TRACER STUDY REPORT

# Tracer Study of ITI Graduates under Skill Strengthening for Industrial Value Enhancement (STRIVE) Project

Directorate of Training and Employment
Govt. of Uttar Pradesh (India)

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# 1. Executive Summary

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

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

In the State of Uttar Pradesh, there are 305 government ITIs and 2905 private ITIs. For the implementation of STRIVE project in Uttar Pradesh, 25 Government ITIs and 4 private ITIs were selected.

| State | Total ITIs | Govt. ITIs | Private ITIs | Total Passout 2022 | Sample Size |
|---|---|---|---|---|---|
| **Uttar Pradesh** | 3210 | 305 (25 Project) | 2905 (4 Project) | 1.69 Lakh | ≈5% |

The current study focuses on trainees who have completed the CTS program in selected trades and hold the National Trade Certificate. Specifically, it includes those who passed the All-India Trade Test (AITT) in the academic year 2022. The target population of the tracer study were 9644 trainees from 321 ITIs (around 5% of total enrolments from 10% of total ITIs).

**The study has been carried out in all the districts of Uttar Pradesh. The major findings and recommendations of the study are described below;**

**Profile of the Respondents**

The socio-economic profiling of Industrial Training Institute (ITI) graduates in Uttar Pradesh, based on a survey of 9,644 graduates who passed the All-India Trade Test (AITT) in the academic year 2022, provides critical insights into the demographic and socio-economic background of these individuals. The survey covers various aspects, including gender, caste, age, marital status, family size, and family income, painting a comprehensive picture of the trainees' backgrounds.

A notable aspect of the survey is the gender distribution among the graduates. The data shows a considerable skew towards male participants, who constitute 79% (7,606 individuals) of the respondents, while females account for 21% (2,038 individuals). Among the courses with a duration of one year, the female participation was a bit higher at 35% while the same was limited to 8% for two years courses. This disparity indicates a pronounced gender gap in vocational education within the region, suggesting potential barriers to entry for female participation in technical fields.

A significant 75% (7,228 respondents) of the ITI graduates surveyed are from rural areas, indicating a strong representation from these regions. In contrast, urban areas account for 21% (2,046 respondents) of the sample, while semi-urban regions are represented by a smaller fraction, constituting 4% (370 respondents).

The caste distribution of the respondents further reveals a diverse composition, with the most significant representation from the Other Backward Classes (OBC), accounting for 54% of the surveyed graduates. The General category comprises 19% of the cohort, predominantly male, while Scheduled Castes (SC) and Scheduled Tribes (ST) make up 26% and 1%, respectively, again with a predominantly male representation. These figures highlight the need for targeted educational outreach, especially towards under-represented groups like STs and women.

The age profile of ITI graduates predominantly falls within younger age brackets, with the majority aged between 20-24 years (69%), followed by the 15-19 years age group (15%). The average age of respondents is approximately 22 years, indicating that ITI training is largely attracting youth at the early stages of their career development. The marital status data shows that a vast majority of respondents are unmarried, particularly among male graduates. This may reflect cultural norms and life-stage differences between genders in the region.

**Trade Distribution**

While there is a balanced preference for both 1-year and 2-year courses among the surveyed graduates, a slight inclination towards shorter courses in government ITIs and longer courses in private ITIs is noticeable. This could be indicative of the differences in course offerings, job market demands, or student aspirations between these institutions. A total of 32 trades were covered in the study of which 20 were engineering related trades while 12 were non-engineering trades. The trade-wise distribution of graduates reveals certain trends and gender disparities, with trades like Electrician, Fitter, and COPA being among the most popular, predominantly pursued by male graduates. In contrast, trades such as Fashion Design & Technology and Basic Cosmetology are almost exclusively female-dominated, underscoring the influence of societal norms on career choices.

**Post-training Employment Scenario**

Among the respondents, only a small fraction, 8.7% overall, reported being employed after completing their ITI courses. This relatively low employment rate raises questions about the efficacy of ITI training in terms of meeting the demands of the current job market. Private Project ITIs, however, stand out with a notably higher employment rate of 22.4%. This is significantly higher than the rates reported by Government Non-Project ITIs (7.4%), Government Project ITIs (11.3%), and Private Non-Project ITIs (9.4%). The higher success rate in Private Project ITIs could be attributed to several factors, including possibly more industry-aligned training, effective placement programs, or a focus on trades with higher market demand.

Around 0.6% trainees reportedly went for apprenticeship after completing their training. The instances of apprenticeship were maximum at 0.7% in Government non-project ITI followed by 0.5% in Government Project ITI, Private project ITI (0.4%) and private non-project ITI (0.2%).

Table 1.1: ITI Category wise post-training immediate employment status

| ITI Type | Employed | | Apprenticeship | | Did not look for a job | | Unemployed | |
|---|---|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % | Nos. | % |
| Govt. Non-Project ITI | 438 | 7.4% | 44 | 0.7% | 1343 | 22.7% | 4081 | 69.1% |
| Govt. Project ITI | 87 | 11.3% | 4 | 0.5% | 152 | 19.7% | 528 | 68.5% |
| Pvt. Non-Project ITI | 254 | 9.4% | 6 | 0.2% | 580 | 21.4% | 1873 | 69.0% |
| Pvt. Project ITI | 57 | 22.4% | 1 | 0.4% | 77 | 30.3% | 119 | 46.9% |
| **Overall** | 836 | 8.7% | 55 | 0.6% | 2152 | 22.3% | 6601 | 68.4% |

A significant majority, 68.4% of the graduates across all types of ITIs, reported not finding employment. This uniformity across Government and Private ITIs suggests widespread challenges in the transition from vocational training to employment. The survey also reveals that a considerable proportion of graduates, 22.3% overall, did not look for a job post-training. This percentage is slightly lower in Government Project ITIs (19.7%) but significantly higher in Private Project ITIs (30.3%). The reasons behind this choice were majorly driven by inclination towards pursuing further education and preparation for government job examinations.

Table 1.2: ITI Category wise post-training employment types

| Employment Type | Gender | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Nos. | % | Nos. | % | Nos. | % | Nos. | % | |
| Regular Employment | Female | 38 | 8.7% | 10 | 11.5% | 5 | 2.0% | 0 | 0.0% | 53 |
| | Male | 235 | 53.7% | 47 | 54.0% | 141 | 55.5% | 26 | 45.6% | 449 |
| | Total | 273 | 62.3% | 57 | 65.5% | 146 | 57.5% | 26 | 45.6% | 502 |
| Temporary Employment | Female | 20 | 4.6% | 6 | 6.9% | 2 | 0.8% | 0 | 0.0% | 28 |
| | Male | 67 | 15.3% | 11 | 12.6% | 56 | 22.0% | 7 | 12.3% | 141 |
| | Total | 87 | 19.9% | 17 | 19.5% | 58 | 22.8% | 7 | 12.3% | 169 |
| Self-employment | Female | 21 | 4.8% | 6 | 6.9% | 1 | 0.4% | 4 | 7.0% | 32 |
| | Male | 57 | 13.0% | 7 | 8.0% | 49 | 19.3% | 20 | 35.1% | 133 |
| | Total | 78 | 17.8% | 13 | 14.9% | 50 | 19.7% | 24 | 42.1% | 165 |
| Total | | 438 | 100.0% | 87 | 100.0% | 254 | 100.0% | 57 | 100.0% | 836 |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

Engaged in Salary Employment (Regular): A significant majority of employed graduates, 60% overall, are engaged in regular employment. This trend is consistent across all types of ITIs, with a better scenario at Government Project ITIs (65.5%), followed by 62.3% in Government non-Project ITIs, 57.5% in Private Non-Project ITIs, and 45.6% in Private Project ITIs. The high percentage of graduates in regular salaried positions indicates a successful transition into stable employment for a majority of those who found jobs.

Engaged in Wage Employment (Temporary): Temporary wage employment is the situation for 20.2% of the employed graduates. Private Non-Project ITIs have a slightly higher percentage of graduates in temporary jobs (22.8%), indicating a possible variance in job security between different ITI types.

Self-Employment (Entrepreneurship): Overall, 19.7% of the employed graduates have ventured into self-employment. Notably, graduates from Private Project ITIs show the highest inclination towards entrepreneurship (42.1%), suggesting a potential focus on entrepreneurial skills or motivation.

**Time taken in Securing first Job**

The data indicates that a significant number of ITI graduates are able to enter the job market relatively quickly (among those who could get employed), with the majority finding employment within three months of completing their course. The quicker job placement for graduates from Private Project ITIs might reflect the effectiveness of the training programs, the industry links of these institutions, or the nature of the job market they cater to.

Table 1.3: Time taken in securing first job

| Time Taken | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Overall | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % | Nos. | % | Nos. | % |
| 1 to less than 3 months | 150 | 34% | 25 | 29% | 85 | 33% | 14 | 25% | 274 | 33% |
| 3 to less than 6 months | 54 | 12% | 14 | 16% | 35 | 14% | 6 | 11% | 109 | 13% |
| 6 to less than 9 months | 22 | 5% | 12 | 14% | 16 | 6% | 3 | 5% | 53 | 6% |
| 9 to less than 12 months (1 year) | 16 | 4% | 7 | 8% | 14 | 6% | 4 | 7% | 41 | 5% |
| Less than 1 month | 46 | 11% | 4 | 5% | 26 | 10% | 10 | 18% | 86 | 10% |
| More than a year | 150 | 34% | 25 | 29% | 78 | 31% | 20 | 35% | 273 | 33% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

Less Than 1 Month: 10% of the graduates were able to secure a job in less than a month. This was more common among Private Project ITI graduates (18%), suggesting quicker job placements or possibly more immediate job market opportunities for these graduates.

1 to Less Than 3 Months: The most common timeframe for securing a job is between 1 to less than 3 months (32.8%). This was particularly notable in Government Non-Project ITIs, where 34% of the employed graduates secured a job within this timeframe. However, in Govt. Project ITIs and Private Project ITIs, this percentage was slightly lower at 29% and 25% respectively.

3 to Less Than 6 Months: 13% of the graduates found their first job within 3 to less than 6 months after training. This timeframe was relatively consistent across all types of ITIs.

Longer Timeframes (6 Months to Over 1 Year): Fewer graduates took longer than 6 months to secure employment, with 6% finding jobs within 6 to less than 9 months, and 5% within 9 to less than 12 months. A very substantial proportion, 33%, reported taking more than 1 year to find their first job.

**Joining Salary offered to ITI graduates**

The average salary offered to ITI graduates at the time of joining industry was found to be Rs. 11.5 thousand per month. The overall presence in lower income bracket (INR 5000 to INR 9999) is higher among female graduates across all ITI types, especially in Government and Private Non-Project ITIs. In the middle income brackets (INR 10,000-24,999), a larger proportion of male graduates from both Government and Private ITIs fall in this category, with Private Project ITI graduates showing a stronger presence in higher middle-income ranges. Also, in higher income brackets (INR 25,000 and above), both male and female graduates from Government Project and Private Project ITIs are more likely to fall in, suggesting better employment opportunities or higher-skilled training in these institutions.

Table 1.4: Monthly income of ITI graduates in their first job

| Salary Bracket (INR) | | GNP ITI | | | GP ITI | | | PNP ITI | | | PP ITI | | | Overall | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | T | F | M | T | F | M | T | F | M | T | F | M | T |
| 5000-9999 | Nos. | 30 | 90 | 120 | 7 | 16 | 23 | 4 | 59 | 63 | 0 | 14 | 14 | 41 | 179 | 220 |
| | % | 38.0% | 25.1% | 27.4% | 31.8% | 24.6% | 26.4% | 50.0% | 24.0% | 24.8% | 0.0% | 26.4% | 24.6% | 36.3% | 24.8% | 26.3% |
| 10000-14999 | Nos. | 35 | 154 | 189 | 13 | 33 | 46 | 3 | 98 | 101 | 3 | 26 | 29 | 54 | 311 | 365 |
| | % | 44.3% | 42.9% | 43.2% | 59.1% | 50.8% | 52.9% | 37.5% | 39.8% | 39.8% | 75.0% | 49.1% | 50.9% | 47.8% | 43.0% | 43.7% |
| 15000-19999 | Nos. | 7 | 82 | 89 | 2 | 8 | 10 | 1 | 45 | 46 | 1 | 5 | 6 | 11 | 140 | 151 |
| | % | 8.9% | 22.8% | 20.3% | 9.1% | 12.3% | 11.5% | 12.5% | 18.3% | 18.1% | 25.0% | 9.4% | 10.5% | 9.7% | 19.4% | 18.1% |
| 20000-24999 | Nos. | 4 | 19 | 23 | 0 | 1 | 1 | 0 | 23 | 23 | 0 | 1 | 1 | 4 | 44 | 48 |
| | % | 5.1% | 5.3% | 5.3% | 0.0% | 1.5% | 1.1% | 0.0% | 9.3% | 9.1% | 0.0% | 1.9% | 1.8% | 3.5% | 6.1% | 5.7% |
| 25000-29999 | Nos. | 1 | 8 | 9 | 0 | 7 | 7 | 0 | 15 | 15 | 0 | 4 | 4 | 1 | 34 | 35 |
| | % | 1.3% | 2.2% | 2.1% | 0.0% | 10.8% | 8.0% | 0.0% | 6.1% | 5.9% | 0.0% | 7.5% | 7.0% | 0.9% | 4.7% | 4.2% |
| 30000-35000 | Nos. | 2 | 6 | 8 | 0 | 0 | 0 | 0 | 6 | 6 | 0 | 3 | 3 | 2 | 15 | 17 |
| | % | 2.5% | 1.7% | 1.8% | 0.0% | 0.0% | 0.0% | 0.0% | 2.4% | 2.4% | 0.0% | 5.7% | 5.3% | 1.8% | 2.1% | 2.0% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

The data indicates that a large majority of ITI graduates start their careers with modest salaries, mostly falling in the range of INR 5,000 to 14,999. This reflects the entry-level nature of the positions that ITI graduates typically occupy initially. The relatively higher earnings in the INR 10,000 to 14,999 bracket among Private Project ITI graduates could be indicative of the quality of training, the nature of trades focused on in these institutions, or the industries they cater to.

The presence of a smaller proportion of graduates in higher salary brackets, particularly in Government Project ITIs, suggests that while there are opportunities for higher earnings, they are not widespread. This disparity in salary ranges underscores the need for a continued focus on enhancing the quality of vocational training and ensuring that it aligns with industry needs, potentially leading to better starting salaries for graduates.

**Trade-wise post-training immediate employment status**

The employment data is categorized into three primary types of employment: salary employment (regular), wage employment (temporary), and self-employment (entrepreneurship).

Table 1.5: Trade wise post-training employment status

| Trade Type | Trade | Salaried Employee | | Temporarily Employed (Wage) | | Self-employed | | Overall | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % |
| ENGINEERING TRADE | Foundryman | 8 | 89% | 0 | 0% | 1 | 11% | 9 | 32.1% |
| | Draughtsman (Mechanical) | 18 | 72% | 7 | 28% | 0 | 0% | 25 | 18.7% |
| | Painter | 7 | 100% | 0 | 0% | 0 | 0% | 7 | 12.7% |
| | Mechanic (R & AC) | 30 | 81% | 3 | 8% | 4 | 11% | 37 | 12.3% |
| | ICTSM | 10 | 77% | 1 | 8% | 2 | 15% | 13 | 11.3% |
| | Fitter | 84 | 66% | 19 | 15% | 24 | 19% | 127 | 10.9% |
| | Machinist | 5 | 63% | 2 | 25% | 1 | 13% | 8 | 10.7% |
| | Plumber | 16 | 50% | 7 | 22% | 9 | 28% | 32 | 9.8% |
| | Electrician | 119 | 54% | 53 | 24% | 49 | 22% | 221 | 9.6% |
| | Electronics Mechanic | 26 | 76% | 4 | 12% | 4 | 12% | 34 | 9.6% |
| | Welder | 55 | 66% | 16 | 19% | 12 | 14% | 83 | 8.7% |
| | Mechanic (Tractor) | 12 | 71% | 3 | 18% | 2 | 12% | 17 | 8.4% |
| | Mechanic (Motor Vehicle) | 12 | 80% | 1 | 7% | 2 | 13% | 15 | 8.3% |
| | Wireman | 4 | 57% | 2 | 29% | 1 | 14% | 7 | 8.0% |
| | Turner | 8 | 73% | 2 | 18% | 1 | 9% | 11 | 7.7% |
| | Plastic Processing Operator | 0 | 0% | 1 | 50% | 1 | 50% | 2 | 7.7% |
| | Sheet Metal Worker | 1 | 50% | 0 | 0% | 1 | 50% | 2 | 6.9% |
| | Draughtsman (Civil) | 3 | 33% | 5 | 56% | 1 | 11% | 9 | 6.4% |
| | Mechanic Consumer Electronics Appliances | 4 | 67% | 0 | 0% | 2 | 33% | 6 | 5.8% |
| | Mechanic Diesel Engine | 6 | 50% | 5 | 42% | 1 | 8% | 12 | 4.5% |
| | **Total Engineering Trades** | **428** | **63%** | **131** | **19%** | **118** | **17%** | **677** | **9.7%** |
| NON-ENGINEERING TRADE | Sewing Technology | 7 | 30% | 5 | 22% | 11 | 48% | 23 | 10.1% |
| | Stenographer & Secretarial Assistant (Hindi) | 11 | 42% | 6 | 23% | 9 | 35% | 26 | 8.2% |
| | Basic Cosmetology | 8 | 29% | 6 | 21% | 14 | 50% | 28 | 7.2% |
| | Carpenter | 1 | 50% | 0 | 0% | 1 | 50% | 2 | 6.3% |
| | Computer Hardware & Network Maintenance | 1 | 50% | 1 | 50% | 0 | 0% | 2 | 6.1% |
| | Computer Operator and Programming Assistant | 36 | 64% | 14 | 25% | 6 | 11% | 56 | 5.7% |
| | Health Sanitary Inspector | 1 | 25% | 1 | 25% | 2 | 50% | 4 | 5.6% |
| | Fashion Design & Technology | 8 | 62% | 2 | 15% | 3 | 23% | 13 | 3.3% |
| | Dress Making | 1 | 33% | 1 | 33% | 1 | 33% | 3 | 3.3% |
| | Stenographer & Secretarial Assistant (English) | 0 | 0% | 2 | 100% | 0 | 0% | 2 | 2.9% |
| | Computer Aided Embroidery and Designing | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | Physiotherapy Technician | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | **Total Non-Engineering Trades** | **74** | **47%** | **38** | **24%** | **47** | **30%** | **159** | **6.0%** |
| **Overall** | | **375** | **502** | **60%** | **169** | **20%** | **165** | **20%** | **836** |

The trade-wise employment data for ITI graduates reveal diverse employment outcomes that significantly vary across different trades. This diversity reflects the varying nature of job opportunities available in the vocational training sector. Notably, trades like Foundryman and Draughtsman (Mechanical) report relatively high employment rates of 32.1% and 18.7%, respectively, suggesting a robust market demand for these skills. Additionally, other trades such as Painter and Mechanic (Refrigeration and Air-Conditioning) show promising employment opportunities, with rates of 12.7% and 12.3%. In contrast, trades like Physiotherapy Technician, Computer Aided Embroidery and Designing, and Plastic Processing Operator exhibit very low or zero employment rates, indicating challenges in these sectors.

In the realm of engineering trades, the employment trends skew towards regular salaried positions, with 63% of graduates finding employment in this category. This tendency towards stable employment is indicative of a steady job market for engineering skills, with trades like Foundryman, Draughtsman (Mechanical), and Mechanic (Refrigeration and Air-Conditioning) experiencing high demand. The rate of self-employment in engineering trades stands at a moderate 17%, suggesting entrepreneurial opportunities are present but not predominant. Temporary wage employment is less prevalent at 19%, reflecting the more permanent nature of engineering roles. The overall employment rate of 9.7% for engineering trades indicates a relatively successful integration of these skills into the job market.

Non-engineering trades see a lower proportion of graduates in salaried jobs (47%), which could be due to a more challenging job market or a preference for other employment types, such as self-employment or temporary work. A significant 30% of graduates from these trades pursue self-employment, highlighting a strong entrepreneurial drive, especially in trades like Basic Cosmetology and Fashion Design & Technology. The tendency towards temporary employment is higher in non-engineering trades at 24%, suggesting more flexible or seasonal job opportunities in these areas. However, the overall employment rate for non-engineering trades is lower at 6.0%, signalling a potential need for enhanced job placement support and better alignment of training programs with market demands.

**Current engagement status and changes observed**

In Government Non-Project ITIs (GNP ITI), there is a notable decrease in the percentage of graduates engaged in regular salaried employment, dropping from 4.62% to 3.37%. This trend suggests a reduction in stable job opportunities for these graduates. Similarly, temporary wage employment also sees a decline, from 1.47% to 0.88%, indicating fewer short-term employment opportunities. Self-employment slightly decreases from 1.32% to 1.13%, hinting at challenges in sustaining or initiating entrepreneurial ventures. Apprenticeship engagement also decreases marginally. However, the unemployment rate increases, suggesting growing difficulties in job placement.

Table 1.6: Engagement type wise current employment status

| Engagement Type | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Overall | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | PTIE | CE | PTIE | CE | PTIE | CE | PTIE | CE | PTIE | CE | Change |
| Engaged in salary employment | 273 (4.62) | 199 (3.37) | 57 (7.39) | 48 (6.23) | 146 (5.38) | 118 (4.35) | 26 (10.24) | 22 (8.66) | 502 (5.21) | 387 (4.01) | -115 (-1.19) |
| Engaged in wage employment | 87 (1.47) | 52 (0.88) | 17 (2.20) | 14 (1.82) | 58 (2.14) | 36 (1.33) | 7 (2.76) | 3 (1.18) | 169 (1.75) | 105 (1.09) | -64 (-0.66) |
| Self-employment | 78 (1.32) | 67 (1.13) | 13 (1.69) | 13 (1.69) | 50 (1.84) | 46 (1.70) | 24 (9.45) | 23 (9.06) | 165 (1.71) | 149 (1.55) | -16 (-0.17) |
| Apprenticeship | 44 (0.75) | 36 (0.61) | 4 (0.52) | 3 (0.39) | 6 (0.22) | 10 (0.37) | 1 (0.39) | 1 (0.39) | 55 (0.57) | 50 (0.52) | -5 (-0.05) |
| Did not look for a job | 1343 (22.74) | 1343 (22.74) | 152 (19.71) | 152 (19.71) | 580 (21.38) | 580 (21.38) | 77 (30.31) | 77 (30.31) | 2152 (22.31) | 2152 (22.31) | 0 (0.00) |
| Unemployed | 4081 (69.10) | 4209 (71.27) | 528 (68.48) | 541 (70.17) | 1873 (69.04) | 1923 (70.88) | 119 (46.85) | 128 (50.39) | 6601 (68.45) | 6801 (70.52) | 200 (2.07) |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI
PTIE- Post Training Immediate Engagement, CE- Current Engagement
Figures in Brackets () are percentages.

For Government Project ITIs (GP ITI), the trends are somewhat similar. Regular employment decreases from 7.39% to 6.23%, and temporary wage employment also sees a reduction. The rate of self-employment remains stable, indicating consistency in entrepreneurial pursuits among these graduates.

Private Non-Project ITIs (PNP ITI) follow a similar pattern with a reduction in both salaried and temporary jobs. Self-employment sees a minor decrease, and there is a slight increase in apprenticeship engagement, perhaps reflecting a shift towards more structured training opportunities.

Private Project ITIs (PP ITI) show a significant decrease in salaried employment. The decrease in temporary wage employment is also notable. However, self-employment decreases only slightly, indicating a relative stability in entrepreneurship. The rate of apprenticeship remains constant.

The data indicates a general trend across all ITI types of a decrease in both regular and temporary employment, suggesting a shift in the types of employment opportunities available to ITI graduates. The slight decrease in self-employment and the relatively stable rate of apprenticeship indicate varied pathways that graduates take post-training. The increase in unemployment rates is a significant concern, pointing to the need for enhanced support systems and effective alignment of ITI courses with current market demands. This highlights the importance of not only providing technical skills but also ensuring graduates are equipped to navigate the job market successfully post-completion of their training.

**Range of Current Monthly Income**

The current average salary/income of employed/self-employed ITI graduates is around Rs. 14.4 thousand per month. The current average income is around 25 percent more than the income which ITI graduates could derive immediately after coming out of ITI. The change in percentage of people falling under different salary brackets is presented in the table below. The table represents the monthly income category of ITI graduates at two different points in time, i.e., Post-Training Immediate Employment (PTIE) and Current Employment (CE) scenario.

Table 1.7: Current monthly income of ITI graduates

| Salary Bracket (INR) | | GNP ITI | | | GP ITI | | | PNP ITI | | | PP ITI | | | Overall | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | T | F | M | T | F | M | T | F | M | T | F | M | T |
| 10000-14999 | Nos. | 36 | 146 | 182 | 15 | 36 | 51 | 5 | 84 | 89 | 3 | 30 | 33 | 59 | 296 | 355 |
| | % | 71% | 55% | 57% | 79% | 65% | 69% | 100% | 44% | 45% | 100% | 67% | 69% | 76% | 53% | 56% |
| 15000-19999 | Nos. | 7 | 76 | 83 | 4 | 9 | 13 | 0 | 49 | 49 | 0 | 9 | 9 | 11 | 143 | 154 |
| | % | 14% | 28% | 26% | 21% | 16% | 18% | 0% | 26% | 25% | 0% | 20% | 19% | 14% | 26% | 24% |
| 20000-24999 | Nos. | 5 | 24 | 29 | 0 | 3 | 3 | 0 | 35 | 35 | 0 | 0 | 0 | 5 | 62 | 67 |
| | % | 9.8% | 9.0% | 9.1% | 0.0% | 5.5% | 4.1% | 0.0% | 18.3% | 17.9% | 0.0% | 0.0% | 0.0% | 6.4% | 11.1% | 10.5% |
| 25000-29999 | Nos. | 1 | 12 | 13 | 0 | 6 | 6 | 0 | 16 | 16 | 0 | 3 | 3 | 1 | 37 | 38 |
| | % | 2.0% | 4.5% | 4.1% | 0.0% | 10.9% | 8.1% | 0.0% | 8.4% | 8.2% | 0.0% | 6.7% | 6.3% | 1.3% | 6.6% | 6.0% |
| 30000-35000 | Nos. | 1 | 5 | 6 | 0 | 1 | 1 | 0 | 5 | 5 | 0 | 3 | 3 | 1 | 14 | 15 |
| | % | 2.0% | 1.9% | 1.9% | 0.0% | 1.8% | 1.4% | 0.0% | 2.6% | 2.6% | 0.0% | 6.7% | 6.3% | 1.3% | 2.5% | 2.4% |
| >35000 | Nos. | 1 | 4 | 5 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 1 | 6 | 7 |
| | % | 2.0% | 1.5% | 1.6% | 0.0% | 0.0% | 0.0% | 0.0% | 1.0% | 1.0% | 0.0% | 0.0% | 0.0% | 1.3% | 1.1% | 1.1% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI
PTIE- Post Training Immediate Employment, CE- Current Employment

The current salary range data of ITI graduates reveals a distinct gender disparity in earnings. In the lower income bracket of INR 10,000-14,999, a significant majority of the females (75.6%) are concentrated, compared to 53.0% of males. This suggests that female graduates are more likely to be in lower-paying jobs post-training. As the salary range increases, the percentage of females sharply decreases, with only 14.1% in the INR 15,000-19,999 bracket, and even fewer in higher brackets. Conversely, a larger proportion of males are found in these higher income ranges, with 25.6% in the INR 15,000-19,999 bracket, and progressively increasing percentages up to the >INR 35,000 category. This trend indicates that male graduates are more likely to secure higher-paying jobs compared to their female counterparts.

**Changes in Salary Brackets:**

**Lower Bracket** (**INR 5,000-9,999**): A remarkable decline is seen in this bracket, dropping from 26.3% to 0%. This indicates that graduates are moving away from the lowest income jobs as they gain experience and skills post-training.

**Middle Brackets** (**INR 10,000-24,999**): There is a notable increase in these brackets, particularly in the INR 10,000-14,999 range (from 43.7% to 55.8%) and the INR 15,000-19,999 range (from 18.1% to 24.2%). This trend suggests a positive progression in terms of income, with more graduates securing better-paying jobs over time.

**Higher Brackets** (**INR 25,000 and above**): Graduates in these brackets also see an increase, though the numbers are still relatively small. The most significant growth is in the INR 20,000-24,999 bracket, moving from 5.7% to 10.5%. The presence in the highest bracket (>INR 35,000), although minimal, emerges only in the current phase, indicating some graduates are able to reach higher earning potential.

Table 1.8: Changes in income of ITI Graduates

| Salary Bracket (INR) | Female | | Male | | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Overall | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PTIE | CE | PTIE | CE | PTIE | CE | PTIE | CE | PTIE | CE | PTIE | CE | PTIE | CE |
| 5000-9999 | 36.3% | 0.0% | 24.8% | 0.0% | 27.4% | 0.0% | 26.4% | 0.0% | 24.8% | 0.0% | 24.6% | 0.0% | 26.3% | 0.0% |
| 10000-14999 | 47.8% | 75.6% | 43.0% | 53.0% | 43.2% | 57.2% | 52.9% | 68.9% | 39.8% | 45.4% | 50.9% | 68.8% | 43.7% | 55.8% |
| 15000-19999 | 9.7% | 14.1% | 19.4% | 25.6% | 20.3% | 26.1% | 11.5% | 17.6% | 18.1% | 25.0% | 10.5% | 18.8% | 18.1% | 24.2% |
| 20000-24999 | 3.5% | 6.4% | 6.1% | 11.1% | 5.3% | 9.1% | 1.1% | 4.1% | 9.1% | 17.9% | 1.8% | 0.0% | 5.7% | 10.5% |
| 25000-29999 | 0.9% | 1.3% | 4.7% | 6.6% | 2.1% | 4.1% | 8.0% | 8.1% | 5.9% | 8.2% | 7.0% | 6.3% | 4.2% | 6.0% |
| 30000-35000 | 1.8% | 1.3% | 2.1% | 2.5% | 1.8% | 1.9% | 0.0% | 1.4% | 2.4% | 2.6% | 5.3% | 6.3% | 2.0% | 2.4% |
| >35000 | 0.0% | 1.3% | 0.0% | 1.1% | 0.0% | 1.6% | 0.0% | 0.0% | 0.0% | 1.0% | 0.0% | 0.0% | 0.0% | 1.1% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI
PTIE- Post Training Immediate Engagement, CE- Current Engagement

**Gender-Specific Changes:**

- Lower Bracket (INR 5,000-9,999): For female graduates, there's a complete shift away from the lowest income bracket, mirroring the overall trend.
- Middle Brackets (INR 10,000-24,999): A substantial increase is observed for female graduates in the INR 10,000-14,999 bracket, from 47.8% to 75.6%. This significant jump indicates an improvement in their earning potential, albeit largely within the lower-middle income range.

- Higher Brackets (INR 25,000 and above): The growth in these brackets is more modest for females compared to the overall trend. Notably, the percentage in the INR 20,000-24,999 bracket rises from 3.5% to 6.4%, and a small presence in the higher brackets emerges in the CE phase.

**Career Progression of Apprentices**

The current status of apprentices who have passed out from Industrial Training Institutes (ITIs) presents a multifaceted view of their employment situation and income progression. Analysing the data from 55 individuals reveals notable trends in their transition into various types of employment and changes in their financial status from the time of joining their apprenticeship.

Table 1.9: Current Status of Apprentices

| Current Status of Apprentices | Nos. | % | Joining Stipend | Current Stipend/ Salary |
|---|---|---|---|---|
| Engaged in apprenticeship | 27 | 49.1% | INR 9389 | INR 10740 |
| Engaged in salary employment (regular) | 2 | 3.6% | INR 9500 | INR 16250 |
| Engaged in wage employment (temporary) | 2 | 3.6% | INR 9000 | INR 11250 |
| Unemployed | 24 | 43.6% | INR 9083 | Not Applicable |
| **Grand Total** | **55** | | **INR 9245** | |

Nearly half of the apprentices, representing 49.1%, continue in their apprenticeship roles. This group started with an average stipend of INR 9,389, which has now increased to INR 10,740. This rise in stipend, though modest, indicates a positive financial growth during their apprenticeship. The significant percentage of individuals still engaged in apprenticeships might suggest the need for extended training periods in these roles or a preference to gain more skills before moving into the workforce.

A small segment, about 3.6%, has successfully transitioned into regular salaried employment. This group's financial trajectory is particularly noteworthy; they began with an average stipend of INR 9,500 and have achieved an average salary of INR 16,250. This substantial increase is indicative of the value placed on the skills and experience garnered during the apprenticeship, leading to well-paying, stable jobs.

Another 3.6% of the apprentices have moved into temporary wage employment. Starting with an average stipend of INR 9,000, their income has increased to INR 11,250. Although this is an improvement, it is considerably lower than those who secured regular employment, reflecting the general trend of lower wages in temporary or contractual work. However, a concerning 43.6% of these former apprentices are currently unemployed. Their initial stipend averaged at INR 9,083, but they currently have no income. This high rate of unemployment post-apprenticeship raises critical concerns about the job market's ability to absorb these trained individuals.

**Satisfaction with the job**

Graduates from Private Project ITIs exhibit a notable level of job satisfaction, with 65% reporting being 'Very Satisfied', suggesting these institutions effectively prepare students for the workforce, aligning employment opportunities with their skills and expectations. In contrast, Government Project ITIs also fare well, with a combined satisfaction rate of 71% ('Satisfied' and 'Very Satisfied'), indicating positive outcomes from focused training programs. However, satisfaction levels at Government Non-Project and Private Non-Project ITIs are more moderate, with a lower proportion of graduates reporting 'Very

Satisfied'. Despite this, dissatisfaction rates across all ITI types are relatively low, ranging from 0% to 6%, implying that most graduates find their employment situations at least acceptable. The disparity in higher satisfaction rates between Project and Non-Project ITIs underscores the potential impact of targeted training and project initiatives on job satisfaction post-training.

**Observations and Recommendations**

| Observations | Recommend-ation | Strategy for Implementation |
|---|---|---|
| Skewed enrolment towards certain trades | Diversify trade offerings | To address the skewed enrolment towards certain trades in ITIs, a comprehensive market research initiative should be undertaken to identify emerging skills and sectors with high growth potential. This research would involve analysing current market trends, future industry needs, and potential job opportunities. Based on these insights, the curriculum should be revised to include a broader range of trades that align with these emerging areas. The strategy should also encompass collaborations with industry experts and employers to ensure that the new trades are not only relevant but also appealing to potential students, thereby diversifying the enrolment and enhancing the job prospects of graduates. |
| **Gender disparity in enrolment** | Promote gender inclusivity | To tackle gender disparity in ITI enrolment, a targeted approach is needed to encourage female participation. This can be achieved by launching awareness campaigns that highlight the success stories of female ITI graduates, showcasing the benefits and opportunities of vocational training. Additionally, offering scholarships or financial incentives specifically for female trainees can help alleviate economic barriers. These campaigns should also address societal and cultural stereotypes about women in vocational fields, aiming to shift perceptions and inspire more women to consider ITI courses as a viable and rewarding educational path. |
| **Higher employment rates in Project ITIs** | Enhance coverage of STRIVE initiatives | To leverage the success of Project ITIs, their models that have led to higher employment rates should be analysed and replicated in other ITIs. This strategy involves identifying key elements that make these programs successful, such as industry collaboration, hands-on project work, and real-world problem-solving integrated into the curriculum. Once identified, these elements should be adapted and implemented across other ITIs, with adjustments made to suit different local contexts and industry needs. This replication would aim to elevate the practical learning experience and improve employment outcomes for graduates across various ITI categories. |
| **Graduates are generally not willing to migrate** | Focus on local job creation | Addressing the reluctance of ITI graduates to migrate requires a concerted effort to create employment opportunities locally. This can be achieved by collaborating with local industries, businesses, and government bodies to understand and cater to the specific employment needs of the region. Initiatives may include developing industry-specific training programs tailored to local market demands, facilitating partnerships for apprenticeships and placements, and incentivizing local businesses to hire ITI graduates. This approach not only aids in job creation but also ensures that training is aligned with the real-time needs of the local economy, |

| Observations | Recommend-ation | Strategy for Implementation |
|---|---|---|
| | | thereby enhancing the immediate employability of graduates within their native regions. |
| **High satisfaction with Project ITI training** | Benchmark best practices | To capitalize on the high satisfaction levels with Project ITI training, a detailed study should be conducted to identify their most effective training methods. This study would involve analysing teaching methodologies, curriculum design, industry collaborations, and student support systems that contribute to their success. Once these best practices are identified, they should be adapted and replicated across other ITIs, with modifications as necessary to fit different institutional contexts and student demographics. This strategy aims to elevate the overall quality of ITI training by bringing successful approaches from Project ITIs into the broader ITI system. |
| **Disparity in infrastructure quality** | Upgrade infrastructure and facilities | To address the disparity in infrastructure quality across ITIs, a dedicated investment plan should be developed for the modernization of educational facilities. This plan would involve allocating funds specifically for upgrading classrooms, labs, and workshops, ensuring they are equipped with the latest technology and resources. The strategy includes assessing the current state of infrastructure in each ITI, prioritizing areas needing urgent improvement, and systematically rolling out upgrades. This approach aims to provide a conducive learning environment that supports contemporary vocational training needs and enhances the overall quality of education in ITIs. |
| **Positive response to practical training** | Strengthen practical training components | To capitalize on the positive response to practical training in ITIs, the strategy should focus on expanding and enhancing on-the-job training and internship opportunities. This can be achieved by establishing robust partnerships with industries relevant to the ITI trades. These partnerships would facilitate real-world training experiences, allowing students to apply their classroom knowledge in practical settings. Efforts should include identifying potential industry partners, negotiating agreements for intern placements, and regularly monitoring and evaluating the effectiveness of these hands-on training experiences to ensure they meet educational objectives and industry standards. |
| **Need for soft skills and language proficiency** | Integrate soft skills and language training | To address the need for soft skills and language proficiency, ITIs should integrate comprehensive soft skills and language training into their core curriculum. This strategy involves developing and incorporating modules that focus on communication, teamwork, problem-solving, and English language proficiency. These modules should be designed to be interactive and practical, enabling students to develop these crucial skills in conjunction with their technical training. Regular assessments and feedback mechanisms can be established to monitor progress and ensure the effectiveness of the training. Collaborating with language experts and soft skills trainers can further enhance the quality of these courses. |
| **High percentage of graduates in** | Foster SME partnerships | Acknowledging the high percentage of ITI graduates employed in small companies, the strategy should focus on fostering partnerships with Small and Medium Enterprises (SMEs). This involves developing specific training |

| Observations | Recommend-ation | Strategy for Implementation |
|---|---|---|
| **small companies** | | modules that are tailored to the needs and demands of SMEs. Collaborate with SMEs to understand their workforce requirements and design placement programs that facilitate the direct employment of ITI graduates in these companies. This approach should include regular interaction between ITIs and SMEs, such as workshops, joint projects, and industry visits, to ensure that the training remains relevant and responsive to the evolving needs of the SME sector. |
| **Limited industry connections in some ITIs** | Enhance industry linkages | To address the limited industry connections in some ITIs, a proactive approach should be taken to establish and enhance linkages with various industries. This strategy involves organizing guest lectures by industry experts, facilitating industry visits for students, and initiating collaboration projects that allow for practical learning experiences. Building these connections will require reaching out to industry partners, understanding their needs, and creating mutually beneficial relationships. Such initiatives will expose students to real-world industry scenarios, enabling them to gain valuable insights and build networks that can aid in their future employment. |
| **Moderate satisfaction with placement services** | Improve placement support | To enhance moderate satisfaction levels with placement services, ITIs should focus on actively facilitating job opportunities for their graduates. This can be achieved by conducting regular job fairs and recruitment drives, providing a platform for students and potential employers to connect directly. These events should be well-organized and involve a wide range of companies from relevant industries. Additionally, preparation workshops for students, such as resume writing and interview skills training, can be incorporated to increase their chances of securing employment during these events. Regular follow-ups and feedback sessions post such events can help in continuously improving the effectiveness of the placement services offered. |
| **High percentage of self-employment** | Support self-employed graduates | Considering the high percentage of ITI graduates opting for self-employment, a structured support system is essential. This support could include offering business development workshops that cover key aspects of starting and managing a small business, such as business planning, financial management, and marketing strategies. Additionally, establishing links with micro-financing institutions and providing guidance on accessing loans and grants can greatly assist graduates in setting up and sustaining their businesses. This comprehensive approach aims to equip self-employed graduates with the necessary skills and resources to successfully launch and grow their entrepreneurial ventures. |
| **Variations in trade relevance to industry needs** | Conduct trade-specific market alignment | Regularly assess and realign trades with market demands, ensuring relevance and employability. |

# 2. Introduction

## 2.1 Background of the scheme

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

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

### 2.1.1 Objectives of STRIVE

The key objective of STRIVE is to improve the quality and market relevance of vocational training provided through ITIs and apprenticeship. STRIVE is divided into four results areas:

a) Improved Performance of Industrial Training Institutes
b) Increased Capacities of State Government to Support ITIs and Apprenticeship Training
c) Improved Teaching and Learning
d) Improved and Broadened Apprenticeship Training

### 2.1.2 Scheme Structure and Implementation Mechanism

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

Directorate of Training & Employment, Government of Uttar Pradesh is actively participating in implementing the STRIVE project in the state. A State Steering Committee (SSC) has been formed to guide the implementation of project in Uttar Pradesh. A State Project Implementation Unit (SPIU) has been formed, to assist the SSC for the implementation of the project. At the state level, State Project implementation Unit (SPIU) will be responsible for providing fiduciary guidance implementation, monitoring, and facilitation of STRIVE.

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

### 2.1.3 Sub-schemes / components

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

a) Performance-based grants for up-gradation of selected ITIs
b) Performance-based funding to state governments to incentivize reforms in state management of ITIs and apprenticeship training
c) Overhauling curricula and TL resources in selected key Craftsmen Training Scheme (CTS) programs
d) Enhancing distance and blended learning in pre-employment and in-service teachers training
e) Incentivizing SME participation in modern apprenticeship training through grant funding of industry apprenticeship initiatives (IAIs)
f) System development, capacity development, and advocacy for apprenticeship training.

### 2.1.4 Year of commencement of the scheme

The agreement for Skills Strengthening for Industrial Value Enhancement (STRIVE) project was signed between Government of India and International Bank for Reconstruction and Development (IBRD) on 19th December 2017 and the closing date of the project is November 2022. In the state of Uttar Pradesh, Ministry of Skill Development and Entrepreneurship (MoSDE), Government of India has sanctioned STRIVE project in 2019, which is fully funded. Accordingly, MoU was signed between State & Central Government for its implementation in Uttar Pradesh.

### 2.1.5 Present status with coverage of the scheme

In the State of Uttar Pradesh, there are 305 government ITIs and 2905 private ITIs. For the implementation of STRIVE project in Uttar Pradesh, 25 Government ITIs and 4 private ITIs were selected. A list of Project ITIs (ITIs where STRIVE Project was implemented) are as below:

| Government ITI | Private ITIs |
|---|---|
| 1. Government ITI, Barabanki | 1. Balaji Private ITI, Tanakpur Road, Saidpur, Pilibhit |
| 2. Government ITI, Collectorganj, Bareilly | 2. Maa Pitambra Private ITI, Shivpuri Road, Jhansi |
| 3. Government ITI, Bijnor | 3. A.P.V. Private ITI- Kanpur Nagar |
| 4. Government ITI, Chandauli | 4. Sh. Yadupati Singhania Center Technician Training Private ITI, Doda Nagar, Kanpur |
| 5. Government ITI, Fatehpur | |
| 6. Government ITI, Jewar, Gautam Buddh Nagar | |
| 7. Government ITI, Gonda | |
| 8. Government ITI, Chargawan, Distt- Gorakhpur | |
| 9. Government ITI, Jhansi | |
| 10. Government ITI, (Mahila), Lal Bangla, Kanpur | |
| 11. Government ITI, Lakhimpur Kheri | |
| 12. Government ITI, Lalitpur | |
| 13. Government ITI, Aliganj, Lucknow | |
| 14. Government ITI, World Bank Mahila, Lucknow | |
| 15. Government ITI, Saket, Meerut | |
| 16. Government ITI, Bachcha Park, Meerut | |
| 17. Government ITI, World Bank Mahila, Meerut | |
| 18. Government ITI, Chhanbey, Mirzapur | |
| 19. Government ITI, Naini, Allahabad | |
| 20. Government ITI, Raebareli | |
| 21. Government ITI, Mahila, Raebareli | |
| 22. Government ITI, Mehdawal, Sant Kabir Nagar | |
| 23. Government ITI, Shahjahanpur | |
| 24. Government ITI, Sitapur | |
| 25. Government ITI, Karaundi, Varanasi | |

### 2.1.6 Sustainable Development Goals (SDG) Served

Industrial Training Institutes (ITIs) in Uttar Pradesh are at the forefront of driving significant social and economic change, directly contributing to the achievement of the United Nations' Sustainable Development Goals (SDGs). As centres of vocational training and skill development, ITIs are not just educational institutions; they are powerful catalysts for societal transformation. They equip individuals with practical skills and knowledge, enabling them to participate actively and effectively in the workforce. Through their focused programs and industry-aligned curriculum, ITIs play a pivotal role in combating poverty, enhancing economic growth, fostering industry innovation, and promoting inclusive development, thereby aligning their objectives closely with several key SDGs.

| | |
|---|---|
|   | No Poverty- By ensuring the employability through skill enhancement. |
|   | Decent work &Economic Growth- By upgrading the skills of unskilled and semi-skilled job aspirants. |
|   | Industry innovations and infrastructure- By providing funds to support industry linkages, promotion of entrepreneurship through skill training, etc. |
|   | Empowers lower income earners, and promote economic inclusion of all regardless of sex, race or ethnicity |

**No Poverty (SDG 1):** ITIs contribute to this goal by enhancing employability through skill development. By providing vocational training and technical education, ITIs enable individuals, especially from underprivileged backgrounds, to acquire skills that are in demand in the job market. This directly impacts their ability to secure stable employment and improve their economic situation, thereby helping reduce poverty.

**Decent Work and Economic Growth (SDG 8):** ITI education is instrumental in upgrading the skills of unskilled and semi-skilled job aspirants. This not only helps in creating a more skilled workforce but also boosts productivity and efficiency in various sectors. By fostering a skilled labor force, ITIs contribute to sustained, inclusive, and sustainable economic growth, and support productive employment and decent work for all.

**Industry, Innovation, and Infrastructure (SDG 9):** ITIs support this goal by providing funds and resources to strengthen industry linkages. This includes fostering partnerships between educational institutions and industries, which leads to more innovation and development of new technologies and infrastructure. Additionally, promoting entrepreneurship through skill training enables the creation of new businesses, driving further innovation and infrastructure development.

**Reduced Inequalities (SDG 10):** ITI education empowers lower-income earners by providing them with opportunities to gain valuable skills and improve their economic prospects. This contributes to the economic inclusion of all individuals, regardless of their sex, race, or ethnicity. By ensuring that vocational training is accessible to diverse populations, ITIs play a crucial role in reducing inequalities and promoting social inclusion.

### 2.1.7 National Development Plans (NDP) Served

The Skill Strengthening for Industrial Value Enhancement (STRIVE) project is a significant initiative by the Government of India that aligns closely with the National Development Plan of the country. It plays a crucial role in enhancing the country's industrial and economic development through various means:

- Skill Development and Industry Alignment: One of the primary objectives of STRIVE is to improve the quality and market relevance of vocational training provided in ITIs and other training institutions. This is achieved by aligning the courses and training modules with industry needs, ensuring that the workforce is skilled in areas that are crucial for the country's economic and industrial growth.
- Strengthening Institutional Mechanisms: STRIVE aims to strengthen the institutional mechanisms for skill development in India. This includes improving the performance and efficiency of ITIs, enhancing the quality of training, and implementing a robust monitoring and evaluation system. By ensuring the effective functioning of these institutions, STRIVE contributes to the larger goal of workforce development, which is vital for national development.
- Promoting Public-Private Partnerships (PPPs): The project encourages PPPs in the skill development sector. This involves engaging industry partners to participate in the governance of ITIs, ensuring that the training is closely linked to industry requirements. Such partnerships are crucial for updating curriculum, providing on-the-job training, and facilitating placement opportunities for graduates, thereby making a direct contribution to economic growth.
- Fostering Innovation and Entrepreneurship: STRIVE supports innovation and entrepreneurship, key drivers of economic growth, by providing skill training that is conducive to these endeavours. This includes encouraging the development of new products, services, and business models, particularly in sectors critical to India's economic development.
- Improving Access to Quality Training: The project aims to improve access to quality skill training, especially for youth from disadvantaged communities. By making vocational training more inclusive, STRIVE plays a role in reducing socio-economic disparities, which is a crucial aspect of national development.
- Enhancing Employment Opportunities: Through its focus on skill enhancement, STRIVE improves the employability of India's youth. This not only helps in reducing unemployment but also aids in creating a skilled workforce that can contribute to various sectors of the economy.
- Supporting Other National Initiatives: STRIVE complements other national initiatives like "Make in India", "Digital India", and "Startup India" by creating a skilled workforce that can drive these initiatives forward. For instance, a skilled workforce is essential for the success of manufacturing initiatives and the digital economy.
- Contributing to Economic Growth: By improving the quality and market relevance of vocational training, STRIVE contributes to creating a competent workforce. This, in turn, boosts productivity and competitiveness in the industry, fostering economic growth.

The STRIVE project serves the National Development Plan of India by enhancing the quality and relevance of vocational training, promoting public-private partnerships, fostering innovation and entrepreneurship, and improving employment opportunities. Its comprehensive approach to skill development is crucial in driving India's economic growth and industrial development.

## 2.2 Need for Tracer Study/ Outcome Review

Tracer Studies are empirical studies that quantify the causal effects of interventions on outcomes of interest. Such studies are unique in that it is data-driven and attempt to minimize unverifiable assumptions when attributing effects. A core concept is that identified outcomes are assessed not only in magnitude but also in terms of statistical significance. Tracer studies can reveal a great deal of evidence about a wide range of effects, some of which may not have been considered while conceptualizing the project. Evidence from Tracer Studies about how an intervention fits into a broader process of development, the role of complementary interventions, and the contexts under which development effectiveness is greatest can help to improve how policy and schemes are designed and implemented.

## 2.3 Basis for this Report

This report is based on the proposal submitted by TransRural Agri Consulting Services (TRUAGRICO) in response to the invitation to tender vide Tender Reference GEM/2023/B/3724769 dated 24/07/2023 for "Conducting a Tracer Study of ITI Graduates under Skill Strengthening for Industrial Value Enhancement (STRIVE) Project". The approach to the study is based on the scope of work and methodology described briefly in the tender document and the Inception Report. Key elements of the Tender Document and where applicable, some of the verbatim text of the Tender Document and Scheme Guidelines are included in this report.

# 3. Approach & Methodology

## 3.1 Scope of the Study

The target population of the tracer study were 9644 trainees from 321 ITIs (approximately 5% of total enrolments from 10% of total ITIs) who successfully completed the CTS program in selected trades and hold the National Trade Certificate. To achieve the STRIVE KPI, the tracer study targeted the trainees who passed the All-India Trade Test (AITT) and Final Trade Test (FTT) during the 2022 academic year, meaning candidates who took and cleared the annual exam that year. This encompassed trainees from both 1-year and 2-year trades who sat for their final exams in 2022. The emphasis of the study was on a single, homogenous group of trainees—a 'cohort'—who concluded their training simultaneously.

## 3.2 Objectives of the Study

The objective of this consulting assignment is to carry out a tracer study of trainees from the project and non-project ITIs in the state of Uttarakhand to understand the career progression of trainees in the labour market. The overall objective is to evaluate the impact of STRIVE interventions on the beneficiaries and the training program's relevance to job markets/livelihood activities and to assess the employment status of the beneficiaries.

The Tracer Study shall try to explain the causes of employment outcomes (professional success) and shall provide feedback for improvements in various areas of training and placement at ITIs. The purpose of the tracer study is to explore changes for trainees in their professional careers after graduation from ITI and whether the interventions planned under STRIVE influenced these changes.

The information from the current tracer study will help to document and understand the long-term impacts on alumni of ITIs and what services or types of interventions work better in the long run. Knowing what seems to work better and in what circumstances is valuable in any future programme planning, policy advice and decision making.

The objectives of the current study are to measure the following:

a) To measure the labour market performance of STRIVE supported ITIs;
b) Assess the impact of the ITI training programs in terms of relevance, effectiveness, efficiency and sustainability.

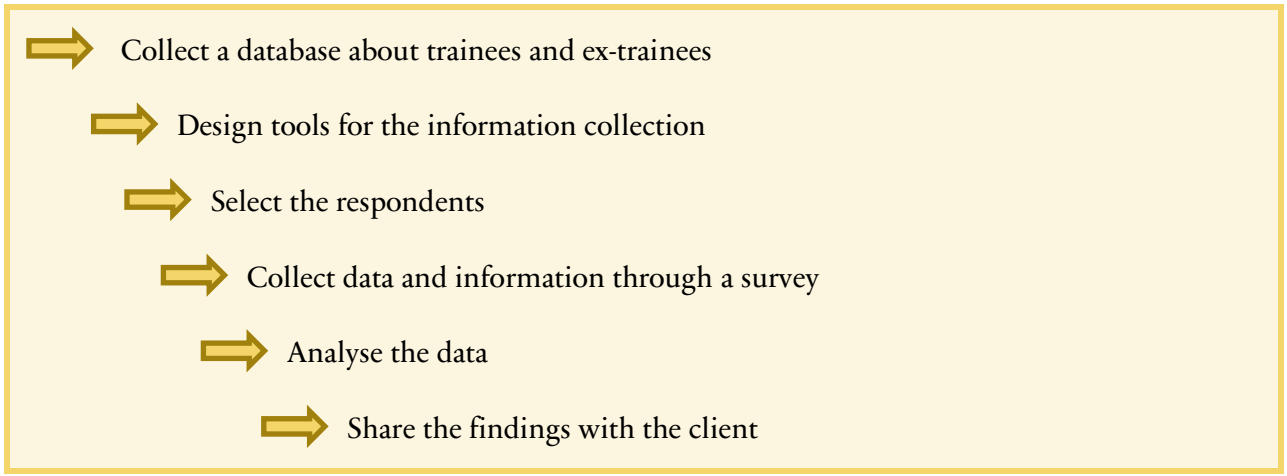
c) Obtain the views and opinions of employers on the impact, quality and relevance of ITI training programs.
d) Assess the usefulness of internship training provided to trainees during the course and both employers and trainees views must be collected.
e) Assess graduate/Pass-outs satisfaction level relating to the type of ITI training attended

## 3.3 Approach and Methodology

**Approach of the Study**

A Tracer Study is a simple tool, designed to measure the relevance of vocational training. They are seen as a management tool for planning and monitoring training programmes (e.g., which courses to add, to change or to phase out). They provide information for programmatic changes (e.g., adding new elements to the programme) and review training curricula. They also help to monitor the delivery of training. By getting into contact with ex-trainees and by offering them support services one may improve public image and foster public relations, thus tracer studies are useful as a marketing tool as well.

The standard stages in conducting a tracer study were followed to ensure the expected result from the study. Some of the important steps followed are as below.




SOP for conducting Tracer Study

**Methodology of the Study**

It is crucial to randomly select a sample from the total target population to ensure representativeness and reduce bias in the results as much as possible. As a first step, a sampling frame of target students was developed. The target population for the tracer study were the trainees from ITIs who completed the CTS program in selected trades and hold the National Trade Certificate. To achieve the STRIVE KPI, the tracer study targeted the trainees who passed the All-India Trade Test (AITT) in the academic year 2022 i.e., a candidate who appeared and passed the annual examination held in 2022 [Admitted batch 2021-2022 (1 year) & 2020-2022 (2 years)].

The below points highlight the type of information which were available to develop the sampling frame.

- Gender

- Caste
- Location
- Course Type (1 Year/2Years)
- Trade Group
- Project ITI vs. Non-Project ITIs

The samples of the study were drawn as per the stipulated terms indicated in the tender document. Some of the important points considered while drawing samples were:

- Total number of ITIs- 3210
- Number of trainees passed in 2022- Approx. 1.69 lakh
- Number of ITIs to be covered- 321
- Sample size to be covered- 9644

The study required coverage of 321 ITIs in the sample. The respondents for the tracer study included students from all types of Industrial Training Institutes i.e., both Project ITIs as well as non-Project ITIs. Project ITIs consists of Government and Private ITIs that were covered under STRIVE project whereas Non-Project ITIs consists of both Government ITIs and Private ITIs that were not covered under STRIVE project. Out of the 321 ITIs covered in the study, 25 Govt. and 4 Private ITIs were project ITIs. Also, in the case of sample per ITI, while it is indicatively 30, the actual number of samples was based on the availability of an adequate population for sampling at ITIs.

Table 3.1: Trade-wise distribution of students from sampled ITIs

| Trades | General | | OBC | | SC | | ST | | Overall |
|---|---|---|---|---|---|---|---|---|---|
| | F | M | F | M | F | M | F | M | |
| Basic Cosmetology | 108 | - | 185 | - | 93 | - | 3 | - | 389 |
| Carpenter | - | 4 | - | 18 | - | 10 | - | - | 32 |
| Computer Aided Embroidery & Designing | 1 | - | 9 | - | 3 | - | - | - | 13 |
| Computer Hardware & Network Maintenance | - | 3 | 1 | 10 | 2 | 17 | - | - | 33 |
| Computer Operator and Programming Assistant | 77 | 135 | 162 | 309 | 87 | 213 | 2 | 5 | 990 |
| Draughtsman (Civil) | 14 | 14 | 24 | 42 | 18 | 27 | 1 | - | 140 |
| Draughtsman (Mechanical) | 2 | 18 | 10 | 50 | 6 | 47 | - | 1 | 134 |
| Dress Making | 15 | - | 52 | - | 25 | - | - | - | 92 |
| Electrician | 25 | 370 | 53 | 1275 | 35 | 520 | 1 | 19 | 2298 |
| Electronics Mechanic | 9 | 61 | 37 | 155 | 11 | 79 | - | 2 | 354 |
| Fashion Design & Technology | 94 | - | 214 | - | 86 | - | 3 | - | 397 |
| Fitter | 12 | 189 | 38 | 593 | 14 | 311 | - | 10 | 1167 |
| Foundryman | 2 | 6 | 2 | 13 | 2 | 2 | - | 1 | 28 |
| Health Sanitary Inspector | - | 9 | 16 | 37 | 2 | 7 | - | - | 71 |
| ICTSM | 3 | 18 | 9 | 48 | 2 | 35 | - | - | 115 |
| Machinist | 3 | 19 | 3 | 34 | 2 | 13 | - | 1 | 75 |
| Mechanic (Motor Vehicle) | - | 32 | - | 98 | - | 51 | - | - | 181 |
| Mechanic (Refrigeration and Air-Conditioning) | 7 | 59 | 6 | 127 | 7 | 93 | - | 3 | 302 |
| Mechanic (Tractor) | - | 32 | - | 110 | - | 59 | - | 1 | 202 |
| Mechanic Consumer Electronics Appliances | 1 | 14 | 5 | 38 | 3 | 41 | - | 2 | 104 |
| Mechanic Diesel Engine | 2 | 59 | 5 | 118 | 3 | 76 | 1 | 4 | 268 |

| Trades | General | | OBC | | SC | | ST | | Overall |
|---|---|---|---|---|---|---|---|---|---|
| | F | M | F | M | F | M | F | M | |
| Painter | 1 | 11 | 5 | 26 | 1 | 11 | - | - | 55 |
| Physiotherapy Technician | - | 1 | 4 | 8 | 2 | 2 | - | - | 17 |
| Plastic Processing Operator | - | 6 | 2 | 12 | - | 6 | - | - | 26 |
| Plumber | - | 54 | - | 190 | - | 83 | - | 1 | 328 |
| Sewing Technology | 37 | 2 | 115 | 22 | 41 | 8 | 3 | - | 228 |
| Sheet Metal Worker | - | 4 | - | 15 | - | 10 | - | - | 29 |
| Stenographer & Secretarial Assistant (English) | 13 | 6 | 18 | 12 | 17 | 4 | - | - | 70 |
| Stenographer & Secretarial Assistant (Hindi) | 34 | 47 | 63 | 78 | 37 | 58 | - | 1 | 318 |
| Turner | 3 | 30 | 5 | 65 | 5 | 34 | - | - | 142 |
| Welder | 2 | 165 | 9 | 581 | 3 | 190 | - | 8 | 958 |
| Wireman | - | 28 | - | 46 | - | 14 | - | - | 88 |
| **Grand Total** | **465** | **1396** | **1052** | **4130** | **507** | **2021** | **14** | **59** | **9644** |

F- Female, M-Male

**Data Collection and Analysis tools**

The data collection process started with the training of enumerators/ assessors. The assessors were trained for the field survey using the approved questionnaire. A 5-day training program was conducted for the assessors. In total, during the training program of Assessors, around 40 assessors were trained. Assessors were trained on the concepts of the project, the questionnaire, the survey methodology, the tech application and mannerisms to approach the officials of ITIs as well as graduates. Simple frequency tables and Charts, Percentages, multi-response analyses, content analyses, etc., techniques have been used to make this study simpler and to maintain clarity of understanding.

**Method adopted to approach the sampled graduates**

Upon completion of training program, the assessors were immediately deployed for survey. The final on-ground survey was conducted for a duration of three weeks from the date of beginning of field survey. A mixed method was used to trace the graduates. The initial list provided by the department included contact details of trainees. Perusing the given contact details of the trainees, the surveyors contacted the shortlisted trainees to know their availability for the survey. Wherever, a shortlisted graduates could not be contacted/ agreed to participate in the survey, alternate sample was drawn randomly to replace such graduates. The survey was conducted at one among the places such as the concerned ITI, residence of the trainee and trainees' workplace. In most of the cases, the survey was conducted in the presence of representatives of ITI.

# 4. Findings & Observations

## 4.1 Profile of the Respondents

The socio-economic profiling of Industrial Training Institute (ITI) graduates in Uttar Pradesh, as revealed by the survey data of 9644 graduates, offers significant insights into the demographic characteristics of this population. The survey covers various aspects including gender, caste, age, marital status, family size and family earning, each of which provides a unique perspective on the background of these graduates.

### Gender and Caste Distribution

The gender distribution among surveyed ITI graduates shows a considerable skew towards male participants, who account for 79% (7,606 individuals) of the respondents, while female participants make up 21% (2,038 individuals). This disparity highlights a pronounced gender gap in vocational education in the region, suggesting potential barriers to entry or lack of encouragement for female participation in technical fields.

Table 4.1: Gender wise caste distribution of respondents

| Categories | Female | | Male | | Overall | |
|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % |
| General | 465 | 25% | 1396 | 75% | 1861 | 19% |
| Other Backward Class | 1052 | 20% | 4130 | 80% | 5182 | 54% |
| Schedule Castes | 507 | 20% | 2021 | 80% | 2528 | 26% |
| Schedule Tribes | 14 | 19% | 59 | 81% | 73 | 1% |
| **Overall** | **2038** | **21%** | **7606** | **79%** | **9644** | **100%** |

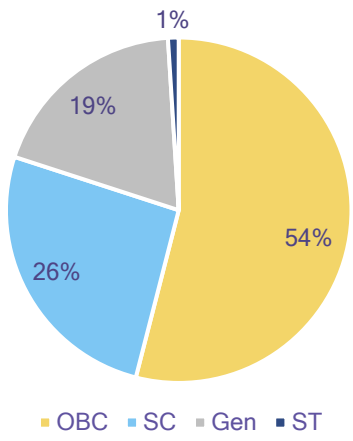



Figure 4.1: Caste Distribution

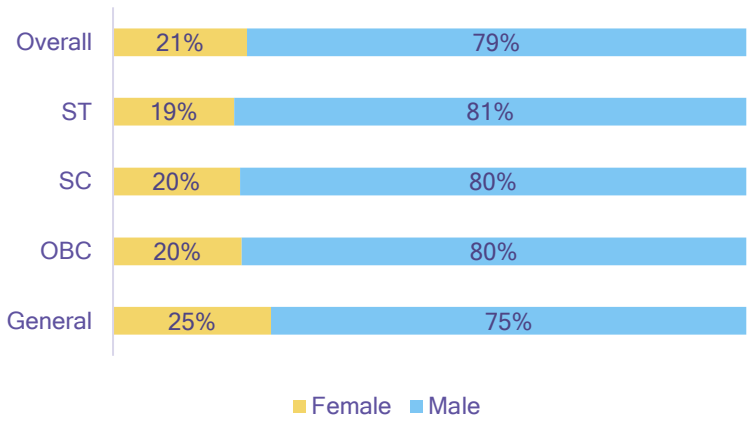



Figure 4.2: Caste wise gender participation

The caste composition of the respondents is diverse, with the most significant representation coming from the Other Backward Classes (OBC), who constitute 54% of the surveyed graduates. This group has an 80% male representation. The General category forms 19% of the cohort, with a higher male

dominance (75%). Scheduled Castes (SC) are also notably represented, accounting for 26% of the respondents, again primarily male (80%). The Scheduled Tribes (ST) category, however, is minimally represented, constituting only 1% of the respondents, with a slightly higher male representation (81%). These figures reflect the social makeup of vocational education beneficiaries, with an under-representation of STs indicating potential areas for targeted educational outreach.

**Regional Distribution**

A significant 75% (7,228 respondents) of the ITI graduates surveyed are from rural areas, indicating a strong representation from these regions. In contrast, urban areas account for 21% (2,046 respondents) of the sample, while semi-urban regions are represented by a smaller fraction, constituting 4% (370 respondents).

**Age Distribution**

The age profile of the ITI graduates predominantly falls within the younger age brackets, with 69% aged between 20-24 years, followed by 15-19 years (15%), 25-29 years (13%), and a smaller group of 30-35 years (3%). The average age of respondents is 21 years and 11 months, with a slight gender-based variation (females averaging at 22 years and 3 months, and males at 21 years and 10 months). This data underscores the youth-centric nature of vocational training and its role in early career development.

**Marital Status**

Examining the marital status, a vast majority of the respondents are unmarried (91.36%), with this being more prevalent among males (92.98%) compared to females (85.33%). Married respondents comprise 8.52% of the total, with females more likely to be married (14.47%) than males (6.93%). This variation may reflect cultural norms or life stage differences between genders.

Table 4.2: Gender wise marital status of the respondents

| Marital Status | Female | | Male | | Overall | |
|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % |
| Divorced | 4 | 0.20% | 3 | 0.04% | 7 | 0.07% |
| Married | 295 | 14.47% | 527 | 6.93% | 822 | 8.52% |
| Unmarried | 1739 | 85.33% | 7072 | 92.98% | 8811 | 91.36% |
| Widow | 0 | 0.00% | 4 | 0.05% | 4 | 0.04% |
| **Overall** | **2038** | **100%** | **7606** | **100%** | **9644** | **100%** |

**Family Size and Economic Dynamics**

The survey also sheds light on the family backgrounds of ITI graduates. A significant majority (80%) come from families with 5-9 members. The overall average family size is calculated at 5.71, while the average number of earning members per family stands at 1.21. This ratio indicates a high dependency burden on the earning members, suggesting economic pressures and potentially influencing the career choices of these graduates.

The income distribution of families of ITI graduates in Uttar Pradesh, as indicated by the survey data, reveals a significant concentration in the lower and lower-middle-income brackets. A substantial 46.7% of these families fall within the INR 5,001 to 15,000 range, while 38.8% earn between INR 15,001 to

30,000, cumulatively accounting for 85.5% of the total. This dominance of lower income groups underscores the economic constraints prevalent among the majority of ITI graduates. In contrast, only a small fraction of families fall into the higher income categories, with 8.3% earning between INR 30,001 to 50,000 and a mere 1.8% earning above INR 50,000. The highest income bracket (above INR 70,000) is virtually unrepresented at only 0.1%.

Table 4.3: Monthly income of family of ITI graduates

| Income Category | Rural | | Semi-urban | | Urban | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % | Nos. | % |
| INR 0 – 5,000 | 308 | 4.3% | 14 | 3.8% | 99 | 4.8% | 421 | 4.4% |
| **INR 5,001 – 15,000** | **3541** | **49.0%** | **144** | **38.9%** | **816** | **39.9%** | **4501** | **46.7%** |
| **INR 15,001 – 30,000** | **2755** | **38.1%** | **106** | **28.6%** | **882** | **43.1%** | **3743** | **38.8%** |
| INR 30,001 – 50,000 | 519 | 7.2% | 87 | 23.5% | 197 | 9.6% | 803 | 8.3% |
| INR 50,001 – 70,000 | 96 | 1.3% | 18 | 4.9% | 49 | 2.4% | 163 | 1.7% |
| > INR 70,000 | 9 | 0.1% | 1 | 0.3% | 3 | 0.1% | 13 | 0.1% |
| **Total** | 7228 | 100% | 370 | 100% | 2046 | 100% | 9644 | 100% |

In rural areas, the income distribution shows a significant concentration in the lower-middle-income range. About 49.0% of families fall within the INR 5,001 to 15,000 bracket, indicating that nearly half of the rural ITI graduates come from modest economic backgrounds. The next significant segment comprises 38.1% of families earning between INR 15,001 to 30,000, suggesting some level of financial stability, yet not affluent. Higher income categories (INR 30,001 to 50,000 and above) are less represented, with only 7.2% in the former and a mere 1.4% in the latter, including those earning above INR 70,000. This distribution highlights the predominance of economic constraints in rural settings.

In semi-urban regions, there is a more varied income distribution. The largest group remains in the lower-middle income range (38.9% earning between INR 5,001 to 15,000), but there's a noticeable presence in the higher income brackets. Notably, 23.5% of families earn between INR 30,001 to 50,000, and 4.9% fall in the INR 50,001 to 70,000 range. The higher income representation in semi-urban areas compared to rural regions suggests better economic opportunities, possibly due to closer proximity to urban centres and mixed economic activities. However, similar to rural areas, the highest income bracket (> INR 70,000) is minimally represented.

Urban areas present a different economic landscape. A substantial 43.1% of families earn between INR 15,001 to 30,000, highlighting a shift towards higher income levels compared to rural and semi-urban regions. Additionally, 9.6% of families are in the INR 30,001 to 50,000 bracket, and 2.4% in the INR 50,001 to 70,000 range, indicating more access to higher-paying opportunities in urban areas. Despite these higher income levels, the very high-income category (> INR 70,000) remains scarcely represented, similar to rural and semi-urban settings.

This income profile highlights the socio-economic backdrop against which these graduates are navigating their career paths. It suggests that while ITI education is attracting students from economically constrained backgrounds, it also reflects the potential of vocational training to serve as a critical tool for socio-economic mobility.

## 4.2 Pre-training employment status

The pre-training employment status of ITI graduates in Uttar Pradesh presents a stark picture of their initial job market engagement. The overwhelming majority, 97.6% (9,415 individuals), were freshers before commencing their ITI training. This figure strongly suggests that for the vast majority of these graduates, vocational training at ITIs is likely their first significant step towards gaining employable skills and entering the workforce.

Table 4.4: Pre-training employment status of respondents

| Pre-training employment status | Nos. | % |
|---|---|---|
| Salary Earner (Regular Employee) | 126 | 1.3% |
| Self Employed | 61 | 0.6% |
| Wage Earner (Temporary Employee) | 42 | 0.4% |
| Freshers | 9415 | 97.6% |
| **Total** | **9644** | **100%** |

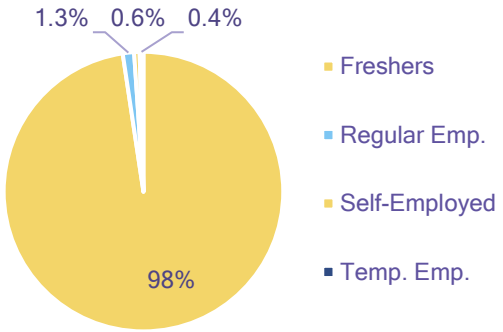



Figure 4.3: Pre-training employment status

A very small fraction of the respondents was engaged in any form of employment prior to their training. Only 1.3% (126 individuals) were regular salary earners, indicating stable employment, while a mere 0.6% (61 individuals) were self-employed, which could encompass a range of informal or small-scale business activities. Additionally, 0.4% (42 individuals) were temporary wage earners, reflecting precarious or short-term employment situations.

This data underscores the critical role of ITI training in Uttar Pradesh as a gateway to employment for individuals who previously had limited or no access to job opportunities. The high rate of unemployment prior to training highlights the necessity of such vocational programs in providing skill development and employment prospects, particularly for those at the margins of the labour market.

## 4.3 Details of Training at ITIs

### 4.3.1 Institute Category-Wise Respondents

The respondents for the tracer study included students from all types of ITIs i.e., both Project ITIs as well as non-Project ITIs. Project ITIs consists of Government and Private ITIs that were covered under STRIVE project whereas Non-Project ITIs consists of both Government ITIs and Private ITIs that were not covered under STRIVE project. Out of the 321 ITIs considered for the primary survey, 229 Government ITIs (25 project and 204 non-project) and 92 Private ITIs (4 project and 25 non-project) were considered in the sample.

Out of the total graduates surveyed, 69.23% (6,677 individuals) were from Government ITIs, while the remaining 30.77% (2,967 individuals) were from Private ITIs. Within the Government ITI category, those involved in the STRIVE project accounted for 7.99% (771 individuals) of the total graduates surveyed, whereas the Government Non-Project ITIs contributed a significantly larger share of 61.24% (5,906

individuals). On the other hand, in the Private ITI segment, the graduates from project-involved institutions constituted only 2.63% (254 individuals) of the total, while those from Private Non-Project ITIs made up 28.13% (2,713 individuals) of the surveyed graduates.

Table 4.5: Institute category wise number and percentage of respondents

| Type of ITI | Female | | Male | | Total | |
|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % |
| Govt. Non-Project ITI | 1605 | 27% | 4301 | 73% | 5906 | 61% |
| Govt. Project ITI | 223 | 29% | 548 | 71% | 771 | 8% |
| Pvt. Non-Project ITI | 179 | 7% | 2534 | 93% | 2713 | 28% |
| Pvt. Project ITI | 31 | 12% | 223 | 88% | 254 | 3% |
| Total | 2038 | 21% | 7606 | 79% | 9644 | 100% |

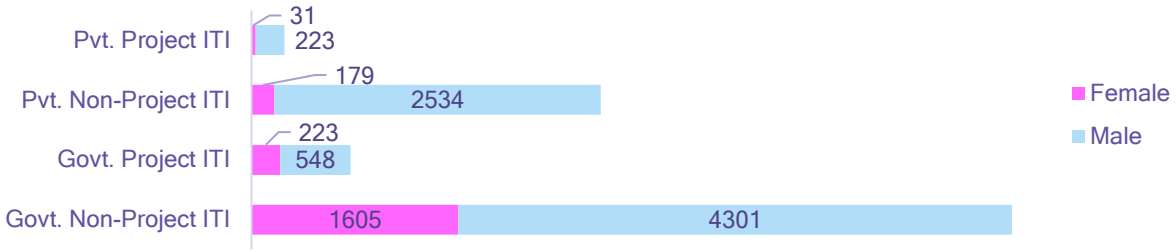



Figure 4.4: Institute category wise male and female respondents

### 4.3.2 Distribution of Course Durations

The data analysis shows a trend in the duration of courses offered by different Industrial Training Institutes (ITIs) in Uttar Pradesh. Government ITIs present a balanced distribution of one-year and two-year courses. In contrast, private ITIs mainly offers courses that last for two years.

Table 4.6: Course-duration wise number of respondents

| ITI Type | 1 Year | | | | 2 Years | | | |
|---|---|---|---|---|---|---|---|---|
| | Female (Nos.) | Female % | Male (Nos.) | Male % | Female (Nos.) | Female % | Male (Nos.) | Male % |
| Govt. Non-Project ITI | 1350 | 23% | 2515 | 43% | 255 | 4% | 1786 | 30% |
| Govt. Project ITI | 167 | 22% | 324 | 42% | 56 | 7% | 224 | 29% |
| Pvt. Non-Project ITI | 130 | 5% | 161 | 6% | 49 | 2% | 2373 | 87% |
| Pvt. Project ITI | 10 | 4% | 13 | 5% | 21 | 8% | 210 | 83% |
| **Total** | 1657 | 17% | 3013 | 31% | 381 | 4% | 4593 | 48% |

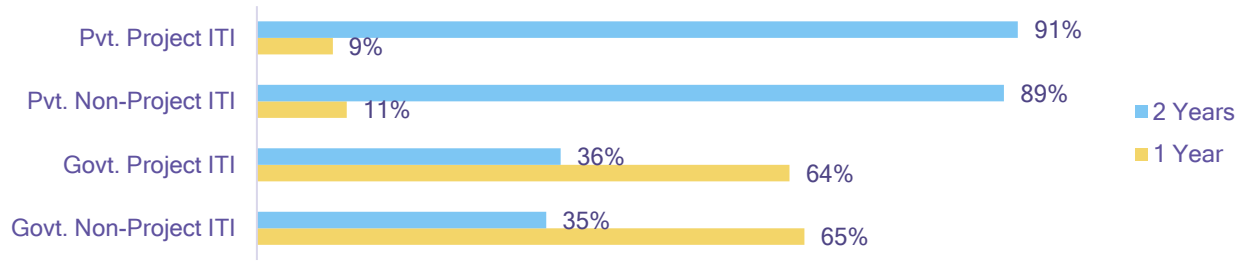



Figure 4.5: Course-duration wise number of respondents in different categories of ITI

Among all surveyed graduates, 48% (4,670 individuals) pursued a 1-year course, while a slightly higher 52% (4,974 individuals) opted for a 2-year course. This close distribution suggests a balanced preference for both course durations among ITI students.

**Government ITIs (Non-Project and Project):**

- In both Government Non-Project and Government Project ITIs, the split between 1-year and 2-year courses is nearly identical.
- For Government Non-Project ITIs, 65% (3,865 individuals) pursued 1-year courses, compared to 35% (2,041 individuals) in 2-year courses.
- Similarly, in Government Project ITIs, 64% (491 individuals) opted for 1-year courses, and 36% (280 individuals) for 2-year courses.
- This shows a slightly higher inclination towards shorter, 1-year courses in government-run ITIs.

**Private ITIs (Non-Project and Project):**

- A contrasting trend is observed in Private ITIs. In both Private Non-Project and Private Project ITIs, there's a strong preference for 2-year courses.
- For Private Non-Project ITIs, only 11% (291 individuals) pursued 1-year courses, while a significant 89% (2,422 individuals) opted for 2-year courses.
- In Private Project ITIs, the trend is similar: 9% (23 individuals) in 1-year courses and 91% (231 individuals) in 2-year courses.
- This indicates a clear preference for longer duration courses among students in private ITIs.

Among all surveyed graduates, 48% (4,670 individuals) pursued a 1-year course, while a slightly higher 52% (4,974 individuals) opted for a 2-year course. This close distribution suggests a balanced preference for both course durations among ITI students.

### 4.3.3 Trade-wise respondents

The distribution of ITI graduates across various trades in Uttar Pradesh highlights notable trends in trade preferences and gender disparities. Analysing the data based on the overall representation of graduates in each trade, as well as the gender split within these trades, provides valuable insights.

Table 4.7: Trade-wise respondents

| Trades | Female | | Male | | Overall | |
|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % |
| Electrician | 114 | 5% | 2184 | 95% | 2298 | 23.83% |
| Fitter | 64 | 5% | 1103 | 95% | 1167 | 12.10% |
| Computer Operator and Programming Assistant | 328 | 33% | 662 | 67% | 990 | 10.27% |
| Welder | 14 | 1% | 944 | 99% | 958 | 9.93% |
| Fashion Design & Technology | 397 | 100% | 0 | 0% | 397 | 4.12% |
| Basic Cosmetology | 389 | 100% | 0 | 0% | 389 | 4.03% |
| Electronics Mechanic | 57 | 16% | 297 | 84% | 354 | 3.67% |
| Plumber | 0 | 0% | 328 | 100% | 328 | 3.40% |
| Stenographer & Secretarial Assistant (Hindi) | 134 | 42% | 184 | 58% | 318 | 3.30% |
| Mechanic (Refrigeration and Air-Conditioning) | 20 | 7% | 282 | 93% | 302 | 3.13% |

| Trades | Female | | Male | | Overall | |
|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % |
| Mechanic Diesel Engine | 11 | 4% | 257 | 96% | 268 | 2.78% |
| Sewing Technology | 196 | 86% | 32 | 14% | 228 | 2.36% |
| Mechanic (Tractor) | 0 | 0% | 202 | 100% | 202 | 2.09% |
| Mechanic (Motor Vehicle) | 0 | 0% | 181 | 100% | 181 | 1.88% |
| Turner | 13 | 9% | 129 | 91% | 142 | 1.47% |
| Draughtsman (Civil) | 57 | 41% | 83 | 59% | 140 | 1.45% |
| Draughtsman (Mechanical) | 18 | 13% | 116 | 87% | 134 | 1.39% |
| ICTSM | 14 | 12% | 101 | 88% | 115 | 1.19% |
| Mechanic Consumer Electronics Appliances | 9 | 9% | 95 | 91% | 104 | 1.08% |
| Dress Making | 92 | 100% | 0 | 0% | 92 | 0.95% |
| Wireman | 0 | 0% | 88 | 100% | 88 | 0.91% |
| Machinist | 8 | 11% | 67 | 89% | 75 | 0.78% |
| Health Sanitary Inspector | 18 | 25% | 53 | 75% | 71 | 0.74% |
| Stenographer & Secretarial Assistant (English) | 48 | 69% | 22 | 31% | 70 | 0.73% |
| Painter | 7 | 13% | 48 | 87% | 55 | 0.57% |
| Computer Hardware & Network Maintenance | 3 | 9% | 30 | 91% | 33 | 0.34% |
| Carpenter | 0 | 0% | 32 | 100% | 32 | 0.33% |
| Sheet Metal Worker | 0 | 0% | 29 | 100% | 29 | 0.30% |
| Foundryman | 6 | 21% | 22 | 79% | 28 | 0.29% |
| Plastic Processing Operator | 2 | 8% | 24 | 92% | 26 | 0.27% |
| Physiotherapy Technician | 6 | 35% | 11 | 65% | 17 | 0.18% |
| Computer Aided Embroidery and Designing | 13 | 100% | 0 | 0% | 13 | 0.13% |
| **Total** | **2038** | **21%** | **7606** | **79%** | **9644** | **100%** |

**Predominant Trades Among Graduates**

- Electrician: This trade stands out as the most popular, with 23.83% of the total graduates, predominantly male (95%).
- Fitter: The second most popular trade, constituting 12.10% of graduates, also shows a heavy male dominance (95%).
- Computer Operator and Programming Assistant (COPA): Ranking third in popularity (10.27%), this field shows a more balanced gender distribution, with females comprising 33%.
- Welder: Another male-dominated trade, representing 9.93% of the total graduates.

**Gender-Specific Preferences in Trades**

- Female-Dominated Trades: Fashion Design & Technology and Basic Cosmetology are almost exclusively female trades, with 100% female participation. These trades, though significant in female representation, contribute to a smaller portion of the overall graduates (4.12% and 4.03%, respectively).
- Male-Dominated Trades: Apart from the most popular trades like Electrician and Fitter, Welder, Plumber, and Mechanic (Motor Vehicle) show almost exclusive male participation.
- Balanced Trades: Some trades, like COPA and Stenographer & Secretarial Assistant (Hindi), exhibit a more balanced gender distribution, indicating a broader appeal across genders.

Despite some trades showing gender balance, there's a clear overall disparity, with male graduates constituting 79% and female graduates 21% of the total. The gender distribution across trades suggests that career preferences are significantly influenced by societal norms and perceptions about suitable occupations for different genders.

### 4.3.4 Reason and Influence to join ITI

The courses offered at ITIs have an edge over other technical college courses in terms of the course fee, course duration and orientation towards jobs. An attempt was made to understand what influenced the ITI graduates to join an ITI for vocational training.

Table 4.8: Reasons to join ITI

| Reasons to join ITI | Nos. | Percentage |
|---|---|---|
| Opted to join ITI as a mean of continuing the study | 371 | 4% |
| To get a job | 8471 | 88% |
| To start your own business/ shop | 802 | 8% |

To Get a Job: The predominant reason for joining ITI, as stated by 88% (8,471 individuals) of the respondents, is to secure a job. This overwhelming majority underscores the perception of ITI as a direct pathway to employment, highlighting its practical orientation towards job readiness.

To Start Own Business/Shop: A significant 8% (802 individuals) joined ITI with entrepreneurial aspirations, indicating that ITI courses are also seen as a means to acquire skills necessary for starting a business or shop.

Continuing Study: A smaller group, 4% (371 individuals), opted for ITI as a means of continuing their education. This suggests that for some students, ITI serves as an alternative educational pathway, possibly after completing their formal schooling.

Table 4.9: Factors influencing decision to join ITI

| Influencing Factors | Nos. | Percentage |
|---|---|---|
| Comparatively shorter course duration | 154 | 2% |
| Low/no training course fee | 354 | 4% |
| On parents advice | 5355 | 56% |
| Personal interest in a technical training | 3781 | 39% |

Parental Influence: The most influential factor, as cited by 56% (5,355 individuals), is advice from parents. This dominance of parental influence reflects the significant role of familial and societal guidance in educational choices in the state.

Personal Interest in Technical Training: Personal interest in technical training is a major motivating factor for 39% (3,781 individuals) of the respondents, indicating a strong individual inclination towards skill development and technical education.

Low/No Training Course Fee: The affordability of ITI courses, in terms of low or no training fees, is a key factor for 4% (354 individuals) of the respondents. This points to the economic accessibility of ITI courses as a crucial aspect for a segment of students.

Shorter Course Duration: The comparatively shorter duration of ITI courses is a deciding factor for 2% (154 individuals) of the respondents, suggesting that the time efficiency of these courses is appealing to some students.

A majority of 49 percent of graduates reported that they joined ITI as suggested by their parents. Another significant percentage of respondents (48%) indicated that they joined ITI as they had a personal interest in vocational training. Around two percent of respondents each responded to join the ITI course due to the shorter course duration and low-cost training.

### 4.3.5 Satisfaction with training at ITI

The survey data provides insights into the perceptions of ITI graduates regarding the usefulness of their skill training for employment opportunities and their satisfaction with the training received. This is analysed across different types of ITIs – Government Project, Government Non-Project, Private Project, and Private Non-Project ITIs.

Table 4.10: Satisfaction with training at ITI

| Type of ITI | Usefulness of Training | | Satisfaction with Training | |
|---|---|---|---|---|
| | Nos. | % | Nos. | % |
| Govt. Non-Project ITI | 4715 | 80% | 4445 | 75% |
| Govt. Project ITI | 658 | 85% | 641 | 83% |
| Pvt. Non-Project ITI | 2219 | 82% | 1972 | 73% |
| Pvt. Project ITI | 213 | 84% | 217 | 85% |
| **Overall** | **7805** | **81%** | **7275** | **75%** |

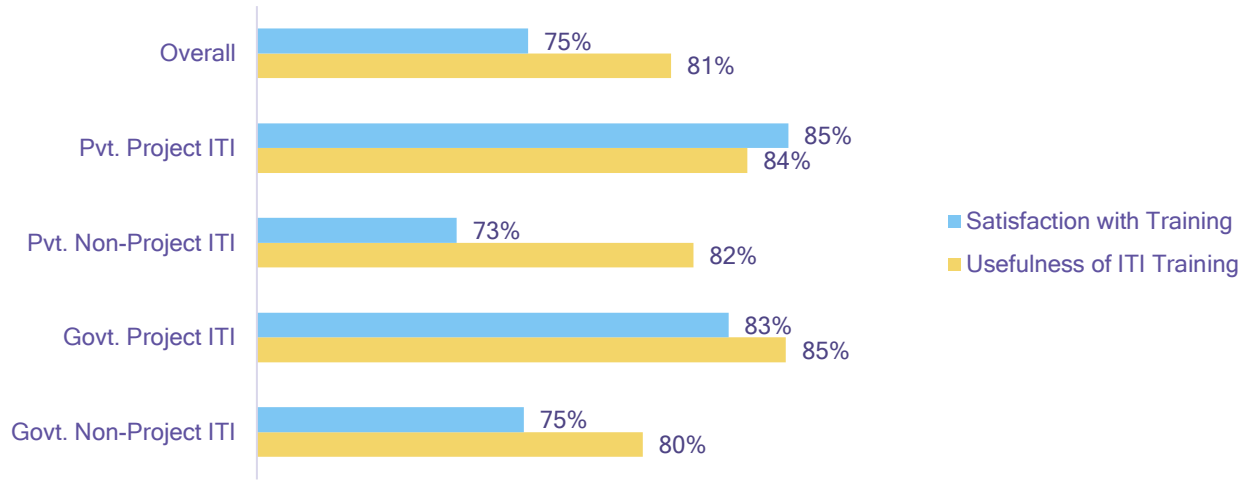



Figure 4.6: Usefulness and Satisfaction with training at ITI

**Usefulness of ITI Training for Employment Opportunities**

- Overall Perception: Across all types of ITIs, 81% (7,805 individuals) of the respondents believe that the skill training obtained in ITI is useful for seeking employment opportunities. This high percentage indicates a general consensus about the practical utility of ITI training in the job market.
- Government ITIs: Among Government Non-Project ITIs, 80% (4,715 individuals) view their training as useful for employment, slightly lower than the 85% (658 individuals) in Government Project ITIs. The higher percentage in project ITIs suggests that the initiatives under the project may be adding value to the training.
- Private ITIs: In Private Non-Project ITIs, 82% (2,219 individuals) find the training useful for employment, closely aligned with the 84% (213 individuals) in Private Project ITIs. This indicates a consistent perception of the utility of training in private institutions, regardless of project involvement.

**Satisfaction with ITI Training**

- Overall Satisfaction: 75% (7,275 individuals) of the respondents are satisfied with the training they received in ITIs. This reflects a positive overall experience, although it also suggests room for improvement.
- Government ITIs: Satisfaction is slightly lower in Government Non-Project ITIs at 75% (4,445 individuals) compared to 83% (641 individuals) in Government Project ITIs, again indicating the potential impact of project-based enhancements.
- Private ITIs: There is a similar trend in private ITIs, with 73% (1,972 individuals) satisfaction in Non-Project ITIs and slightly higher at 85% (217 individuals) in Project ITIs. The higher satisfaction in project ITIs might be due to additional resources or specialized training methods under the project.

## 4.4 On-the-Job Training (OJT)

OJT conducted during ITI training allows students to learn in a real working environment and understand the skills the industry demands from its workforce. The data on the participation in On-the-Job Training (OJT) during ITI courses across different types of ITIs offers insights into the extent and nature of practical training integration in vocational education.

Table 4.11: Status of OJT

| Type of ITI | OJT attended- Nos. | OJT attended- % | Average Nos. of Days of OJT |
|---|---|---|---|
| Govt. Non-Project ITI | 1332 | 23% | 21 |
| Govt. Project ITI | 237 | 31% | 21 |
| Pvt. Non-Project ITI | 266 | 10% | 29 |
| Pvt. Project ITI | 64 | 25% | 28 |
| Overall | 1899 | 20% | 22 |

Out of the total respondents, only 20% (1,899 individuals) attended OJT during their ITI course. This relatively low percentage suggests that OJT is not a universal component of ITI training across all types of institutions.

Government ITIs:

- Non-Project ITIs: 23% (1,332 individuals) of students in Government Non-Project ITIs participated in OJT.
- Project ITIs: A slightly higher percentage, 31% (237 individuals), in Government Project ITIs attended OJT, possibly indicating a more integrated approach to practical training in these institutions.

Private ITIs:

- Non-Project ITIs: The participation in OJT is notably lower in Private Non-Project ITIs, with only 10% (266 individuals) attending OJT.
- Project ITIs: Private Project ITIs have a higher participation rate at 25% (64 individuals), suggesting that the STRIVE project might be influencing a greater emphasis on practical training.

Across all types of ITIs, the average number of days spent in OJT is fairly consistent, hovering around 22 days. This indicates a standard duration for OJT across different institutional settings.

## 4.5 Job Placement and Training Activities

### 4.5.1 Training Activities by the Training, Counselling and Placement Cell (TCPC)

The array of training and placement-related activities undertaken by Industrial Training Institutes (ITIs) plays a crucial role in shaping the readiness and competitiveness of graduates in the job market. These activities, encompassing aspects like personality development, career-specific information, CV preparation, and job search orientation, are integral in bridging the gap between vocational training and employment. The data reflects a substantial engagement in such initiatives across various ITI types, highlighting their commitment to not only equip students with technical skills but also to enhance their employability and soft skills. This holistic approach is vital in preparing graduates for the diverse challenges and opportunities they will encounter in their professional lives.

Table 4.12: Endorsement to training activities conducted by TCPC

| Activities undertaken by ITIs | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Overall | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % | Nos. | % | Nos. | % |
| Use of Computer | 3373 | 57% | 509 | 66% | 1911 | 70% | 91 | 36% | 5884 | 61% |
| Spoken English | 2807 | 48% | 453 | 59% | 1678 | 62% | 58 | 23% | 4996 | 52% |
| Personality Development | 4263 | 72% | 571 | 74% | 2027 | 75% | 172 | 68% | 7033 | 73% |
| Assist in preparing a CV | 4041 | 68% | 500 | 65% | 2002 | 74% | 178 | 70% | 6721 | 70% |
| Information on specific careers | 4206 | 71% | 535 | 69% | 2036 | 75% | 171 | 67% | 6948 | 72% |
| Orientation in job search | 4066 | 69% | 506 | 66% | 1996 | 74% | 162 | 64% | 6730 | 70% |
| Display of vacancies | 4178 | 71% | 492 | 64% | 1982 | 73% | 149 | 59% | 6801 | 71% |
| Information provided on trade related prospective companies | 4216 | 71% | 511 | 66% | 2039 | 75% | 144 | 57% | 6910 | 72% |
| Conduct campus placements | 3930 | 67% | 493 | 64% | 1843 | 68% | 117 | 46% | 6383 | 66% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

The survey data on training and placement-related activities undertaken by ITIs reveals a multifaceted approach towards preparing students for the workforce. A significant emphasis is placed on personality development, with 73% of respondents across all ITIs indicating participation in such programs. This high percentage suggests a universal recognition of the importance of soft skills in professional settings. Notably, Private Non-Project ITIs (75%) and Government Project ITIs (74%) lead in this aspect, indicating their focus on holistic student development.

Activities like providing information on specific careers (72%) and assisting in preparing a CV (70%) are also widely reported, highlighting the ITIs' commitment to not only skill development but also career readiness. Furthermore, orientation in job search and display of vacancies are reported by 70% and 71% of respondents, respectively, showcasing proactive efforts by ITIs to connect students with employment opportunities. In contrast, the data indicates a disparity in certain areas, especially in Private Project ITIs, which report lower participation in key activities like computer use (36%), spoken English training (23%), campus placements (46%), and company visits (49%). This suggests a potential area for improvement, particularly in enhancing digital and language skills, which are critical in today's job market.

The overall picture that emerges is one of ITIs actively engaging in a range of supportive activities to prepare students for employment. However, the variation among different types of ITIs, especially the lower engagement in certain crucial areas by Private Project ITIs, points to a need for targeted enhancements. Ensuring uniformity in the quality and scope of training and placement activities across all ITIs is essential. Such improvements would not only equip students with necessary skills but also provide them with the necessary exposure and opportunities to seamlessly transition into the workforce.

### 4.5.2 Methods of Job Search

The responses from ITI graduates in Uttar Pradesh regarding the methods used for job searching offer insights into the varied approaches and resources utilized in their pursuit of employment. These methods range from campus placement drives to leveraging personal networks and utilizing government resources.

Table 4.13: Methods of Job Search Accessed

| Methods of Job Search Accessed | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Overall | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % | Nos. | % | Nos. | % |
| Campus Placement Drive of TCPC | 2494 | 42% | 299 | 39% | 1258 | 46% | 25 | 10% | 4076 | 42% |
| With the help of family & friends | 2572 | 44% | 388 | 50% | 1391 | 51% | 29 | 11% | 4380 | 45% |
| Registering in employment office | 2307 | 39% | 334 | 43% | 1287 | 47% | 28 | 11% | 3956 | 41% |
| Through OJT during training | 1958 | 33% | 247 | 32% | 1076 | 40% | 34 | 13% | 3315 | 34% |
| Newspaper and other Ads | 2600 | 44% | 374 | 49% | 1386 | 51% | 34 | 13% | 4394 | 46% |
| Through govt. job fairs | 2568 | 43% | 382 | 50% | 1398 | 52% | 42 | 17% | 4390 | 46% |
| Through job fairs of Pvt. Agencies | 2468 | 42% | 332 | 43% | 1299 | 48% | 39 | 15% | 4138 | 43% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

Campus placement drives organized by Training and Career Placement Cells (TCPCs) are a prominent method, utilized by 42% of the respondents overall. This approach is particularly favoured by students in Private Non-Project ITIs (46%), indicating a strong institutional support system in these settings.

However, the usage drops markedly to 10% in Private Project ITIs, suggesting a potential area for improvement in the campus recruitment process in these institutions. In contrast, job fairs, both government and private, are widely utilized, with 46% and 43% of graduates respectively using these platforms. This high engagement underscores the effectiveness of job fairs in providing a bridge between skilled graduates and potential employers.

Personal networks also play a crucial role in the job search process, as 45% of graduates leverage connections with family and friends. This method shows a higher prevalence among Government Project ITIs and Private Non-Project ITIs students, reflecting the traditional reliance on personal networks in the job market. Registering in employment offices is another significant strategy, employed by 41% of respondents. This indicates a reliance on government resources for job opportunities, especially among Private Non-Project ITI students. Moreover, job search methods like newspaper ads and other advertisements are used by 46% of the respondents, highlighting the continued relevance of traditional advertising in job searches. On-the-Job Training (OJT) during ITI courses also emerges as a pathway to employment for 34% of graduates, emphasizing the importance of practical training experiences in securing job opportunities.

**Most Effective Methods of Job Search**

The survey data from ITI graduates in Uttar Pradesh regarding their views on the most effective job search methods reveals significant preferences and contrasts. The overall responses point towards a few key strategies that are perceived as particularly effective.

The method of leveraging personal networks, including family and friends, stands out as the most favoured strategy for securing employment, with 25% of the total respondents endorsing it. This highlights the significant role of social connections and informal networks in the job market, reflecting a traditional reliance on personal relationships for career opportunities. Additionally, Campus Placement Drives organized by Training and Career Placement Cells (TCPCs) are seen as the second most effective method, chosen by 24% of respondents. This underscores the importance of institutional support in facilitating job opportunities for graduates.

Table 4.14: Most Effective Methods of Job Search

| Methods | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Overall | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % | Nos. | % | Nos. | % |
| By registering in the employment office | 864 | 15% | 87 | 11% | 309 | 11% | 58 | 23% | 1318 | 14% |
| Campus Placement Drive of TCPC | 1485 | 25% | 161 | 21% | 708 | 26% | 1 | 0% | 2355 | 24% |
| Newspaper Ads and other adverts. | 657 | 11% | 99 | 13% | 367 | 14% | 35 | 14% | 1158 | 12% |
| Through job fairs conducted by Govt. | 468 | 8% | 69 | 9% | 282 | 10% | 14 | 6% | 833 | 9% |
| Through job fairs of Pvt. Agencies | 443 | 8% | 73 | 9% | 424 | 16% | 2 | 1% | 942 | 10% |
| Through OJT during training | 463 | 8% | 34 | 4% | 132 | 5% | 40 | 16% | 669 | 7% |
| With the help of family & friends | 1526 | 26% | 248 | 32% | 491 | 18% | 104 | 41% | 2369 | 25% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

However, a remarkably contrasting perception is observed in Private Project ITIs, where Campus Placement Drives are not viewed as effective (0%). This stark difference may indicate a lack of robust placement initiatives or lesser confidence in the effectiveness of such drives in these institutions.

Moreover, registering in the employment office is viewed as significantly more effective by Private Project ITI students (23%) compared to others, suggesting a higher reliance on government resources in these settings.

### 4.5.3 Success in Securing a job interview

The survey data regarding the average number of job applications submitted and job interviews attended by ITI graduates post-training in Uttar Pradesh provides insights into their job search efforts across different types of ITIs.

Table 4.15: Success in Securing a job interview

| Parameters | GNP ITI | GP ITI | PNP ITI | PP ITI | Overall |
|---|---|---|---|---|---|
| Average of No. of jobs applied for after training | 1.8 | 2.0 | 1.9 | 1.8 | 1.9 |
| Average of No. of job interviews attended | 0.6 | 0.7 | 0.6 | 0.8 | 0.6 |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

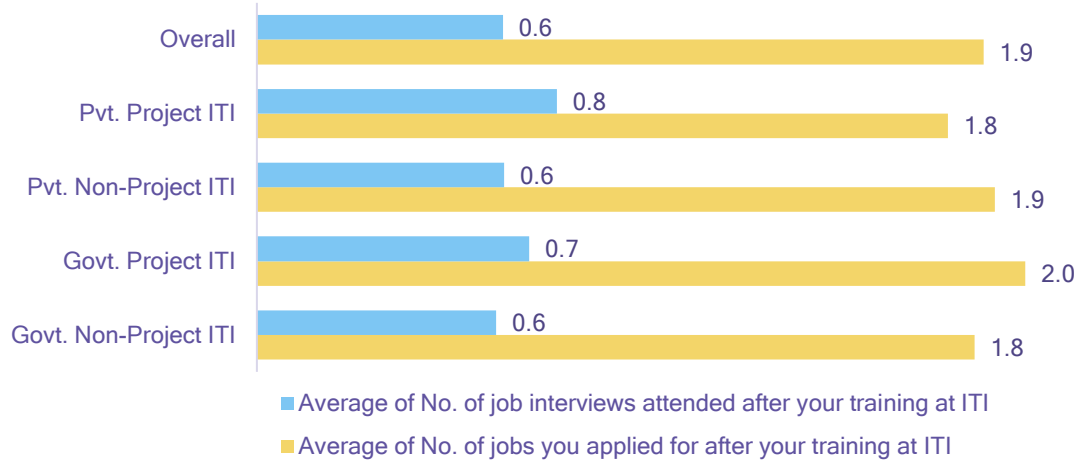



Figure 4.7: Average Job Application and Interviews by respondents

Average Number of Job Applications:

- Across all types of ITIs, the average number of jobs applied for after training is relatively consistent, with an overall average of 1.9.
- Government Project ITI students report a slightly higher average of 2.0, while Government Non-Project, Private Non-Project, and Private Project ITIs all hover around 1.8 to 1.9.
- This uniformity suggests a general trend in the job-seeking behaviour of ITI graduates, indicating a somewhat cautious approach in the number of applications submitted.

Average Number of Job Interviews:

- The average number of job interviews attended is lower, with an overall average of 0.6.
- Interestingly, Private Project ITI students attended more interviews on average (0.8) compared to their counterparts in other ITIs, where the average ranges from 0.6 to 0.7.
- This disparity in interview attendance, especially the higher rate for Private Project ITI students, could suggest either a more proactive job-seeking approach or possibly a higher demand for the specific skill sets trained in these institutions.

The lower average of interviews attended, compared to the number of applications, might point to challenges in securing interviews or a mismatch between the applicants' skills and job requirements. The higher interview attendance among Private Project ITI students warrants further exploration to understand the factors contributing to this trend.

## 4.6 Post-training Employment Scenario

### 4.6.1 Post-training employment status

The employment outcomes of graduates from Industrial Training Institutes (ITIs) are a critical measure of the effectiveness of these vocational training programs. In assessing the success of ITIs, the survey was conducted to analyse the employment status of ITI graduates immediately after completion of their courses. The graduates are categorised into four distinct groups: those who have successfully gained employment (including self-employment), those who have gone for apprenticeship, those who have yet to find employment, and those who did not actively seek employment post-training.

Table 4.16: ITI Category wise post-training employment status

| ITI Type | Employed | | Apprenticeship | | Did not look for a job | | Unemployed | |
|---|---|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % | Nos. | % |
| Govt. Non-Project ITI | 438 | 7.4% | 44 | 0.7% | 1343 | 22.7% | 4081 | 69.1% |
| Govt. Project ITI | 87 | 11.3% | 4 | 0.5% | 152 | 19.7% | 528 | 68.5% |
| Pvt. Non-Project ITI | 254 | 9.4% | 6 | 0.2% | 580 | 21.4% | 1873 | 69.0% |
| Pvt. Project ITI | 57 | 22.4% | 1 | 0.4% | 77 | 30.3% | 119 | 46.9% |
| **Overall** | 836 | 8.7% | 55 | 0.6% | 2152 | 22.3% | 6601 | 68.4% |

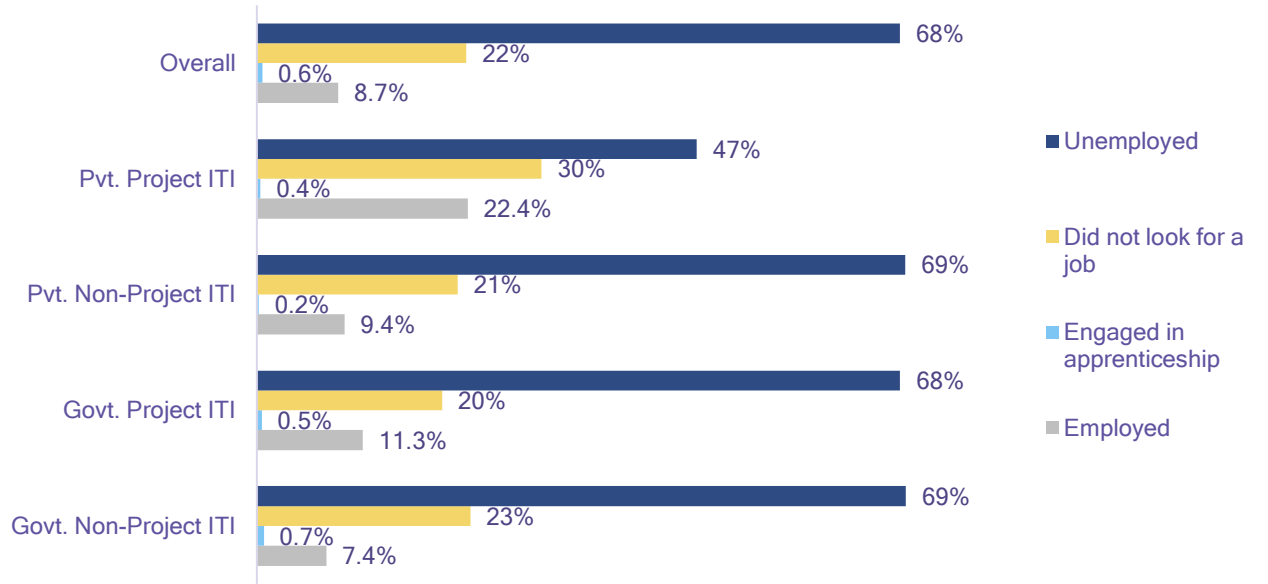



Figure 4.8: Post training employment scenario

Among the respondents, only a small fraction, 8.7% overall, reported being employed after completing their ITI courses. This relatively low employment rate raises questions about the efficacy of ITI training

in terms of meeting the demands of the current job market. Private Project ITIs, however, stand out with a notably higher employment rate of 22.4%. This is significantly higher than the rates reported by Government Non-Project ITIs (7.4%), Government Project ITIs (11.3%), and Private Non-Project ITIs (9.4%). The higher success rate in Private Project ITIs could be attributed to several factors, including possibly more industry-aligned training, effective placement programs, or a focus on trades with higher market demand.

Around 0.6% trainees reportedly went for apprenticeship after completing their training. The instances of apprenticeship were maximum at 0.7% in Government non-project ITI followed by 0.5% in Government Project ITI, Private project ITI (0.4%) and private non-project ITI (0.2%).

A significant majority, 68.4% of the graduates across all types of ITIs, reported not finding employment. This uniformity across Government and Private ITIs suggests widespread challenges in the transition from vocational training to employment. Several factors could contribute to this high rate of unemployment among ITI graduates. There could be a mismatch between the skills imparted by ITIs and the requirements of the job market, or it might reflect broader economic challenges, such as limited job availability in sectors relevant to ITI trades. Additionally, the quality of training and the extent of industry exposure provided by ITIs could also impact employment outcomes.

The survey also reveals that a considerable proportion of graduates, 22.3% overall, did not look for a job post-training. This percentage is slightly lower in Government Project ITIs (19.7%) but significantly higher in Private Project ITIs (30.3%). The reasons behind this choice were majorly driven by inclination towards pursuing further education and preparation for government job examinations.

### 4.6.2 Type of Employment

The survey data regarding the nature of employment among ITI graduates who found jobs is categorized based on the type of ITI and the nature of employment, including regular salary employment, temporary wage employment, and self-employment or entrepreneurship.

Table 4.17: ITI Category wise post-training first employment types

| Employment Type | Gender | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Nos. | % | Nos. | % | Nos. | % | Nos. | % | |
| Regular Employment | Female | 38 | 8.7% | 10 | 11.5% | 5 | 2.0% | 0 | 0.0% | 53 |
| | Male | 235 | 53.7% | 47 | 54.0% | 141 | 55.5% | 26 | 45.6% | 449 |
| | Total | 273 | 62.3% | 57 | 65.5% | 146 | 57.5% | 26 | 45.6% | 502 |
| Temporary Employment | Female | 20 | 4.6% | 6 | 6.9% | 2 | 0.8% | 0 | 0.0% | 28 |
| | Male | 67 | 15.3% | 11 | 12.6% | 56 | 22.0% | 7 | 12.3% | 141 |
| | Total | 87 | 19.9% | 17 | 19.5% | 58 | 22.8% | 7 | 12.3% | 169 |
| Self-employment | Female | 21 | 4.8% | 6 | 6.9% | 1 | 0.4% | 4 | 7.0% | 32 |
| | Male | 57 | 13.0% | 7 | 8.0% | 49 | 19.3% | 20 | 35.1% | 133 |
| | Total | 78 | 17.8% | 13 | 14.9% | 50 | 19.7% | 24 | 42.1% | 165 |
| Total | | 438 | 100.0% | 87 | 100.0% | 254 | 100.0% | 57 | 100.0% | 836 |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

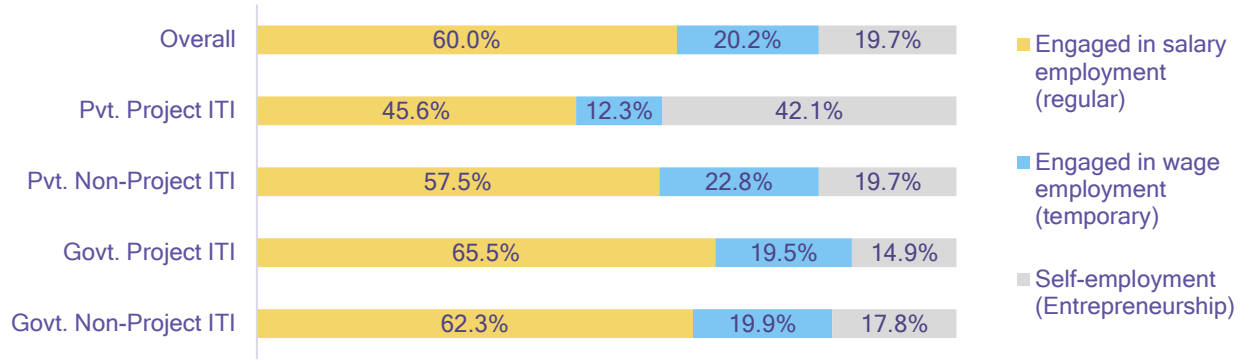



Figure 4.9: ITI Category wise employment type of those employed

Engaged in Salary Employment (Regular):

- A significant majority of employed graduates, 60% overall, are engaged in regular employment.
- This trend is consistent across all types of ITIs, with a better scenario at Government Project ITIs (65.5%), followed by 62.3% in Government non-Project ITIs, 57.5% in Private Non-Project ITIs, and 45.6% in Private Project ITIs.
- The high percentage of graduates in regular salaried positions indicates a successful transition into stable employment for a majority of those who found jobs.

Engaged in Wage Employment (Temporary):

- Temporary wage employment is the situation for 20.2% of the employed graduates.
- Private Non-Project ITIs have a slightly higher percentage of graduates in temporary jobs (22.8%), indicating a possible variance in job security between different ITI types.

Self-Employment (Entrepreneurship):

- Overall, 19.7% of the employed graduates have ventured into self-employment.
- Notably, graduates from Private Project ITIs show the highest inclination towards entrepreneurship (42.1%), suggesting a potential focus on entrepreneurial skills or motivation in these institutions.

The data provides a clear indication that a significant portion of ITI graduates who find employment are securing regular salaried jobs, reflecting positively on the job-readiness imparted by these institutions. The variance in the nature of employment among different ITI types, especially the higher propensity for entrepreneurship in Private Project ITIs, suggests differing outcomes based on the training focus and placement support of these institutions. This highlights the importance of aligning ITI training programs not just with job market requirements but also with fostering entrepreneurial skills where appropriate.

### 4.6.3 Time taken in Securing Job

Once a trainee graduates from an ITI, securing a job becomes the top priority. Landing a job early after graduating is essential as not getting a job leads to psychological and social distresses. The survey data on the time taken by ITI graduates to secure their first job post-completion provides insights into the job market accessibility for vocational training graduates. The responses are categorized based on the duration it took for the graduates to find employment after completing their ITI course.

Table 4.18: Time taken in securing first job

| Time Taken | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Overall | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % | Nos. | % | Nos. | % |
| 1 to less than 3 months | 150 | 34% | 25 | 29% | 85 | 33% | 14 | 25% | 274 | 33% |
| 3 to less than 6 months | 54 | 12% | 14 | 16% | 35 | 14% | 6 | 11% | 109 | 13% |
| 6 to less than 9 months | 22 | 5% | 12 | 14% | 16 | 6% | 3 | 5% | 53 | 6% |
| 9 to less than 12 months (1 year) | 16 | 4% | 7 | 8% | 14 | 6% | 4 | 7% | 41 | 5% |
| Less than 1 month | 46 | 11% | 4 | 5% | 26 | 10% | 10 | 18% | 86 | 10% |
| More than a year | 150 | 34% | 25 | 29% | 78 | 31% | 20 | 35% | 273 | 33% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

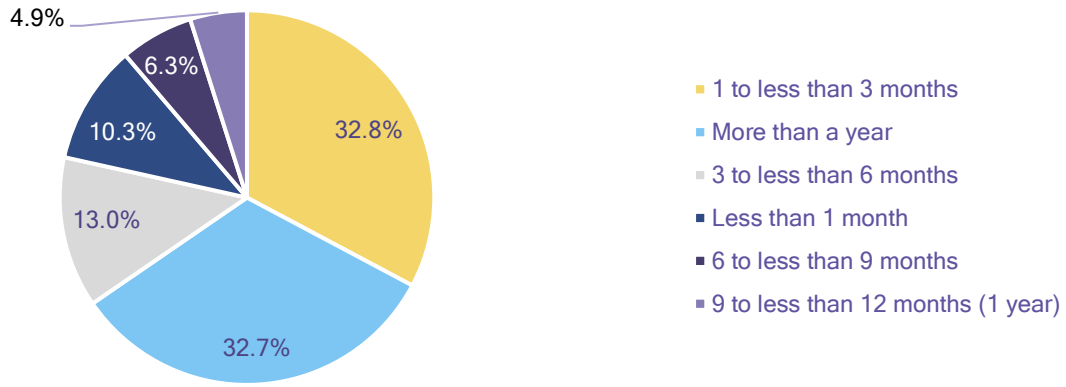



Figure 4.10: Time taken by graduates in securing a job

**Less Than 1 Month:**

- 10% of the graduates were able to secure a job in less than a month.
- This was more common among Private Project ITI graduates (18%), suggesting quicker job placements or possibly more immediate job market opportunities for these graduates.

**1 to Less Than 3 Months:**

- The most common timeframe for securing a job is between 1 to less than 3 months (32.8%).
- This was particularly notable in Government Non-Project ITIs, where 34% of the employed graduates secured a job within this timeframe.
- However, in Govt. Project ITIs and Private Project ITIs, this percentage was slightly lower at 29% and 25% respectively.

**3 to Less Than 6 Months:**

- 13% of the graduates found their first job within 3 to less than 6 months after training.
- This timeframe was relatively consistent across all types of ITIs.

**Longer Timeframes (6 Months to Over 1 Year):**

- Fewer graduates took longer than 6 months to secure employment, with 6% finding jobs within 6 to less than 9 months, and 5% within 9 to less than 12 months.
- A very substantial proportion, 33%, reported taking more than 1 year to find their first job.

The data indicates that a significant number of ITI graduates are able to enter the job market relatively quickly (among those who could get employed), with the majority finding employment within three months of completing their course. The quicker job placement for graduates from Private Project ITIs might reflect the effectiveness of the training programs, the industry links of these institutions, or the nature of the job market they cater to.

However, the data also reveals that a notable portion of graduates take longer than three months, and one third took even more than a year, to find employment. This could point to challenges such as limited job opportunities in certain sectors, or the need for more robust placement support from ITIs.

### 4.6.4 Joining Salary offered to ITI graduates

The average salary offered to ITI graduates at the time of joining industry was found to be Rs. 11.5 thousand per month. The salary bracket analysis of employment outcomes for graduates from different categories of ITIs provides a detailed understanding of the salary range for graduates across the different categories. By calculating the percentage of graduates falling under different salary brackets, the salary outcomes across the different categories of ITIs, as well as within each category has been compared as below.

Table 4.19: Monthly income of ITI graduates in their first job

| Salary Bracket (INR) | | GNP ITI | | | GP ITI | | | PNP ITI | | | PP ITI | | | Overall | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | T | F | M | T | F | M | T | F | M | T | F | M | T |
| 5000-9999 | Nos. | 30 | 90 | 120 | 7 | 16 | 23 | 4 | 59 | 63 | 0 | 14 | 14 | 41 | 179 | 220 |
| | % | 38.0% | 25.1% | 27.4% | 31.8% | 24.6% | 26.4% | 50.0% | 24.0% | 24.8% | 0.0% | 26.4% | 24.6% | 36.3% | 24.8% | 26.3% |
| 10000-14999 | Nos. | 35 | 154 | 189 | 13 | 33 | 46 | 3 | 98 | 101 | 3 | 26 | 29 | 54 | 311 | 365 |
| | % | 44.3% | 42.9% | 43.2% | 59.1% | 50.8% | 52.9% | 37.5% | 39.8% | 39.8% | 75.0% | 49.1% | 50.9% | 47.8% | 43.0% | 43.7% |
| 15000-19999 | Nos. | 7 | 82 | 89 | 2 | 8 | 10 | 1 | 45 | 46 | 1 | 5 | 6 | 11 | 140 | 151 |
| | % | 8.9% | 22.8% | 20.3% | 9.1% | 12.3% | 11.5% | 12.5% | 18.3% | 18.1% | 25.0% | 9.4% | 10.5% | 9.7% | 19.4% | 18.1% |
| 20000-24999 | Nos. | 4 | 19 | 23 | 0 | 1 | 1 | 0 | 23 | 23 | 0 | 1 | 1 | 4 | 44 | 48 |
| | % | 5.1% | 5.3% | 5.3% | 0.0% | 1.5% | 1.1% | 0.0% | 9.3% | 9.1% | 0.0% | 1.9% | 1.8% | 3.5% | 6.1% | 5.7% |
| 25000-29999 | Nos. | 1 | 8 | 9 | 0 | 7 | 7 | 0 | 15 | 15 | 0 | 4 | 4 | 1 | 34 | 35 |
| | % | 1.3% | 2.2% | 2.1% | 0.0% | 10.8% | 8.0% | 0.0% | 6.1% | 5.9% | 0.0% | 7.5% | 7.0% | 0.9% | 4.7% | 4.2% |
| 30000-35000 | Nos. | 2 | 6 | 8 | 0 | 0 | 0 | 0 | 6 | 6 | 0 | 3 | 3 | 2 | 15 | 17 |
| | % | 2.5% | 1.7% | 1.8% | 0.0% | 0.0% | 0.0% | 0.0% | 2.4% | 2.4% | 0.0% | 5.7% | 5.3% | 1.8% | 2.1% | 2.0% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI
F- Female, M- Male, T- Total

**Overall Income:**

- Lower Income Bracket (INR 5,000-9,999): The overall presence in this bracket is higher among female graduates across all ITI types, especially in Government and Private Non-Project ITIs.
- Middle Income Brackets (INR 10,000-24,999): A larger proportion of male graduates from both Government and Private ITIs fall in these brackets, with Private Project ITI graduates showing a stronger presence in higher middle-income ranges.
- Higher Income Brackets (INR 25,000 and above): Both male and female graduates from Government Project and Private Project ITIs are more likely to earn in these brackets, suggesting better employment opportunities or higher-skilled training in these institutions.

**Government Non-Project ITIs:**

- Female Graduates: A higher percentage (38.0%) fall in the lowest income bracket (INR 5,000-9,999), suggesting limited earning potential immediately post-training. However, a significant 44.3% earn in the INR 10,000-14,999 bracket, indicating some progression into middle-income ranges.
- Male Graduates: A more evenly distributed income pattern is observed, with the largest group (42.9%) in the INR 10,000-14,999 bracket. There's a notable presence (22.8%) in the INR 15,000-19,999 bracket, indicating higher earning potential compared to their female counterparts.

**Government Project ITIs:**

- Female Graduates: A substantial proportion (59.1%) earn between INR 10,000-14,999, suggesting relatively better initial earnings. The presence in higher income brackets (INR 15,000 and above) is minimal.
- Male Graduates: Display a similar pattern to female graduates, with the majority (50.8%) in the INR 10,000-14,999 bracket. However, a small yet significant portion (12.3%) earns between INR 15,000-19,999.

**Private Non-Project ITIs:**

- Female Graduates: A noticeable 50.0% fall in the lowest income bracket, while 37.5% earn between INR 10,000-14,999. This indicates limited earning potential, with a majority in lower income ranges.
- Male Graduates: The distribution is somewhat balanced across income brackets, with a larger proportion (39.8%) in the INR 10,000-14,999 range.

**Private Project ITIs:**

- Female Graduates: Show a tendency towards the higher income bracket, with 75.0% earning between INR 10,000-14,999. Notably, 25.0% fall in the INR 15,000-19,999 range, indicating a potential for higher initial earnings.
- Male Graduates: Similar to female graduates, a significant portion (49.1%) earns between INR 10,000-14,999, and 9.4% in the INR 15,000-19,999 range.

The data indicates that a large majority of ITI graduates start their careers with modest salaries, mostly falling in the range of INR 5,000 to 14,999. This reflects the entry-level nature of the positions that ITI graduates typically occupy initially. The relatively higher earnings in the INR 10,000 to 14,999 bracket among Private Project ITI graduates could be indicative of the quality of training, the nature of trades focused on in these institutions, or the industries they cater to.

The presence of a smaller proportion of graduates in higher salary brackets, particularly in Government Project ITIs, suggests that while there are opportunities for higher earnings, they are not widespread. This disparity in salary ranges underscores the need for a continued focus on enhancing the quality of vocational training and ensuring that it aligns with industry needs, potentially leading to better starting salaries for graduates.

### 4.6.5 Trade-wise post-training immediate employment status

The table below provides the percentage breakdown of post-training immediate employment status for various trades studied in the survey. The data is categorized into three primary types of employment: salary employment (regular), wage employment (temporary), and self-employment (entrepreneurship).

Table 4.20: Trade wise post-training immediate employment status

| Trade Type | Trade | Salaried Employee | | Temporarily Employed (Wage) | | Self-employed | | Overall | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % |
| ENGINEERING TRADE | Foundryman | 8 | 89% | 0 | 0% | 1 | 11% | 9 | 32.1% |
| | Draughtsman (Mechanical) | 18 | 72% | 7 | 28% | 0 | 0% | 25 | 18.7% |
| | Painter | 7 | 100% | 0 | 0% | 0 | 0% | 7 | 12.7% |
| | Mechanic (R & AC) | 30 | 81% | 3 | 8% | 4 | 11% | 37 | 12.3% |
| | ICTSM | 10 | 77% | 1 | 8% | 2 | 15% | 13 | 11.3% |
| | Fitter | 84 | 66% | 19 | 15% | 24 | 19% | 127 | 10.9% |
| | Machinist | 5 | 63% | 2 | 25% | 1 | 13% | 8 | 10.7% |
| | Plumber | 16 | 50% | 7 | 22% | 9 | 28% | 32 | 9.8% |
| | Electrician | 119 | 54% | 53 | 24% | 49 | 22% | 221 | 9.6% |
| | Electronics Mechanic | 26 | 76% | 4 | 12% | 4 | 12% | 34 | 9.6% |
| | Welder | 55 | 66% | 16 | 19% | 12 | 14% | 83 | 8.7% |
| | Mechanic (Tractor) | 12 | 71% | 3 | 18% | 2 | 12% | 17 | 8.4% |
| | Mechanic (Motor Vehicle) | 12 | 80% | 1 | 7% | 2 | 13% | 15 | 8.3% |
| | Wireman | 4 | 57% | 2 | 29% | 1 | 14% | 7 | 8.0% |
| | Turner | 8 | 73% | 2 | 18% | 1 | 9% | 11 | 7.7% |
| | Plastic Processing Operator | 0 | 0% | 1 | 50% | 1 | 50% | 2 | 7.7% |
| | Sheet Metal Worker | 1 | 50% | 0 | 0% | 1 | 50% | 2 | 6.9% |
| | Draughtsman (Civil) | 3 | 33% | 5 | 56% | 1 | 11% | 9 | 6.4% |
| | Mechanic Consumer Electronics Appliances | 4 | 67% | 0 | 0% | 2 | 33% | 6 | 5.8% |
| | Mechanic Diesel Engine | 6 | 50% | 5 | 42% | 1 | 8% | 12 | 4.5% |
| | **Total Engineering Trades** | **428** | **63%** | **131** | **19%** | **118** | **17%** | **677** | **9.7%** |
| NON-ENGINEERING TRADE | Sewing Technology | 7 | 30% | 5 | 22% | 11 | 48% | 23 | 10.1% |
| | Stenographer & Secretarial Assistant (Hindi) | 11 | 42% | 6 | 23% | 9 | 35% | 26 | 8.2% |
| | Basic Cosmetology | 8 | 29% | 6 | 21% | 14 | 50% | 28 | 7.2% |
| | Carpenter | 1 | 50% | 0 | 0% | 1 | 50% | 2 | 6.3% |
| | Computer Hardware & Network Maintenance | 1 | 50% | 1 | 50% | 0 | 0% | 2 | 6.1% |
| | Computer Operator and Programming Assistant | 36 | 64% | 14 | 25% | 6 | 11% | 56 | 5.7% |
| | Health Sanitary Inspector | 1 | 25% | 1 | 25% | 2 | 50% | 4 | 5.6% |
| | Fashion Design & Technology | 8 | 62% | 2 | 15% | 3 | 23% | 13 | 3.3% |
| | Dress Making | 1 | 33% | 1 | 33% | 1 | 33% | 3 | 3.3% |
| | Stenographer & Secretarial Assistant (English) | 0 | 0% | 2 | 100% | 0 | 0% | 2 | 2.9% |
| | Computer Aided Embroidery and Designing | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | Physiotherapy Technician | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | **Total Non-Engineering Trades** | **74** | **47%** | **38** | **24%** | **47** | **30%** | **159** | **6.0%** |
| **Overall** | | **375** | **502** | **60%** | **169** | **20%** | **165** | **20%** | **836** |

**Key Observations from the Trade-Wise Employment Data**

- Varied Employment Outcomes Across Trades: The employment outcomes vary significantly across different trades, reflecting the diverse nature of job opportunities available to ITI graduates.

- Foundryman and Draughtsman (Mechanical) have relatively high employment rates of 32.1% and 18.7%, respectively, indicating strong market demand for these skills.
- Notable employment opportunities were also available for trades such as Painter (12.7%) and Mechanic- Refrigeration and Air-Conditioning (12.3%).
- ICTSM and Machinist trades show moderate employment rates of 11.3% and 10.9%, suggesting reasonable job opportunities in these fields.
- On the other hand, trades like Physiotherapy Technician, Computer Aided Embroidery and Designing, and Plastic Processing Operator report very low or zero employment rates, pointing to potential challenges in these sectors.
- Notable Rates of Self-Employment: Certain trades show a significant inclination towards self-employment or entrepreneurship, indicating the entrepreneurial potential embedded within these skills.
- Apprenticeship and Temporary Employment: While less common, apprenticeships and temporary wage employment are notable in some trades, pointing to the different paths graduates take towards stable employment.

**Engineering Trades:**

- Higher Salaried Employment: Graduates from engineering trades significantly lean towards salaried positions, with 63% in regular employment. This is indicative of a stable job market for skills acquired in engineering fields. Trades like Foundryman, Draughtsman (Mechanical), and Mechanic (Refrigeration and Air-Conditioning) are notable for high rates of regular employment, suggesting strong industry demand.
- Moderate Self-Employment: Self-employment is moderate at 17%. This figure suggests that while there are entrepreneurial opportunities in engineering trades, they are not the primary path for most graduates.
- Lower Temporary Employment: Temporary wage employment is less common, at 19%. This could reflect the nature of engineering jobs being more permanent and less project-based compared to non-engineering sectors.
- Overall Employment Rate: The overall employment rate of 9.7% for engineering trades indicates a relatively robust integration of these skills into the job market.

**Non-Engineering Trades:**

- Lower Salaried Employment: Non-engineering trades have a smaller proportion of graduates in salaried jobs (47%), hinting at either a more challenging job market or a preference for other types of employment such as self-employment or temporary work.
- Higher Self-Employment: A significant 30% of non-engineering trade graduates are self-employed, indicating a strong propensity towards entrepreneurship. This is particularly notable in trades like Basic Cosmetology and Fashion Design & Technology, where skills lend themselves well to independent business ventures.
- Higher Temporary Employment: With 24% of graduates in temporary jobs, non-engineering trades show a higher inclination towards short-term or contract-based employment. This may reflect the nature of the job market in these areas, offering more flexible or seasonal employment opportunities.

- Overall Employment Rate: The total employment rate for non-engineering trades is lower at 6.0%, which might point to a need for better job placement support or the alignment of training programs with market demands.

### 4.6.6 Career Progression & Reasons for quitting job

In terms of job change, around 82.3 percent of the employed/self-employed graduates have stuck to their first job. The remaining 17.7 percent of the graduates have switched/ quit jobs. Various reasons for which graduates changed/ quit their job is depicted in the table below;

Table 4.21: Reasons for quitting/ switching jobs

| Reasons for quitting/ switching | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Overall | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % | Nos. | % | Nos. | % |
| Due to health problem | 4 | 4% | 0 | 0% | 2 | 5% | 0 | 0% | 6 | 4% |
| For family reasons | 11 | 12% | 1 | 17% | 4 | 9% | 0 | 0% | 16 | 11% |
| For higher studies | 23 | 25% | 3 | 50% | 15 | 34% | 3 | 43% | 44 | 30% |
| Poor salary | 30 | 33% | 1 | 17% | 14 | 32% | 3 | 43% | 48 | 32% |
| Problematic Working environment | 5 | 5% | 0 | 0% | 3 | 7% | 0 | 0% | 8 | 5% |
| Switched job for career progression | 14 | 15% | 1 | 17% | 5 | 11% | 1 | 14% | 21 | 14% |
| Was terminated | 4 | 4% | 0 | 0% | 1 | 2% | 0 | 0% | 5 | 3% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

In Government Non-Project ITIs (GNP ITI), the primary reason for job change is poor salary, cited by 33% of the graduates. This highlights a significant issue with compensation in these roles. Additionally, 25% of graduates left their jobs to pursue higher education, indicating a trend towards continuous learning and skill advancement. Career progression is another notable factor, with 15% of the graduates seeking better opportunities for advancement. Family reasons and health issues, though less common at 12% and 4% respectively, still play a role in their decision to leave. A problematic work environment is also a concern for 5% of the graduates, pointing to issues like workplace culture or management styles.

In Government Project ITIs (GP ITI), a substantial 50% of graduates quit their jobs for higher studies, suggesting a strong focus on further education. Poor salary and career progression are equally significant, each cited by 17% of the respondents. This indicates both a desire for better-paying roles and aspirations for career growth. Family-related reasons also play a part in the decision to leave, though to a lesser extent.

Private Non-Project ITIs (PNP ITI) show trends similar to GNP ITIs, with poor salary being a major concern for 32% of the graduates. A slightly higher percentage (34%) left for higher education compared to GNP ITIs. Career progression is a factor for 11%, while family reasons and an unsatisfactory work environment contribute to 9% and 7% of the job changes, respectively.

Private Project ITIs (PP ITI) reveal that poor salary and the pursuit of higher studies are equally significant reasons for quitting, each accounting for 43% of the graduates. This points to issues with compensation and a strong emphasis on further education. Career progression is also a reason for switching jobs for 14% of the graduates.

### 4.6.7 Reasons for unemployment

An investigation was carried out to determine the reasons why certain individuals failed to secure employment shortly after completing their ITI course. The reasons range from lack of work experience to the unavailability of desired or trade-related jobs, and the lack of employment opportunities in their districts.

Table 4.22: Reasons for failing in securing a job

| Reasons for failing in securing a job | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Overall | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % | Nos. | % | Nos. | % |
| Lack of work experience | 1573 | 28% | 225 | 32% | 598 | 24% | 87 | 40% | 2483 | 28% |
| Unavailability of the desired job | 1874 | 34% | 270 | 38% | 684 | 27% | 85 | 39% | 2913 | 32% |
| Not getting a trade-related job | 1958 | 35% | 274 | 39% | 711 | 28% | 87 | 40% | 3030 | 34% |
| Lack of employment in the district | 2658 | 48% | 313 | 44% | 1059 | 42% | 86 | 40% | 4116 | 46% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

A significant 28% of the graduates cite a lack of work experience as a key barrier to employment, with this issue being most acute among Private Project ITI graduates (40%). This underlines the critical need for ITIs to integrate more hands-on, practical training and internships within their courses, thereby bridging the gap between academic learning and real-world experience.

The unavailability of desired jobs, affecting 32% of the graduates, particularly in Private Project ITIs (39%) and Government Project ITIs (38%), points to a possible mismatch between the expectations of graduates and the realities of the job market. This issue, coupled with 34% of graduates not finding a job relevant to their trade, signals a disconnection between the vocational skills taught and industry demands. It suggests the necessity for ITIs to align their training programs more closely with current market needs and to provide realistic job expectation guidance to students.

The most substantial challenge, faced by 46% of graduates, is the lack of employment opportunities within their district. This widespread issue indicates a broader regional or economic problem that transcends the type of ITI, necessitating broader economic development efforts in certain regions. It also highlights the importance of encouraging graduates to explore job opportunities outside their immediate districts.

### 4.6.8 Barriers faced by ITI Graduates

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

Table 4.23: Barriers faced by ITI graduates in securing employment

| Barriers faced by ITI graduates in securing employment | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Overall | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Nos. | % | Nos. | % | Nos. | % | Nos. | % | Nos. | % |
| Caste Barrier | 1314 | 22% | 187 | 24% | 460 | 17% | 100 | 39% | 2061 | 21% |
| Gender Barrier | 1325 | 22% | 143 | 19% | 439 | 16% | 81 | 32% | 1988 | 21% |
| Language Barrier | 1620 | 27% | 264 | 34% | 724 | 27% | 86 | 34% | 2694 | 28% |
| Less Salary Offered | 2379 | 40% | 347 | 45% | 1019 | 38% | 81 | 32% | 3826 | 40% |
| Information Barrier | 2398 | 41% | 308 | 40% | 956 | 35% | 119 | 47% | 3781 | 39% |
| Lack of experience | 2046 | 35% | 307 | 40% | 833 | 31% | 115 | 45% | 3301 | 34% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

Caste and gender barriers are significant concerns, affecting 21% of the graduates each. This issue is particularly pronounced in Private Project it is, indicating that societal and cultural factors, deeply ingrained in certain regions or sectors, significantly impact employment prospects. Tackling these barriers requires sensitization programs, equal opportunity policies, and targeted support mechanisms for marginalized groups to ensure a more inclusive job market.

The language barrier, cited by 28% of graduates, with a higher prevalence in Government and Private Project it is, suggests that linguistic proficiency, especially in English, is a crucial skill in today's globalized job market. Integrating language training into ITI curriculums can be a pivotal step in enhancing graduates' employability.

A notable 40% of graduates report being offered salaries below their expectations, indicating a mismatch between the economic value of their skills and market wages. This issue calls for a dual approach of managing graduate salary expectations and advocating for fair compensation based on skill levels.

The lack of information about job openings, faced by 39% of graduates, particularly in Private Project it is, highlights the need for better job market information and guidance. Establishing robust job information systems and career guidance services can significantly reduce this information gap.

Moreover, 34% of graduates cite a lack of experience as a barrier, emphasizing the importance of practical training. Integrating apprenticeships, internships, and hands-on training opportunities within ITI courses can help build the necessary job experience and bridge the gap between academic learning and real-world application.

## 4.7 Change in Employment & Income Scenario

### 4.7.1 Current engagement status and changes observed

The analysis of current engagement pattern in comparison to the engagement immediately after the training (first job) indicates a diverse range of employment outcomes.

Table 4.24: Engagement type wise current employment status

| Engagement Type | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Overall | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | PTIE | CE | PTIE | CE | PTIE | CE | PTIE | CE | PTIE | CE | Change |
| Engaged in salary employment | 273 (4.62) | 199 (3.37) | 57 (7.39) | 48 (6.23) | 146 (5.38) | 118 (4.35) | 26 (10.24) | 22 (8.66) | 502 (5.21) | 387 (4.01) | -115 (-1.19) |
| Engaged in wage employment | 87 (1.47) | 52 (0.88) | 17 (2.20) | 14 (1.82) | 58 (2.14) | 36 (1.33) | 7 (2.76) | 3 (1.18) | 169 (1.75) | 105 (1.09) | -64 (-0.66) |
| Self-employment | 78 (1.32) | 67 (1.13) | 13 (1.69) | 13 (1.69) | 50 (1.84) | 46 (1.70) | 24 (9.45) | 23 (9.06) | 165 (1.71) | 149 (1.55) | -16 (-0.17) |
| Apprenticeship | 44 (0.75) | 36 (0.61) | 4 (0.52) | 3 (0.39) | 6 (0.22) | 10 (0.37) | 1 (0.39) | 1 (0.39) | 55 (0.57) | 50 (0.52) | -5 (-0.05) |
| Did not look for a job | 1343 (22.74) | 1343 (22.74) | 152 (19.71) | 152 (19.71) | 580 (21.38) | 580 (21.38) | 77 (30.31) | 77 (30.31) | 2152 (22.31) | 2152 (22.31) | 0 (0.00) |
| Unemployed | 4081 (69.10) | 4209 (71.27) | 528 (68.48) | 541 (70.17) | 1873 (69.04) | 1923 (70.88) | 119 (46.85) | 128 (50.39) | 6601 (68.45) | 6801 (70.52) | 200 (2.07) |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI
PTIE- Post Training Immediate Engagement, CE- Current Engagement
Figures in Brackets () are in percentages.

In Government Non-Project ITIs (GNP ITI), there is a notable decrease in the percentage of graduates engaged in regular salaried employment, dropping from 4.62% to 3.37%. This trend suggests a reduction in stable job opportunities for these graduates. Similarly, temporary wage employment also sees a decline, from 1.47% to 0.88%, indicating fewer short-term employment opportunities. Self-employment slightly decreases from 1.32% to 1.13%, hinting at challenges in sustaining or initiating entrepreneurial ventures. Apprenticeship engagement also decreases marginally. However, the unemployment rate increases, suggesting growing difficulties in job placement.

For Government Project ITIs (GP ITI), the trends are somewhat similar. Regular employment decreases from 7.39% to 6.23%, and temporary wage employment also sees a reduction. The rate of self-employment remains stable, indicating consistency in entrepreneurial pursuits among these graduates. The unemployment rate here too sees a small increase.

Private Non-Project ITIs (PNP ITI) follow a similar pattern with a reduction in both salaried and temporary jobs. Self-employment sees a minor decrease, and there is a slight increase in apprenticeship engagement, perhaps reflecting a shift towards more structured training opportunities. The unemployment rate increases, reflecting a broader challenge in the transition from training to employment.

Private Project ITIs (PP ITI) show a significant decrease in salaried employment. The decrease in temporary wage employment is also notable. However, self-employment decreases only slightly,

indicating a relative stability in entrepreneurship. The rate of apprenticeship remains constant. The unemployment rate increases, which could be due to various factors including market conditions and the nature of training in these ITIs.

The data indicates a general trend across all ITI types of a decrease in both regular and temporary employment, suggesting a shift in the types of employment opportunities available to ITI graduates. The slight decrease in self-employment and the relatively stable rate of apprenticeship indicate varied pathways that graduates take post-training. The increase in unemployment rates is a significant concern, pointing to the need for enhanced support systems and effective alignment of ITI courses with current market demands. This highlights the importance of not only providing technical skills but also ensuring graduates are equipped to navigate the job market successfully post-completion of their training.

### 4.7.2 Range of Current Monthly Income

The current average salary/income of employed/self-employed ITI graduates is around Rs. 14.4 thousand per month. The current average income is around 25 percent more than the income which ITI graduates could derive immediately after coming out of ITI. The change in percentage of people falling under different salary brackets is presented in the table below. The table represents the monthly income category of ITI graduates at two different points in time, i.e., Post-Training Immediate Employment (PTIE) and Current Employment (CE) scenario.

Table 4.25: Current monthly income of ITI graduates

| Salary Bracket (INR) | | GNP ITI | | | GP ITI | | | PNP ITI | | | PP ITI | | | Overall | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | T | F | M | T | F | M | T | F | M | T | F | M | T |
| 10000-14999 | Nos. | 36 | 146 | 182 | 15 | 36 | 51 | 5 | 84 | 89 | 3 | 30 | 33 | 59 | 296 | 355 |
| | % | 71% | 55% | 57% | 79% | 65% | 69% | 100% | 44% | 45% | 100% | 67% | 69% | 76% | 53% | 56% |
| 15000-19999 | Nos. | 7 | 76 | 83 | 4 | 9 | 13 | 0 | 49 | 49 | 0 | 9 | 9 | 11 | 143 | 154 |
| | % | 14% | 28% | 26% | 21% | 16% | 18% | 0% | 26% | 25% | 0% | 20% | 19% | 14% | 26% | 24% |
| 20000-24999 | Nos. | 5 | 24 | 29 | 0 | 3 | 3 | 0 | 35 | 35 | 0 | 0 | 0 | 5 | 62 | 67 |
| | % | 9.8% | 9.0% | 9.1% | 0.0% | 5.5% | 4.1% | 0.0% | 18.3% | 17.9% | 0.0% | 0.0% | 0.0% | 6.4% | 11.1% | 10.5% |
| 25000-29999 | Nos. | 1 | 12 | 13 | 0 | 6 | 6 | 0 | 16 | 16 | 0 | 3 | 3 | 1 | 37 | 38 |
| | % | 2.0% | 4.5% | 4.1% | 0.0% | 10.9% | 8.1% | 0.0% | 8.4% | 8.2% | 0.0% | 6.7% | 6.3% | 1.3% | 6.6% | 6.0% |
| 30000-35000 | Nos. | 1 | 5 | 6 | 0 | 1 | 1 | 0 | 5 | 5 | 0 | 3 | 3 | 1 | 14 | 15 |
| | % | 2.0% | 1.9% | 1.9% | 0.0% | 1.8% | 1.4% | 0.0% | 2.6% | 2.6% | 0.0% | 6.7% | 6.3% | 1.3% | 2.5% | 2.4% |
| >35000 | Nos. | 1 | 4 | 5 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 1 | 6 | 7 |
| | % | 2.0% | 1.5% | 1.6% | 0.0% | 0.0% | 0.0% | 0.0% | 1.0% | 1.0% | 0.0% | 0.0% | 0.0% | 1.3% | 1.1% | 1.1% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

The current salary range data of ITI graduates reveals a distinct gender disparity in earnings. In the lower income bracket of INR 10,000-14,999, a significant majority of the females (75.6%) are concentrated, compared to 53.0% of males. This suggests that female graduates are more likely to be in lower-paying jobs post-training. As the salary range increases, the percentage of females sharply decreases, with only 14.1% in the INR 15,000-19,999 bracket, and even fewer in higher brackets. Conversely, a larger proportion of males are found in these higher income ranges, with 25.6% in the INR 15,000-19,999

bracket, and progressively increasing percentages up to the >INR 35,000 category. This trend indicates that male graduates are more likely to secure higher-paying jobs compared to their female counterparts.

**Government Non-Project ITIs (GNP ITI):**
A significant portion of GNP ITI graduates, 57.2%, fall within the lower-middle income bracket of INR 10,000-14,999, suggesting a concentration in relatively lower-paying jobs. The progression to slightly higher income brackets, such as INR 15,000-19,999, is seen in 26.1% of these graduates. However, there's a notable drop-off in representation as the salary range increases, with only 9.1% earning between INR 20,000-24,999 and even fewer in the higher brackets. This distribution points towards limited upward mobility in terms of earnings for GNP ITI graduates.

**Government Project ITIs (GP ITI):**
Graduates from GP ITIs also predominantly fall into the lower-middle income range (INR 10,000-14,999), but with a higher percentage (68.9%) compared to GNP ITIs. This suggests a marginal advantage in earning potential for graduates from project ITIs. However, only 17.6% find themselves in the INR 15,000-19,999 bracket, and the representation further dwindles in the higher salary ranges, with a modest presence in the INR 25,000-29,999 range. The data indicates that while project initiatives may offer some benefits, they do not significantly alter the overall earning landscape for these graduates.

**Private Non-Project ITIs (PNP ITI):**
In PNP ITIs, the distribution is more balanced. While 45.4% of graduates are in the INR 10,000-14,999 bracket, a significant proportion (25%) earn between INR 15,000-19,999. Additionally, 17.9% of graduates are in the INR 20,000-24,999 bracket, suggesting better upward mobility in terms of earnings compared to Government ITIs. This indicates that Private Non-Project ITIs might be providing training that aligns more closely with market demands, leading to relatively higher income opportunities for their graduates.

**Private Project ITIs (PP ITI):**
The salary distribution among PP ITI graduates also leans heavily towards the lower-middle income bracket, with 68.8% earning between INR 10,000-14,999. However, a slightly higher proportion (18.8%) falls in the INR 15,000-19,999 range compared to GP ITIs. The presence in higher salary brackets is limited, with some representation in the INR 25,000-29,999 and INR 30,000-35,000 brackets, but none in the highest bracket. This suggests that while Private Project ITIs may offer advantages in terms of job placement, the scope for high-income opportunities is still limited.

### 4.7.3 Changes Observed in Salary (Current Salary in comparison to joining salary)

The analysis of changes in salary brackets for ITI graduates from the post-training immediate engagement (PTIE) period to the current engagement (CE) period reveals a significant shift in the income distribution, particularly highlighting the improvements in earning potential over time.

**Overall Changes in Salary Brackets:**
**Lower Bracket (INR 5,000-9,999)**: A remarkable decline is seen in this bracket, dropping from 26.3% to 0%. This indicates that graduates are moving away from the lowest income jobs as they gain experience and skills post-training.

**Middle Brackets (INR 10,000-24,999)**: There is a notable increase in these brackets, particularly in the INR 10,000-14,999 range (from 43.7% to 55.8%) and the INR 15,000-19,999 range (from 18.1% to 24.2%). This trend suggests a positive progression in terms of income, with more graduates securing better-paying jobs over time.

**Higher Brackets (INR 25,000 and above)**: Graduates in these brackets also see an increase, though the numbers are still relatively small. The most significant growth is in the INR 20,000-24,999 bracket, moving from 5.7% to 10.5%. The presence in the highest bracket (>INR 35,000), although minimal, emerges only in the current phase, indicating some graduates are able to reach higher earning potential.

Table 4.26: Changes in income of ITI Graduates

| Salary Bracket (INR) | Female | | Male | | GNP ITI | | GP ITI | | PNP ITI | | PP ITI | | Overall | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PTIE | CE | PTIE | CE | PTIE | CE | PTIE | CE | PTIE | CE | PTIE | CE | PTIE | CE |
| 5000-9999 | 36.3% | 0.0% | 24.8% | 0.0% | 27.4% | 0.0% | 26.4% | 0.0% | 24.8% | 0.0% | 24.6% | 0.0% | 26.3% | 0.0% |
| 10000-14999 | 47.8% | 75.6% | 43.0% | 53.0% | 43.2% | 57.2% | 52.9% | 68.9% | 39.8% | 45.4% | 50.9% | 68.8% | 43.7% | 55.8% |
| 15000-19999 | 9.7% | 14.1% | 19.4% | 25.6% | 20.3% | 26.1% | 11.5% | 17.6% | 18.1% | 25.0% | 10.5% | 18.8% | 18.1% | 24.2% |
| 20000-24999 | 3.5% | 6.4% | 6.1% | 11.1% | 5.3% | 9.1% | 1.1% | 4.1% | 9.1% | 17.9% | 1.8% | 0.0% | 5.7% | 10.5% |
| 25000-29999 | 0.9% | 1.3% | 4.7% | 6.6% | 2.1% | 4.1% | 8.0% | 8.1% | 5.9% | 8.2% | 7.0% | 6.3% | 4.2% | 6.0% |
| 30000-35000 | 1.8% | 1.3% | 2.1% | 2.5% | 1.8% | 1.9% | 0.0% | 1.4% | 2.4% | 2.6% | 5.3% | 6.3% | 2.0% | 2.4% |
| >35000 | 0.0% | 1.3% | 0.0% | 1.1% | 0.0% | 1.6% | 0.0% | 0.0% | 0.0% | 1.0% | 0.0% | 0.0% | 0.0% | 1.1% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI
PTIE- Post Training Immediate Engagement, CE- Current Engagement

**Gender-Specific Changes:**

- Lower Bracket (INR 5,000-9,999): For female graduates, there's a complete shift away from the lowest income bracket, mirroring the overall trend.
- Middle Brackets (INR 10,000-24,999): A substantial increase is observed for female graduates in the INR 10,000-14,999 bracket, from 47.8% to 75.6%. This significant jump indicates an improvement in their earning potential, albeit largely within the lower-middle income range.
- Higher Brackets (INR 25,000 and above): The growth in these brackets is more modest for females compared to the overall trend. Notably, the percentage in the INR 20,000-24,999 bracket rises from 3.5% to 6.4%, and a small presence in the higher brackets emerges in the CE phase.

**ITI Category wise Changes:**

**Government Non-Project ITIs (GNP ITI)**: In GNP ITIs, there's a complete transition out of the lowest income bracket (from 27.4% to 0%), indicating that graduates are moving to higher-paying jobs. The middle-income bracket (INR 10,000-14,999) sees a significant increase from 43.2% to 57.2%, and there's a notable rise in the INR 15,000-19,999 bracket as well (from 20.3% to 26.1%). The emergence of graduates in the highest salary bracket (>INR 35,000) at 1.6% is a new development, suggesting some upward mobility in earnings among these graduates.

**Government Project ITIs (GP ITI):** Graduates from GP ITIs show a similar exit from the lowest salary bracket (26.4% to 0%). There's a marked increase in the lower-middle bracket (INR 10,000-14,999) from 52.9% to 68.9% and a moderate rise in the INR 15,000-19,999 range (from 11.5% to 17.6%). However,

unlike GNP ITIs, GP ITIs don't see representation in the highest income bracket, though there is some growth in the INR 20,000-24,999 and INR 25,000-29,999 brackets.

**Private Non-Project ITIs (PNP ITI):** PNP ITIs also show an elimination of the lowest salary range (24.8% to 0%), with graduates moving towards higher income brackets. The increase in the INR 10,000-14,999 bracket (from 39.8% to 45.4%) and in the INR 15,000-19,999 bracket (from 18.1% to 25.0%) is noticeable. Additionally, there's a significant rise in the INR 20,000-24,999 bracket (from 9.1% to 17.9%) and the presence in the >INR 35,000 bracket (1.0%), indicating better income prospects.

**Private Project ITIs (PP ITI):** For PP ITIs, the shift away from the lowest income bracket (24.6% to 0%) is accompanied by a substantial increase in the lower-middle range (INR 10,000-14,999) from 50.9% to 68.8%. The INR 15,000-19,999 bracket also sees an increase (from 10.5% to 18.8%). Interestingly, there is no representation in the INR 20,000-24,999 bracket in the current phase, but there's an increase in the INR 25,000-29,999 and INR 30,000-35,000 brackets.

These trends across different ITI categories reflect a general improvement in the earning potential of ITI graduates over time. The progression to higher income brackets is especially pronounced in Private ITIs, indicating possibly more effective training or better alignment with market demands. However, the highest income brackets remain relatively less accessible across all categories.

### 4.7.4 Career Progression of Apprentices

The current status of apprentices who have passed out from Industrial Training Institutes (ITIs) presents a multifaceted view of their employment situation and income progression. Analysing the data from 55 individuals reveals notable trends in their transition into various types of employment and changes in their financial status from the time of joining their apprenticeship.

Table 4.27: Current Status of Apprentices

| Current Status of Apprentices | Nos. | % | Joining Stipend | Current Stipend/ Salary |
|---|---|---|---|---|
| Engaged in apprenticeship | 27 | 49.1% | INR 9389 | INR 10740 |
| Engaged in salary employment (regular) | 2 | 3.6% | INR 9500 | INR 16250 |
| Engaged in wage employment (temporary) | 2 | 3.6% | INR 9000 | INR 11250 |
| Unemployed | 24 | 43.6% | INR 9083 | Not Applicable |
| **Grand Total** | **55** | | **INR 9245** | |

Nearly half of the apprentices, representing 49.1%, continue in their apprenticeship roles. This group started with an average stipend of INR 9,389, which has now increased to INR 10,740. This rise in stipend, though modest, indicates a positive financial growth during their apprenticeship. The significant percentage of individuals still engaged in apprenticeships might suggest the need for extended training periods in these roles or a preference to gain more skills before moving into the workforce.

A small segment, about 3.6%, has successfully transitioned into regular salaried employment. This group's financial trajectory is particularly noteworthy; they began with an average stipend of INR 9,500 and have achieved an average salary of INR 16,250. This substantial increase is indicative of the value placed on the skills and experience garnered during the apprenticeship, leading to well-paying, stable jobs.

Another 3.6% of the apprentices have moved into temporary wage employment. Starting with an average stipend of INR 9,000, their income has increased to INR 11,250. Although this is an improvement, it is considerably lower than those who secured regular employment, reflecting the general trend of lower wages in temporary or contractual work. However, a concerning 43.6% of these former apprentices are currently unemployed. Their initial stipend averaged at INR 9,083, but they currently have no income. This high rate of unemployment post-apprenticeship raises critical concerns about the job market's ability to absorb these trained individuals.

### 4.7.5 Employee Strength of the employing organization

A significant majority of ITI graduates, 69% overall, are employed in small companies (5 to less than 50 employees). This trend is particularly pronounced in Private Project ITIs (92%) and consistent across other ITI types (71% in Government Non-Project, 51% in Government Project, and 67% in Private Non-Project ITIs). The high percentage in small companies suggests that these entities are major employers of ITI graduates, possibly due to their flexibility or the specific skill sets that ITI graduates offer.

Around 17% of the graduates overall are employed in medium-sized companies (50 to less than 200 employees). Government Project ITIs have a notably higher percentage (26%) compared to other ITI types. This indicates that medium-sized companies also play a significant role in employing ITI graduates, potentially offering a balance between the agility of smaller firms and the resources of larger ones.

Fewer graduates find employment in larger companies (200 employees and above), with 7% in the 200 to less than 500 employee category, 3% in the 500 to less than 1000 employee category, and 4% in companies with more than 1000 employees. Notably, Government Project ITIs have a higher representation in the largest companies (12% in companies with more than 1000 employees).

Table 4.28: Size of the organization employing ITI Graduates

| Size of the company | GNP ITI | GP ITI | PNP ITI | PP ITI | Overall |
|---|---|---|---|---|---|
| 200 to less than 500 employees | 6% | 6% | 9% | 2% | 7% |
| 5 to less than 50 employees | 71% | 51% | 67% | 92% | 69% |
| 50 to less than 200 employees | 16% | 26% | 19% | 4% | 17% |
| 500 to less than 1000 employees | 3% | 5% | 3% | 2% | 3% |
| More than 1000 employees | 5% | 12% | 2% | 0% | 4% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

Preference for Small and Medium Enterprises (SMEs): The data suggests that SMEs are key employers of ITI graduates. These firms might be more inclined to hire ITI graduates due to their specific skill requirements or the cost-effectiveness of such hires.

Role of Larger Companies: Although a smaller proportion of ITI graduates are employed in larger companies, those from Government Project ITIs have better representation in these firms, possibly due to more robust industry connections or specialized training.

### 4.7.6 Willingness to continue/change the existing job

A majority of ITI graduates across all categories express a willingness to continue with their current jobs, with an overall rate of 64%. The highest willingness is observed in Private Project ITIs and Private Non-Project ITIs (both at 65% and 68%, respectively). Government Non-Project ITI graduates show a similar trend (64%), whereas Government Project ITI graduates have a slightly lower rate of willingness to continue (51%). This could suggest either a less favourable perception of their current job situation or a higher aspiration for better opportunities.

Table 4.29: Willingness to change the job

| Status | GNP ITI | GP ITI | PNP ITI | PP ITI | Overall |
|---|---|---|---|---|---|
| Undecided | 7% | 17% | 12% | 2% | 9% |
| Not willing | 29% | 32% | 20% | 33% | 27% |
| Willing | 64% | 51% | 68% | 65% | 64% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

A significant proportion of graduates, 27% overall, are not willing to continue with their current jobs. The highest rate of unwillingness is seen in Private Project ITIs (33%), which is intriguing given their high job satisfaction rates. This could indicate a desire for career advancement or better job prospects. Government Project ITIs also show a high rate of unwillingness (32%), possibly reflecting a desire for improvement in their employment situation.

A smaller segment of graduates remains undecided about whether to continue with their current employment, with 9% overall. Government Project ITIs have the highest percentage of undecided graduates (17%), which might indicate uncertainty about future career paths or job market conditions.

### 4.7.7 Satisfaction with the job

Private Project ITIs: A standout observation is the high level of job satisfaction among graduates from Private Project ITIs, where an impressive 65% report being 'Very Satisfied'. This exceptional satisfaction rate suggests that these ITIs are particularly effective in preparing students for the workforce, possibly providing them with employment opportunities that closely align with their skills and expectations.

Government Project ITIs: Graduates from Government Project ITIs also show a high degree of satisfaction, with 58% feeling 'Satisfied' and 13% 'Very Satisfied'. The combined 71% satisfaction rate indicates that the specific enhancements or focused training programs under these project initiatives are yielding positive employment outcomes, meeting or exceeding the graduates' expectations.

Government Non-Project ITIs: In these ITIs, the satisfaction levels are more moderate, with 39% of graduates feeling 'Satisfied' and 27% 'Very Satisfied'. While these figures are reasonably positive, they are not as high as in the Project ITIs, indicating potential areas for improvement in terms of aligning training with job market realities.

Private Non-Project ITIs: Similar to Government Non-Project ITIs, graduates here also show moderate satisfaction, with 46% 'Satisfied' and 23% 'Very Satisfied'. This suggests that while many graduates find their employment situation acceptable, there remains room for enhancing the job satisfaction levels.

Table 4.30: Satisfaction with current job

| Satisfaction Level | GNP ITI | GP ITI | PNP ITI | PP ITI | Overall |
|---|---|---|---|---|---|
| Dissatisfied | 6% | 3% | 3% | 0% | 4% |
| Neutral | 28% | 26% | 26% | 20% | 26% |
| Satisfied | 39% | 58% | 46% | 14% | 41% |
| Very Dissatisfied | 1% | 1% | 1% | 0% | 1% |
| Very satisfied | 27% | 13% | 23% | 65% | 27% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

Interestingly, across all types of ITIs, the levels of 'Dissatisfaction' and 'Very Dissatisfaction' are relatively low (ranging from 0% to 6%). This indicates that, overall, the employment situations for most ITI graduates are at least acceptable. However, the varying degrees of higher satisfaction, particularly the difference between Project and Non-Project ITIs, point to differing levels of success in job placement and satisfaction post-training.

### 4.7.8 Impact on family's economic condition

A majority of ITI graduates across all categories report an improvement in their family's economic condition due to their employment, with an overall rate of 77%. The highest improvement is observed in Government Project ITIs at 88%, indicating that the employment of graduates from these institutions has a significantly positive impact on their families' economic status. Graduates from Private Project ITIs (82%) and Private Non-Project ITIs (77%) also report substantial improvements, reflecting the positive financial impact of vocational training.

Table 4.31: Impact on economic condition of the family

| Status | GNP ITI | GP ITI | PNP ITI | PP ITI | Overall |
|---|---|---|---|---|---|
| Improved | 74% | 88% | 77% | 82% | 77% |
| Remained Same | 26% | 12% | 23% | 18% | 23% |

GNP ITI- Govt. Non Project ITI, GP ITI- Govt. Project ITI, PNP ITI- Pvt. Non Project ITI, PP ITI- Private Project ITI

A smaller proportion of graduates, 23% overall, indicate that their family's economic condition remained the same after their employment. The rate of unchanged economic conditions is highest in Government Non-Project ITIs (26%) and lowest in Government Project ITIs (12%). This could suggest that employment outcomes from Non-Project ITIs may not be as financially transformative as those from Project ITIs, possibly due to differences in job quality, salary, or stability.

### 4.7.9 Willingness to migrate for a job

The study finds a generally low willingness among ITI graduates to undertake major relocations for employment. Only a small fraction, 2%, express willingness to migrate to any big city in the country, and an even smaller segment, 3%, show a specific preference for metro cities. This reluctance to move to larger urban centers might be rooted in various personal, familial, or cultural considerations, including the

comfort of familiar environments, social support systems, or apprehensions about adjusting to the pace and lifestyle of larger cities.

In contrast, there is a moderately higher openness to interstate migration, with 12% of the graduates willing to relocate to other states if better opportunities present themselves. This reflects a certain degree of geographic mobility, albeit less than the preference for staying within the state. The highest willingness to migrate is observed within the state, with 15% of graduates open to moving to other districts. This preference suggests a comfort level with regional mobility, provided it remains within familiar cultural and linguistic boundaries of the state.

However, the most significant finding is the high percentage of graduates, 67%, who are not willing to migrate for job opportunities. This strong preference for staying in their current locations underscores the importance of creating local job opportunities. It also highlights the strong attachment many individuals have to their home communities, emphasizing the need for localized economic development strategies that can cater to the majority of ITI graduates who prefer to remain in their native areas.

## 4.8 Rating to ITI and Trade

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

### 4.8.1 Quality of Training Materials and Curriculum

The quality of training materials and curriculum in ITIs across Uttar Pradesh shows a varied level of satisfaction among graduates. Overall, 43% of trainees feel 'Satisfied' and another 20% are 'Highly Satisfied' with the quality provided. Government Project ITIs notably stand out, with a higher percentage of graduates (32%) feeling 'Highly Satisfied', suggesting that the curriculum and training materials in these institutions are particularly well-aligned with trainees' needs and industry standards. However, there's a significant level of dissatisfaction among Private Project ITI graduates (35% 'Dissatisfied' or 'Highly Dissatisfied'), indicating potential gaps in meeting the curriculum expectations in these institutions. This disparity highlights the need for a consistent standard of training materials across various ITI types.

Table 4.32: Feedback on Quality of Training Materials and Curriculum

| Quality of Training Materials and Curriculum | Govt. Non-Project ITI | Govt. Project ITI | Pvt. Non-Project ITI | Pvt. Project ITI | Over all |
|---|---|---|---|---|---|
| Highly Dissatisfied | 2% | 2% | 6% | 7% | 4% |
| Dissatisfied | 11% | 11% | 9% | 28% | 11% |
| Neutral | 25% | 13% | 22% | 9% | 23% |
| Satisfied | 42% | 42% | 44% | 49% | 43% |
| Highly Satisfied | 20% | 32% | 19% | 7% | 20% |

### 4.8.2 Teaching Quality

Teaching quality emerges as a strong point in ITIs, with a majority of trainees reporting satisfaction. Across the board, 42% of trainees are 'Satisfied' and 17% are 'Highly Satisfied' with the teaching quality. Government Project ITIs again excel in this aspect, with a high proportion of graduates (29%) being 'Highly Satisfied'. The commitment to teaching quality in these institutions seems to be effectively translating into positive trainee experiences. Conversely, Private Project ITIs have a relatively higher rate of dissatisfaction (17% 'Dissatisfied'), which suggests a need for enhancing teaching standards and possibly teacher training in these ITIs.

Table 4.33: Feedback on Teaching Quality

| Teaching Quality | Govt. Non-Project ITI | Govt. Project ITI | Pvt. Non-Project ITI | Pvt. Project ITI | Overall |
|---|---|---|---|---|---|
| Highly Dissatisfied | 1% | 0% | 1% | 0% | 1% |
| Dissatisfied | 10% | 6% | 14% | 17% | 11% |
| Neutral | 30% | 30% | 28% | 28% | 29% |
| Satisfied | 41% | 35% | 44% | 52% | 42% |
| Highly Satisfied | 18% | 29% | 14% | 4% | 17% |

### 4.8.3 Availability of Skilled Instructors

The availability of skilled instructors is seen as a positive aspect in ITI education, with 43% of graduates 'Satisfied' and 20% 'Highly Satisfied'. This satisfaction is particularly prominent in Government Project and Private Project ITIs, indicating that these institutions may have better access to skilled and qualified instructors. The presence of capable instructors is crucial as it directly impacts the quality of vocational training and the preparedness of graduates for the workforce. This data points to the importance of continuing to focus on recruiting and retaining skilled instructors across all ITI types.

Table 4.34: Feedback on Availability of Skilled Instructors

| Availability of Skilled Instructors | Govt. Non-Project ITI | Govt. Project ITI | Pvt. Non-Project ITI | Pvt. Project ITI | Overall |
|---|---|---|---|---|---|
| Highly Dissatisfied | 2% | 1% | 2% | 1% | 2% |
| Dissatisfied | 9% | 5% | 11% | 12% | 9% |
| Neutral | 27% | 23% | 27% | 24% | 27% |
| Satisfied | 42% | 44% | 45% | 57% | 43% |
| Highly Satisfied | 21% | 27% | 16% | 6% | 20% |

### 4.8.4 Infrastructure and Facilities (Classrooms, Labs, Workshops, etc.)

Infrastructure and facilities receive a moderately positive response from ITI graduates, with 40% 'Satisfied' and a significant neutral stance (28%). This suggests that while many ITIs are adequately equipped, there's still room for improvement in the physical resources and facilities. Private Project ITIs, despite having a higher satisfaction rate (52%), also have a considerable level of dissatisfaction (14%). This mixed response indicates that while some institutions are well-equipped, others may lack essential facilities, which can significantly impact the training experience.

Table 4.35: Feedback on availability of Infrastructure and Facilities

| Infrastructure and Facilities | Govt. Non-Project ITI | Govt. Project ITI | Pvt. Non-Project ITI | Pvt. Project ITI | Overall |
|---|---|---|---|---|---|
| Highly Dissatisfied | 2% | 1% | 2% | 3% | 2% |
| Dissatisfied | 10% | 5% | 12% | 14% | 10% |
| Neutral | 28% | 25% | 28% | 26% | 28% |
| Satisfied | 39% | 40% | 42% | 52% | 40% |
| Highly Satisfied | 21% | 29% | 16% | 5% | 20% |

### 4.8.5 Support for Practical Training and Skill Development

Support for practical training and skill development in ITIs is viewed positively, with 41% of graduates feeling 'Satisfied' and 19% 'Highly Satisfied'. The emphasis on practical training in Private Project ITIs is reflected in the higher satisfaction rate (49% 'Satisfied'), though it's countered by a higher dissatisfaction rate (20%). This underscores the importance of hands-on training in vocational education and the need for ITIs to consistently provide robust practical training and skill development opportunities to all trainees.

Table 4.36: Feedback on Support for Practical Training and Skill Development

| Support for Practical Training and Skill Development | Govt. Non-Project ITI | Govt. Project ITI | Pvt. Non-Project ITI | Pvt. Project ITI | Overall |
|---|---|---|---|---|---|
| Highly Dissatisfied | 2% | 1% | 2% | 4% | 2% |
| Dissatisfied | 11% | 7% | 13% | 20% | 11% |
| Neutral | 26% | 25% | 27% | 22% | 26% |
| Satisfied | 40% | 43% | 42% | 49% | 41% |
| Highly Satisfied | 21% | 24% | 16% | 5% | 19% |

### 4.8.6 Opportunities for On-the-Job Training

Opportunities for on-the-job training are generally viewed favourably by ITI graduates, with 38% reporting satisfaction and 19% being 'Highly Satisfied'. Private Project ITIs particularly excel in providing these opportunities, as reflected in the 50% satisfaction rate. This suggests that such institutions may have stronger links with industry, enabling them to offer more effective practical learning experiences. These opportunities are crucial for bridging the gap between theoretical knowledge and real-world application.

Table 4.37: Feedback on Opportunities for On-the-Job Training

| Opportunities for On-the-Job Training | Govt. Non-Project ITI | Govt. Project ITI | Pvt. Non-Project ITI | Pvt. Project ITI | Overall |
|---|---|---|---|---|---|
| Highly Dissatisfied | 3% | 2% | 2% | 7% | 3% |
| Dissatisfied | 11% | 7% | 14% | 18% | 12% |
| Neutral | 28% | 24% | 30% | 19% | 28% |
| Satisfied | 37% | 40% | 39% | 50% | 38% |
| Highly Satisfied | 21% | 27% | 15% | 6% | 19% |

### 4.8.7 Placement Support Services

The satisfaction with placement support services is moderately positive across ITIs, with 40% of graduates feeling 'Satisfied' and 18% 'Highly Satisfied'. Placement support is particularly strong in Private Project ITIs (49% 'Satisfied'), indicating effective placement assistance and career services. However, the varied levels of satisfaction across ITI types suggest a need for a more uniform and effective approach to placement support to ensure that all graduates have equitable access to job opportunities.

Table 4.38: Feedback on Placement Support Services

| Placement Support Services | Govt. Non-Project ITI | Govt. Project ITI | Pvt. Non-Project ITI | Pvt. Project ITI | Overall |
|---|---|---|---|---|---|
| Highly Dissatisfied | 4% | 3% | 3% | 9% | 4% |
| Dissatisfied | 11% | 11% | 15% | 21% | 12% |
| Neutral | 26% | 19% | 29% | 17% | 26% |
| Satisfied | 40% | 41% | 37% | 49% | 40% |
| Highly Satisfied | 20% | 26% | 15% | 5% | 18% |

### 4.8.8 Industry Connections and Guest Lectures

Industry connections and guest lectures receive a moderate level of satisfaction, with 37% of graduates 'Satisfied' and 19% 'Highly Satisfied'. The higher satisfaction rate in Private Project ITIs (48% 'Satisfied') points to stronger industry engagement in these institutions. However, the notable level of dissatisfaction in some ITI types (especially Private Project ITIs, with 20% 'Dissatisfied') highlights the need for enhanced industry interaction and exposure across all ITIs to ensure graduates are well-informed and connected to the latest industry trends and opportunities.

Table 4.39: Feedback on Industry Connections and Guest Lectures

| Industry Connections and Guest Lectures | Govt. Non-Project ITI | Govt. Project ITI | Pvt. Non-Project ITI | Pvt. Project ITI | Overall |
|---|---|---|---|---|---|
| Highly Dissatisfied | 3% | 4% | 3% | 11% | 3% |
| Dissatisfied | 12% | 9% | 16% | 20% | 13% |
| Neutral | 29% | 24% | 30% | 16% | 28% |
| Satisfied | 36% | 37% | 37% | 48% | 37% |
| Highly Satisfied | 20% | 27% | 15% | 5% | 19% |

### 4.8.9 Trade's Relevance to Industry Needs

The relevance of the trades taught in ITIs to industry needs is a crucial factor in determining the employability and success of graduates. The overall satisfaction in this area is relatively positive, with 42% of graduates across ITI types feeling 'Satisfied' and another 20% 'Highly Satisfied'. This indicates that a majority of the ITIs are effectively aligning their trades with industry requirements. However, there are notable differences among the types of ITIs. Private Project ITIs, despite having 50% graduates 'Satisfied', also have the highest rate of dissatisfaction (36% 'Dissatisfied' or 'Highly Dissatisfied'), suggesting a gap in some of these institutions between the trades offered and the current industry demands. Government Project ITIs perform relatively better in aligning trades with industry needs, as indicated by 22% of graduates being 'Highly Satisfied'. The data underscores the importance of continually updating and

adapting ITI curriculums to ensure that the trades taught remain relevant and responsive to evolving industry trends and demands.

Table 4.40: Feedback on Trade's Relevance to Industry Needs

| Trade's Relevance to Industry Needs | Govt. Non-Project ITI | Govt. Project ITI | Pvt. Non-Project ITI | Pvt. Project ITI | Overall |
|---|---|---|---|---|---|
| Highly Dissatisfied | 4% | 6% | 7% | 12% | 5% |
| Dissatisfied | 13% | 11% | 11% | 24% | 12% |
| Neutral | 22% | 17% | 21% | 9% | 21% |
| Satisfied | 41% | 45% | 42% | 50% | 42% |
| Highly Satisfied | 20% | 22% | 20% | 5% | 20% |

These ratings highlight the strengths and areas for improvement across different types of ITIs in Uttar Pradesh. While Government Project ITIs generally receive favourable ratings, particularly in terms of instructor quality and teaching, Private Project ITIs excel in providing practical training opportunities and industry connections, despite some areas of dissatisfaction. The data underscores the need for continuous enhancement of curriculum relevance, teaching quality, practical training support, and industry engagement across all types of ITIs to ensure comprehensive and effective vocational education.

## 4.9 Test of Significance against major findings

The study has yielded a range of insightful findings, particularly highlighting differences between Project and Non-Project ITIs. To ascertain the statistical significance of these differences and validate the comparative performance of Project ITIs against Non-Project ITIs, it becomes imperative to employ statistical testing. One such method is the Z test for pooled proportionality in a two-tailed format. This statistical test is crucial for evaluating whether the observed differences in outcomes, such as employment rates, salary brackets, or other key performance indicators, are not just incidental but statistically significant.

The Z test for pooled proportionality is a method used to determine if there is a significant difference between the proportions of two groups. In a two-tailed test, the hypothesis is tested in both directions, implying that we are interested in deviations in both higher and lower directions. This approach is particularly suitable for our study, as it allows us to examine whether Project ITIs are not just different, but either significantly better or worse than Non-Project ITIs in various aspects. The test involves calculating a Z score, which represents the number of standard deviations a data point is from the mean. This score is then used to determine the p-value, which indicates the probability of observing such a difference if the null hypothesis (no difference between the groups) were true. A low p-value suggests that the observed differences are unlikely to have occurred by chance, thereby affirming the significance of our findings. Through this method, we can provide a more robust and scientifically grounded validation to our study's conclusions.

***Test Subject: Usefulness of Training as perceived by ITI Graduates***

| | Project ITI | Non-Project ITI |
|---|---|---|
| Sample Size | 1025 | 8619 |
| Result | 871 | 6934 |
| Proportion | 0.849756098 | 0.804501682 |

| ITI Type | Sample Size | Results | Result % |
|---|---|---|---|
| Govt. Non-Project ITI | 5906 | 4715 | 80% |
| Govt. Project ITI | 771 | 658 | 85% |
| Pvt. Non-Project ITI | 2713 | 2219 | 82% |
| Pvt. Project ITI | 254 | 213 | 84% |

| | |
|---|---|
| Pooled Proportion | 0.809311489 |
| Z Test Numerator | 0.045254415 |
| Z Test Denominator | 0.012979511 |
| Z Test Value | 3.486603911 |
| Z Critical Value | -1.95996 |
| Z Critical Value | 1.95996 |
| **P Value** | **0.000489195** |

*Since the p value is very small, the difference is significant, thus implying that the Trainees of Project ITI rate usefulness of their training significantly better than the non-project ITIs.*

***Test Subject: Satisfaction with training as expressed by graduates***

| | Project ITI | Non-Project ITI |
|---|---|---|
| Sample Size | 1025 | 8619 |
| Result | 858 | 6417 |
| Proportion | 0.837073171 | 0.744517926 |

| ITI Type | Sample Size | Results | Result % |
|---|---|---|---|
| Govt. Non-Project ITI | 5906 | 4445 | 75% |
| Govt. Project ITI | 771 | 641 | 83% |
| Pvt. Non-Project ITI | 2713 | 1972 | 73% |
| Pvt. Project ITI | 254 | 217 | 85% |

| | |
|---|---|
| Pooled Proportion | 0.754355039 |
| Z Test Numerator | 0.092555245 |
| Z Test Denominator | 0.014222635 |
| Z Test Value | 6.507601948 |
| Z Critical Value | -1.95996 |
| Z Critical Value | 1.95996 |
| **P Value** | **0.000000000** |

*Since the p value is very small, the difference is significant, thus implying that the Trainees of Project ITI have higher satisfaction with their training than the trainees of non-project ITIs.*

***Test Subject: Chances of getting OJT***

| | Project ITI | Non-Project ITI |
|---|---|---|
| Sample Size | 1025 | 8619 |
| Result | 301 | 1598 |
| Proportion | 0.293658537 | 0.185404339 |

| ITI Type | Sample Size | Results | Result % |
|---|---|---|---|
| Govt. Non-Project ITI | 5906 | 1332 | 23% |
| Govt. Project ITI | 771 | 237 | 31% |
| Pvt. Non-Project ITI | 2713 | 266 | 10% |
| Pvt. Project ITI | 254 | 64 | 25% |

| | |
|---|---|
| Pooled Proportion | 0.196909996 |
| Z Test Numerator | 0.108254197 |
| Z Test Denominator | 0.013138755 |
| Z Test Value | 8.239303956 |
| Z Critical Value | -1.95996 |
| Z Critical Value | 1.95996 |
| **P Value** | **0.000000000** |

*Since the p value is very small, the difference is significant, thus implying that the Trainees of Project ITI have higher chances of getting into OJT than the trainees of non-project ITIs.*

***Test Subject: Post-training Employment Status***

| | Project ITI | Non-Project ITI |
|---|---|---|
| Sample Size | 1025 | 8619 |
| Result | 144 | 692 |
| Proportion | 0.140487805 | 0.080287736 |

| ITI Type | Sample Size | Results | Result % |
|---|---|---|---|
| Govt. Non-Project ITI | 5906 | 438 | 7% |
| Govt. Project ITI | 771 | 87 | 11% |
| Pvt. Non-Project ITI | 2713 | 254 | 9% |
| Pvt. Project ITI | 254 | 57 | 22% |

| | |
|---|---|
| Pooled Proportion | 0.086686022 |
| Z Test Numerator | 0.060200068 |
| Z Test Denominator | 0.009296572 |
| Z Test Value | 6.47551282 |
| Z Critical Value | -1.95996 |
| Z Critical Value | 1.95996 |
| **P Value** | **0.000000000** |

*Since the p value is very small, the difference is significant, thus implying that the Trainees of Project ITI have higher chances of getting into employment than the trainees of non-project ITIs.*

***Test Subject: Apprenticeship after training***

| | Project ITI | Non-Project ITI |
|---|---|---|
| Sample Size | 1025 | 8619 |
| Result | 5 | 50 |
| Proportion | 0.004878049 | 0.005801137 |

| ITI Type | Sample Size | Results | Result % |
|---|---|---|---|
| Govt. Non-Project ITI | 5906 | 44 | 0.75% |
| Govt. Project ITI | 771 | 4 | 0.52% |
| Pvt. Non-Project ITI | 2713 | 6 | 0.22% |
| Pvt. Project ITI | 254 | 1 | 0.39% |

| | |
|---|---|
| Pooled Proportion | 0.005703028 |
| Z Test Numerator | -0.00092309 |
| Z Test Denominator | 0.002487992 |
| Z Test Value | -0.37101732 |
| Z Critical Value | -1.95996 |
| Z Critical Value | 1.95996 |
| **P Value** | **1.289375372** |

*Since the p value is very large, it signifies that the differences are not significant between the project ITIs and non-project ITIs.*

***Test Subject: Time taken in securing first job (within 6 months duration)***

| | Project ITI | Non-Project ITI |
|---|---|---|
| Sample Size | 1025 | 8619 |
| Result | 59 | 324 |
| Proportion | 0.057560976 | 0.037591368 |

| ITI Type | Sample Size | Results | Result % |
|---|---|---|---|
| Govt. Non-Project ITI | 5906 | 204 | 3.5% |
| Govt. Project ITI | 771 | 39 | 5.1% |
| Pvt. Non-Project ITI | 2713 | 120 | 4.4% |
| Pvt. Project ITI | 254 | 20 | 7.9% |

| | |
|---|---|
| Pooled Proportion | 0.039713812 |
| Z Test Numerator | 0.019969608 |
| Z Test Denominator | 0.006452223 |
| Z Test Value | 3.094996614 |
| Z Critical Value | -1.95996 |
| Z Critical Value | 1.95996 |
| **P Value** | **0.001968151** |

*Since the p value is very small, the difference is significant, thus implying that the Trainees of Project ITI tend to get jobs early than the trainees of non-project ITIs.*

***Test Subject: Joining Salary above INR 15,000***

| | Project ITI | Non-Project ITI |
|---|---|---|
| Sample Size | 1025 | 8619 |
| Result | 32 | 219 |
| Proportion | 0.031219512 | 0.02540898 |

| ITI Type | Sample Size | Results | Result % |
|---|---|---|---|
| Govt. Non-Project ITI | 5906 | 129 | 2% |
| Govt. Project ITI | 771 | 18 | 2% |
| Pvt. Non-Project ITI | 2713 | 90 | 3% |
| Pvt. Project ITI | 254 | 14 | 6% |

| | |
|---|---|
| Pooled Proportion | 0.026026545 |
| Z Test Numerator | 0.005810532 |
| Z Test Denominator | 0.005260415 |
| Z Test Value | 1.104576634 |
| Z Critical Value | -1.95996 |
| Z Critical Value | 1.95996 |
| **P Value** | **0.269343081** |

*Since the p value is very large, it signifies that the differences are not significant between the project ITIs and non-project ITIs.*

***Test Subject: Current Salary above INR 15,000***

| | Project ITI | Non-Project ITI |
|---|---|---|
| Sample Size | 1025 | 8619 |
| Result | 38 | 243 |
| Proportion | 0.037073171 | 0.028193526 |

| ITI Type | Sample Size | Results | Result % |
|---|---|---|---|
| Govt. Non-Project ITI | 5906 | 136 | 2% |
| Govt. Project ITI | 771 | 23 | 3% |
| Pvt. Non-Project ITI | 2713 | 107 | 4% |
| Pvt. Project ITI | 254 | 15 | 6% |

| | |
|---|---|
| Pooled Proportion | 0.029137287 |
| Z Test Numerator | 0.008879645 |
| Z Test Denominator | 0.005557017 |
| Z Test Value | 1.597915818 |
| Z Critical Value | -1.95996 |
| Z Critical Value | 1.95996 |
| **P Value** | **0.110061713** |

*Since the p value is very large, it signifies that the differences are not significant between the project ITIs and non-project ITIs.*

In terms of the usefulness of training as perceived by ITI graduates, Project ITIs outperformed Non-Project ITIs significantly. The Z test value of 3.4866 and a very small p-value indicate a notable difference, with trainees from Project ITIs rating the usefulness of their training higher than those from Non-Project ITIs. This finding suggests that the initiatives and enhancements implemented in Project ITIs may be more effectively aligned with the skills and knowledge required in the current job market.

Similarly, for satisfaction with training, the results again favor Project ITIs. The Z test value of 6.5076 and an extremely small p-value confirm a significant difference. Trainees from Project ITIs expressed a higher level of satisfaction with their training compared to their counterparts in Non-Project ITIs, indicating the quality and relevance of training in these institutions.

When it comes to the chances of getting On-the-Job Training (OJT), Project ITIs again showed a significant advantage. The Z test value of 8.2393 and a negligible p-value suggest that trainees in Project ITIs have higher chances of engaging in OJT, a key component for practical skill development.

Post-training employment status also favored Project ITIs. With a Z test value of 6.4755 and a very small p-value, it's evident that trainees from Project ITIs have better employment prospects post-training, which is a critical measure of the effectiveness of any vocational training program.

However, not all outcomes showed significant differences. For instance, the chances of securing an apprenticeship post-training did not differ significantly between Project and Non-Project ITIs, as indicated by the Z test value of -0.3710 and a large p-value. This suggests that the type of ITI does not significantly influence the likelihood of an apprentice position.

Similarly, in terms of securing a job within six months and earning a joining salary above INR 15,000, the differences between Project and Non-Project ITIs were not statistically significant. This is highlighted by the Z test values of 3.0950 and 1.1046 respectively, along with relatively large p-values, indicating that factors other than the type of ITI might play a more crucial role in these outcomes.

The statistical analysis confirms that Project ITIs are performing significantly better in several key areas, particularly in training usefulness, satisfaction, chances of OJT, and post-training employment. However, in apprenticeship opportunities, time taken to secure a job, and initial salary levels, the difference between Project and Non-Project ITIs is not substantial. These findings provide valuable insights for policymakers and educational administrators to fine-tune the ITI programs for enhanced effectiveness and to bridge any gaps between Project and Non-Project ITIs.

# 5. Observations and Recommendations

| Observations | Recommendation | Strategy for Implementation |
|---|---|---|
| Skewed enrolment towards certain trades | Diversify trade offerings | To address the skewed enrolment towards certain trades in ITIs, a comprehensive market research initiative should be undertaken to identify emerging skills and sectors with high growth potential. This research would involve analysing current market trends, future industry needs, and potential job opportunities. Based on these insights, the curriculum should be revised to include a broader range of trades that align with these emerging areas. The strategy should also encompass collaborations with industry experts and employers to ensure that the new trades are not only relevant but also appealing to potential students, thereby diversifying the enrolment and enhancing the job prospects of graduates. |
| **Gender disparity in enrolment** | Promote gender inclusivity | To tackle gender disparity in ITI enrolment, a targeted approach is needed to encourage female participation. This can be achieved by launching awareness campaigns that highlight the success stories of female ITI graduates, showcasing the benefits and opportunities of vocational training. Additionally, offering scholarships or financial incentives specifically for female trainees can help alleviate economic barriers. These campaigns should also address societal and cultural stereotypes about women in vocational fields, aiming to shift perceptions and inspire more women to consider ITI courses as a viable and rewarding educational path. |
| **Higher employment rates in Project ITIs** | Enhance coverage of STRIVE initiatives | To leverage the success of Project ITIs, their models that have led to higher employment rates should be analysed and replicated in other ITIs. This strategy involves identifying key elements that make these programs successful, such as industry collaboration, hands-on project work, and real-world problem-solving integrated into the curriculum. Once identified, these elements should be adapted and implemented across other ITIs, with adjustments made to suit different local contexts and industry needs. This replication would aim to elevate the practical learning experience and improve employment outcomes for graduates across various ITI categories. |
| **Graduates are generally not willing to migrate** | Focus on local job creation | Addressing the reluctance of ITI graduates to migrate requires a concerted effort to create employment opportunities locally. This can be achieved by collaborating with local industries, businesses, and government bodies to understand and cater to the specific |

| Observations | Recommendation | Strategy for Implementation |
|---|---|---|
| | | employment needs of the region. Initiatives may include developing industry-specific training programs tailored to local market demands, facilitating partnerships for apprenticeships and placements, and incentivizing local businesses to hire ITI graduates. This approach not only aids in job creation but also ensures that training is aligned with the real-time needs of the local economy, thereby enhancing the immediate employability of graduates within their native regions. |
| **High satisfaction with Project ITI training** | Benchmark best practices | To capitalize on the high satisfaction levels with Project ITI training, a detailed study should be conducted to identify their most effective training methods. This study would involve analysing teaching methodologies, curriculum design, industry collaborations, and student support systems that contribute to their success. Once these best practices are identified, they should be adapted and replicated across other ITIs, with modifications as necessary to fit different institutional contexts and student demographics. This strategy aims to elevate the overall quality of ITI training by bringing successful approaches from Project ITIs into the broader ITI system. |
| **Disparity in infrastructure quality** | Upgrade infrastructure and facilities | To address the disparity in infrastructure quality across ITIs, a dedicated investment plan should be developed for the modernization of educational facilities. This plan would involve allocating funds specifically for upgrading classrooms, labs, and workshops, ensuring they are equipped with the latest technology and resources. The strategy includes assessing the current state of infrastructure in each ITI, prioritizing areas needing urgent improvement, and systematically rolling out upgrades. This approach aims to provide a conducive learning environment that supports contemporary vocational training needs and enhances the overall quality of education in ITIs. |
| **Positive response to practical training** | Strengthen practical training components | To capitalize on the positive response to practical training in ITIs, the strategy should focus on expanding and enhancing on-the-job training and internship opportunities. This can be achieved by establishing robust partnerships with industries relevant to the ITI trades. These partnerships would facilitate real-world training experiences, allowing students to apply their classroom knowledge in practical settings. Efforts should include identifying potential industry partners, negotiating agreements for intern placements, and regularly monitoring and evaluating the effectiveness of these hands-on training experiences to ensure they meet educational objectives and industry standards. |
| **Need for soft skills and language proficiency** | Integrate soft skills and language training | To address the need for soft skills and language proficiency, ITIs should integrate comprehensive soft skills and language training into their core curriculum. This strategy involves developing and incorporating modules that focus on communication, teamwork, problem-solving, and English language proficiency. These modules |

| Observations | Recommendation | Strategy for Implementation |
|---|---|---|
| | | should be designed to be interactive and practical, enabling students to develop these crucial skills in conjunction with their technical training. Regular assessments and feedback mechanisms can be established to monitor progress and ensure the effectiveness of the training. Collaborating with language experts and soft skills trainers can further enhance the quality of these courses. |
| **High percentage of graduates in small companies** | Foster SME partnerships | Acknowledging the high percentage of ITI graduates employed in small companies, the strategy should focus on fostering partnerships with Small and Medium Enterprises (SMEs). This involves developing specific training modules that are tailored to the needs and demands of SMEs. Collaborate with SMEs to understand their workforce requirements and design placement programs that facilitate the direct employment of ITI graduates in these companies. This approach should include regular interaction between ITIs and SMEs, such as workshops, joint projects, and industry visits, to ensure that the training remains relevant and responsive to the evolving needs of the SME sector. |
| **Limited industry connections in some ITIs** | Enhance industry linkages | To address the limited industry connections in some ITIs, a proactive approach should be taken to establish and enhance linkages with various industries. This strategy involves organizing guest lectures by industry experts, facilitating industry visits for students, and initiating collaboration projects that allow for practical learning experiences. Building these connections will require reaching out to industry partners, understanding their needs, and creating mutually beneficial relationships. Such initiatives will expose students to real-world industry scenarios, enabling them to gain valuable insights and build networks that can aid in their future employment. |
| **Moderate satisfaction with placement services** | Improve placement support | To enhance moderate satisfaction levels with placement services, ITIs should focus on actively facilitating job opportunities for their graduates. This can be achieved by conducting regular job fairs and recruitment drives, providing a platform for students and potential employers to connect directly. These events should be well-organized and involve a wide range of companies from relevant industries. Additionally, preparation workshops for students, such as resume writing and interview skills training, can be incorporated to increase their chances of securing employment during these events. Regular follow-ups and feedback sessions post such events can help in continuously improving the effectiveness of the placement services offered. |
| **High percentage of self-employment** | Support self-employed graduates | Considering the high percentage of ITI graduates opting for self-employment, a structured support system is essential. This support could include offering business development workshops that cover key aspects of starting and managing a small business, such as business planning, financial management, and marketing strategies. |

| Observations | Recommendation | Strategy for Implementation |
|---|---|---|
| | | Additionally, establishing links with micro-financing institutions and providing guidance on accessing loans and grants can greatly assist graduates in setting up and sustaining their businesses. This comprehensive approach aims to equip self-employed graduates with the necessary skills and resources to successfully launch and grow their entrepreneurial ventures. |
| **Variations in trade relevance to industry needs** | Conduct trade-specific market alignment | Regularly assess and realign trades with market demands, ensuring relevance and employability. |

# 6. Successful Cases

| Name of the Graduate | AMAR KANT |
|---|---|
| Name of the ITI | Ganga Prasad Memorial Private ITI [1151 ] - Hathras |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Computer Operator and Programming Assistant |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 45000 |
| Employer | Central Industrial Security Force |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | SOVIT KUMAR |
|---|---|
| Name of the ITI | Government ITI, Gajraula, J.P. Nagar [049] |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | Electronics Mechanic |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 40000 |
| Employer | Indo-Tibetan Border Police |
| Satisfaction with current job | Very satisfied |

| Name of the Graduate | AJAY KUMAR |
|---|---|
| Name of the ITI | Government ITI, Thakurdwara,Moradabad [447] |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | Computer Operator and Programming Assistant |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 32000 |
| Employer | State Government (UP) |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | AJIT KUMAR |
|---|---|
| Name of the ITI | Government ITI, Shahpur,Muzaffar Nagar [456] |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Plumber |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 32000 |
| Employer | Canara Bank |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | AKASH KUMAR |
|---|---|
| Name of the ITI | Government ITI, Etmadpur, Agra [170] |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Plumber |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 30000 |
| Employer | IDFC Bank |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | ALOK KUMAR |
|---|---|
| Name of the ITI | S.R. PRIVATE ITI [3670], AURAIYA |
| Gender & Caste | Male, General |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 30000 |
| Employer | VI (Vodafone Idea) |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | KM VISHAKHA |
|---|---|
| Name of the ITI | Government ITI, Sarsawa, Saharanpur [021] |
| Gender & Caste | Female, Other Backward Class |
| Trade Name | Sewing Technology |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 30000 |
| Employer | State Government (UP) |
| Satisfaction with current job | Very satisfied |

| Name of the Graduate | SAAD ANSARI |
|---|---|
| Name of the ITI | A.P.V. Private ITI [1381 ] - Kanpur Nagar |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 30000 |
| Employer | State Government (UP) |
| Satisfaction with current job | Very satisfied |

| Name of the Graduate | HARI OM |
|---|---|
| Name of the ITI | P.T. Ram Sahay Private ITI [1070 ] - Agra |
| Gender & Caste | Male, General |
| Trade Name | Computer Operator and Programming Assistant |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 30000 |
| Employer | Hotel Taj View |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | AJAY KUMAR |
|---|---|
| Name of the ITI | Balaji Private ITI [2493], Tanakpur Road Saidpur, Pilibhit |
| Gender & Caste | Male, General |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 29650 |
| Employer | State Government (UP) |
| Satisfaction with current job | Very satisfied |

| Name of the Graduate | SHIVAM PANDEY |
|---|---|
| Name of the ITI | Government ITI, Bihar, Pratapgarh [208] |
| Gender & Caste | Male, General |
| Trade Name | Painter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 26000 |
| Employer | Kotak Mahindra Bank |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | ANOOP KUMAR |
|---|---|
| Name of the ITI | Government ITI, Musafirkhana, Amethi [225] |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | ICTSM |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 25000 |
| Employer | MNCS Data & Credit Solutions Pvt. Ltd. |
| Satisfaction with current job | Very satisfied |

| Name of the Graduate | DHEERAJ PRATAP |
|---|---|
| Name of the ITI | Maa Vaishno Private ITI [2357] - Agra |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 25000 |
| Employer | Shree Kanta Estates |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | AMIT KUMAR |
|---|---|
| Name of the ITI | Endeavour Private ITI [2739], SAHARANPUR |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 25000 |
| Employer | Samad Hardware |
| Satisfaction with current job | Neutral |

| Name of the Graduate | ARPIT TIWARI |
|---|---|
| Name of the ITI | Access Private ITI [1388] - Allahabad |
| Gender & Caste | Male, General |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 25000 |
| Employer | Freelancer with Event Management Companies |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | MOHD SAIFEE |
|---|---|
| Name of the ITI | LDCITS, 22 MILESTONE PRIVATE ITI [3976], PRAYAGRAJ |
| Gender & Caste | Male, General |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 25000 |
| Employer | TATA Motors |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | ROHIT |
|---|---|
| Name of the ITI | Maa Pitambra Private ITI [2627], Shivpuri Road, Jhansi |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 25000 |
| Employer | OLA Cabs |
| Satisfaction with current job | Very satisfied |

| Name of the Graduate | AJAY KUMAR |
|---|---|
| Name of the ITI | A.P.V. Private ITI [1381 ] - Kanpur Nagar |
| Gender & Caste | Male, General |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 25000 |
| Employer | Belly Retail Chain Private Limited |
| Satisfaction with current job | Very satisfied |

| Name of the Graduate | SHIV KUMAR |
|---|---|
| Name of the ITI | Government ITI, Mudha Pandey,Moradabad [469] |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 24000 |
| Employer | Indian Army |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | DHEERAJ TOMAR |
|---|---|
| Name of the ITI | Maa Vaishno Private ITI [2357 ] - Agra |
| Gender & Caste | Male, General |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 23000 |
| Employer | HDFC Bank |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | AMAAN KHAN |
|---|---|
| Name of the ITI | Maa Pitambra Private ITI [2627], Shivpuri Road, Jhansi |
| Gender & Caste | Male, General |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 22000 |
| Employer | Uttam Private Limited |
| Satisfaction with current job | Very satisfied |

| Name of the Graduate | ANKIT KUMAR |
|---|---|
| Name of the ITI | MB & Sons Private ITI [2890], SANTRAVIDAS NAGAR (BHADOHI) |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 22000 |
| Employer | Masana Private Limited |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | ANURAG KUSHWAHA |
|---|---|
| Name of the ITI | Access Private ITI [1388 ] - Allahabad |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 21000 |
| Employers | GT Machinery |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | ARJUN |
|---|---|
| Name of the ITI | Government ITI, Amritpur, Farrukhabad [410] |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Welder |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 21000 |
| Employer | HP Computers |
| Satisfaction with current job | Very satisfied |

| Name of the Graduate | ARJUN KUMAR |
|---|---|
| Name of the ITI | Government ITI, Morna,Muzaffar Nagar [457] |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | Electronics Mechanic |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 20000 |
| Employer | NIVIDIA India |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | KM ROJ PARVEEN |
|---|---|
| Name of the ITI | Government ITI, Bhognipur, (Kanpur Dehat) [211] |
| Gender & Caste | Female, General |
| Trade Name | Basic Cosmetology |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 20000 |
| Employer | Self-employed (Beauty Parlour) |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | AJAY SAINI |
|---|---|
| Name of the ITI | DEEPANSHU PRIVATE ITI [3305], SAHARANPUR |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 20000 |
| Employer | Saini Electronics and Electricals (Self-employed) |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | MUKUL RAJPUT |
|---|---|
| Name of the ITI | Government ITI, Bijnor [044] |
| Gender & Caste | Male, General |
| Trade Name | Mechanic Diesel Engine |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 20000 |
| Employer | Mahindra Tractors |
| Satisfaction with current job | Very satisfied |

| Name of the Graduate | AJAY |
|---|---|
| Name of the ITI | Maa Vaishno Private ITI [2357] - Agra |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 20000 |
| Employer | Ajay Mobile Repairing (Self-employed) |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | AJAY KUMAR |
|---|---|
| Name of the ITI | A.P.V. Private ITI [1381] - Kanpur Nagar |
| Gender & Caste | Male, General |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 25000 |
| Employer | Belly Retail Chain Private Limited |
| Satisfaction with current job | Very satisfied |

| Name of the Graduate | AFSAR |
|---|---|
| Name of the ITI | Government ITI, Babrala, Sambhal [161] |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Plumber |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 19000 |
| Employer | Burahani Plumbing (Local Business) |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | CHANDRA SHEKHAR AZAD |
|---|---|
| Name of the ITI | Government ITI, Atrauli, Aligarh [009] |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Welder |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 19000 |
| Employer | Havells India |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | SANDEEP PASWAN |
|---|---|
| Name of the ITI | Raghunath Singh Private ITI [2978], Bhisham Amahat, Ghazipur |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 19000 |
| Employer | Honda |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | MAYANK BAKSHI |
|---|---|
| Name of the ITI | Ingraham Private ITI Ghaziabad [1482] - Ghaziabad |
| Gender & Caste | Male, General |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 18000 |
| Employer | DB RRTS Operations India Private Limited |
| Satisfaction with current job | Neutral |

| Name of the Graduate | HARSH SAXENA |
|---|---|
| Name of the ITI | Government ITI, Badalpur Noida, Gautambuddha Nagar [449] |
| Gender & Caste | Male, General |
| Trade Name | ICTSM |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 18000 |
| Employer | Hyundai |
| Satisfaction with current job | Neutral |

| Name of the Graduate | RAM MOHAN SHARMA |
|---|---|
| Name of the ITI | Government ITI, Farrukhabad [076] |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Machinist |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 18000 |
| Employer | Maruti Suzuki |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | ADITYA KUMAR |
|---|---|
| Name of the ITI | MAA RAJO DEVI PRIVATE PRIVATE ITI [3297], HATHRAS |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 18000 |
| Employer | Mohan Private Limited |
| Satisfaction with current job | Neutral |

| Name of the Graduate | MAYANK RAWAT |
|---|---|
| Name of the ITI | Ingraham Private ITI Ghaziabad [1482] - Ghaziabad |
| Gender & Caste | Male, General |
| Trade Name | Electronics Mechanic |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 18000 |
| Employer | StatCon Energiaa Private Limited |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | DEEPAK KUSHWAH |
|---|---|
| Name of the ITI | Government ITI, Etmadpur, Agra [170] |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Plumber |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 17000 |
| Employer | L&T Constructions |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | ARUN KUMAR |
|---|---|
| Name of the ITI | Government ITI, Hasanpur, J.P. Nagar [198] |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Computer Operator and Programming Assistant |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 17000 |
| Employer | Paytm |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | SONU RAJBHAR |
|---|---|
| Name of the ITI | Raghunath Singh Private ITI [2978], Bhisham Amahat, Ghazipur |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 17000 |
| Employer | Mahindra Tractors |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | AMAN KUMAR |
|---|---|
| Name of the ITI | Government ITI, Akbarpur, Kanpur Dehat [406] |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 16000 |
| Employer | NTPC |
| Satisfaction with current job | Neutral |

| Name of the Graduate | RITIK KUMAR |
|---|---|
| Name of the ITI | Ingraham Private ITI Ghaziabad [1482] - Ghaziabad |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 16000 |
| Employer | ITC Ltd. |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | BRAJESH KUMAR |
|---|---|
| Name of the ITI | GYAN PRIVATE ITI [3699], FIROZABAD |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 15000 |
| Employer | Bright A S Pvt. Ltd. |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | KHUSHBOO |
|---|---|
| Name of the ITI | Government ITI, Etawah [075] |
| Gender & Caste | Female, Schedule Castes |
| Trade Name | Basic Cosmetology |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 15000 |
| Employer | Beauty Parlour (Self-employed) |
| Satisfaction with current job | Neutral |

| Name of the Graduate | ADITYA |
|---|---|
| Name of the ITI | Government ITI, Ghaziabad [024] |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | Mechanic (Refrigeration and Air-Conditioning) |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 15000 |
| Employer | Reliance Jio Infocomm Limited |
| Satisfaction with current job | Neutral |

| Name of the Graduate | MANAV SINGH |
|---|---|
| Name of the ITI | Endeavour Private ITI [2739], SAHARANPUR |
| Gender & Caste | Male, General |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 15000 |
| Employer | Aakash Hardware (Local Business) |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | SUMIT KUMAR |
|---|---|
| Name of the ITI | Government ITI, Thakurdwara,Moradabad [447] |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Mechanic (Refrigeration and Air-Conditioning) |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 15000 |
| Employer | Mahindra & Mahindra Limited |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | ANKIT PRAJAPATI |
|---|---|
| Name of the ITI | MB & Sons Private ITI [2890], SANTRAVIDAS NAGAR (BHADOHI) |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Fitter |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 15000 |
| Employer | Suhana Private limited |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | PRATEEK BAJPAI |
|---|---|
| Name of the ITI | Government ITI, Sitapur [085] |
| Gender & Caste | Male, General |
| Trade Name | Computer Operator and Programming Assistant |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 15000 |
| Employer | Ujjivian Finance Bank |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | SUMIT |
|---|---|
| Name of the ITI | Government ITI, Amroha [043] |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | Stenographer & Secretarial Assistant (Hindi) |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 15000 |
| Employer | Ekart |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | ROHIT SHARMA |
|---|---|
| Name of the ITI | Government ITI, Ghaziabad [024] |
| Gender & Caste | Male, General |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 15000 |
| Employer | Hindustan Times |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | ANKIT KUMAR |
|---|---|
| Name of the ITI | Government ITI, Devband, Saharanpur [188] |
| Gender & Caste | Male, Other Backward Class |
| Trade Name | Welder |
| Course Duration | 1 Year |
| Approx. Monthly Salary (Rs.) | 15000 |
| Employer | Maruti Suzuki |
| Satisfaction with current job | Satisfied |

| Name of the Graduate | ADITYA KUMAR |
|---|---|
| Name of the ITI | Endeavour Private ITI [2739], SAHARANPUR |
| Gender & Caste | Male, Schedule Castes |
| Trade Name | Electrician |
| Course Duration | 2 Years |
| Approx. Monthly Salary (Rs.) | 15000 |
| Employer | Daabra Engineers and Contractors |
| Satisfaction with current job | Satisfied |

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