisions. Only 4.02% of alumni stated that more than a year they were out of the job andnone of the alumni from only the Kalburgi division stated the same in both project and non- project ITI colleges of rural and urban areas (Table 4.27).

Table 4.28 Status on Maximum period alumni has been out of job during multiple job change

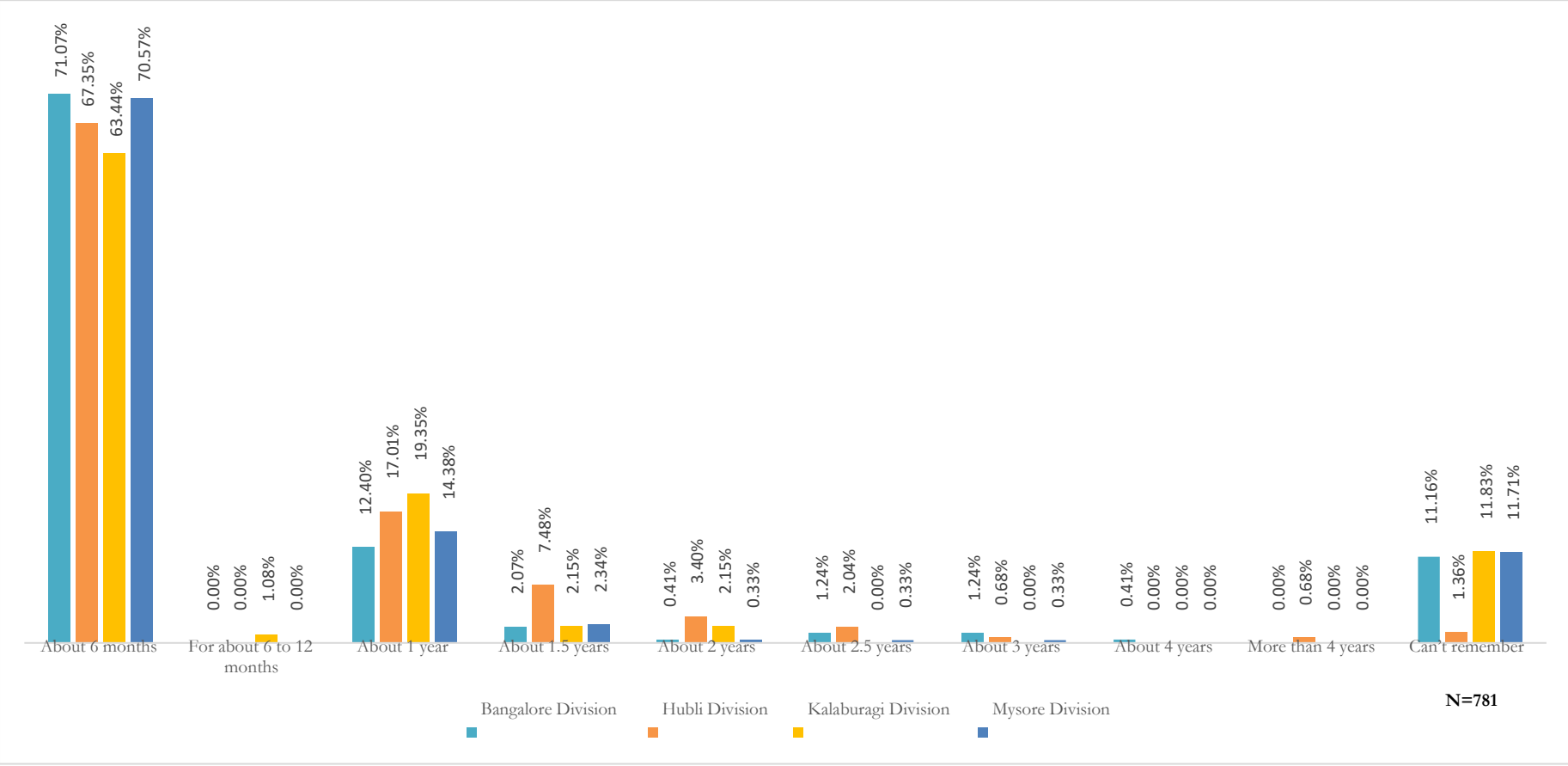
DIVISION	Rural/Urban	Type	About 6 months	For about 6 to 12 months	About 1 year	About 1.5 years	About 2 years	About 2.5 years	About 3 years	About 4 years	More than4 years	Can't remember	Grand Total

Bangalore	**Rural**	Project	63(80.77)	0(0.00)	5(6.41)	2(2.56)	1(1.28)	2(2.56)	1(1.28)	0(0.00)	0(0.00)	4(5.13)	78(78.79)
		Non-project	17(80.95)	0(0.00)	3(14.29)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(4.76)	21(21.21)
		Total	80(80.81)	0(0.00)	8(8.08)	2(2.02)	1(1.01)	2(2.02)	1(1.01)	0(0.00)	0(0.00)	5(5.05)	99(40.91)
	Urban	Project	74(62.18)	0(0.00)	19(15.97)	2(1.68)	0(0.00)	1(0.84)	2(1.68)	1(0.84)	0(0.00)	20(16.81)	119(83.22)
		Non-project	18(75.00)	0(0.00)	3(12.50)	1(4.17)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	2(8.33)	24(16.78)
		Total	92(64.34)	0(0.00)	22(15.38)	3(2.10)	0(0.00)	1(0.70)	2(1.40)	1(0.70)	0(0.00)	22(15.38)	143(59.09)
	Bangalore Total		172(71.07)	0(0.00)	30(12.40)	5(2.07)	1(0.41)	3(1.24)	3(1.24)	1(0.41)	0(0.00)	27(11.16)	242(30.99)
Hubli	**Rural**	Project	2(66.67)	0(0.00)	1(33.33)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	3(10.71)
		Non-project	17(68.00)	0(0.00)	3(12.00)	4(16.00)	1(4.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	25(89.29)
		Total	19(67.86)	0(0.00)	4(14.29)	4(14.29)	1(3.57)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	28(19.05)
	Urban	Project	66(71.74)	0(0.00)	15(16.30)	3(3.26)	2(2.17)	3(3.26)	1(1.09)	0(0.00)	1(1.09)	1(1.09)	92(77.31)
		Non-project	14(51.85)	0(0.00)	6(22.22)	4(14.81)	2(7.41)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(3.70)	27(22.69)
		Total	80(67.23)	0(0.00)	21(17.65)	7(5.88)	4(3.36)	3(2.52)	1(0.84)	0(0.00)	1(0.84)	2(1.68)	119(80.95)
	Hubli Total		99(67.35)	0(0.00)	25(17.01)	11(7.48)	5(3.40)	3(2.04)	1(0.68)	0(0.00)	1(0.68)	2(1.36)	147(18.82)
Kalburgi	**Rural**	Project	2(66.67)	0(0.00)	1(33.33)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	3(23.08)
		Non-project	5(50.00)	0(0.00)	3(30.00)	0(0.00)	1(10.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(10.00)	10(76.92)
		Total	7(53.85)	0(0.00)	4(30.77)	0(0.00)	1(7.69)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	1(7.69)	13(13.98)
	Urban	Project	49(65.33)	1(1.33)	12(16.00)	2(2.67)	1(1.33)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	10(13.33)	75(93.75)
		Non-project	3(60.00)	0(0.00)	2(40.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	5(6.25)
		Total	52(65.00)	1(1.25)	14(17.50)	2(2.50)	1(1.25)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	10(12.50)	80(86.02)
	Kalburgi Total		59(63.44)	1(1.08)	18(19.35)	2(2.15)	2(2.15)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	11(11.83)	93(11.91)
Mysore	**Rural**	Project	75(73.53)	0(0.00)	17(16.67)	4(3.92)	1(0.98)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	5(4.90)	102(69.86)
		Non-project	37(84.09)	0(0.00)	3(6.82)	1(2.27)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	3(6.82)	44(30.14)
		Total	112(76.71)	0(0.00)	20(13.70)	5(3.42)	1(0.68)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	8(5.48)	146(48.83)
	Urban	Project	97(65.54)	0(0.00)	20(13.51)	2(1.35)	0(0.00)	1(0.68)	1(0.68)	0(0.00)	0(0.00)	27(18.24)	148(96.73)
		Non-project	2(40.00)	0(0.00)	3(60.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	5(3.27)
		Total	99(64.71)	0(0.00)	23(15.03)	2(1.31)	0(0.00)	1(0.65)	1(0.65)	0(0.00)	0(0.00)	27(17.65)	153(51.17)
	Mysore Total		211(70.57)	0(0.00)	43(14.38)	7(2.34)	1(0.33)	1(0.33)	1(0.33)	0(0.00)	0(0.00)	35(11.71)	299(38.28)
Grand Total			541(69.27)	1(0.13)	116(14.85)	25(3.20)	9(1.15)	7(0.90)	5(0.64)	1(0.13)	1(0.13)	75(9.60)	N=781

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

At an overall level around 69% of alumni from all the divisions of the project and non-project ITI colleges quoted that maximum they were in 6 months for an out-of-job during multiple job changes followed by one year. Across all the divisions highest percentage of alumni from the Bangalore division were in 6 months for an out job compared to all the divisions of project andnon-project ITI colleges. The lowest percentage of alumni stated that they were out of job for 4years and above (Table 4.28).

Figure 4.18 Division-wise status on Maximum period alumni has been out of job during multiple job change



Qualitative Findings:

The ITI Training/skill development and infrastructure

ITIs are expected to provide better training and skill development among the graduates while keeping their infrastructure sound and relevant to the changing times. The IDIs conducted with the stakeholders such as principals, placement officers, and ITI trainers have provided useful insightson various issues ranging from the training aspects to infrastructure requirements. When talked to a principal in the Bangalore division regarding the existing training system *"…we are using updated technology including computers for training and focused on spoken English, among other things...the students do their best from their side to into good jobs but sometimes they request job updates and references… Most of the students are happy with their jobs. They are in good positions in institutions such as ISRO."*

While focusing on the requirement of resources, another stakeholder, a placement officer from a government ITI college from the Mysore division felt that

"…there are no faculty issues as of now, and we have been funded 2.5 crores from the central government. So, no financial issues.. no manpower issues. Students are happy with their jobs. Regular counselling sessions play a crucial role in guiding and supporting the students."

Across the divisions, the Bangalore division has a pretty good advantage of having ITIs with better infrastructure while the situations in other divisions demand more development and additional resources:

A Principal of a project ITI from the Hubballi division reveals the following:

"…there have been unfortunate and drastic changes in students' careers. Many students are finding themselves in jobs where their acquired skills are not being fully utilized, leading to lower salaries and dissatisfaction. This concerning trend has persisted throughout her 10 years of experience. Additionally, the college's efforts to secure satisfactory placements for students have not yielded the desired results, despite imparting over 20 different skills during their education i.e. (Lack of placement structure and industrial engagement) and renovation of the college building as the infrastructure of the building is very old."

The training placement system in the ITIs, as the interviews suggested, has been quite alarming in Kalyan Karnataka. The stakeholders in these regions stressed on need for additional resources and their existing plights:

A Placement officer in a Government ITI from the Kalburgi division feels thus:

".. the placement cells function properly and provide information on apprenticeship, Preparation of CV, Display of Posts, Company Details, Job Application form distribution few students are very happy with the positions they are offered, they visit the colleges and motivate students."

As the reach of placement cells is limited to the district-level aspirants, the taluka-level demand isquite a need of the hour.

"…No, IMC exists, and no support even from IMC Bidar…"
"…the government ITIs at the district level have placement cells but not at the taluka level…". suggests the officer.

Along with the above-mentioned issues, they also suggested some better side training systems. For instance, a Principal of a Government ITI in Kalburgi division mentioned:

". Students have gained communication skills"
"…Yes, it has been better. He thinks it can be much better but due to lack of skills they are unable to improve""…Students are happy to join big companies like Toyota, and ISRO."

When asked about the placement assistance, a Principal of an ITI from the Bangalore division felt:

"…In the training system, there is Information on careers, Display of Posts, Company Details, Job Application formdistribution, Apprenticeship, and job fairs.
Regarding the MoU, one has been signed
*Yes, two to three companies. It is Dynamatics (*the company) *…"*

About the training, another stakeholder, A placement officer from the Bangalore division mentioned:

"…Life skills and spoken English are taught by the trainer. Regular trainers do not teach ES as theyhandle their subjects. So, they hired guest faculty and The Unnati Foundation for ES activities."

On-the-job training (OJT) in ITI

As per the data in the table below, Table 4.29, among the divisions, only the Mysore division indicates the highest percentage (34.56%) of (urban) males from project ITIs reporting to have received the on-the-job (OJT) training. This is followed by the male respondents from project institutes with 19.93% of graduates in Bangalore urban as against 15.21% in Bangalore rural reported

to have this training. While the majority of the male respondents have said 'no', the lower percentageof reportage from the females adds persistent gender bias in women's enrolment in the ITIs (Table 4.29).

Table 4.29 Status of on-the-job training (OJT) ⁄ Internship/Industrial training in company/establishment during training period in ITI

DIVISION	Type	Project type	Male			Female			Grand Total
			Yes	No	Total	Yes	No	Total	
Bangalore	Rural	Project	80(15.21)	446(84.79)	526(97.77)	3(0.00)	9(0.00)	12(2.23)	538(79.82)
		Non-project	22(16.18)	114(83.82)	136(100.00)	0(0.00)	0(0.00)	0(0.00)	136(20.18)
		Total	102(15.41)	560(84.59)	662(98.22)	3(25.00)	9(75.00)	12(1.78)	674(13.74)
	Urban	Project	112(19.93)	450(80.07)	562(90.50)	17(28.81)	42(71.19)	59(9.50)	621(70.41)
		Non-project	44(17.46)	208(82.54)	252(96.55)	0(0.00)	9(100.00)	9(3.45)	261(29.59)
		Total	156(19.16)	658(80.84)	814(92.29)	17(25.00)	51(75.00)	68(7.71)	882(17.98)
Hubli	Rural	Project	6(12.24)	43(87.76)	49(98.00)	0(0.00)	1(0.00)	1(2.00)	50(18.66)
		Non-project	41(18.81)	177(81.19)	218(100.00)	0(0.00)	0(0.00)	0(0.00)	218(81.34)
		Total	47(17.60)	220(82.40)	267(99.63)	0(0.00)	1(0.00)	1(0.37)	268(5.46)
	Urban	Project	148(17.41)	702(82.59)	850(94.97)	6(0.00)	39(0.00)	45(5.03)	895(79.27)
		Non-project	23(10.27)	201(89.73)	224(95.73)	0(0.00)	10(100.00)	10(4.27)	234(20.73)
		Total	171(15.92)	903(84.08)	1074(95.13)	6(10.91)	49(89.09)	55(4.87)	1129(23.02)
Kalburgi	Rural	Project	1(3.03)	32(96.97)	33(100.00)	0(0.00)	0(0.00)	0(0.00)	33(21.85)
		Non-project	18(15.38)	99(84.62)	117(99.15)	0(0.00)	1(0.00)	1(0.85)	118(78.15)
		Total	19(12.67)	131(87.33)	150(99.34)	0(0.00)	1(0.00)	1(0.66)	151(3.08)
	Urban	Project	51(15.13)	286(84.87)	337(92.33)	2(0.00)	26(0.00)	28(7.67)	365(80.40)
		Non-project	20(22.99)	67(77.01)	87(97.75)	0(0.00)	2(100.00)	2(2.25)	89(19.60)
		Total	71(16.75)	353(83.25)	424(93.39)	2(6.67)	28(93.33)	30(6.61)	454(9.26)
Mysore	Rural	Project	48(10.37)	415(89.63)	463(94.88)	6(24.00)	19(76.00)	25(5.12)	488(66.67)
		Non-project	37(15.42)	203(84.58)	240(98.36)	0(0.00)	4(100.00)	4(1.64)	244(33.33)
		Total	85(12.09)	618(87.91)	703(96.04)	6(20.69)	23(79.31)	29(3.96)	732(14.92)
	Urban	Project	197(34.56)	373(65.44)	570(95.48)	1(0.00)	26(0.00)	27(4.52)	597(97.07)
		Non-project	2(11.11)	16(88.89)	18(100.00)	0(0.00)	0(0.00)	0(0.00)	18(2.93)
		Total	199(33.84)	389(66.16)	588(95.61)	1(3.70)	26(96.30)	27(4.39)	615(12.54)
Grand Total			**850(18.15)**	**3832(81.85)**	**4682(95.45)**	**35(15.70)**	**188(84.30)**	**223(4.55)**	**N=4905**

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

In addition, women graduated from project ITIs in Bangalore urban with 28.81% as against 24% of them in Mysuru rural division reported having on-the-job training (OJT).

In this regard, an IDI conducted with a Principal of an ITI in the Bangalore division elaborated on how the training system can be improved:

I consider tying up with different organizations and working on root-level causes Can be most useful for effective

teaching/training.

Our ITI employs various measures to establish and nurture relationships with industry players, primarily aimed at enhancing the placement prospects of students. These measures include visiting industries to gather information about specific skills, facilitating on-campus placements by collaborating with companies, and providing on-the-job trainingopportunities.

Investing in advanced equipment, ensuring adequate infrastructure facilities, and maintaining college hygiene wouldcontribute to long-term improvements. Additionally, having dedicated trainers with expertise in their fields would enhance the learning experience.

While the second stakeholder, a trainer from an ITI in Bangalore Division reveals:

"…total intake of students per year is 158 and only 4 women. …there is 100% employment for women."

Comprehensive progress demands the backing of industries to provide top-tier training for the trainees. Dedicatedtrainers work better for long terms.

While it is an important prerequisite to have proper pedagogy and training, it has also to be complimented by better physical infrastructure.

A Trainer from a GITI in the Hubballi division is viewed as below:

1. Financial support from the government for the renovation of buildings
2. After providing training to students, industries should consider hiring a portion of those students, as this approach would offer significant support, rather than discontinuing their involvement within the industry after one year of training.

Better access to equipment and financial support for infrastructural development.

Industries provided much more support. Industries have provided additional support too like TATA motors provided safe drinking water, Quest Alliance provided computers, and Maruti Suzuki constructed an automobile lab. the industries-college relationships are strong but industries-student relationships are quite weak.

In another IDI, a new issue was raised by a placement officer from a GITI in the Kalburgi division. Accordingto him their effort to secure an MoU has remained a long-time wish:

"…When requested by Tata Motors (a workshop that provides vehicle training) for MoU they are asking for permission from the head office which is in Chennai but no support is provided. The college needs placement structure support.

There is a need to have an ample and efficient workforce, enhance placement opportunities for students, and establish strategic Memoranda of Understanding (MoUs) with local industries at the ITI."

Another respondent, an Industry representative from Kalburgi division says:

"…While the placement cells were not very active previously, they have become increasingly active, even extending their reach to taluka places.

Having a dedicated placement officer within every placement cell is essential as it enables proactive and efficient assistance to students during their placement endeavours.

Companies ought to offer accommodation facilities and ensure proper hospitality for their employees.

The industry representative further adds:

"…Yes, they try to teach and update their students with new skills as the companies have suggested…."

"…. Placement drive:

"…District/ taluka wise, the list should be prepared and interaction between students and companies should be increased. So, that they can get an idea was the industry's environment."

Insights from In-depth Interviews (IDIs) with Representatives of Industry Clusters

➢ *Industry Association with the ITIs*

Industry association with the ITSs has many implications for the employment and livelihood optionsof ITI graduates in their respective regions. While we spoke to the industry representatives fromfive regions, the majority of the representatives revealed that they have an association with the ITI colleges only for the sake of recruitment of candidates for their industry requirement except onerespondent from the Mysore region mentioning that they have involvement with a government ITIas part of IMC.

In Bangalore Rural district, which is the hub of micro industries, an industry representative revealed how his organization maintains the association with the ITIs. According to him, we (ElectronicsCity Industry Association (ELCIA) have connections with many companies several MSME companies are there in Electronics City and these companies require the ITI students and we aremore associated with the ITI colleges. He says, "*...We are a third-party aggregator to implement the National Apprenticeship Promotion Scheme (NAPS) scheme. We have memberships from 150 companies to recruit the ITIcandidates. In addition, member companies request us for the ITI students for apprenticeship for positions like fitter, turner electrician, etc."*

During the interview, an executive from Triton Valves Pvt Ltd, Mysore said that that over the years, we have been recruiting ITI fitters and machinists, but currently we are not getting the (required) candidates (due to a scarcity of qualified candidates). While an HR manager from TVS Electronics, Tumkuru maintained that they normally hire from local ITI colleges, who cater to their needs from time to time. When it comes to the northern Karnataka region, an Industry representative from Bidar revealed that they have maintained an association with the ITIs only due to the recruitmentof the students but maintained that he is not happy with the quality of candidates and confirmedthat he or his company do not have any association with ITI in terms of governance through IMCs. In another instance, an HR executive from TATA Motors from Dharwad mentioned that their organization has a good association with the ITIs and revealed that *"…at TATA, as per Skill Indiainitiatives and other government rules from time to time, we recruit the ITI students for apprenticeship. Post hiring, we provide internal training on safety at the workplace and industry-relevant skills".*

Teaching or training activities

The involvement of the industry veterans/experts with the ITI colleges in any manner helps the colleges in various ways from teaching to training and skill building of the students, which further helps them become market-ready for finding relevant jobs. In this regard, we tried to look at thenature industry association with lenses of imparting knowledge through teaching/training activities in the ITI colleges.

An Industry Representative from Bangalore Rural district mentioned that it is with the invitation by the colleges that we undertake teaching/training activities. As the stakeholder feels, the essence of additionaltraining in soft skills especially for rural students is very critical as they lack basic personality traits and attitudes.

He further explains the process and nature of the involvement:

"…Member companies request us to provide the soft skills to the students. We do apprenticeship awareness programs to prepare them for the job starting from dress code to arranging their all documents and spoken English skills etc. Due to their age, lack of maturity, and inexperience, the students exhibit poor behavior and attitudes. We invite students from various parts of Karnataka to Bangalore for interviews at Industries to provide them with the necessary soft skills and help them prepare for interviews, once selected we enrol them for an apprenticeship. They will be there in industries at one-year pay-roll and after that, they continue from there on their own".

While industry representatives from other regions such as Mysore and Dharwad agreed that they engage in teaching and training the ITI students an executive representing the Tumkuru industry mentioned they are not involved in teaching or training and only recruit the candidates.

Industry Engagement with the ITIs

Hiring Experience

Regarding the industry's willingness to engage with ITIs in terms of teaching/training/recruitmentan Industry Representative respondent from Bangalore Rural says:

"…Member companies request us to provide soft skills training. Once in fifteen days, we give them the training. There is an issue of students not sticking to their jobs. After fifteen days of their jobtraining, they start leaving the companies. To avoid this happening, we counsel them to complete the apprenticeship and motivate them to continue".

While industry representatives from other regions did not indicate their willingness in student teaching/counselling. For instance, representatives from Tumkur and Dharwad regions said thatthey have their in-house training system and they will take care of the candidate productivity on theirown, while an Industry executive from Bidar region felt that the students are very poor in soft skills and remain absent in the classes and hence, never engaged in the teaching/taring of the ITI candidatesneither would like to engage in any manner.

When it comes to the industry experience of hiring ITI students when asked about the hiring experience, a Bangalore Rural district industry representative said:

"…The students normally come from rural areas, and for the past 20 years, I have seen them verylow in the skill set and soft skills as well.

"…Nowadays, we cannot expect minimum skills from the students.

Another industry Representative from the Mysore region says:

"…the quality of students is very poor and candidates are scarce, as the ITI students are going for higher education".

"…Today, we are experiencing the poor quality of (ITI) education. They (ITIs) are not involvingthem (students) in building their careers but just engaged in finishing the courses/syllabus".

Another Industry representative from the Bidar region expressed his disappointment:

"…Very poor quality. They don't even understand the basic questions, for example, if we ask a question like what is a spanner, and what are the different sizes of spanners, the students will not be able to answer." We inevitably and for the sake of government orders, provide them the basic training to mold them, and with this, once they complete their apprenticeship and jump to anothercompany, the new employer should at least respect us".

In another instance, an industry executive from Dharwad who hires local government ITI candidates also shared his experience of hiring similarly:

"…We are getting poor quality of students".

"Students despite having good marks, lack basic knowledge about their domain. May students with no interest in the study are taking ITIs. Ambitious students opt for other domains like engineering. Students deem ITI courses as lower level or less relevant. Their parents also have the same thinking".

On the contrary, Tumkur region industry representatives felt that there are no issues concerning quality (of ITI candidates) but some gaps in the rural and urban students as Tumkur urban students are more aware of industries than the rural students.

Details of trades recruited

Regarding the recruitment of candidates with different trades, in Bangalore Rural district, we found that mainly the electrician, electronic mechanic, fitter, turner, and machinist were recruited while in Mysore region, candidates with fitter and machinery disciples were recruited. Similarly, in the Dharwad region, candidates such as electricians, fitters, and electronic mechanics were hired while an industry executive from Bidar mentioned that they hire candidates with all trades background

Finding Suitable Candidates and Frequency of Recruitment Drive

The industry representative from Bangalore Rural district in this regard said: "…Yes, we try to fill the gap by finding suitable candidates. As required by the member companies, we send requirements

to the ITI principals and we get the required candidates. There are apprenticeship advisers who also help us in this regard".

Whereas in the Tumkur region, the industry representative felt that all the possible means such asjob fairs, and placement drives are used to recruit the better candidates and we get enough ITI candidates in this regard.

In the Bidar region, we found that it is the WhatsApp groups and personal contacts with ITI candidates help to find suitable candidates as the company recruitment drives are happening but are not fruitful.

While in the Dharwad region, the TATA executive says that they recruit ITI candidates when they are required but also mentioned that few interested candidates also approach.

Regarding the frequency of hiring the candidates, in Bangalore, Tumkur, and Dharwad regions we found that the industries recruit throughout the year and it is a regular process, whereas in Mysorewe were told that the company finds it difficult to find suitable candidates and normally they recruit twice a year. In the Bidar region, the company holds a recruitment drive annually.

Details of starting salary offered

Bangalore Rural Region: It depends on the industry. It starts from 10k to a maximum of 14K stipend for apprenticeship.

Mysore: Didn't disclose

Tumur: As per the guidelines on the rules of the minimum wage by the government

Bidar: Rs.7000 stipend minimum and whatever is defined under the Ministry of Education and Skill Development

Dharwad: Didn't disclose

Approximate number of students recruited

Regarding the information on the number of candidates hired by the industry during the last year,an Industry representative from Bangalore Rural district revealed that they have hired around 610 candidatesand all the candidates have registered in the apprenticeship.org portal.

In the Bidar region, the Industry representative mentioned that last year, we hired 50 candidates and this yearwe were open to hiring 50 candidates but have been able to hire only 5 candidates due to scarcity of the aspirants.

In Dharwad region, we were told by a Placement officer from a GITI that around 200 students were hired by TATA Motors.

Nature of recruitment and expectations from the candidates

As far as the nature of recruitment and expectations from the candidates were concerned, the majority of the respondents revealed that they basically expect minimal trade knowledge from the students and often end up finding a very minimum number of students with such a calibre.

For instance, when asked about what are the minimum expectations from a candidate, an executive from Bangalore Rural district said this:

"…Basic technical knowledge. We cannot expect too much from them. For example, if the candidate is from an electronics background, we look at the minimum basics of electronics, a concept of filing in mechanics, the welding process for welders, etc. In addition, candidates' attitude and punctuality".

An industry representative from the Mysore region differs in his expectations in this regard and mentions that we look interested in the candidates and how much they are devoted to their work. Learning passion among the candidates is also an important trait.

In the Tumkur region, we found that the candidates with their trade skills, flexibility, regularity, and trade knowledge were mostly preferred while in the Bidar region, the company executive, based on his experience of facing poor quality students revealed that a candidate with basic qualification is farenough for us. A fitter should know what is his job, he adds.

Whereas in the Dharwad region, the industry representative pointed out that as per our criteria, the student should have scored at least 50% in his/her graduation *with good behaviour.*

Perception of the trade skills of the ITI graduates

Based on their hiring experience, the respective Industry representatives rated the skills of ITI graduates as below:

Bangalore Rural: We ask for ITIs that the industry requests for us. If the industry asks for an ITI fitter, we should have to provide an ITI fitter only. We work hard to bridge that gap.

Mysore: If I have to rate a candidate's skills and eligibility on 1-10 scale, it would be an averageof 5

Bidar: If I scale it between 1-10, I **would say it is zero. All 99.99% of students are like this**.

Dharwad: Honestly, they don't do better in this regard. But they are trained as per our requirements. 30:70 basis. About 30% will have good skills. 70% will have good skills but will be lacking know-how on how to execute the same.

Regular Association with the ITIs

The regular association of ITIs with the industry/industry associations implies the continued hiring/recruitment drives indicating increased chances of employability and secured livelihoods. region-wise, the southern Karnataka has fared well in this regard. For instance, We found that theBangalore Rural district industry representative revealed that they get continued requests for visitingcolleges and conducting placements. Similarly, Tumkur and Dharwad regions also witnessed regularcontact by the colleges for the recruitment drives.

On the contrary, the industry representatives of the Mysore Region and Bidar do not present the same scenario as there are no regular reports in the Mysore region by the ITI colleges while the inBidar region, the scenario looks quite different, as the respondents from Bidar puts it like this:

"...They are conducting placement drives for the sake of conducting it and to show the governments about the placement drive in their it is, as they have to follow the rules. There is a high scarcity of women candidates. If at all, if women candidates are recruited, with better communication skills, we will send them to the IT department, as they cannot work on the machines".

The issues and challenges faced in hiring ITI graduates

Our interaction with the industry representatives across the five geographical regions indicated that hiring ITI students has been quite a difficult task and comes with certain disadvantages such as

getting poor quality manpower or facing a scarcity of qualified candidates. For example, when we tried to understand the existing challenges/issues regarding hiring in the Bangalore Rural region, theHR manager of the recruitment association revealed as following:

"…It is an attitude issue that we look in students. Industries know that they can't expect much from the students.The significant challenges they face are unnecessary absences and low productivity, groups, and clashes among the students. Despite having guidelines, the candidates rarely follow and ultimately, they are terminated".

While in the Mysore region, the challenges seemed to be quite different. An industry representative reveals:

"… women's strength is quite low in our company. They cannot work on machines and only prefer comfortable deskwork. It is because of their cultural background and mindsets".

Continuing the same issue of women candidates in the Tumkur region, the industry representative says, we face no challenges as such, but we normally won't hire women candidates. We look only atbasics in students, while our respondent from Bidar provides a lot more clues about existing challenges with the hiring process:

"…there is a full gap. No training, and no proper attendance. The ability of students is very poor and if they had the ability to comprehend why they have chosen to study ITIs, they would have gone for other streams, they simply are ruining their lives".

Whereas in Dharwad, the challenges of getting female candidates are further justified when the industry representative says:

"…There is a scarcity of women candidates. We are not getting as many candidates as we require. In addition, mostof the students are blank. They don't know what they are going through and we need to proactively train them".

Perception of the effectiveness of Employability Skills Training and the employment readiness of ITI student

Details of work preparedness of project and non-project ITI students

Regarding hiring ITI candidates from project and non-project institutes, the majority of the industry representatives said that they did not find any difference between the two categories of institutes. This was found with reports from Bangalore, Mysore, and Dharwad while in the Tumkur regions, the industry representatives indicated perceived differences among the rural and urban students, as thelatter groups present increased awareness about industries in urban areas.

How can the trainees be better prepared for interviews and employment?

The most significant phase of the ITI trainees is the time when they are ready to face the interviews, which demands rigorous preparation by the students. When we asked the industry representatives about their suggestions, they shared their views as below:

Bangalore Rural Region District Respondent:

"…We filter their resumes based on their trades. Priorly, we guide them for better preparedness with their documents and filings along with discipline and attitude. We also suggest they understand the company background and better self-introduction required for the interview"

Mysore region industry representative on the other hand mentioned that the talented students need no guidance in this regard as they are self-learning and motivated and assert institutional support for the students.

"…We look for the candidate's strengths and how they are aligned for learning. If they are passionate, they will show their charisma/talent. On the other hand, they may go to diplomas and once they opt for diplomas, they never work on machines. The colleges must focus a lot on their association with industries so that people start feeling that they get employment. Nowadays with government funding, they can pay for stipends, especially post COVID".

The representatives from Dharwad and Bidar felt that the students needed to go back to their basics and understand the basics of their course. Students with 2 year delay, would have forgotten whatthey have learned. In addition, they should also improve their basic knowledge of industry.

Adjustment to the new workplace

Once employed the students have to adjust to the new work environment to improve their work productivity. Given their age and poor attitudinal issues, the candidates often face job-related issues, particularly at their new work environment. In this respect, the industry representatives from different regionsshared their views and experiences as follows:

Bangalore Rural Representative says:

"…Most of the students adjust to the new work environment, we tell them, they will be hired for one year, and basedon their performance and attitude, we make appropriate decisions about their continuation. After successful completion of their first year, we put them for three years as company trainees and once they complete their training period they will be hired as regular employees".

The situation in Mysore is a little different as an industry representative from the Mysore region revealed that with the existing rules, the candidates normally will align and follow the rules while in Tumkur, according to the respondent, the candidates initially face some problems, but later it will be fine.Yes, they will be retained but the women percentage is far less. As of now, no challenges in retainingcandidates.

In Bidar region:

If the candidates behave as per their will wish in the office, and show no improvements in their behaviour, it will not help them. And we won't be able to retain them in employment. Regarding the female candidates, we are not getting any female candidates. We see no challenges in this regard. *Recruitment itself is a challenge.*

In Dharwad region, the respondent says:

"…We are giving them proper training and orientation. Eventually they will improve. If students are hard to go, we council them".

ITI alumnae demonstrating professionalism, work ethics, time management, and a sense of ownership at work

The most important aim of the STRIVE project is to improve the quality of IDI students in orderto make them more employable and industry-relevant. In this regard, it is expected that the candidates need to display better productivity and work ethics during their employment. When we interacted with the industry representatives in this regard, they shared their experiences as below: In Bangalore Rural, the ITIs needs to orient students at the college level as these students lack mostof the motivation and discipline

While in the Mysore, Tumkur, and Dharwad regions, the respondents provided positive feedbackas the candidates were exhibiting these attitudes of work ethics, professionalism, etc, while in theTumkur region, we were told that once they are employed, they will inculcate these traits in course of time.

On the other hand, in Bidar, the industry representative exclusively denied the fact of showing appropriateprofessionalism by the candidates and said,

"…No. they don't show any discipline, work ethics and any traits of professionalism etc".

Over time, changes found in the quality of ITI students

About the changes found in ITI candidates over the years, the majority of the industry representatives felt that they have found positive changes in the quality and attitudes of the ITI candidates.

However, they also felt that there remain some gaps to fill, as follows:

"…ITIs should develop curricular activities to include soft skills along with the regular syllabus. The students graduallylearn the skills and become ready for the jobs" (Bangalore rural region industry representative).

"…The strength and quality are deteriorating. The candidate from creamy layers would go for higher education. For the rest, the ITIs has to put a lot of effort into improving the quality". (*Mysore regionindustry representative).*

Overall assessment of STRIVE/CoE/TATA/PPP Program

When we requested to provide an overall assessment of ITIs, Bangalore Rural Industry Representative said:

"…The main intention of the STRIVE project is to enhance the capacities of the ITIs and to strengthen the student's capabilities and skill set. Over the years, we have been working towards achieving these expectations".

Mysore Region Industry Representative says:

"…STRIVE intervention is a good. The initiative, probably it may take more time for further improvement. The government bodies need to strictly monitor the progress and if not implemented thoroughly in the ITIs, it will be difficult to get the intended outputs. The project ITISs have worked hard, but that is not visible. Overall, there is a positivesign".

Tumkur Region Industry Representative says:

"STRIVE is a good intervention."

Bidar Region Industry Representative says:

"…Since it is with the government compliance, we are recruiting the ITI students. Later, we show the governmentauthorities that we have records about not getting suitable candidates".

Dharwad Region Industry Representative says:

"…Students should have some basic knowledge on their respective trade. If a student is a mechanic, he should know the basics of motor vehicles. Hardly 20-30% of students meet our expectations".

Suggestions for the further improvement of STRIVE/CoE/TATA/PPP program

The industry representatives from five different regions provided the following suggestions to improve the STRIVE program.

Bangalore Rural Industry Representative says:

"…The ITIs has to impart soft skills and training among the students without fail".

Mysore Region Industry Representative says:

"…The government has to come out with a matrix to monitor the progress so that they are regularly monitored. Nowadays the exams are conducted twice in a year. In government institutions, people are not interested in working in regular classes. There is an insufficient staff at the colleges, the institutes should fill these gaps".

Bidar Region Industry Representative says:

"…No comments. There should be some stringent rules to follow by ITIs and quality should be maintained and further improvised".

Dharwad Region Industry Representative says:

"…In government ITIs, there is a lack of infrastructure and provided proper infrastructure is given, the students will be motivated. The quality of teachers deployed should be monitored and trained so that good teaching can attract morestudents".

4.5 To Assess graduate/pass-outs' satisfaction level relating to the type of ITI training attended

Table 4.30 Status of training helped in getting the job

DIVISION	Project/ Non-project	Rural				Urban				Grand Total
		Yes	No	Not applicable	Total	Yes	No	Not applicable	Total	
Bangalore	Project	226(67.06)	59(17.51)	52(15.43)	337(44.52)	328(78.10)	51(12.14)	41(9.76)	420(55.48)	757(79.18)
	Non-project	62(70.45)	12(13.64)	14(15.91)	88(44.22)	81(72.97)	16(14.41)	14(12.61)	111(55.78)	199(20.82)
	Total	288(67.76)	71(16.71)	66(15.53)	425(44.46)	409(77.02)	67(12.62)	55(10.36)	531(55.54)	956(19.49)
Hubli	Project	25(96.15)	1(3.85)	0(0.00)	26(4.74)	357(68.26)	81(15.49)	85(16.25)	523(95.26)	549(67.36)
	Non-project	94(72.87)	14(10.85)	21(16.28)	129(48.50)	89(64.96)	34(24.82)	14(10.22)	137(51.50)	266(32.64)
	Total	119(76.77)	15(9.68)	21(13.55)	155(19.02)	446(67.58)	115(17.42)	99(15.00)	660(80.98)	815(16.62)
Kalburgi	Project	12(63.16)	2(10.53)	5(26.32)	19(6.42)	180(64.98)	68(24.55)	29(10.47)	277(93.58)	296(74.19)
	Non-project	35(56.45)	11(17.74)	16(25.81)	62(60.19)	23(56.10)	11(26.83)	7(17.07)	41(39.81)	103(25.81)
	Total	47(58.02)	13(16.05)	21(25.93)	81(20.30)	203(63.84)	79(24.84)	36(11.32)	318(79.70)	399(8.13)
Mysore	Project	265(74.23)	53(14.85)	39(10.92)	357(44.57)	337(75.90)	63(14.19)	44(9.91)	444(55.43)	801(81.57)
	Non-project	120(70.59)	35(20.59)	15(8.82)	170(93.92)	8(72.73)	2(18.18)	1(9.09)	11(6.08)	181(18.43)
	Total	385(73.06)	88(16.70)	54(10.25)	527(53.67)	345(75.82)	65(14.29)	45(9.89)	455(46.33)	982(20.02)

Values in the parenthesis/Brackets are percentages

Source: Primary Survey by GRAAM, 2023

At an overall level among those who are all employed 70.62% of respondents from rural and 71.44% of respondents from urban areas quoted that training helps to get the job. This shows there is no significant difference between overall rural and urban areas of project and non-project ITI colleges. But if we look within rural areas of ITI college, the highest percentage of alumni of project ITI colleges of Hubli division (96.15%) and project ITI colleges of Urban division quoted highest in Bangalore division (78.10%) than other divisions (Table 4.30).

Table 4.31 Aspects worked in ITI training in getting the job

Division	Rural /Urban	Type	Employability skill sessions	Trade related content	Apprenticeship	Industrial Visit	Computer skills	Practical classes	If any other (Please specify)	Not at all	Not applicable	Grand Total
Bangalore	Rural	Project	22(6.55)	46(13.69)	16(4.76)	4(1.19)	12(3.57)	113(33.63)	4(1.19)	105(31.25)	14(4.17)	336(79.25)
		Non-project	0(0.00)	9(10.23)	7(7.95)	2(2.27)	2(2.27)	36(40.91)	0(0.00)	19(21.59)	13(14.77)	88(20.75)
		Total	22(5.19)	55(12.97)	23(5.42)	6(1.42)	14(3.30)	149(35.14)	4(0.94)	124(29.25)	27(6.37)	424(44.35)
	Urban	Project	42(9.98)	89(21.14)	42(9.98)	18(4.28)	38(9.03)	98(23.28)	7(1.66)	74(17.58)	13(3.09)	421(79.14)
		Non-project	6(5.41)	20(18.02)	5(4.50)	4(3.60)	7(6.31)	32(28.83)	2(1.80)	28(25.23)	7(6.31)	111(20.86)
		Total	48(9.02)	109(20.49)	47(8.83)	22(4.14)	45(8.46)	130(24.44)	9(1.69)	102(19.17)	20(3.76)	532(55.65)
	Bangalore Total		70(7.32)	164(17.15)	70(7.32)	28(2.93)	59(6.17)	279(29.18)	13(1.36)	226(23.64)	47(4.92)	956(30.34)
Hubli	Rural	Project	2(7.69)	2(7.69)	5(19.23)	4(15.38)	2(7.69)	7(26.92)	0(0.00)	4(15.38)	0(0.00)	26(16.77)
		Non-project	9(6.98)	27(20.93)	11(8.53)	3(2.33)	4(3.10)	25(19.38)	1(0.78)	40(31.01)	9(6.98)	129(83.23)
		Total	11(7.10)	29(18.71)	16(10.32)	7(4.52)	6(3.87)	32(20.65)	1(0.65)	44(28.39)	9(5.81)	155(19.02)
	Urban	Project	30(5.74)	66(12.62)	67(12.81)	13(2.49)	33(6.31)	151(28.87)	4(0.76)	121(23.14)	38(7.27)	523(79.24)
		Non-project	3(2.19)	16(11.68)	8(5.84)	2(1.46)	17(12.41)	25(18.25)	1(0.73)	58(42.34)	7(5.11)	137(20.76)
		Total	33(5.00)	82(12.42)	75(11.36)	15(2.27)	50(7.58)	176(26.67)	5(0.76)	179(27.12)	45(6.82)	660(80.98)
	Hubli Total		44(5.40)	111(13.62)	91(11.17)	22(2.70)	56(6.87)	208(25.52)	6(0.74)	223(27.36)	54(6.63)	815(25.86)
Kalburgi	Rural	Project	2(10.53)	3(15.79)	2(10.53)	1(5.26)	1(5.26)	5(26.32)	0(0.00)	4(21.05)	1(5.26)	19(23.46)
		Non-project	1(1.61)	6(9.68)	4(6.45)	1(1.61)	2(3.23)	20(32.26)	0(0.00)	21(33.87)	7(11.29)	62(76.54)
		Total	3(3.70)	9(11.11)	6(7.41)	2(2.47)	3(3.70)	25(30.86)	0(0.00)	25(30.86)	8(9.88)	81(20.30)
	Urban	Project	18(6.50)	60(21.66)	7(2.53)	6(2.17)	13(4.69)	79(28.52)	8(2.89)	70(25.27)	16(5.78)	277(87.11)
		Non-project	3(7.32)	11(26.83)	4(9.76)	1(2.44)	0(0.00)	4(9.76)	1(2.44)	10(24.39)	7(17.07)	41(12.89)
		Total	21(6.60)	71(22.33)	11(3.46)	7(2.20)	13(4.09)	83(26.10)	9(2.83)	80(25.16)	23(7.23)	318(79.70)
	Kalburgi Total		24(6.02)	80(20.05)	17(4.26)	9(2.26)	16(4.01)	108(27.07)	9(2.26)	105(26.32)	31(7.77)	399(12.66)
Mysore	Rural	Project	28(7.87)	75(21.07)	38(10.67)	20(5.62)	29(8.15)	87(24.44)	5(1.40)	65(18.26)	9(2.53)	356(67.68)
		Non-project	8(4.71)	54(31.76)	14(8.24)	3(1.76)	4(2.35)	35(20.59)	1(0.59)	45(26.47)	6(3.53)	170(32.32)
		Total	36(6.84)	129(24.52)	52(9.89)	23(4.37)	33(6.27)	122(23.19)	6(1.14)	110(20.91)	15(2.85)	526(53.62)
	Urban	Project	36(8.11)	123(27.70)	30(6.76)	24(5.41)	16(3.60)	99(22.30)	8(1.80)	84(18.92)	24(5.41)	444(97.58)

		Non-project	0(0.00)	3(27.27)	0(0.00)	0(0.00)	4(36.36)	1(9.09)	0(0.00)	3(27.27)	0(0.00)	11(2.42)
		Total	36(7.91)	126(27.69)	30(6.59)	24(5.27)	20(4.40)	100(21.98)	8(1.76)	87(19.12)	24(5.27)	455(46.38)
	Mysore Total		72(7.34)	255(25.99)	82(8.36)	47(4.79)	53(5.40)	222(22.63)	14(1.43)	197(20.08)	39(3.98)	981(31.13)
Grand Total			210(6.66)	610(19.36)	260(8.25)	106(3.36)	184(5.84)	817(25.93)	42(1.33)	751(23.83)	171(5.43)	N=3151

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Across all divisions, in rural and urban areas, both for project as well as non-project ITI alumni, practical classes were voiced as the most important benefit (more than a quarter of the alumni reported this) of the ITI training in getting a job. Second in rank was alumni (about a fifth of the total) who felt that there was no benefit that they obtained with ITI training. Some of the other notable benefits mentioned were trade-related content and apprenticeship. Results were not different by rural or urban or by project and non-project ITIs across divisions (Table 4.31)

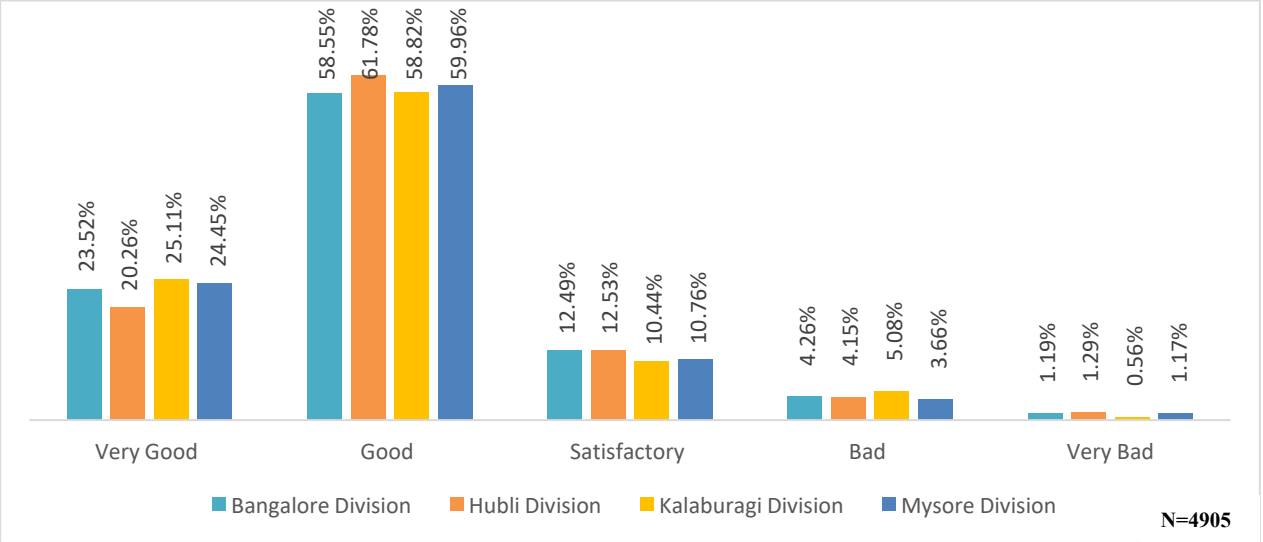
Table 4.32 Quality of classroom learning with necessary teaching aids in Class room

DIVISION	Rural / Urban	Type	Very Good	Good	Satisfactory	Bad	Very Bad	Grand Total
Bangalore	**Rural**	Project	123(24.17)	304(59.72)	53(10.41)	24(4.72)	5(0.98)	509(78.91)
		Non-project	25(18.38)	89(65.44)	13(9.56)	7(5.15)	2(1.47)	136(21.09)
		Total	148(22.95)	393(60.93)	66(10.23)	31(4.81)	7(1.09)	645(45.01)
	Urban	Project	145(23.35)	364(58.62)	80(12.88)	23(3.70)	9(1.45)	621(78.81)
		Non-project	44(26.35)	82(49.10)	33(19.76)	7(4.19)	1(0.60)	167(21.19)
		Total	189(23.98)	446(56.60)	113(14.34)	30(3.81)	10(1.27)	788(54.99)
	Bangalore Total		337(23.52)	839(58.55)	179(12.49)	61(4.26)	17(1.19)	1433(29.22)
Hubli	**Rural**	Project	16(32.00)	28(56.00)	3(6.00)	2(4.00)	1(2.00)	50(18.66)
		Non-project	45(20.64)	119(54.59)	41(18.81)	11(5.05)	2(0.92)	218(81.34)
		Total	61(22.76)	147(54.85)	44(16.42)	13(4.85)	3(1.12)	268(19.18)
	Urban	Project	179(20.00)	578(64.58)	102(11.40)	27(3.02)	9(1.01)	895(79.27)
		Non-project	43(18.38)	138(58.97)	29(12.39)	18(7.69)	6(2.56)	234(20.73)
		Total	222(19.66)	716(63.42)	131(11.60)	45(3.99)	15(1.33)	1129(80.82)
	Hubli Total		283(20.26)	863(61.78)	175(12.53)	58(4.15)	18(1.29)	1397(28.48)
Kalburgi	**Rural**	Project	5(13.16)	21(55.26)	11(28.95)	1(2.63)	0(0.00)	38(25.17)
		Non-project	27(23.89)	68(60.18)	12(10.62)	6(5.31)	0(0.00)	113(74.83)
		Total	32(21.19)	89(58.94)	23(15.23)	7(4.64)	0(0.00)	151(21.30)
	Urban	Project	126(25.87)	286(58.73)	45(9.24)	26(5.34)	4(0.82)	487(87.28)
		Non-project	20(28.17)	42(59.15)	6(8.45)	3(4.23)	0(0.00)	71(12.72)
		Total	146(26.16)	328(58.78)	51(9.14)	29(5.20)	4(0.72)	558(78.70)
	Kalburgi Total		178(25.11)	417(58.82)	74(10.44)	36(5.08)	4(0.56)	709(14.45)
Mysore	**Rural**	Project	133(26.23)	303(59.76)	54(10.65)	12(2.37)	5(0.99)	507(67.51)
		Non-project	53(21.72)	151(61.89)	27(11.07)	8(3.28)	5(2.05)	244(32.49)
		Total	186(24.77)	454(60.45)	81(10.79)	20(2.66)	10(1.33)	751(54.98)
	Urban	Project	144(24.12)	357(59.80)	62(10.39)	28(4.69)	6(1.01)	597(97.07)

		Non-project	4(22.22)	8(44.44)	4(22.22)	2(11.11)	0(0.00)	18(2.93)
		Total	148(24.07)	365(59.35)	66(10.73)	30(4.88)	6(0.98)	615(45.02)
	Mysore Total		334(24.45)	819(59.96)	147(10.76)	50(3.66)	16(1.17)	1366(27.85)
Grand Total			1132(23.08)	2938(59.90)	575(11.72)	205(4.18)	55(1.12)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.19 Division wise Quality of classroom learning with necessary teaching aids in Class room



The quality of classroom teaching was considered to be good, with both project and non-projectITI alumni (more project than non-project alumni) mentioning it to be good or very good. Thiswas true across all divisions in both rural and urban locations with no specific differences mentioned between male and female alumni (Table 4.32).

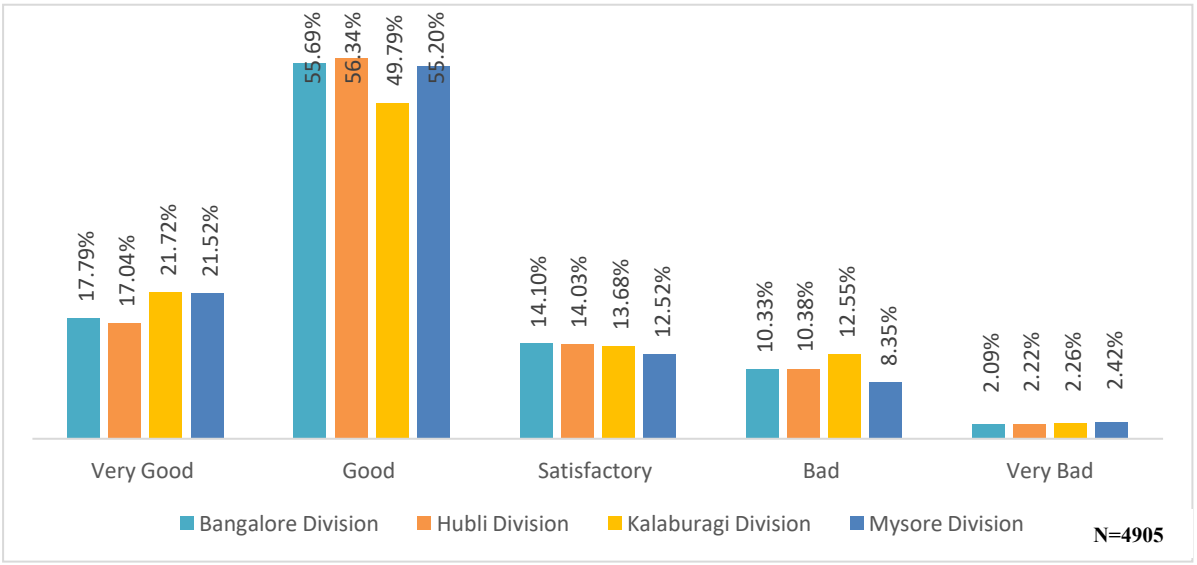
Table 4.33 Supply of teaching and learning materials (books, IT lab, internet, etc.)

DIVISION	Rural / Urban	Type	Very Good	Good	Satisfactory	Bad	Very Bad	Grand Total
Bangalore	**Rural**	Project	78(15.32)	287(56.39)	72(14.15)	61(11.98)	11(2.16)	509(78.91)
		Non-project	23(16.91)	81(59.56)	11(8.09)	18(13.24)	3(2.21)	136(21.09)
		Total	101(15.66)	368(57.05)	83(12.87)	79(12.25)	14(2.17)	645(45.01)
	Urban	Project	128(20.61)	345(55.56)	88(14.17)	50(8.05)	10(1.61)	621(78.81)
		Non-project	26(15.57)	85(50.90)	31(18.56)	19(11.38)	6(3.59)	167(21.19)
		Total	154(19.54)	430(54.57)	119(15.10)	69(8.76)	16(2.03)	788(54.99)
	Bangalore Total		255(17.79)	798(55.69)	202(14.10)	148(10.33)	30(2.09)	1433(29.22)
Hubli	**Rural**	Project	8(16.00)	33(66.00)	6(12.00)	3(6.00)	0(0.00)	50(18.66)
		Non-project	36(16.51)	98(44.95)	43(19.72)	39(17.89)	2(0.92)	218(81.34)
		Total	44(16.42)	131(48.88)	49(18.28)	42(15.67)	2(0.75)	268(19.18)
	Urban	Project	155(17.32)	534(59.66)	115(12.85)	72(8.04)	19(2.12)	895(79.27)

		Non-project	39(16.67)	122(52.14)	32(13.68)	31(13.25)	10(4.27)	234(20.73)
		Total	194(17.18)	656(58.10)	147(13.02)	103(9.12)	29(2.57)	1129(80.82)
	Hubli Total		238(17.04)	787(56.34)	196(14.03)	145(10.38)	31(2.22)	1397(28.48)
Kalburgi	**Rural**	Project	8(21.05)	14(36.84)	8(21.05)	5(13.16)	3(7.89)	38(25.17)
		Non-project	27(23.89)	60(53.10)	14(12.39)	10(8.85)	2(1.77)	113(74.83)
		Total	35(23.18)	74(49.01)	22(14.57)	15(9.93)	5(3.31)	151(21.30)
	Urban	Project	104(21.36)	245(50.31)	67(13.76)	60(12.32)	11(2.26)	487(87.28)
		Non-project	15(21.13)	34(47.89)	8(11.27)	14(19.72)	0(0.00)	71(12.72)
		Total	119(21.33)	279(50.00)	75(13.44)	74(13.26)	11(1.97)	558(78.70)
	Kalburgi Total		154(21.72)	353(49.79)	97(13.68)	89(12.55)	16(2.26)	709(14.45)
Mysore	**Rural**	Project	105(20.71)	276(54.44)	74(14.60)	37(7.30)	15(2.96)	507(67.51)
		Non-project	51(20.90)	130(53.28)	35(14.34)	21(8.61)	7(2.87)	244(32.49)
		Total	156(20.77)	406(54.06)	109(14.51)	58(7.72)	22(2.93)	751(54.98)
	Urban	Project	134(22.45)	340(56.95)	58(9.72)	55(9.21)	10(1.68)	597(97.07)
		Non-project	4(22.22)	8(44.44)	4(22.22)	1(5.56)	1(5.56)	18(2.93)
		Total	138(22.44)	348(56.59)	62(10.08)	56(9.11)	11(1.79)	615(45.02)
	Mysore Total		294(21.52)	754(55.20)	171(12.52)	114(8.35)	33(2.42)	1366(27.85)
Grand Total			941(19.18)	2692(54.88)	666(13.58)	496(10.11)	110(2.24)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.20 Division-wise score on supply of teaching and learning materials (books, IT lab, internet, etc.)



Supply of teaching and learning materials has been considered as good, both for project and non- project it is, by alumni responses. However, it is better for urban project ITIs as compared to rural project ITIs. Between project and non-project ITI alumni responses though, major differences are

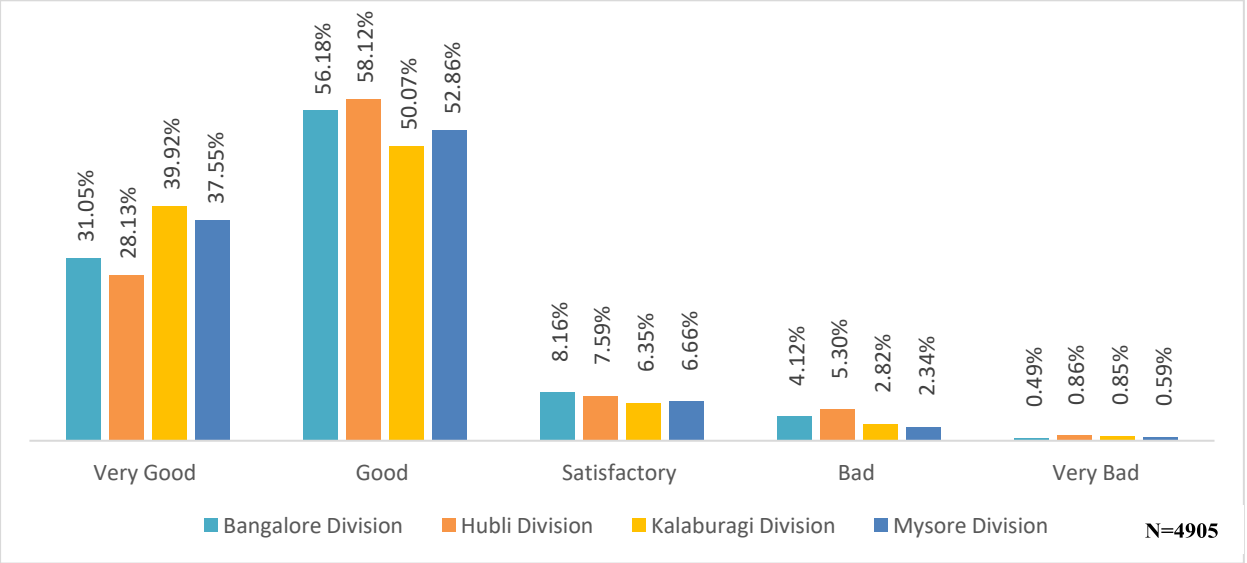
not perceived. The trend is similar across all divisions, both for male and female alumni (Table4.33)

Table 4.34 Teaching quality/competency of instructors/trainers

DIVISION	Rural / Urban	Type	Very Good	Good	Satisfactory	Bad	Very Bad	Grand Total
Bangalore	**Rural**	Project	140(27.50)	298(58.55)	40(7.86)	27(5.30)	4(0.79)	509(78.91)
		Non-project	36(26.47)	79(58.09)	13(9.56)	8(5.88)	0(0.00)	136(21.09)
		Total	176(27.29)	377(58.45)	53(8.22)	35(5.43)	4(0.62)	645(45.01)
	Urban	Project	215(34.62)	330(53.14)	54(8.70)	19(3.06)	3(0.48)	621(78.81)
		Non-project	54(32.34)	98(58.68)	10(5.99)	5(2.99)	0(0.00)	167(21.19)
		Total	269(34.14)	428(54.31)	64(8.12)	24(3.05)	3(0.38)	788(54.99)
	Bangalore Total		445(31.05)	805(56.18)	117(8.16)	59(4.12)	7(0.49)	1433(29.22)
Hubli	**Rural**	Project	26(52.00)	21(42.00)	2(4.00)	1(2.00)	0(0.00)	50(18.66)
		Non-project	49(22.48)	129(59.17)	25(11.47)	14(6.42)	1(0.46)	218(81.34)
		Total	75(27.99)	150(55.97)	27(10.07)	15(5.60)	1(0.37)	268(19.18)
	Urban	Project	252(28.16)	530(59.22)	60(6.70)	47(5.25)	6(0.67)	895(79.27)
		Non-project	66(28.21)	132(56.41)	19(8.12)	12(5.13)	5(2.14)	234(20.73)
		Total	318(28.17)	662(58.64)	79(7.00)	59(5.23)	11(0.97)	1129(80.82)
	Hubli Total		393(28.13)	812(58.12)	106(7.59)	74(5.30)	12(0.86)	1397(28.48)
Kalburgi	**Rural**	Project	20(52.63)	15(39.47)	1(2.63)	2(5.26)	0(0.00)	38(25.17)
		Non-project	50(44.25)	51(45.13)	8(7.08)	3(2.65)	1(0.88)	113(74.83)
		Total	70(46.36)	66(43.71)	9(5.96)	5(3.31)	1(0.66)	151(21.30)
	Urban	Project	185(37.99)	254(52.16)	30(6.16)	13(2.67)	5(1.03)	487(87.28)
		Non-project	28(39.44)	35(49.30)	6(8.45)	2(2.82)	0(0.00)	71(12.72)
		Total	213(38.17)	289(51.79)	36(6.45)	15(2.69)	5(0.90)	558(78.70)
	Kalburgi Total		283(39.92)	355(50.07)	45(6.35)	20(2.82)	6(0.85)	709(14.45)
Mysore	**Rural**	Project	187(36.88)	270(53.25)	31(6.11)	13(2.56)	6(1.18)	507(67.51)
		Non-project	97(39.75)	124(50.82)	14(5.74)	7(2.87)	2(0.82)	244(32.49)
		Total	284(37.82)	394(52.46)	45(5.99)	20(2.66)	8(1.07)	751(54.98)
	Urban	Project	220(36.85)	321(53.77)	44(7.37)	12(2.01)	0(0.00)	597(97.07)
		Non-project	9(50.00)	7(38.89)	2(11.11)	0(0.00)	0(0.00)	18(2.93)
		Total	229(37.24)	328(53.33)	46(7.48)	12(1.95)	0(0.00)	615(45.02)
	Mysore Total		513(37.55)	722(52.86)	91(6.66)	32(2.34)	8(0.59)	1366(27.85)
Grand Total			1634(33.31)	2694(54.92)	359(7.32)	185(3.77)	33(0.67)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.21 Division wise rating on Teaching quality/competency of instructors/trainers



Teaching quality/competency of instructors/trainers has been considered as good, both for project and non-project it is, by alumni responses. However, it is better for urban project ITIs ascompared to rural project ITIs. This trend is similar across all divisions, both for male and female alumni. However, between project and non-project ITI alumni responses, some differences areobserved in Bangalore and Kalburgi, especially with urban ITI alumni scoring their colleges betterthan rural ITI alumni (Table 4.34).

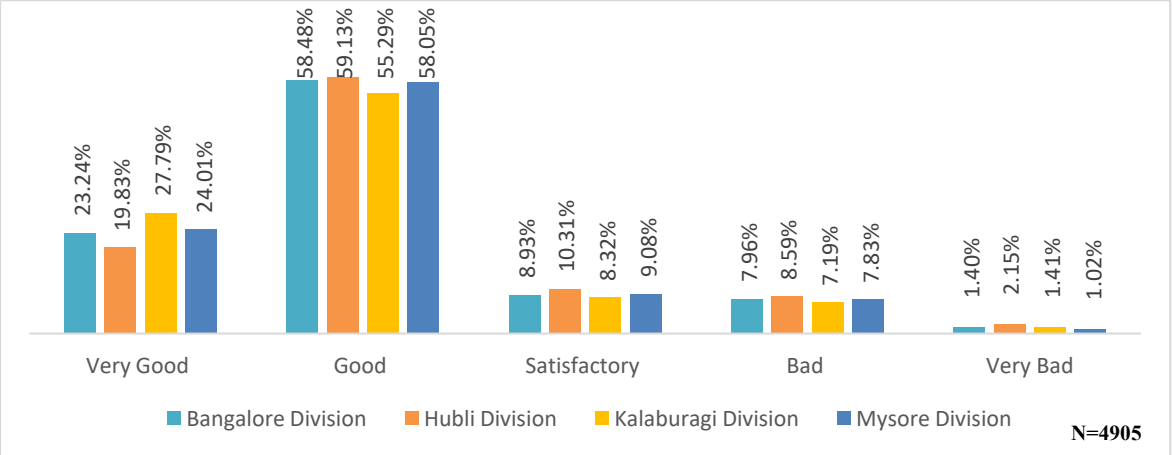
Table 4.35 Availability of technical equipments

DIVISION	Rural/Urban	Type	Very Good	Good	Satisfactory	Bad	Very Bad	Grand Total
Bangalore	**Rural**	Project	112(22.00)	299(58.74)	41(8.06)	49(9.63)	8(1.57)	509(78.91)
		Non-project	16(11.76)	89(65.44)	14(10.29)	12(8.82)	5(3.68)	136(21.09)
		Total	128(19.84)	388(60.16)	55(8.53)	61(9.46)	13(2.02)	645(45.01)
	Urban	Project	161(25.93)	357(57.49)	62(9.98)	37(5.96)	4(0.64)	621(78.81)
		Non-project	44(26.35)	93(55.69)	11(6.59)	16(9.58)	3(1.80)	167(21.19)
		Total	205(26.02)	450(57.11)	73(9.26)	53(6.73)	7(0.89)	788(54.99)
	Bangalore Total		333(23.24)	838(58.48)	128(8.93)	114(7.96)	20(1.40)	1433(29.22)
Hubli	**Rural**	Project	13(26.00)	29(58.00)	0(0.00)	5(10.00)	3(6.00)	50(18.66)
		Non-project	36(16.51)	117(53.67)	38(17.43)	24(11.01)	3(1.38)	218(81.34)
		Total	49(18.28)	146(54.48)	38(14.18)	29(10.82)	6(2.24)	268(19.18)
	Urban	Project	183(20.45)	550(61.45)	77(8.60)	65(7.26)	20(2.23)	895(79.27)
		Non-project	45(19.23)	130(55.56)	29(12.39)	26(11.11)	4(1.71)	234(20.73)
		Total	228(20.19)	680(60.23)	106(9.39)	91(8.06)	24(2.13)	1129(80.82)
	Hubli Total		277(19.83)	826(59.13)	144(10.31)	120(8.59)	30(2.15)	1397(28.48)
Kalburgi	**Rural**	Project	15(39.47)	17(44.74)	3(7.89)	3(7.89)	0(0.00)	38(25.17)
		Non-project	35(30.97)	55(48.67)	7(6.19)	13(11.50)	3(2.65)	113(74.83)
		Total	50(33.11)	72(47.68)	10(6.62)	16(10.60)	3(1.99)	151(21.30)
	Urban	Project	128(26.28)	279(57.29)	44(9.03)	30(6.16)	6(1.23)	487(87.28)
		Non-project	19(26.76)	41(57.75)	5(7.04)	5(7.04)	1(1.41)	71(12.72)
		Total	147(26.34)	320(57.35)	49(8.78)	35(6.27)	7(1.25)	558(78.70)
	Kalburgi Total		197(27.79)	392(55.29)	59(8.32)	51(7.19)	10(1.41)	709(14.45)
Mysore	**Rural**	Project	120(23.67)	284(56.02)	58(11.44)	39(7.69)	6(1.18)	507(67.51)
		Non-project	57(23.36)	148(60.66)	16(6.56)	18(7.38)	5(2.05)	244(32.49)
		Total	177(23.57)	432(57.52)	74(9.85)	57(7.59)	11(1.46)	751(54.98)
	Urban	Project	145(24.29)	354(59.30)	47(7.87)	48(8.04)	3(0.50)	597(97.07)
		Non-project	6(33.33)	7(38.89)	3(16.67)	2(11.11)	0(0.00)	18(2.93)
		Total	151(24.55)	361(58.70)	50(8.13)	50(8.13)	3(0.49)	615(45.02)
	Mysore Total		328(24.01)	793(58.05)	124(9.08)	107(7.83)	14(1.02)	1366(27.85)
Grand Total			1135(23.14)	2849(58.08)	455(9.28)	392(7.99)	74(1.51)	N=4905

Values in the parenthesis/Brackets are percentages

Source: Primary Survey by GRAAM, 2023

Figure 4.22 Division wise rating on Availability of technical equipments



Overall availability of technical equipment was considered good or very good by the majority of alumni. Across all divisions, project ITI alumni scored higher for the perception of quality (very good and good) as compared to non-project ITI alumni. This trend was observed more for urbanlocation ITIs as compared to rural location ITIs (Table 4.35).

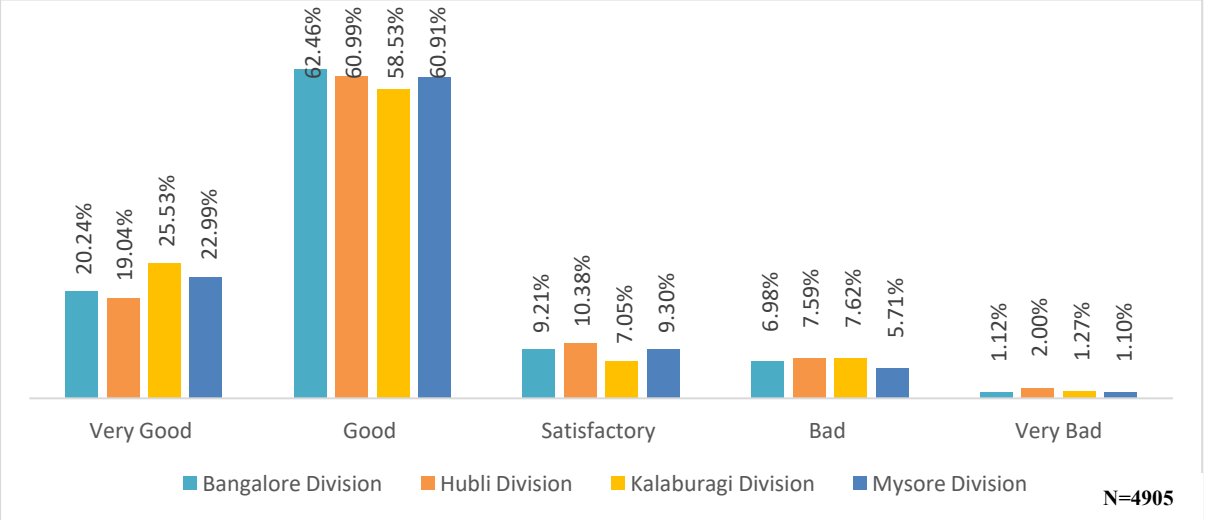
Table 4.36 Quality of Equipment available in the ITIs

DIVISION	Rural/Urban	Type	Very Good	Good	Satisfactory	Bad	Very Bad	Grand Total
Bangalore	**Rural**	Project	95(18.66)	322(63.26)	42(8.25)	44(8.64)	6(1.18)	509(78.91)
		Non-project	19(13.97)	86(63.24)	14(10.29)	15(11.03)	2(1.47)	136(21.09)
		Total	114(17.67)	408(63.26)	56(8.68)	59(9.15)	8(1.24)	645(45.01)
	Urban	Project	139(22.38)	381(61.35)	60(9.66)	34(5.48)	7(1.13)	621(78.81)
		Non-project	37(22.16)	106(63.47)	16(9.58)	7(4.19)	1(0.60)	167(21.19)
		Total	176(22.34)	487(61.80)	76(9.64)	41(5.20)	8(1.02)	788(54.99)
	Bangalore Total		290(20.24)	895(62.46)	132(9.21)	100(6.98)	16(1.12)	1433(29.22)
Hubli	**Rural**	Project	10(20.00)	31(62.00)	2(4.00)	5(10.00)	2(4.00)	50(18.66)
		Non-project	34(15.60)	136(62.39)	29(13.30)	17(7.80)	2(0.92)	218(81.34)
		Total	44(16.42)	167(62.31)	31(11.57)	22(8.21)	4(1.49)	268(19.18)
	Urban	Project	182(20.34)	550(61.45)	89(9.94)	54(6.03)	20(2.23)	895(79.27)
		Non-project	40(17.09)	135(57.69)	25(10.68)	30(12.82)	4(1.71)	234(20.73)
		Total	222(19.66)	685(60.67)	114(10.10)	84(7.44)	24(2.13)	1129(80.82)
	Hubli Total		266(19.04)	852(60.99)	145(10.38)	106(7.59)	28(2.00)	1397(28.48)
Kalburgi	**Rural**	Project	12(31.58)	19(50.00)	3(7.89)	4(10.53)	0(0.00)	38(25.17)
		Non-project	30(26.55)	58(51.33)	9(7.96)	13(11.50)	3(2.65)	113(74.83)
		Total	42(27.81)	77(50.99)	12(7.95)	17(11.26)	3(1.99)	151(21.30)
	Urban	Project	119(24.44)	294(60.37)	34(6.98)	34(6.98)	6(1.23)	487(87.28)
		Non-project	20(28.17)	44(61.97)	4(5.63)	3(4.23)	0(0.00)	71(12.72)
		Total	139(24.91)	338(60.57)	38(6.81)	37(6.63)	6(1.08)	558(78.70)
	Kalburgi Total		181(25.53)	415(58.53)	50(7.05)	54(7.62)	9(1.27)	709(14.45)

Mysore	**Rural**	Project	117(23.08)	307(60.55)	48(9.47)	32(6.31)	3(0.59)	507(67.51)
		Non-project	55(22.54)	144(59.02)	23(9.43)	16(6.56)	6(2.46)	244(32.49)
		Total	172(22.90)	451(60.05)	71(9.45)	48(6.39)	9(1.20)	751(54.98)
	Urban	Project	137(22.95)	372(62.31)	53(8.88)	29(4.86)	6(1.01)	597(97.07)
		Non-project	5(27.78)	9(50.00)	3(16.67)	1(5.56)	0(0.00)	18(2.93)
		Total	142(23.09)	381(61.95)	56(9.11)	30(4.88)	6(0.98)	615(45.02)
	Mysore Total		314(22.99)	832(60.91)	127(9.30)	78(5.71)	15(1.10)	1366(27.85)
Grand Total			1051(21.43)	2994(61.04)	454(9.26)	338(6.89)	68(1.39)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.23 Division wise rating on Quality of Equipment available in the ITIs



Quality of equipment availability was considered as similar for project and non-project ITIs bytheir alumni. The percentage of alumni who felt that the quality of equipment was good and/orvery good was high overall. No differences were also observed in terms of responses by gender or by rural and urban locations (Table 4.36)

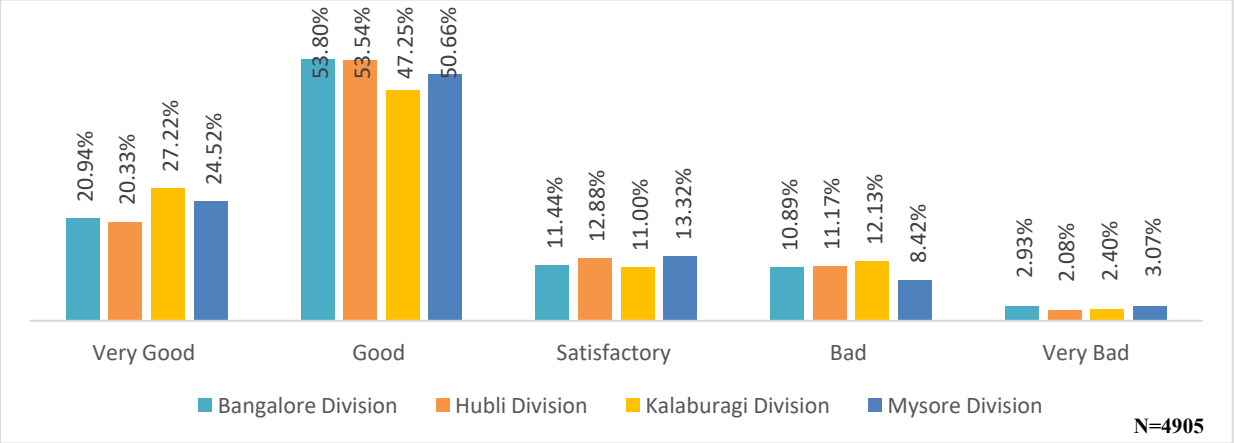
Table 4.37 Satisfaction regarding overall infrastructure

DIVISION	Rural/Urban	Type	Very Good	Good	Satisfactory	Bad	Very Bad	Grand Total
Bangalore	**Rural**	Project	125(24.56)	282(55.40)	44(8.64)	47(9.23)	11(2.16)	509(78.91)
		Non-project	18(13.24)	82(60.29)	12(8.82)	19(13.97)	5(3.68)	136(21.09)
		Total	143(22.17)	364(56.43)	56(8.68)	66(10.23)	16(2.48)	645(45.01)
	Urban	Project	132(21.26)	316(50.89)	86(13.85)	64(10.31)	23(3.70)	621(78.81)
		Non-project	25(14.97)	91(54.49)	22(13.17)	26(15.57)	3(1.80)	167(21.19)
		Total	157(19.92)	407(51.65)	108(13.71)	90(11.42)	26(3.30)	788(54.99)
	Bangalore Total		300(20.94)	771(53.80)	164(11.44)	156(10.89)	42(2.93)	1433(29.22)
Hubli	**Rural**	Project	16(32.00)	25(50.00)	2(4.00)	6(12.00)	1(2.00)	50(18.66)
		Non-project	36(16.51)	107(49.08)	38(17.43)	34(15.60)	3(1.38)	218(81.34)
		Total	52(19.40)	132(49.25)	40(14.93)	40(14.93)	4(1.49)	268(19.18)
	Urban	Project	189(21.12)	504(56.31)	114(12.74)	74(8.27)	14(1.56)	895(79.27)

		Non-project	43(18.38)	112(47.86)	26(11.11)	42(17.95)	11(4.70)	234(20.73)
		Total	232(20.55)	616(54.56)	140(12.40)	116(10.27)	25(2.21)	1129(80.82)
	Hubli Total		284(20.33)	748(53.54)	180(12.88)	156(11.17)	29(2.08)	1397(28.48)
Kalburgi	**Rural**	Project	14(36.84)	14(36.84)	6(15.79)	3(7.89)	1(2.63)	38(25.17)
		Non-project	33(29.20)	48(42.48)	5(4.42)	21(18.58)	6(5.31)	113(74.83)
		Total	47(31.13)	62(41.06)	11(7.28)	24(15.89)	7(4.64)	151(21.30)
	Urban	Project	124(25.46)	244(50.10)	58(11.91)	52(10.68)	9(1.85)	487(87.28)
		Non-project	22(30.99)	29(40.85)	9(12.68)	10(14.08)	1(1.41)	71(12.72)
		Total	146(26.16)	273(48.92)	67(12.01)	62(11.11)	10(1.79)	558(78.70)
	Kalburgi Total		193(27.22)	335(47.25)	78(11.00)	86(12.13)	17(2.40)	709(14.45)
Mysore	**Rural**	Project	134(26.43)	269(53.06)	67(13.21)	27(5.33)	10(1.97)	507(67.51)
		Non-project	69(28.28)	114(46.72)	23(9.43)	24(9.84)	14(5.74)	244(32.49)
		Total	203(27.03)	383(51.00)	90(11.98)	51(6.79)	24(3.20)	751(54.98)
	Urban	Project	126(21.11)	301(50.42)	90(15.08)	63(10.55)	17(2.85)	597(97.07)
		Non-project	6(33.33)	8(44.44)	2(11.11)	1(5.56)	1(5.56)	18(2.93)
		Total	132(21.46)	309(50.24)	92(14.96)	64(10.41)	18(2.93)	615(45.02)
	Mysore Total		335(24.52)	692(50.66)	182(13.32)	115(8.42)	42(3.07)	1366(27.85)
Grand Total			1112(22.67)	2546(51.91)	604(12.31)	513(10.46)	130(2.65)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.24 Division wise rating on Satisfaction regarding overall infrastructure



Across both urban and rural locations, satisfaction regarding overall infrastructure for project ITIs is more compared to that for non-project ITIs. This is true for all divisions. Also, there is no significant difference between satisfaction levels between rural and urban locations for either project or for non-project ITIs. The results are similar for male and female respondents (Table 4.37).

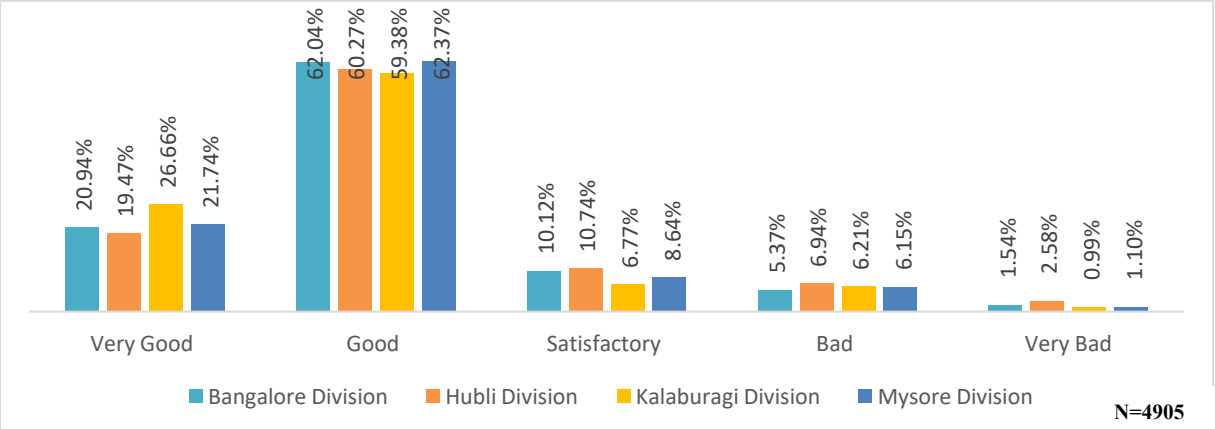
Table 4.38 Quality of Training in Laboratories

DIVISION	Rural/Urban	Type	Very Good	Good	Satisfactory	Bad	Very Bad	Grand Total

Bangalore	**Rural**	Project	109(21.41)	320(62.87)	42(8.25)	29(5.70)	9(1.77)	509(78.91)
		Non-project	16(11.76)	93(68.38)	20(14.71)	5(3.68)	2(1.47)	136(21.09)
		Total	125(19.38)	413(64.03)	62(9.61)	34(5.27)	11(1.71)	645(45.01)
	Urban	Project	142(22.87)	373(60.06)	69(11.11)	30(4.83)	7(1.13)	621(78.81)
		Non-project	33(19.76)	103(61.68)	14(8.38)	13(7.78)	4(2.40)	167(21.19)
		Total	175(22.21)	476(60.41)	83(10.53)	43(5.46)	11(1.40)	788(54.99)
	Bangalore Total		300(20.94)	889(62.04)	145(10.12)	77(5.37)	22(1.54)	1433(29.22)
Hubli	**Rural**	Project	18(36.00)	26(52.00)	0(0.00)	3(6.00)	3(6.00)	50(18.66)
		Non-project	35(16.06)	119(54.59)	37(16.97)	22(10.09)	5(2.29)	218(81.34)
		Total	53(19.78)	145(54.10)	37(13.81)	25(9.33)	8(2.99)	268(19.18)
	Urban	Project	179(20.00)	558(62.35)	90(10.06)	46(5.14)	22(2.46)	895(79.27)
		Non-project	40(17.09)	139(59.40)	23(9.83)	26(11.11)	6(2.56)	234(20.73)
		Total	219(19.40)	697(61.74)	113(10.01)	72(6.38)	28(2.48)	1129(80.82)
	Hubli Total		272(19.47)	842(60.27)	150(10.74)	97(6.94)	36(2.58)	1397(28.48)
Kalburgi	**Rural**	Project	13(34.21)	18(47.37)	4(10.53)	3(7.89)	0(0.00)	38(25.17)
		Non-project	33(29.20)	61(53.98)	7(6.19)	11(9.73)	1(0.88)	113(74.83)
		Total	46(30.46)	79(52.32)	11(7.28)	14(9.27)	1(0.66)	151(21.30)
	Urban	Project	127(26.08)	295(60.57)	34(6.98)	25(5.13)	6(1.23)	487(87.28)
		Non-project	16(22.54)	47(66.20)	3(4.23)	5(7.04)	0(0.00)	71(12.72)
		Total	143(25.63)	342(61.29)	37(6.63)	30(5.38)	6(1.08)	558(78.70)
	Kalburgi Total		189(26.66)	421(59.38)	48(6.77)	44(6.21)	7(0.99)	709(14.45)
Mysore	**Rural**	Project	120(23.67)	314(61.93)	44(8.68)	27(5.33)	2(0.39)	507(67.51)
		Non-project	53(21.72)	159(65.16)	18(7.38)	12(4.92)	2(0.82)	244(32.49)
		Total	173(23.04)	473(62.98)	62(8.26)	39(5.19)	4(0.53)	751(54.98)
	Urban	Project	120(20.10)	369(61.81)	55(9.21)	42(7.04)	11(1.84)	597(97.07)
		Non-project	4(22.22)	10(55.56)	1(5.56)	3(16.67)	0(0.00)	18(2.93)
		Total	124(20.16)	379(61.63)	56(9.11)	45(7.32)	11(1.79)	615(45.02)
	Mysore Total		297(21.74)	852(62.37)	118(8.64)	84(6.15)	15(1.10)	1366(27.85)
Grand Total			1058(21.57)	3004(61.24)	461(9.40)	302(6.16)	80(1.63)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.25 Division-wise rating on Quality of Training in Laboratories



Other than alumnus of ITIs in Hubli and Kalburgi, both project and non-project alumni have similarly described about quality of training in ITIs – most have said that it was either good or very

good. In Hubli however, for both urban and rural project ITIs, alumni felt that the quality of laboratory training was better than non-project ITIs. In Kalburgi, only urban project ITI alumnifelt that the training quality was better compared to urban non-project ITIs (Table 4.38).

Table 4.39 Satisfaction regarding ITI providing adequate internship opportunities

DIVISION	Rural/Urban	Type	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Grand Total
Bangalore	**Rural**	Project	14(2.75)	44(8.64)	20(3.93)	183(35.95)	248(48.72)	509(78.91)
		Non-project	0(0.00)	13(9.56)	9(6.62)	47(34.56)	67(49.26)	136(21.09)
		Total	14(2.17)	57(8.84)	29(4.50)	230(35.66)	315(48.84)	645(45.01)
	Urban	Project	13(2.09)	80(12.88)	14(2.25)	203(32.69)	311(50.08)	621(78.81)
		Non-project	2(1.20)	15(8.98)	3(1.80)	60(35.93)	87(52.10)	167(21.19)
		Total	15(1.90)	95(12.06)	17(2.16)	263(33.38)	398(50.51)	788(54.99)
	Bangalore Total		29(2.02)	152(10.61)	46(3.21)	493(34.40)	713(49.76)	1433(29.22)
Hubli	**Rural**	Project	0(0.00)	6(12.00)	3(6.00)	13(26.00)	28(56.00)	50(18.66)
		Non-project	3(1.38)	31(14.22)	9(4.13)	70(32.11)	105(48.17)	218(81.34)
		Total	3(1.12)	37(13.81)	12(4.48)	83(30.97)	133(49.63)	268(19.18)
	Urban	Project	23(2.57)	92(10.28)	43(4.80)	268(29.94)	469(52.40)	895(79.27)
		Non-project	8(3.42)	36(15.38)	8(3.42)	89(38.03)	93(39.74)	234(20.73)
		Total	31(2.75)	128(11.34)	51(4.52)	357(31.62)	562(49.78)	1129(80.82)
	Hubli Total		34(2.43)	165(11.81)	63(4.51)	440(31.50)	695(49.75)	1397(28.48)
Kalburgi	**Rural**	Project	5(13.16)	3(7.89)	1(2.63)	11(28.95)	18(47.37)	38(25.17)
		Non-project	6(5.31)	9(7.96)	3(2.65)	46(40.71)	49(43.36)	113(74.83)
		Total	11(7.28)	12(7.95)	4(2.65)	57(37.75)	67(44.37)	151(21.30)
	Urban	Project	14(2.87)	79(16.22)	35(7.19)	158(32.44)	201(41.27)	487(87.28)
		Non-project	1(1.41)	8(11.27)	1(1.41)	26(36.62)	35(49.30)	71(12.72)
		Total	15(2.69)	87(15.59)	36(6.45)	184(32.97)	236(42.29)	558(78.70)
	Kalburgi Total		26(3.67)	99(13.96)	40(5.64)	241(33.99)	303(42.74)	709(14.45)
Mysore	**Rural**	Project	8(1.58)	55(10.85)	19(3.75)	207(40.83)	218(43.00)	507(67.51)
		Non-project	3(1.23)	36(14.75)	12(4.92)	73(29.92)	120(49.18)	244(32.49)
		Total	11(1.46)	91(12.12)	31(4.13)	280(37.28)	338(45.01)	751(54.98)
	Urban	Project	13(2.18)	51(8.54)	18(3.02)	229(38.36)	286(47.91)	597(97.07)
		Non-project	0(0.00)	2(11.11)	1(5.56)	8(44.44)	7(38.89)	18(2.93)
		Total	13(2.11)	53(8.62)	19(3.09)	237(38.54)	293(47.64)	615(45.02)
	Mysore Total		24(1.76)	144(10.54)	50(3.66)	517(37.85)	631(46.19)	1366(27.85)
Grand Total			113(2.30)	560(11.42)	199(4.06)	1691(34.48)	2342(47.75)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Overall, alumni are not satisfied at all with the internship opportunities provided. While exceptionsexist for urban Bangalore locations, most of the ITI alumni across all divisions, in both projectand non-project ITIs in both rural and urban locations have expressed dissatisfaction regardinginternship opportunities available (Table 4.39).

Causes of employment outcomes

Table 4.40 Status on finding a job after completing training (other than the placementjob of ITI and self-employment)

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	241(47.35)	268(52.65)	509(45.04)	283(45.57)	338(54.43)	621(54.96)	1130(78.86)
	Non-project	66(48.53)	70(51.47)	136(44.88)	91(54.49)	76(45.51)	167(55.12)	303(21.14)
	Total	307(47.60)	338(52.40)	645(45.01)	374(47.46)	414(52.54)	788(54.99)	1433(29.22)
Hubli	Project	15(30.00)	35(70.00)	50(5.29)	339(37.88)	556(62.12)	895(94.71)	945(67.64)
	Non-project	86(39.45)	132(60.55)	218(48.23)	82(35.04)	152(64.96)	234(51.77)	452(32.36)
	Total	101(37.69)	167(62.31)	268(19.18)	421(37.29)	708(62.71)	1129(80.82)	1397(28.48)
Kalburgi	Project	16(42.11)	22(57.89)	38(7.24)	193(39.63)	294(60.37)	487(92.76)	525(74.05)
	Non-project	36(31.86)	77(68.14)	113(61.41)	20(28.17)	51(71.83)	71(38.59)	184(25.95)
	Total	52(34.44)	99(65.56)	151(21.30)	213(38.17)	345(61.83)	558(78.70)	709(14.45)
Mysore	Project	250(49.31)	257(50.69)	507(45.92)	313(52.43)	284(47.57)	597(54.08)	1104(80.82)
	Non-project	132(54.10)	112(45.90)	244(93.13)	9(50.00)	9(50.00)	18(6.87)	262(19.18)
	Total	382(50.87)	369(49.13)	751(54.98)	322(52.36)	293(47.64)	615(45.02)	1366(27.85)
Grand Total		842(46.39)	973(53.61)	1815(37.00)	1330(43.04)	1760(56.96)	3090(63.00)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

At an overall level less than 50% of alumni respondents from both rural and urban areas across all the divisions quoted that they ever found a job after completing training other than the placement job of ITI and self-employment. The response rate is highest in Mysore division (50.87%) ITIcolleges of rural areas compared to other divisions. The overall highest percentage of alumni of allthe project ITI colleges across all the divisions quoted above statement in both rural and urbanareas of ITI colleges except Kalburgi with a response of 34.44% in rural areas (Table 4.40)

Figure 4.26 Status of finding a job after completing training (other than the placement job of ITI and self-employment)

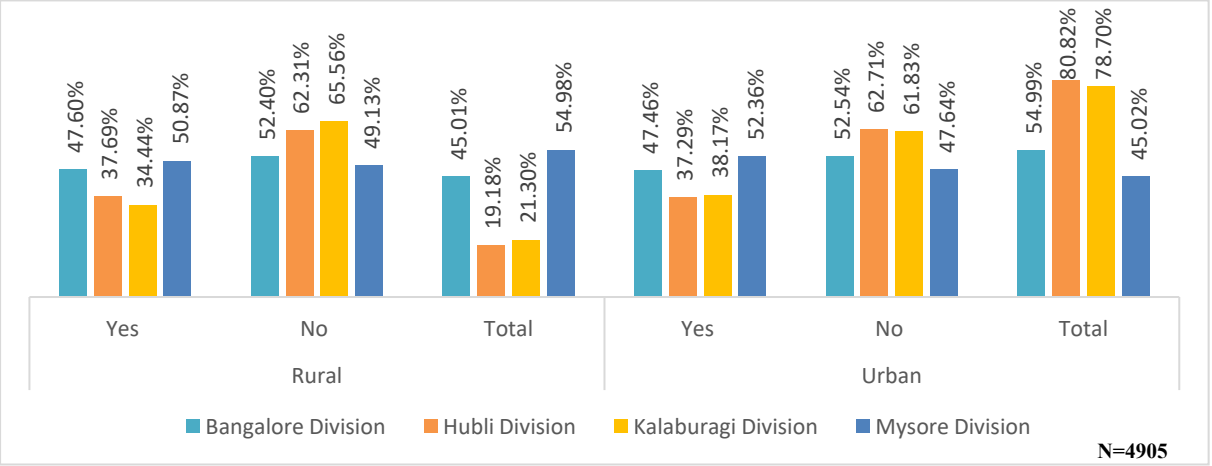


Table 4.41 Time taken to find the first job after training

DIVISION	Rural / Urban	Type	within 3 months	Between 3 to 6 months	Between 6 to 12 months	Between 1 to 1.5 years	Between 1.5 to 2 years	More than 2 years	Grand Total
Bangalore	Rural	Project	140(59.07)	41(17.30)	34(14.35)	12(5.06)	7(2.95)	3(1.27)	237(79.00)
		Non-project	45(71.43)	6(9.52)	7(11.11)	2(3.17)	0(0.00)	3(4.76)	63(21.00)
		Total	185(61.67)	47(15.67)	41(13.67)	14(4.67)	7(2.33)	6(2.00)	300(44.91)
	Urban	Project	176(63.31)	45(16.19)	39(14.03)	11(3.96)	4(1.44)	3(1.08)	278(75.54)
		Non-project	54(60.00)	20(22.22)	6(6.67)	9(10.00)	0(0.00)	1(1.11)	90(24.46)
		Total	230(62.50)	65(17.66)	45(12.23)	20(5.43)	4(1.09)	4(1.09)	368(55.09)
	Bangalore Total		415(62.13)	112(16.77)	86(12.87)	34(5.09)	11(1.65)	10(1.50)	668(31.08)
Hubli	Rural	Project	9(60.00)	1(6.67)	4(26.67)	0(0.00)	0(0.00)	1(6.67)	15(15.00)
		Non-project	52(61.18)	12(14.12)	19(22.35)	0(0.00)	2(2.35)	0(0.00)	85(85.00)
		Total	61(61.00)	13(13.00)	23(23.00)	0(0.00)	2(2.00)	1(1.00)	100(19.42)
	Urban	Project	182(54.33)	58(17.31)	65(19.40)	23(6.87)	1(0.30)	6(1.79)	335(80.72)
		Non-project	29(36.25)	18(22.50)	22(27.50)	7(8.75)	2(2.50)	2(2.50)	80(19.28)
		Total	211(50.84)	76(18.31)	87(20.96)	30(7.23)	3(0.72)	8(1.93)	415(80.58)
	Hubli Total		272(52.82)	89(17.28)	110(21.36)	30(5.83)	5(0.97)	9(1.75)	515(23.96)
Kalburgi	Rural	Project	8(50.00)	3(18.75)	5(31.25)	0(0.00)	0(0.00)	0(0.00)	16(30.77)
		Non-project	14(38.89)	6(16.67)	7(19.44)	7(19.44)	2(5.56)	0(0.00)	36(69.23)
		Total	22(42.31)	9(17.31)	12(23.08)	7(13.46)	2(3.85)	0(0.00)	52(19.70)
	Urban	Project	100(52.08)	48(25.00)	26(13.54)	14(7.29)	2(1.04)	2(1.04)	192(90.57)
		Non-project	13(65.00)	2(10.00)	5(25.00)	0(0.00)	0(0.00)	0(0.00)	20(9.43)
		Total	113(53.30)	50(23.58)	31(14.62)	14(6.60)	2(0.94)	2(0.94)	212(80.30)
	Kalburgi Total		135(51.14)	59(22.35)	43(16.29)	21(7.95)	4(1.52)	2(0.76)	264(12.28)
Mysore	Rural	Project	153(61.45)	48(19.28)	30(12.05)	13(5.22)	3(1.20)	2(0.80)	249(65.35)
		Non-project	73(55.30)	32(24.24)	19(14.39)	6(4.55)	2(1.52)	0(0.00)	132(34.65)

		Total	226(59.32)	80(21.00)	49(12.86)	19(4.99)	5(1.31)	2(0.52)	381(54.27)
	Urban	Project	182(58.33)	76(24.36)	40(12.82)	10(3.21)	4(1.28)	0(0.00)	312(97.20)
		Non-project	7(77.78)	1(11.11)	1(11.11)	0(0.00)	0(0.00)	0(0.00)	9(2.80)
		Total	189(58.88)	77(23.99)	41(12.77)	10(3.12)	4(1.25)	0(0.00)	321(45.73)
	Mysore Total		415(59.12)	157(22.36)	90(12.82)	29(4.13)	9(1.28)	2(0.28)	702(32.67)
Grand Total			1237(57.56)	417(19.40)	329(15.31)	114(5.30)	29(1.35)	23(1.07)	N=2149

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Table 4.41 includes the alumni involved in temporary jobs, permanent jobs, and self-employment. Out of 2149 responses, 57.56% of responses quoted that within 3 months they find a first job which is highest in the Bangalore division (61.67%) followed by the Mysore division (59.12%). Less than 3% of responses fall in the category of between 1.5 to 2 years and more than 2 years.Alumni of Hubli (21.36%) and Kalburgi division (16.29%) quoted the highest percentage for getting their first job between 6 to 12 months compared to the other two divisions.

Figure 4.27 Division-wise status on Time taken to find the first job after training

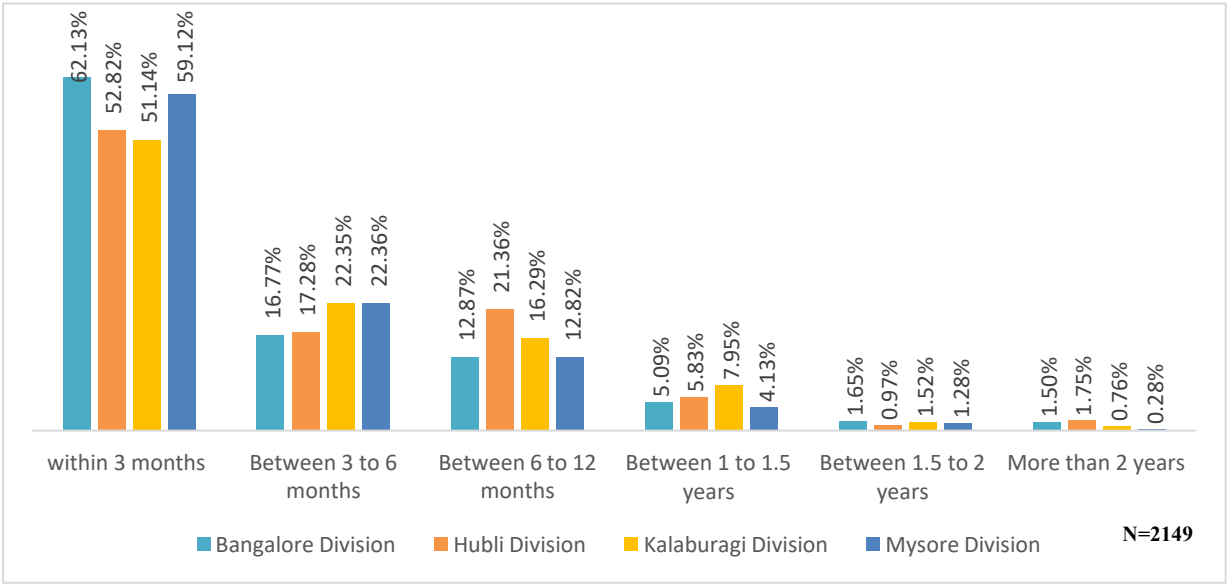


Table 4.42 Mode of getting the first job after the training (Either through placement, job found

DIVISION	Rural / Urban	Type	Newspaper Ads and advertisements	Help of family contacts of parents, relatives, etc	With help of personal contacts of friends, fellow stu	Applied in the company websites	Independent contact to employers	Through internship during training	Through internship after training	Through part-time job during/after study	Through Placement Drive	Through job fairs	Through Principal / faculty of the ITI	Through online job platforms	Others	Total
Bangalore	Rural	Project	4(1.97)	75(36.95)	107(52.71)	1(0.49)	29(14.29)	2(0.99)	10(4.93)	3(1.48)	8(3.94)	2(0.99)	11(5.42)	1(0.49)	19(9.36)	203(81.85)
		Non-project	0(0.00)	12(26.67)	27(60.00)	3(6.67)	8(17.78)	0(0.00)	0(0.00)	1(2.22)	4(8.89)	0(0.00)	5(11.11)	0(0.00)	4(8.89)	45(18.15)
		Total	4(1.61)	87(35.08)	134(54.03)	4(1.61)	37(14.92)	2(0.81)	10(4.03)	4(1.61)	12(4.84)	2(0.81)	16(6.45)	1(0.40)	23(9.27)	248(43.59)
	Urban	Project	1(0.42)	77(32.08)	124(51.67)	9(3.75)	47(19.58)	6(2.50)	8(3.33)	1(0.42)	25(10.42)	4(1.67)	24(10.00)	2(0.83)	13(5.42)	240(74.77)
		Non-project	2(2.47)	25(30.86)	49(60.49)	1(1.23)	7(8.64)	4(4.94)	2(2.47)	0(0.00)	2(2.47)	0(0.00)	6(7.41)	0(0.00)	2(2.47)	81(25.23)
		Total	3(0.93)	102(31.78)	173(53.89)	10(3.12)	54(16.82)	10(3.12)	10(3.12)	1(0.31)	27(8.41)	4(1.25)	30(9.35)	2(0.62)	15(4.67)	321(56.41)
	Bangalore Total		7(1.23)	189(33.22)	307(53.95)	14(2.46)	91(15.99)	12(2.11)	20(3.51)	5(0.88)	39(6.85)	6(1.05)	46(8.08)	3(0.53)	38(6.68)	569(29.77)
Hubli	Rural	Project	0(0.00)	2(13.33)	5(33.33)	0(0.00)	4(26.67)	1(6.67)	1(6.67)	0(0.00)	5(33.33)	0(0.00)	2(13.33)	0(0.00)	0(0.00)	15(17.05)
		Non-project	0(0.00)	29(39.73)	34(46.58)	1(1.37)	17(23.29)	0(0.00)	2(2.74)	0(0.00)	3(4.11)	0(0.00)	0(0.00)	1(1.37)	1(1.37)	73(82.95)
		Total	0(0.00)	31(35.23)	39(44.32)	1(1.14)	21(23.86)	1(1.14)	3(3.41)	0(0.00)	8(9.09)	0(0.00)	2(2.27)	1(1.14)	1(1.14)	88(18.76)
	Urban	Project	9(2.94)	92(30.07)	137(44.77)	5(1.63)	69(22.55)	3(0.98)	5(1.63)	2(0.65)	16(5.23)	2(0.65)	27(8.82)	4(1.31)	12(3.92)	306(80.31)
		Non-project	2(2.67)	25(33.33)	38(50.67)	1(1.33)	13(17.33)	0(0.00)	0(0.00)	0(0.00)	1(1.33)	0(0.00)	0(0.00)	0(0.00)	7(9.33)	75(19.69)
		Total	11(2.89)	117(30.71)	175(45.93)	6(1.57)	82(21.52)	3(0.79)	5(1.31)	2(0.52)	17(4.46)	2(0.52)	27(7.09)	4(1.05)	19(4.99)	381(81.24)
	Hubli Total		11(2.35)	148(31.56)	214(45.63)	7(1.49)	103(21.96)	4(0.85)	8(1.71)	2(0.43)	25(5.33)	2(0.43)	29(6.18)	5(1.07)	20(4.26)	469(24.54)
Kalburgi	Rural	Project	0(0.00)	5(41.67)	6(50.00)	0(0.00)	1(8.33)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	12(29.27)
		Non-project	2(6.90)	10(34.48)	13(44.83)	2(6.90)	8(27.59)	1(3.45)	0(0.00)	0(0.00)	4(13.79)	0(0.00)	10(34.48)	0(0.00)	3(10.34)	29(70.73)
		Total	2(4.88)	15(36.59)	19(46.34)	2(4.88)	9(21.95)	1(2.44)	0(0.00)	0(0.00)	4(9.76)	0(0.00)	10(24.39)	0(0.00)	3(7.32)	41(18.47)
	Urban	Project	5(3.14)	64(40.25)	70(44.03)	2(1.26)	27(16.98)	5(3.14)	4(2.52)	0(0.00)	19(11.95)	1(0.63)	13(8.18)	1(0.63)	6(3.77)	159(87.85)
		Non-project	0(0.00)	7(31.82)	10(45.45)	0(0.00)	3(13.64)	1(4.55)	1(4.55)	0(0.00)	5(22.73)	0(0.00)	1(4.55)	0(0.00)	0(0.00)	22(12.15)
		Total	5(2.76)	71(39.23)	80(44.20)	2(1.10)	30(16.57)	6(3.31)	5(2.76)	0(0.00)	24(13.26)	1(0.55)	14(7.73)	1(0.55)	6(3.31)	181(81.53)
	Kalburgi Total		7(3.15)	86(38.74)	99(44.59)	4(1.80)	39(17.57)	7(3.15)	5(2.25)	0(0.00)	28(12.61)	1(0.45)	24(10.81)	1(0.45)	9(4.05)	222(11.62)
Mysore	Rural	Project	3(1.42)	83(39.15)	107(50.47)	9(4.25)	23(10.85)	8(3.77)	5(2.36)	3(1.42)	10(4.72)	0(0.00)	26(12.26)	2(0.94)	10(4.72)	212(67.73)
		Non-project	5(4.95)	34(33.66)	52(51.49)	3(2.97)	12(11.88)	0(0.00)	2(1.98)	0(0.00)	9(8.91)	0(0.00)	13(12.87)	0(0.00)	3(2.97)	101(32.27)
		Total	8(2.56)	117(37.38)	159(50.80)	12(3.83)	35(11.18)	8(2.56)	7(2.24)	3(0.96)	19(6.07)	0(0.00)	39(12.46)	2(0.64)	13(4.15)	313(48.08)
	Urban	Project	12(3.64)	89(26.97)	167(50.61)	8(2.42)	45(13.64)	6(1.82)	8(2.42)	4(1.21)	22(6.67)	8(2.42)	33(10.00)	1(0.30)	17(5.15)	330(97.63)
		Non-project	0(0.00)	5(62.50)	4(50.00)	0(0.00)	2(25.00)	0(0.00)	1(12.50)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	8(2.37)
		Total	12(3.55)	94(27.81)	171(50.59)	8(2.37)	47(13.91)	6(1.78)	9(2.66)	4(1.18)	22(6.51)	8(2.37)	33(9.76)	1(0.30)	17(5.03)	338(51.92)
	Mysore Total		20(3.07)	211(32.41)	330(50.69)	20(3.07)	82(12.60)	14(2.15)	16(2.46)	7(1.08)	41(6.30)	8(1.23)	72(11.06)	3(0.46)	30(4.61)	651(34.07)
Grand Total			**45(2.35)**	**634(33.18)**	**950(49.71)**	**45(2.35)**	**315(16.48)**	**37(1.94)**	**49(2.56)**	**14(0.73)**	**133(6.96)**	**17(0.89)**	**171(8.95)**	**12(0.63)**	**97(5.08)**	**N=1911**

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Table 4.42 includes the alumni involved in Temporary job and permanent jobs. Out of 1911 responses, 49.11% of responses quoted that they found their first job with the help of personal contacts of friends, fellows etc. which is highest in the Bangalore division (53.19%) followed by Mysore division (50.69%). 33.18% of respondents quoted that they found their first job with thehelp of family contacts of parents, relatives, etc., which is highest in Kalburgi (38.74%) and Bangalore division compared to the other two divisions (33.22%).

Only 6.96% of alumni quoted that they found their first job through placement drives which is highest in the Bangalore division (6.85%) followed by the Mysore division (6.30%) compared to the other two divisions. Less than 3.00% of alumni stated that they found their job through internship after training which is highest in Bangalore division (2.56%) compared to other divisions.

Figure 4.28 Mode of getting first job after the training (Either through placement, job found)

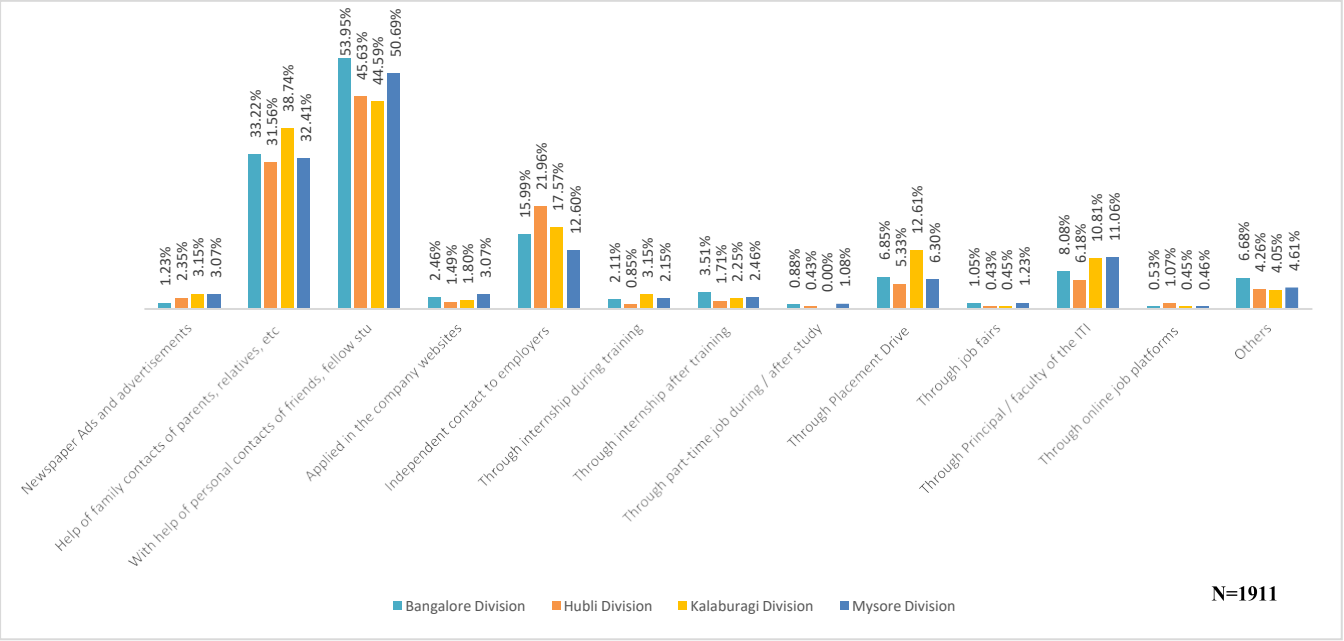


Table 4.43 Duration took for getting an employment

DIVISION	URBAN/Rural	Project type	within 3 months	Less than 6 months	6-12 months	13-18 months	19-22 months	More than 22 months	Grand Total
Bangalore	Rural	Project	1(0.29)	248(71.88)	57(16.52)	9(2.61)	9(2.61)	21(6.09)	345(80.61)
		Non-project	0(0.00)	56(67.47)	19(22.89)	1(1.20)	1(1.20)	6(7.23)	83(19.39)
		Total	1(0.23)	304(71.03)	76(17.76)	10(2.34)	10(2.34)	27(6.31)	428(13.52)
	Urban	Project	2(0.48)	274(66.02)	72(17.35)	17(4.10)	1(0.24)	49(11.81)	415(96.96)
		Non-project	0(0.00)	115(68.45)	24(14.29)	18(10.71)	2(1.19)	9(5.36)	168(28.82)
		Total	2(0.34)	389(66.72)	96(16.47)	35(6.00)	3(0.51)	58(9.95)	583(18.41)
Hubli	Rural	Project	0(0.00)	19(73.08)	2(7.69)	0(0.00)	0(0.00)	5(19.23)	26(6.07)
		Non-project	0(0.00)	93(65.49)	27(19.01)	3(2.11)	0(0.00)	19(13.38)	142(84.52)
		Total	0(0.00)	112(66.67)	29(17.26)	3(1.79)	0(0.00)	24(14.29)	168(5.31)
	Urban	Project	0(0.00)	363(64.59)	95(16.90)	17(3.02)	14(2.49)	73(12.99)	562(131.31)
		Non-project	0(0.00)	76(47.50)	41(25.63)	10(6.25)	4(2.50)	29(18.13)	160(22.16)
		Total	0(0.00)	439(60.80)	136(18.84)	27(3.74)	18(2.49)	102(14.13)	722(22.80)
Kalburgi	Rural	Project	0(0.00)	7(41.18)	6(35.29)	0(0.00)	0(0.00)	4(23.53)	17(3.97)
		Non-project	0(0.00)	40(53.33)	22(29.33)	2(2.67)	0(0.00)	11(14.67)	75(81.52)
		Total	0(0.00)	47(51.09)	28(30.43)	2(2.17)	0(0.00)	15(16.30)	92(2.91)
	Urban	Project	0(0.00)	126(62.07)	50(24.63)	12(5.91)	3(1.48)	12(5.91)	203(47.43)
		Non-project	0(0.00)	43(72.88)	10(16.95)	1(1.69)	0(0.00)	5(8.47)	59(22.52)
		Total	0(0.00)	169(64.50)	60(22.90)	13(4.96)	3(1.15)	17(6.49)	262(8.28)
Mysore	Rural	Project	0(0.00)	213(68.05)	67(21.41)	6(1.92)	4(1.28)	23(7.35)	313(73.13)
		Non-project	0(0.00)	103(66.45)	32(20.65)	7(4.52)	1(0.65)	12(7.74)	155(33.12)
		Total	0(0.00)	316(67.52)	99(21.15)	13(2.78)	5(1.07)	35(7.48)	468(14.78)
	Urban	Project	0(0.00)	338(78.42)	70(16.24)	7(1.62)	3(0.70)	13(3.02)	431(100.70)
		Non-project	0(0.00)	12(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	12(2.71)
		Total	0(0.00)	350(79.01)	70(15.80)	7(1.58)	3(0.68)	13(2.93)	443(13.99)
Grand Total			3(0.09)	2126(67.15)	594(18.76)	110(3.47)	42(1.33)	291(9.19)	**N=3166**

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

At an overall level, 67.15% of overall respondents got employment for income earning processless than 6 months of completing the course followed by 6-12 months of 18.76%. The table includes the responses with Temporary paid employment, Permanent paid employment, Self- employment, and Apprenticeship/internship. The main reason for self-employment includes work not available locally, family not allowed to work, lower wage, due to covid pandemic, Employmentnot related to the trade studied, etc. (Table 4.43).

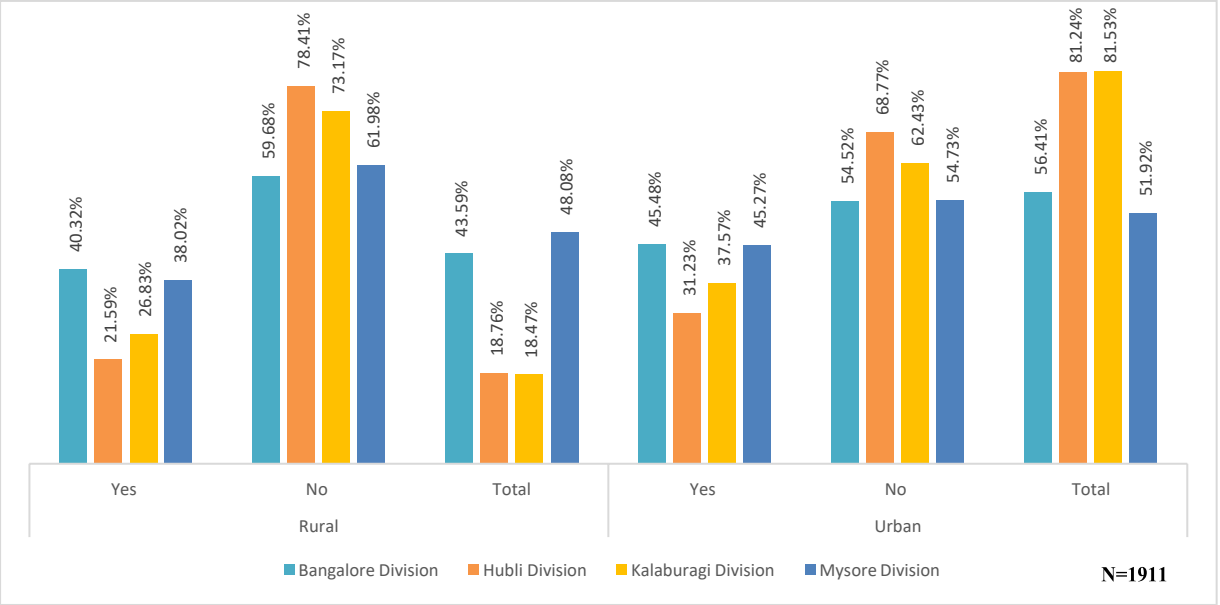
As per t-test performed (Table 4.22) among project and non-project ITIs, rural-urban ITI's, it is observed that there is no significant difference (P value >0.005) in getting job after completion of training due to situation of covid pandemic during study period.

Table 4.44 Status of salary hike after joining the job after the training

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	82(40.39)	121(59.61)	203(45.82)	100(41.67)	140(58.33)	240(54.18)	443(77.86)
	Non-project	18(40.00)	27(60.00)	45(35.71)	46(56.79)	35(43.21)	81(64.29)	126(22.14)
	Total	100(40.32)	148(59.68)	248(43.59)	146(45.48)	175(54.52)	321(56.41)	569(29.77)
Hubli	Project	3(20.00)	12(80.00)	15(4.67)	96(31.37)	210(68.63)	306(95.33)	321(68.44)
	Non-project	16(21.92)	57(78.08)	73(49.32)	23(30.67)	52(69.33)	75(50.68)	148(31.56)
	Total	19(21.59)	69(78.41)	88(18.76)	119(31.23)	262(68.77)	381(81.24)	469(24.54)
Kalburgi	Project	5(41.67)	7(58.33)	12(7.02)	64(40.25)	95(59.75)	159(92.98)	171(77.03)
	Non-project	6(20.69)	23(79.31)	29(56.86)	4(18.18)	18(81.82)	22(43.14)	51(22.97)
	Total	11(26.83)	30(73.17)	41(18.47)	68(37.57)	113(62.43)	181(81.53)	222(11.62)
Mysore	Project	84(39.62)	128(60.38)	212(39.11)	151(45.76)	179(54.24)	330(60.89)	542(83.26)
	Non-project	35(34.65)	66(65.35)	101(92.66)	2(25.00)	6(75.00)	8(7.34)	109(16.74)
	Total	119(38.02)	194(61.98)	313(48.08)	153(45.27)	185(54.73)	338(51.92)	651(34.07)
Grand Total		**249(36.09)**	**441(63.91)**	**690(36.11)**	**486(39.80)**	**735(60.20)**	**1221(63.89)**	**N=1911**

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.29 Status of salary hike after joining the job after the training



At an overall level of less than 40.00% of alumni from both rural and urban respondents statedthey never get a salary hike after joining the job after the training which includes the alumni presently in Temporary paid employment and Permanent paid employment (Table 4.43)

Table 4.45 Status on the promotion / advancement after joining the job after the training

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	14(6.90)	189(93.10)	203(45.82)	15(6.25)	225(93.75)	240(54.18)	443(77.86)
	Non-project	4(8.89)	41(91.11)	45(35.71)	9(11.11)	72(88.89)	81(64.29)	126(22.14)
	Total	18(7.26)	230(92.74)	248(43.59)	24(7.48)	297(92.52)	321(56.41)	569(29.77)
Hubli	Project	0(0.00)	15(100.00)	15(4.67)	20(6.54)	286(93.46)	306(95.33)	321(68.44)
	Non-project	4(5.48)	69(94.52)	73(49.32)	5(6.67)	70(93.33)	75(50.68)	148(31.56)
	Total	4(4.55)	84(95.45)	88(18.76)	25(6.56)	356(93.44)	381(81.24)	469(24.54)
Kalburgi	Project	2(16.67)	10(83.33)	12(7.02)	8(5.03)	151(94.97)	159(92.98)	171(77.03)
	Non-project	4(13.79)	25(86.21)	29(56.86)	0(0.00)	22(100.00)	22(43.14)	51(22.97)
	Total	6(14.63)	35(85.37)	41(18.47)	8(4.42)	173(95.58)	181(81.53)	222(11.62)
Mysore	Project	19(8.96)	193(91.04)	212(39.11)	47(14.24)	283(85.76)	330(60.89)	542(83.26)
	Non-project	7(6.93)	94(93.07)	101(92.66)	1(12.50)	7(87.50)	8(7.34)	109(16.74)
	Total	26(8.31)	287(91.69)	313(48.08)	48(14.20)	290(85.80)	338(51.92)	651(34.07)
Grand Total		54(7.83)	636(92.17)	690(36.11)	105(8.60)	1116(91.40)	1221(63.89)	N=1911

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Overall, only 7.83% of male respondents and only 8.60% of female respondents received the promotion/ advancement after joining the job after the training. (Table 4.45)

Figure 4.30 Status on the promotion / advancement after joining the job after the training.

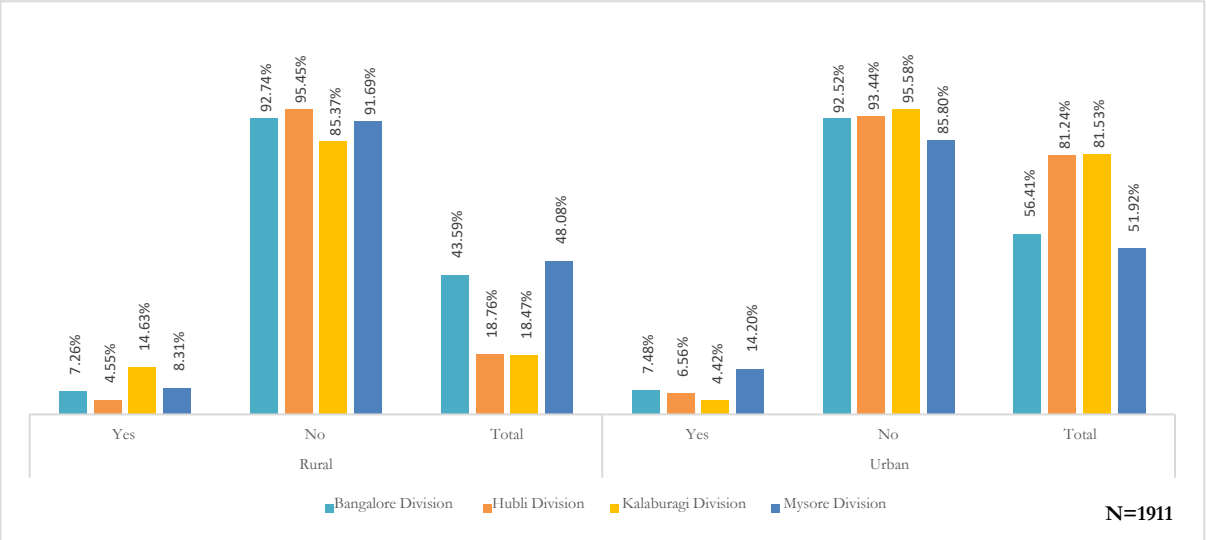


Table 4.46 Status on awareness about online job websites/ platforms/ or apps (where you could go online to look for jobs)

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	227(44.60)	282(55.40)	509(45.04)	285(45.89)	336(54.11)	621(54.96)	1130(78.86)
	Non-project	69(50.74)	67(49.26)	136(44.88)	80(47.90)	87(52.10)	167(55.12)	303(21.14)
	Total	296(45.89)	349(54.11)	645(45.01)	365(46.32)	423(53.68)	788(54.99)	1433(29.22)
Hubli	Project	24(48.00)	26(52.00)	50(5.29)	455(50.84)	440(49.16)	895(94.71)	945(67.64)
	Non-project	123(56.42)	95(43.58)	218(48.23)	90(38.46)	144(61.54)	234(51.77)	452(32.36)
	Total	147(54.85)	121(45.15)	268(19.18)	545(48.27)	584(51.73)	1129(80.82)	1397(28.48)
Kalburgi	Project	19(50.00)	19(50.00)	38(7.24)	197(40.45)	290(59.55)	487(92.76)	525(74.05)
	Non-project	40(35.40)	73(64.60)	113(61.41)	27(38.03)	44(61.97)	71(38.59)	184(25.95)
	Total	59(39.07)	92(60.93)	151(21.30)	224(40.14)	334(59.86)	558(78.70)	709(14.45)
Mysore	Project	229(45.17)	278(54.83)	507(45.92)	292(48.91)	305(51.09)	597(54.08)	1104(80.82)
	Non-project	108(44.26)	136(55.74)	244(93.13)	6(33.33)	12(66.67)	18(6.87)	262(19.18)
	Total	337(44.87)	414(55.13)	751(54.98)	298(48.46)	317(51.54)	615(45.02)	1366(27.85)
Grand Total		839(46.23)	976(53.77)	1815(37.00)	1432(46.34)	1658(53.66)	3090(63.00)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Overall, only 46.23% of respondents from rural ITI colleges and 46.34% of respondents from urban ITI colleges are aware of any of the online job websites/ platforms/ or apps (where you could go online to look for jobs) (Table 4.46).

Figure 4.31 Status on awareness about online job websites/ platforms/ or apps (where you could go online to look for jobs)

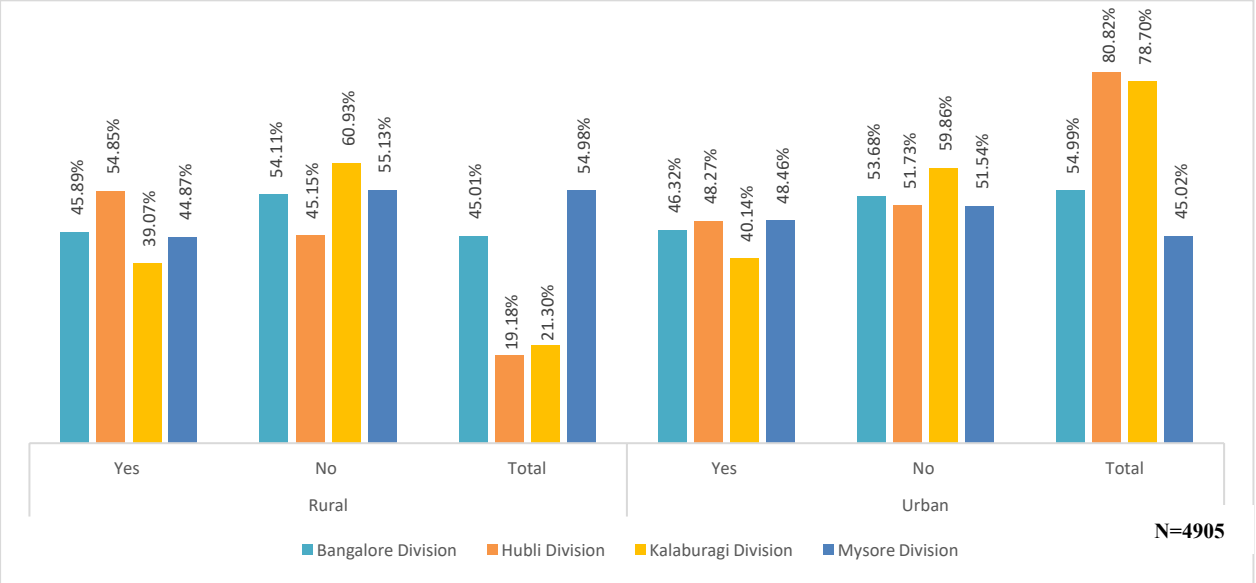


Table 4.47 Status on software's/skills that familiar with

DIVISION	Rural/Urban	Type	MS word	Power Point Presentation	Excel	Google sheet	Google doc	Google slides	Google form	Other (plz specify)	Not familiar with any software's /skill	Grand Total
Bangalore	Rural	Project	169(33.20)	133(26.13)	139(27.31)	66(12.97)	69(13.56)	53(10.41)	52(10.22)	34(6.68)	284(55.80)	509(78.91)
		Non-project	52(38.24)	43(31.62)	48(35.29)	20(14.71)	21(15.44)	16(11.76)	16(11.76)	1(0.74)	74(54.41)	136(21.09)
		Total	221(34.26)	176(27.29)	187(28.99)	86(13.33)	90(13.95)	69(10.70)	68(10.54)	35(5.43)	358(55.50)	645(45.01)
	Urban	Project	260(41.87)	213(34.30)	235(37.84)	98(15.78)	96(15.46)	78(12.56)	74(11.92)	50(8.05)	303(48.79)	621(78.81)
		Non-project	69(41.32)	63(37.72)	59(35.33)	32(19.16)	26(15.57)	22(13.17)	24(14.37)	11(6.59)	84(50.30)	167(21.19)
		Total	329(41.75)	276(35.03)	294(37.31)	130(16.50)	122(15.48)	100(12.69)	98(12.44)	61(7.74)	387(49.11)	788(54.99)
	Bangalore Total		550(38.38)	452(31.54)	481(33.57)	216(15.07)	212(14.79)	169(11.79)	166(11.58)	96(6.70)	745(51.99)	1433(29.22)
Hubli	Rural	Project	19(38.00)	11(22.00)	15(30.00)	5(10.00)	5(10.00)	4(8.00)	4(8.00)	0(0.00)	31(62.00)	50(18.66)
		Non-project	74(33.94)	62(28.44)	58(26.61)	31(14.22)	31(14.22)	29(13.30)	27(12.39)	15(6.88)	128(58.72)	218(81.34)
		Total	93(34.70)	73(27.24)	73(27.24)	36(13.43)	36(13.43)	33(12.31)	31(11.57)	15(5.60)	159(59.33)	268(19.18)
	Urban	Project	361(40.34)	283(31.62)	302(33.74)	143(15.98)	147(16.42)	118(13.18)	123(13.74)	53(5.92)	471(52.63)	895(79.27)
		Non-project	99(42.31)	74(31.62)	82(35.04)	36(15.38)	39(16.67)	31(13.25)	27(11.54)	27(11.54)	110(47.01)	234(20.73)
		Total	460(40.74)	357(31.62)	384(34.01)	179(15.85)	186(16.47)	149(13.20)	150(13.29)	80(7.09)	581(51.46)	1129(80.82)
	Hubli Total		553(39.58)	430(30.78)	457(32.71)	215(15.39)	222(15.89)	182(13.03)	181(12.96)	95(6.80)	740(52.97)	1397(28.48)
Kalburgi	Rural	Project	11(28.95)	9(23.68)	10(26.32)	4(10.53)	3(7.89)	2(5.26)	2(5.26)	2(5.26)	26(68.42)	38(25.17)
		Non-project	27(23.89)	20(17.70)	22(19.47)	12(10.62)	12(10.62)	10(8.85)	12(10.62)	4(3.54)	78(69.03)	113(74.83)
		Total	38(25.17)	29(19.21)	32(21.19)	16(10.60)	15(9.93)	12(7.95)	14(9.27)	6(3.97)	104(68.87)	151(21.30)
	Urban	Project	199(40.86)	163(33.47)	183(37.58)	54(11.09)	58(11.91)	47(9.65)	48(9.86)	42(8.62)	254(52.16)	487(87.28)
		Non-project	24(33.80)	15(21.13)	17(23.94)	9(12.68)	10(14.08)	9(12.68)	9(12.68)	5(7.04)	42(59.15)	71(12.72)
		Total	223(39.96)	178(31.90)	200(35.84)	63(11.29)	68(12.19)	56(10.04)	57(10.22)	47(8.42)	296(53.05)	558(78.70)
	Kalburgi Total		261(36.81)	207(29.20)	232(32.72)	79(11.14)	83(11.71)	68(9.59)	71(10.01)	53(7.48)	400(56.42)	709(14.45)
Mysore	Rural	Project	237(46.75)	193(38.07)	211(41.62)	79(15.58)	81(15.98)	62(12.23)	62(12.23)	26(5.13)	233(45.96)	507(67.51)
		Non-project	99(40.57)	73(29.92)	89(36.48)	43(17.62)	39(15.98)	31(12.70)	35(14.34)	27(11.07)	118(48.36)	244(32.49)
		Total	336(44.74)	266(35.42)	300(39.95)	122(16.25)	120(15.98)	93(12.38)	97(12.92)	53(7.06)	351(46.74)	751(54.98)
	Urban	Project	254(42.55)	217(36.35)	236(39.53)	104(17.42)	101(16.92)	89(14.91)	90(15.08)	31(5.19)	301(50.42)	597(97.07)
		Non-project	10(55.56)	9(50.00)	8(44.44)	4(22.22)	4(22.22)	4(22.22)	4(22.22)	1(5.56)	7(38.89)	18(2.93)
		Total	264(42.93)	226(36.75)	244(39.67)	108(17.56)	105(17.07)	93(15.12)	94(15.28)	32(5.20)	308(50.08)	615(45.02)
	Mysore Total		600(43.92)	492(36.02)	544(39.82)	230(16.84)	225(16.47)	186(13.62)	191(13.98)	85(6.22)	659(48.24)	1366(27.85)
Grand Total			1964(40.04)	1581(32.23)	1714(34.94)	740(15.09)	742(15.13)	605(12.33)	609(12.42)	329(6.71)	2544(51.87)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Around 51.87% of alumni respondents stated that they are not familiar with any software/skill across all the visions of project and non-project ITI colleges. At an overall level 40.04% of alumni from both project and non-project ITI colleges of rural and urban areas which is highest in theMysore division (43.92%) followed by the Hubli division (39.58%) compared to other divisions (Table 4.47)

Figure 4.32 Status on software's/skills that familiar with

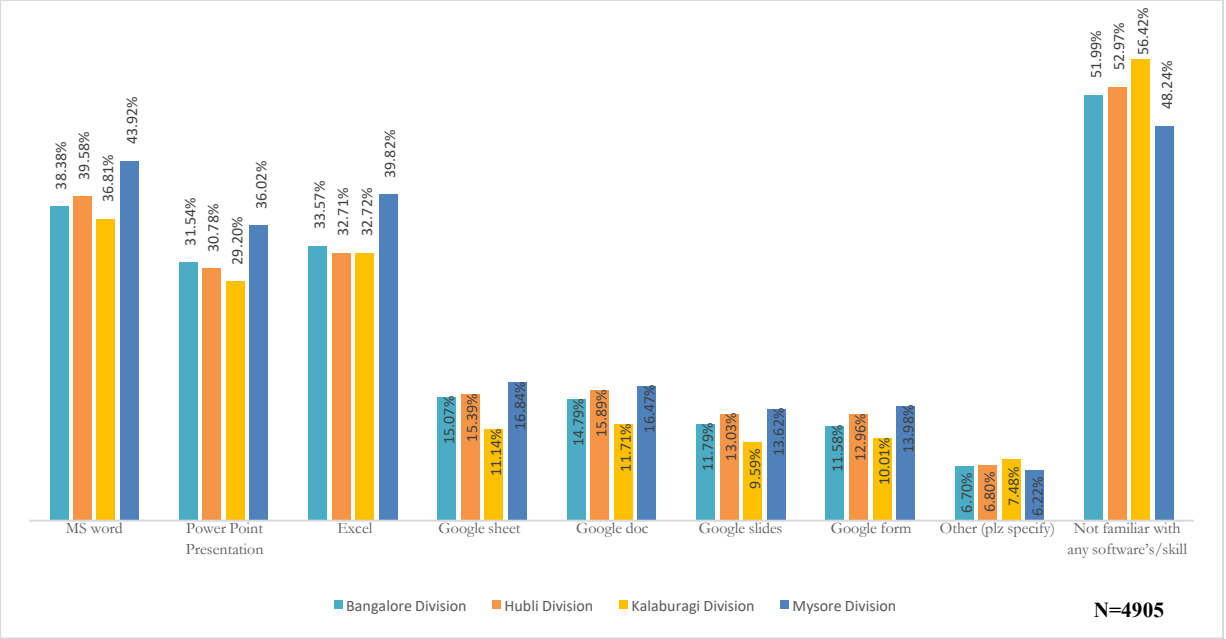


Table 4.48 Trade wise distribution of respondents

DIVISION	URBAN/ Rural	Project Type	Carpenter	Computer Operator and Programming Assistant	Draughtsman (Civil)	Draughtsman (Mechanical)	Dress Making	Electrician	Electronics Mechanic	Fitter	Information Communication Technology System Maintenance	Instrument Mechanic	Machinist	Mechanic (Motor Vehicle)	Mechanic (Refrigeration and Air-Conditioning)	Mechanic (Tractor)	Mechanic Diesel	Stenographer & Secretarial Assistant (English)	Turner	Welder	Grand Total
Bangalore	Rural	Project	0(0.00)	3(0.59)	0(0.00)	0(0.00)	0(0.00)	135(26.52)	105(20.63)	122(23.97)	19(3.73)	0(0.00)	9(1.77)	34(6.68)	16(3.14)	0(0.00)	16(3.14)	0(0.00)	30(5.89)	20(3.93)	509(78.91)
		Non-project	0(0.00)	0(0.00)	1(0.74)	0(0.00)	0(0.00)	65(47.79)	18(13.24)	41(30.15)	0(0.00)	0(0.00)	0(0.00)	11(8.09)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	136(21.09)
		Total	0(0.00)	3(0.47)	1(0.16)	0(0.00)	0(0.00)	200(31.01)	123(19.07)	163(25.27)	19(2.95)	0(0.00)	9(1.40)	45(6.98)	16(2.48)	0(0.00)	16(2.48)	0(0.00)	30(4.65)	20(3.10)	645(45.01)
	Urban	Project	0(0.00)	56(9.02)	0(0.00)	0(0.00)	0(0.00)	134(21.58)	188(30.27)	109(17.55)	9(1.45)	0(0.00)	22(3.54)	33(5.31)	6(0.97)	0(0.00)	12(1.93)	1(0.16)	29(4.67)	22(3.54)	621(78.81)
		Non-project	0(0.00)	8(4.79)	0(0.00)	0(0.00)	0(0.00)	52(31.14)	25(14.97)	41(24.55)	0(0.00)	0(0.00)	0(0.00)	17(10.18)	1(0.60)	0(0.00)	0(0.00)	1(0.60)	16(9.58)	6(3.59)	167(21.19)
		Total	0(0.00)	64(8.12)	0(0.00)	0(0.00)	0(0.00)	186(23.60)	213(27.03)	150(19.04)	9(1.14)	0(0.00)	22(2.79)	50(6.35)	7(0.89)	0(0.00)	12(1.52)	2(0.25)	45(5.71)	28(3.55)	788(54.99)
	Bangalore Total		0(0.00)	67(4.68)	1(0.07)	0(0.00)	0(0.00)	386(26.94)	336(23.45)	313(21.84)	28(1.95)	0(0.00)	31(2.16)	95(6.63)	23(1.61)	0(0.00)	28(1.95)	2(0.14)	75(5.23)	48(3.35)	1433(29.22)
Hubli	Rural	Project	0(0.00)	6(12.00)	0(0.00)	0(0.00)	0(0.00)	12(24.00)	0(0.00)	32(64.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	50(18.66)
		Non-project	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	102(46.79)	24(11.01)	57(26.15)	8(3.67)	0(0.00)	0(0.00)	15(6.88)	1(0.46)	0(0.00)	9(4.13)	0(0.00)	0(0.00)	2(0.92)	218(81.34)
		Total	0(0.00)	6(2.24)	0(0.00)	0(0.00)	0(0.00)	114(42.54)	24(8.96)	89(33.21)	8(2.99)	0(0.00)	0(0.00)	15(5.60)	1(0.37)	0(0.00)	9(3.36)	0(0.00)	0(0.00)	2(0.75)	268(19.18)
	Urban	Project	7(8.75)	80(8.94)	18(2.01)	0(0.00)	1(0.11)	271(30.28)	110(12.29)	225(25.14)	3(0.34)	5(0.56)	26(2.91)	25(2.79)	51(5.70)	0(0.00)	25(2.79)	0(0.00)	32(3.58)	16(1.79)	895(79.27)
		Non-project	0(0.00)	6(2.56)	0(0.00)	0(0.00)	2(0.85)	101(43.16)	32(13.68)	46(19.66)	17(7.26)	0(0.00)	0(0.00)	4(1.71)	3(1.28)	0(0.00)	21(8.97)	0(0.00)	0(0.00)	2(0.85)	234(20.73)
		Total	7(8.14)	86(7.62)	18(1.59)	0(0.00)	3(0.27)	372(32.95)	142(12.58)	271(24.00)	20(1.77)	5(0.44)	26(2.30)	29(2.57)	54(4.78)	0(0.00)	46(4.07)	0(0.00)	32(2.83)	18(1.59)	1129(80.82)
	Hubli Total		7(7.61)	92(6.59)	18(1.29)	0(0.00)	3(0.21)	486(34.79)	166(11.88)	360(25.77)	28(2.00)	5(0.36)	26(1.86)	44(3.15)	55(3.94)	0(0.00)	55(3.94)	0(0.00)	32(2.29)	20(1.43)	1397(28.48)
Kalburgi	Rural	Project	0(0.00)	2(5.26)	0(0.00)	0(0.00)	0(0.00)	18(47.37)	0(0.00)	15(39.47)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	3(7.89)	0(0.00)	0(0.00)	0(0.00)	38(25.17)
		Non-project	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	57(50.44)	4(3.54)	43(38.05)	0(0.00)	0(0.00)	0(0.00)	5(4.42)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	4(3.54)	0(0.00)	113(74.83)
		Total	0(0.00)	2(1.32)	0(0.00)	0(0.00)	0(0.00)	75(49.67)	4(2.65)	58(38.41)	0(0.00)	0(0.00)	0(0.00)	5(3.31)	0(0.00)	0(0.00)	3(1.99)	0(0.00)	4(2.65)	0(0.00)	151(21.30)
	Urban	Project	4(6.78)	59(12.11)	0(0.00)	1(0.21)	0(0.00)	152(31.21)	60(12.32)	107(21.97)	6(1.23)	0(0.00)	11(2.26)	11(2.26)	13(2.67)	0(0.00)	30(6.16)	0(0.00)	15(3.08)	18(3.70)	487(87.28)
		Non-project	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	40(56.34)	2(2.82)	17(23.94)	0(0.00)	0(0.00)	0(0.00)	10(14.08)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	2(2.82)	71(12.72)
		Total	4(6.78)	59(10.57)	0(0.00)	1(0.18)	0(0.00)	192(34.41)	62(11.11)	124(22.22)	6(1.08)	0(0.00)	11(1.97)	21(3.76)	13(2.33)	0(0.00)	30(5.38)	0(0.00)	15(2.69)	20(3.58)	558(78.70)
	Kalburgi Total		4(6.56)	61(8.60)	0(0.00)	1(0.14)	0(0.00)	267(37.66)	66(9.31)	182(25.67)	6(0.85)	0(0.00)	11(1.55)	26(3.67)	13(1.83)	0(0.00)	33(4.65)	0(0.00)	19(2.68)	20(2.82)	709(14.45)
Mysore	Rural	Project	0(0.00)	29(5.72)	2(0.39)	5(0.99)	0(0.00)	127(25.05)	135(26.63)	102(20.12)	4(0.79)	0(0.00)	22(4.34)	14(2.76)	38(7.50)	1(0.20)	0(0.00)	1(0.20)	27(5.33)	0(0.00)	507(67.51)

		Non-project	0(0.00)	4(1.64)	0(0.00)	0(0.00)	1(0.41)	74(30.33)	51(20.90)	50(20.49)	8(3.28)	0(0.00)	0(0.00)	10(4.10)	22(9.02)	0(0.00)	19(7.79)	0(0.00)	3(1.23)	2(0.82)	244(32.49)
		Total	0(0.00)	33(4.39)	2(0.27)	5(0.67)	1(0.13)	201(26.76)	186(24.77)	152(20.24)	12(1.60)	0(0.00)	22(2.93)	24(3.20)	60(7.99)	1(0.13)	19(2.53)	1(0.13)	30(3.99)	2(0.27)	751(54.98)
	Urban	Project	0(0.00)	24(4.02)	4(0.67)	5(0.84)	0(0.00)	138(23.12)	81(13.57)	114(19.10)	0(0.00)	0(0.00)	31(5.19)	54(9.05)	48(8.04)	6(1.01)	36(6.03)	8(1.34)	33(5.53)	15(2.51)	597(97.07)
		Non-project	0(0.00)	4(22.22)	0(0.00)	0(0.00)	0(0.00)	7(38.89)	1(5.56)	5(27.78)	1(5.56)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	18(2.93)
		Total	0(0.00)	28(4.55)	4(0.65)	5(0.81)	0(0.00)	145(23.58)	82(13.33)	119(19.35)	1(0.16)	0(0.00)	31(5.04)	54(8.78)	48(7.80)	6(0.98)	36(5.85)	8(1.30)	33(5.37)	15(2.44)	615(45.02)
	Mysore Total		0(0.00)	61(4.47)	6(0.44)	10(0.73)	1(0.07)	346(25.33)	268(19.62)	271(19.84)	13(0.95)	0(0.00)	53(3.88)	78(5.71)	108(7.91)	7(0.51)	55(4.03)	9(0.66)	63(4.61)	17(1.24)	1366(27.85)
Grand Total			11(3.91)	281(5.73)	25(0.51)	11(0.22)	4(0.08)	1485(30.28)	836(17.04)	1126(22.96)	75(1.53)	5(0.10)	121(2.47)	243(4.95)	199(4.06)	7(0.14)	171(3.49)	11(0.22)	189(3.85)	105(2.14)	**N=4905**

Values in the parenthesis/Brackets are percentages

Source: Primary Survey by GRAAM, 2023

Overall, it is found that 30.28% of alumni from rural and urban areas of project and non-project ITI colleges across all the divisions belong to program electrician followed by Fitter (22.96%), Electronics Mechanic (17.04%), Computer Operator and Programming Assistant (5.73%) and Mechanic (Motor Vehicle) at (4.95%) (Table 4.48)

Table 4.49 Trade-wise current status of alumni respondents

Trades	Apprenticeship/internship	Higher studies	Permanent paid employment	Self-employment	Temporary paid employment	Unemployeded	Grand Total
Carpenter	0(0.00)	2(18.18)	2(18.18)	3(27.27)	1(9.09)	3(27.27)	11(0.22)
Computer Operator and Programming Assistant	11(3.91)	79(28.11)	8(2.85)	45(16.01)	72(25.62)	66(23.49)	281(5.73)
Draughtsman (Civil)	0(0.00)	6(24.00)	0(0.00)	3(12.00)	8(32.00)	8(32.00)	25(0.51)
Draughtsman (Mechanical)	1(9.09)	5(45.45)	0(0.00)	0(0.00)	3(27.27)	2(18.18)	11(0.22)
Dress Making	0(0.00)	1(25.00)	0(0.00)	0(0.00)	0(0.00)	3(75.00)	4(0.08)
Electrician	136(9.16)	288(19.39)	73(4.92)	306(20.61)	433(29.16)	249(16.77)	1485(30.28)
Electronics Mechanic	67(8.01)	133(15.91)	42(5.02)	149(17.82)	280(33.49)	165(19.74)	836(17.04)
Fitter	100(8.88)	159(14.12)	52(4.62)	209(18.56)	381(33.84)	225(19.98)	1126(22.96)
Information Communication Technology System Maintenance	0(0.00)	10(13.33)	4(5.33)	19(25.33)	26(34.67)	16(21.33)	75(1.53)
Instrument Mechanic	0(0.00)	0(0.00)	0(0.00)	0(0.00)	5(100.00)	0(0.00)	5(0.10)
Machinist	15(12.40)	21(17.36)	7(5.79)	16(13.22)	41(33.88)	21(17.36)	121(2.47)
Mechanic (Motor Vehicle)	12(4.94)	39(16.05)	32(13.17)	37(15.23)	77(31.69)	46(18.93)	243(4.95)
Mechanic (Refrigeration and Air-Conditioning)	10(5.03)	20(10.05)	23(11.56)	25(12.56)	99(49.75)	22(11.06)	199(4.06)
Mechanic (Tractor)	0(0.00)	0(0.00)	1(14.29)	0(0.00)	3(42.86)	3(42.86)	7(0.14)
Mechanic Diesel	5(2.92)	19(11.11)	30(17.54)	29(16.96)	54(31.58)	34(19.88)	171(3.49)
Stenographer & Secretarial Assistant (English)	0(0.00)	0(0.00)	2(18.18)	2(18.18)	5(45.45)	2(18.18)	11(0.22)
Turner	15(7.94)	27(14.29)	21(11.11)	22(11.64)	70(37.04)	34(17.99)	189(3.85)
Welder	9(8.57)	9(8.57)	12(11.43)	23(21.90)	30(28.57)	22(20.95)	105(2.14)
Grand Total	381(7.77)	818(16.68)	309(6.30)	888(18.10)	1588(32.38)	921(18.78)	N=4905

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Overall 49.75% of students who got temporary paid job belongs to the trade Mechanic (Refrigeration and Air-Conditioning) followed by Stenographer & Secretarial Assistant (English) (45.45%), Mechanic(Tractor) (42.86%), Turner (37.04%), Information Communication Technology System Maintenance (34.67%) and Fitter (33.84%)(Table 4.49).

Table 4.50a Trade wise status on take up self- employment after completion of ITI course

Trade	Rural			Urban			Grand Total
	Yes	No	Total	Yes	No	Total	
Carpenter	0(0.00)	0(0.00)	0(0.00)	1(9.09)	10(90.91)	11(100.00)	11(0.22)
Computer Operator and Programming Assistant	10(22.73)	34(77.27)	44(15.66)	34(14.35)	203(85.65)	237(84.34)	281(5.73)
Draughtsman (Civil)	0(0.00)	3(100.00)	3(12.00)	3(13.64)	19(86.36)	22(88.00)	25(0.51)

Draughtsman (Mechanical)	0(0.00)	5(100.00)	5(45.45)	0(0.00)	6(100.00)	6(54.55)	11(0.22)
Dress Making	0(0.00)	1(100.00)	1(25.00)	0(0.00)	3(100.00)	3(75.00)	4(0.08)
Electrician	80(13.56)	510(86.44)	590(39.73)	124(13.85)	771(86.15)	895(60.27)	1485(30.28)
Electronics Mechanic	34(10.09)	303(89.91)	337(40.31)	51(10.22)	448(89.78)	499(59.69)	836(17.04)
Fitter	49(10.61)	413(89.39)	462(41.03)	64(9.64)	600(90.36)	664(58.97)	1126(22.96)
Information Communication Technology System Maintenance	7(17.95)	32(82.05)	39(52.00)	0(0.00)	36(100.00)	36(48.00)	75(1.53)
Instrument Mechanic	0(0.00)	0(0.00)	0(0.00)	0(0.00)	5(100.00)	5(100.00)	5(0.10)
Machinist	1(3.23)	30(96.77)	31(25.62)	16(17.78)	74(82.22)	90(74.38)	121(2.47)
Mechanic (Motor Vehicle)	18(20.22)	71(79.78)	89(36.63)	11(7.14)	143(92.86)	154(63.37)	243(4.95)
Mechanic (Refrigeration and Air-Conditioning)	9(11.69)	68(88.31)	77(38.69)	6(4.92)	116(95.08)	122(61.31)	199(4.06)
Mechanic (Tractor)	0(0.00)	1(100.00)	1(14.29)	0(0.00)	6(100.00)	6(85.71)	7(0.14)
Mechanic Diesel	8(17.02)	39(82.98)	47(27.49)	10(8.06)	114(91.94)	124(72.51)	171(3.49)
Stenographer & Secretarial Assistant (English)	1(100.00)	0(0.00)	1(9.09)	2(20.00)	8(80.00)	10(90.91)	11(0.22)
Turner	6(9.38)	58(90.63)	64(33.86)	9(7.20)	116(92.80)	125(66.14)	189(3.85)
Welder	5(20.83)	19(79.17)	24(22.86)	8(9.88)	73(90.12)	81(77.14)	105(2.14)
Grand Total	228(12.56)	1587(87.44)	1815(37.00)	339(10.97)	2751(89.03)	3090(63.00)	**N=4905**

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Overall, 12.26% of alumni respondents from all the trades of rural areas and 10.97% of alumni from urban areas got self-employment after finishing of their ITI course. Several alumni from the trade of Computer Operator and Programming Assistant, Electrician, Electronics Mechanic, Fitter, Mechanic Diesel, Stenographer and secretarial Assistant (English), and Welder got self-employment in both rural and urban areas (Table 4.50a).

Table 4.50b Trade wise status on take up self- employment after the ITI course

Trade	Yes	No	Grand Total
Carpenter	1(16.67)	5(83.33)	6(0.22)
Computer Operator and Programming Assistant	29(23.20)	96(76.80)	125(4.49)
Draughtsman (Civil)	6(54.55)	5(45.45)	11(0.39)
Draughtsman (Mechanical)	2(66.67)	1(33.33)	3(0.11)
Electrician	289(35.59)	523(64.41)	812(29.16)
Electronics Mechanic	167(35.46)	304(64.54)	471(16.91)
Fitter	219(34.11)	423(65.89)	642(23.05)
Information Communication Technology System Maintenance	11(22.45)	38(77.55)	49(1.76)
Instrument Mechanic	1(20.00)	4(80.00)	5(0.18)
Machinist	18(28.13)	46(71.88)	64(2.30)
Mechanic (Motor Vehicle)	63(43.15)	83(56.85)	146(5.24)
Mechanic (Refrigeration and Air-Conditioning)	82(55.78)	65(44.22)	147(5.28)
Mechanic (Tractor)	1(25.00)	3(75.00)	4(0.14)
Mechanic Diesel	37(32.74)	76(67.26)	113(4.06)
Stenographer & Secretarial Assistant (English)	1(11.11)	8(88.89)	9(0.32)
Turner	51(45.13)	62(54.87)	113(4.06)
Welder	20(30.77)	45(69.23)	65(2.33)
Grand Total	**998(35.83)**	**1787(64.17)**	**N=2785**

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

The Table 4.50b presents the current status of alumni from various trades, indicating whether they are temporarily employed, permanently employed, or self-employed, and their perception of whether their job matches the training they received. Overall, the data indicates that 35.83% of alumni feel their job aligns with their training. When examining specific trades, notable differences emerge in job alignment perception. For example, the majority of alumni from trades like Draughtsman (Mechanical) (66.67%), Mechanic (Refrigeration and Air-Conditioning) (55.78%), and Draughtsman (Civil) (54.55%) believe their job matches their training. In contrast, trades such as Stenographer & Secretarial Assistant (English) (11.11%) and Carpenter (16.67%) have a lower percentage of alumni who feel their job aligns with their training.

4.6 Understanding the longer-term impacts of the program for beneficiaries and what services or types of interventions work is better in the long run

Table 4.51 Usage of skills and competencies in the job that are acquired from the education/training

DIVISION	Project/Non-project	Rural				Urban				GrandTotal
		Yes	No	Not applicable	Total	Yes	No	Not applicable	Total	
Bangalore	Project	134(39.76)	197(58.46)	6(1.78)	337(44.46)	183(43.47)	229(54.39)	9(2.14)	421(55.54)	758(79.21)
	Non-project	49(55.68)	29(32.95)	10(11.36)	88(44.22)	64(57.66)	44(39.64)	3(2.70)	111(55.78)	199(20.79)
	Total	183(43.06)	226(53.18)	16(3.76)	425(44.41)	247(46.43)	273(51.32)	12(2.26)	532(55.59)	957(30.26)
Hubli	Project	9(34.62)	16(61.54)	1(3.85)	26(4.73)	198(37.79)	297(56.68)	29(5.53)	524(95.27)	550(67.16)
	Non-project	36(27.48)	91(69.47)	4(3.05)	131(48.70)	41(29.71)	92(66.67)	5(3.62)	138(51.30)	269(32.84)
	Total	45(28.66)	107(68.15)	5(3.18)	157(19.17)	239(36.10)	389(58.76)	34(5.14)	662(80.83)	819(25.89)
Kalburgi	Project	7(36.84)	12(63.16)	0(0.00)	19(6.40)	114(41.01)	153(55.04)	11(3.96)	278(93.60)	297(74.25)
	Non-project	22(35.48)	38(61.29)	2(3.23)	62(60.19)	15(36.59)	21(51.22)	5(12.20)	41(39.81)	103(25.75)
	Total	29(35.80)	50(61.73)	2(2.47)	81(20.25)	129(40.44)	174(54.55)	16(5.02)	319(79.75)	400(12.65)
Mysore	Project	140(39.00)	213(59.33)	6(1.67)	359(44.60)	229(51.35)	206(46.19)	11(2.47)	446(55.40)	805(81.56)

	Non-project	84(49.12)	84(49.12)	3(1.75)	171(93.96)	5(45.45)	6(54.55)	0(0.00)	11(6.04)	182(18.44)
	Total	224(42.26)	297(56.04)	9(1.70)	530(53.70)	234(51.20)	212(46.39)	11(2.41)	457(46.30)	987(31.20)
Grand Total		481(40.32)	680(57.00)	32(2.68)	1193(37.72)	849(43.10)	1048(53.20)	73(3.71)	1970(62.28)	**N=3163**

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Table 4.50 includes the alumni involved in temporary jobs, permanent jobs, apprenticeships, and self-employment. Out of 3163 responses, 40.32% of responses from rural areas of ITI colleges and 43.10%of responses from urban areas quoted that they used any of the skills and competencies in their jobthat are acquired from the education/training. It is found that the highest percentage of alumni fromproject ITI colleges accepted the above statement excluding the Mysore and Bangalore divisions (Table 4.51).

Figure 4.33 Usage of skills and competencies in the job that are acquired from the education/training

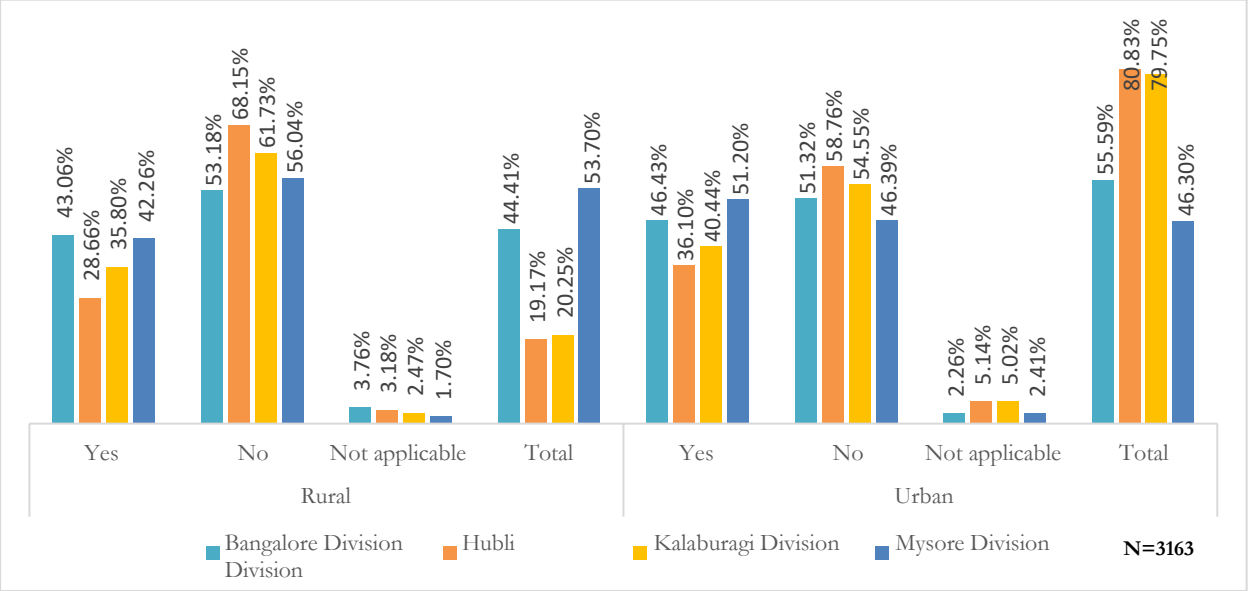


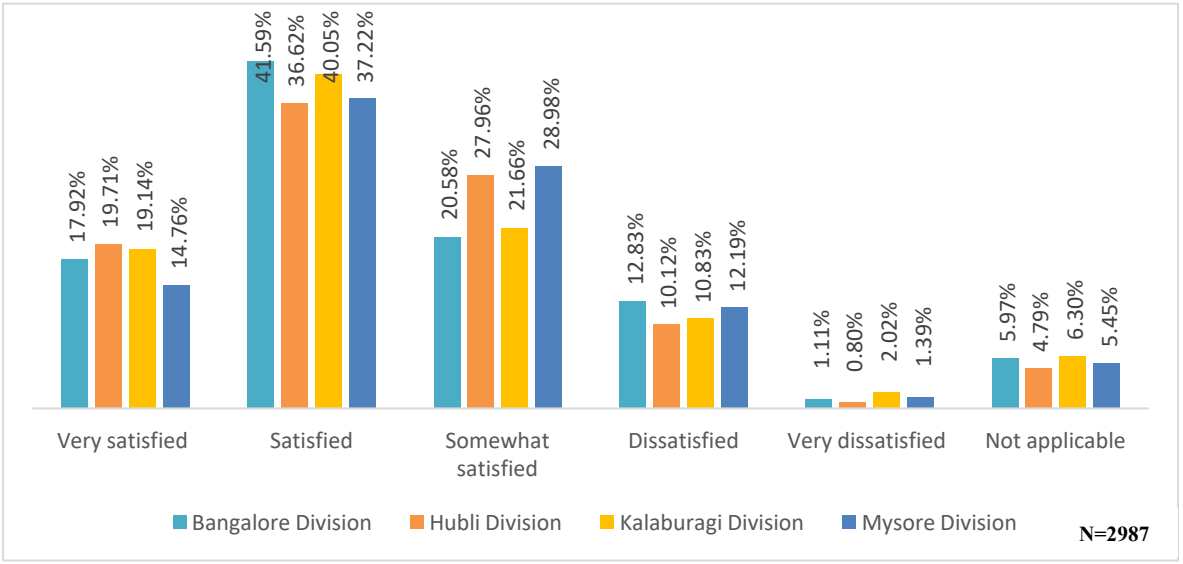
Table 4.52 Satisfaction rating of first job

DIVISION	Rural/Urban	Type	Very satisfied	Satisfied	Somewhat satisfied	Dissatisfied	Very dissatisfied	Not applicable	Grand Total
Bangalore	**Rural**	Project	60(18.63)	138(42.86)	61(18.94)	43(13.35)	2(0.62)	18(5.59)	322(79.90)
		Non-project	17(20.99)	27(33.33)	9(11.11)	9(11.11)	3(3.70)	16(19.75)	81(20.10)
		Total	77(19.11)	165(40.94)	70(17.37)	52(12.90)	5(1.24)	34(8.44)	403(44.58)
	Urban	Project	65(16.46)	161(40.76)	96(24.30)	54(13.67)	5(1.27)	14(3.54)	395(78.84)
		Non-project	20(18.87)	50(47.17)	20(18.87)	10(9.43)	0(0.00)	6(5.66)	106(21.16)
		Total	85(16.97)	211(42.12)	116(23.15)	64(12.77)	5(1.00)	20(3.99)	501(55.42)
	Bangalore Total		162(17.92)	376(41.59)	186(20.58)	116(12.83)	10(1.11)	54(5.97)	904(30.26)
Hubli	**Rural**	Project	3(17.65)	7(41.18)	5(29.41)	2(11.76)	0(0.00)	0(0.00)	17(12.41)
		Non-project	26(21.67)	38(31.67)	34(28.33)	13(10.83)	1(0.83)	8(6.67)	120(87.59)

		Total	29(21.17)	45(32.85)	39(28.47)	15(10.95)	1(0.73)	8(5.84)	137(18.24)
	Urban	Project	84(17.57)	199(41.63)	127(26.57)	45(9.41)	5(1.05)	18(3.77)	478(77.85)
		Non-project	35(25.74)	31(22.79)	44(32.35)	16(11.76)	0(0.00)	10(7.35)	136(22.15)
		Total	119(19.38)	230(37.46)	171(27.85)	61(9.93)	5(0.81)	28(4.56)	614(81.76)
	Hubli Total		148(19.71)	275(36.62)	210(27.96)	76(10.12)	6(0.80)	36(4.79)	751(25.14)
Kalburgi	**Rural**	Project	8(44.44)	3(16.67)	6(33.33)	1(5.56)	0(0.00)	0(0.00)	18(22.50)
		Non-project	13(20.97)	25(40.32)	8(12.90)	3(4.84)	2(3.23)	11(17.74)	62(77.50)
		Total	21(26.25)	28(35.00)	14(17.50)	4(5.00)	2(2.50)	11(13.75)	80(20.15)
	Urban	Project	46(16.67)	115(41.67)	62(22.46)	35(12.68)	5(1.81)	13(4.71)	276(87.07)
		Non-project	9(21.95)	16(39.02)	10(24.39)	4(9.76)	1(2.44)	1(2.44)	41(12.93)
		Total	55(17.35)	131(41.32)	72(22.71)	39(12.30)	6(1.89)	14(4.42)	317(79.85)
	Kalburgi Total		76(19.14)	159(40.05)	86(21.66)	43(10.83)	8(2.02)	25(6.30)	397(13.29)
Mysore	**Rural**	Project	50(14.49)	125(36.23)	99(28.70)	42(12.17)	6(1.74)	23(6.67)	345(68.59)
		Non-project	21(13.29)	63(39.87)	49(31.01)	11(6.96)	1(0.63)	13(8.23)	158(31.41)
		Total	71(14.12)	188(37.38)	148(29.42)	53(10.54)	7(1.39)	36(7.16)	503(53.80)
	Urban	Project	64(15.20)	156(37.05)	122(28.98)	58(13.78)	6(1.43)	15(3.56)	421(97.45)
		Non-project	3(27.27)	4(36.36)	1(9.09)	3(27.27)	0(0.00)	0(0.00)	11(2.55)
		Total	67(15.51)	160(37.04)	123(28.47)	61(14.12)	6(1.39)	15(3.47)	432(46.20)
	Mysore Total		138(14.76)	348(37.22)	271(28.98)	114(12.19)	13(1.39)	51(5.45)	935(31.30)
Grand Total			524(17.54)	1158(38.77)	753(25.21)	349(11.68)	37(1.24)	166(5.56)	**N=2987**

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.34 Satisfaction rating of first job



Regarding rating of the first job, ITI alumni from Bangalore division, majority of the respondentsboth in rural and urban have said that they found it to be either somewhat satisfactory or satisfactory. Also, more alumni felt so from project ITIs than from non-project ITIs. Alumni who were very satisfied were lower compared to those who were somewhat satisfied or satisfied. Also, for them, non-project ITI alumni said they were more satisfied than project ITI alumni (Table 4.52).

For Hubli Rural, the majority of the alumni of project ITIs were somewhat satisfied. For non-project ITIs in rural, the satisfaction of alumnae regarding their first job was generally more compared toproject ITIs. However, in urban Hubli, alumni of project ITIs were more "somewhat satisfied" or"satisfied" as compared to their non-project counterparts.

For Kalburgi rural, non-project ITI alumni expressed greater satisfaction with their first jobs as compared to project ITIs. However, for urban, the results were mixed. Majority of project ITI alumni said that they were satisfied with their first jobs; however non-project ITI alumni were more when it came to very satisfied or somewhat satisfied, as compared to their project ITI counterparts.

For rural Mysore, project ITI alumni expressed greater satisfaction with their first jobs as comparedto non-project ITI alumnae. However, for urban Mysore, results were once again mixed, and similar to that of Kalburgi urban project vs non-project ITI alumni results (Table 4.52).

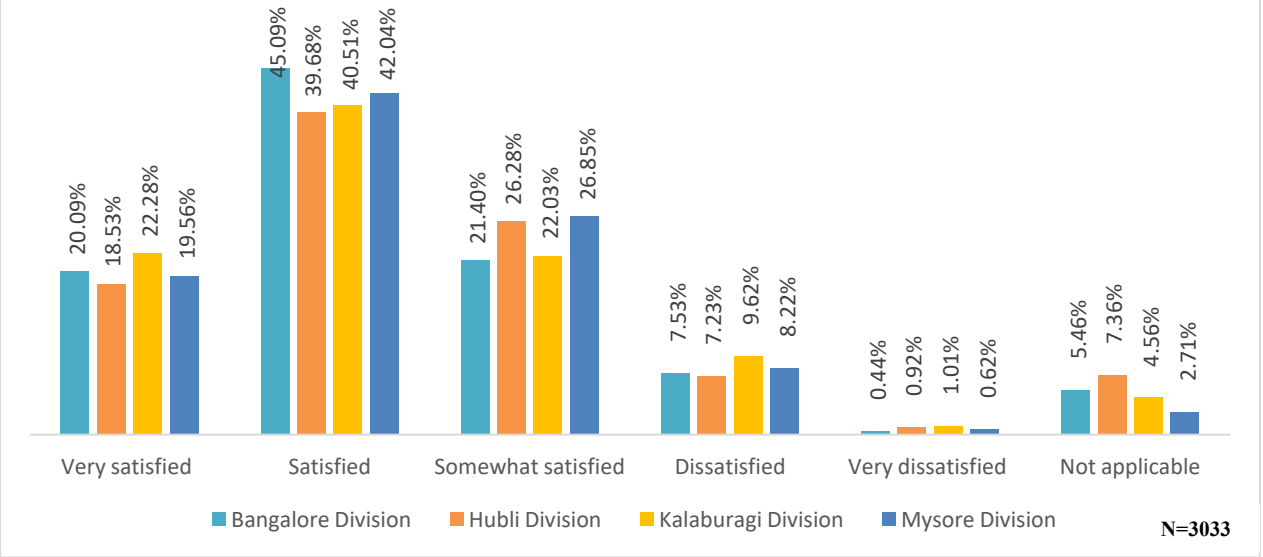
Table 4.53 Satisfaction rating of Current Job

DIVISION	Rural/Urban	Type	Very satisfied	Satisfied	Somewhat satisfied	Dissatisfied	Very dissatisfied	Not applicable	Grand Total
Bangalore	**Rural**	Project	69(21.10)	146(44.65)	73(22.32)	29(8.87)	0(0.00)	10(3.06)	327(79.18)
		Non-project	19(22.09)	46(53.49)	7(8.14)	4(4.65)	1(1.16)	9(10.47)	86(20.82)
		Total	88(21.31)	192(46.49)	80(19.37)	33(7.99)	1(0.24)	19(4.60)	413(45.09)
	Urban	Project	76(18.91)	172(42.79)	100(24.88)	28(6.97)	3(0.75)	23(5.72)	402(79.92)
		Non-project	20(19.80)	49(48.51)	16(15.84)	8(7.92)	0(0.00)	8(7.92)	101(20.08)
		Total	96(19.09)	221(43.94)	116(23.06)	36(7.16)	3(0.60)	31(6.16)	503(54.91)
	Bangalore Total		184(20.09)	413(45.09)	196(21.40)	69(7.53)	4(0.44)	50(5.46)	916(30.20)
Hubli	**Rural**	Project	3(13.04)	8(34.78)	7(30.43)	2(8.70)	0(0.00)	3(13.04)	23(16.91)
		Non-project	26(23.01)	40(35.40)	32(28.32)	11(9.73)	0(0.00)	4(3.54)	113(83.09)
		Total	29(21.32)	48(35.29)	39(28.68)	13(9.56)	0(0.00)	7(5.15)	136(17.87)
	Urban	Project	74(15.07)	218(44.40)	120(24.44)	29(5.91)	7(1.43)	43(8.76)	491(78.56)
		Non-project	38(28.36)	36(26.87)	41(30.60)	13(9.70)	0(0.00)	6(4.48)	134(21.44)
		Total	112(17.92)	254(40.64)	161(25.76)	42(6.72)	7(1.12)	49(7.84)	625(82.13)
	Hubli Total		141(18.53)	302(39.68)	200(26.28)	55(7.23)	7(0.92)	56(7.36)	761(25.09)
Kalburgi	**Rural**	Project	9(47.37)	2(10.53)	8(42.11)	0(0.00)	0(0.00)	0(0.00)	19(24.05)
		Non-project	14(23.33)	29(48.33)	11(18.33)	5(8.33)	0(0.00)	1(1.67)	60(75.95)
		Total	23(29.11)	31(39.24)	19(24.05)	5(6.33)	0(0.00)	1(1.27)	79(20.00)
	Urban	Project	56(20.36)	115(41.82)	56(20.36)	31(11.27)	2(0.73)	15(5.45)	275(87.03)
		Non-project	9(21.95)	14(34.15)	12(29.27)	2(4.88)	2(4.88)	2(4.88)	41(12.97)
		Total	65(20.57)	129(40.82)	68(21.52)	33(10.44)	4(1.27)	17(5.38)	316(80.00)
	Kalburgi Total		88(22.28)	160(40.51)	87(22.03)	38(9.62)	4(1.01)	18(4.56)	395(13.02)
Mysore	**Rural**	Project	65(18.79)	149(43.06)	92(26.59)	31(8.96)	3(0.87)	6(1.73)	346(67.58)
		Non-project	37(22.29)	65(39.16)	46(27.71)	11(6.63)	0(0.00)	7(4.22)	166(32.42)
		Total	102(19.92)	214(41.80)	138(26.95)	42(8.20)	3(0.59)	13(2.54)	512(53.28)
	Urban	Project	85(19.41)	186(42.47)	118(26.94)	33(7.53)	3(0.68)	13(2.97)	438(97.55)

		Non-project	1(9.09)	4(36.36)	2(18.18)	4(36.36)	0(0.00)	0(0.00)	11(2.45)
		Total	86(19.15)	190(42.32)	120(26.73)	37(8.24)	3(0.67)	13(2.90)	449(46.72)
	Mysore Total		188(19.56)	404(42.04)	258(26.85)	79(8.22)	6(0.62)	26(2.71)	961(31.68)
Grand Total			601(19.82)	1279(42.17)	741(24.43)	241(7.95)	21(0.69)	150(4.95)	**N=3033**

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Figure 4.35 Satisfaction rating of Current Job



The results are similar for satisfaction with existing jobs also. Other than in Mysore Urban, alumnae of non-project ITIs have expressed greater satisfaction with their present jobs as compared to theirproject counterparts. For both rural and urban, while typically project ITI alumni have said in greater percentages that they were satisfied with their jobs, for non-project ITI alumnae, satisfaction is higher (very satisfied or satisfied), as compared to their project ITI alumni. In urban Mysore ITIs, alumnihave expressed greater satisfaction with their current jobs for project ITIs as compared to non-project ITIs (Table 4.53).

Table 4.54 Any guidance received from placement cell or institute for self- employment

DIVISION	Project type	Programme	Male			Female			GrandTotal
			Yes	No	Total	Yes	No	Total	
Bangalore	**Project**	CoE/VTIP	23	46	69	1		1	70
		CoE/VTIP & PPP &TATA	6	6	12		1	1	13
		CoE/VTIP & TATA	121	143	264	6	4	10	274

		CoE/VTIP & TATA & STRIVE	25	37	62	5	11	16	78
		PPP	11	27	38		1	1	39
		PPP & STRIVE	4	10	14		6	6	20
		PPP & TATA	145	103	248	10	21	31	279
		TATA	172	209	381	1	4	5	386
	Project Total		**507**	**581**	**1088**	**23**	**48**	**71**	**1159**
	Non-project Total		**144**	**244**	**388**	**4**	**5**	**9**	**397**
Bangalore Total			**651**	**825**	**1476**	**27**	**53**	**80**	**1556**
Hubli	**Project**	CoE/VTIP & TATA	79	131	210	2	6	8	218
		CoE/VTIP & TATA & STRIVE	60	119	179	1	6	7	186
		PPP	44	66	110		5	5	115
		PPP & TATA	132	72	204	5	7	12	216
		PPP & TATA & STRIVE	11	22	33	4	3	7	40
		TATA	68	95	163		7	7	170
	Project Total		**394**	**505**	**899**	**12**	**34**	**46**	**945**
	Non-project Total		**205**	**237**	**442**	**6**	**4**	**10**	**452**
Hubli Total			**599**	**742**	**1341**	**18**	**38**	**56**	**1397**
Kalburgi	**Project**	CoE/VTIP & TATA	33	58	91	6	12	18	109
		CoE/VTIP & TATA & STRIVE	6	7	13		1	1	14
		PPP	14	16	30	4		4	34
		PPP & STRIVE	15	17	32	1		1	33
		PPP & TATA	34	81	115	1	1	2	117
		TATA	38	51	89	1	1	2	91
	Project Total		**140**	**230**	**370**	**13**	**15**	**28**	**398**
	Non-project Total		**90**	**114**	**204**	**1**	**2**	**3**	**207**
Kalburgi Total			**230**	**344**	**574**	**14**	**17**	**31**	**605**
Mysore	**Project**	CoE/VTIP & PPP & TATA & STRIVE	6	14	20				20
		CoE/VTIP & TATA	52	49	101	6	7	13	114
		CoE/VTIP & TATA & STRIVE	211	157	368	7	6	13	381
		PP & TATA		7	7				7
		PPP	82	125	207	4	8	12	219
		PPP & TATA	29	52	81				81
		PPP & TATA & STRIVE	33	60	93	7	3	10	103
		TATA	67	66	133	2		2	135
		TATA & STRIVE	13	10	23	1	1	2	25
	Project Total		**493**	**540**	**1033**	**27**	**25**	**52**	**1085**
	Non-project Total		**118**	**140**	**258**	**3**	**1**	**4**	**262**
Mysore Total			**611**	**680**	**1291**	**30**	**26**	**56**	**1347**
Grand Total			**2091**	**2591**	**4682**	**89**	**134**	**223**	**4905**

Source: Primary Survey by GRAAM, 2023

For all divisions, the overwhelming response is that the placement cells have not been of much helpin providing guidance for any self-employment. Amongst the different types of project ITIs, PPP and TATA ITIs have done well in terms of providing guidance in Bangalore and Hubli divisions. In

Mysore, ITIs under CoE/VTIP & TATA and CoE/VTIP & TATA & STRIVE projects have done well in providing guidance. In Kalburgi, none of the project ITIs have provided any significant guidance for any self-employment initiatives. Also, most alumnus did not take up any self-employment initiatives after the completion of their respective courses (Table 4.54).

4.7 Information on students who are not in employment/have left the employment and the reasons for the same, including Covid-19

Unemployment and job search during post Covid-19

The Pandemic Covid-19 has had tremendous stress and adverse implications on the livelihoods of thousands of job seekers around the world. This is also true in the context of India, as many unemployed youth and jobseekers had tough times during the pandemic and its aftermath Table 7.1 provides the information on the state of job search by the unemployed ITI graduates during the post-COVID time. For instance, among the divisions, In Kalburgi Urban, 46.29% of male graduates from project ITIs reported that they had experienced unemployment and non-availability of jobs during COVID-19. in the other divisions, the majority of the ITI graduates especially the male respondents from project ITIs reported negatively as against their female counterparts. Of the males from non-project ITIs, especially in Bangalore rural and Kalburgi (in both rural and urban) divisions with about half a percentage of them reported 'yes' indicating that they had experienced unemployment and job search during the post-COVID time.

For instance, in the case of the development disadvantages, it is always the Kalyana Karnataka region that bears the brunt of the natural calamities and health emergencies such as COVID due to its poor infrastructure and connectivity. The Kalburgi region, being prone to regional backwardness, presents a poor state of development. In this context overall above 60% of male and female respondents faced difficulties during the Covid pandemic (Table 4.55).

Table 4.55 Table status on searching for jobs post Covid but are facing difficulty in finding jobs

DIVISION	URBAN/ Rural	Project							Non-project							Grand Total
		Male			Female			Total	Male			Female			Total	
		Yes	No	Total	Yes	No	Total		Yes	No	Total	Yes	No	Total		
Bangalore	Rural	380(72.24)	146(27.76)	526(97.77)	8(66.67)	4(33.33)	12(2.23)	538(79.82)	75(55.15)	61(44.85)	136(100.00)	0(0.00)	0(0.00)	0(0.00)	136(20.18)	674(43.32)
	Urban	376(66.90)	186(33.10)	562(90.50)	47(79.66)	12(20.34)	59(9.50)	621(70.41)	192(76.19)	60(23.81)	252(96.55)	8(88.89)	1(11.11)	9(3.45)	261(29.59)	882(56.68)
	Total	756(69.49)	332(30.51)	1088(93.87)	55(77.46)	16(22.54)	71(6.13)	1159(74.49)	267(68.81)	121(31.19)	388(97.73)	8(88.89)	1(11.11)	9(2.27)	397(25.51)	1556(31.72)
Hubli	Rural	31(63.27)	18(36.73)	49(98.00)	1(100.00)	0(0.00)	1(2.00)	50(18.66)	134(61.47)	84(38.53)	218(100.00)	0(0.00)	0(0.00)	0(0.00)	218(81.34)	268(19.18)
	Urban	621(73.06)	229(26.94)	850(94.97)	35(77.78)	10(22.22)	45(5.03)	895(79.27)	151(67.41)	73(32.59)	224(95.73)	8(80.00)	2(20.00)	10(4.27)	234(20.73)	1129(80.82)
	Total	652(72.53)	247(27.47)	899(95.13)	36(78.26)	10(21.74)	46(4.87)	945(67.64)	285(64.48)	157(35.52)	442(97.79)	8(80.00)	2(20.00)	10(2.21)	452(32.36)	1397(28.48)
Kalburgi	Rural	28(84.85)	5(15.15)	33(100.00)	0(0.00)	0(0.00)	0(0.00)	33(21.85)	58(49.57)	59(50.43)	117(99.15)	0(0.00)	1(100.00)	1(0.85)	118(78.15)	151(24.96)
	Urban	181(53.71)	156(46.29)	337(92.33)	20(71.43)	8(28.57)	28(7.67)	365(80.40)	38(43.68)	49(56.32)	87(97.75)	0(0.00)	2(100.00)	2(2.25)	89(19.60)	454(75.04)
	Total	209(56.49)	161(43.51)	370(92.96)	20(71.43)	8(28.57)	28(7.04)	398(65.79)	96(47.06)	108(52.94)	204(98.55)	0(0.00)	3(100.00)	3(1.45)	207(34.21)	605(12.33)
Mysore	Rural	271(58.53)	192(41.47)	463(94.88)	16(64.00)	9(36.00)	25(5.12)	488(66.67)	142(59.17)	98(40.83)	240(98.36)	3(75.00)	1(25.00)	4(1.64)	244(33.33)	732(54.34)
	Urban	385(67.54)	185(32.46)	570(95.48)	22(81.48)	5(18.52)	27(4.52)	597(97.07)	15(83.33)	3(16.67)	18(100.00)	0(0.00)	0(0.00)	0(0.00)	18(2.93)	615(45.66)
	Total	656(63.50)	377(36.50)	1033(95.21)	38(73.08)	14(26.92)	52(4.79)	1085(80.55)	157(60.85)	101(39.15)	258(98.47)	3(75.00)	1(25.00)	4(1.53)	262(19.45)	1347(27.46)
Grand Total		2273(67.05)	1117(32.95)	3390(94.51)	149(75.63)	48(24.37)	197(5.49)	3587(73.13)	805(62.31)	487(37.69)	1292(98.03)	19(73.08)	7(26.92)	26(1.97)	1318(26.87)	**N=4905**

Values in the parenthesis/Brackets are percentages

Source: Primary Survey by GRAAM, 2023

4.8 To understand the stakeholders' perceptions and experiences about the program, the kinds and processes of change they have experienced, and the benefits and challenges experienced by them

The IDIs conducted with the relevant stakeholders in the course of the field survey have yieldedthe following insights on the training program, infrastructure, and challenges they experiencedamong others:

A Trainer from a GITI in the Hubli Division suggests:

"…there have been positive changes in placements due to OJT, industry visits, and short-term courses includingthe courses on PMKVY (Pradhan Mantri Kaushal Vikas Yojana).

"…lack of technical expertise, a Lack of skilled manpower, a Lack of sufficient manpower, Vacant positions, aLack of financial resources, and Inadequate infrastructure (challenges faced)."

financial resources, Infrastructure facilities (specifically machines that need to be updated), skilledmanpower(training), and employee development skills training needed to overcome challenges

Today, ITIs are not better equipped to address the career development needs of students.

"…Salaries should be increased for the students as they do risky jobs. Modern equipment should be installed

Soft skills, communication skills, digital skills, career readiness e.g., writing CVs. Additionally, they even haveseparate ES classes every day. The implementation of smart classes would be more effective…"

Need for Infrastructure development and better payments

In the Kalburgi division, a placement officer expressed the ways to bring improvements in the quality ofITIs:

"…students face challenges of transportation as they have to go to college by walking for 1 km. Lack of sufficient manpower, Vacant positions, and lack of placement structure and industrial engagement.

No women/girls' students in the college have enrolled because the environment where the college is located is not safe for the girls. So, they don't enroll in the course. But he has been sent a request (he mentioned the name Kanya Shala)where he tried to create awareness about girls' education and the importance of ITI and related trades.

"…Students enrolled in the college are mostly from rural areas and have different languages so they don't knowEnglish, therefore the trainers should work hard to teach them."

Suggestion to change map area

"…apprentice advisor should collect information related to industries so that it helps the students to update their skills. Parent's support is also important. Invite alumni to motivate the present students." (A Placement officer from GITI in Bangalore Division)

"…No women in the college. The reason he mentioned is the ITI college is located near the highway and is 7km from Basavakalyana and the parents are not ready to send girls far away from the town (Lack of safety for girls)" (A Placement officer from GITI in Kalburgi Division)

Language barrier in teaching

"…The language barrier is the problem faced in this college. The college is located on the borders of Maharashtraand few students know only Marathi which creates difficulties in teaching and communicating." (A Principal of a GITI in Hubli Division)

Placement system and challenges

A Placement officer from a GITI in Hubli division felt as below:
No industries are located near the college so they face problems with industry visits. But they also try foropportunities from the industries at Pune, and Bengaluru.

Only 35 women. Very less women/girls in the ITI college. "… there should be separate ITI for only women. Which can encourage parents and girls to get enrolled in college…"

Yes, it has been included in the TATA project but not in the old trades. All the major companies preferring forapprenticeships and only a few companies prefer jobs.

"…Regrettably, the implementation of this approach faces challenges due to a disparity between the training process and industrial realities. The machines utilized for training are not updated, whereas, in industries, machinery advancements occur annually. The college encounters limitations in its capacity to replace lab equipment frequently to align with this rapid industrial evolution."

"…He communicated to us that there have been significant shifts in the placement drive process. In the past, HR representatives would visit the campus for student recruitment during placements. However, the current practice involves the engagement of third-party aggregators instead of direct HR visits. This alteration has introduced a challenge, as third-party aggregators often fail to provide accurate updates regarding the number of students they intend to hire. Trust issues are faced. Companies don't try to give any information so they college try to avoid third-party aggregators.

Table 4.56 Willingness to work/take up a job in future

DIVISION	URBAN / Rural	Project type	Male			Female			Grand Total
			Yes	No	Total	Yes	No	Total	
Bangalore	**Rural**	Project	24(80.00)	6(20.00)	30(100.00)	0(0.00)	0(0.00)	0(0.00)	30(21.13)
		Non-project	85(79.44)	22(20.56)	107(95.54)	3(60.00)	2(40.00)	5(4.46)	112(78.87)
		Total	109(79.56)	28(20.44)	137(96.48)	3(60.00)	2(40.00)	5(3.52)	142(15.42)
	Urban	Project	33(76.74)	10(23.26)	43(97.73)	1(100.00)	0(0.00)	1(2.27)	44(27.50)
		Non-project	94(89.52)	11(10.48)	105(90.52)	8(72.73)	3(27.27)	11(9.48)	116(72.50)
		Total	127(85.81)	21(14.19)	148(92.50)	9(75.00)	3(25.00)	12(7.50)	160(17.37)
Hubli	**Rural**	Project	43(91.49)	4(8.51)	47(100.00)	0(0.00)	0(0.00)	0(0.00)	47(72.31)
		Non-project	16(88.89)	2(11.11)	18(100.00)	0(0.00)	0(0.00)	0(0.00)	18(27.69)
		Total	59(90.77)	6(9.23)	65(100.00)	0(0.00)	0(0.00)	0(0.00)	65(7.06)
	Urban	Project	33(97.06)	1(2.94)	34(82.93)	5(71.43)	2(28.57)	7(17.07)	41(19.52)
		Non-project	141(89.24)	17(10.76)	158(93.49)	9(81.82)	2(18.18)	11(6.51)	169(80.48)
		Total	174(90.63)	18(9.38)	192(91.43)	14(77.78)	4(22.22)	18(8.57)	210(22.80)
Kalburgi	**Rural**	Project	16(76.19)	5(23.81)	21(95.45)	1(100.00)	0(0.00)	1(4.55)	22(78.57)
		Non-project	5(83.33)	1(16.67)	6(100.00)	0(0.00)	0(0.00)	0(0.00)	6(21.43)
		Total	21(77.78)	6(22.22)	27(96.43)	1(100.00)	0(0.00)	1(3.57)	28(3.04)
	Urban	Project	9(69.23)	4(30.77)	13(92.86)	1(100.00)	0(0.00)	1(7.14)	14(17.07)
		Non-project	51(91.07)	5(8.93)	56(82.35)	10(83.33)	2(16.67)	12(17.65)	68(82.93)
		Total	60(86.96)	9(13.04)	69(84.15)	11(84.62)	2(15.38)	13(15.85)	82(8.90)
Mysore	**Rural**	Project	42(79.25)	11(20.75)	53(96.36)	2(100.00)	0(0.00)	2(3.64)	55(37.41)
		Non-project	73(92.41)	6(7.59)	79(85.87)	12(92.31)	1(7.69)	13(14.13)	92(62.59)
		Total	115(87.12)	17(12.88)	132(89.80)	14(93.33)	1(6.67)	15(10.20)	147(15.96)
	Urban	Project	4(80.00)	1(20.00)	5(100.00)	0(0.00)	0(0.00)	0(0.00)	5(5.75)
		Non-project	61(85.92)	10(14.08)	71(86.59)	11(100.00)	0(0.00)	11(13.41)	82(94.25)
		Total	65(85.53)	11(14.47)	76(87.36)	11(100.00)	0(0.00)	11(12.64)	87(9.45)
Grand Total			730(86.29)	116(13.71)	846(91.86)	63(84.00)	12(16.00)	75(8.14)	N=921

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Overall, 4905 respondents, 921 respondents were unemployed across all the divisions. Out of 921 respondents, 86.49% of male alumni respondents and 84.00% of female respondents were willing to take work in the future (Table 4.56)

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Figure 4.36 Willingness to work/take up job in future

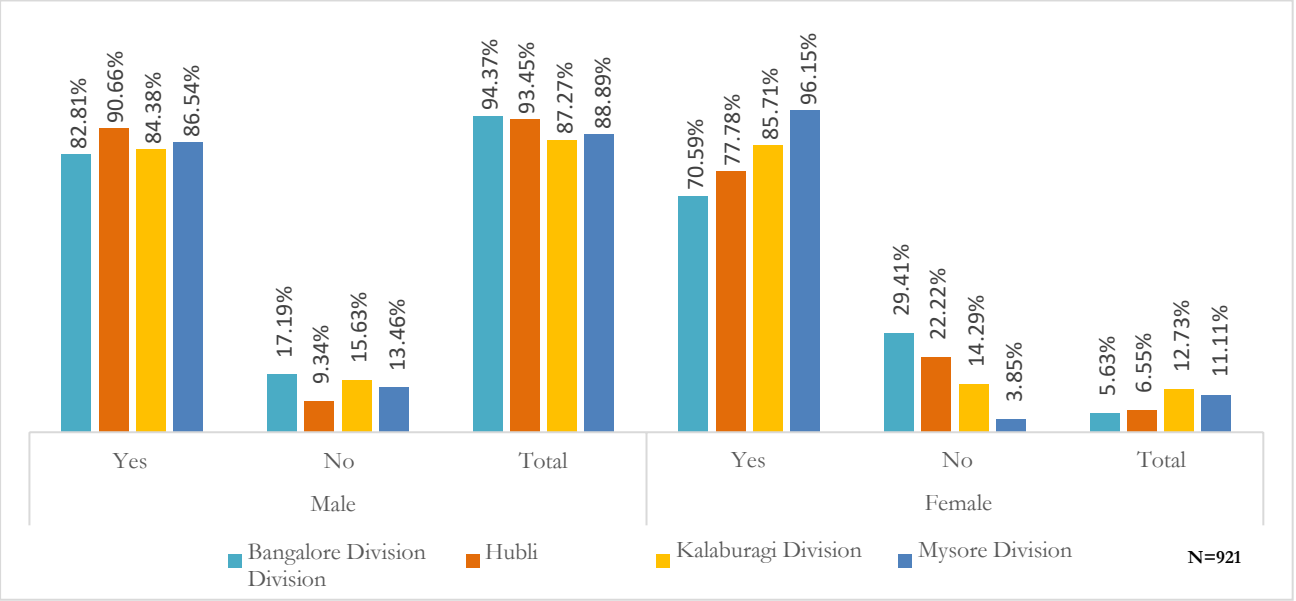


Table 4.57 Status on actively looking/searching for a job

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	75(78.95)	20(21.05)	95(46.80)	82(75.93)	26(24.07)	108(53.20)	203(78.38)
	Non-project	21(77.78)	6(22.22)	27(48.21)	24(82.76)	5(17.24)	29(51.79)	56(21.62)
	Total	96(78.69)	26(21.31)	122(47.10)	106(77.37)	31(22.63)	137(52.90)	259(5.28)
Hubli	Project	16(94.12)	1(5.88)	17(9.39)	147(89.63)	17(10.37)	164(90.61)	181(67.54)
	Non-project	43(93.48)	3(6.52)	46(52.87)	35(85.37)	6(14.63)	41(47.13)	87(32.46)
	Total	59(93.65)	4(6.35)	63(23.51)	182(88.78)	23(11.22)	205(76.49)	268(5.46)
Kalburgi	Project	4(66.67)	2(33.33)	6(6.90)	0(0.00)	13(16.05)	81(93.10)	87(72.50)
	Non-project	18(81.82)	4(18.18)	22(66.67)	8(72.73)	3(27.27)	11(33.33)	33(27.50)
	Total	22(78.57)	6(21.43)	28(23.33)	76(82.61)	16(17.39)	92(76.67)	120(2.45)
Mysore	Project	78(85.71)	13(14.29)	91(54.17)	61(79.22)	16(20.78)	77(45.83)	168(73.68)
	Non-project	40(72.73)	15(27.27)	55(91.67)	4(80.00)	1(20.00)	5(8.33)	60(26.32)
	Total	118(80.82)	28(19.18)	146(64.04)	65(79.27)	17(20.73)	82(35.96)	228(4.65)
Grand Total		**295(82.17)**	**64(17.83)**	**359(41.03)**	**429(83.14)**	**87(16.86)**	**516(58.97)**	**N=895**

Values in the parenthesis/Brackets are percentages

Source: Primary Survey by GRAAM, 2023

Out of 895 who are presently unemployed, at an overall level, more than 80% of respondents were actively searching for a job in both rural and urban areas. In rural areas it was found 93.65% of alumni from Hubli division are actively searching for a job followed by Mysore division (80.82%).In rural areas it was found 93.65% of alumni from Hubli division are actively searching for a job followed by Mysore division and it is same with regard to alumni of ITI colleges in urban areas.

Figure 4.37 Status on actively looking/searching for a job

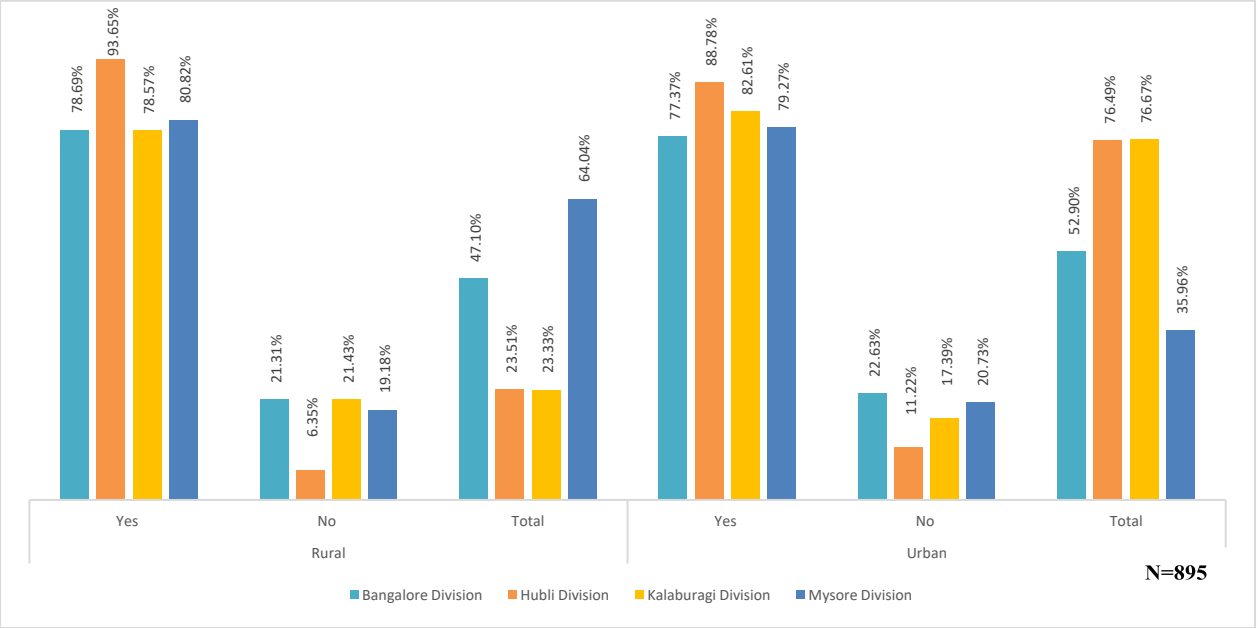


Table 4.58 Duration of actively searching for job

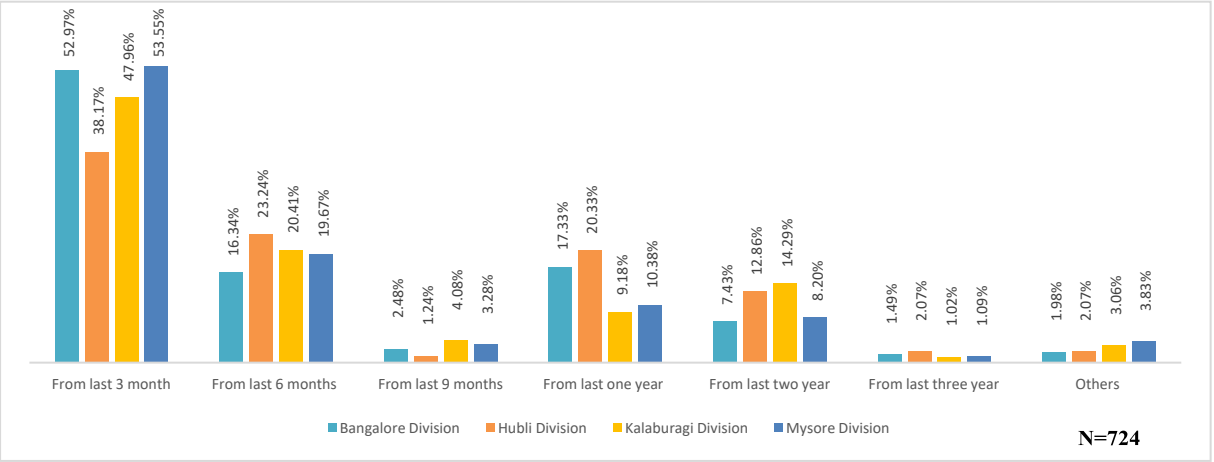
DIVISION	Rural / Urban	Type	From last 3 month	From last 6 months	From last 9 months	From last one year	From last two year	From last three year	Others (Plz specify_)	GrandTotal
Bangalore	Rural	Project	31(41.33)	18(24.00)	2(2.67)	14(18.67)	6(8.00)	3(4.00)	1(1.33)	75(78.13)
		Non-project	9(42.86)	1(4.76)	1(4.76)	4(19.05)	4(19.05)	0(0.00)	2(9.52)	21(21.88)
		Total	40(41.67)	19(19.79)	3(3.13)	18(18.75)	10(10.42)	3(3.13)	3(3.13)	96(47.52)
	Urban	Project	50(60.98)	12(14.63)	0(0.00)	14(17.07)	5(6.10)	0(0.00)	1(1.22)	82(77.36)
		Non-project	17(70.83)	2(8.33)	2(8.33)	3(12.50)	0(0.00)	0(0.00)	0(0.00)	24(22.64)
		Total	67(63.21)	14(13.21)	2(1.89)	17(16.04)	5(4.72)	0(0.00)	1(0.94)	106(52.48)
	Bangalore Total		107(52.97)	33(16.34)	5(2.48)	35(17.33)	15(7.43)	3(1.49)	4(1.98)	202(27.90)
Hubli	Rural	Project	8(50.00)	4(25.00)	0(0.00)	2(12.50)	1(6.25)	0(0.00)	1(6.25)	16(27.12)
		Non-project	14(32.56)	10(23.26)	0(0.00)	11(25.58)	7(16.28)	0(0.00)	1(2.33)	43(72.88)
		Total	22(37.29)	14(23.73)	0(0.00)	13(22.03)	8(13.56)	0(0.00)	2(3.39)	59(24.48)
	Urban	Project	54(36.73)	36(24.49)	3(2.04)	29(19.73)	20(13.61)	4(2.72)	1(0.68)	147(80.77)
		Non-project	16(45.71)	6(17.14)	0(0.00)	7(20.00)	3(8.57)	1(2.86)	2(5.71)	35(19.23)
		Total	70(38.46)	42(23.08)	3(1.65)	36(19.78)	23(12.64)	5(2.75)	3(1.65)	182(75.52)
	Hubli Total		92(38.17)	56(23.24)	3(1.24)	49(20.33)	31(12.86)	5(2.07)	5(2.07)	241(33.29)
Kalburgi	Rural	Project	2(50.00)	2(50.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	4(18.18)
		Non-project	7(38.89)	3(16.67)	1(5.56)	1(5.56)	5(27.78)	0(0.00)	1(5.56)	18(81.82)
		Total	9(40.91)	5(22.73)	1(4.55)	1(4.55)	5(22.73)	0(0.00)	1(4.55)	22(22.45)
	Urban	Project	34(50.00)	13(19.12)	3(4.41)	8(11.76)	7(10.29)	1(1.47)	2(2.94)	68(89.47)
		Non-project	4(50.00)	2(25.00)	0(0.00)	0(0.00)	2(25.00)	0(0.00)	0(0.00)	8(10.53)
		Total	38(50.00)	15(19.74)	3(3.95)	8(10.53)	9(11.84)	1(1.32)	2(2.63)	76(77.55)
	Kalburgi Total		47(47.96)	20(20.41)	4(4.08)	9(9.18)	14(14.29)	1(1.02)	3(3.06)	98(13.54)
Mysore	Rural	Project	40(51.28)	17(21.79)	1(1.28)	8(10.26)	7(8.97)	1(1.28)	4(5.13)	78(66.10)
		Non-project	19(47.50)	6(15.00)	3(7.50)	4(10.00)	7(17.50)	1(2.50)	0(0.00)	40(33.90)

		Total	59(50.00)	23(19.49)	4(3.39)	12(10.17)	14(11.86)	2(1.69)	4(3.39)	118(64.48)
	Urban	Project	37(60.66)	13(21.31)	2(3.28)	5(8.20)	1(1.64)	0(0.00)	3(4.92)	61(93.85)
		Non-project	2(50.00)	0(0.00)	0(0.00)	2(50.00)	0(0.00)	0(0.00)	0(0.00)	4(6.15)
		Total	39(60.00)	13(20.00)	2(3.08)	7(10.77)	1(1.54)	0(0.00)	3(4.62)	65(35.52)
	Mysore Total		98(53.55)	36(19.67)	6(3.28)	19(10.38)	15(8.20)	2(1.09)	7(3.83)	183(25.28)
Grand Total			344(47.51)	145(20.03)	18(2.49)	112(15.47)	75(10.36)	11(1.52)	19(2.62)	N=724

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

At an overall level, 47.51% of alumni are actively searching for a job from last three months followed by from last six months (20.03%). It is found highest in the alumni of project ITI collegesof rural areas than in Urban areas.

Figure 4.38 Duration of actively searching for job



4.9 Placement Drives and Corrective Measures for Employability Aspects for ITI Training

Table 4.59 Status of Placement drive happening regularly

DIVISION	Project type	Male					Female					Grand Total
		Once in a year	Twice in a year	Thrice in a year	Not active / no placement drive has happened	Total	Once in a year	Twice in a year	Thrice in a year	Not active / no placement drive has happened	Total	
Bangalore	Project	188(45.52)	122(29.54)	84(20.34)	19(4.60)	413(88.06)	20(35.71)	17(30.36)	15(26.79)	4(7.14)	56(11.94)	469(68.87)
	Non-project	95(46.57)	60(29.41)	36(17.65)	13(6.37)	204(96.23)	7(87.50)	0(0.00)	1(12.50)	0(0.00)	8(3.77)	212(31.13)
	Total	283(45.87)	182(29.50)	120(19.45)	32(5.19)	617(90.60)	27(42.19)	17(26.56)	16(25.00)	4(6.25)	64(9.40)	681(45.46)
Hubli	Project	47(55.95)	24(28.57)	6(7.14)	7(8.33)	84(96.55)	1(33.33)	1(33.33)	1(33.33)	0(0.00)	3(3.45)	87(100.00)
	Non-project	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)
	Total	47(55.95)	24(28.57)	6(7.14)	7(8.33)	84(96.55)	1(33.33)	1(33.33)	1(33.33)	0(0.00)	3(3.45)	87(5.81)

	Project	36(52.94)	16(23.53)	16(23.53)	0(0.00)	68(93.15)	3(60.00)	0(0.00)	2(40.00)	0(0.00)	5(6.85)	73(71.57)
	Non-project	18(62.07)	8(27.59)	3(10.34)	0(0.00)	29(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	29(28.43)
Kalburgi	**Total**	54(55.67)	24(24.74)	19(19.59)	0(0.00)	97(95.10)	3(60.00)	0(0.00)	2(40.00)	0(0.00)	5(4.90)	102(6.81)
	Project	282(51.93)	149(27.44)	91(16.76)	21(3.87)	543(95.26)	14(51.85)	8(29.63)	4(14.81)	1(3.70)	27(4.74)	570(90.76)
	Non-project	32(56.14)	16(28.07)	7(12.28)	2(3.51)	57(98.28)	0(0.00)	1(100.00)	0(0.00)	0(0.00)	1(1.72)	58(9.24)
Mysore	**Total**	314(52.33)	165(27.50)	98(16.33)	23(3.83)	600(95.54)	14(50.00)	9(32.14)	4(14.29)	1(3.57)	28(4.46)	628(41.92)
Grand Total		698(49.93)	395(28.25)	243(17.38)	62(4.43)	1398(93.32)	45(45.00)	27(27.00)	23(23.00)	5(5.00)	100(6.68)	N=1498

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

Status of Placement Drive in ITIs

As per the institutional guidelines, the ITIs are expected to host the placement drives on their respective campuses, which ensures that the eligible graduates are provided with good placements.Table 4.22 provides details of the respondents who have reported on the state of placement drive in their respective ITIs. Among the divisions, in the Bangalore division, a maximum of 46.57% of male graduates from project ITIs as against 45.52% from non-project ITIs revealed that they had placement drive once ear. The same is reported by almost equal percentages of male graduatesfrom project ITIs in the Hubballi and Kalburgi divisions. Nearly half of the percentages of graduates from project and Non-project ITIs in Kalburgi and Mysore divisions also reported having one placement drive in a year.

When it comes to placement drives more than once a year, among the divisions, it is from the Bangalore division (that for both the project and non-project ITIs), the male and female graduates have reported that their ITIs have hosted placement drives twice, and thrice a year while females only from project ITIs reporting placement drives thrice a year.

Overall, as per data from Table 4.34, when it comes to the holding placement drives for more than once and up to three times in a year, in the ITIs in the Bangalore division, regular three-time placements have been reported while the ITIs in other three divisions: Hubballi, Kalburgi, andMysore lack to hold multiple placements drives in a year. This has clear implications for the livelihoods and prospects of the graduates that the respective ITIs have produced.

Although there is a high demand for quality training, a placement officer from a GITI in the Hubli division felt that

"…the challenges related to new skills, new machines, and soft skills have to be overcome..."

"…Investing in advanced equipment, ensuring adequate infrastructure facilities, and maintaining college hygiene would contribute to long-term improvements. Additionally, having dedicated trainers with expertise in their fields

would enhance the learning experience…"

"…For community engagement, enhancing the communication between parents and the institute through workshops and information dissemination would be beneficial…"

"…Expectations from the ITIs from the government are for better and quality training and makingthe students employable…"

Another dimension of the improvements in the training system is the better salaries:

"*…Salaries should be increased for the students as they do risky jobs. Modern equipment should be installed."*

He goes on further,

"…the principal underscored the existing challenges in terms of infrastructure. It was emphasized that the syllabus dictates the necessity for comprehensive and well-equipped facilities, as well as a fully staffed team…"

Whether and what kind of employer outreach and regular contact mechanisms are required for ITIs:

"…Yes, they do have industrial support. Industries provided much more support. Industries have provided additional support too like TATA motors provided safe drinking water, Quest Alliance provided computers, and Maruti Suzuki constructed an automobile lab. She mentioned the industries-college relationships are strong but industries-student relationships are quite weak." (A Principal of a GITI from Hubli division).

"…placement cell should have dedicated placement officer posts…" (An industry representative from the Kalburgi division)

Table 4.60 status on good atmosphere in the ITI college for female students to participate in ITI training without any fear/hesitation

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	9(90.00)	1(10.00)	10(14.49)	53(89.83)	6(10.17)	59(85.51)	69(89.61)
	Non-project	0(0.00)	0(0.00)	0(0.00)	8(100.00)	0(0.00)	8(100.00)	8(10.39)
	Total	9(90.00)	1(10.00)	10(12.99)	61(91.04)	6(8.96)	67(87.01)	77(34.53)
Hubli	Project	1(100.00)	0(0.00)	1(2.17)	40(88.89)	5(11.11)	45(97.83)	46(82.14)
	Non-project	0(0.00)	0(0.00)	0(0.00)	8(80.00)	2(20.00)	10(100.00)	10(17.86)
	Total	1(100.00)	0(0.00)	1(1.79)	48(87.27)	7(12.73)	55(98.21)	56(25.11)
Kalaburagi	Project	0(0.00)	0(0.00)	0(0.00)	28(96.55)	1(3.45)	29(100.00)	29(90.63)
	Non-project	1(100.00)	0(0.00)	1(33.33)	2(100.00)	0(0.00)	2(66.67)	3(9.38)
	Total	1(100.00)	0(0.00)	1(3.13)	30(96.77)	1(3.23)	31(96.88)	32(14.35)
Mysore	Project	20(74.07)	7(25.93)	27(50.00)	17(62.96)	10(37.04)	27(50.00)	54(93.10)
	Non-project	4(100.00)	0(0.00)	4(100.00)	0(0.00)	0(0.00)	0(0.00)	4(6.90)

	Total	24(77.42)	7(22.58)	31(53.45)	17(62.96)	10(37.04)	27(46.55)	58(26.01)
Grand Total		35(81.40)	8(18.60)	43(19.28)	156(86.67)	24(13.33)	180(80.72)	N=223

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

At an overall level, above 80% of students from rural and urban respondents felt there was a good atmosphere in their respective ITI colleges to participate in ITI training without any fear/hesitation. Compared to other divisions, female respondents from project ITI colleges of Mysore division in both rural and urban areas refused to accept it (Table 4.60).

Table 4.61 Perception on women to work in industries after ITI training at par with men

DIVISION	Type	Rural			Urban			Grand Total
		Yes	No	Total	Yes	No	Total	
Bangalore	Project	10(100.00)	0(0.00)	10(14.49)	58(98.31)	1(1.69)	59(85.51)	69(89.61)
	Non-project	0(0.00)	0(0.00)	0(0.00)	8(100.00)	0(0.00)	8(100.00)	8(10.39)
	Total	10(100.00)	0(0.00)	10(12.99)	66(98.51)	1(1.49)	67(87.01)	77(34.53)
Hubli	Project	1(100.00)	0(0.00)	1(2.17)	45(100.00)	0(0.00)	45(97.83)	46(82.14)
	Non-project	0(0.00)	0(0.00)	0(0.00)	9(90.00)	1(10.00)	10(100.00)	10(17.86)
	Total	1(100.00)	0(0.00)	1(1.79)	54(98.18)	1(1.82)	55(98.21)	56(25.11)
Kalaburagi	Project	0(0.00)	0(0.00)	0(0.00)	29(100.00)	0(0.00)	29(100.00)	29(90.63)
	Non-project	1(100.00)	0(0.00)	1(33.33)	2(100.00)	0(0.00)	2(66.67)	3(9.38)
	Total	1(100.00)	0(0.00)	1(3.13)	31(100.00)	0(0.00)	31(96.88)	32(14.35)
Mysore	Project	27(100.00)	0(0.00)	27(50.00)	25(92.59)	2(7.41)	27(50.00)	54(93.10)
	Non-project	3(75.00)	1(25.00)	4(100.00)	0(0.00)	0(0.00)	0(0.00)	4(6.90)
	Total	30(96.77)	1(3.23)	31(53.45)	25(92.59)	2(7.41)	27(46.55)	58(26.01)
Grand Total		**42(97.67)**	**1(2.33)**	**43(19.28)**	**176(97.78)**	**4(2.22)**	**180(80.72)**	**N=223**

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

At an overall level, above 95% of female respondents from rural and urban respondents statedthat women to work in industries after ITI training at par with men. Compared to other divisions, female respondents from non-project ITI colleges of Mysore division in rural areas and non- project ITI college of Hubli division in urban areas refused to accept it. (Table 4.61)

Table 4.62 Perception on steps taken by the government to attract more women students to ITI courses than men

DIVISION	Type	Rural				Urban				Grand Total
		It's good	Not very effective.	Don't know	Total	It's good	Not very effective.	Don't know	Total	
Bangalore	Project	6(60.00)	2(20.00)	2(20.00)	10(14.49)	35(59.32)	6(10.17)	18(30.51)	59(85.51)	69(89.61)
	Non-project	0(0.00)	0(0.00)	0(0.00)	0(0.00)	3(37.50)	1(12.50)	4(50.00)	8(100.00)	8(10.39)
	Total	6(60.00)	2(20.00)	2(20.00)	10(12.99)	38(56.72)	7(10.45)	22(32.84)	67(87.01)	77(34.53)
Hubli	Project	0(0.00)	1(100.00)	0(0.00)	1(2.17)	23(51.11)	6(13.33)	16(35.56)	45(97.83)	46(82.14)
	Non-project	0(0.00)	0(0.00)	0(0.00)	0(0.00)	7(70.00)	2(20.00)	1(10.00)	10(100.00)	10(17.86)
	Total	0(0.00)	1(100.00)	0(0.00)	1(1.79)	30(54.55)	8(14.55)	17(30.91)	55(98.21)	56(25.11)

Kalaburagi	Project	0(0.00)	0(0.00)	0(0.00)	0(0.00)	10(34.48)	3(10.34)	16(55.17)	29(100.00)	29(90.63)
	Non-project	1(100.00)	0(0.00)	0(0.00)	1(33.33)	0(0.00)	1(50.00)	1(50.00)	2(66.67)	3(9.38)
	Total	1(100.00)	0(0.00)	0(0.00)	1(3.13)	10(32.26)	4(12.90)	17(54.84)	31(96.88)	32(14.35)
Mysore	Project	15(55.56)	4(14.81)	8(29.63)	27(50.00)	13(48.15)	8(29.63)	6(22.22)	27(50.00)	54(93.10)
	Non-project	1(25.00)	2(50.00)	1(25.00)	4(100.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	4(6.90)
	Total	16(51.61)	6(19.35)	9(29.03)	31(53.45)	13(48.15)	8(29.63)	6(22.22)	27(46.55)	58(26.01)
Grand Total		23(53.49)	9(20.93)	11(25.58)	43(19.28)	91(50.56)	27(15.00)	62(34.44)	180(80.72)	N=223

Values in the parenthesis/Brackets are percentages Source: Primary Survey by GRAAM, 2023

At an overall level, above 53.49% of female respondents from rural and 50.56% from urban stated that steps taken by the government to attract more women students to ITI courses than men is good. Followed by 20.93% of female respondents from rural and 34.44% from urban stated thatthey don't know about the steps taken by the government to attract more women students to ITIcourses than men (table 4.62)

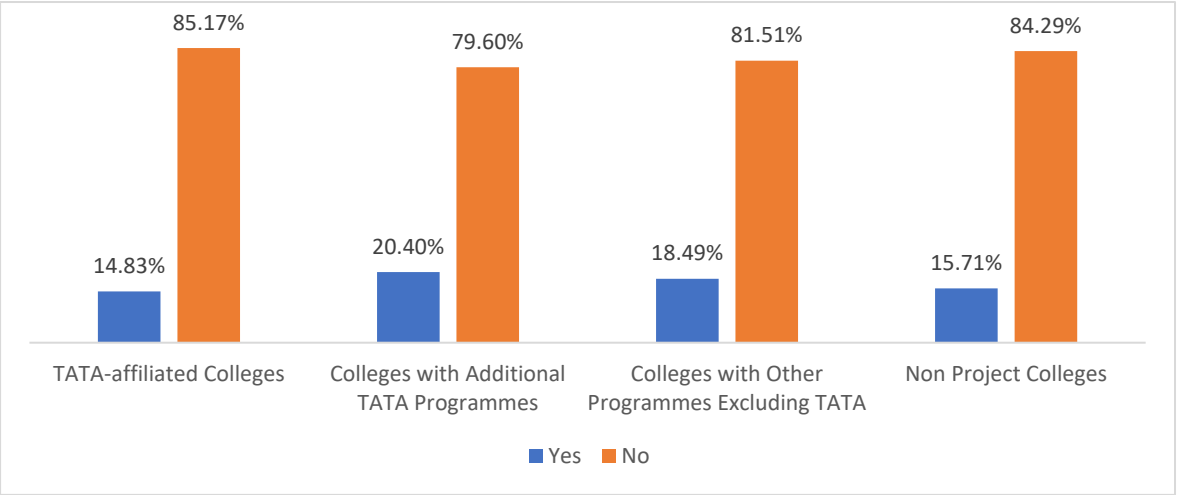
4.10 Comparative analysis of Alumni outcomes (With TATA Programme and others)

This section compares the experiences and outcomes of alumni from TATA-affiliated or Supported (through MoU) ITI's with those from other programs and Non-Project ITI's in terms of apprenticeships, on-the-job training (OJT), the presence of placement cells, and their current status and employment.

4.3.1 Participation in On-the-Job Training (OJT) and Internships during ITI Training Period

The table compares the percentage of respondents who underwent on-the-job training (OJT), internship, or industrial training in a company or establishment during their training period in an Industrial Training Institute (ITI), specifically focusing on comparison of TATA with other programmes.

Figure 4.39 Participation in On-the-Job Training (OJT) and Internships during ITI Training Period

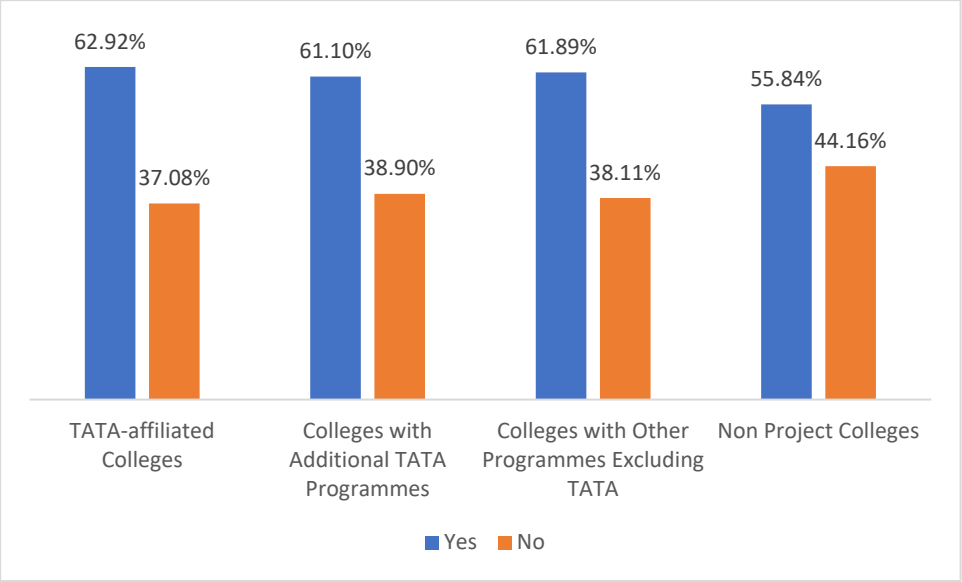


In the study, the participation in on-the-job training (OJT), internship, or industrial training among respondents varied across different program components. Specifically, among respondents from TATA affiliated ITI's, 14.83% underwent such training, while the majority (85.17%) did not. For those who were part of TATA along with other programmes, the participation rate was slightly higher, with 20.40% undergoing training and 79.60% not participating. In contrast, respondents from programmes without TATA had a participation rate of 18.49%, with 81.51% not undergoing training. Among respondents from Non-Project, 15.71% underwent training, while 84.29% did not. These findings highlight the differing levels of engagement in OJT, internship, or industrial training among respondents from various program components.(Figure 4.39)

4.3.2 Employability Skills

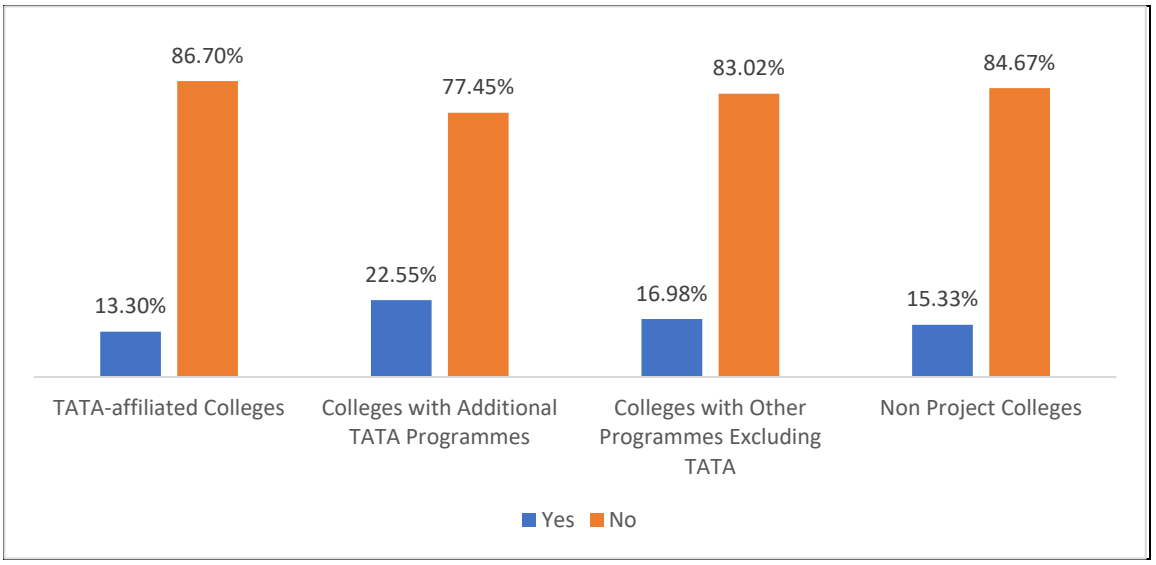
The data reveals varying levels of familiarity with employability skills among respondents from different program components. In TATA MoU ITIs, 62.92% of respondents are familiar with these skills, indicating a strong awareness within this group. Similarly, respondents from other programs along with TATA show a high level of familiarity, with 61.10% indicating awareness. Among respondents from other programs without TATA, 61.89% are familiar with employability skills, showing a comparable level of awareness to those in TATA. In contrast, respondents from Non-Project exhibit a slightly lower level of familiarity, with 55.84% indicating awareness of employability skills. Overall, these findings suggest a generally high level of awareness and familiarity with employability skills across the different program components, with TATA respondents showing the highest level of awareness.(Figure 4.40)

Figure 4.40 Familiarity with Employability Skills Among Respondents



4.3.3 Apprenticeship

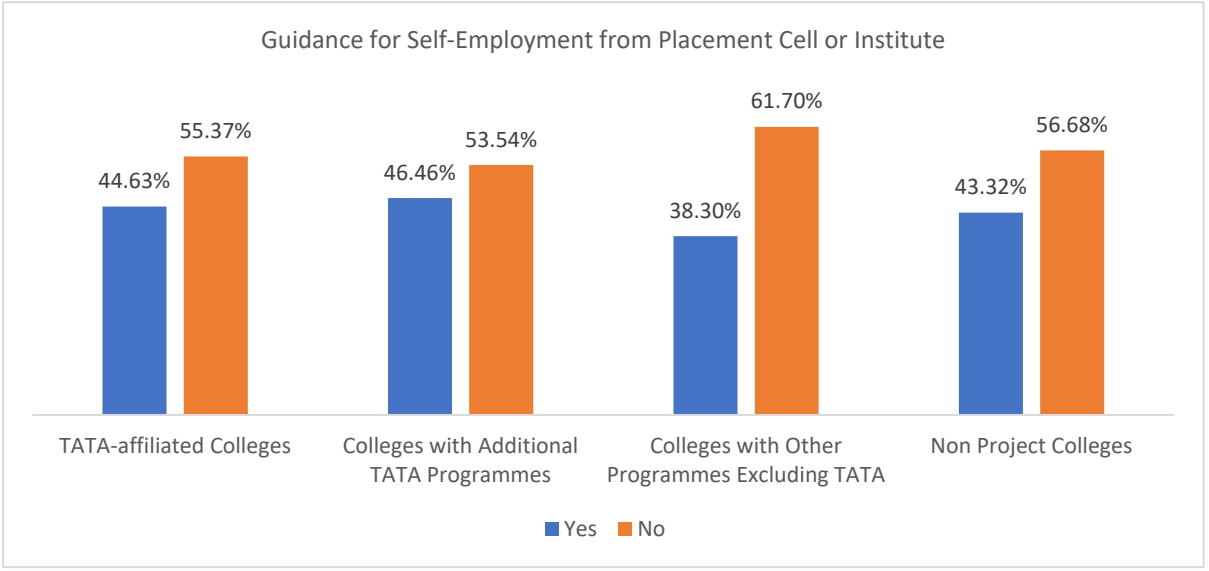
Figure 4.41 Participation in Apprenticeships After Joining or During Employment



The data illustrates the percentage of respondents who participated in apprenticeships after joining or during their job, categorized by different program components. In TATA, 13.30% of respondents took part in apprenticeships, while the majority (86.70%) did not. Among respondents from other programs along with TATA, a higher percentage (22.55%) engaged in apprenticeships, with 77.45% not participating. Similarly, respondents from other programs without TATA had 16.98% participating in apprenticeships, while 83.02% did not. For respondents from Non-Project, 15.33% underwent apprenticeships, with 84.67% not participating.

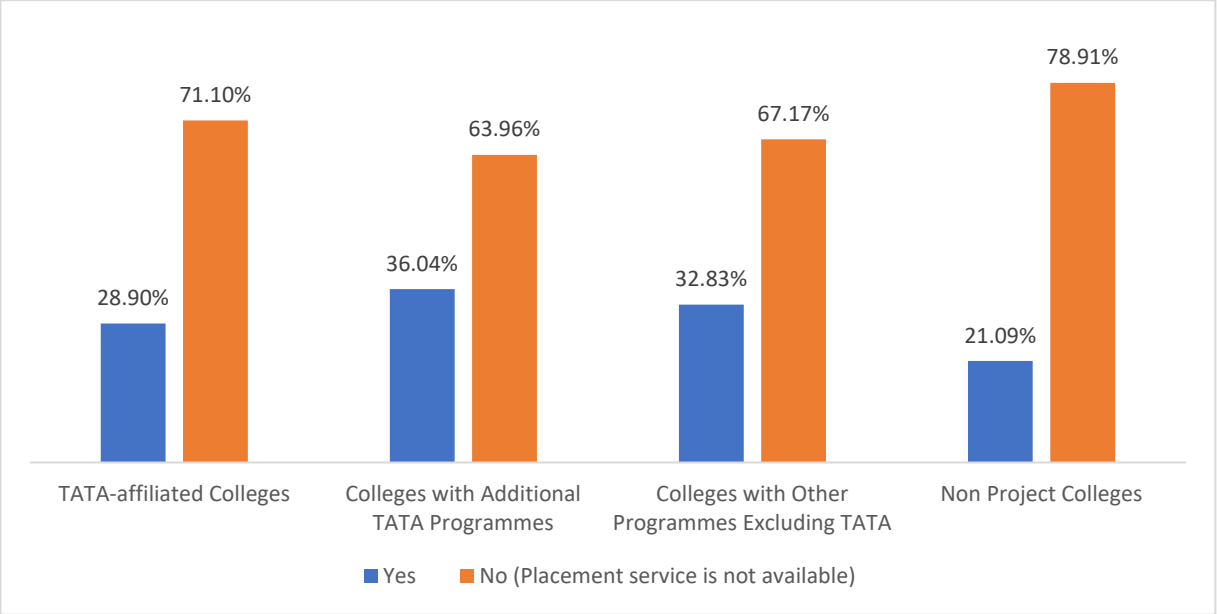
4.3.4 Placement cell

Figure 4.42 Guidance for Self-Employment from Placement Cell or Institute



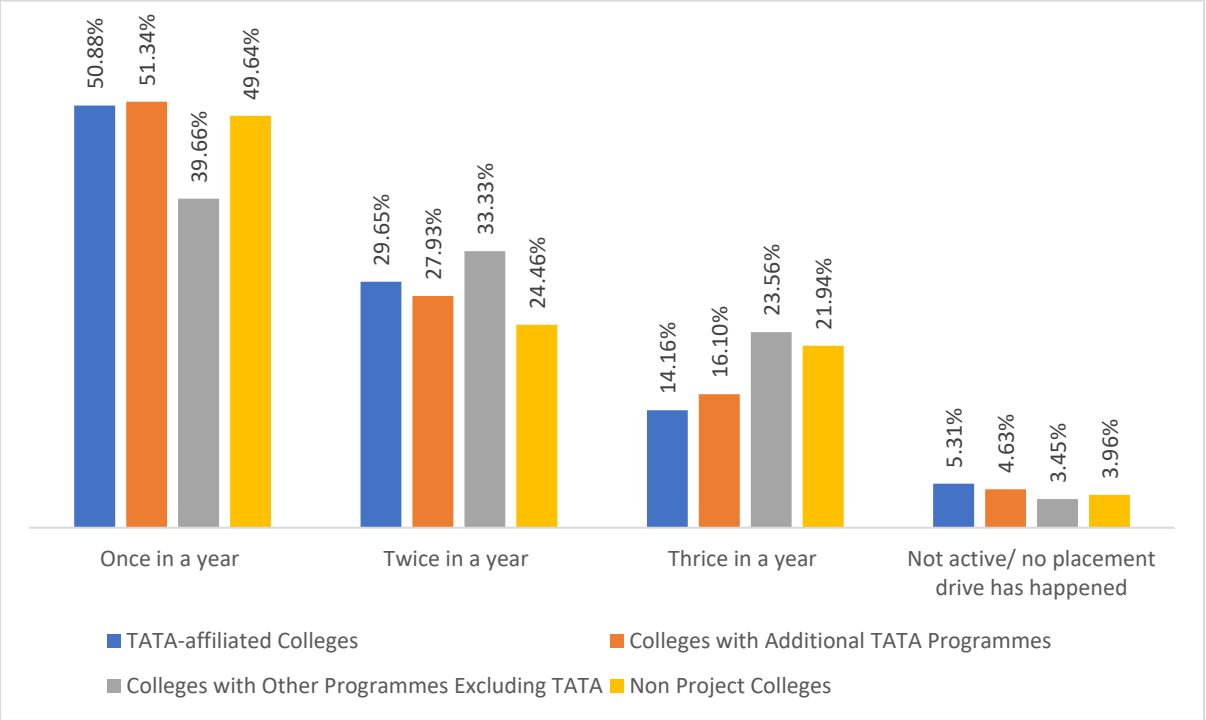
The data highlights the percentage of respondents who received guidance from the placement cell or institute for self-employment, categorized by different program components. In TATA, 44.63% of respondents received guidance, while the majority (55.37%) did not. Among respondents from other programs along with TATA, a slightly higher percentage (46.46%) received guidance, with 53.54% not receiving any. Conversely, respondents from other programs without TATA had a lower percentage (38.30%) receiving guidance, while 61.70% did not. For respondents from Non-Project, 43.32% received guidance, with 56.68% not receiving any.

Figure 4.42 Availability of Placement Cell in ITI



The data provides insights into the presence of placement cells in Industrial Training Institutes (ITIs) across different program components. In TATA, 28.90% of respondents had a placement cell in their ITI, while the majority (71.10%) did not. Among respondents from TATA with other programmes, 36.04% had a placement cell, while 63.96% did not. Similarly, in programs without TATA, 32.83% of respondents had a placement cell, while 67.17% did not. For respondents from Non-Project, 21.09% had a placement cell, while 78.91% did not. These findings indicate that a relatively low percentage of ITIs across all program components had placement cells, with the highest percentage seen in TATA with other programmes, followed by programs without TATA, TATA, and Non-Project ITI colleges.

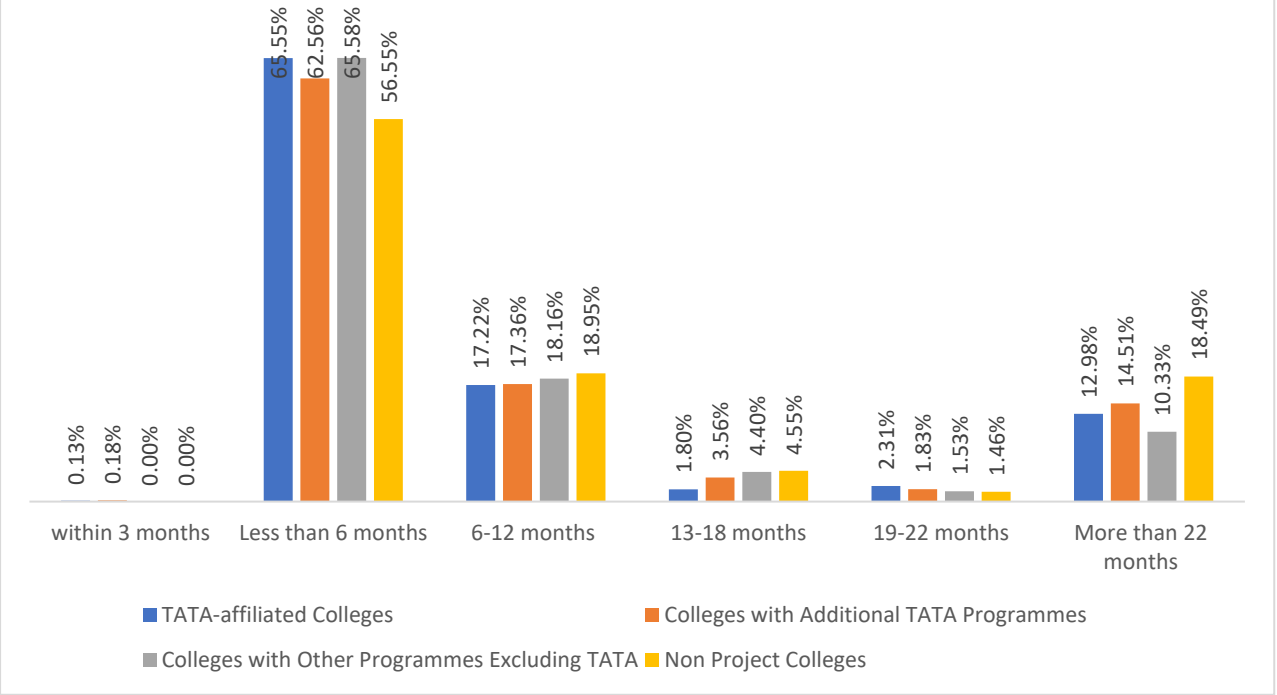
Figure 4.43 Frequency of Placement Drives



When comparing TATA-affiliated ITIs to other types, it's evident that there are differences in the frequency of placement drives. In TATA-affiliated ITIs, 50.88% reported annual placement drives, with 29.65% having biannual drives, and 14.16% conducting thrice-yearly drives; 5.31% reported no active drives. Similarly, in ITIs with additional TATA programs, 51.34% reported annual drives, 27.93% biannual, 16.10% thrice-yearly, and 4.63% reported no active drives. For ITIs without TATA affiliation, 39.66% had annual drives, 33.33% biannual, 23.56% thrice-yearly, and 3.45% had no active drives. In Non-Project ITIs, 49.64% had annual drives, 24.46% biannual, 21.94% thrice-yearly, and 3.96% reported no active drives. Overall, the majority of ITIs conducted placement drives annually, with some variations based on TATA affiliation and additional programs.

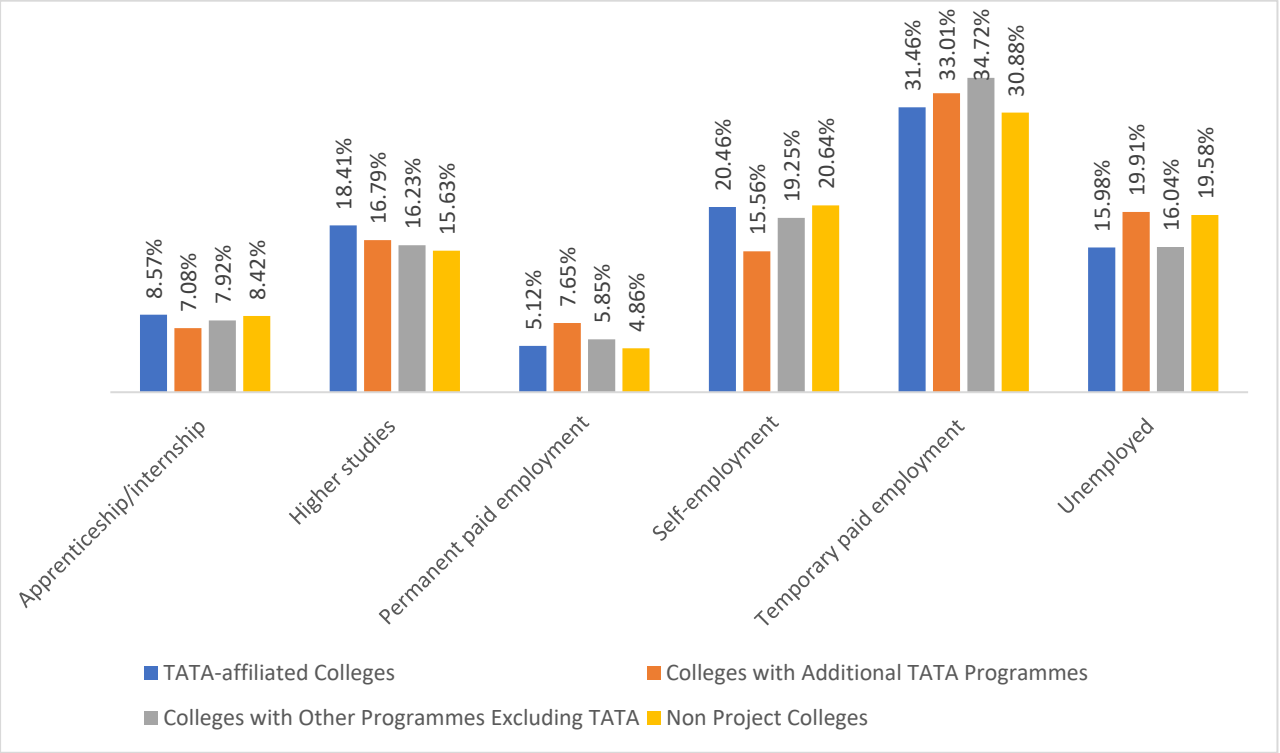
4.3.5. Employment status

Figure 4.44 Duration of Non-Employment after passout from the ITIs



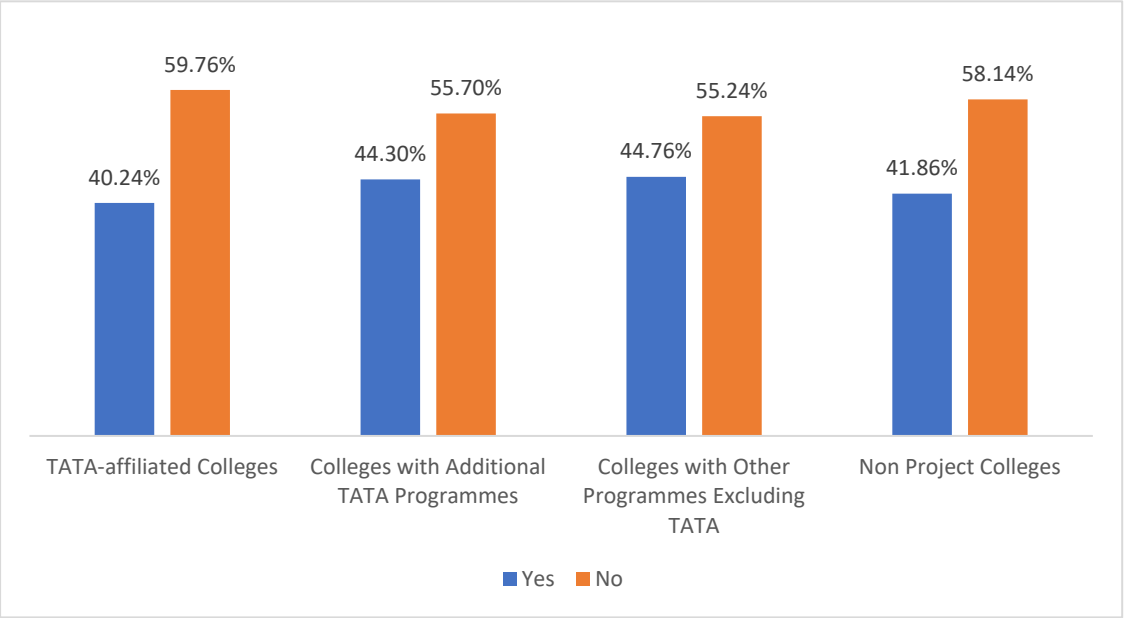
When comparing TATA-affiliated ITIs to other types, it's evident that the duration for which respondents were neither employed (nor self-employed), nor studying, nor doing internship or apprenticeship varied. TATA-affiliated ITIs had 65.55% of respondents in this state for less than 6 months, slightly higher than colleges with additional TATA programmes at 62.56%. However, a notable difference was seen in the duration of more than 22 months, with TATA-affiliated ITIs at 12.98%, while ITIs with additional TATA programmes were at 14.51%. In contrast, ITIs with other programmes excluding TATA and Non-Project ITIs had fewer respondents in this state for less than 6 months (65.58% and 56.55% respectively), but a higher percentage for more than 22 months (10.33% and 18.49% respectively). Overall, the data suggests that while the majority experienced a shorter transition period, a significant portion from Non-Project ITIs had a longer duration of more than 22 months.

Figure 4.45 Current status of Alumni



When comparing TATA-affiliated ITIs to other types, it's evident that there are notable differences in the current status of respondents. TATA-affiliated ITIs have 8.57% of respondents in apprenticeships/internships, slightly higher than ITIs with additional TATA programmes at 7.08%. However, a significant difference is seen in the percentage of respondents who are self-employed, with TATA-affiliated ITIs at 20.46% compared to colleges with additional TATA programmes at 15.56%. Additionally, TATA-affiliated ITIs have a higher percentage of respondents in temporary paid employment (31.46%) compared to ITIs with additional TATA programmes (33.01%) and also TATA-affiliated ITIs have a lower percentage of respondents in unemployment (15.19%) compared to ITIs with additional TATA programmes (19.91%).Overall, while there are variations in the current status of respondents across different types of ITIs , TATA-affiliated colleges stand out in terms of the proportion of respondents who are self-employed.

Figure 4.46 Alignment of Job with Training



When comparing TATA-affiliated ITIs to other types, it's apparent that there are differences in how respondents perceive the alignment of their jobs with their training. TATA-affiliated ITIs have the lowest percentage of respondents who feel their job matches their training at 40.24%, compared to ITIs with additional TATA programmes at 44.30%, ITIs with other programmes excluding TATA at 44.76%, and Non-Project ITIs at 41.86%. This suggests that a higher proportion of respondents from TATA-affiliated ITIs feel their job does not align with their training compared to the other types of ITIs. However, it's important to note that across all ITIs types, a significant proportion of respondents feel that their jobs do not match the training they received, indicating a potential gap between training and job requirements.

At an over all, TATA-affiliated ITIs demonstrate promising progress across various areas compared to other program components. Despite a slightly lower participation rate in on-the-job training (OJT), internship, or industrial training compared to ITIs with additional TATA programs, TATA affiliated ITIs still exhibit a higher engagement level than programs without TATA and Non-Project it is through robust awareness of employability skills, with a notably higher percentage of respondents familiar with these skills compared to other program components. Additionally, TATA ITIs have a relatively higher percentage of respondents participating in apprenticeships, indicating a proactive approach to skill development. While these findings highlight the positive strides made by TATA-affiliated ITIs in providing opportunities for training and skill enhancement, there remains potential for further improvement in these areas.

Status of Infrastructure:

Availability of Library:

- According to the survey, less than 50% of the alumni reported having access to a libraryin their ITI colleges in both rural and urban areas, with the exception of non-project ITI colleges in the urban areas of the ITI colleges.
- It is evident from the study that, 25.93% of alumni from ITI colleges of rural areas 57.50%of alumni from ITI colleges of urban areas quoted that the library was accessible in thepost college hours.70.37% of alumni from rural areas and 32.50% of alumni from urbanareas stated that library was available only during college hours. Only 3.70% of alumnifrom rural areas and 10.00% of alumni from urban areas stated that the library used to bekept locked.
- More than 80.00% of alumni from rural and urban areas quoted that all the books were available in the library. Among rural ITI colleges, only 6.25% of alumni from the Mysore division quoted the above statement except for other divisions of project and non-project ITIs.
- Overall, 77.78% of alumni from rural areas and 87.50% of alumni from urban areas quotedthat they were able to read the books at the library. Regarding this, in all the project andnon-project ITI colleges except Mysore division all other division alumni were quoted this statement, But in Urban areas non-project ITI from Bangalore division(20.00%) and alumni of project ITI from Hubli division (14.29%), Kalburgi division (10.00%) and Mysore division (20.00%) stated they were not able to study in the library due to a reason of library kept under lock and kept in the library.
- Overall, 85.19% of alumni from rural areas and 87.50% of alumni from urban areas quotedthat they were quoted that library have a sit-in reading facility. Concerning this in all theproject and non-project ITI colleges except Mysore division all other division alumni were quoted this statement, But in Urban areas non-project ITI from Bangalore division (20.00%) and alumni of project ITI from Hubli division (14.29%), Kalburgi division (10.00%) and Mysore division (20.00%) stated they were not able to study in the librarydue to a reason of library kept under lock and kept in the library. At an overall level, 88.89%of alumni from rural areas and 82.50% of alumni from urban areas quoted the library was well-ventilated

Availability of Drinking water facility

- At an overall level 79.38% of alumni from rural ITI colleges and 82.69% of alumnifrom urban ITI colleges quoted that they have potable drinking water in their ITI colleges. However, it is evident from the study that less percentage of alumni fromrural areas of project (66.67%) and non-project (60.00%) ITI colleges, urban areas of project ITI colleges(77.42%), and none from non-project ITI colleges of Kalburgidivisions quoted they have potable drinking water facility in their respective ITI colleges.
- At an overall level, 87.01% of alumni from rural ITI colleges and 95.35% of alumnifrom urban ITI colleges quoted that areas near the drinking water taps were hygienicand clean,

Availability and accessibility and Maintenance of Toilets

- At an overall level 78.80% of male respondents and 97.22% of female respondents quoted that there was a sanitary separate toilet facility available inside the ITI campus for boys and girls. It was found a lesser percentage of alumni from Project ITI collegesin rural areas (66.67%) and Urban areas (58.62%) also non-project ITI colleges of Rural areas (70.00%) and none from urban areas of Kalburgi division quoted the above statement.
- Above 80% of alumni respondents from both project and non-project ITI colleges of rural and urban areas stated that was their facility of running water connection insidethe toilet
- At an overall 87.80% of alumni from rural areas and 90.32% of alumni from urban areas across all the divisions stated that area near the toilets was hygienic and clean andonly 82.93% of alumni from rural areas and 79.84% of alumni from urban areas stated toilets cleaned regularly.
- Overall, 87.80% of alumni from rural areas and 88.71% of alumni from urban areas across all the divisions stated that toilets were in usable condition.

Availability of separate workshops/labs for your trade

- At an overall above 80% of alumni from both rural and urban areas across all divisions quoted that there was a separate workshop/lab for their trade.
- Regarding this, only 66.28% of alumni from rural ITI colleges and 53.08% of alumni from urban areas from all the divisions quoted that they have sufficient machinery and equipment available to operate for an individual. It was found that a lesser percentage of alumni from the project (33.33%) and non-project (44.44%) ITI colleges of ruralareas from Kalburgi divisions stated the same. It was found that a lesser percentage of alumni from the project (36.11%) and non-project (27.27%) ITI colleges of urban areasfrom Kalburgi divisions stated the same.

- Overall, above 88.37% of alumni from rural and 76.92% of alumni from urban areas across all divisions quoted that all machines were in working condition. And more than95% of alumni from both rural and urban areas across all divisions quoted that therewas electricity supply available all the time during class

- More than 90% of alumni from both rural and urban areas across all divisions quoted that there was instructor had sufficient practical knowledge to teach the practical aspects in the lab

- More than 90% of alumni from both rural and urban areas across all divisions quoted that there was instructor had sufficient practical knowledge to teach the practical aspects in the lab

- At an overall level, 87.63% of alumni from rural ITI colleges and 89.10% of alumnifrom urban areas from all the division quoted that there was instructor available all the time during workshop classes. It was found that a lesser percentage of alumni from theproject (66.67) ITI colleges of rural areas from Kalburgi divisions stated the same. None of the alumni from non-project ITI colleges of urban areas from Mysoredivisions stated the same.

- Overall, less than 50% of students mentioned that the examination center is less than one kilometer which also indicates the ITI college studied is the same for the examination center. Among the students who need to travel to the examination center more than 50% of alumni from both rural and urban areas stated that they use publictransport to reach the examination center and more than 90% of the respondents from both project and non-project ITI colleges of both rural and urban quoted that the approach road to the examination center congested.

Case Studies Analysis

Introduction

The role of Industrial Training Institutes (ITI) in vocational training and employment is pivotal across India, particularly in Karnataka. These institutions are instrumental in equipping students with the skills required to navigate the job market successfully. This analysis aims to explore the impact of ITI training on the career paths and personal growth of its alumni, focusing on their transition from education to employment.

Objective of the Case Study

The primary objective of this case study analysis is to understand the effectiveness of ITI vocational training programs in Karnataka, highlighting the successes, challenges, and the real-world applicability of the skills acquired by the students. It seeks to provide insightsinto how ITI training has influenced the career trajectories and life circumstances of itsalumni.

Methodology

Criteria for Selection of Candidates

The candidates were selected based on diverse backgrounds, trades studied, and employment outcomes to ensure a comprehensive analysis. Diversity in caste, gender, and geographical location within Karnataka were considered to cover a wide spectrum of experiences.

Data Collection Process

The analysis is based on qualitative data collected through a combination of interviews and questionnaires. These tools were designed to gather detailed information about the alumni's background, experiences during training at ITI, and current employment status.

Case Studies Overview

Each case study presents a unique journey of an ITI alum from their background, challenges leading to ITI enrollment, experiences during training, to their current employment status. Common trades include computer operating and programming, fitter, and electronics, with employment varying from government positions to roles in the private sector.

Key Findings

- **Common Themes Across Cases:** A significant improvement in financial conditions and career satisfaction were commonly reported outcomes. Alumni appreciated the practical skills and hands-on training received, which directly contributed to their employability.
- **Beneficial Skills and Training:** Practical skills in trades like computer operations, programming, and mechanical drafting were highlighted as particularly beneficial, aiding indirect employment post-training.
- **Challenges:** Despite positive outcomes, challenges such as financial constraints during education, limited access to resources (like books and lab equipment), and lack of extensive placement opportunities were common.

Challenges and Opportunities

- Hurdles Faced: Financial difficulties, inadequate infrastructure (lab equipment, books), and language barriers were some hurdles. The COVID-19 pandemic also notably impacted apprenticeship opportunities and job placements.
- Areas for Improvement: Feedback points towards the need for modernizing curriculum, enhancing lab facilities, expanding libraries, and including advanced skills training to keep pace with industry demands.

Conclusion

ITI training in Karnataka plays a transformative role in the lives of its alumni, equipping them with vocational skills that enhance employability and contribute to personal and professional development. Despite facing various challenges, the positive outcomes in terms of employment and career satisfaction underscore the value of ITI training.

Future Outlook for Vocational Training in Karnataka

The future of vocational training in Karnataka appears promising, with opportunities for further integration of advanced technologies and skills to meet the evolving demands ofthe job market. Strengthening placement services and industry partnerships can further enhance the efficacy of ITI programs.

Recommendations

- **Enhance Infrastructure:** Upgrading lab equipment and expanding libraries can provide a richer learning environment.
- **Curriculum Modernization:** Incorporating advanced skills and technologies relevant to current industry trends.
- **Support Services:** Implementing more robust financial aid programs and counseling

services to support students facing financial and personal challenges.

- **Strengthen Industry Ties:** Expanding partnerships with industries for apprenticeshipsand placements can provide more practical exposure and employment opportunities for students.

These recommendations aim to bolster the effectiveness of ITI programs in Karnataka, ensuring that vocational training remains a robust pathway to employment and personal growth for future generations.

5 Findings

This chapter summarises the specific findings from the key study objectives for a summary understanding of the study findings.

Employment status of the beneficiaries and labor market performance of project and non-project ITIs and of their trainees

Placement performance of ITI's

- Placement cell is a critically important structure in ITI's needed for facilitating suitable andtimely placement of students. However, only a minority of surveyed alumni mention their ITI has having placement cell, which could either imply absence of such cell or low studentawareness about them. In Mysore and Bangalore divisions relatively larger share of students mentioned the same, compared to Hubli and Kalaburagi divisions.
- Notably, less than a majority of alumni (from both project and non-project ITI's reported that ITI's were holding placement drives at least once a year.
- Survey data shows that a dominant share of ITI students is not taking up the placementjob offer being given by ITI's, highly constraining the impact that the ITI has on the labourmarket performance of the students. For rural ITI's, similar (and small) shares of students from project (around 24%) and non-project ITI's (around 22%) take up the placement job offer. For urban ITI's however, a relatively bigger share of project ITI students (around26%) take up the offer compared to non-project ITI students (around 17%).

Current employment status of ITIs

- A tracer survey is essentially concerned with trying to find out the current employment status of past ITI trainees. Overall, a notable share of around 19% (close to one-fifth) of surveyed alumni are currently unemployed, demonstrating the need for stronger efforts to improve the employability and employment status of ITI alumni.
- Survey findings show that overall, a higher share of female ITI alumni (38%) are currently unemployed, compared to male alumni (18%). However, a relatively higher share of women ITI alumni are overall pursuing higher education compared to male alumni.
- When it comes to current employment status, around 18% male project ITI alumni and 19% male non-project ITI alumni are currently unemployed, showing no notable difference between these two ITI categories. However, the difference between project and non-project ITI's is much more noteworthy with respect to female alumni – around 32%

female project ITI alumni are currently unemployed, compared to only around 6% non-project ITI female alumni. Non-project ITI's are doing better with respect to the current employment of female alumni.

- Out of all unemployed ITI alumni surveyed, around 87% male alumni and 84% unemployed female alumni were willing to take work in the future.
- Self-employment can potentially be a viable employment opportunity for women with its benefits of flexibility, possibility of being engaged in base location/not having to relocate etc. However. a miniscule share of women alumni (around 8%) are getting into self-employment after their ITI studies, and this share is much lower than the share of male alumni (around 19%).
- For all divisions, the overwhelming response from alumni is that the placement cells have not been of much help in providing guidance for any self-employment.
- A miniscule share of male alumni (around 7%) and female alumni (around 3%) are overallin permanent paid employment, indicating that ITI training may not be succeeding in providing more stable employment opportunities.

Job change

- Changing jobs has many implications for the career of the respondent, It may indicate the alumni's aspirations to move to jobs better aligned with salary or other expectations, ormay also indicate their aspirations to grow in terms of exposure and competencies.
- However, changing too frequently may also indicate a problem in adjusting to jobs. At an overall level, a dominant share of close to 70% of alumni respondents are working in thesame job since passing out.
- Given that only 2 complete years have passed since the concerned cohort passed out, the high extent of retention in a single job may be considered a positive finding indicate a reasonable level of job adjustment.
- A positive finding from the study is that ITI alumni who leave jobs are largely able to find new jobs. Overall, 75% of alumni from rural and around 70% of urban ITI alumni statedthat they got a job once they left the first one.
- Overall, around 49 % of all surveyed alumni were out of a job only for a month followed by 14.14% who were out of a job for 6-12 months.

Placement salary and salary growth

- Placement salary is an important indicator of the labour market performance of ITI's. Overall, IIT alumni of rural areas are getting an average monthly income of Rs.13,974.74

in their first job and Rs.16693.36 in their current job. ITI alumni of urban areas are gettingan average monthly income of Rs.13,315.68 in their first job and Rs.15,018.20 in theircurrent job.

- The increase in monthly salary from first to current job is a positive finding.
- There appears to be a gap between ITI placement/first job salaries and the minimum wage for skilled labour. Notably the first job salary is lower than the lowest mentioned minimumwage for 'skilled' labour categories (Rs 14948) mentioned in the Karnataka Minimum Wages notification, but the rural first job salary mentioned is aligned with the lowest mentioned minimum wage for semi-skilled categories (Rs 13,847) in this notification. All ITI students should be linked to job opportunities that provide at least the minimum wage for 'skilled' categories.

Relevance of ITI training to job markets / livelihood activities and its impact on relevance, effectiveness, equity and efficiency

Relevance

- Survey findings indicate that students are finding it difficult to find a job related to theirfield of study, which points to the need for strengthening the relevance of ITI trades. Notably, a less than half of surveyed rural and urban ITI alumni find ITI training to beindustry relevant.
- However, among all employed alumni, a dominant share of rural and urban ITI alumni mentioned that the ITI training had helped them get a job.
- Overall practical classes were voiced as the most important benefit (more than a quarterof the alumni reported this) of the ITI training in getting a job, followed by ITI trade training and apprenticeship.
- Overall, only a small share of male (18%) and female (16%) ITI alumni have undergone OJT/internship during their ITI training, which constrains then job relevance of ITI training.
- Less than a majority of alumni from rural ITI's and urban ITI's mentioned that they had ever used any of the skills and competencies acquired through ITI training in their job.

Efficiency

- More than half of the sanctioned trainer positions in ITI's are vacant, which has obvious implications for the quality of training offered and the consequent job readiness of students.

- There are certain infrastructural gaps such as gaps in library facilities in ITI's, apparent from the alumni survey responses, though toilet and lab availability is not a major problem:
  - Less than half alumni mentioned that they have availability of library in their ITI colleges in both rural and urban areas
  - Overall, close to 79% male alumni and 97% female alumni pointed out that there was a separate toilet facility available inside the ITI campus for boys and girls.
  - Overall, 80% of alumni from both rural and urban areas across all divisions quoted that there was a separate workshop/lab for their trade.

Effectiveness

- There is need for much improvement in the trainee passing out rate in ITI's. Close to 40% are not passing out has negative implications for the labour market performance of ITI's.
- Survey findings show that urban ITI students have slightly more apprenticeship exposure compared to rural ITI students. However, overall, the apprenticeship exposure of ITI students is very low (less than 20%). Apprenticeship is perceived by alumni (who have undergone it) as helpful to some degree to get a job, especially for urban ITI alumni
- ITI students are lacking in the major digital skills that are a pre-requisite for job readiness. A majority of alumni respondents professed lack of familiarity with basic software/skillsuch as MS-word, MS-excel, MS-PPT, Google doc, Google sheet, Google slides etc. acrossall the project and non-project ITI's.

Equity

- Low enrolment of women in ITI's is linked with various factors, ranging from candidates' job preferences to the social and economic conditions of their households. In-depth interviews conducted with ITI Principals across regions for the study revealed several reasons*:*
  a) Many women prefer courses such as management and IT-related subjects over ITI training, perceiving them as more valuable. Consequently, some ITI graduates struggle to efficiently perform trade-related work and opt for IT-related desk jobs.
  b) Women often perceive ITI courses as challenging and unsuitable for their skillset andthe industrial work environment.
  c) Social, religious, and economic factors also influence enrolment, with rural parents prioritizing domestic responsibilities, childcare, and marriage over vocational training for their daughters.
  d) Gender bias in wage payment further discourages women from enrolling in ITIs, as males typically receive higher wages. The post-COVID era may exacerbate this issue, especially in micro-business and entrepreneurship zones.

e) Commuting challenges, particularly for rural girls, also hinder enrolment, as some students prefer training institutes closer to home.

Graduate/pass-outs' satisfaction level relating to the type of ITI training attended

- Alumni had a good perception of teaching quality at ITI's, with a dominant share of both project and non-project ITI alumni (more project than non-project alumni) mentioning it to be good or very good.
- Supply of teaching and learning materials was perceived by surveyed alumni as good, bothfor project and non-project ITI's. However, it is better for urban project ITIs as compared to rural project ITI's.
- Overall availability of technical equipment was considered good or very good by the majority of surveyed alumni. Across all divisions, project ITI alumni scored higher for the perception of quality (very good and good) as compared to non-project ITI alumni.
- Satisfaction regarding overall infrastructure for project ITIs is more for project ITI's compared to non-project ITIs. This is true for all divisions.
- Other than alumnus of ITIs in Hubli and Kalburgi, both project and non-project alumni have similarly described about quality of laboratory training in ITIs – most have said that it was either good or very good. In Hubli however, for both urban and rural project ITIs, alumni felt that the quality of laboratory training was better than non-project ITIs.
- Overall, alumni are not satisfied at all with the internship opportunities provided. Most of the ITI alumni in both project and non-project ITI's have expressed dissatisfaction regarding internship opportunities available

Information on students who are not in employment/have left the employment and the reasons for the same

- Some of the major reasons shaping unemployment of ITI alumni are – no job opportunity found in the region (around 29% alumni mentioned), not finding job related to field of study (around 25%), and having to attend to domestic responsibilities (around 20%).
- These findings point to the need for strengthening job opportunities in different districts/regions and for linking placement to local industries, and also to the need for offering trades that are more in demand from industries.
- Students from the trade of dress making, civil draughtsman and carpentry had the highest share of unemployed alumni.

- The Kalburgi region, being prone to regional backwardness, presents a poor state of development. Overall, above 60% of male and female alumni from this division were searching jobs but finding difficulties in finding jobs during the pandemic

Stakeholders' perceptions and experiences about the program

- Bangalore division has ITIs with better infrastructure compared to other regions. In Hubli division, stakeholders point to lack of placement structure and industrial engagement and also the need for renovation of the ITI building which is very old.
- In Kalaburagi division, the government ITIs at the district level have placement cells butnot at the taluka level.
- Qualitative findings indicate that Industry actors need to be much more involvement inthe development and improvement of ITI's. Majority of the representatives from various regions revealed that they have an association with the ITI's only for the sake of recruitment of candidates for their industry requirement. Apart from Bangalore division,representatives from other regions did not indicate a willingness to engage in training, teaching or counselling of ITI students.
- Some industry representatives spoken to were not happy about the quality of ITI trainees and some said that they were not getting enough capable candidates from ITI's to meettheir requirements.
- Some industry representatives expressed dissatisfaction with the soft skills of ITI trainees (especially students from rural areas). Attitude problems, frequent absences, low productivity and inter-personal conflicts were sometimes seen from ITI graduates engaged in jobs.
- Industry representatives opined that better students get into higher education including engineering, and ITI is like a less preferred choice taken up by less competent students. Industry representatives also overall expressed an adverse opinion on the trade skills of theITI graduates
- Industry representatives perceived no notable difference between project and non-project ITI's but they did perceive a gap between rural and urban ITI graduates in terms of jobreadiness.
- It appears that the STRIVE and other project interventions are taking time to manifest the intended positive outcomes. An industry representative from Mysore opined that the STRIVE intervention is good, but government bodies need to strictly monitor the progress and quality of implementation of STRIVE in ITI's.

6 Recommendations

Employment status of the beneficiaries and labour market performance of project and non-project ITIs and of their trainees

Sl. No.	Theme	Recommendations
1.	**Employment status of the beneficiaries and labour market performance of project and non-project ITIs and of their trainees**	1.1 Strengthen the implementation and coverage of OJT and internship for making studentsmore job ready in terms of trade skills, soft skills and attitudes. This may be taken up inphased manner (for instance, ITI's may initially plan for ensuring internship or OJT for at least 25%-30% of students passing out, then 50%, and then 75% and 100%). IMCs and industry clusters/associations should play a key role in strengthening the same. Similarphase wise endeavours with the partnership of IMCs and industry clusters should also betaken up for enhancing the coverage of apprenticeships. 1.2 IMCs should function in robust manner and should meet at least once in 3 months. Oneway of ensuring that IMCs meet with such regularity is to specify fixed dates for IMC meetings, which could be same for all ITIs. It should be made mandatory that at least 3 meetings in a year are attended by each IMC member and all meetings should be attended by principal of the Institute. IMC may replace/request for renomination of IMC members if they are found not active or effective in discharging their functions.[1] Department maythink of devising a project for IMC strengthening given its importance with the dedicated project management team or nodal personnel. This would enable to create and

[1] Tracer study of ITI graduates in India: Final Report Submitted to DGE&T, Ministry of Labour and Employment,Govt of India by CENPAP

		monitor a specific annual action plan for IMC according to each ITI. 1.3 There is a need to broad base the management of ITI's. Since IMCs cannot be represented for every trade/trade group of ITI, constitution of Trade Advisory Committee (TAC) with relevant local partners from industry should be made mandatory. TACs should be established in all ITIs in such a way that trades and trade groups are covered including localindustry partners. The revised guidelines of DGET suggest Trade Advisory Committee for group of trades with representation from local industry.[2] 1.4 Though ITI's with the help of IMC are required to get into MoUs with local industry for better assurance of industry support, in reality such MoUs are not often entered into. State Government should direct all ITI's and hold them accountable to find a local industry MoU partner for supporting ITIs in areas of employment, OJT/shop floor training, apprenticeship training, guest faculty supply etc. State governments may also involve District Industry Centres and Directorate of Industries and Commerce to help ITIs in finding relevant local MoU industry partners[3]. 1.5 Ensure functional placement cells in ITI's, and ensure dedicated placement officers in ITI's for providing stable and reliable placement support to ITI students. 1.6 Placement cells should be given dedicated office space for functioning[4]. The placementcell should maintain a regularly updated data base of past alumni with their phone numbersand emails. Periodical Job Opportunity

[2] Tracer study of ITI graduates in India: Final Report Submitted to DGE&T, Ministry of Labour and Employment,Govt of India by CENPAP

[3] Tracer study of ITI graduates in India: Final Report Submitted to DGE&T, Ministry of Labour and Employment,Govt of India by CENPAP

[4] Tracer study of ITI graduates in India: Final Report Submitted to DGE&T, Ministry of Labour and Employment,Govt of India by CENPAP

		Information should be sent to the alumni. 1.7 Ensure placement drive for each batch of students passing out and maintain database ofthe outputs and outcomes of each placement drive for better accountability. 1.8 Ensure that ITI's maintain updated employer databases. Placement officers should also ensure frequent and regular connection with such employers and contact them on regular base to get vacancy information. 1.9 Strengthen ITI-industry connections through institutionalized and strengthenedconnection between industry clusters and ITI's. As per MSDE initiatives under STRIVE, there is a need to intensify activities to build the capacity of industry clusters/associations through capacity building initiatives including visits by the DITE functionaries to understand the constraints faced by them in engaging with ITI's and help them addresssuch constraints. 1.10 Ensure regular and frequent capacity building training for relevant stakeholders for strengthening industry-ITI engagement (specifically through internships, apprenticeships and engagement of industry representatives in training of students). Such stakeholdersshould include ITI principals, trainers, placement officers, IMC chairpersons andmembers, industry cluster representatives and DITE representatives. The capacity buildinginitiatives should happen not only through lecture-presentation mode but also through innovative means such as mentorship, exposure and immersion visits etc. 1.11 Ensure a systematic and institutionalized placement tracking system- each student passing out of the ITI should be tracked through a technology-driven

		transparent system for post course status on employment/higher education/apprenticeship/higher education. Placement officers should ensure remote or in person follow up and conversations withstudents (especially for unemployed students) for a period of at least 2 years after passing out. 1.12 Make provision for regular (one a month or once in two months) guest lectures by industry persons for motivating students and also providing industry updates. 1.13 Placement officers should be oriented and held accountable to ensure that alumni remain connected with each other and the institute after passing out through means such as WhatsApp groups, Facebook and face to face alumni meets. Successful alumni should be invited to regularly speak to ITI trainees to motivate and inspire them, and also updatethem of available job opportunities. 1.14 Placement opportunities offered by ITI's should be reviewed and attempts should be made to offer jobs that are aligned with minimum wage for skilled labour as far as possible, especially since many ITI trades involve risky jobs. 1.15 Placement cells and other structures of ITI's should focus not only on job placement butalso on guiding and supporting student self-employment (eg: guiding students on accessing entrepreneurship support schemes of Govt of India). 1.16 Apprentice advisor should collect information related to industries so that it helps the students to update their skills. 1.17 Both industry and ITI's should take measures to minimize the role of third-party

		recruiters/aggregators and go in more for direct recruitment by companies. This, and companies providing accurate information on the number of people they intend to hire,are important to address the trust issues that vitiate the placement process.

Relevance, efficiency, effectiveness and sustainability of ITI functioning and its impact on students' livelihood

2.	**Relevance, efficiency, effectiveness and sustainability of ITI functioning and its impact on students' livelihood** *Following the example of models adopted by some of the civil society interventions through CSR projects, it is important to improve ITI performance in a holistic way for improving the impact of ITI*	2.1. Str*engthening Employability/soft skills training*: Ensure the presence of trained and preferably dedicated Employability Skills[5] trainer in ITI's. Digital and soft skills (including communication/Spoken English skills) should be emphasized in Employability skills (ES) training, and such training should be provided in a practical and engaging way. Workplace adjustment should be emphasized in ES training, with focus on discipline, motivation and importance of learning in early stages of career. ES training should also help build aspirations

[5] The Employability Skills curriculum was introduced in ITIs in 2012, in view of the significance of soft skills for making ITI students more employable. The duration of thesecourses is 80 hours for six-month courses and 160 hours for one- or two-year courses.

	training on the employability and employment of its trainees. The various facets of ITI performance that should be strengthened, and should be prioritized for the more backward regions such as Hubli and Kalaburagi.	among students so that they consider initial careers as an investment for learning than an opportunity for earning. Negotiation skills for women candidates should be focused on, which would benefit them in work and family context, It is also worthwhileto learn from the Youth Development module prepared by Tata Strive that has been introduced into the Employability Skills curriculum in Odisha for providing additional life skills training to ITI students through immersive sessions and use of behavior change. 2.2. *Strengthening ITI pedagogy/teaching learning processes*: To make learning more engaging, practical and industry relevant, ITI's should strengthen use of participatory teaching methods suchas hackathons. Students should be engaged to take up market scans to understand industry better. Industry partners should be sensitized by IMC to allow more industry visits by students. 2.3. *Strengthen ITI leadership through in-service leadership training of ITI principals*: ITI principals needto be prepared through the appropriate type of leadership training to take pro-active andwell-designed initiatives to strengthen the ITI and to fortify ITI-industry linkages on multiple fronts. Principals should be freed from extraneous administrative duties so thatthey can focus on their core mission of strengthening the ITI[6]. The projects implementedin the Karnataka to develop leadership in the Govt High Schools by Civil Society Organisation may be referred to devise a project for ITI Principals in this regard. 2.4. *Strengthen parental engagement*: Since parental support is

[6] Tracer study of ITI graduates in India: Final Report Submitted to DGE&T, Ministry of Labour and Employment,Govt of India by CENPAP

		critical for ITI students in their journeys of studies and career (especially for women students who usually depend moreon parental permissions), parent-teacher meetings should be institutionalized and held regularly. Conducting parent teacher meetings on evening hours or on holidays may beconsidered depending on the local situation and mothers should be especially encouraged to attend parent teacher meetings.

Other recommendations for strengthening ITI's and improving their relevance, efficiency, effectiveness and sustainability

3.	**Other recommendations for strengthening ITI's and improving their relevance, efficiency, effectiveness and sustainability**	3.1 ITI curriculum and pedagogy should be updated, and DITE should ensure at least annual refresher trainings for trade trainers. 3.2 Relevance of courses to present-day industry demand is of utmost importance and course structure should be evaluated and revised after every 3-4 years, especially given the constantly evolving nature of workplace skill requirements in the country. 3.3 Establish and implement effective monitoring system for ensuring that ITI teams and principals adhere to STRIVE project provisions and stipulations 3.4 DITE and other actors in Govt of Karnataka should prepare a phased wise plan for addressing infrastructural gaps of ITI's such as labs, libraries and also ensure provision of latest equipment.

		3.5 A comprehensive set of norms, tailored to individual trades and overall student capacity,must be developed and enforced to ensure the optimal functioning of ITIs. These normsshould encompass essential infrastructure elements such as usable toilets, potable drinking water, fire extinguishers, program offerings, laboratory facilities, trade-specific equipment, and the establishment of placement cells. 3.6 The procurement of modern, market-friendly equipment specific to each trade should be integrated into the annual action plan. However, if the ITI move towards industry-based training system, the investment on modern / market friendly equipment which would be dynamically changing can be avoided. 3.7 The promotion of smart classrooms is imperative, accompanied by efforts to enhance faculty capacity in managing such technology. 3.8 To facilitate effective communication across diverse linguistic groups, a comprehensive glossary of equipment terminology, spanning Kannada, English, Marathi, Hindi, and other dialects, should be developed. Additionally, instructional videos could prove beneficial in this regard. 3.9 ITI trades offered should be reviewed from the point of view of industry demand and placement performance. The list of trades offered should be accordingly streamlined. 3.10 Trainer vacancies are a fundamental problem in ITI's and should be addressed as a toppriority. However, staffing decisions should be based on actual admission trends rather than sanctioned positions to prevent inaccuracies and improve

		planning efficiency. Periodic reviews of sanctions and staffing requirements are essential for focused planning and fine-tuning of wastage data. Initiating Trainer Fellowship Program may be explored tofill the gap of trainer / tutor until the full-term recruitment is completed. The Two-Year Fellowship for BE / ME / M Tech graduates may be initiated so that they can fulfil thetrainer gap also they earn the teaching experience as well certification. Other academicincentives for such fellows may also be thought from the department. 3.11 Ensure proper counselling of students before they are selected and admitted into ITI's to ascertain aptitude and interest; this is necessary to reduce the student dropout rates fromITI courses. 3.12 Wellbeing of ITI trainees especially women, ST, SC and PWD trainees should be ensured through means such as comprehensive health and nutrition assistance program, good quality hostel facilities. This is important to enhance student attendance and reduce dropout[7]. Transportation services should be provided at least in the most needful areas since a share of students still walk to reach their ITI's. 3.13 The Department of Industrial Training and employment (DITE) should compile and distribute a list of market-friendly NGOs operating in skill supply sectors, categorized by region and trade, to all ITI's. 3.14 Organizing visits for principals and faculty from underperforming ITIs to observe well-performing counterparts in other regions could be beneficial.

[7] Tracer study of ITI graduates in India: Final Report Submitted to DGE&T, Ministry of Labour and Employment,Govt of India by CENPAP

		Similar exchanges could be arranged for poorly performing ITIs as well. 3.15 Language competency in Kannada, English, and computer languages should be developed through specialized weekend classes, facilitated by guest faculty on an honorarium basis. Each ITI should receive a contingency grant for this purpose. The technology, particularly AI based language packages may be leveraged in this regard. 3.16 Addressing concerns regarding the capabilities of ITI graduates requires the involvement of industry experts in curriculum planning and reviews. Feedback from experienced alumnicould also be valuable in this regard. 3.17 Allocate more budget for placement cells at district and sub-district levels to enhance their infrastructure, resources, and outreach activities. 3.18 Conduct regular orientation programs for placement officers to keep them updated with the latest trends in the job market and enhance their skills in career counselling and placement activities. 3.19 Provide regular training programs for trainers to improve their teaching skills and update them on the latest industry practices, ensuring high-quality training delivery. 3.20 Introduce incentives for ITI faculty members who actively contribute to student placements, motivating them to engage more effectively with placement activities. 3.21 Organize special workshops focused on enhancing employability skills among students, including

		communication, problem-solving, and teamwork, to make them more competitive in the job market. 3.22 If establishing a website is not feasible, ITIs should create and maintain active social media pages to share information about their activities, connect with alumni, and showcase their achievements, enhancing their visibility and engagement with stakeholders.

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Appendix – 1: Alumni Case studies

Case Study 1: Ranganath R - Bridging Skills and Opportunities through ITI

Background and Motivations for Joining ITI

Ranganath R hails from Shimoga, Karnataka, where his family runs a small chat center.Facing financial constraints and the desire to support his family early on, Ranganath made a pragmatic decision to discontinue his Pre-University Course (PUC) and enroll at Govt. ITI College, Shimoga. His initial interest in automobiles shifted towards Computer Operating and Programming Assistant (COPA) due to seat availability, setting him on an unexpected career path.

Experience During the Training

At Govt. ITI College, Shimoga, Ranganath encountered a blend of traditional and modern teaching methodologies, with theoretical knowledge imparted through blackboards andprojectors, and practical skills through hands-on lab sessions. Despite initial language barriers, due to his Kannada-medium education background, Ranganath overcame thesechallenges with support from faculty, focusing on mastering basic computer skills essentialfor his field.

Current Employment Status and Role

Post-ITI, Ranganath secured a position as a D-group (attender) at a government hospitalin Shimoga, employed on a contractual basis through the National Rural Health Mission(NRHM). Despite his aspirations for higher-paying opportunities, this role enables him to provide for his family amidst financial challenges.

Impact ofITI Training on Their Career and Life

The ITI training proved instrumental for Ranganath, especially when covering for the designated computer operator at his workplace. His adeptness with MS Word and Excelstems from the skills acquired during his ITI days. However, the COVID-19 pandemiccurtailed his chances for apprenticeship and better job prospects post-training. Despite these setbacks, Ranganath values the personal and professional growth experienced through ITI, suggesting improvements like digitalizing the library and updating lab equipment to align with current technological advancements.

This case study illustrates the practical benefits of ITI training in enabling immediate employment, albeit in a role not directly related to the field of study. It highlights the adaptability of ITI graduates in leveraging their skills across different job contexts andunderscores the importance of continuous learning and adaptation to technological changes in vocational training programs.

Case Study 2: Siddappa - From Aspiration to Realization

Background and Motivations for Joining ITI

Siddappa, from the small town of Nesargi in Belagavi district, belongs to a modest farmingfamily. Driven by financial constraints and a desire to support his family, he pursued theFitter trade at Govt. ITI College, Nesargi, after completing his SSLC. The challenges ofaffording education and the need for practical skills guided his decision to join ITI.

Experience During the Training

During his training, Siddappa faced difficulties in acquiring necessary books and tools, highlighting the financial strain on his educational journey. Despite these hurdles, the supportive faculty and the camaraderie among students played a significant role in his learning experience.

Current Employment Status and Role

Siddappa's journey led him to Honda Motorcycle & Scooter India Pvt. Ltd. in Kolar, wherehe works as an assembly fitter. His role, though contract-based, offers him a sense of satisfaction and a stable income of INR 13,000 per month, enabling him to support hisfamily and contribute towards repaying debts incurred for his education.

Impact ofITI Training on Their Career and Life

The skills acquired at ITI have been directly applicable in Siddappa's current role, allowinghim to efficiently contribute to the manufacturing unit. He credits his ITI training for thepractical knowledge that facilitated his employment at Honda. Reflecting on his journey, Siddappa suggests improvements in the training infrastructure, including updated machinesand additional staff, to better prepare students for the workforce.

Case Study 3: Shivani - Electronics to Empowerment

Background and Motivations for Joining ITI

Shivani's decision to enroll in the Electronics trade at Govt. ITI College, Belgaum, wasinfluenced by her family's suggestion after failing her PUC 2 exams. Hailing from a familywhere her father is a farmer, Shivani saw ITI as an opportunity to quickly gain employable skills and contribute to her family's income.

Experience During the Training

Shivani's training period was marked by a transition from having no knowledge of electronics to acquiring skills that would later prove beneficial in her career. Despite notparticipating in apprenticeship or placement drives due to their perceived lack of value, shefound support within the college community.

Current Employment Status and Role

Shivani is currently employed on a contract basis at a Gram Panchayath as a D-group (attender), earning INR 12,000 per month. Alongside her job, she is preparing for competitive exams, aiming for higher positions and financial stability.

Impact of ITI Training on Their Career and Life

The ITI training provided Shivani with a foundation in electronics, which she believes will aid her in achieving her career goals. The experience has instilled confidence and equippedher with basic technical skills. However, she suggests improvements in faculty punctuality and access to updated learning resources to enhance the training experience for future students.

These case studies reflect the diverse paths ITI graduates take, showcasing the institute'srole in shaping careers and lives despite varied challenges and aspirations.

Case Study 4: Ramya A - Charting a Path in Computer Operations

Background and Motivations for Joining ITI

Ramya A, from Puttur, Dakshina Kannada, comes from a family of farmers. After completing her Pre-University Course in Science, Ramya chose to diverge from pursuing adegree to focus on acquiring vocational skills in computer operating and programming at

Govt. ITI College, Puttur. Her decision was influenced by the prospects of job opportunities in the computer field.

Experience During the Training

Ramya's training at Govt. ITI College involved a mix of theory and practical sessions, where the emphasis was on hands-on learning with computers. Despite the challenge ofsharing a single computer among five students, she appreciated the frequent assessments and personalized attention to help improve her technical skills.

Current Employment Status and Role

Post-ITI, Ramya is employed as a computer operator at Pooja Enterprises in Dakshina Kannada, earning INR 12,000 per month. This role allows her to support her family financially while being close to home.

Impact of ITI Training on Their Career and Life

The ITI training equipped Ramya with essential computer skills, enhancing her employability. Although her apprenticeship at KSRTC provided valuable experience, the lack of campus placement opportunities was a hurdle in her job search. She recommendsincreasing the number of computers in labs and establishing a library to improve learning outcomes for future students.

Case Study 5: Gangothri - From Student to IT Professional

Background and Motivations for Joining ITI

Gangothri, from Kavatanahalli, Kolar district, joined Govt. ITI College after her Pre- University Course, aiming to lessen the educational financial burden on her family. Herdecision to study computer operating and programming was driven by a desire to build acareer in IT.

Experience During the Training

The training at Govt. ITI College, Bangalore Division, provided Gangothri with a solid foundation in both theory and practical aspects of computer programming. The use of projectors and individual computer labs facilitated an effective learning environment.

Current Employment Status and Role

Gangothri currently works at Bharat Electronics Limited (BEL), Bangalore, on a contract basis, earning INR 24,000 per month. Her role involves data entry and managing PowerPoint presentations, utilizing the computer skills honed during her ITI training.

Impact of ITI Training on Their Career and Life

The practical skills acquired at ITI have been instrumental in Gangothri's career at BEL.She highlights the importance of adding advanced computer courses like Tally and SAP in the ITI curriculum to better prepare students for the industry's demands.

Case Study 6: Rohith - Drafting Success in Mechanical Design

Background and Motivations for Joining ITI

Rohith, from Kalaburgi, chose to pursue Draughtsman Mechanical at Govt. ITI College, Kalaburgi, driven by a passion for design and the financial constraints of his family. Hisjourney from a small village to vocational training was marked by a determination to improve his family's economic status.

Experience During the Training

The training methodology at Govt. ITI College blended traditional teaching with modern technology, providing Rohith with a comprehensive understanding of mechanical design both on paper and digital platforms.

Current Employment Status and Role

Rohith now works at Mahindra, Bengaluru, as an assembly fitter, with a salary of INR15,000 per month. This role not only secures him a stable income but also allows him toapply his ITI-acquired skills in a real-world setting.

Impact of ITI Training on Their Career and Life

Rohith credits his ITI training for the practical skills and interview readiness that helpedhim secure his current position. He suggests enhancing the institute's facilities, including libraries and labs, to better support students' learning experiences.

Case Study 7: Mallappa S - Electronics Training Lighting the Way

Background and Motivations for Joining ITI

Mallappa S, from Gundlupet, faced personal and financial challenges that led him to seek vocational training at Govt. ITI College, Gundlupet. His choice of the electronics tradewas a strategic step towards early employment and supporting his family.

Experience During the Training

The training at Govt. ITI College equipped Mallappa with both theoretical knowledge and practical skills in electronics, facilitated by modern teaching aids and hands-on lab sessions.

Current Employment Status and Role

Mallappa currently works at Toyota Kirloskar near Bidadi, earning between INR 18,800 and INR 19,000 per month. His role as an assembly employee utilizes the electronic skills gained at ITI, contributing to his career growth.

Impact of ITI Training on Their Career and Life

Mallappa attributes his job success to the ITI training, which provided a solid foundation in electronics and practical skills. He suggests that the provision of tool kits and lab equipment should be extended to all students, regardless of caste, to ensure equal learning opportunities.

Case Study 8: Nirmala - Navigating New Horizons in IT

Background and Motivations for Joining ITI

Nirmala, from Ballari, was inspired by her sister, an ITI alumna, to pursue a career in computer operating and programming. Her family's modest means and her own ambitions led her to choose ITI as the path to professional growth.

Experience During the Training

Govt. ITI College, Ballari, offered Nirmala a curriculum that balanced theoretical knowledge with practical skills, enhanced by the use of projectors and computer labs, preparing her for the demands of the IT sector.

Current Employment Status and Role

Nirmala's determination and skills landed her a job at NMDC, Sanduru, as a computer operator, where she earns INR 20,000 per month. Her apprenticeship at the same company paved the way for her current role.

Impact of ITI Training on Their Career and Life

The comprehensive training at ITI has been crucial in Nirmala's career, enabling her tofulfill her role efficiently at NMDC. She advocates for better resources for students, including access to individual computers and an expanded library, to enhance the learning experience.

These case studies collectively highlight the transformative impact of ITI training on individuals' careers and lives, underscoring the importance of vocational education in bridging the gap between aspiration and achievement in diverse sectors.

Appendix – 2: Training Details

Sl No.	Training Programme details	Designation of Participants	No. Of participants
2020-21 (01-04-2020 to 31-03-2021)			
1	Orientation programme for Ministerial Staff	Ministerial Staff	15
2	Orientation programme for Ministerial Staff	SDA/Steno	10
3	Office management training for Aided ITI Ministerial Staff	Ministerial Staff	11
4	E Governance Training programme for Aided ITI Ministerial Staff	Ministerial Staff	15
5	E Governance Training Programme for Aided ITI staff	FDA/SDA/WA's	13
6	E Governance Training Programme for Aided ITI staff	FDA/SDA	18
7	Office management training for Aided ITI Ministerial Staff	OS/FDA/SDA	8
		TOTAL	**90**
2021-22 (01-04-2021 to 31-03-2022)			
1	Workshop on NSQF JTOs	JTO's	15
2	Workshop on NSQF JTOs	JTO's	14
3	Workshop on NSQF JTOs	JTO's	26
4	Workshop on NSQF JTOs	JTO's	17
5	Workshop on NSQF for Aided ITI JTO's	JTO's	25
6	Workshop on Khajane2 and HRMS	OS/FDA/ SDA's	11
7	Employabality Skill TOT	JTO's	19
8	Electronics for Electrican JTO's	JTO's	7
9	Personality Development Training	FDA/JTO/SDA	17
10	Refresher Course for JTO's	JTO's	8
11	Acounts and Audits	OS/FDA/ SDA's	3
12	Workshop on NSQF	JTO's	7
13	Orientation for Ministerial staff	FDA/ SDA	18
14	Refresher Course for Aided ITI JTO's	JTO's	23
15	Electronics for Electrican JTO's of Aided ITI	JTO's	21
		TOTAL	**231**
2022-23 (01-04-2022 to 31-03-2023)			
1	Refresher Course for JTO's	JTO's	14
2	Orientation Programme for OS	OS's	23
3	Orientation Programme for OS	OS's	24
4	Orientation Programme for OS	OS's	8
5	Orientation Programme for FDA	FDA	16
6	Refresher Programme for JTO's	JTO's	12
7	Orientation programme for FDA	FDA	8
8	Electronics for Electrician Trade JTO's of Aided ITI	JTO's	7
9	Orientation Programme for FDA	FDA	16
10	Orientation programme for FDA	FDA	6
11	Orientation programme for FDA	FDA	17
12	Orientation Programme for SDA	SDA	18
13	Orientation Programme for Group D	Gr D Staff	7
14	Orientation programme for FDA	FDA	9
15	Refresher Course for JTO's of Aided ITI	JTO's	12
16	Basic Electronics for Electrican Trade JTO's of Aided ITI	JTO's	12
17	TOs work as HOD/DDO	TO's	21
18	TOs work as HOD/DDO	TO's	31
19	TOs work as HOD/DDO	TO's	19

20	Workshop for Placement Officers	TO's/JTO's	22
21	Workshop for Placement Officers	TO's/JTO's	15
22	TOs work as HOD/DDO	TO's	23
23	TOs work as HOD/DDO	TO's	22
24	TOs work as HOD/DDO	TO's	15
25	TOs work as HOD/DDO	TO's	21
26	Refresher Course for JTO's	JTO's	17
27	Orientation Programme for Administrative Officer	AO's	16
28	Induction Programme	FDA's	30
29	Induction Programme	JTO's	23
30	Induction Programme	JTO's	21
31	Induction Programme	JTO's	25
32	Induction Programme	JTO's	22
33	Induction Training Programme	JTO's	22
		TOTAL	**574**
2023-24 (01-04-2022 to 30-11-2023)			
1	Induction Training Programme	JTO's	14
2	Induction Training Programme	JTO's	23
3	Induction Training Programme	JTO's	22
4	Induction Training Programme-9	JTO's	18
5	Induction Training Programme-10	JTO's	13
6	Induction Training Programme-11	JTO's	19
7	Workshop on HRMS	Ministerial Staff	11
8	Workshop on Khajane2 and HRMS	Ministerial Staff	20
9	Induction programme	JTO's	21
10	Induction programme - 13	JTO's	21
11	Induction programme - 14	JTO's	22
12	Induction programme - 15	JTO's	23
13	Employability skill Training	JTO's/ TO's	19
14	Workshop for Placement Officers	JTO's/ TO's	18
15	Orientation Programme	FDA/SDA	17
16	TO s work as HOD	TO's	17
17	Workshop on Departmental Enquiry	PPL's/ AO's	23
18	Workshop on Accounts and Audit	AO/OS/FDA/ SDA	23
19	Workshop on NSQF	JTO's	19
		TOTAL	**363**
GRAND TOTAL			**1258**

Appendix – 3: A Comparative analysis of Alumni outcomes (With STRIVE Programme and others)

Table 4.63 Distribution of samples based on duration of the course the gender

Type	Programme	One Year Course			Two Year Course			Grand Total
		Male	Female	Total	Male	Female	Total	
Project ITIs	ITI with STRIVE	128(79.50)	33(20.50)	161(17.33)	736(95.83)	32(4.17)	768(82.67)	929(25.08)
	ITI with Non STRIVE (TATA, PPP, CoE)	252(78.26)	70(21.74)	322(11.60)	2390(97.43)	63(2.57)	2453(88.40)	2775(74.92)
	Total	380(78.67)	103(21.33)	483(13.04)	3126(97.05)	95(2.95)	3221(86.96)	3704(75.51)
Non Project ITIs	Non Project ITIs	82(92.13)	7(7.87)	89(7.41)	1094(98.38)	18(1.62)	1112(92.59)	1201(24.49)
Grand Total		**462(80.77)**	**110(19.23)**	**572(11.66)**	**4220(97.39)**	**113(2.61)**	**4333(88.34)**	**N=4905**

Table 4.64 Trade-wise distribution of Samples

Trade in which you received training	ITI with STRIVE			ITI with Non STRIVE (TATA, PPP, CoE)			Non Project ITIs			Grand Total
	One Year	Two Year	Total	One Year	Two Year	Total	One Year	Two Year	Total	
Carpenter	7(4.35)	0(0.00)	7(0.75)	4(1.24)	0(0.00)	4(0.14)	0(0.00)	0(0.00)	0(0.00)	11(0.22)
Computer Operator and Programming Assistant	82(50.93)	5(0.65)	87(9.36)	165(51.24)	7(0.29)	172(6.20)	22(24.72)	0(0.00)	22(1.83)	281(5.73)
Draughtsman (Civil)	0(0.00)	6(0.78)	6(0.65)	0(0.00)	18(0.73)	18(0.65)	0(0.00)	1(0.09)	1(0.08)	25(0.51)
Draughtsman (Mechanical)	0(0.00)	8(1.04)	8(0.86)	0(0.00)	3(0.12)	3(0.11)	0(0.00)	0(0.00)	0(0.00)	11(0.22)
Dress Making	0(0.00)	0(0.00)	0(0.00)	1(0.31)	0(0.00)	1(0.04)	3(3.37)	0(0.00)	3(0.25)	4(0.08)
Electrician	0(0.00)	209(27.21)	209(22.50)	2(0.62)	776(31.63)	778(28.04)	0(0.00)	498(44.78)	498(41.47)	1485(30.28)
Electronics Mechanic	1(0.62)	218(28.39)	219(23.57)	1(0.31)	459(18.71)	460(16.58)	1(1.12)	156(14.03)	157(13.07)	836(17.04)
Fitter	1(0.62)	142(18.49)	143(15.39)	6(1.86)	677(27.60)	683(24.61)	2(2.25)	298(26.80)	300(24.98)	1126(22.96)
Information Communication Technology System Maintenance	0(0.00)	4(0.52)	4(0.43)	0(0.00)	37(1.51)	37(1.33)	0(0.00)	34(3.06)	34(2.83)	75(1.53)
Instrument Mechanic	0(0.00)	5(0.65)	5(0.54)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	5(0.10)
Machinist	3(1.86)	28(3.65)	31(3.34)	0(0.00)	90(3.67)	90(3.24)	0(0.00)	0(0.00)	0(0.00)	121(2.47)
Mechanic (Motor Vehicle)	0(0.00)	35(4.56)	35(3.77)	0(0.00)	136(5.54)	136(4.90)	0(0.00)	72(6.47)	72(6.00)	243(4.95)
Mechanic (Refrigeration and Air-Conditioning)	0(0.00)	54(7.03)	54(5.81)	0(0.00)	118(4.81)	118(4.25)	0(0.00)	27(2.43)	27(2.25)	199(4.06)
Mechanic (Tractor)	6(3.73)	1(0.13)	7(0.75)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	7(0.14)
Mechanic Diesel	49(30.43)	1(0.13)	50(5.38)	71(22.05)	1(0.04)	72(2.59)	49(55.06)	0(0.00)	49(4.08)	171(3.49)
Stenographer & Secretarial Assistant (English)	0(0.00)	1(0.13)	1(0.11)	7(2.17)	2(0.08)	9(0.32)	0(0.00)	1(0.09)	1(0.08)	11(0.22)
Turner	0(0.00)	43(5.60)	43(4.63)	0(0.00)	123(5.01)	123(4.43)	0(0.00)	23(2.07)	23(1.92)	189(3.85)
Welder	12(7.45)	8(1.04)	20(2.15)	65(20.19)	6(0.24)	71(2.56)	12(13.48)	2(0.18)	14(1.17)	105(2.14)
Grand Total	**161(17.33)**	**768(82.67)**	**929(18.94)**	**322(11.60)**	**2453(88.40)**	**2775(56.57)**	**89(7.41)**	**1112(92.59)**	**1201(24.49)**	**N=4905**

Table 4.65 Duration and gender wise Average Monthly salary

Type of ITI colleges	Duration of the course	Male	Female	Grand Total
ITI with STRIVE	One Year	14643.75	9192.31	13881.72
	Two Year	15646.23	13531.25	15576.02
	Total	**15499.34**	**11586.21**	**15301.98**
ITI with Non STRIVE (TATA, PPP, CoE)	One Year	13951.82	13222.22	13856.65
	Two Year	15828.26	13165.00	15768.81
	Total	**15671.24**	**13186.46**	**15590.76**
Non Project it is	One Year	15684.05	NA	15684.05
	Two Year	15579.71	15420.00	15578.40
	Total	**15585.75**	**15420.00**	**15584.46**
Grand Total		**15614.53**	**12756.71**	**15527.80**

NA indicates Not applicable as samples are not distributed in that category

Table 4.66 Average Monthly salary

Type of ITI colleges	Gender	Apprenticeship/internship	Permanent paid employment	Self-employment	Temporary paid employment	Grand Total
ITI with STRIVE	Male	12570.33	17720.48	20973.68	14342.45	15499.34
	Female	8833.33	NA	NA	12304.35	11586.21
	Total	**12214.43**	**17720.48**	**20973.68**	**14208.52**	**15301.98**
ITI with Non STRIVE (TATA, PPP, CoE)	Male	12454.47	17343.17	21261.81	14518.03	15671.24
	Female	8100.00	14160.00	NA	13727.63	13186.46
	Total	**12357.27**	**17232.64**	**21261.81**	**14483.11**	**15590.76**
Non Project ITIs	Male	13390.41	15166.67	21008.13	14417.40	15585.75
	Female	14500.00	NA	NA	15650.00	15420.00
	Total	**13402.47**	**15166.67**	**21008.13**	**14430.76**	**15584.46**
Grand Total		**12587.24**	**16997.25**	**21152.07**	**14410.01**	**15527.80**

NA indicates Not applicable as samples are not distributed in that category

Table 4.67 Time taken to find job after completion of training

Type of ITI colleges	within 3 months	Less than 6 months	6-12 months	13-18 months	19-22 months	More than 22 months	Grand Total
ITI with STRIVE	2(0.36)	392(69.88)	104(18.54)	20(3.57)	8(1.43)	35(6.24)	561(20.14)
ITI with Non STRIVE (TATA, PPP, CoE)	1(0.07)	1049(68.29)	275(17.90)	49(3.19)	21(1.37)	141(9.18)	1536(55.15)
Non Project it is	0(0.00)	432(62.79)	133(19.33)	33(4.80)	5(0.73)	85(12.35)	688(24.70)
Grand Total	**3(0.11)**	**1873(67.25)**	**512(18.38)**	**102(3.66)**	**34(1.22)**	**261(9.37)**	**N=2785**

The N value is considered for individuals who have secured self-employment, temporary paid employment, and permanent paid employment.

Perception on quality

Table 4.68 Quality of classroom learning with necessary teaching aids and Class room

Particulars	ITI with STRIVE	ITI with Non STRIVE	Non Project ITIs	Grand Total
Very Good	236(25.40)	636(22.92)	262(21.82)	1134(23.12)
Good	560(60.28)	1680(60.54)	697(58.03)	2937(59.88)
Satisfactory	93(10.01)	310(11.17)	157(13.07)	560(11.42)
Bad	34(3.66)	116(4.18)	69(5.75)	219(4.46)
Very Bad	6(0.65)	33(1.19)	16(1.33)	55(1.12)
Grand Total	**929(18.94)**	**2775(56.57)**	**1201(24.49)**	**N=4905**

Table 4.69 Supply of teaching and learning materials (books, IT lab, internet, etc._

Particulars	ITI with STRIVE	ITI with Non STRIVE	Non Project ITIs	Grand Total
Very Good	220(23.68)	513(18.49)	229(19.07)	962(19.61)
Good	530(57.05)	1536(55.35)	616(51.29)	2682(54.68)
Satisfactory	117(12.59)	373(13.44)	176(14.65)	666(13.58)
Bad	53(5.71)	289(10.41)	153(12.74)	495(10.09)
Very Bad	9(0.97)	64(2.31)	27(2.25)	100(2.04)
Grand Total	**929(18.94)**	**2775(56.57)**	**1201(24.49)**	**N=4905**

Table 4.70 Teaching quality/competency of instructors/trainers

Particulars	ITI with STRIVE	ITI with Non STRIVE	Non Project ITIs	Grand Total
Very Good	356(38.32)	903(32.54)	396(32.97)	1655(33.74)
Good	479(51.56)	1549(55.82)	651(54.20)	2679(54.62)
Satisfactory	65(7.00)	195(7.03)	95(7.91)	355(7.24)
Bad	25(2.69)	108(3.89)	50(4.16)	183(3.73)
Very Bad	4(0.43)	20(0.72)	9(0.75)	33(0.67)
Grand Total	**929(18.94)**	**2775(56.57)**	**1201(24.49)**	**N=4905**

Table 4.71 Technical Equipment

Particulars	ITI with STRIVE	ITI with Non STRIVE	Non Project ITIs	Grand Total
Very Good	250(26.91)	665(23.96)	269(22.40)	1184(24.14)
Good	520(55.97)	1617(58.27)	676(56.29)	2813(57.35)
Satisfactory	89(9.58)	245(8.83)	121(10.07)	455(9.28)
Bad	63(6.78)	204(7.35)	111(9.24)	378(7.71)
Very Bad	7(0.75)	44(1.59)	24(2.00)	75(1.53)
Grand Total	**929(18.94)**	**2775(56.57)**	**1201(24.49)**	**N=4905**

Table 4.72 Quality of equipment's

Particulars	ITI with STRIVE	ITI with Non STRIVE	Non Project ITIs	Grand Total
Very Good	252(27.13)	601(21.66)	249(20.73)	1102(22.47)
Good	534(57.48)	1708(61.55)	714(59.45)	2956(60.27)
Satisfactory	84(9.04)	239(8.61)	118(9.83)	441(8.99)
Bad	53(5.71)	182(6.56)	102(8.49)	337(6.87)
Very Bad	6(0.65)	45(1.62)	18(1.50)	69(1.41)
Grand Total	**929(18.94)**	**2775(56.57)**	**1201(24.49)**	**N=4905**

Table 4.73 Over all Infrastructure

Particulars	ITI with STRIVE	ITI with Non STRIVE	Non Project ITIs	Grand Total
Very Good	237(25.51)	640(23.06)	260(21.65)	1137(23.18)
Good	473(50.91)	1472(53.05)	589(49.04)	2534(51.66)
Satisfactory	114(12.27)	354(12.76)	137(11.41)	605(12.33)
Bad	91(9.80)	244(8.79)	176(14.65)	511(10.42)
Very Bad	14(1.51)	65(2.34)	39(3.25)	118(2.41)
Grand Total	**929(18.94)**	**2775(56.57)**	**1201(24.49)**	**N=4905**

Table 4.74 Quality of training in lab

Particulars	ITI with STRIVE	ITI with Non STRIVE	Non-Project ITIs	Grand Total
Very Good	241(25.94)	598(21.55)	239(19.90)	1078(21.98)
Good	551(59.31)	1721(62.02)	730(60.78)	3002(61.20)
Satisfactory	79(8.50)	249(8.97)	114(9.49)	442(9.01)
Bad	44(4.74)	161(5.80)	98(8.16)	303(6.18)
Very Bad	14(1.51)	46(1.66)	20(1.67)	80(1.63)
Grand Total	**929(18.94)**	**2775(56.57)**	**1201(24.49)**	**N=4905**

Table 4.75 Institute provide the adequate internship

Particulars	ITI with STRIVE	ITI with Non STRIVE	Non Project ITIs	Grand Total
Strongly agree	22(2.37)	68(2.45)	23(1.92)	113(2.30)
Agree	96(10.33)	316(11.39)	149(12.41)	561(11.44)
Neutral	26(2.80)	129(4.65)	46(3.83)	201(4.10)
Disagree	333(35.84)	937(33.77)	419(34.89)	1689(34.43)
Strongly disagree	452(48.65)	1325(47.75)	564(46.96)	2341(47.73)
Grand Total	**929(18.94)**	**2775(56.57)**	**1201(24.49)**	**N=4905**

Appendix – 4: Survey Instruments – Quantitative and Qualitative

ITI Students survey form

A	NCVT MIS roll no (to derive demographics)		
B	District		
C	Taluka		
D	Hobli		
E	GP		
F	Name		
G	Gender		
H	Age		
I	Social Category	1. General 2. OBC 3. SC 4. ST 5. EWS 6. Others (Plz specify____)	
J	Contact number		
K	What is the education that you have previously completed	1. SSLS (10^{th}) 2. 1^{st} PUC (11^{th} class) 3. 2^{nd} PUC (12^{th} Class) 4. Diploma 5. Under graduation 6. Others	
1	Name of the ITI		
2	Reasons for joining the ITI?	1. To get the government job 2. To get the private job 3. To take up self-employment 4. Transition to a diploma/higher studies 5. Any other (Plz specify_____)	
3	What are the trades that were offered in your ITI? (Multiple selections allowed)	1. Basic Cosmetology 2. Fitter 3. Sewing Technology 4. Carpenter 5. Health Sanitary Inspector 6. Sheet Metal Worker 7. Computer Operator and Programming Assistant 8. Information Communication	

		Technology System Maintenance 9. Stenographer & Secretarial Assistant (English) 10. Draughtsman (Civil) 11. Instrument Mechanic 12. Stenographer & Secretarial Assistant (Hindi) 13. Draughtsman (Mechanical) 14. Machinist 15. Surface Ornamentation Techniques (Embroidery) 16. Dress Making 17. Mechanic (Motor Vehicle) 18. Surveyor 19. Electrician 20. Mechanic (Refrigeration and Air-Conditioning) 21. Turner 22. Electronics Mechanic 23. Mechanic (Tractor) 24. Welder 25. Fashion Design & Technology 26. Mechanic Diesel 27. Wireman 28. Fire Technology and Industrial Safety Management 29. Plumber	
4	What is the Trade in which you received training?	1. Basic Cosmetology 2. Fitter 3. Sewing Technology 4. Carpenter 5. Health Sanitary Inspector 6. Sheet Metal Worker 7. Computer Operator and Programming Assistant 8. Information Communication Technology System Maintenance 9. Stenographer & Secretarial Assistant (English) 10. Draughtsman (Civil) 11. Instrument Mechanic	

		12. Stenographer & Secretarial Assistant (Hindi) 13. Draughtsman (Mechanical) 14. Machinist 15. Surface Ornamentation Techniques (Embroidery) 16. Dress Making 17. Mechanic (Motor Vehicle) 18. Surveyor 19. Electrician 20. Mechanic (Refrigeration and Air-Conditioning) 21. Turner 22. Electronics Mechanic 23. Mechanic (Tractor) 24. Welder 25. Fashion Design & Technology 26. Mechanic Diesel 27. Wireman 28. Fire Technology and Industrial Safety Management 29. Plumber	
5	What is the duration of the trade that you studied?	1. One year 2. Two year 3. Do not know	
6	Did you undergo on the job training (OJT) /Internship/Industrial training in company/establishment during training period in ITI?	1. Yes 2. No	If 1 in Q6 move to Q7 If 2 in Q6 move to Q8
7	If yes in Q16, Which of the following topics was covered in the employability skills training from your ITI? (Read out the options) (select many)	1. Spoken English /communication 2. Computer course 3. Soft skills or life skills or 21st century skills 4. Career development or job search 5. Other (plz specify____)	
8	Have you hear or familiar about the employability skills (life skills, 21st century skills, soft skills etc.)	1. Yes 2. No	

	Apprenticeship / Placement / employment		
9	Did you do any apprenticeship after joining or during the job?	1. Yes 2. No	If 1 in Q9 move to Q10
	Under which scheme did you apprenticeship?	1. Ministry-wise Skill Development Schemes 2. National Apprenticeship Promotion Scheme (NAPS) 3. National Apprenticeship Training Scheme (NATS) 4. Craftsmen Training Scheme 5. Skill development for minorities 6. Green Skill Development Programme 7. Scheme for Higher Education Youth in Apprenticeship and Skills 8. Others (please specify)	If 1Q9=1
10	Did you receive any payment for any of the apprenticeship or internship after the ITI course?	1. Yes 2. No	If Q9=1
	If Yes, how much monthly received?		
11	Did apprenticeship training help you to get the job	1. Yes, helped in getting the permanent job 2. Yes, helped in getting the temporary job 3. No, not helped in getting the job	
12	Had you received any guidance for self-employment?	1. Yes 2. No	
13	Did you ever take up self-employment after the ITI course?	1. Yes 2. No	If 1 in Q13 move to Q14
14	What was the monthly income from the self-employment?		
15	Did your ITI has the placement cell?	1. Yes	If 1 in Q15 move to Q16

		2. No (Placement service is not available)	
16	Does the placement drive happen regularly?	1. Once in a year 2. Twice in a year 3. Thrice in a year 4. Not active/ no placement drive has happened	
17	What are the Placement assistance given in the ITI? (Mark all that apply)	1. Preparation of CV 2. Information on careers 3. Display of Posts 4. Company Details 5. Job Application form distribution 6. Apprenticeship 7. Exposure visits 8. Mock interviews 9. Recommend Profiles 10. Linkage with employment agencies 11. Campus Interviews 12. Job Fairs 13. Not received any 14. Any others (Plz, specify ___)	
18	When you finished the course, were you offered at least one placement job by your ITI (through campus placement, placement drive etc.)?	1. Yes 2. No	If 1 in Q18 move to Q19
19	Did you take up the placement job offered by your ITI?	1. Yes 2. No	Q18=1
20	What was the type of job?	1. Permanent paid employment 2. Temporary paid employment 3. Others (plz specify____)	Q18=1
21	Why did you not take up placement job offered? (Mark as many as they mention)	1. Salary was too less 2. Location was not convenient	Q18=2

		3. Marriage/family responsibility 4. My family did not give permission 5. Placement company is not reputed 6. Wanted to take up higher studies 7. Wanted to take up apprenticeship 8. I was not in need of job 9. I don't want to work outside, I have my family occupation 10. Others (plz specify_____)	
22	Have you ever found a job after completing training (other than the placement job of ITI and self-employment)	1. Yes 2. No	If Q18=2 or Q19 =2
23	Time taken to find the first job after training?	1. Within 3 months 2. Between 3 to 6 months 3. Between 6 to 12 months 4. Between 1 to 1.5 years 5. Between 1.5 to 2 years 6. More than 2 years	If Q19=1 or Q22 =1
24	What was the monthly salary from the first job after training or placement job?		If Q19=1 or Q22 =1
25	Did you ever do higher education (degree or diploma) course after the ITI course?	1. Yes 2. No	
26	After passing out, for how many months approximately were you neither employed (nor self-employed), nor studying, nor doing internship or apprenticeship	1. Less than 6 months 2. 6-12 months 3. 13-18 months 4. 19-22 months 5. More than 22 months	Answer cannot be more than the time between they passed out and today
27	What are the main reasons for not being in employed (nor self-employed), nor studying, nor doing internship or apprenticeship?	1. Personal reasons (Plz mention) 2. Preparation for the exams (Mention the specific exam)	If 2|3|4|5 in Q26 move to Q27

		3. Health – related issues 4. Lack of work-experience 5. Lack of confidence in attending interviews 6. Family did not allow me to work 7. Not found a job related to my field of study 8. No job opportunity in the region 9. Working at home / with family 10. Not interested to work (Why) 11. Others (plz specify)	
28	What is the current status?	1. Permanent paid employment 2. Temporary paid employment 3. Self-employment 4. Apprenticeship/internship 5. Higher studies 6. Unemployed 7. Others (plz specify_____)	
29	What is the monthly salary?		If 1|2|3|4 in q28 move to Q29
30	Reasons for unemployed or not joining the labour force? (Multiple selection)	1. Personal reasons (Plz mention) 2. Higher studies (Mention the study name) 3. Preparation for the exams (Mention the specific exam) 4. Self-employed (Mention the name of self-employment) 5. Health – related issues 6. Lack of work-experience 7. Family did not allow me to work	If 6 in Q28 move to Q30

		8. Not found a job related to my field of study 9. No job opportunity in the region 10. Working at home / with family 11. Not interested to work (Why) 12. Others (plz specify)	
31	If 7 in Q30, what are the reasons	1. Marriage, 2. Domestic responsibilities 3. Relative objected 4. Asked to stay at home 5. Others (Plz specify____)	If 7 in Q30 move to Q31
32	What is the sector in which your employed (as per current status)? (Single selection)	1. Aerospace & Aviation 2. Agriculture Machinery 3. Apparel 4. Automobiles 5. Beauty & Wellness 6. Chemical 7. Construction 8. Electrical & Electronics 9. Healthcare 10. Food Processing 11. Infrastructure equipment 12. Iron & Steel 13. IT & ITeS 14. Instrumentation 15. Logistics 16. Mining 17. Oil & Gas 18. Paints & Coatings 19. Plumbing 20. Production & Manufacturing 21. Refrigeration & Air Conditioning xxii) Retail 22. Rubber 23. Telecom 24. Textile	If 1|2|3|4 in q28move to Q32
33	Did the job is matching with the training that you have taken?	1. Yes 2. No	If Q32 answered ask this question

34	What is the reason for not getting the job in the sector in which training has been taken?		If Q33=2
35	Did you ever get the salary hick after joining the job after the training ?	1. Yes 2. No	Q19=1 &|or =1 or Q22=1 &|or If 1|2|3|4 in q28
36	Did you ever get the proportion/ advancement after joining the job after the training?	1. Yes 2. No	Q19=1 &|or =1 or Q22=1 &|or If 1|2|3|4 in q28
37	Did you use any skills and competencies in your job that are acquired from the education/training?	1. Yes 2. No	Q19=1 &|or =1 or Q22=1 &|or If 1|2|3|4 in q28
38	If yes to Q37, please mention the skills and competencies that you have used	1. ___ 2. ____ 3. ____	If Q37=1
39	How long you been employed in your first job?	1. One to two year 2. Two to three years 3. Three to four years 4. More than four years	Q19=1 &|or =1 or Q22=1 &|or If 1|2|3|4 in q28
40	How many jobs have you changed since started your first one?	1. One 2. Two jobs 3. Three jobs 4. Four jobs 5. More than four jobs 6. Working in the same job or Did not change	Q19=1 or =1 or Q22=1 or If 1|2|3|4 in q28
41	What are the two main reason for changing the job (Multiple options allowed)	1. Less salary 2. Heavy work pressure 3. Fired from the job 4. Looking for the better job (Specify the better quality of job, like high pay, less pressure, sufficient leaves etc.) 5. Job is not related to the trade in which I studied 6. Company closure due to pandemic/covid	If 1|2|3|4|5 in Q40

		7. Company dismissed me due to post-Covid downsizing 8. Other reasons (plz specify __)	
42	Did you get the job after you left your first job?	1. Yes 2. No	If 1 | 2 | 3 | 4 | 5 in Q40
43	How long you been out of job since you left your first job ?	1. Less than a month 2. For about two months 3. Two to three months 4. Three to five months 5. For about 6 to 12 months 6. More than a year 7. Others	If 1 | 2 | 3 | 4 | 5 in Q40
44	Have you ever been searching for jobs post Covid but are facing difficulty in finding jobs?	1. Yes 2. No	
45	Did you able to get the job during the Covid pandemic?	1. Yes 2. No	
46	What is the maximum period that you been out of job during multiple job change?	1. About 6 months 2. About 1 year 3. About 1.5 years 4. About Two years 5. About 2.5 years 6. About 3 years 7. About 3.5 years 8. About 4 years 9. More than 4 years 10. Can't remember	If 1 | 2 | 3 | 4 | 5 in Q40
47	Are you willing or interested to work/take up job in future?	1. Yes 2. No	If 6 in q28
48	Reasons for not willing or not interested to work in future? (Mark all that apply)	1. Personal reasons (Plz mention) 2. Higher studies (Mention the study name) 3. Preparation for the exams (Mention the specific exam)	If 2 in Q47

		4. Self-employed (Mention the name of self-employment) 5. Health – related issues 6. Lack of work-experience 7. Family did not allow me to work 8. Not found a job related to my field of study 9. No job opportunity in the region 10. Working at home / with family 11. Not interested to work (Why) 12. Others (plz specify)	
49	Are you actively looking/searching for a job	1. Yes 2. No	If 2 in Q47
50	Reasons for not searching for job?		If 2 in Q49
51	How long you been actively searching for job?	1. From last 3 month 2. From last 6 months 3. From last 9 months 4. From last 12 months 5. From last one year 6. From last two year 7. From last three year 8. Others (Plz specify_)	If 1 in q49
52	Reasons for not getting the jobs despite of active job search?	1. _____ 2. _____ 3. _____	If 1 in Q49
53	How did you get your first job after the training? (Either through placement, job found)	1. Newspaper Ads and advertisements 2. Help of family contacts of parents, relatives, etc. 3. With help of personal contacts of friends, fellow students etc. 4. Applied in the company websites	

		5. Independent contact to employers 6. Through internship during training 7. Through internship after training 8. Through part-time job during / after study 9. Through Placement Drive 10. Through job fairs 11. Through Principal / faculty of the ITI 12. Through online job platforms 13. Others (please specify)	
54	Please mention which is the online platforms used?	1. Indeed, Job Search. 2. Glassdoor Jobs. 3. LinkedIn. 4. Google for Jobs. 5. Monster. 6. ZipRecruiter. 7. Simply Hired. 8. CareerBuilder.	If 12 in Q53
55	What are your career plan and future aspiration?	1. Full time job with regular and stable salary 2. Get a government job 3. Start own business 4. Do home baaed job 5. Peruse Higher Education 6. To have enjoyable work to do on regular basis 7. Become a leader in my career field 8. Others (plz specify_____)	
	Job satisfaction		
56	What really worked better from the training in getting the job?	1. Employability skill sessions 2. Trade related content 3. If any other (Please specify_)	
57	Did the training helped in getting the job?	1. Yes	

		2. No	
58	What extent the training has helped in getting the job	1. 100% helped 2. 75 % helped 3. 50 % helped 4. 25% helped 5. Not helped at all	
59	How do you rate your first job satisfaction?	1. Very satisfied 2. Satisfied 3. Somewhat satisfied 4. Dissatisfied 5. Very dissatisfied	If 4 in Q4 move to next question
60	Reason for dissatisfaction	1. low salary & benefits 2. Not related to my field of study 3. Proximity to residence 4. Heavy work 5. Others:	
61	How do you rate your current job satisfaction	1. Very satisfied 2. Satisfied 3. Somewhat satisfied 4. Dissatisfied 5. Very dissatisfied	If 4 in Q5 move to next question
62	Reason for dissatisfaction	6. low salary & benefits 7. Not related to my field of study 8. Proximity to residence 9. Heavy work 10. Others:	
	Employability skills		
	Digital Skills		
63	Have you prepared your CV (resume / bio-data)?	1. Yes 2. No 3. Not applicable/Not looking for job/don't want to work	
64	Do you have your email account?	1. Yes 2. No	

65	Are you aware of any of the online job websites/ platforms/ or apps (where you could go online to look for jobs)	1. Yes 2. No	
	Self-learning habits		
66	How well do you know how to choose the best keyword for online searches?	1. I very well know 2. I partially know 3. No, I don't know at all	
	English literacy		
67	Do you feel comfortable speaking English to anyone?	1. More confident 2. Less confident 3. Not at all confident	
68	A written description of duties and responsibilities to be carried out in a job is called?	**1. CV** **2. Job Description** **3. Resume** **4. Job Application**	
	Computer literacy		
69	What are the software's/skills that you are familiar with?	1. MS word 2. Power Point Presentation 3. Excel 4. Google sheet 5. Google doc 6. Google slides 7. Google form 8. Other (plz specify)	
	Decision making		
70	Do you feel confident to appear for job interviews?	1. Very confident 2. Confident 3. Neither confident nor diffident 4. Not confident 5. Not confident at all 6. Not applicable/ not looking for work/ don't want to work	
	Career readiness, career goal clarity and career planning.		
71	I can choose a career that fits with what I am good at. - Do	1. Agree strongly 2. Agree to some extent	

	you agree or disagree with this statement for you	3. neither agree nor Disagree-Not sure 4. Disagree 5. Strongly disagree 6. Not applicable/ no desire to work	
72	I can identify employers and organizations relevant to my career interests.	1. Agree strongly 2. Agree to some extent 3. neither agree nor Disagree-Not sure 4. Disagree 5. Strongly disagree 6. Not applicable/ no desire to work	
	1) Rate ITI on a scale of 1 (very bad to 5 (very good) on below parameters		
73	Quality of classroom learning with necessary teaching aids and Class room	1. Very bad 2. Bad 3. Satisfactory 4. Good 5. Very good	
74	Supply of teaching and learning materials (books, IT lab, internet, etc._	1. Very bad 2. Bad 3. Satisfactory 4. Good 5. Very good	
75	Teaching quality/competency of instructors/trainers	1. Very bad 2. Bad 3. Satisfactory 4. Good 5. Very good	
76	Availability of technical equipment (e.g. lab equipment, measuring instruments, etc.)	1. Very bad 2. Bad 3. Satisfactory 4. Good 5. Very good	
77	Quality of equipment's	1. Very bad 2. Bad 3. Satisfactory 4. Good 5. Very good	
78	Overall Infrastructure	1. Very bad 2. Bad 3. Satisfactory 4. Good 5. Very good	
79	Quality of training in lab	1. Very bad 2. Bad	

		3. Satisfactory 4. Good 5. Very good	
80	Institute provide the adequate internship	1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree	
81	After completion of course I am confident that I will get the job.	1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree	
82	I believe this course is worth to get me the job	1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree	

Questionnaire on Supplementary Information

A	UNIQUE ID (As given by GRAAM)		
B	District		
C	Taluka		
D	Hobli		
E	GP		
F	Name		
G	Gender	1. Male 2. Female	
Section-I. Information about Library			
1	Did you have library in your ITI?	1. Yes 2. No	If 2 in Q1 move to Section II
2	Was the library were accessible to you post or before college hours (as per your convenience)?	1. Yes / it was accessible in the post collegehours 2. Yes, it was available only during college hours 3. No, there was no library 4. No, library used to be kept locked	
3	Were there relevant and new books available required for your trade in the library?	1. Yes, all books were available 2. Yes, some books were available 3. No books were available 4. Not applicable (if there was no library)	
4	Were you able to read the books in the library?	1. Yes 2. No, books were kept under lock and kept in the library 3. Not applicable (if there was no library	
5	Did the library have a sit-in reading facility?	1. Yes	

		2. No	
6	Was the library well ventilated?	1. Yes 2. No	
Section - II Information about Drinking water Facility			
1	Did you have portable drinking water supply inside the ITI campus	1. Yes 2. No	If 2 in Q1 move to Section III
2	Was the area near the taps were hygienic and clean	1. Yes 2. No	
Section- III Information on Toilet Facility			
1	Was there a separate toilet facility available inside the ITI campus for boys and girls?	1. Yes 2. No	If 2 in Q1 move to Section IV
2	Was there facility of running water connection inside the toilet?	1. Yes 2. No	
3	Was the area near the toilets were hygienic and clean?	1. Yes 2. No	
4	Were the toilets cleaned regularly?	1. Yes 2. Yes, sometimes 3. Never	
5	Were the toilets in usable condition?	1. Yes 2. No	
Section- IV Information on Workshop/labs facility:			
1	Was there a separate workshop for your trade	1. Yes 2. No	
2	Whether there were sufficient machineries and equipments available to operate for you in the workshop / lab?	1. Yes, sufficient for each individual 2. No, it was provided for group of students 3. No, there was no machineries and equipment	
3	Were all the machines in working condition?	1. Yes 2. No	

4	Was electricity supply available all the time during class?	1. Yes 2. No	
5	In case of elect city load shedding or non – availability, was there any back up such a generator available?	1. Yes 2. No	
6	Was instructor available all the time during workshop classes?	1. Yes, all the time 2. Yes, sometimes 3. No	
7	Do you think the instructor had sufficient practical knowledge to teach the practical aspects in the lab?	1. Yes 2. No	
Information on Examination centre			
1	How far was the examination centre from your collage?	Distance (in Km): _____	
2	Time required to reach the examination centre (in minutes) by a public transport (bus, train et)	_____in Minutes	
3	College itself was examination centre	1. Yes 2. No	
4	How did you travel to reach examination centre?	1. By Public transport: Bus/Auto/ Train 2. By Private transport: Own vehicle 3. By Walk	
5	Was the approach road to the examination centre congested?	1. Yes 2. No 3. Sometimes	

Industry Cluster/HR/Industry Representative/Employer IDI

Name:
Company:
Designation:
Sector and trade:
Location (state, district, city/town):

Association with the ITI

1. What has been your company's association with the ITIs covered by STRIVE/CoE/TATA/PPP intervention? (prompts: only recruitment of graduates? Any other association such as involvement in governance/IMC, training activities, assessment, placement/hiring partners)?
2. If involved in teaching or training activities such as guest lectures or hosting industry visits, please give details of a) frequency, b) subject covered and c) the overall experienceof interacting with students.
3. If involved in the governance of the institute through the IMC, please provide details on the a) frequency or regularity of involvement, b) how active the IMC is and the company representative is on the IMC, c) whether the industry representative is able to meaningfully influence the ITIs instruction and functioning to make it more industry relevant, and how?
4. Would your organization like stronger engagement with the a) training of ITI students, b) curriculum and content of training, c) assessment of ITI students or d) governance of the ITIs? If yes, please give your suggestions in this regard.
5. If involved in hiring of ITI students, what is your experience in quality of students and the ITI?

Recruitment experience

6. Which trades do you recruit from?
7. How have you recruited candidates from the STRIVE/CoE/TATA/PPP ITIs: (prompts: participation in placement drives, job fairs, any other means)? Have these helped you find suitable candidates for recruitment?
8. How many rounds/times or years have you been recruiting from the concerned STRIVE/CoE/TATA/PPP ITIs? What makes you come back to the same ITI?
9. What is the starting salary you give to the ITI graduates?
10. Have you hired any of the alumni/students of the ITIs covered by STRIVE/CoE/TATA/PPP? What is the approximate number of students that you have recruited from the STRIVE/CoE/TATA/PPP ITIs?
11. What do you look for mainly in a candidate (what qualifications, traits, skills)? Do youthink the STRIVE/CoE/TATA/PPP ITI graduates meet these expectations? If yes, to what degree and in what ways?
12. What is your perception of the trade skills of the ITI graduates, including those of ITIs covered by the STRIVE/CoE/TATA/PPP programme?
13. Do the placement cells/functionaries of STRIVE/CoE/TATA/PPP ITIs regularly contact and keep in touch with you? What is your opinion about the frequency and nature of their outreach?
14. What are the issues and challenges faced in hiring ITI graduates overall and specifically women (prompts: a) any gaps in the conducting of the placement process b) candidate competence c) candidate mindset/preference d) any other)?

Perception of effectiveness of Employability Skills Training and the employment readiness of ITI students

15. Are you also hiring candidates from non- project ITIs? What difference do you see, if any, in the work preparedness of STRIVE/CoE/TATA/PPP ITI graduates and other ITI graduates?
16. How can the trainees be better prepared for interviews and employment? Please give your suggestions to improve the employability skills training and workforce preparedness of students
17. How are the STRIVE/CoE/TATA/PPP ITI pass-outs adjusting at the workplace and navigating in different professional environments? Are they able to retain in employment? Please mention for boys and girls. Why/why not? What are some of the challenges faced in this regard?
18. Are the STRIVE/CoE/TATA/PPP ITI alumni demonstrating professionalism, work ethics, time management and sense of ownership at work? If yes, how? (If no, why not?) What factors/efforts/interventions have shaped this? Has STRIVE/CoE/TATA/PPP has helped develop the same, and how?
19. (if recruited repeatedly from certain STRIVE/CoE/TATA/PPP ITIs) Do you see any change over time in the ITI students' work readiness? If yes, what changes have you seen?

    `

    Overall assessment of STRIVE/CoE/TATA/PPP program
20. What is your overall opinion about the STRIVE/CoE/TATA/PPP intervention? To what extent and in what ways have your expectations from STRIVE/CoE/TATA/PPP been fulfilled?
21. What are your suggestions for the further improvement of STRIVE/CoE/TATA/PPP programme?

FGD with Current Beneficiaries and Non-Beneficiaries
IDI with Current Beneficiaries

PROCESS OF FGD

BEFORE

- FGD WOULD BE WITH 8-12 PARTICIPANTS. More could be invited (about 15-18) so that even if some do not show up, the quorum is reached.

DURING

- Moderators would facilitate the FGDs introducing a theme to be begin with
- Somebody may begin; if not, the Moderator(s) may introduce and then invite reflection.
- With each strand of discussion issues and reflections may keep flowing and unfolding.
- The Moderator(s) would take notes and bring in unrepresented elements for discussion.
- At the end somebody from the group may summarize the discussion while others may supplement.
- The key to an FGD is creating and encouraging participation of all across class/gender and age.
- The challenge is to capture the diverse views evolving.
- For closed ended questions, majority and minority headcount of participants is also kept

SO THAT

- The process may help generate a reflective discussion and help in evolving an inclusive understanding.
- The views evolving from the discussion would help in comparing individual views with the shared ones.

(This section is to be filled before starting the FGD)			
1		Name of ITI	
2		Location	1. Urban 2. Rural 3. Semi-urban 4. Tribal
3		Date	
4		Name(s) of Staff Present (Request them to not be around or be farther away)	

Socio-demographic details of the participants

	to be filled by the Moderator(s) - as the participants introduce themselves, or by asking the participants - individually (and privately if possible, for last 3 columns)								
	Name	Age	Gender	Trade	Year of entry	Hosteller (Y/N)	SoCat*	Re*	Disability *
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									

***** The purpose of this information is not to categorise answers - but to know what categories were present and what could be missing. If the participants did not include a variety of castes or religions - we would know that we have heard the perspective of only those present. and we might need to find out the other perspectives - separately.

*SoCat = Social Category

- After FGD is over, fill this column with the social category options (SC／ ST／ OBC／ Others) the participant WAS BORN INTO (which means their father's social category)
- If not known, ask the participant - in private, if they are ready to share this info with you)

*Re = Religion

- After FGD is over, fill this column with the religion the participant WAS BORN INTO (which means their father's religion) (Hindu, Muslim, Christian, Tribal-no religion, sikh, parsi, jain, Budhhist...)
- If not known, ask the participant - in private, if they are ready to share this info with you)

Disability*

- After FGD is over, fill this column with any disability or multiple disabilities that any participant may have
- If not known, ask the participant - in private, if they are ready to share this info with you)

Introduction and Consent

Dear Student, We are grateful to you for agreeing to participate in this discussion and spare 30 minutes of your valuable time. The discussion may be related to: (a) What young people like you studying in ITIs think about yourselves, your future career/jobs, and the role of men and women in Indian society, and (b) How you learn and study, how you interact and communicate with other people, and how you make decisions in your life. answer honestly and frankly. Your answers will be kept confidential.Any questions?
If you have understood this, would you like to proceed with the discussion? (circle their answer) 1. Yes. 2. No If yes, Then please go ahead

Note: For closed ended questions, keep majority and minority headcount ofparticipants

A. Reform Area 1: Career Development

1. *What is the frequency of Employability Skills (ES) training? (keep count)*
    1. *Every instruction day/*
    2. *thrice a week or more /*
    3. *twice a week /*
    4. *once a week /*
    5. *less than once a week /*
    6. *no fixed duration*

2. *Which of the following is covered in ES training (keep count)*
    - b. *Life skills or soft skills*
        - *1. Yes (Count)*
        - *2.No*
    - c. *Digital skills*
        - *1. Yes (Count)*
        - *2.no*
    - d. *Career readiness e.g. writing CV, searching and applying for jobs, appearing for interview1.Yes (Count)*
        - *2.no*
    - e. *Workplace readiness training e.g. how to adjust in job1.Yes*
        - *(Count)*
        - *2.no*
    - f. *Spoken English or communicative English*
        - *1. Yes (Count)*
        - *2. no*

3. When you joined the ITI course, did you have clarity on your career goals?

1. Yes (Count)
2. no

4. Do you see any change in your clarity on career goals since joining?
   1.*Yes (Count)*
   2.*no*
   If yes, what change?
5. Who shaped such change?
   1. Teacher/instructor/trainer
   2. Parents
   3. Friends
   4. Relatives
   5. Self-realization

6. Has the ES training helped shape your mindset or attitude towards career?
   1. Yes (Count)
   2. no
   If yes, how?

B. Reform Area 2: Effective Pedagogy

7. ***Are your ITI trade trainers using digital and/or blended methods for teaching?***
   (keep count)
   1. *Never /*
   2. *sometimes /*
   3. *regularly*

8. ***Do you have any participatory activities and project work (such as hackathons),design projects, group work in addition to class lectures?***
   1. *Yes (Count)*
   2. *No*
9. *Which of the ones have been used in your teaching?*
   1. *Hackathons/design projects (Count)*
   2. *group project work (Count)*
   3. *market scans (Count)*
   4. *any other_____(Count)*
10. *Have you undergone any internships?*
    1. *Yes (Count)*
    2. *no*
11. How do you find the teaching methods used in your ITI (for teaching trade skills)?

    6. Very satisfied
    7. Satisfied
    8. Somewhat satisfied
    9. Dissatisfied
    10. Very dissatisfied

12. Overall, how industry relevant is the teaching at the ITI? Please elaborate.

C. Reform Area 4: Employer Engagement

1. *Have you undergone any On the job training (OJT) during your ITI studies?*
    1. *Yes (Count)*
    2. *No*

2. *Have you been told about apprenticeship programmes and their usefulness?*
    1. *Yes (Count)*
    2. *No*

3. In future, do you think you will be able to get a good job in the sector of your choice?
    1. *Yes (Count)*
    2. *No*

4. Why/How do you think you will be able to get a good job of your choice?

E. Reform Area 5: Student Hub

1. *Do you have student hubs in your ITI?*
    1. *Yes (Count)*
    2. *No*
2. *Are student hubs organizing self-learning based digital literacy classes?*
    1. *Yes (Count)*
    2. *No (Count)*
    3. *NA (Count)*
3. *Are student hubs contributing to contacting and mobilizing alumni ?*
    1. *Yes (Count)*
    2. *No (Count)*
    3. *NA (Count)*
4. *Are student hubs organizing industry exposure visits?*
    1. *Yes (Count)*
    2. *No (Count)*
    3. *NA (Count)*

5. *Are student hubs organizing networking activities (for example with employers) to further the career prospectsof current students?*
    a. *Yes (Count)*
    b. *No (Count)*
    c. *NA (Count)*

6. Overall, how active are the student hubs and how well are they contributing?

7. Is there any space for you to provide feedback to the trainers or the institute on the course content or training methods?
    1. *Yes (Count)*
    2. *No (Count)*

    If Yes/No, Please elaborate.

8. Any role that student hubs play in consolidating such feedback and sharing it with the authorities?

F. Reform Area 6: Community Engagement

1. Are parent-teacher meetings held in your institute?
   1. Yes (Count)
   2. No

2. Do your parents participate in parent teacher meetings?
   1. Yes (Count)
   2. No

3. What are the reasons for your parents participating/not participating in parent teacher meetings?

4. Do you have the freedom to make decisions about your professional growth or career development?

   1. Yes (Count)
   2. No

1. If parents are interacting with the trainers/ ITI authorities, is there any effect of such interactions on their approach towards your studies?

   1. Yes (Count)
   2. No

Z. Other factors:

1. Are there toilets for females in your ITI?
   1. Yes (Count)
   2. No
2. (If anyone says yes), Are they regularly cleaned?
   1. Yes (Count)
   2. No
3. How much time does it take you to travel to and fro for your ITIs - going and coming back (both-way-time added)?
   1. Less than half an hour? Yes (count_____)
   2. ½ to 1 hour? Yes (count____)
   3. 1-2 hours? Yes (count_____)
   4. 2-4 hours? Yes (count_____)/ No (count __)

4. How much does it cost you to travel to and fro your ITI in a day?
   1. 10-40 Rs? Yes (count_____)

2. 41-90 Rs? Yes (count_____)
3. 100-190 Rs? Yes (count_____)
4. Around 200 or more? Yes (count_____)

5. What is the overall satisfaction about the following? (1-very satisfied, 2-Satisfied, 3-Somewhat satisfied, 4-Dissatisfied, 5-Very unsatisfied)
    1. Training quality
    2. Infrastructure facilities
    3. Course content/curriculum
    4. Placement services/Placement cell performance/placement drives
    5. Quality of equipment's
    6. Sufficiency of trainers in ITI
    7. Industry engagement with the ITI
    8. Industry visits

SPIU/State and District/Regional DET Officials IDI

Responsibilities

1. (for district level/regional officials) to what extent and in what ways are you involved in observing the Government ITI's and interacting with ITI stakeholders such as principal, trainers, placement officers and students? What are your major recent observations from visiting/observing the ITI's?

Functioning of ITI's and their issues

2. What is the status w.r.t. leadership and management of Government ITI's?

3. What is the status of staff availability in Govt ITI's and quality and challenges in the same? What steps are being taken to ensure adequate availability and quality of trainers?

4. How is the DET and the ITI's becoming cognizant of local market demand? What mechanisms are used/need to be used for efficiently and effectively assessing market demand?

5. Overall, how effective is the placement cell/placement officer? What are the placement related challenges faced in Govt ITI's?

6. What proportion of Government ITI's have Institute Management Committees (IMCs) with industry representatives? What difference are IMCs making in terms of industry relevance?

7. How are all women ITI's performing? What are the issues and challenges faced w.r.t the completion of course and placement for women students of engineering and non-engineering trades?

8. Some ITI's of your state have come in the top 10 ITI list of GoI. What are the reasons/factors behind this? What distinguishes these ITI's?

   [Gujarat: ITI Mandvi (Surat)
   TN: Govt ITI Tiruchendur, Govt women's ITI Madurai, Namakkal, Trichy, Ulundurpettai]

9. What distinguishes Model ITI's eg STRIVE ITI from other ITI's? Are they more industry relevant compared to other ITI's? How?

Employability and Employability Skills

10. Are employability skills such as soft skills/life skills, communication skills and digital skills part of the ITI curriculum? What is the status w.r.t its actual delivery in Govt ITI's? Are Quest Alliance or other NGO's/private entities playing a role in this regard?Is their contribution making a difference? If yes, how?

11. What is your overall assessment of the employment readiness of Govt ITI graduates (from trade skills and employability skills point of view)?

Awareness and perception of STRIVE

12. Are you aware of STRIVE intervention for strengthening Govt ITI's?

13. What is your opinion regarding the quality and relevance of STRIVE programme?

14. What impact is the STRIVE intervention having on the employability of the Govt ITI students? To your knowledge, are they having any impact on the placement performanceof Govt ITI's?

15. What is your opinion regarding the relevance and effectiveness of other STRIVE interventions for strengthening Govt ITI's (prompts: a) leadership training, b) promoting effective pedagogy and c) family engagement, d) promoting student hubs, e) trying to strengthen industry relevance)? To your knowledge, what effect are these interventions having?

16. Would you like to see the STRIVE programme adopted as a mainstream model in all Govt ITI's in your state? Why/why not?

17. Are you aware of the recommendations advocated by Quest Alliance for the improvement of ITI's? Had STRIVE communicated the same to you and how? Do you find the recommendations useful? Why/why not?

Recent initiatives of DET to strengthen ITI's and suggestions for further strengthening

18. What are the major regulatory initiatives in the state and the effectiveness of the same, for maintaining quality standards of ITI's? What are some the recent initiatives taken bythe DET for strengthening ITI's (prompts: training, delivery/pedagogy, infrastructure, trades offered, supporting women and less privileged sections, other measures)

19. Has curriculum review for ITI's happened in the last few years? At what level does the curriculum revision take place? Does ITI have any autonomy for curriculum revision?

20. What are the major initiatives taken by the DET to enhance the industry relevance of ITI training?

21. To what extent has the Centre of Excellence (COE)/PPP model been adopted? What are the challenges and achievements of the same? Are there any differences between CoE ITI's and other ITI's w.r.t ITI processes and outcomes, including placement performance?

22. How is the apprenticeship training scheme performing? Are ITI students availing its benefits? What are the impacts? What challenges are faced in the performance of the apprenticeship scheme?

23. What further support does Govt expect from non-governmental/private agencies like Quest Alliance in strengthening ITI's training and placement performance?

Placement officer IDI (semi-structured)

Sl. No			
1	Name		
2	Gender		
4	Name of the ITI		
6	District of the ITI location		
5	Nature of employment at this ITI	1. Fulltime 2. Part-time 3. Permanent 4. Contractual 5. Additional charge	
6	Which year did you joined this ITI?		
7	Were you given the additional responsibility in your ITI?	1. Yes 2. No	
8	If yes, what the surplus responsibility given to you?	1. _ 2. _ 3. ___	
9	Are you given the remuneration for additional responsibility?	1. Yes 2. No	
10	What is your current monthly salary		
11	Since how long you been working in this ITI?	1. Last one year 2. One to Two year 3. Two to Three year 4. Three to Four year 5. Four to Five year 6. More than five year	
12	Does placement cell exist in your ITI?	1. Exists and active 2. Exists but was not active 3. It does not exist	If 2 in Q6 move to Q7
13	If not active or does not exist, what are the reasons for not having the placement cell or not being active placement cell?		
14	Training activities conducted at ITI?	1. Use of Computers 2. Spoken English 3. Reasoning Test 4. Personality Development 5. Attending Interviews 6. Placement Service 7. Other (plz specify____)	
15	Placement assistance given in the ITI?	15. Preparation of CV 16. Information on careers 17. Display of Posts	

		18. Company Details 19. Job Application form distribution 20. Apprenticeship 21. Exposure visits 22. Recommend Profiles 23. Linkage with employment agencies 24. Campus Interviews 25. Job Fairs 26. Any others (Plz, specify_____)	
16	Total pass out list of students from different trades or courses in the it is?		
17	Which are the highest placement and low placement trades?		Take the list of highest and low placement trades or ask for reports if available year wise
18	How does the placement rate vary between trades?		
19	What are the reasons for some trades being low placement and others being high placement?		
20	Have you aware of the future job trend in the labour market?	1. Yes 2. No	
21	If Yes, what are those please mention	1. ____ 2. ____ 3. _____	
22	How many placement drives or campus selection organized so for?		
23	Are the placement drive organized for every trade?	1. Yes organized for every trade 2. Organized for some trades but not all 3. Not organized for any trade	
24	Are the placement drive organized for pass out students?	4. Yes organized for every trade 5. Organized for some trades but not all 6. Not organized for any trade	
25	If placement cell exists, please give an account of its schedule or calendar of activities. Please provide an account of the Standard Operating Procedure (SoP) or usual method and steps in the placement drive/campus placement.		

26	Was there a database / list of employers who were contacted for placement of ITI students?	1. Yes 2. No	
27	Who are some of the prominent employers on the database of employers who are contacted?		Ask for the check list of any
28	Were employer lists regularly updated?	1. Yes 2. No	
29	Had the employer list grown compared to the past?	1. Yes 2. No	Ask year on year employers data
30	Were employer outreach activities (keeping in touch with existing partners and/or contacting new employers) done regularly?	1. Yes 2. No	
31	Are there any MoU signed between your ITI and the employer?	1. Yes 2. No	
32	Who are those employers	1. ____ 2. ____ 3. _____	
33	What was the selection process / selection process during the placement drive?		
34	Are there systems/channels to seek feedback from alumni and their employers?	1. Yes 2. No	
35	Are there any suggestions given by the employer during the placement drive?	3. Yes 4. No	If 1 in Q19 move to Q20
36	What are those suggestions?		
37	Have you followed or tried to implement those suggestion in ITI ecosystem?	1. Yes 2. No	
38	How many employers repeatedly participated in placement drive?		
39	What is the basic salary offered by the employer to the students?		If you have that database ask for it (trade wise)
40	Are systems and processes established for post placement tracking of placed students?	1. Yes 2. No	If Yes, take the data of the students and their past records
41	Do placement cells maintain the list of pass-outs and their contact details?	1. Yes 2. No	
42	What is their frequency of follow up with pass outs?	1. Once in three months or more frequent 2. once in six months of more frequent 3. once a year or more frequent	

		4. no fixed frequency	
43	Has there been any change in the ITI's placement system and processes over the last 2-3 years?	1. Yes 2. No	
44	Are the campus placements / placement drives able to match candidates to suitable industry opportunities?	1. Yes 2. No	
45	What is the perception of students towards the placement cell?		
46	What challenges do you facein supporting the students in their journey of seeking and sustaining employment?		
47	What is your overall opinion about the placement drives?		
48	What are the thigs that students should learn / work more in getting the job or increase the chances of getting the job?	1. _____ 2. _____ 3. _____ 4. _____	
49	What are your suggestion for the improvement in any of the above change map areas? (Choose the change map area and give your suggestion)	1. Career development 2. Effective Pedagogy 3. Employer engagement 4. Student Hub 5. Community engagement	

Trainers/Instructors IDI (semi structured)

Sl. No	Name		
	Gender		
	Trade / Subject handled	1	
		2	
		3	
	Designation		
	Name of ITI		
	District of ITI location		
	Nature of employment at this ITI	6. Fulltime 7. Part-time 8. Permanent 9. Contractual 10. Additional charge (Instructor and the placement officer)	
	Were you given the additional responsibility in your ITI?	3. Yes 4. No	
	If yes, what the surplus responsibility givento you?	4. _ 5. _ 6. ___	
	What is your monthly salary		
	Are you given the remuneration for additional responsibility?	3. Yes 4. No	
	Which year did you join this ITI?		
	Since how long you been working in this ITI?	7. Last one year 8. One to Two year 9. Two to Three year 10. Three to Four year 11. Four to Five year 12. More than five year	
	Are you currently working in the same ITI ?	1. Yes 2. No	
	Total how many trades are being taught in the ITI?		
	How many dedicated trainers are there in the ITI?		Those who handles single trade only
	Is there a Employability skill training courses in the ITI?	1. Yes 2. No	If 1 in this question move to next Question
	Is there a dedicated ES trainers in the ITI?	1. Yes 2. No	
	Total how many number of trainers/instructors are there in the ITI?		
	How many trades do you teach?	1. One 2. Two 3. Three	

		4. Four 5. Five	
	What are the name of the trade do you teach?	1. ____ 2. _____ 3. _____ 4. _____ 5. _____	
Change map areas			
	Career Development		
1	Did you undergo any in service training during the employment at ITI?	1. Yes 2. No	If Yes in Q1 move to Q2 and Q3
3	What is the name/type of the in service training that you have taken?	1. _ 2. ____ 3.	
4	How many in service training conducted yearly?		
5	What is the duration of the in service training?	1. One month 2. Two month 3. Three month 4. Four months 5. Five month 6. Six month	
6	Have you taken any other trainings during your employment/ before joining the employment?	1. Yes 2. No	
7	What are the type or name of the training that you have taken?	1. Career development training 2. Employability skill training 3. Leadership training 4. Employer engagement training 5. Others	
8	Have you heard of employability skill training?	1. Yes 2. No	
9	If yes, have taken any Employability skill training?	1. Yes 2. No	
10	If No, would you like to take Employability skill training?	1. Yes 2. No	
11	What are the trainings you think most useful for effective teaching/training?	1. _____ 2. _____ 3. _____	
12	Did you undergone any industry related trainings during your career?	1. Yes 2. No	
13	If yes, What is name of the training/sector		

14	If no, Would you like to take industry related training in future?	1. Yes 2. No	
15	Do you have any knowledge partner you engage with?	1. Yes 2. No	If yes in Q move to Q
16	How many knowledge partners your engage with?		
17	What are the components of knowledge partnership?	1. Life skills or soft skills Yes/No 2. Digital skills Yes/no 3. Career readiness e.g. writing CV, searching and applying forjobs, appearing for interview Yes/no\ 4. Workplace readiness training e.g. how to adjust in jobYes/No 5. Spoken English or communicative English Yes/no 6. Any other _____	
18	Has there any employability skill training being provided to your ITI students?	1. Yes 2. No	
19	Was training being provided in the following ES components in the ITI?	7. Life skills or soft skills Yes/No 8. Digital skills Yes/no 9. Career readiness e.g. writing CV, searching and applying forjobs, appearing for interview Yes/no\ 10. Workplace readiness training e.g. how to adjust in jobYes/No 11. Spoken English or communicative English Yes/no 12. Any other _____	
20	Training activities conducted at ITI?	8. Use of Computers 9. Spoken English 10. Reasoning Test 11. Personality Development 12. Attending Interviews 13. Placement Service 14. Other (plz specify____)	
21	Has there been any improvement in students' life skills over the course of their studies in the ITI?	1. Yes 2. No	
	If yes, What factors/efforts/interventions have shaped this?		
	If no, What factors/efforts/interventions needed to shaped this?		
22	Has there been any improvement in students' communication/spoken English	1. Yes	

	skills over the course of their studies in the ITI?	2. No	
	If yes, What factors/efforts/interventions have shaped this?		
	If no, What factors/efforts/interventions needed to shaped this?		
23	Has there been any improvement in students' digital skill' over the course of their studies in the ITI?	1. Yes 2. No	13
	If yes, What factors/efforts/interventions have shaped this?		
	If no, What factors/efforts/interventions needed to shaped this?		
24	Are ITIs better equipped to address the career development needs of the students?	1. Yes 2. No	
25	What are the unique challenges of women ITI students face vis a vis their male counterparts in their studies and career development?	Women 1. _____ 2. _____ 3. _____ Male 1. _____ 2. _____ 3. _____	
26	How did you become aware or sensitive of these challenges?		
27	What do you do as a trainer to deal with the unique challenges faced by women ITI students?		
B	**Effective Pedagogy**		
28	Were the trade trainers of the ITI using digital and/or blended methods for teaching?	1. Never 2. Sometimes 3. Regularly	
29	Did your ITI have any participatory activities and project work (such as hackathons), design projects, group work in addition to class lectures?	1. Yes 2. No	
30	Which of the ones were used in teaching in the ITI?	1. Hackathons/ design projects 2. Group project work 3. Market scans 4. Any other (specify____)	
31	Was there a prevalent system of student internships facilitated by the ITI?	1. Yes 2. No	
32	What is the teaching-learning method do you follow in the ITI? (Select all that applicable)	1. Online teaching-learning 2. Experimental learning (theory followed by practical) 3. Differentiated learning (depending on the individual needs of the students) 4. Blended learning (face to face and technology based learning)	

		5. Student centric learning (student-centred learning, students are given more opportunities to choose what they want to learn and how they want to learn it.)	
33	To your knowledge, has there been any change in the instruction methods or classroom interactions in the ITI (including trade classes)	1. Using the digital resources 2. Blended learning methods 3. Group-work activities 4. Others (Specify____) 5. Nothing changed	If 1 | 2 | 3 | 4 inQ24 move toQ25
34	Please, mention what exactly has changed		
35	Have ITI authorities provided dedicated slots of sufficient duration for teaching in the timetable?	1. Yes 2. No	
36	If not, what difficulties are being caused and how are these being dealt with?		
37	What are some challenges you face in training students on trades and in equipping them with industry relevant skills?		
C	**Employer/Industry Engagement**		
38	Does the ITI organizes the industry exposure visits to students?	1. Yes 2. No	
39	How frequently organizes the industry exposure visits?	1. Once in 6 month 2. Once in a year 3. Once in their entire study duration 4. No such activities seen	
40	Were your students undergoing any On the job training (OJT) during your ITI studies?	3. Yes 4. No	
41	Were students being oriented about apprenticeship programmes and their usefulness?	1. Yes 2. No	
42	Had you received any guidance for self-employment?	3. Yes 4. No	
43	Are you aware of industry trends?	1. Yes 2. No	If 1 in Q29 move to Q31
	If yes, How do you stay aware?	1. Reading news 2. Interacting with the industrial partners 3. Visiting to industries 4. TV 5. Others	
44	Are you able to link the classroom instructions to the real-world workplace challenges?	1. Yes 2. No	If 1 in Q32 move to Q33

	If yes, How?		
45	Have you seen any change in the extent and quality of placement of this ITI in recent years?	1. Yes 2. No	If 1 in Q34 move to Q35
	If yes, what changes have you seen? What factors/efforts/interventions have shaped this?		
46	What are some continuing placement related challenges you see?		
47	Did students ask about the job opportunities or do they talk about the placement or job related issues with you?	1. Yes 2. No	
48	If yes, which aspect of job or placement or employment they ask (Expl: Requesting job updates, references/contacts etc)		
49	Did pass out students share their experience of their work place or nature of work	1. Yes 2. No	If 1 in Q39 move to Q40
50	What are positive and negative feedback they share with you?	1. Positive feedback 2. Negative feedback	
51	What are the placement actions piloted by the ITI for ITI trainees?	1. Help in preparing a CV 2. Information on specific careers 3. Display of vacancies 4. providing details of company 5. Orientation to trainees about job searching 6. Distribution of application forms 7. Campus placements 8. Visits to companies 9. Send CVs to companies 10. Arrange for interviews 11. Job fairs	
D	**Student Hub**		
52	Did you have student hubs in your ITI?	1. Yes 2. No	
53	Were student hubs organizing self-learning based digital literacy classes?	1. Yes 2. No	
54	Were student hubs contributing to contacting and mobilizing alumni ?	1. Yes 2. No	
55	Were student hubs organizing industry exposure visits?	1. Yes 2. No	
56	Were student hubs organizing networking activities (for example with employers) to further the career prospects of current students?	1. Yes 2. No	
E	**Community Engagement**		
57	Were any parent-teacher meetings (PTMs) held?	1. Yes	If 1 in Q46 move to Q47

		2. No	
58	Were the PTMs institutionalized or made part of the calender of the ITI?	1. Yes 2. No	If 1 in Q47 move to Q48
59	If yes, What was the frequency of PTMs?	1. Quarterly 2. Half yearly 3. Annual 4. No fixed frequency	
60	Were any community awareness / community outreach activities organized by ITI?	1. Yes 2. No	
61	If yes, What was the frequency of PTMs?	1. Quarterly 2. Half yearly 3. Annual 4. No fixed frequency	
62	How effectively are the parent engagement systems functioning? Are parents participating well?If no, Why / why not? What are the challenges if any faced in parent engagement (prompts: given the disadvantaged socio-economic background of some students?)		
63	What are your suggestion for the improvement in any of the above change map areas? (Choose the change map area and give your suggestion)	6. Career development 7. Effective Pedagogy 8. Employer engagement 9. Student Hub 10. Community engagement	

Institute Management Committee Head (semi structured)

Sl. No	Name		
	Gender		
	Position in IMC	1	
		2	
		3	
	Name of ITI		
	District of ITI location		
	Type of ITI	1. Graded ITI 2. Ungraded ITI	
	Nature of employment at this ITI	1. Fulltime 2. Part-time 3. Permanent 4. Contractual 5. Additional charge (Instructor and the placement officer)	
	Since how long you been associated with this ITI?	1. Last one year 2. One to Two year 3. Two to Three year 4. Three to Four year 5. Four to Five year 6. More than five year	
	What is your primary business / occupation?		
	How did you become the IMC member/head in this ITI?		
	What interest area brought you to this ITI IMC role?		
	Have you developed and submitted ISP (Institute Strategic Plan) on behalf of ITI (if IMC exists even at the time of ISP submission)		
	Please let us know the long-term goals of the institute, analyze issues and challenges facing the ITI and the conceptualized strategies for dealing with them including procurement strategy		
	Have you helped set targets for ITI improvement, define key performance indicators, and detailed the financial requirement with year wise break up to meet the ITI needs		
	What is your ITI's requirement of trainers, goods, services for the ITI and what steps have you taken to undertake the reform activities accordingly?		

	Have you signed a Performance-Based Grant Agreement on behalf of ITI under STRIVE Project		
	Do you ensure implementation of various activities of the STRIVE project in time bound manner so as to adhere to the time schedule agreed in the ISP?		
	Do you monitor the progress of implementation of the STRIVE project at ITI?		
	Do you ensure compliance to procurement and audit guidelines as per STRIVE manual?		
	Do you furnish periodic status reports to the SPIU/NPIU as perproject requirements?		

Principal IDI (semi structured)

Sl. No	Name		
	Gender		
	Trade / Subject handled	1	
		2	
		3	
	Name of ITI		
	District of ITI location		
	Type of ITI	1. Graded ITI 2. Ungraded ITI	
	Nature of employment at this ITI	1. Fulltime 2. Part-time 3. Permanent 4. Contractual 5. Additional charge (Instructor and the placement officer)	
	Were you given the additional responsibility in your ITI?	1. Yes 2. No	
	If yes, what the surplus responsibility given to you?	1. _ 2. _ 3. ___	
	Are you given the remuneration for additional responsibility?	1. Yes 2. No	
	What is your current monthly salary		
	Which year did you join this ITI?		
	Since how long you been working in this ITI?	1. Last one year 2. One to Two year 3. Two to Three year 4. Three to Four year 5. Four to Five year 6. More than five year	
	Are you currently working in the same ITI ?	1. Yes 2. No	
	Total how many trades are being taught in the ITI?		
	How many dedicated trainers are there in the ITI?		Those who handles single trade only
	Is there a Employability skill training courses in the ITI?	1. Yes 2. No	If 1 in this question move to next Question
	Is there a dedicated ES trainers in the ITI?	1. Yes 2. No	
	Total how many number of trainers/instructors are there in the ITI?		
	How many trades do you teach?	1. One	

		2. Two 3. Three 4. Four 5. Five	
	What are the name of the trade do you teach?	1. ____ 2. _____ 3. _____ 4. _____ 5. _____	
		Change map areas	
A	**Leadership for Change**		
1	Did you undergo any in-service trainings related to development of leadership / management capacity?	1. Yes 2. No	
2	What kind of in-service / leadership development programmes training you undergone?	1. _ 2. ____ 3. ____	
3	What was the frequency ofyour in-service leadership development programmes?	1. Quarterly 2. Half yearly 3. Annual 4. No fixed frequency	
4	Who organized such in-service leadership training programmes?	1. DGT/state govt. 2. Others (Please Specify____)	
5	Were you regularly involved in building relationships of the ITI with industry players?	1. Yes 2. No	
6	What are some of the challenges faced by you as a principal?	2. Lack of financial resources 3. Inadequate infrastructure 4. Lack of skilled manpower 5. Lack of sufficient manpower 6. Vacant positions 7. Lack of technical expertise 8. Bulk of administrative duties 9. Lack of placement structure and industrial engagement 10. Bureaucratic control 11. Others (Please specify____)	
7	As a principal, what kind of support do you feel the need for to overcome challenges?	1. Financial resources 2. Infrastructure facilities (specify) 3. Skilled manpower 4. Sufficient manpower 5. Technical expertise 6. Dedicated trainers 7. Placement structure and industrial engagement	

		8. Others (Please specify____)	
8	As a principal, what kind of training do you feel the need for to overcome challenges?	1. Career development training 2. Employability skill training 3. Leadership training 4. Employer engagement training 5. Others	
B	**Career Development**		
1	Did you undergo any in service training during the employment at ITI?	1. Yes 2. No	If Yes in Q1 move to Q2 and Q3
2	What was the frequency of your in-service training?	1. Quarterly 2. Half yearly 3. Annual 4. No fixed frequency	
3	What is the name/type of the in service training that you have taken?	4. _ 5. ____ 6.	
4	How many in service training conducted yearly?		
5	What is the duration of the in service training?	1. One month 2. Two month 3. Three month 4. Four months 5. Five month 6. Six month	
7	What are the type or name of the training that you have taken?	6. Career development training 7. Employability skill training 8. Leadership training 9. Employer engagement training 10. Others	
8	Have you heard of employability skill training?	1. Yes 2. No	
11	What are the trainings you think most useful for effective teaching/training?	4. _____ 5. _____ 6. _____	
12	Do you have any knowledge partner you engage with?	1. Yes 2. No	If yes in Q move to Q
13	How many knowledge partners your engaged with?		
14	What are the components of knowledge partnership?	1. Life skills or soft skills Yes/No 2. Digital skills Yes/no	

		3. Career readiness e.g. writing CV, searching and applying for jobs, appearing for interview Yes/no\ 4. Workplace readiness training e.g. how to adjust in job Yes/No 5. Spoken English or communicative English Yes/no 6. Any other _____	
15	Has there any employability skill training being provided to your ITI students?	1. Yes 2. No	If 1 in Q move to Q13,Q14,Q15,Q16
16	If no would you think ES training needed for the ITI students?		
17	Was training being provided in the following ES components in the ITI?	1. Life skills or soft skills Yes/No 2. Digital skills Yes/no 3. Career readiness e.g. writing CV, searching and applying for jobs, appearing for interview Yes/no\ 4. Workplace readiness training e.g. how to adjust in job Yes/No 5. Spoken English or communicative English Yes/no 6. Any other _____	
18	Has there been any improvement in students' life skills over the course of their studies in the ITI?	1. Yes 2. No	
19	If yes, What factors/efforts/interventions have shaped this?		
20	If no, What factors/efforts/interventions needed to shaped this?		
21	Has there been any improvement in students' communication/spoken English skills over the course of their studies in the ITI?	1. Yes 2. No	
22	If yes, What factors/efforts/interventions have shaped this?		
23	If no, What factors/efforts/interventions needed to shaped this?		
24	Has there been any improvement in students' digital skill' over the course of their studies in the ITI?	1. Yes 2. No	13

25	If yes, What factors/efforts/interventions have shaped this?		
26	If no, What factors/efforts/interventions needed to shaped this?		
27	Are ITIs better equipped to address the career development needs of the students?	1. Yes 2. No	
28	What are the unique challenges of women ITI students face vis a vis their male counterparts in their studies and career development?	Women 4. _____ 5. _____ 6. _____ Male 4. _____ 5. _____ 6. _____	
29	How did you become aware or sensitive of these challenges?		
30	What do you do as a Principal to deal with the unique challenges faced by women ITI students?		
31	What are the measures taken to improve the skill development program	1. Introduction of new course model like employability skill training program 2. Improvement of infrastructure 3. Changes in the syllabus 4. Provision of more fund is required 5. Required to change the mind-set of the students 6. Needs extra faculty / dedicated trainers 7. Others (plz specify___)	
B	**Effective Pedagogy**		
1	Were the trade trainers of the ITI using digital and/or blended methods for teaching?	4. Never 5. Sometimes 6. Regularly	
2	Did your ITI have any participatory activities and project work (such as hackathons), design projects, group work in addition to class lectures?	3. Yes 4. No	
3	Which of the ones were used in teaching in the ITI?	5. Hackathons/ design projects 6. Group project work 7. Market scans 8. Any other (specify____)	
4	Training activities conducted at ITI?	15. Use of Computers 16. Spoken English 17. Reasoning Test 18. Personality Development	

		19. Attending Interviews 20. Placement Service 21. Other (plz specify____)	
5	Placement assistance given in the ITI?	27. Preparation of CV 28. Information on specific careers 29. Display of Posts 30. Company Details 31. Job Application form distribution 32. Apprenticeship 33. Exposure visits 34. Recommend Profiles 35. Linkage with employment agencies 36. Campus Interviews 37. Job Fairs 38. Any others (Plz, specify_____)	
6	Was there a prevalent system of student internships facilitated by the ITI?	3. Yes 4. No	
7	What is the teaching-learning method do you follow in the ITI? (Select all that applicable)	6. Online teaching-learning 7. Experimental learning (theory followed by practical) 8. Differentiated learning (depending on the individual needs of the students) 9. Blended learning (face to face and technology based learning) 10. Student centric learning (student-centred learning, students are given more opportunities to choose what they want to learn and how they want to learn it.)	
8	To your knowledge, has there been any change in the instruction methods or classroom interactions in the ITI (including trade classes)	6. Using the digital resources 7. Blended learning methods 8. Group-work activities 9. Others (Specify____) 10. Nothing changed	If 1 | 2 | 3 | 4 in Q24 move to Q25
9	Please, mention what exactly has changed		
10	Have ITI authorities provided dedicated slots of sufficient duration for teaching in the timetable?	3. Yes 4. No	
11	If not, what difficulties are being caused and how are these being dealt with?		
12	What are some challenges you face in training students on trades and in equipping them with industry relevant skills?		
C	**Employer/Industry Engagement**		

1	Does the ITI organizes the industry exposure visits to students?	5. Yes 6. No	
2	How frequently organizes the industry exposure visits?	5. Once in 6 month 6. Once in a year 7. Once in their entire study duration 8. No such activities seen	
3	Were your students undergoing any On the job training (OJT) during your ITI studies?	1. Yes 2. No	
4	Were students being oriented about apprenticeship programmes and their usefulness?	3. Yes 4. No	
5	Are you aware of industry trends?	3. Yes 4. No	If 1 in Q29 move to Q31
6	If yes, How do you stay aware?	6. Reading news 7. Interacting with the industrial partners 8. Visiting to industries 9. TV 10. Others	
7	Are you able to link the classroom instructions to the real-world workplace challenges?	3. Yes 4. No	If 1 in Q32 move to Q33
8	If yes, How?		
9	Have you seen any change in the extent and quality of placement of this ITI in recent years?	3. Yes 4. No	If 1 in Q34 move to Q35
10	If yes, what changes have you seen? What factors/efforts/interventionshave shaped this?		
11	What are some continuing placement related challenges you see?		
12	Did students ask about the job opportunities or do they talk about the placement or job related issues with you?	3. Yes 4. No	
13	If yes, which aspect of job or placement or employment they ask (Expl: Requesting job updates, references/contacts etc)		
14	Did pass out students share their experience of their work place or nature of work	1. Yes 2. No	If 1 in Q39 move to Q40
15	What are positive and negative feedback they share with you?	1. Positive feedback (What are those specify) 2. Negative feedback (What are those specify)	
16	Does an IMC exist for this ITI and is the industry representative involved?	1. No IMC is constituted which involves industry representatives	

		2. IMC is constituted including industry representatives but only on paper/no real role 3. IMC is constituted including industry representatives but the industry representative is not actually active 4. IMC is constituted including industry representatives and the industry representative is actually active	
17	What are the measures being taken by your ITI to build and maintain relationship with industry players, especially for the purpose of enhancing placement prospects of students?	1. ____ 2. ____ 3. _____	
D	**Student Hub**		
1	Did you have student hubs in your ITI?	3. Yes 4. No	
2	Were student hubs organizing self-learning based digital literacy classes?	3. Yes 4. No	
3	Were student hubs contributing to contacting and mobilizing alumni ?	3. Yes 4. No	
4	Were student hubs organizing industry exposure visits?	3. Yes 4. No	
5	Were student hubs organizing networking activities (for example with employers) to further the career prospects of current students?	3. Yes 4. No	
E	**Community Engagement**		
1	Were any parent-teacher meetings (PTMs) held?	3. Yes 4. No	If 1 in Q46 move to Q47
2	Were the PTMs institutionalized or made part of the calender of the ITI?	3. Yes 4. No	If 1 in Q47 move to Q48
3	If yes, What was the frequency of PTMs?	1. Quarterly 2. Half yearly 3. Annual 4. No fixed frequency	
4	Were any community awareness / community outreach activities organized by ITI?	3. Yes 4. No	
5	If yes, What was the frequency of PTMs?	5. Quarterly 6. Half yearly 7. Annual 8. No fixed frequency	

6	How effectively are the parent engagement systems functioning? Are parents participating well? If no, Why / why not? What are the challenges if any faced in parent engagement (prompts: given the disadvantaged socio-economic background of some students?)		
7	What are your suggestion for the improvement in any of the above change map areas? (Choose the change map area and give your suggestion)	11. Career development 12. Effective Pedagogy 13. Employer engagement 14. Student Hub 15. Community engagement	
8	What are the types of interventions would work better in the long run	1. Infrastructure facilities 2. Dedicated trainers 3. Advanced equipment's 4. Others (plz specify___)	
9	Was there any patent granted for innovative activities for the ITI / students?.	1. Yes 2. No	
10	If yes, what are those innovations granted patents	1. ____ 2. ____ 3. ____	