



TRACER STUDY FOR TECHNICAL VOCATIONAL EDUCATION & TRAINING (TVET) EMPLOYMENT OUTCOMES OF GRADUATES FROM ITI'S IN MEGHALAYA

Final Report

Submitted to

DIRECTORATE OF EMPLOYMENT & CRAFTSMEN TRAINING
Department of Labour
Government of Meghalaya



Submitted by



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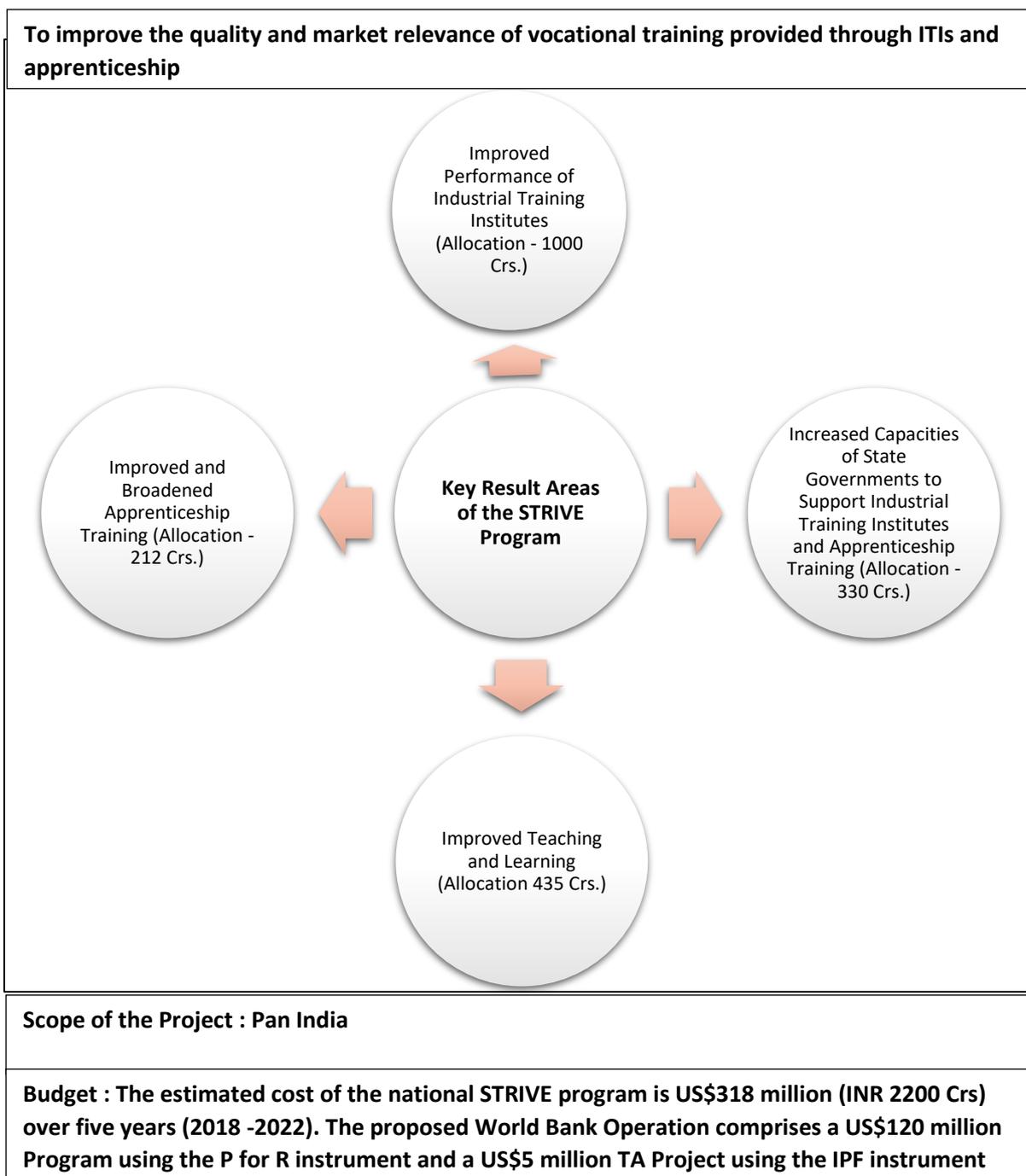
Executive Summary

Skills and knowledge are the driving forces of economic growth and social development of any country. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. A million youth will enter the labor market every month for the next two decades, and India will soon have one of the youngest and largest working-age populations in the world. A striking feature of India's labor market is the extremely low (31 percent) female labor force participation. More than 50 million of India's young women are neither studying nor working. In addition, at present, 4.9 percent of working-age people are unemployed and 82 percent work without any written job contract,¹ more than 70 percent work in firms with less than 10 employees, and more than 75 percent have no access to any social security benefits—attesting to the large size of the informal sector and a relative scarcity of 'good' jobs. These challenges could inhibit India's ambition to further modernize its economy by attracting resources to dynamic, high-productivity manufacturing and services sectors. . In its National Policy for Skill Development and Entrepreneurship of 2015, and its related implementation framework, the Government has highlighted its intention to strengthen capacities and relevance of apprenticeship training and ITIs. Delivering on this mandate will require transformative thinking for

- modernizing and expanding apprenticeship training in line with market needs;
- enhancing performance and accountability of ITIs through systematically deepening the involvement of industry;
- improving teacher training and teaching and learning (TL) resources and addressing the need for 'soft' skills (such as information literacy, problem solving, critical thinking, entrepreneurialism, and 'learning to learn'),
- addressing the gap in female participation and access for scheduled tribes (STs)

An initiative to address the same has been addressed by the Skills Strengthening for Industrial Value Enhancement (STRIVE) project which is World Bank Assisted-Government of India project with the objective of improving the relevance and efficiency of skills training provided through Industrial Training Institutes (ITIs) and apprenticeships. It covers 500 ITI's (400 Government ITI's and 100 Private ITI's) and 100 industry clusters (IC's). STRIVE is an outcome focused scheme marking shift in government's implementation strategy in vocational education and training from inputs to results. It aims at institutional reforms and improving quality & market relevance of skill development training programs in long term vocational education training. The key result areas earmarked, the financial initiative and initiatives undertaken under each key result areas have been depicted in the figures below.

Figure E.1 : Key Result areas of STRIVE Program



Source: Directorate General of Training, Ministry of Labour website

Under individual result areas following initiatives were undertaken by DGT and MSDE as depicted in the figure below:-

Figure E.2 : Key Result areas of STRIVE Program and key initiatives

<p>Improved Performance of Industrial Training Institutes</p> <ul style="list-style-type: none"> •500 ITIs (including 100 Private ITIs) to be provided a grant of average INR 2 crore 	<p>Increased capacities of State Governments</p> <ul style="list-style-type: none"> •Signing of STRIVE MoU with all states/Uts for state-specific reforms. 	<p>Improved teaching and learning capabilities</p> <ul style="list-style-type: none"> •On boarding of CSTARI & NIMI for revamping of CTS and CITS trades 	<p>Improved and broadened apprenticeship training</p> <ul style="list-style-type: none"> •MoU with Industry Clusters and States has to be signed with 100 Industry Clusters
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Source: Directorate General of Training, Ministry of Labour website

Figure E.3 : STRIVE Achievements till date at All India level

34 States/UT have signed agreement to implement STRIVE	A total of 424 ITI from 34 States/UTs have been selected to participate in the programme	423 ITIs have signed Performance based grant agreement (PBGA)
33 Industry Clusters (IC) from 12 states have been selected in to promote Apprenticeships	A gender study was conducted in ITIs and industry clusters, as a result of which the female participation increased from baseline figure of 9.7 percent. to 20.5 percent.	Capacity building workshops organized for ITI principals, IMC chairman, ICs and State officials with regard to various component of projects
Baseline collation and correction is completed for the project ITI and state departments. Further, KPI/DLI verification for 2019-20, 2020-21 & 2021-22 have been completed.	Workshop on Environmental and Social aspects under STRIVE for all SPIUs have been conducted in which 500+ officers attended in the national and regional level workshops.	A cumulative amount of Rs 466 Crores has been released to Implementing agencies so far under the project and Rs. 258 crores have been utilized by these implementing agencies as on date
More than 18,500 officials have been trained under NSQF compliance	6 DLIs & 17 DLRs have been verified and USD 57.2 million has been claimed from the World Bank	A pilot of tracer study was conducted in the state of Haryana to track the beneficiaries of the project. Other project states are also following the same.
<p>Model Career Progression guidelines for ITI trainers have been developed in consultation with stakeholders including ITI trainers, ITI Employee Associations, Industry bodies, State Directorates, the World Bank, and others.</p>		

Source: Directorate General of Training, Ministry of Labour website

Meghalaya has a total of 12 ITI's – 11 Government owned and 1 private ITI, operational in the State. The DECT has brought the Government ITI – Shillong under the STRIVE project. The key achievements of STRIVE in Meghalaya has been depicted in the Table below.

Table E.1: STRIVE Achievements till date

Key Performance Indicator	Year 2019 - 2020		Year 2020 - 2021	
	Baseline	Achievement	Baseline	Achievement
Percentage increase in number of graduates at the respective ITI	6% increase in number of graduates (versus baseline of academic year 2017/18) 107	92	12% increase in number of graduates (versus baseline of academic year 2017/18) 113	65
Increase in female enrolment rate across trades at the respective ITI	12% of all enrolled graduates at ITI (during academic year 2019/20) 16	18	14% of all enrolled graduates at ITI (during academic year 2020/21) 15	21
Percentage increase in total enrolments at the respective ITI's	10% increase in total enrolments (versus baseline of academic year 2017/18) 188	137	15% increase in total enrolments (versus baseline of academic year 2017/18) 197	108
Increase in percentage of total trainees at the respective ITI who have undergone OJT as per the prescribed curriculum	8% of trainees enrolled in ITI in academic year 2019/20 have undergone OJT 11	29	11% of trainees enrolled in ITI in academic year 2020/21 have undergone OJT 12	31

Source : DECT

ITI Shillong is conducting courses on 19 trades and has a seating capacity of 424 each year. Among the remaining non-project ITI's in the State, the Government ITI – Tura and the Don Bosco Technical School – Shillong (private) offers courses in 16 and 7 trades. Remaining ITI's offer only a few courses in the range of 4 - 7 trades.

Other achievements of the STRIVE program in the state of Meghalaya (Specific to ITI Shillong and other ITI's) are as depicted below:-

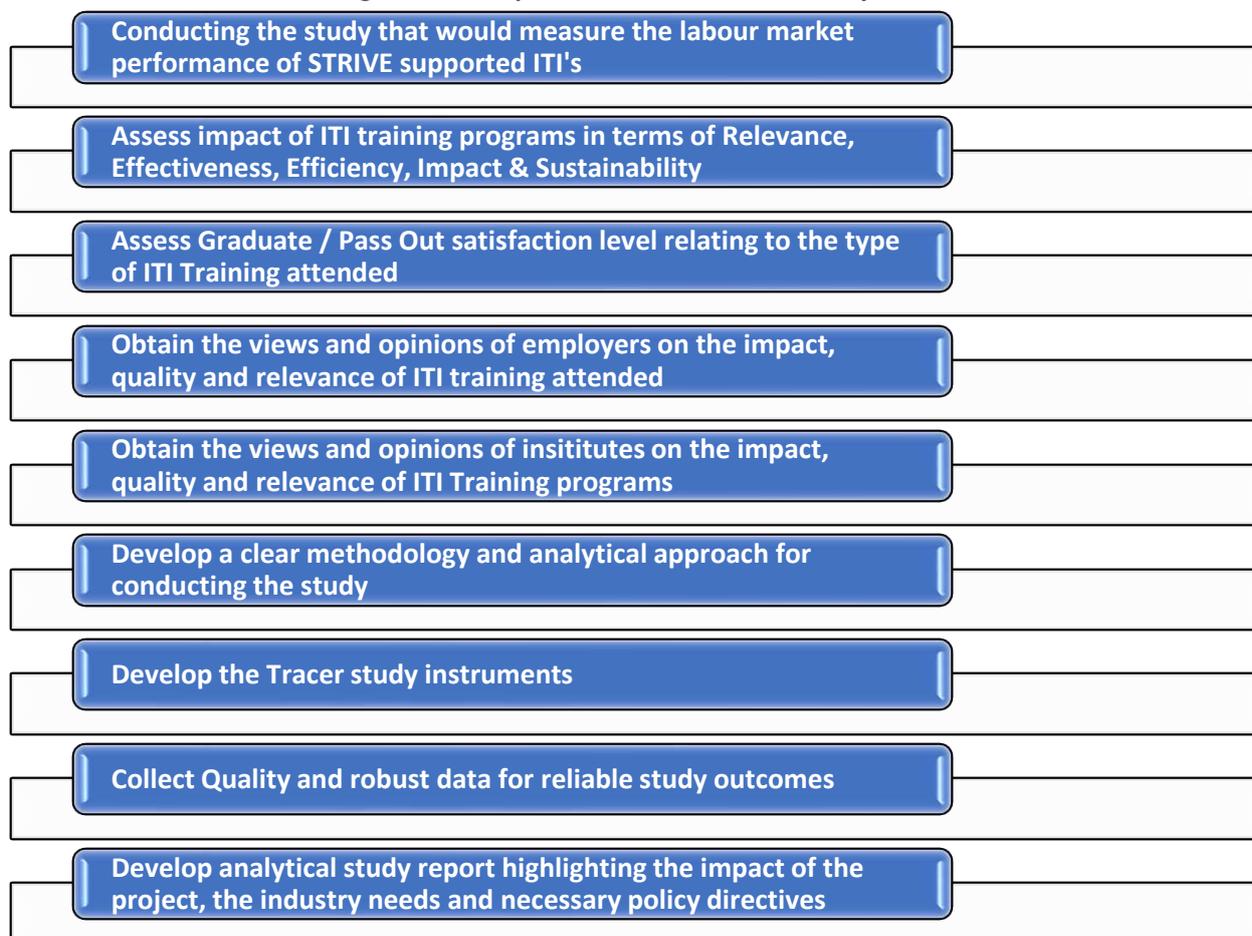
Figure E.4 : STRIVE Achievements till date at Meghalaya

Enrolment & Curriculum related	Tie Ups & Placement Related	Environmental - Social Safeguard Related
<ul style="list-style-type: none"> • Increase in Enrolment for Admission at Industrial Training Institutes (ITIs) from 839 trainees in 2018-2019 to 949 trainees in 2020-2021 • Conducting of Computer Based Test for NCVT Trades. ITI Shillong has upgraded the Civil Draughtsman Lab by installing LAN & Internet connectivity for Auto CAD & online mock test and CBT examination. Upgradation of computer lab at ITI Shillong has been completed • Increase in On the Job Training for the selected project ITI. • Conducting of Apprenticeship Mela in which 3 (three) Institution have come forward i.e., NEEPCO, MeECL and Hotel Assembly. • Centralization of Admission through online mode. 	<ul style="list-style-type: none"> • Tie up with Health Department. • Installation of Safety measures at the ITI Campus. • Plantation of Trees at ITI Campus for Go Green on Environment Day. • Introduction of 3 (three) New Trades viz., Solar Technician, Driver cum Mechanic (LMV) and Bakery & Confectionery • ITI Shillong has arranged Campus Placement Drive with: <ul style="list-style-type: none"> • <i>Easa Saleh Al Gurg Group, a leading employer based in UAE in which 4 graduates has been placed.</i> • <i>Maruti Suzuki Gujarat in which 2 graduates has been placed</i> • IGNITE has successfully conducted the Training of Trainers. • Naandi Foundation has conducted free Employability Skills Training Programme for ITI Trainees. 	<ul style="list-style-type: none"> • Construction of Drainage System and Pavement along with toilet facilities has been constructed. • Beautification of Campus ITI Shillong has also been completed. • Barricading of Transformer within the ITI Campus for Safety measures of the Trainees is under process. • Installing of Solar Panel for Solar Technician (Electrical) Trade. • The Signage and bannering has been set up for all ITIs in Meghalaya and also added in Google Maps. • Water harvesting has been constructed at selected STRIVE ITI Shillong.

Source : DECT

The Objective of the current assignment was to conduct a tracer study of trainees from project and non-project ITIs in the state in order to understand their career progression in the labor market, provide a feedback for improvements in TVET and explanation to the causes of employment outcomes (professional success) while analysing the impact of various features of TVET.

Figure E.5: Scope of Work for TRACER Study



Source: DECT

Table E.2: Sample – Target vs. Achievement

#	Name of Sample ITI	No. of seats per year	No. of trades	Sample ITIGraduates			
				2020	2019	Targeted	Achieved
1	Govt. Industrial Training Institute, Shillong	424	19	55	55	110	154
2	Govt. Industrial Training Institute Tura	408	16	41	41	82	66
3	Govt. Industrial Training Institute Baghmara	92	4	11	11	22	26
4	Govt. Industrial Training Institute Jowai	156	7	15	15	30	32
5	Govt. Industrial Training Institute Nongstoin	112	5	11	11	22	17
6	Govt. Industrial Training Institute Nongpoh	132	6	13	13	26	13
7	Govt. Industrial Training Institute Resubelpara	112	5	11	11	22	10
8	Private ITI Don Bosco Technical School Shillong	146	7	15	15	30	34
		1830		185	185	370	381

Source: DECT

The Team also carried out interview of the stakeholder and major findings from each one of them has been depicted in the ensuing paragraphs:-

The summary of findings from all responding segments have been depicted in the ensuing paragraphs

ITI Graduate Pass outs

- Young as well as old graduates are thronging the TVET courses as understood from the student profile.
- Courses have gained traction both in Urban as well as rural areas.
- Graduate and PG females are enrolling in TVET courses more than that of their male counterparts with the same educational qualification.
- 46.2% of the traced graduates (42.9% from the STRIVE ITI and 48.5% from the Non – STRIVE ITI's) have secured some form of employment post their graduation from ITI's. Graduates qualifying in trades pertaining to Manufacturing, Handloom, DTP have secured employment. Masons, surveyors, electricians are the most employed ones in the self-employed category.
- Availability of Job post qualification continues to be a major concern amongst the passed out TVET graduates.
- Full time Employees are drawing a premium of 30% over the graduates who are employed part time (This is 47% higher for STRIVE ITI's and 45% higher for Non-STRIVE ITI's).
- 30% of the Graduated passing out from Engineering Trades and 20.2% of the passouts from Non Engineering Trades indicated that they are employed in some form or other.
- Self-employed passout graduates are earning lesser than that of the employed ones at the overall level but some trades like Car maintenance, Welding & Electric Shop, Online business are gaining traction and commanding higher salaries.
- Reference still dominates all modes of securing a job as per perception of all category of passout graduates (Employed, Self Employed, Unemployed).
- There is an increasing trend amongst the respondents to opt for Self-Employment (21.8% of Engineering Trades and 14.5% of Non Engineering Trades). They are realistic about expectation of the assistance they want in order to start their business and wish to utilize the knowledge they have secured in the process.
- **Industrial Connects** followed by **periodic updation/ customization** and more **Practical work** continues to be a concern for the graduates. 7 – 8 trades are a little vocal about these and state that improvement is required in the aforesaid areas to the extent of 75% to 100%.
- Most passout graduates feel that TVET Training has made them more adaptable and capable of facing the professional world.

ITI Institutes

- Private Institute and STRIVE funded Institutes are more focussed towards introducing innovative trades, train both teachers and graduates with soft skills in order to make them more competent.
- **Industrial connects** followed by **periodic updation of the curriculum** and more **laboratory and Practical work** continues to be a concern as stated by the institute.

Employers

- Employers are relying on campus recruitment and networking for sourcing employees.
- Employers are satisfied with their recruitment from ITI's and find the passout graduates to be competent and adaptable.

To sum up suggested improvements

Suggestions on improvement by different stakeholders have been depicted in the Table below

Table E.3 : Suggestions on Improvement

Respondent Category	Industrial Connect	Customization	Laboratory & Practical	Teaching & Delivery	Soft Skills
Student	√	√	√		
Private Institute	√	√		√	
STRIVE Institute	√	√	√	√	
Women ITI	√	√	√	√	√
Non STRIVE Institute	√	√			√
Employers	√	√	√		

Key Identified Issues

The STRIVE Program has been instrumental in creating considerable impact amongst the major stakeholder as depicted. However, the beneficial effects of this programme has already started to make its' impact amongst the passout graduates.

Observations from Passout Graduates Feedback

- Females in engineering as well as non - engineering trades are younger than that of their male counterparts
- Trades of Surveyor, F&V Processing, COPA, Mechanical Draughtsmen, Painter, Electronics Mechanic, Fitter, Advance course of Dress making and Carpentry attracts relatively older than average age of graduates, which is 24.5 years.
- Trades of Dress Making, Wireman, Digital Photography, Motor Vehicle Mechanic, Floriculture & landscaping, Horticulture, Operator of Advance Machine Tools and DTP Operators attract relatively younger than the average age of passout graduates, which is 24.5 years.
- Male representation in both urban as well as rural areas continue to be more than that of the female representations in the selected sample.
- Majority (59%) of the respondents have joined the course after passing Class XII
- 53.8% are unemployed, Full-time employment is approximately 8.9% and self - employment is approx. 19.4% of the total population.
- Graduates from STRIVE ITI are predominantly employed part time or temporarily compared to Non – Project ITI's. Full time, self employment as well as Unemployed graduates are higher in Non Project ITI's compared to STRIVE ITI's.
- Full time employment seems slightly higher in the passout graduates who have passed 1 year course compared to the pass out graduates who have completed 2 year courses. Amongst the self-employed and graduates employed part time, the proportion of passout graduates attending 2 year courses is more compared to that of the-passout graduates attending 1 year courses. Proportion of unemployed amongst passouts with 1 year courses are higher than that of the ones attending 2 year courses amongst the sampled respondents.
- About 1/3rd of the sampled respondents secured temporary and permanent employment post their completion of the course. Most (about 31%) reported that they took between 1 and 2 years to secure jobs and that too temporary.
- About 40% of the sampled respondents were from Project ITI (ITI Shillong) with majority of them reporting that they took between 6 months to 2 years to secure a job post receipt of

technical training at the institute. For the rest, it hovers between 1- 2 years to secure a meaningful employment.

- Higher representation of Employed category can be observed in the Trades of Carpentry, DTP, MMV, OAMT, Welder, Wiremen.
- Higher percentage of Self employed category included the Trades of Masons, Surveyors, Machinists, Floriculturist and Electricians
- Passout graduates from 2 year engineering trades seem to be more in the employed, self - employed as well as unemployed categories.
- As understood from the table above, the passout graduates availed both NCVT and SCVT Schemes. The no. of engineering graduates were higher than that of the non engineering graduates under both the schemes
- Major Non - - Engineering Trades where females are employed include cosmetology, dress making, fruits & vegetables processing, stenography, weaving of silk and fabrics.
- Major Engineering trades where males have been able to secure jobs include Mechanic Motor Vehicle (MMV), Plumber, Wireman.
- Graduates from STRIVE ITI's are drawing an average salary of Rs.9502/ month, which is marginally higher compared to monthly salaries of all other non STRIVE ITI's at a combined level (which is Rs. 8496/-).
- Women who are employed part time are commanding better salary compared to that of their male counterparts. The trades are Wireman, Stenography and Draughtsman Mechanical
- Males have a better command on salary drawn from full time employment, propelled predominantly by Electrician, Welder and Wiremen
- It may be noted herein, that some self employed professionals are earning at par with the pass out graduates who are employed full time.
- The role of "Friends and family" as well as "Word of mouth" seem to be the 2 most important factors which contributes to a passout landing on to a job. As per temporarily employed graduates " "Media Advertisements" also play a good role in job hunting
- Industrial Connects, Upgradation of Contents to make it up to date and laboratory works seem to be the major issue as reported by the passout graduates. These 3 issues are most predominant amongst passouts from Jowai, NongStoin, Nongpoh, Resubelpara and Shillong in addition to Women ITI

Observations from Employers Feedback

- Employers in Automobile, Hospital, Hospitality, Public Sector, Textile Manufacturing are more or less satisfied with the quality of graduates they have hired
- Employers more or less satisfied with the current infrastructure, pedagogy and type of training received and adaptability of the ITI Passout graduates whom they have employed.
- There are, however, areas of improvement, especially with reference to mode of placement and industry connects with reference to some of the industry domains like Auto, Education, Hospital, Hospitality, Printing, Public sector, Textile and Advertising

Recommendations

Drawing nuances from the findings and analysis indicated above, the recommendations from the study are as stated in the diagram below. **This will help successful implementation of STRIVE**

Program in the State involving all institutes. This will create a happy cohort of successful pass out graduates, good array of monitoring and evaluation experts, a band of motivated instructors, happy lot of employers/ entrepreneurs and finally economically prosperous population and the State of Meghalaya :-

Catch them Young - The average age of availing TVET Training seems to be 24.5 years. And majority of the passout graduates indicated that they have passed class 12 before enrolling themselves in the course. Hence, an pull may be created in order to bring them quickly into the fold of Technical Training. Policy amendments may be needed in order to bring more industries in the State which would enhance the demand of the professionals in the State.

Need for attracting more female in TVET Trainings - Females have shown the affinity to get themselves trained in more Non- Engineering courses. More opportunity may be created to bring about more females in the fold of Engineering courses by providing better placement opportunity and overall a safe transportation facility.

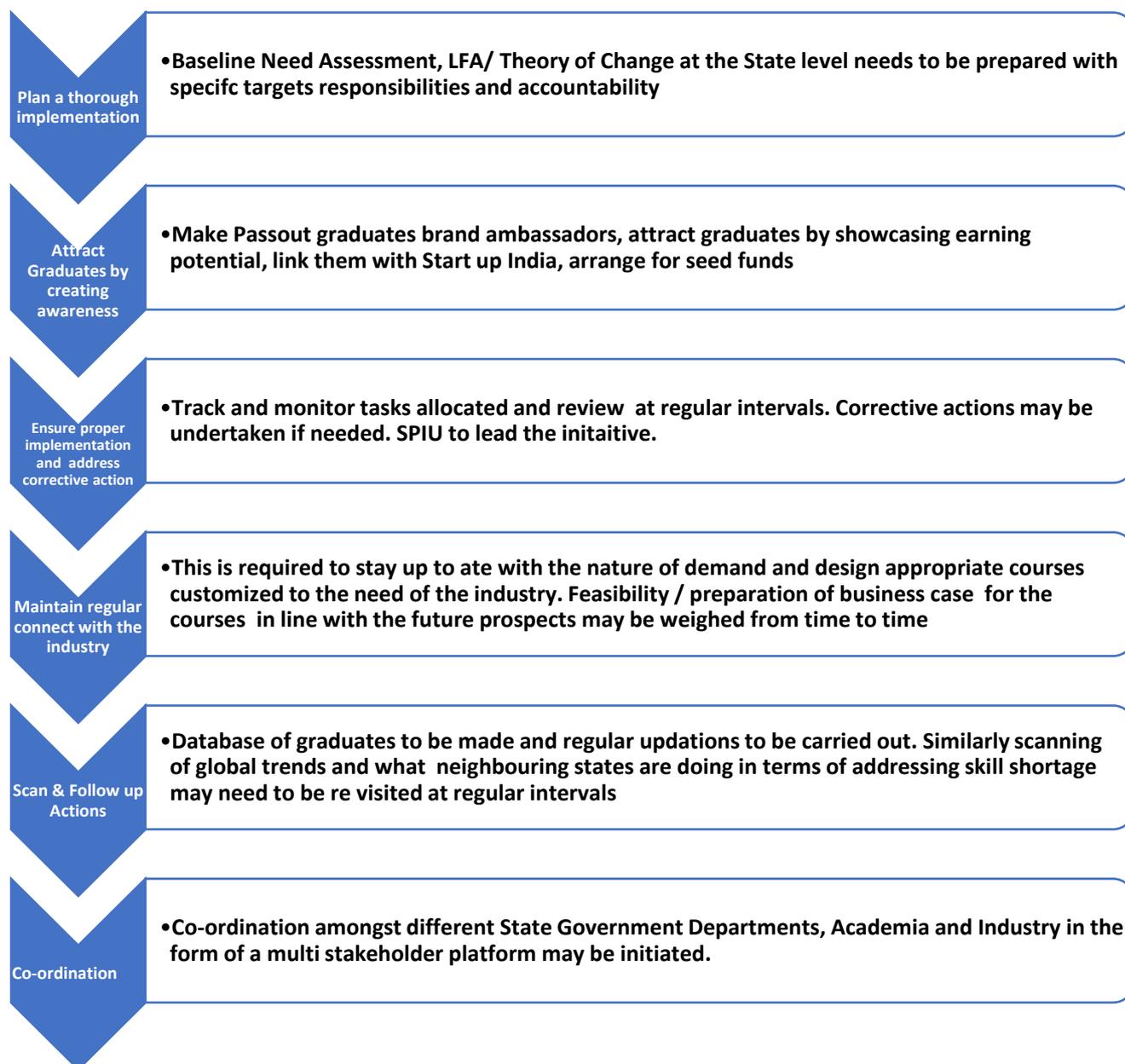
Regular updation of curriculum – Specific industries have indicated there is a need of periodic uptaion of Theory, Practical and provide access to latest workshop equipment and enhance exposure to laboratory equipments. Some of these industries include Hospital, Automobile, Garment manufacturing, Broadcasting etc.

Access to safer Transport – Most of the respondents hailing from rural areas have problems accessing the ITI's and there are cases of drop outs as well. Hence, to attract more young graduates it is imperative that a transport facility may be organized and built up in the budget for subsequent Technical Education enhancement projects. This may be true for all North Eastern and Hilly states of India

Industry Connects – This is the most important intervention that needs to be co-ordinated and executed. Current issue is that Industry – Academia are not working in sync and hence more co-ordination needs to emanate amongst these 2 most important contributors to the economy of the State. Regular dialogues may help in understanding demand and tailor courses in accordance to the same.

Recommendations to strengthen similar program interventions - This can be done by the Nodal Agency (DECT) with help of SPIU. The SPIU shall undertake the following activities in order to make an invasive and sustainable TVET in the state of Meghalaya.

Figure E.4: Recommendations for future STRIVE Program in Meghalaya





Chapter 1: Introduction, Context & Methodology

1) Background

Skills and knowledge are the driving forces of economic growth and social development of any country. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential.

The Economy & Skilling Connect

The level of employment, its composition and the growth in employment opportunities are the critical indicator of the process of development in any economy. Increasing pace of globalization and technological changes provide both challenges and growing opportunities for economic expansion and job creation. In taking advantage of these opportunities as well as in minimizing the social costs and dislocation, which the transition to a more open economy entails, the level and quality of skills that a nation possess are becoming critical factors. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization. India's economy has grown rapidly and with rapid growth, demand has grown for a more educated and skilled workforce. India's gross domestic product (GDP) grew by 7.6 percent in 2015-16 steadily recovering from a low of 5.1 percent in 2012-13. This GDP growth was largely supported by robust consumption growth on the expenditure side and strong growth in the services sector, averaging more than 9 percent between 2012 and 2015, on the production side, although a recovery of industrial value added in 2015-16 was notable. With growth, poverty has declined rapidly from 38.9 percent in 2004-05 to 21.6 percent in 2011-12 (1.90 purchasing power parity per day) at a pace significantly faster than that witnessed in earlier periods. Poverty reduction was supported by greater rural-urban integration, increase in nonfarm wage employment, especially in construction, and higher rural wage growth. Given the cooling of the latter two trends in the past three years, it is likely the pace of poverty reduction moderated. Going forward, India's growth prospects remain bright.

A million youth will enter the labor market every month for the next two decades, and India will soon have one of the youngest and largest working-age populations in the world. These demographic dynamics and a rising age-savings profile are likely to generate significant volumes of savings and investment over the coming years. The average schooling of the working-age population, and, consequently, worker productivity, will increase by at least a full year until 2030 even with no further improvements in the educational attainment of today's youth (that is, simply because younger cohorts are better educated) and could rise much faster if further progress is achieved on the education agenda. The proportion of population living in urban areas is expected to rise to 40 percent in 2030 from around 30 percent today, reinforcing productivity-boosting agglomeration effects.

The India Opportunity

A striking feature of India's labor market is the extremely low (31 percent) female labor force participation. More than 50 million of India's young women are neither studying nor working. In addition, at present, 4.9 percent of working-age people are unemployed and 82 percent work without any written job contract, more than 70 percent work in firms with less than 10 employees, and more than 75 percent have no access to any social security benefits—attesting to the large size of the informal sector and a relative scarcity of 'good' jobs. These challenges could inhibit India's ambition to further modernize its economy by attracting resources to dynamic, high-productivity manufacturing and services sectors.

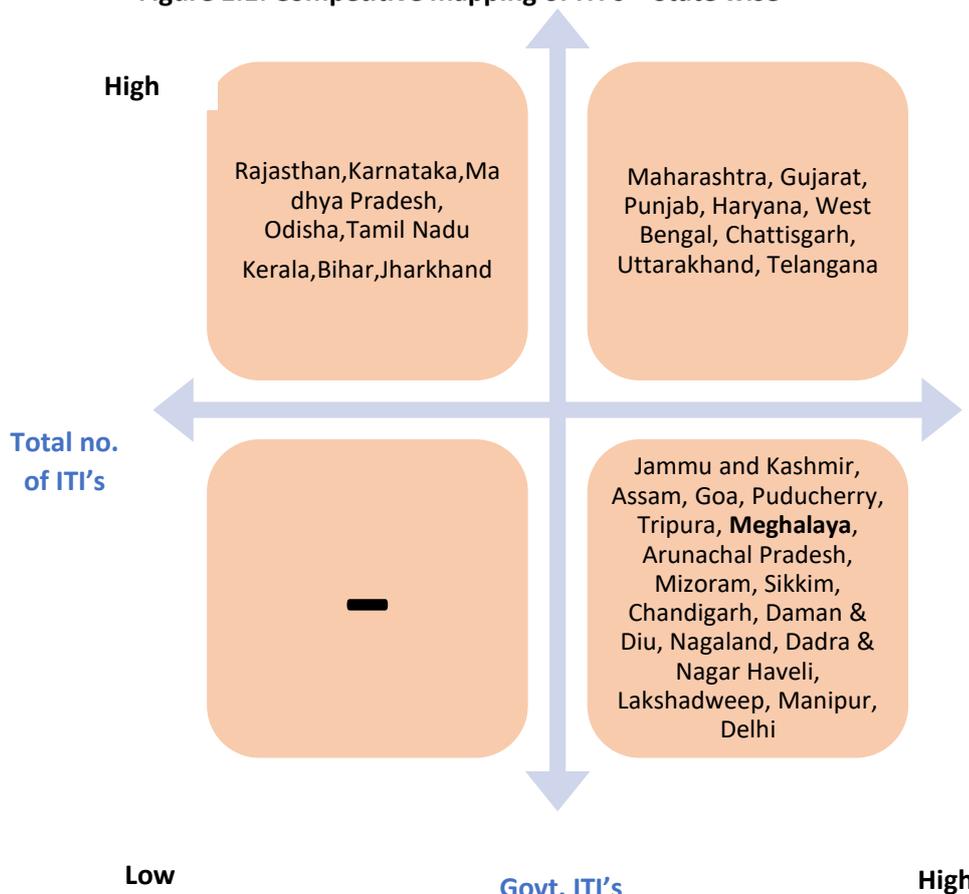
Shortcomings & Challenges

Despite certain sporadic pockets of excellence, the following weaknesses have been observed in the realisation of the immense potential that India has.

- While India has had success in increasing the variety of products it exports and the number of destinations, its penetration of global merchandise markets— including in key sectors such as apparels, automotives, and electronics—remains low in absolute terms (it accounts for 1.5 percent of global exports of goods).
- Major drawbacks holding India back includes infrastructure provision, access to finance, regulatory environment, and limited supply of adequately skilled labor.
- Data from labor market surveys in India have shown that individuals with formal vocational education training have a higher probability of being salaried workers (rather than being casual workers, self-employed, or unemployed) than individuals coming to the labor market with only general secondary education.
- The skills training landscape in India is characterized by both market and institutional failures. Since firms cannot fully appropriate returns from skilling workers, the private sector underinvests in training. The public vocational training system represents the authorities' response to this market failure: in particular, with their focus on technical skill areas, apprenticeship programs and ITIs form the backbone of long-term training for developing an increasingly competitive and well-qualified workforce capable of flexibly adapting to changing world markets and technological progress.
- At the national level, long-term skills development is coordinated by the Directorate General of Training (DGT) in the Ministry of Skill Development and Entrepreneurship (MSDE). While the Apprenticeship Training Scheme (ATS) is a three-year training scheme combining school-based and workplace learning provided by industry, the Craftsmen Training Scheme (CTS) is predominantly a 2-year5 school-based training provided in ITIs.
 - The formal vocational training system in India currently consists of 11405 Industrial Training Institutes (ITI) with 1997 in the public space and 9408 in the private realm¹. Meghalaya has relatively less No. of ITI's with a higher representation of Govt. ITI's.

¹ DGET, Ministry of Labour website

Figure 1.1: Competitive mapping of ITI's – State wise



Source: Directorate General of Training, Ministry of Labour website

- Opportunities to strengthen the responsiveness of the training supply to the development needs of India as well as to the skills requirements in the labor market can be further exploited. In its National Policy for Skill Development and Entrepreneurship of 2015, and its related implementation framework, the Government has highlighted its intention to strengthen capacities and relevance of apprenticeship training and ITIs. Delivering on this mandate will require transformative thinking for²
 - modernizing and expanding apprenticeship training in line with market needs;
 - enhancing performance and accountability of ITIs through systematically deepening the involvement of industry;
 - improving teacher training and teaching and learning (TL) resources and addressing the need for 'soft' skills (such as information literacy, problem solving, critical thinking, entrepreneurialism, and 'learning to learn'),
 - addressing the gap in female participation and access for scheduled tribes (STs)
- In modern apprenticeship systems, training is increasingly delivered in a dual approach systematically combining workplace learning in a company with theory and basic skills training modules in a training institution. This improves learning outcomes and is especially successful in developing transferable and soft skills allowing for better labor mobility of graduates.

² International Development Association : Program Appraisal document on a proposed credit in amount of US\$125 Mn to the Republic of India for a Skills Strengthening for Industrial Value Enhancement Operation February 8, 2017, Page No 16, point No 9.

- Further system reforms are required in India to improve the mechanism to ease entry of SMEs into dual apprenticeship training through flexible delivery and support to cluster formation. These need to be complemented by effective instruments to recognize new apprenticeship trades in line with industry needs and an increased emphasis on the quality assurance mechanism and capacity development initiatives of major stakeholders including company apprenticeship supervisors and teachers and managers of basic training institutions.
- Meghalaya has tremendous opportunities in terms of human resources (in the domain of technical education) in coming times. A district wise projected population in different age cohorts of 18-19 years are as depicted in the figure below.

Table 1.1: District wise Age Cohort of 18-19 years in Meghalaya

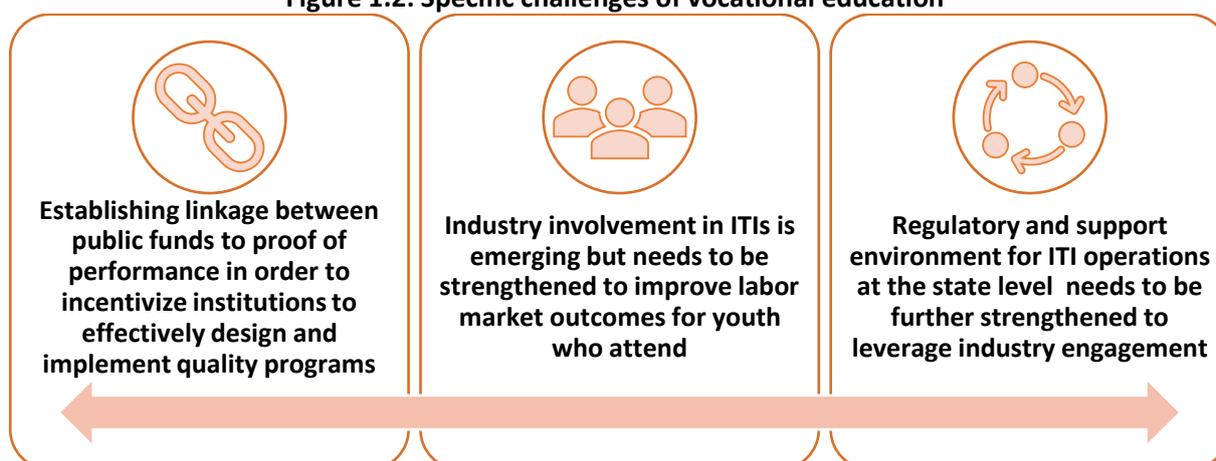
Districts	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Jaintia Hills	16205	16705	17221	17752	18300	18864	19447	20047	20665	21303	21960
Ri Bhoi	10411	10750	11099	11460	11833	12217	12615	13025	13448	13886	14337
East Khasi Hills	35446	35961	36483	37013	37551	38097	38650	39212	39781	40359	40946
West Khasi Hills	15511	15973	16448	16938	17442	17962	18497	19047	19614	20198	20800
East Garo Hills	13500	13817	14142	14475	14815	15163	15520	15884	16258	16640	17031
West Garo Hills	27084	27800	28535	29289	30063	30857	31673	32510	33369	34251	35157
South Garo Hills	5815	6061	6318	6585	6864	7154	7457	7772	8101	8444	8801
Meghalaya	123972	127028	130159	133368	136655	140024	143475	147012	150636	154349	158154

Source: Statistical Handbook of Meghalaya, Directorate of Economics & Statistics

2) The World Bank prerogative for vocational education in India

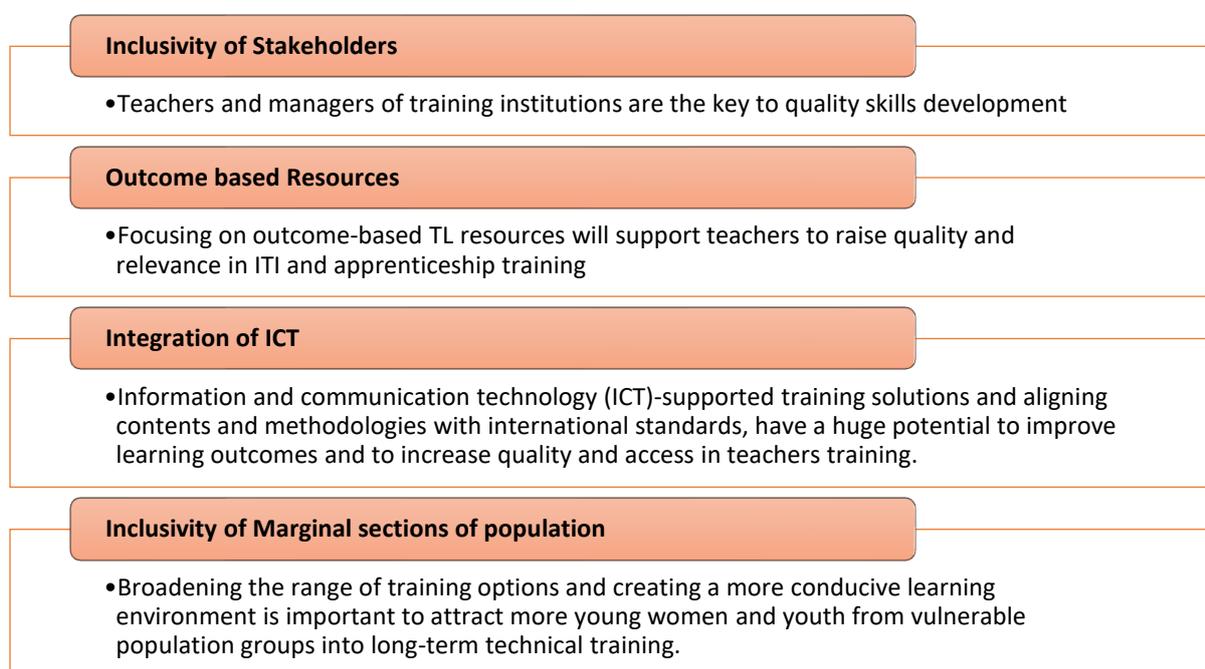
The World Bank started its' first intervention in the vocational education space in India in the year 1989. Drawing nuances from its experience in the sector, it has highlighted 3 specific challenges which , if overcome, will allow ITI's to address needs of both supply and demand in the Indian labour market.

Figure 1.2: Specific challenges of vocational education



Additionally, the following aspects were also identified as focus areas:-

Figure 1.3 : Other focus areas for vocational education



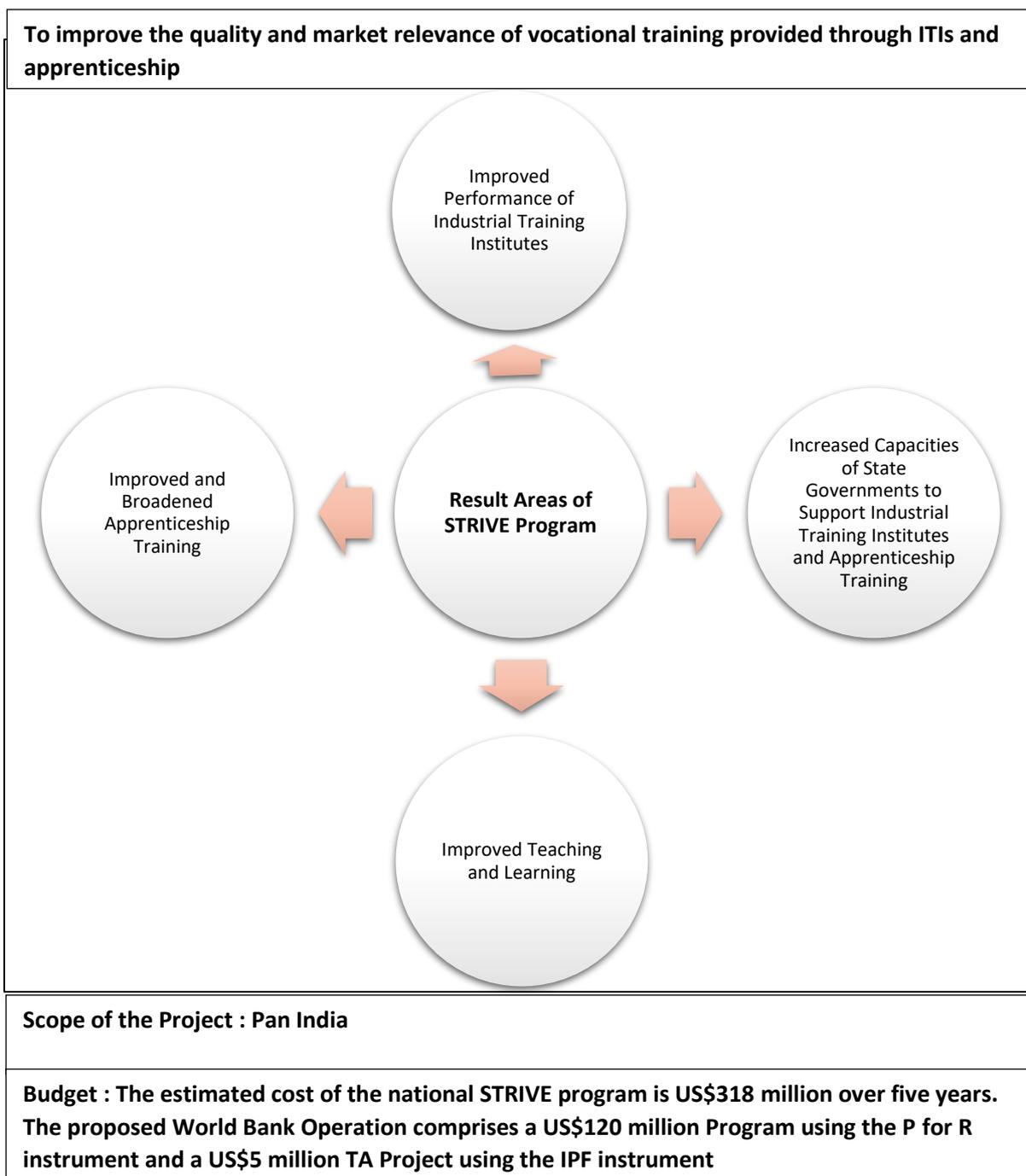
i) The Initiative: STRIVE Project

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 economically disadvantaged/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 acceptable 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 GoI 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 GoI’s commitment to provide skilling opportunities for economically disadvantaged/underserved communities and developing a globally competitive workforce.

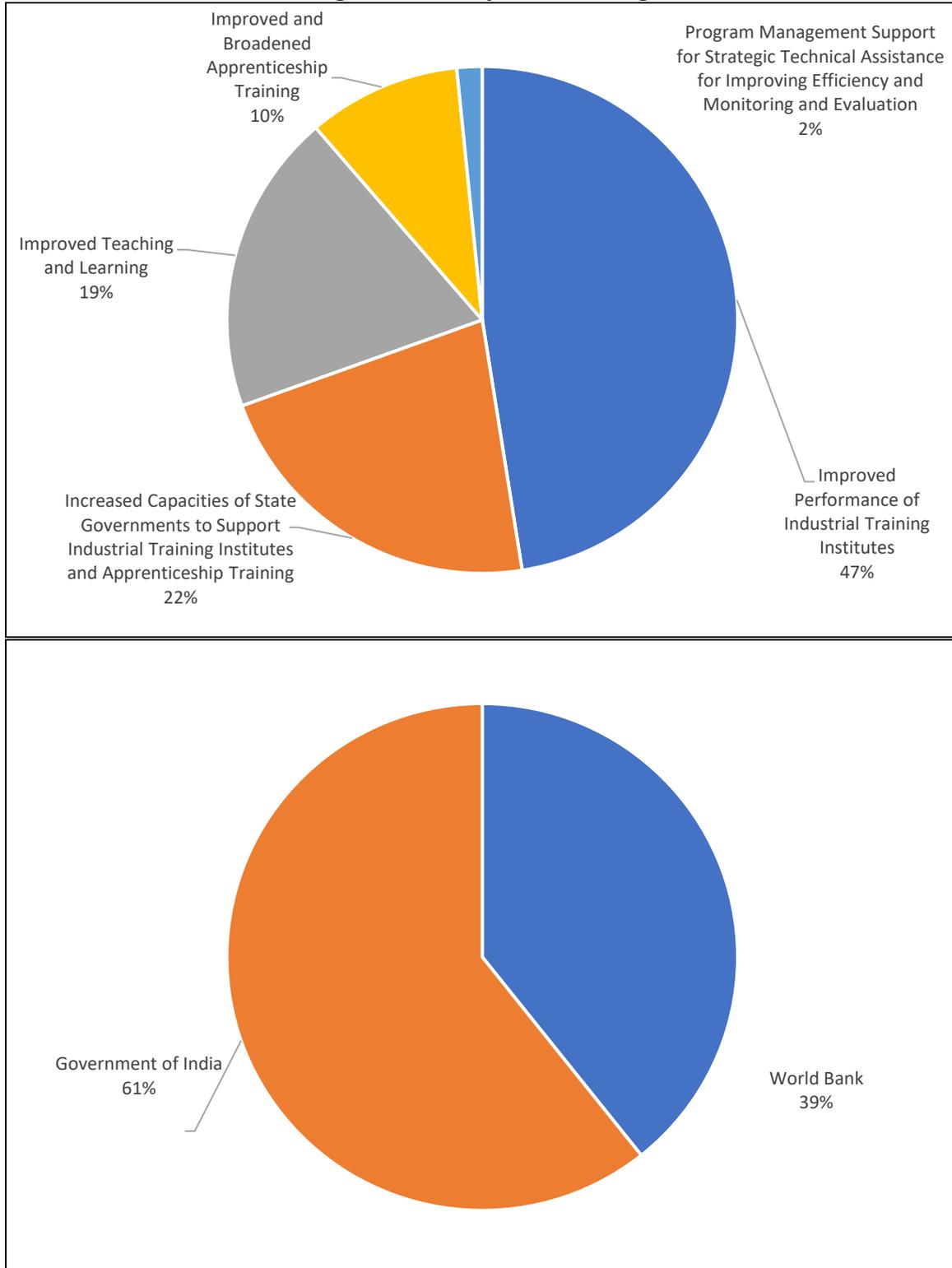
The objective of the STRIVE Project is improving the relevance and efficiency of skills training provided through Industrial Training Institutes (ITIs) and apprenticeships. It covers 500 ITI’s (400 Government ITI’s and 100 Private ITI’s) and 100 industry clusters (IC’s). STRIVE is an outcome focused scheme marking shift in government's implementation strategy in vocational education and training from inputs to results. It aims at institutional reforms and improving quality & market relevance of skill development training programs in long term vocational education training.

Figure 1.4: Key Result areas of STRIVE Program



Source : Directorate General of Training, Ministry of Labour website

Figure 1.5: Outlay of STRIVE Program



Source: World Bank Website

ii) Result Areas of the Strive Project

The result areas and targets of the strive project has been depicted in the figure below: -

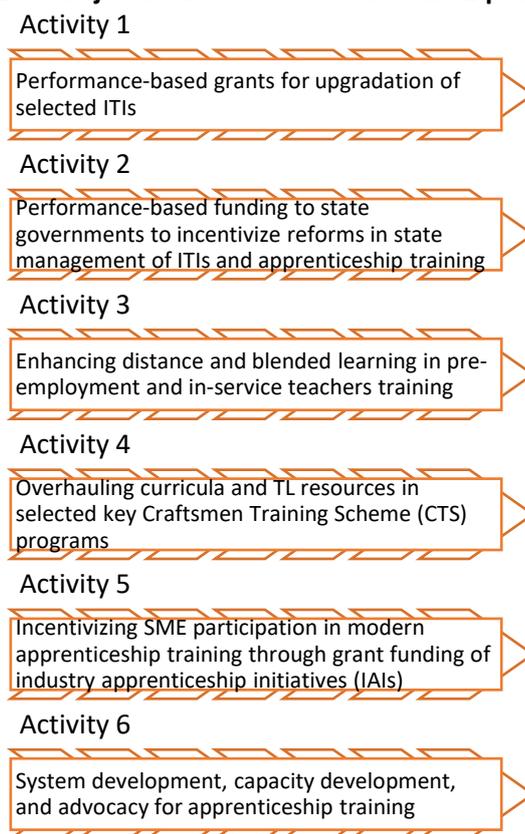
Table 1.2: Key Result Areas of STRIVE Project in Meghalaya

Key Performance Indicator	Year 2019 – 2020		Year 2020 – 2021	
	Result Area 1	Baseline	Achievement	Baseline
Percentage increase in number of graduates at the respective ITI	6% increase in number of graduates (versus baseline of academic year 2017/18) 107	92	12% increase in number of graduates (versus baseline of academic year 2017/18) 113	65
Increase in female enrolment rate across trades at the respective ITI	12% of all enrolled graduates at ITI (during academic year 2019/20) 16	18	14% of all enrolled graduates at ITI (during academic year 2020/21) 15	21
Percentage increase in total enrolments at the respective ITI's	10% increase in total enrolments (versus baseline of academic year 2017/18) 188	137	15% increase in total enrolments (versus baseline of academic year 2017/18) 197	108
Increase in percentage of total trainees at the respective ITI who have undergone OJT as per the prescribed curriculum	8% of trainees enrolled in ITI in academic year 2019/20 have undergone OJT 11	29	11% of trainees enrolled in ITI in academic year 2020/21 have undergone OJT 12	31

Source: DECT

Major identified activities have been depicted in the table below:-

Figure 1.6 : Major Activities outlined in STRIVE program



Source: World Bank

3) STRIVE in Meghalaya

Directorate of Employment & Craftsmen Training (DECT) is actively participating in implementing the STRIVE project in the state of Meghalaya. A State Steering Committee (SSC) has been formed to guide the implementation of project in the State. 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 Units (SPIUs) is responsible for providing fiduciary guidance, implementation, monitoring, and facilitation of STRIVE.

ITI Shillong is conducting courses on 19 trades and has a seating capacity of 424 each year. Among the remaining non-project ITI's in the State, the Government ITI – Tura and the Don Bosco Technical School – Shillong (private) offers courses in 16 and 7 trades. Remaining ITI's offer only a few courses in the range of 4 - 7 trades. Details of each one has been appended in the tables and provided in the Annexure.

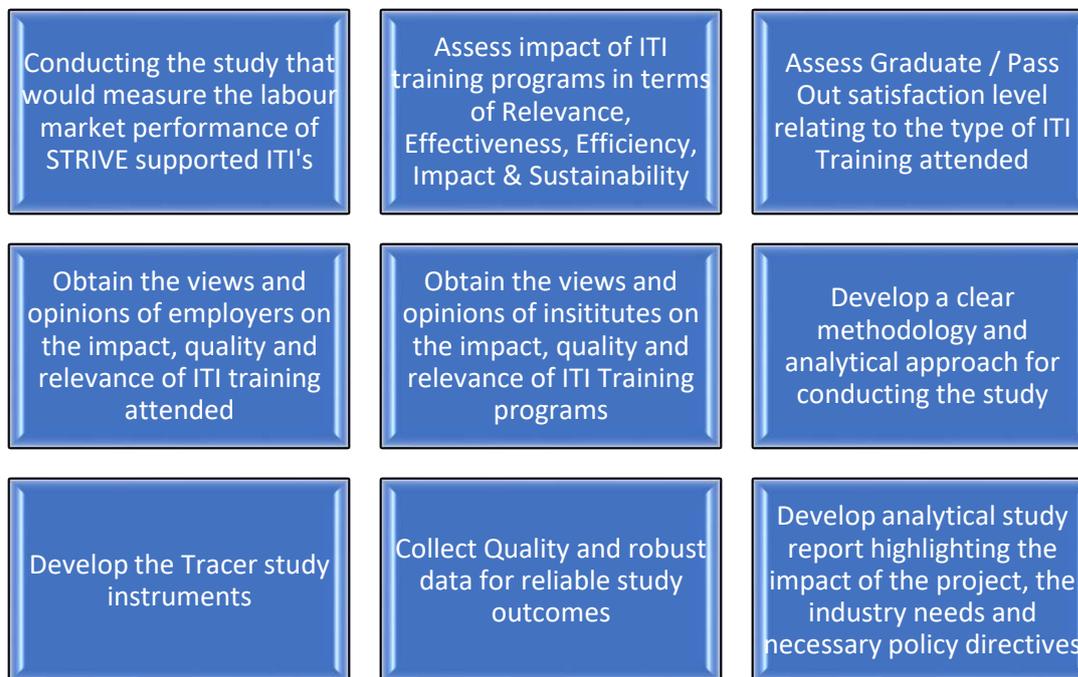
i) Objective of the current assignment

The Objective of the current assignment was to conduct a tracer study of trainees from project and non-project ITIs in the state in order to understand their career progression in the labor market, provide a feedback for improvements in TVET and explanation to the causes of employment outcomes (professional success) while analysing the impact of various features of TVET.

ii) Scope of Work

The Scope of Work for the current assignment has been illustrated below:-

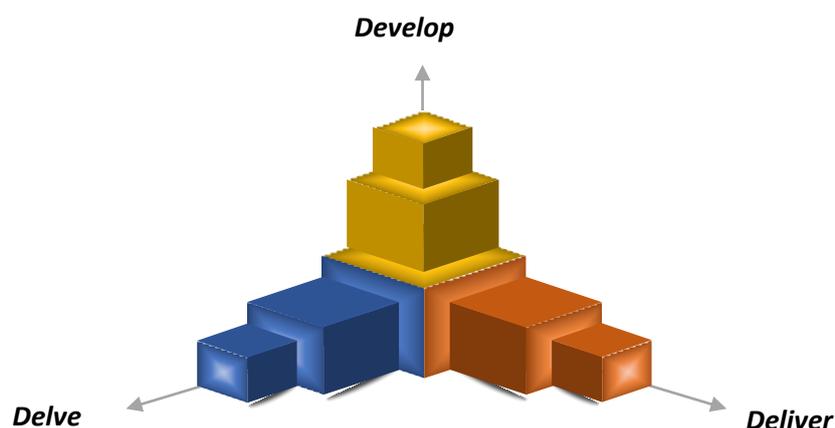
Figure 1.7 : Scope of Work for TRACER Study



iii) Study Approach

The Approach for the study has been depicted in the diagram below. TRIOS will follow the 3 D approach comprising of Develop – Delve – Deliver stages respectively:-

Figure 1.8 : Study approach followed



TRIOS deployed the aforesaid approach with “Develop – Deliver – Diagnose” method to ensure that the results of the study are of use to pertinent stakeholders. This approach was juxtaposed with the results-based design that builds in indicators of demographics and education. The process followed was participatory in nature.

The motivation in using the aforesaid approach was to ensure that the project was evaluated on parameters of actual utility and help SPIU and other decision makers in the Vocational Training Ecosystem in addition to STRIVE project Implementation Team to make informed decisions regarding

the project performance, scalability, replicability. Accordingly, TRIOS engaged with primary stakeholders of the project right from the start and involved them in all critical decisions of evaluation design and process.

iv) Methodology

The Methodology at a glance has been presented in the figure below:-

Figure 1.9 : Overview of Methodology



v) Sampling Methodology

The Sampling methodology followed has been depicted below:-

The population for the survey is the graduates passed out from the ITI's of Meghalaya in the past two years. As mentioned earlier, Meghalaya has 12 ITI's in all of which, 1 is under the STRIVE project, 1 is private ITI and the remaining 10 are non-project ITI's.

vi) List of ITI's by Type in Meghalaya

Table 1.3: List of ITI's by Seats and Trades

#	Name of ITI and Type	No. of trades	No. of seats
STRIVE Project ITI			
1	Govt. Industrial Training Institute, Shillong	19	424
Non-project ITI – Government			
2	Govt. Industrial Training Institute Tura	16	408
3	Govt. Industrial Training Institute (Women) Shillong	6	128
4	Govt. Industrial Training Institute Sohra	6	132
5	Govt. Industrial Training Institute Jowai	7	156
6	Govt. Industrial Training Institute Nongstoin	5	112
7	Govt. Industrial Training Institute Nongpoh	6	132
8	Govt. Industrial Training Institute Williamnagar	6	136
9	Govt. Industrial Training Institute Resubelpara	5	112
10	Govt. Industrial Training Institute Baghmara	4	92
11	Govt. Industrial Training Institute Ampati	6	132
Non-project ITI – Private			
12	Private ITI Don Bosco Technical School Shillong	7	146
			2230

Source:

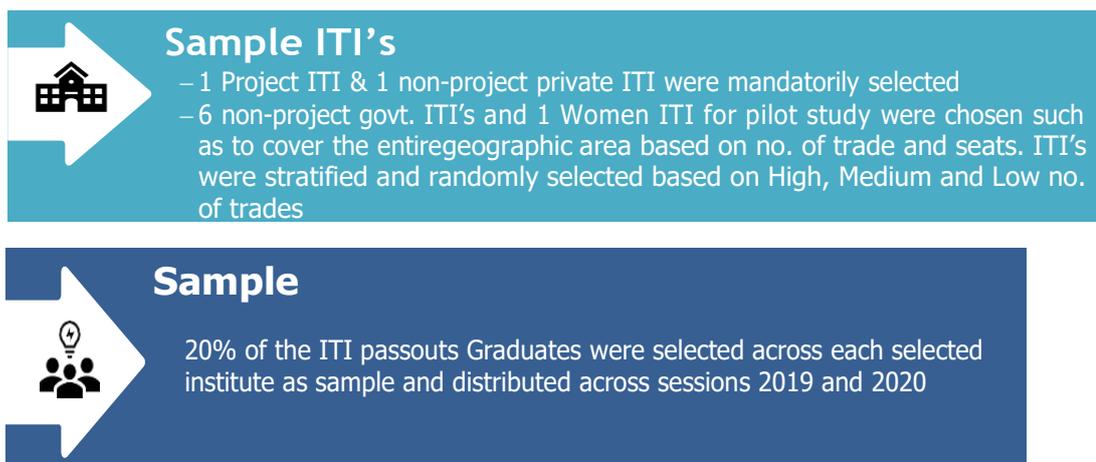
- 1) Directorate of Employment and Craftsman Training, Department of Labour, Government of Meghalaya; <http://dectmeg.nic.in/dect/html/CTS.html>;
- 2) Directorate General of Training, Ministry of Skill Development and Entrepreneurship, Government of India; <https://dgt.gov.in/Strive>

The project ITI and non-project ITI's were selected such that the overall sample ITI's covers 70 per cent of the total ITI's. The sample size of ITI's and Graduates that were included in the study are as described below.

vii) Sampling Rationale of ITI's and Graduates

TRIOs followed the following criteria for arriving at the sample size for the ITI graduates' survey.

Figure 1.10: Rationale of Sample Selection



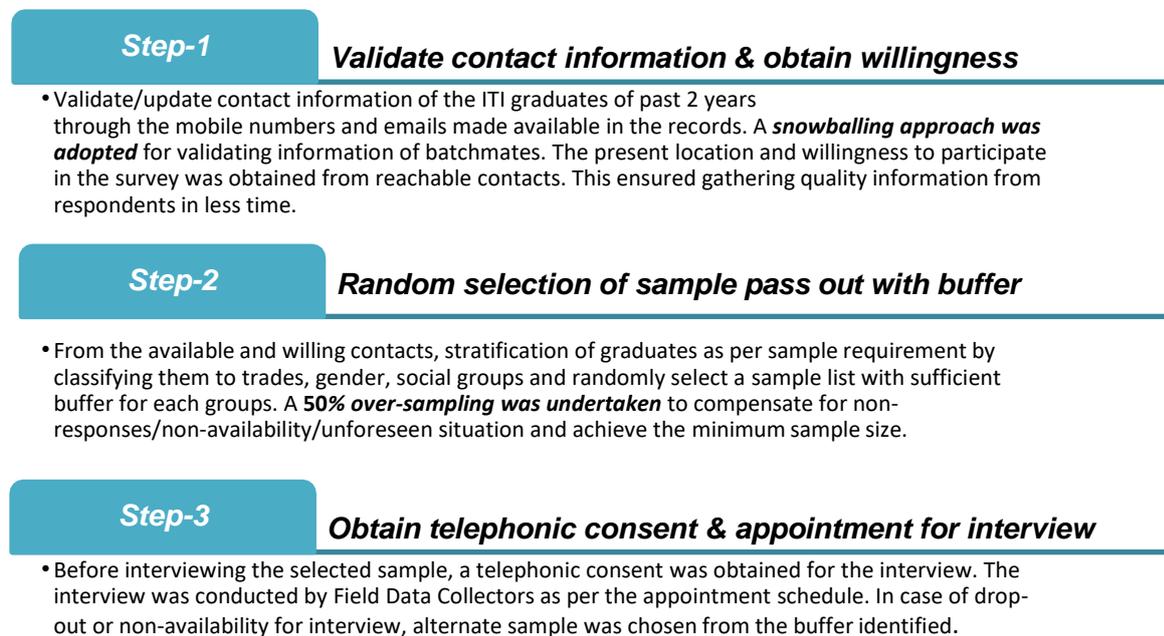
viii) Challenges & limitations faced in sample selection and interviewing of sample graduates

- Some graduate contact information had changed
- Temporary address provided at the time of admission to the ITI and presently not available at the address
- Some refused to be interviewed, particularly those who were unemployed
- Low response rates and therefore more time consuming as alternate samples had to be selected
- Graduates and family migrating for work from their base location
- Graduates of past 2 years were spread across the state and this study had limitations of selection of sample within Meghalaya and 100 kms around the ITI
- Graduates were out of station during the interview period

For these reasons, the first step deployed was authenticating the contact information of the list of ITI pass outs before selecting the sample. Also, sufficient buffer was maintained for immediate sample replacement in case of non-response, non-availability, or any other unforeseen situations.

ix) Strategy to address challenges in sample selection and interviewing of sample graduates

Figure 1.11: Steps of Sample Selection



From the selected sample of graduates, information areas as highlighted in the questionnaires (in Annexure) was provided.

x) The Pilot Study - Selection of ITI for administering pilot questionnaire

Of the 12 ITI's indicated in the Table above, the following ITI's were not selected for the pilot study:-

- STRIVE Project ITI (Gov. Industrial Training Institute, Shillong) - As this is pivotal for the entire study
- Govt. Industrial Training Institute Tura, as it had highest no. of trades and would be very important in conducting the main study
- Don Bosco Technical School, Shillong - As being the only private institute, this would provide important comparison points in the main study
- Rest of the cohort of ITI's had similar no. of trades and seats
- Some ITI's were distant and hence were not selected for the administration of the questionnaire at the pilot stage to keep a tab on the resources

Keeping in mind all the above considerations, proximity and suggestions from the State Directorate of Employment & Craftsman Training, Govt. Industrial Training Institute (Women), **Shillong was chosen for the pilot study.**

xi) Procedure followed in ITI during and after pilot study

The study commenced on 28 July 2022 with a visit to ITI Women, Shillong. The survey team had a face-to-face interaction with Smt. Donnavene June Lyngdoh, Vice Principal, ITI Women and requested for her support to trace the pass out graduates of 2019 and 2020.

The Vice Principal shared with the survey team that a total of six trades of one year duration each were taught in the institute both under the State Council for Training in Vocational Trades (SCTVT) and National Council for Vocational Training (NCVT) with a total capacity of 124 seats. The details of trades and break – up of seat capacities are shared below:

- Computer Operator & Programming Assistant (SCTVT - seats 24)
- Weaving of Silk & Woollen Fabrics (SCTVT - seats 20)
- Catering & Hospitality Assistant (SCTVT - seats 20)
- Advance Course Dress Making (SCTVT - seats 16)
- Basic Cosmetology (NCVT - seats 24)
- Dress Making (NCVT - seats 20)

xii) Selection of Graduates

The Vice Principal introduced the survey team to the office staffs. The survey team explained to the office staff that the student data needs to be furnished pertaining to trainees PASSED OUT from this institute in 2019 and 2020 with the following data points in an excel sheet:

- Trade
- Name of the student
- Gender
- Caste
- Duration of study
- Contact number as per record
- Contact address as per record
- Year of pass out
- Session
- Placement information, if any – whether Employed, Unemployed, Self Employed

xiii) Tracing the Graduates & Interviewing them

The --student pass-out list was provided to the survey team in phases starting from the next day onwards post compilation across trades and sessions. It was found that only 52 graduates had completed and passed the course in 2019 across the 6 trades and similarly 55 graduates had completed and passed the course in 2020.

As the survey team was shared the list of graduates, the team parallelly called up the graduates to understand the efficacy of the database. Some graduates responded, others didn't as the numbers were not in operation or the incoming facility to the dialled number did not exist. Depending on the availability of the candidate, the graduates were appraised of the Tracer study being conducted by the Directorate of Employment & Craftsmen Training, Department of Labour, Government of Meghalaya and requested to share their inputs by participating in the study. Accordingly, the student interviews were lined up by the survey team and visits were made to their locations to get their feedback on the effectiveness of the course completed by them and also to understand whether they were employed, unemployed, self-employed, etc. This was followed by administration of the questionnaire.

xiv) Sample Size achieved for ITI Graduate Survey

Table 1.4: Sample – Target vs. Achievement

#	Name of Sample ITI	No. of seats per year	No. of trades	Sample ITI Graduates			
				2020	2019	Targeted	Achieved
1	Govt. Industrial Training Institute, Shillong	424	19	55	55	110	154
2	Govt. Industrial Training Institute Tura	408	16	41	41	82	66
3	Govt. Industrial Training Institute Baghmara	92	4	11	11	22	26
4	Govt. Industrial Training Institute Jowai	156	7	15	15	30	32
5	Govt. Industrial Training Institute Nongstoin	112	5	11	11	22	17
6	Govt. Industrial Training Institute Nongpoh	132	6	13	13	26	13
7	Govt. Industrial Training Institute Resubelpara	112	5	11	11	22	10
8	Private ITI Don Bosco Technical School Shillong	146	7	15	15	30	34
		1830		185	185	370	381

In terms of the total sample size, there was an overachievement of 3%, with 40% overachievement in Shillong, 18.2% overachievement in Baghmara, 13.3% overachievement in Don Bosco Shillong and 6.7% overachievement in Jowai. This made up for underachievement of sample size in Resubelpara (54.5%), Nongpoh (-50%), Nongstoin (-22.7%) and Tura (-19.5%).

xv) Employer Interviews

An employer survey was also conducted as a part of the tracer study as a part of the mandate. This was an equally challenging study activity like the ITI graduate survey, since it is expected that there may be resistance from the employers to participate in the survey. With the economy opening up post pandemic, a virtual survey in this case would have turned out to be less responsive.

TRIOS, therefore, conducted face-to-face interviews with the employers in person with prior fixation of appointment. The top and middle management of the responding organizations were interviewed in order to churn information in accordance with the study objective.

The employer survey was conducted on a sub-sample of graduates using purposive sampling method. TRIOS conducted 30 face-to-face in-depth interviews with the employers for the tracer study. In case of any dropouts / nonresponse additional sample were selected to complete the desired number of interviews. While selecting the employers, preference were given to employers belonging to those domains which were significant contributors to the economy, were working on large scale and were having potential to hire ITI pass outs in future as well. Simultaneously, due attention was paid to ensure that employer representativeness in diversified ethnicity, trades and regions.

The employer interviews obtained the feedback from employers about:

- the performance of the ITI graduates they hired
- perception about the impact, quality and relevance of the ITI training programs
- potential demand of skillsets for the TVET graduates in their respective industries
- suggestions for further strengthening of courses

xvi) Institutional Survey

An institutional survey was also conducted as part of the study which aimed to uncover the supply-side information of the ITI/TVET trainings. The institutions here were the educational and administrative institutions – the ITI’s and the government.

TRIOS conducted the interviews with the heads of the sample ITI’s - the Principals/Institution in-charge/senior faculty; the placement in-charge officials, placement Lab officials of the sample ITI’s; and the district and state government officials. The institutions were interviewed on the courses being offered, admission and placement scenario and their perception about areas of improvement on technical education in the State. About **18 interviews with the sample ITI’s studied was targeted but in totality 55 institutional surveys were conducted and 7-8 interviews with district and state officials** of the client department (DECT/SDE) were undertaken.

xvii) Descriptive Analysis Plan

The descriptive Analysis plan undertaken has been elucidated in the Table below. The plan had been shared with the SPIU/DECT as a part of the inception report.

Table 1.5: Descriptive Analysis Plan

REEIS Criteria	Analysis Points
Relevance	<ul style="list-style-type: none"> • Relevance of project with needs of stakeholders in the District and State context - the analysis will include commenting on appropriateness of target group and how the objectives while bridging the "identified" capacity gaps of target groups • Relevance of program design - the analysis will focus on how relevant are the outcomes and outputs of the project while also commenting upon the operational model • Relevance of project activities - rationale of choosing activities and how these activities are the best in terms of achieving the objectives of the project
Effectiveness	<ul style="list-style-type: none"> • A host of factors - social, political and economic influenced the project implementation. While some contributed to achieving the results other created impediments - the effectiveness of the project for this section is seen as project’s ability to achieve its targets - both quantitative and qualitative. Information - targeted against achieved will be presented in this section - tabular form. Information received from various sources will be analysed to check if and what are the factors that contributed to and/or hampered achieving the targets. The factors will be then divided into categories namely political, social and financial. • The project has been fluidic in its approach and has adapted well to the changing environment - the analysis here will largely focus on how the project both at International and National level has adapted to changes. Examples where certain activities were curtailed to suit needs of beneficiaries, where certain activities were dropped and where new activities were introduced will be cited • The project is backed up by logical framework with defined indicators. The system consisting of monitoring & reporting arrangements helped the project in ensuing timeliness of activities and also in tracking progress towards results - the section will provide a description about the systems and processes created to monitor the project. This will include information on monitoring visits, update meetings, nature and number of reports generated, human resources involved in monitoring etc. Further this section will also have information on how data on different indicator was collected and collated. • The project was able to create visibility for itself at National level. This was done through organising workshops, seminars and conferences - information on number

REEIS Criteria	Analysis Points
	<p>and nature of various kinds of events that were organised will be provided. Instances where stakeholders/beneficiaries of the project were invited as speakers will be cited. Reference to various kinds of material produced under the project will also be made.</p> <ul style="list-style-type: none"> Multiple strategies were deployed to implement the project. Altogether these strategies helped the project achieve its objectives - description of stake holder inclusivity approach and how it benefitted stakeholders. Each strategy to be linked with output and outcome it has helped to achieve. information on which strategy was found to be most useful by stakeholders and the one which is least preferred will be provided.
Efficiency	<ul style="list-style-type: none"> The project has been able to achieve its targets within the given timeframe and the allocated financial resources - analysis on whether the activities were completed as per the agreed time lines and within the allocated budget. Variance analysis, if any and the reasons for same. The section will also highlight challenges that might have hampered timely execution of project.
	<ul style="list-style-type: none"> The management structure and the teams designated to work on the project have contributed to achieving the results - sufficiency of management structure and its role in delivering the results. Information on whether the management structure was created in a manner that duplication of resources was avoided. Further how simple and decentralised was the system, time taken to arrive at decisions and role people at each level played.
Impact	<ul style="list-style-type: none"> The project has led to intended and unintended impact - the analysis for this section will be done against the outcomes set for the project. Instances of how the activities conducted have fed into the better skills and enhanced employability of the beneficiaries will be presented. Instances of higher percentage of marginal population exploring the trades in ITI's shall be highlighted too.
Sustainability	<ul style="list-style-type: none"> The project has built capacities, establish systems and processes and ownership among various stakeholders - analysis to include instances where government even during project duration started owing the activities
	<ul style="list-style-type: none"> The stakeholders have enhanced capacity to plan, budget and monitor similar activities elsewhere - analysis to include instances where government even during project duration started owing the activities -



Chapter 2 : Findings from the Study

4) Findings from Primary survey

i) ITI Pass out Graduates

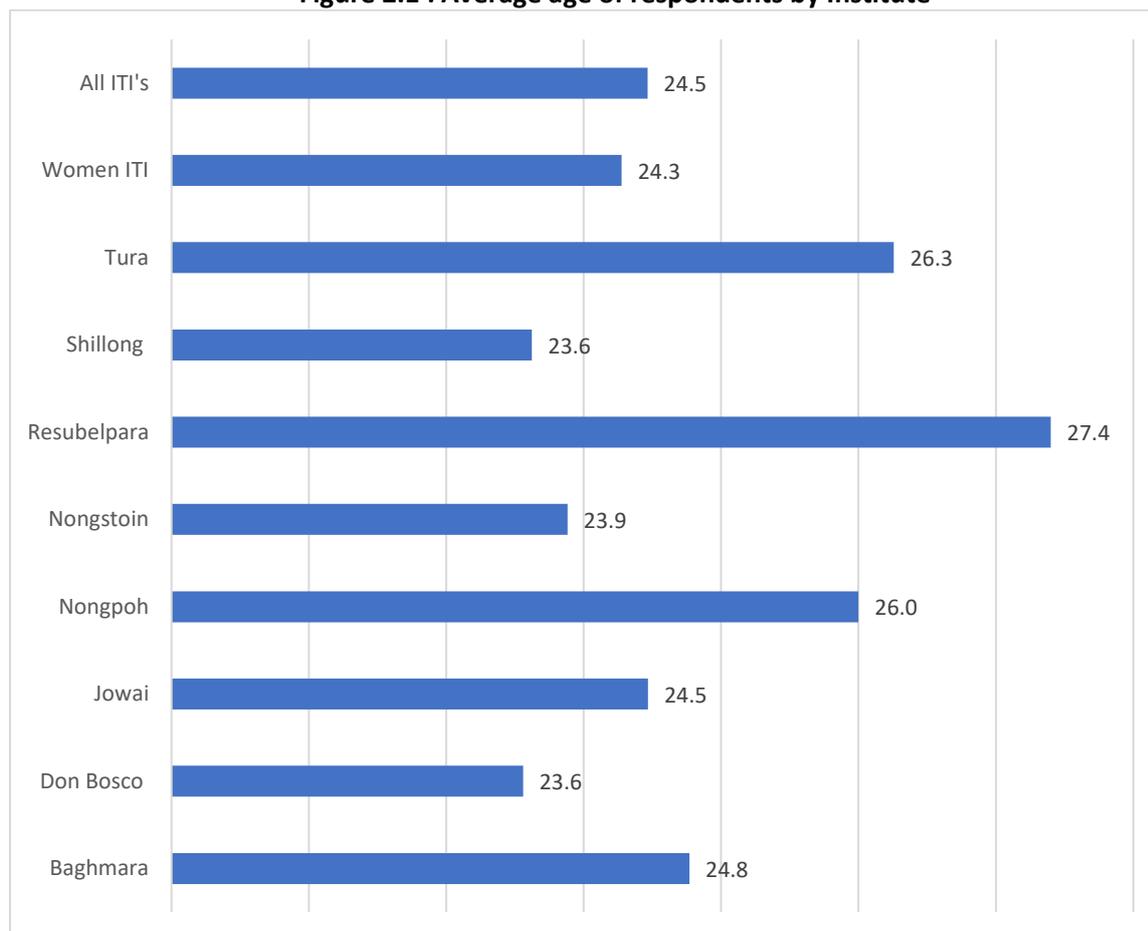
(1) Profile of Respondents

The Team traced out 381 ITI pass out graduates. The profile of the respondents are as depicted below:-

Age of the Respondents

The age of respondents by ITI's is depicted in the figure below.

Figure 2.1 : Average age of respondents by Institute



Source: Primary Survey

All figures in absolute nos

As depicted in the figure above, the ITI Pass out graduates from Women ITI, Shillong, Nongstoin, Jowai and Don Bosco are relatively younger than that of their Tura, Resubelpara, Nongpoh and Baghmara. Though age bar criteria have been removed in ITI's in Meghalaya, yet the following trends were observed.

Table 2.1 : Average age of respondents by Institute

Name of the ITI	Female	Male	All Respondents
Baghmara	24.1	25.0	24.8
Don Bosco	23.3	23.6	23.6
Jowai	23.2	24.8	24.5
Nongpoh	24.3	26.5	26.0
Nongstoin	23.4	24.1	23.9
Resubelpara		27.4	27.4
Shillong (Project ITI)	24.0	23.6	23.6
Tura	26.4	26.2	26.3
Women ITI	24.3		24.3
Grand Total	24.7	24.4	24.5

Source: Primary Survey

All figures in absolute nos

Table 2.2 : Average age of respondents by gender and courses

Name of the ITI	Female	Male	All Respondents
Engineering	23.8	24.3	24.2
Non- Engineering	24.8	25.1	24.9
Grand Total	24.7	24.4	24.5

Source: Primary Survey

All figures in absolute nos

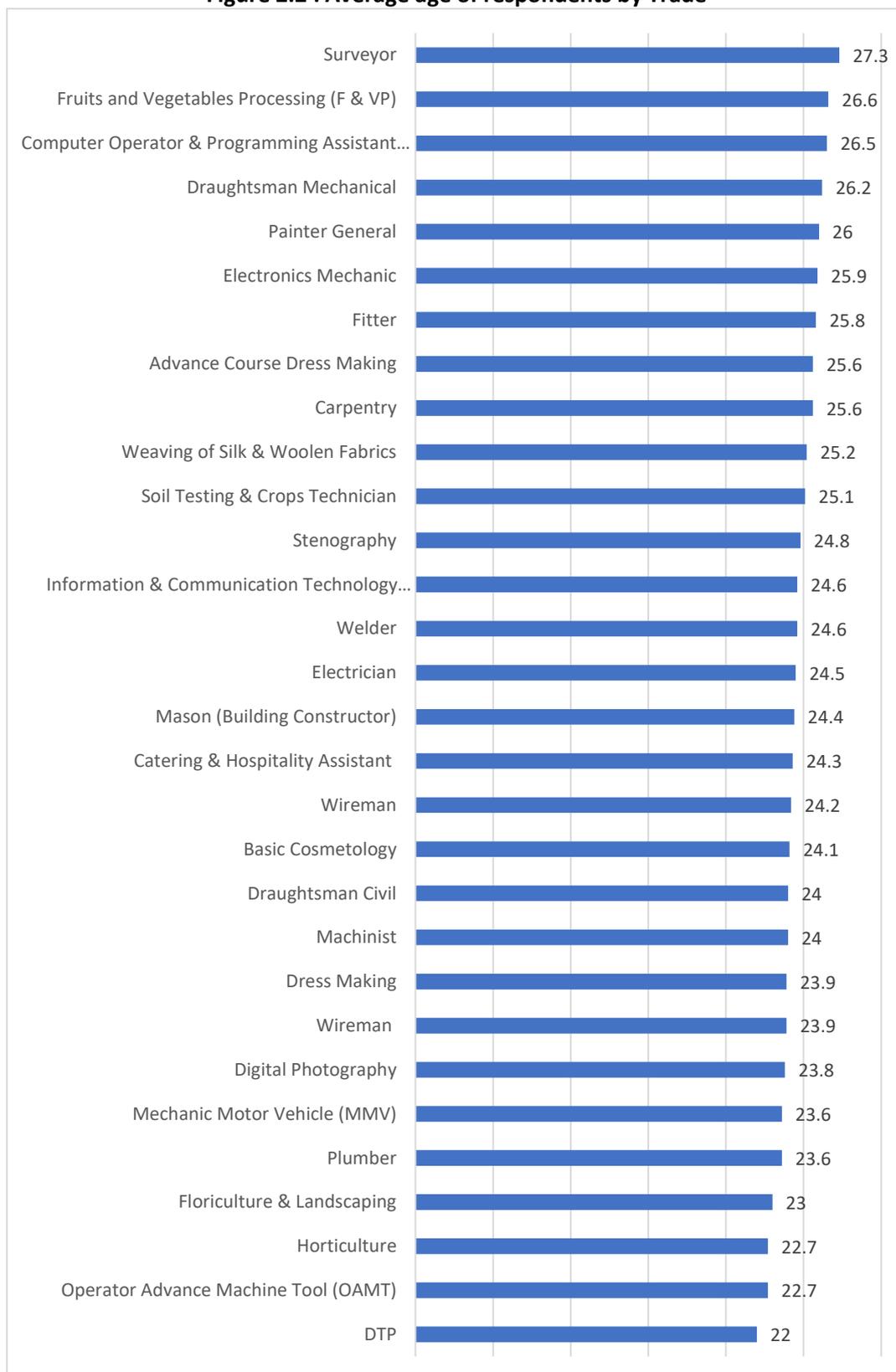
The Tables above indicate the following observations:-

- For Baghmara, Don Bosco, Jowai, Nongpoh and Nongstoin, women are slightly younger than that of their male counterparts.
- In Tura, average age of men and women graduates are higher than that of total graduates who had been traced as a part of this study.
- Females in engineering as well as non - engineering trades are younger than that of their male counterparts.

A trade wise analysis of age of respondents indicates the following trend as depicted in the figure below:-

- Trades of Surveyor, F&V Processing, COPA, Mechanical Draughtsmen, Painter, Electronics Mechanic, Fitter, Advance course of Dress making and Carpentry attracts relatively older than average age of graduates, which is 24.5 years.
- Trades of Dress Making, Wireman, Digital Photography, Motor Vehicle Mechanic, Floriculture & landscaping, Horticulture, Operator of Advance Machine Tools and DTP Operators attract relatively younger than the average age of passout graduates, which is 24.5 years.

Figure 2.2 : Average age of respondents by Trade



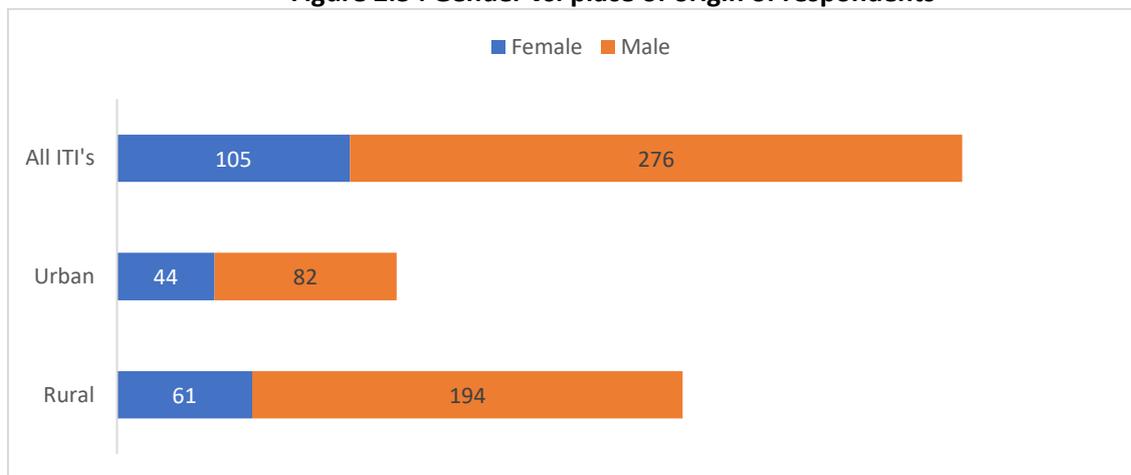
Source: Primary Survey

All figures in absolute nos

Gender –composition of the Respondents

The gender composition vs. place of origin has been depicted in the figure below

Figure 2.3 : Gender vs. place of origin of respondents

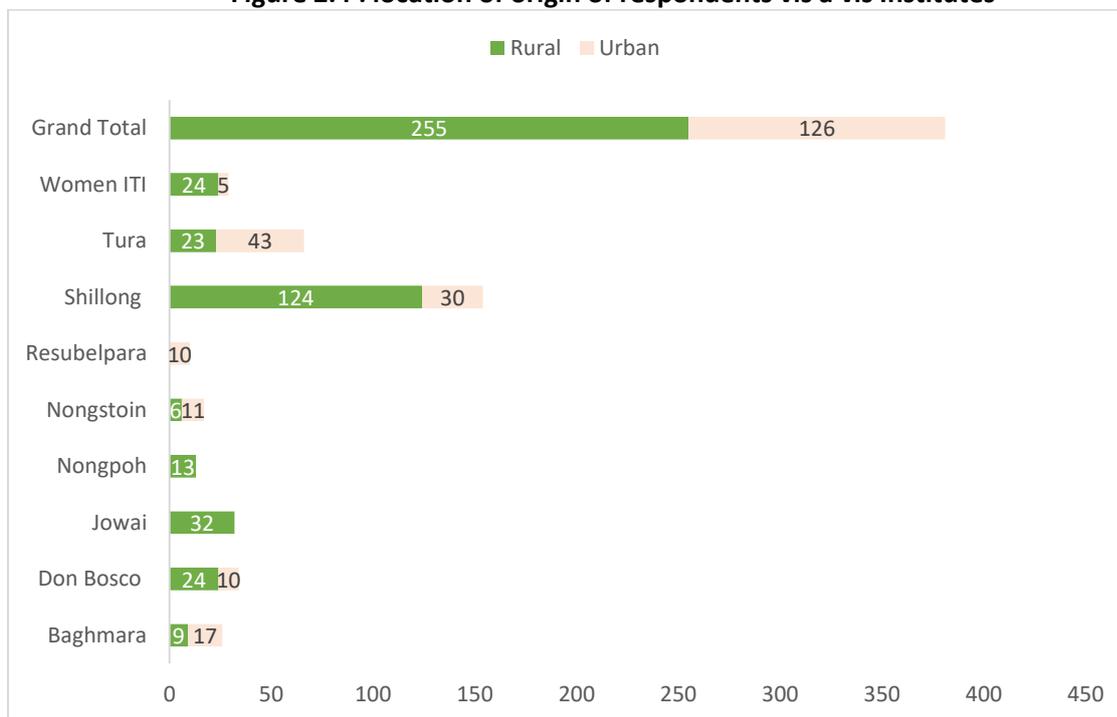


Source: Primary Survey

All figures in absolute nos

An analysis of the **gender composition by location of the respondent** indicates the fact that Male representation continues to be more than that of their female counterparts in the urban locations. The difference is more stark in the rural areas compared to that of the urban areas, with more male representation compared to that of the female representation.

Figure 2.4 : location of origin of respondents vis a vis Institutes



Source: Primary Survey

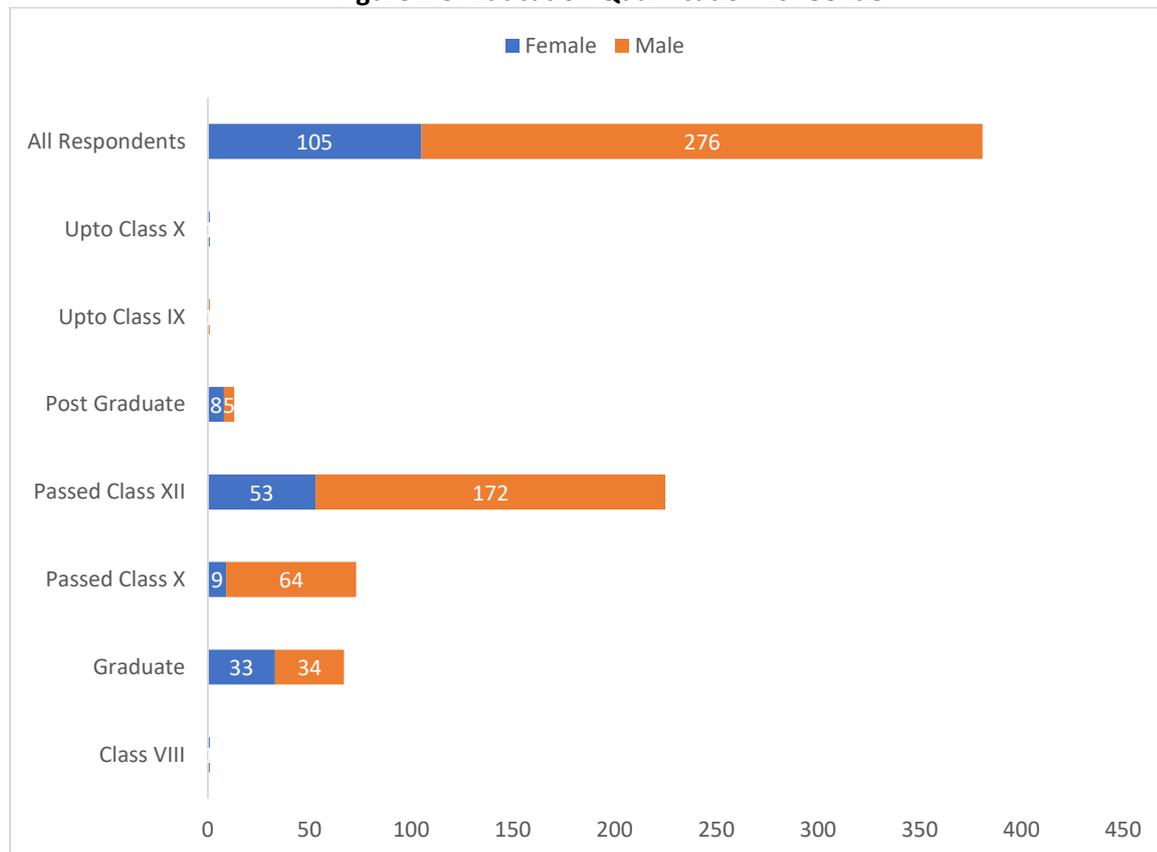
All figures in absolute nos

As depicted in figure 2.4 above, the passout graduates were predominantly from the rural set up an institute wise analysis indicates ITI Shillong has largest representations of graduates from the rural realm compared to that of the Urban realm. The ITI's of Tura, Resubelpura, Nangstoin and Baghmara indicated the reverse trend i.e. relatively higher representation from the Urban realm.

Gender make - up of the Respondents vis a vis educational qualification

The gender make up vs. educational qualification indicates the trend as depicted in the figure below:-

Figure 2.5: Education Qualification vs. Gender



Source: Primary Survey

All figures in absolute nos

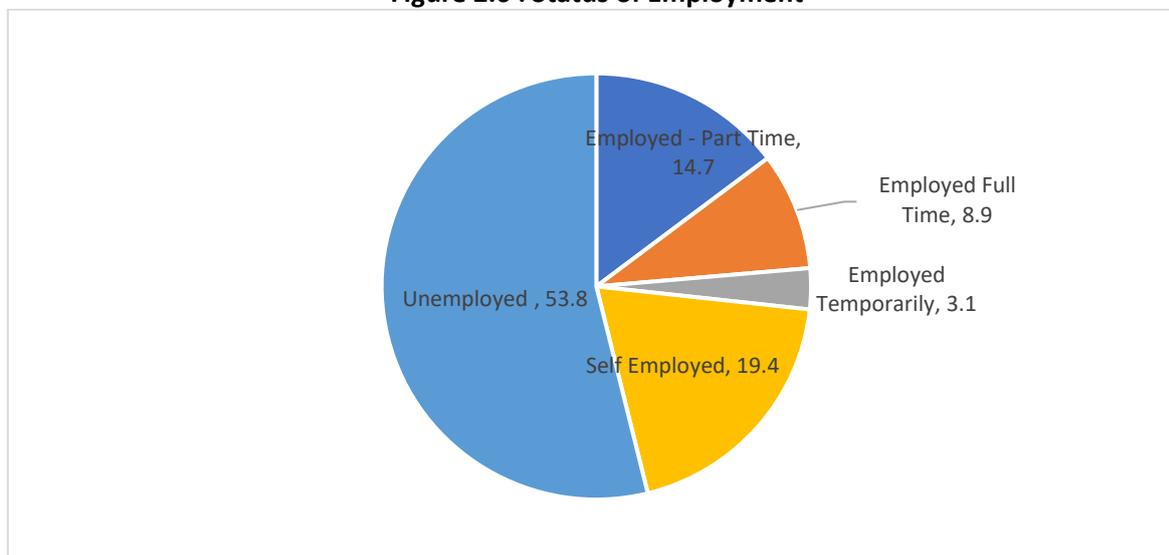
As per the chart indicated above the ITI graduates were predominantly educated upto Class XII with Higher representation of males in all categories, except for Graduates and Post graduates wherein female participation is encouraging compared to the other educational qualifications.

ii) Status of Employment

The status of employment of the ITI pass out graduates have been depicted in the figure below. This is the current status as collected from the respondents during the primary survey.

At the Overall Level

Figure 2.6 : Status of Employment



Source: Primary Survey

All figures in percentage of total responses where N = 381

As depicted in the chart above, 1 out of the 2 ITI passout graduates indicated that they are unemployed. Full time employment is approximately 8.9% and self - employment is approx. 19.4% of the total population.

Table 2.2 : Status of Employment vs. segregation of ITI

Type of Employment	All ITI	Project ITI	Non-Project ITI
Employed - Part Time	14.7	15.6	14.1
Employed Full Time	8.9	5.2	11.5
Employed Temporarily	3.1	5.8	1.3
Self Employed	19.4	16.2	21.6
Unemployed	53.8	57.1	51.5

Source: Primary Survey

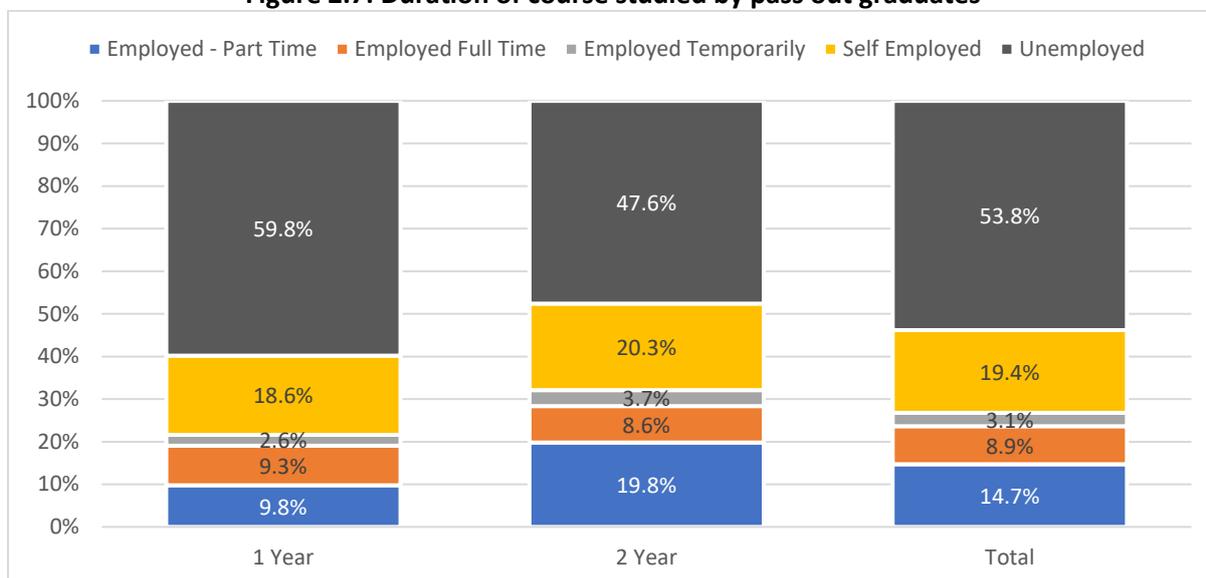
All figures in percentages

Graduates from STRIVE ITI are predominantly employed part time or temporarily compared to Non – Project ITI’s. Full time, self employment as well as Unemployed graduates are higher in Non Project ITI’s compared to STRIVE ITI’s

Duration of Course

Mapping the duration of course with the employment profile of the pass out graduates indicated the following trend as depicted in the chart below:-

Figure 2.7: Duration of course studied by pass out graduates



Source: Primary Survey

All figures in percentage of total responses where N = 381

As depicted in the chart above, full time employment seems slightly higher in the passout graduates who have passed 1 year course compared to the pass out graduates who have completed 2 year courses. Amongst the self-employed and graduates employed part time, the proportion of passout graduates attending 2 year courses is more compared to that of the passout graduates attending 1 year courses. Proportion of unemployed amongst passouts with 1 year courses are higher than that of the ones attending 2 year courses amongst the sampled respondents. The trends indicate that relatively higher proportion of pass out graduates (who have attended 2 year courses) are engaging themselves in part time or self – employment compared to that of their counterparts who have attended 1 year courses. This has also been elaborated in the Table below:-

Table 2.3: Status of Employment vs. type of ITI

Duration of course	Type of ITI	Employed - Part Time	Employed Full Time	Employed Temporarily	Self Employed	Unemployed
1 Year	STRIVE ITI	8	5	3	10	42
	Non STRIVE ITI	11	13	2	26	74
2 Year	STRIVE ITI	16	3	6	15	46
	Non STRIVE ITI	21	13	1	23	43

Source: Primary Survey

All figures in absolute nos

Duration of securing employment post pass out from the course

About 1/3rd of the sampled respondents secured temporary and permanent employment post their completion of the course. Most (about 31%) reported that they took between 1 and 2 years to secure jobs and that too temporary.

Table 2.4: Employment Status by duration to secure employment

Duration to find employment post completion of course	Employed - Part Time	Employed Full Time	Employed Temporarily	Grand Total
Less than a month	2			2
1 to 3 months	10	4	3	16
3 to 6 months	8	7	1	16
6 to 12 months	8	6	3	17
1 to 2 years	19	11	2	32
More than 2 years	9	6	3	18
Grand Total	56	34	12	101

Source: Primary Survey

All figures in absolute nos

About 40% of the sampled respondents were from Project ITI (ITI Shillong) with majority of them reporting that they took between 6 months to 2 years to secure a job post receipt of technical training at the institute. For the rest, it hovers between 1- 2 years to secure a meaningful employment.

Table 2.5: Duration to secure employment by ITI's

ITI	Less than a month	1 to 3 months	3 to 6 months	6 to 12 months	1 to 2 years	More than 2 years	Grand Total
Baghmara			2		1	1	4
Don Bosco	1	4	1	5	5	2	18
Jowai			3	1	3	3	10
Nongpoh		1	1	1	1	1	5
Nongstoin		3			1	1	5
Resubelpara			1		2	1	4
Shillong		6	4	10	13	7	40
Tura	1	3	1		3		8
Women ITI			3		3	1	7
Grand Total	2	17	16	17	32	17	101

Source: Primary Survey

All figures absolute nos

At the Trade Level

The employment scenario at the trade level indicates the following as depicted in the Table below and described in the ensuing paragraphs:-

Table 2.6 : Status of Employment by Trades

Trade	Employed	Self Employed	Unemployed	Sample Size
Advance Course Dress Making	0.0	40.0	60.0	5
Basic Cosmetology	28.6	0.0	71.4	7
Carpentry	42.9	42.9	14.3	7
Catering & Hospitality Assistant	33.3	0.0	66.7	12
Computer Operator & Programming Assistant (COPA)	0.0	0.0	100.0	2

Trade	Employed	Self Employed	Unemployed	Sample Size
Digital Photography	25.0	0.0	75.0	4
Draughtsman Civil	22.2	11.1	66.7	4
Draughtsman Mechanical	10.0	20.0	70.0	18
Dress Making	20.0	0.0	80.0	10
DTP	100.0	0.0	0.0	10
Electrician	14.3	50.0	35.7	2
Electronics Mechanic	14.3	0.0	85.7	28
Fitter	37.5	12.5	50.0	7
Floriculture & Landscaping	0.0	50.0	50.0	8
Fruits and Vegetables Processing (F & VP)	16.7	26.7	56.7	6
Horticulture	0.0	33.3	66.7	6
Information & Communication Technology Systems Maintenance (ICTSM)	20.0	0.0	80.0	5
Machinist	50.0	50.0	0.0	2
Mason (Building Constructor)	0.0	62.5	37.5	8
Mechanic Motor Vehicle (MMV)	42.0	8.0	50.0	50
Operator Advance Machine Tool (OAMT)	50.0	16.7	33.3	6
Painter General	0.0	0.0	100.0	1
Plumber	20.9	18.6	60.5	43
Soil Testing & Crops Technician	0.0	0.0	100.0	10
Stenography	24.0	8.0	68.0	25
Surveyor	0.0	50.0	50.0	4
Weaving of Silk & Woollen Fabrics	60.0	20.0	20.0	5
Welder	50.0	10.0	40.0	10
Wireman	42.0	24.0	34.0	50

Source: Primary Survey

All figures in percentage of total responses in each category

- Higher representation of Employed category can be observed in the Trades of Carpentry, DTP, MMV, OAMT, Welder, Wiremen.
- Higher percentage of Self employed category included the Trades of Masons, Surveyors, Machinists, Floriculturist and Electricians
- Graduates in the unemployment category included the following leading the fray:- Soil Testing & crop Technicians, Painters, Information & Communication Technology Systems Maintenance specialists, Stenographers, Computer and Programming Assistant (COPA), Digital Photography, Dress Making, Electronics Mechanic, Catering & Hospitality Management amongst others who indicated that they have not been able to secure a job post qualification.

Employment Scenario by Type & duration of Trade

Table 2.7: Type of Employment vs duration of Trade

Type of Trade & Duration	Employed	Self Employed	Unemployed
Engineering Trades	77	56	124
1 year	17	18	35
2 years	60	38	89
Non-Engineering Trades	25	18	81
1 year	25	18	81

Source: Primary Survey

All figures in absolute nos

- As understood from the table above, passout graduates from 2 year engineering trades seem to be more in the employed, self - employed as well as unemployed categories.
- 1 year engineering trades indicate the passout graduates are equally distributed amongst unemployed and employed + self - employed together.
- 1 year non engineering trades have more unemployed pass out graduates compared to that of the employed and self – employed.

Employment by Trade types and Scheme

Table 2.8: Employment by Trade types vs Scheme

Scheme and Type of Trade	Employed	Self Employed	Unemployed
NCVT	50	24	110
Engineering	41	22	82
Non-Engineering	9	2	28
SCTVT	52	50	95
Engineering	36	34	42
Non-Engineering	16	16	53

Source: Primary Survey

All figures in absolute nos

- As understood from the table above, the passout graduates availed both NCVT and SCVT Schemes. The no. of engineering graduates were higher than that of the Non Engineering graduates under both the schemes.
- Employed and self employed graduates are mostly from Engineering trades and both NCVT and SCTVT schemes
- It may be observed herein that majority of graduates who are unemployed represent engineering trades under NCVT and Non Engineering trades under SCTVT.

Employment by Trades and gender

The employment scenario analysed at the gender level has been depicted in the Table below.

Table 2.9 : Employment by Trade types vs gender

Gender and Type of Trade	Employed	Self Employed	Unemployed
Female	16	14	75
Engineering	2	2	12
Non Engineering	14	12	63
Male	86	60	130
Engineering	75	54	112
Non Engineering	11	6	18

Source : Primary Survey

All figures in absolute nos

It is discernible from the Table above that women are more bent towards enrolling themselves in Non- Engineering trades compared to that of their male counterparts, who are more into Engineering trades.

- Major Non - - Engineering Trades where females are employed include cosmetology, dress making, fruits & vegetables processing, stenography, weaving of silk and fabrics.
- Major Engineering trades where males have been able to secure jobs include Mechanic Motor Vehicle (MMV), Plumber, Wireman.

At the ITI level

The Employment scenario analysed at the ITI level has been depicted in the Table below.

Table 2.10 : Employment scenario at the ITI Level

Name of ITI	Employed	Self Employed	Unemployed
Baghmara	15.4	19.2	65.4
Don Bosco	52.9	8.8	38.2
Jowai	31.3	43.8	25.0
Nongpoh	38.5	46.2	15.4
Nongstoin	29.4	41.2	29.4
Resubelpara	40.0	20.0	40.0
Shillong	26.6	16.2	57.1
Tura	12.1	13.6	74.2
Women ITI	24.1	10.3	65.5

Source: Primary Survey

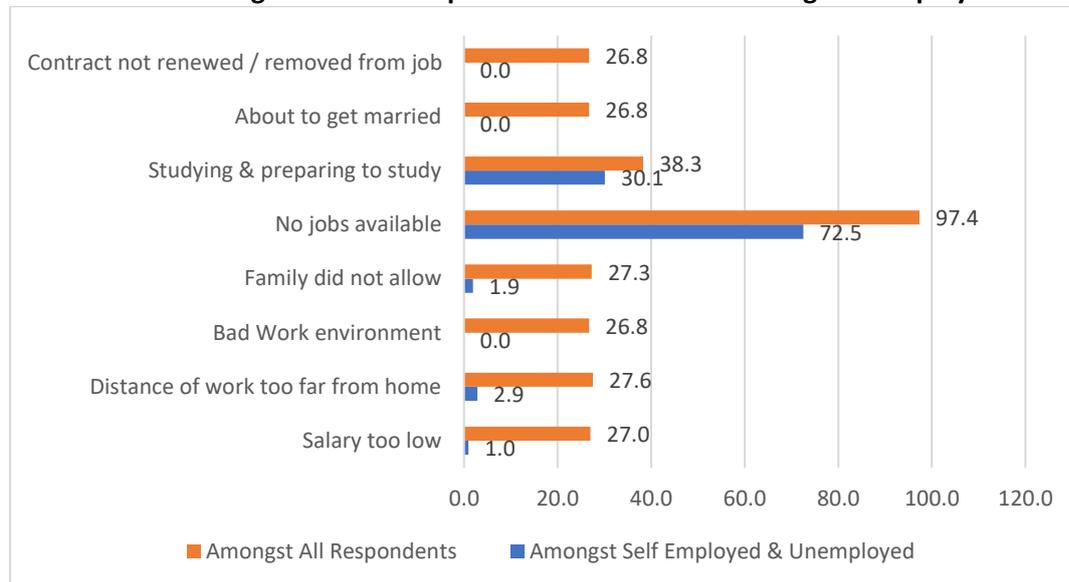
All figures in percentage of total responses in each category

The Table 2.2 indicates that passouts from Jowai, Nongpoh, Nongstoin, Reubelpara are doing better in terms of either being employed or self employed compared to their other counterparts. The data reveals the fact that, Private Institute (Don Bosco), is doing better than that of the Govt. led Institutes. As far as the STRIVE institute (ITI Shillong) is concerned, the employed and the self-employed percentage appears to be relatively smaller than that of the other institutes, this is largely owing to the rural background of the respondents.

iii) Perception of Dissatisfaction amongst Unemployed

Majority of the respondents (almost 3 in 4) indicate the fact that no jobs are available. Amongst the next available 1 out of 3 respondents are carrying out further studies or are preparing for further studies.

Figure 2.8 : Perception of dissatisfaction amongst unemployed



Source: Primary Survey

All figures in percentage, Respondents chose multiple options

iv) Average Salary per month

The Average salary drawn per month has been depicted in the figure below. Difference in salary drawn for full time and part time employment is discernible from the figure below.

Figure 2.9 : Average Salary per month in Rs



Source: Primary Survey

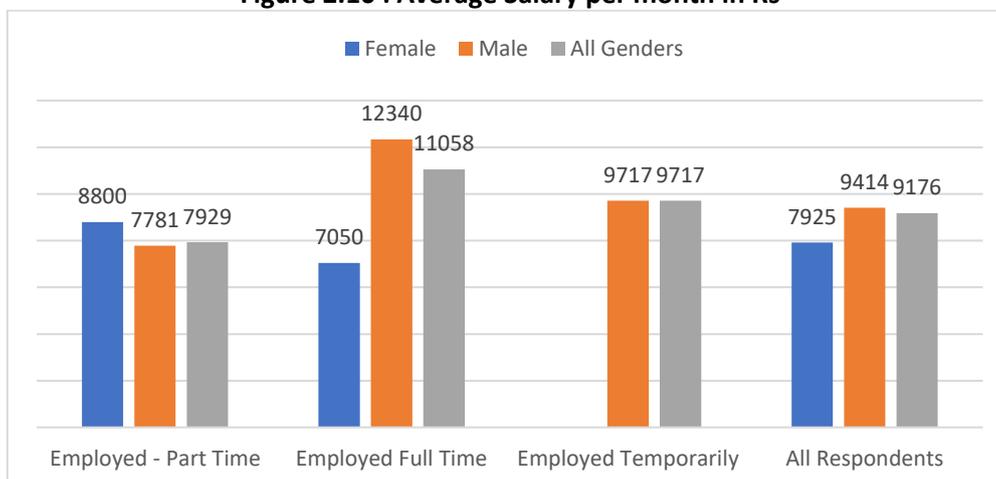
All figures in absolute nos. (average)

An interesting trend that is observable is as follows:-

- Graduates from STRIVE ITI's are drawing an average salary of Rs.9502/ month, which is marginally higher compared to monthly salaries of all other non STRIVE ITI's at a combined level (which is Rs. 8496/-).

- Women who are employed part time are commanding better salary compared to that of their male counterparts. The trades are Wireman, Stenography and Draughtsman Mechanical.
- In all other genres of job, however, males are relatively better placed than that of the female counterparts

Figure 2.10 : Average Salary per month in Rs



Source: Primary Survey

All figures in absolute nos. (average)

Average Salary drawn by different trades and gender is as depicted in the Table 2.3 below. The major observations from the same are as follows:-

- Women employees are drawing better salary per month than their male counterparts in the trades where they are employed temporarily, which includes Mechanical Draughtsmen, Stenography and Wiremen.
- Males have a better command on salary drawn from full time employment, propelled predominantly by Electrician, Welder and Wiremen
- In Temporary Employment Catering & Hospitality, Fruit & Vegetable Processing, Information & Communication Technology Systems processing, Operator of advanced machine tools, plumber and welder rule the roost. The genre of employment in these trades are driven predominantly by the males, there is no female participation within the responding sample.

Table 2.11 : Salary drawn by different trades and gender – Graduates employed part time

Employment Type by Trade	Average Salary per month in Rs		Sample Size	
	Female	Male	Female	Male
Employed - Part Time	8800	7781	8	48
Basic Cosmetology	8000		1	
Carpentry		10000		1
Digital Photography		6000		1
Draughtsman Civil		7667		3
Draughtsman Mechanical	13000		1	
Dress Making	7000		1	
DTP		10000		1
Electrician		9667		3
Electronics Mechanic		10000		1

Employment Type by Trade	Average Salary per month in Rs		Sample Size	
	Female	Male	Female	Male
Fitter		11000		2
Fruits and Vegetables Processing (F & VP)	2700	20000	2	1
Machinist		8000		1
Mechanic Motor Vehicle (MMV)		7227		11
Operator Advance Machine Tool (OAMT)		9500		2
Plumber		7960		6
Stenography	11000	6500	2	2
Welder		3000		1
Wireman	15000	7625	1	8

Source: Primary Survey

All figures in absolute nos

Table 2.12 : Salary drawn by different trades and gender – Graduates employed full time

Employment Type by Trade	Average Salary per month in Rs		Sample Size	
	Female	Male	Female	Male
Employed Full Time	7050	12340	8	26
Basic Cosmetology	4000		1	
Carpentry		12000		2
Catering & Hospitality Assistant	6000		2	
Dress Making	3000		1	
DTP		4500		1
Electrician		17000		1
Fruits and Vegetables Processing (F & VP)		10000		1
Mechanic Motor Vehicle (MMV)		11750		8
Plumber		12000		2
Stenography	25000	10000	1	1
Weaving of Silk & Woolen Fabrics	4133		3	
Welder		14667		3
Wireman		12750		6

Source: Primary Survey

All figures in absolute nos

Table 2.13 : Salary drawn by different trades and gender – Employed Temporarily

Employment Type by Trade	Average Salary per month in Rs		Sample Size	
	Female	Male	Female	Male
Employed Temporarily		9717		2
Catering & Hospitality Assistant		10000		1
Draughtsman Civil		8000		1
Fitter		8600		1
Fruits and Vegetables Processing (F & VP)		13000		1
Information & Communication Technology Systems Maintenance (ICTSM)		17000		2
Mechanic Motor Vehicle (MMV)		5500		1
Operator Advance Machine Tool (OAMT)		11000		1
Plumber		10000		1
Welder		10000		1
Wireman		8000		2

Source: Primary Survey

All figures in absolute nos

The Self Employment Story

The self-employment story indicates the following trend as depicted in the Table below

Table 2.14 : Salary drawn by different trades and gender in Rs./ month

Type of Self Employment	Female	Male	Total	Sample Size
As a Electrician		4700	4700	5
As a lineman (Electrician)		5000	5000	3
As a Motor Vehicle Mechanic		5000	5000	1
As a welder, own workshop		15000	15000	1
As a wireman		13000	13000	1
Assisting in family business (pickle making)	10000		10000	1
Cab driver		3500	3500	2
Car Maintenance Workshop		18000	18000	1
Carpenter		8500	8500	3
Daily Wage Earner	4000	6728	5364	18
Electric Shop		15000	15000	1
Family business		3000	3000	1
Farming	3000	4750	4400	5
Food Processing Unit	4000		4000	1
Grocery Store	10000		10000	2
House Help	2000		2000	1
Into farming		6000	6000	1
Labour		6500	6500	1
Mechanic		2000	2000	1
Online business	10000		10000	1
Own dress making	10000		10000	1
Own tailoring as per order basis	4000		4000	1
Pickle making	3000		3000	1
Plumber		7000	7000	2
Runs a cafe in Shillong		25000	25000	1
Shop keeper - Fast food stall	1500		1500	1
Shop keeper - Pan shop	1000		1000	1
Whole family into farming		5000	5000	1
Wiring Contract Provider		9667	9667	3
Grand Total	5208	7167	6811	63

Source: Primary Survey

All figures in absolute nos

The predominant Self - employment types include the following:-

- Café Business, Online Business, Electric Shop, Car Maintenance Workshop, furniture etc.
- It may be noted herein, that some self employed professionals are earning at par with the pass out graduates who are employed full time.

Passout Graduates and their perception about job

The perception of pass out graduates about jobs in general has been depicted in the figure below.

Figure 2.11 : Pass out graduates perception about job



Source: Primary Survey

All figures in percentages

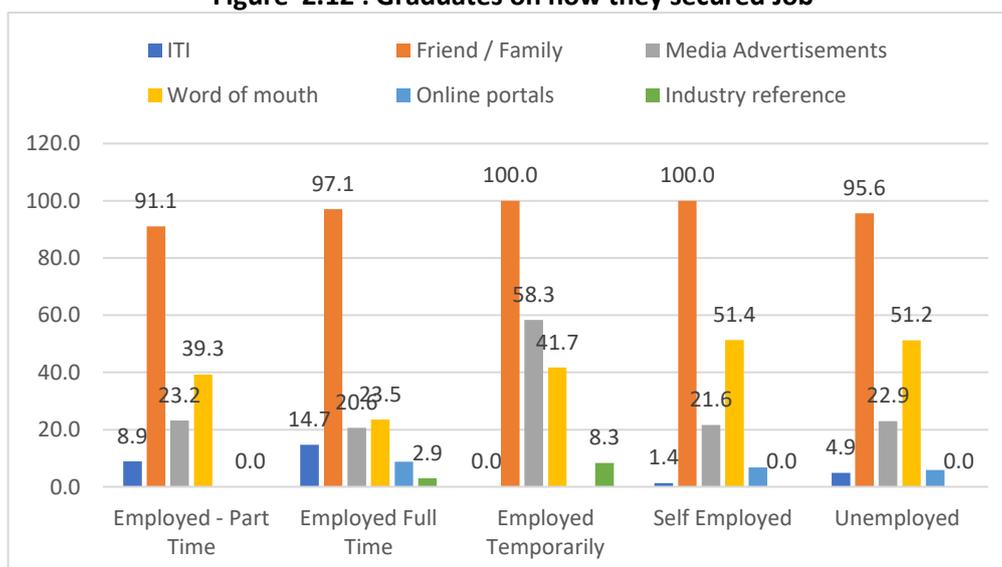
Sample Size : Employed Full Time = 34. Employed part time = 56, Employed Temporarily = 12

While most respondents feel that jobs are financially rewarding, the graduates who are employed part time seem highly motivated about the purpose of their job and application of their knowledge.

Passout Graduates on how they secured the job

The perception of pass out graduates about source of jobs has been depicted in the figure below.

Figure 2.12 : Graduates on how they secured Job



Source: Primary Survey

All figures in percentages

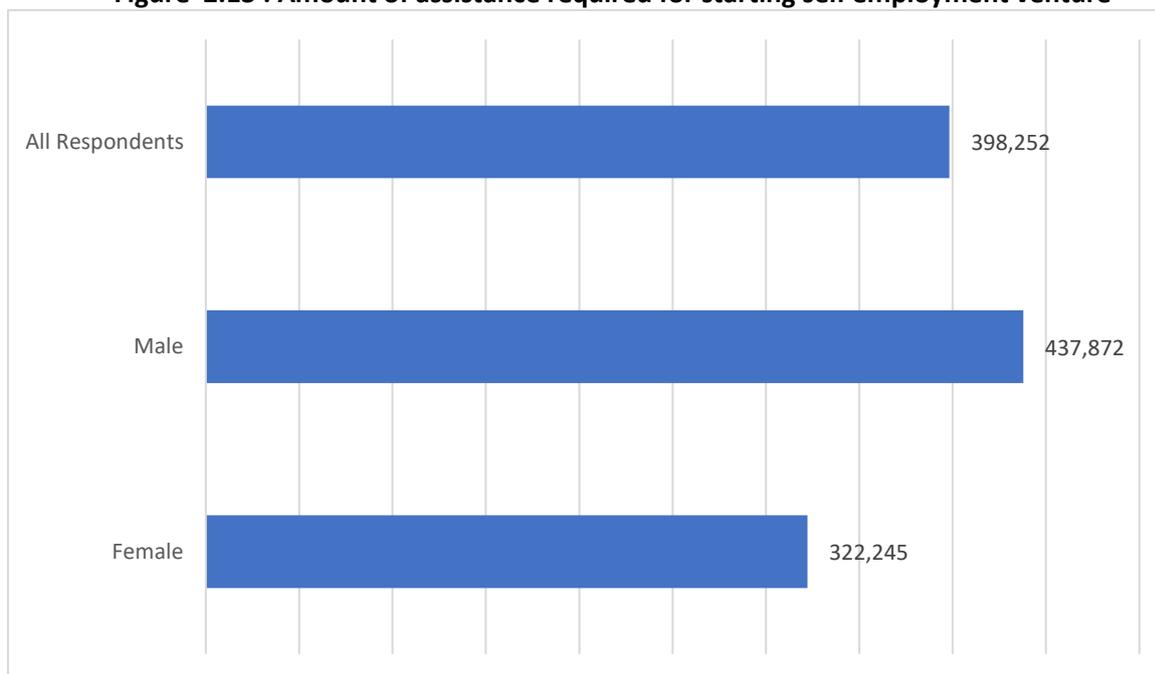
The role of “Friends and family” as well as “Word of mouth” seem to be the 2 most important factors which contributes to a passout landing on to a job. As per temporarily employed graduates “Media Advertisements” also play a good role in job hunting.

v) Assistance required to Start Self Employment

Assistance required by Gender

Amount of assistance required for starting a self employment venture has been depicted in the Table below.

Figure 2.13 : Amount of assistance required for starting self employment venture



Source: Primary Survey

All figures in absolute nos

The male graduates are requesting for more money compared to that of their female counterparts. The table below will break it up by trades to enable further insights.

Assistance required by Trade & Gender

Table 2.15 : Assistance required by different trades and gender to start self employment in Rs.

Trade	Female	Male	All Respondents
Advance Course Dress Making	356667		356667
Basic Cosmetology	100000		100000
Carpentry		516667	516667
Catering & Hospitality Assistant	540000	500000	528571
Computer Operator & Programming Assistant (COPA)	50000		50000
Draughtsman Civil	166667	292000	245000
Draughtsman Mechanical	350000	571429	522222
Dress Making	200000		200000
Electrician		444444	444444
Electronics Mechanic		183333	183333
Fitter		350000	350000
Floriculture & Landscaping	95000	100000	96667
Fruits and Vegetables Processing (F & VP)	392857	400000	394118
Horticulture	350000		350000
Information & Communication Technology Systems Maintenance (ICTSM)		600000	600000
Mason (Building Constructor)	500000	384000	403333
Mechanic Motor Vehicle (MMV)		563333	563333
Operator Advance Machine Tool (OAMT)		350000	350000
Painter General		100000	100000
Plumber	75000	365385	326667
Soil Testing & Crops Technician	466667	260000	337500
Stenography	213333	400000	240000
Surveyor		400000	400000
Weaving of Silk & Woollen Fabrics	600000		600000
Welder		393333	393333
Wireman		600000	600000
Grand Total	322245	437872	398252

Source: Primary Survey

All figures in absolute nos

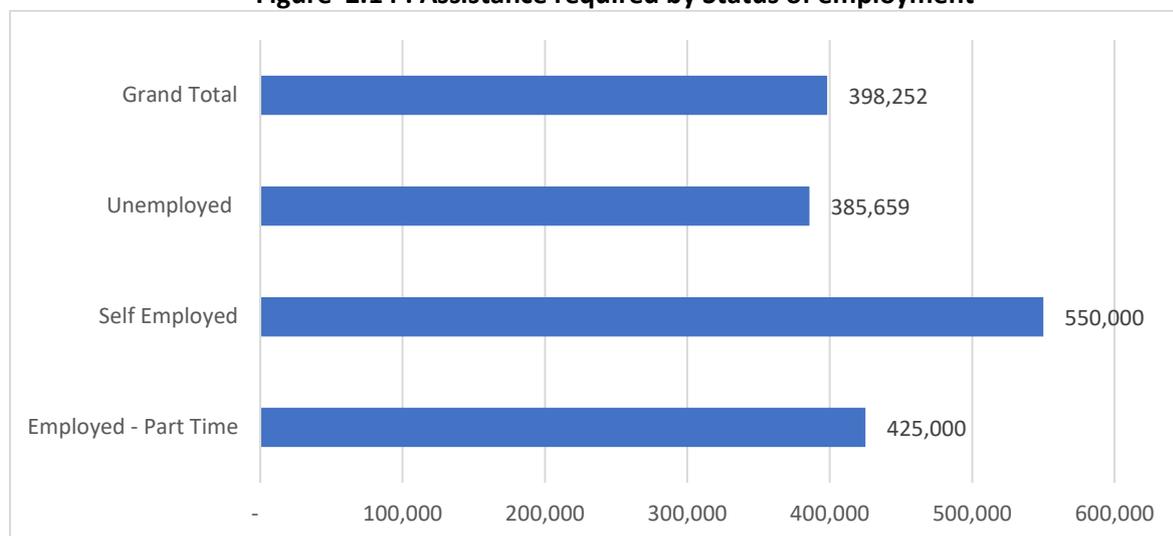
The Table above indicates the fact that

- Women graduates willing to start a self employed venture are vying in for the following trades of Dress making, Catering & Hospitality, Mechanical draughtsman, F&V Processing, Horticulture, Mason, Soil Testing and Crop Technician as well as weaving Silk and Fabrics
- Men Graduates are vying in for Carpentry, Catering & Hospitality, Draughtsman, Electrician, ICT, MMV, and Wireman.
- .

Assistance required by Status of employment

Amount of assistance required for starting a self - employment venture by current status of employment has been depicted in the figure below.

Figure 2.14 : Assistance required by Status of employment

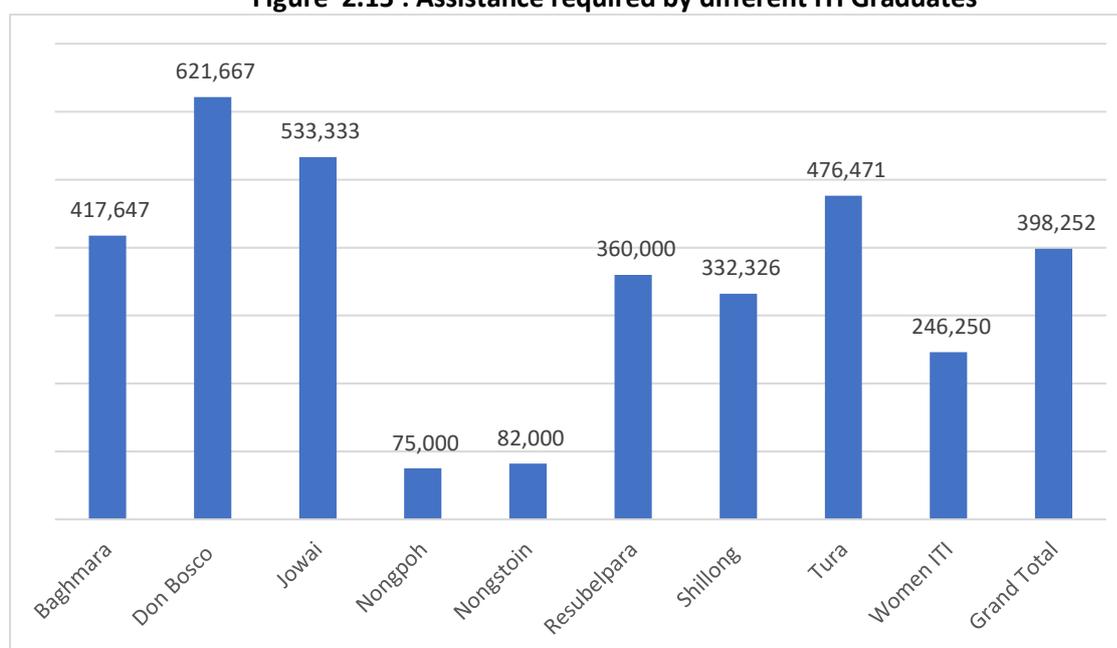


Source: Primary Survey

All figures in absolute nos in Rs

As depicted in the figure above, the self employed and Part time employed are requesting for more money compared to that of the unemployed lot. The 2 categories of respondents are well aware about the realities of the nuances and hence are a little more practical about their demand compared to the unemployed lot.

Figure 2.15 : Assistance required by different ITI Graduates

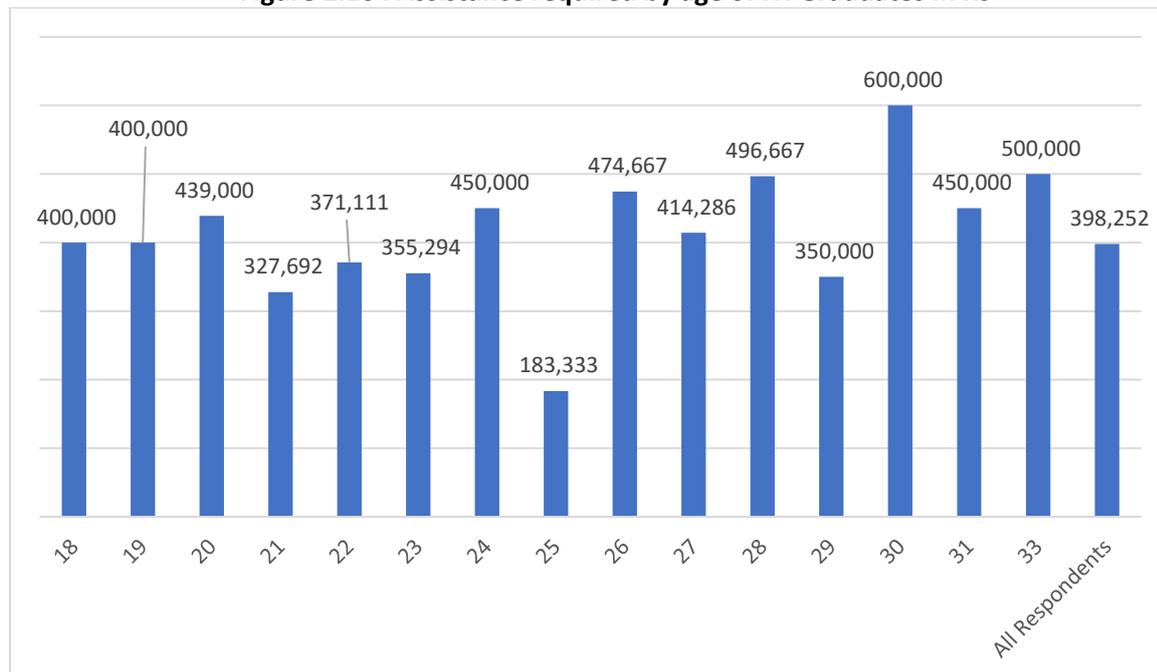


Source: Primary Survey

All figures in absolute nos

As depicted in the figure above, the request from Don Bosco, Jowai and Tura are more compared to the pass out graduates from the Other ITI's.

Figure 2.16 : Assistance required by age of ITI Graduates in Rs



Source: Primary Survey

All figures in absolute nos

As depicted in the figure above, the age cohorts of 26, 28, 30, 33 are requesting for more money compared to that of the other age counterparts.

vi) Perception about major Issues

Methodology followed for the calculation of scores have been depicted ensuing paragraphs and the results have been depicted in the Table below:-

- Pass out graduates were given a set of parameters and were asked to rate their perception about the improvement requirement pertaining to each of those parameters in a scale of 1 – 5, wherein,
 - 1 = 0% or no improvement was required
 - 2 = 25% improvement was required
 - 3 = 50% improvement was required
 - 4 = 75% improvement was required
 - 5 = 100% improvement was required
- From the above rating, it implied that lower the rating, better was the performance and higher the rating, more improvement in performance in relation to a particular parameter was required.
- The rating was used to map the following aspects (based on the rating provided by the pass out graduates on course content & delivery):-
 - Individual ITI vs. Course content & Delivery
 - Course content & Delivery vs. Trade
 - Trade vs. Individual ITI
- Weighted average of the ratings were used to identify high and low performance and identify areas of action against each of the factors.

The way it has been analysed and shall be read as :-

- Theory, Instructors Practical Skills, Teaching and Delivery Methods and Instructors Knowledge of Theory would require least improvement, as per ratings provided by the passout graduates – These are marked in green in the all Respondent column
- Higher needs of improvement required in Industry Connects, Customization and Laboratory work as per the ratings provided. – These are marked in Red in the all Respondent column
- Each cell in each row was now mapped against the all respondent cell and any higher rating was marked implying there is a need to concentrate on the respective column in order to improve the performance. E.g. For “Industrial Connects” – Except Don Bosco, Resubelpura and Tura passout graduate from all other ITI’s have indicated that there is a need of strengthening Industrial Connects for better placements.

The results have been depicted in the Table below:-

Table 2.16 : Perception on Major issues by ITI

Course Content & Delivery	ITI									Average of All Passout Grads.
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	
Industrial Connects	4.2	2.8	4.1	4.7	3.9	2.2	3.6	2.7	3.7	3.5
Customization/ upgradation of content to make it up to date	2.3	2.5	3.6	2.8	3.5	2.8	2.4	1.4	4.3	2.6
Laboratory Work	1.4	1.3	3.5	1.1	2.6	2.2	2.1	1.3	2.2	2.0
Training in Practical Skills	1.4	1.5	3.0	1.7	1.4	1.4	1.3	1.3	3.7	1.7
Workshop Equipment	1.9	1.1	3.0	1.2	2.1	1.4	1.4	1.2	2.7	1.6
Textbooks	3.4	1.0	2.3	1.0	2.6	3.2	1.1	1.7	1.7	1.6
Duration of Training	1.1	1.3	1.6	1.0	1.3	1.4	1.2	1.2	3.2	1.4
Course Content	1.1	1.4	2.3	1.5	1.1	1.3	1.2	1.0	2.5	1.4
Instruction Manual	1.1	1.2	2.1	1.1	1.3	1.2	1.3	1.0	2.2	1.4
Theory	1.1	1.0	1.9	1.3	1.3	1.6	1.2	1.0	2.8	1.3
Instructors Practical Skills	1.2	1.2	2.3	1.1	1.1	1.0	1.1	1.0	1.7	1.3
Teaching & Delivery Methods	1.1	1.0	1.9	1.0	1.2	1.0	1.1	1.0	2.3	1.2
Instructors Knowledge of Theory	1.0	1.2	1.7	1.0	1.1	1.0	1.2	1.0	1.6	1.2

Source: Primary Survey

All figures in absolute nos

It is discernible from the Table above that :-

Industrial Connects, Upgradation of Contents to make it up to date and laboratory works seem to be the major issue as reported by the passout graduates. These 3 issues are most predominant amongst passouts from Jowai, NongStoin, Nongpoh, Resubelpara and Shillong in addition to Women ITI

Table 2.17 : Perception on Major issues by Trade

Trades	Advance Course Dress Making	Basic Cosmetology	Carpentry	Catering & Hospitality Assistant	Computer Operator & Programming Assistant (COPA)	Digital Photography	Draughtsman Civil	Draughtsman Mechanical	Dress Making	DTP	Electrician	Electronics Mechanic	Fitter	Floriculture & Landscaping	Fruits and Vegetables Processing (F & VP)	Horticulture	Information & Communication Technology Systems Maintenance (ICTSAM)	Machinist	Mason (Building Constructor)	Mechanic Motor Vehicle (MMV)	Operator Advance Machine Tool (OAMT)	Painter General	Plumber	Soil Testing & Crops Technician	Stenography	Surveyor	Weaving of Silk & Woolen Fabrics	Welder	Wireman	Average of All Passout Grads
Industrial Connects	4.6	2.3	3.4	3.9	4.5	3.0	2.9	3.2	4.4	2.5	3.7	3.0	2.4	4.3	3.0	3.7	4.2	1.0	4.1	2.7	3.0	4.0	4.2	3.8	4.0	2.0	3.0	3.7	3.5	3.5
Customization/upgradation of content to make it up to date	4.4	4.7	1.9	2.1	5.0	2.0	1.4	1.0	3.1	1.0	3.5	2.0	1.5	4.3	1.8	1.2	1.8	1.0	2.5	3.0	1.5	1.0	3.1	2.1	1.8	1.3	4.2	2.6	2.9	2.6
Laboratory Work	1.8	2.1	1.1	1.6	3.0	1.0	1.3	1.0	1.1	1.0	2.9	1.0	1.5	3.8	1.3	1.0	1.8	1.0	2.4	1.9	2.5	1.0	2.4	1.2	2.4	1.5	4.0	3.7	1.7	2.0
Training in Practical Skills	4.6	3.7	1.6	1.7	5.0	1.0	1.2	1.3	2.4	1.0	2.6	1.3	1.5	1.5	1.2	1.3	2.2	1.0	2.0	1.7	1.2	1.0	1.2	1.0	1.2	1.8	4.4	1.9	1.7	1.7
Workshop Equipment	2.8	2.4	1.6	1.3	3.0	1.0	1.3	1.0	1.8	1.0	2.5	1.6	1.5	3.5	1.1	1.7	1.4	1.0	1.8	1.4	1.0	1.1	1.5	2.1	1.5	3.8	2.5	1.6	1.6	
Textbooks	2.0	2.3	1.6	2.4	4.0	3.3	1.2	1.2	1.0	1.0	2.2	1.0	1.0	4.3	1.1	4.2	1.0	1.0	3.4	1.1	1.5	3.0	1.3	3.8	1.2	1.0	1.2	1.8	1.5	1.6
Duration of Training	2.6	3.6	1.3	1.5	4.0	1.3	1.1	1.6	2.7	1.0	1.6	1.1	1.4	1.7	1.2	1.2	1.0	1.0	1.0	1.3	1.5	1.0	1.2	1.0	1.0	1.3	2.8	1.3	1.2	1.4
Course Content	3.4	2.4	1.0	1.0	4.0	1.8	1.2	1.0	1.4	1.0	2.1	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.4	1.3	1.2	1.0	1.2	1.0	1.0	1.0	3.2	1.8	1.3	1.4
Instruction Manual	3.2	3.0	1.0	1.0	3.5	2.0	1.1	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.3	1.4	1.2	5.0	1.0	1.0	1.9	1.0	2.0	1.7	1.1	1.4
Theory	3.4	3.1	1.0	1.2	4.5	1.0	1.1	1.0	1.3	1.0	2.1	1.6	1.4	1.7	1.0	1.0	1.0	1.0	1.4	1.1	1.0	2.0	1.1	1.0	1.2	1.0	3.8	1.4	1.2	1.3
Instructors Practical Skills	1.4	2.1	1.0	1.0	1.0	1.5	1.2	1.0	1.0	1.0	2.4	1.1	1.0	1.0	1.0	1.0	1.8	1.0	1.3	1.3	1.0	1.0	1.0	1.0	1.2	1.0	2.8	1.4	1.1	1.3
Teaching & Delivery Methods	2.2	3.6	1.3	1.1	3.0	1.3	1.0	1.0	1.0	1.0	1.9	1.0	1.0	1.7	1.1	1.0	1.8	1.0	1.0	1.1	1.0	1.0	1.1	1.0	1.0	1.0	2.6	1.4	1.1	1.2
Instructors Knowledge of Theory	1.0	2.4	1.0	1.0	1.0	1.3	1.1	1.0	1.0	1.0	2.0	1.0	1.0	1.2	1.1	1.0	2.0	1.0	1.0	1.2	1.0	1.0	1.1	1.0	1.0	1.0	2.2	1.4	1.0	1.2

As discernible from the Table above, the trades of Advance Course Dress make up, Basic Cosmetology, Computer Operator & Programme Assistant, Electrician, Weaver of Women Fabrics and welders are more vocal about the issues indicated compared to the rest of the trades

“Industrial Connects and “Customization” are most predominant in Trades of Dress Making, Catering & Hospitality, COPA, Dress Making, Electrician, Floriculture, Plumber, Wireman

“Laboratory Work” is a major issue amongst the trades of Basic Cosmetology, COPA, Electrician, Floriculture, Mason, OAMT, Plumber, Stenographer, Weaving, Welder.

Trade wise and ITI Wise ranking of different probe factors by the pass out graduates have been provided in the Tables below:-

Table 2.18: Perception on major issues by Trade and ITI's – About Theory

Course Content	ITI's									Average All ITI's
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	
Computer Operator & Programming Assistant (COPA)									4.5	4.5
Weaving of Silk & Woollen Fabrics									3.8	3.8
Advance Course Dress Making									3.4	3.4
Basic Cosmetology									3.1	3.1
Electrician			2.7				2.1	1.0		2.1
Painter General					2.0					2.0
Floriculture & Landscaping					1.7					1.7
Electronics Mechanic							1.6			1.6
Welder			1.8				1.0	1.0		1.4
Fitter							1.5	1.0		1.4
Mason (Building Constructor)	1.6				1.0	1.0				1.4
Dress Making								1.0	1.4	1.3
Stenography		1.0	1.0				1.4	1.0		1.2
Wireman	1.0	1.0		1.5	1.0	3.0	1.0			1.2
Catering & Hospitality Assistant								1.0	1.7	1.2
Mechanic Motor Vehicle (MMV)		1.0	1.3				1.2	1.0		1.1
Plumber				1.3		1.0	1.0			1.1
Draughtsman Civil							1.1	1.0		1.1
Carpentry	1.0						1.0	1.0		1.0
Digital Photography							1.0			1.0
Draughtsman Mechanical								1.0		1.0
DTP		1.0								1.0
Fruits and Vegetables Processing (F & VP)							1.0	1.0		1.0
Horticulture			1.0							1.0
Information & Communication Technology Systems Maintenance (ICTSM)							1.0	1.0		1.0
Machinist		1.0								1.0
Operator Advance Machine Tool (OAMT)							1.0	1.0		1.0
Soil Testing & Crops Technician	1.0									1.0
Surveyor							1.0	1.0		1.0

Table 2.19: Perception on major issues by Trade and ITI's – About Training in Practical Skills

Course Content	ITI's									
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	Average All ITI's
Computer Operator & Programming Assistant (COPA)									5.0	5.0
Advance Course Dress Making									4.6	4.6
Weaving of Silk & Woolen Fabrics									4.4	4.4
Basic Cosmetology									3.7	3.7
Electrician			3.9				1.6	1.4		2.6
Dress Making								2.0	2.6	2.4
Information & Communication Technology Systems Maintenance (ICTSM)							2.5	1.0		2.2
Mason (Building Constructor)	2.2				2.0	1.0				2.0
Welder			2.8				1.0	1.0		1.9
Surveyor							2.5	1.0		1.8
Wireman	1.5	2.0		2.0	1.1	2.3	1.6			1.7
Mechanic Motor Vehicle (MMV)		1.6	3.5				1.4	1.0		1.7
Catering & Hospitality Assistant								1.3	2.7	1.7
Carpentry	1.0						1.0	5.0		1.6
Fitter							1.7	1.0		1.5
Floriculture & Landscaping					1.5					1.5
Horticulture			1.3							1.3
Draughtsman Mechanical								1.3		1.3
Electronics Mechanic							1.3			1.3
Stenography		1.0	1.0				1.4	1.0		1.2
Fruits and Vegetables Processing (F & VP)							1.1	1.3		1.2
Plumber				1.6		1.0	1.0			1.2
Draughtsman Civil							1.2	1.0		1.2
Operator Advance Machine Tool (OAMT)							1.2	1.0		1.2
Digital Photography							1.0			1.0
DTP		1.0								1.0
Machinist		1.0								1.0
Painter General					1.0					1.0
Soil Testing & Crops Technician	1.0									1.0

Table 2.20: Perception on major issues by Trade and ITI's – Industrial Connects

Course Content	ITI's									Average All ITI's
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	
Advance Course Dress Making									4.6	4.6
Computer Operator & Programming Assistant (COPA)									4.5	4.5
Dress Making								4.3	4.4	4.4
Floriculture & Landscaping					4.3					4.3
Plumber				4.9		2.3	4.3			4.2
Information & Communication Technology Systems Maintenance (ICTSM)							5.0	1.0		4.2
Mason (Building Constructor)	5.0				3.5	1.0				4.1
Painter General					4.0					4.0
Stenography		3.5	3.0				4.4	3.5		4.0
Catering & Hospitality Assistant								3.7	4.7	3.9
Soil Testing & Crops Technician	3.8									3.8
Electrician			4.2				4.1	2.3		3.7
Welder			4.6				2.8	3.0		3.7
Horticulture			3.7							3.7
Wireman	4.1	4.0		3.5	3.8	2.3	3.3			3.5
Carpentry	5.0						3.2	3.0		3.4
Draughtsman Mechanical								3.2		3.2
Fruits and Vegetables Processing (F & VP)							3.8	2.5		3.0
Digital Photography							3.0			3.0
Electronics Mechanic							3.0			3.0
Operator Advance Machine Tool (OAMT)							3.4	1.0		3.0
Weaving of Silk & Woolen Fabrics									3.0	3.0
Draughtsman Civil							3.3	1.0		2.9
Mechanic Motor Vehicle (MMV)		2.6	4.2				2.7	1.8		2.7
DTP		2.5								2.5
Fitter							2.8	1.0		2.4
Basic Cosmetology									2.3	2.3
Surveyor							3.0	1.0		2.0
Machinist		1.0								1.0

Table 2.21: Perception on major issues by Trade and ITI's – Course Contents

Course Content	ITI's									Average All ITI's
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	
Computer Operator & Programming Assistant (COPA)									4.0	4.0
Advance Course Dress Making									3.4	3.4
Weaving of Silk & Woolen Fabrics									3.2	3.2
Basic Cosmetology									2.4	2.4
Electrician			3.0				1.6	1.0		2.1
Welder			2.6				1.0	1.0		1.8
Digital Photography							1.8			1.8
Dress Making								1.0	1.6	1.4
Mason (Building Constructor)	1.6				1.0	1.0				1.4
Wireman	1.0	2.5		1.0	1.1	2.0	1.1			1.3
Mechanic Motor Vehicle (MMV)		1.3	2.0				1.2	1.0		1.3
Stenography		1.0	1.0				1.4	1.0		1.2
Plumber				1.5		1.0	1.2			1.2
Draughtsman Civil							1.3	1.0		1.2
Operator Advance Machine Tool (OAMT)							1.2	1.0		1.2
Fruits and Vegetables Processing (F & VP)							1.3	1.0		1.1
Carpentry	1.0						1.0	1.0		1.0
Catering & Hospitality Assistant								1.0	1.0	1.0
Draughtsman Mechanical								1.0		1.0
DTP		1.0								1.0
Electronics Mechanic							1.0			1.0
Fitter							1.0	1.0		1.0
Floriculture & Landscaping					1.0					1.0
Horticulture			1.0							1.0
Information & Communication Technology Systems Maintenance (ICTSM)							1.0	1.0		1.0
Machinist		1.0								1.0
Painter General					1.0					1.0
Soil Testing & Crops Technician	1.0									1.0
Surveyor							1.0	1.0		1.0

Table 2.22: Perception on major issues by Trade and ITI's – Instruction Manual

Course Content	ITI's									
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	Average All ITI's
Painter General					5.0					5.0
Computer Operator & Programming Assistant (COPA)									3.5	3.5
Advance Course Dress Making									3.2	3.2
Basic Cosmetology									3.0	3.0
Digital Photography							2.0			2.0
Weaving of Silk & Woolen Fabrics								2.0		2.0
Electrician			2.6				1.8	1.0		2.0
Stenography		1.0	1.0				2.5	1.0		1.9
Welder			2.4				1.0	1.0		1.7
Mechanic Motor Vehicle (MMV)		1.3	2.3				1.4	1.0		1.4
Mason (Building Constructor)	1.4				1.0	1.0				1.3
Operator Advance Machine Tool (OAMT)							1.2	1.0		1.2
Wireman					1.1					1.1
Draughtsman Civil							1.1	1.0		1.1
Fruits and Vegetables Processing (F & VP)							1.1	1.1		1.1
Plumber				1.0		1.0	1.0			1.0
Carpentry	1.0						1.0	1.0		1.0
Catering & Hospitality Assistant								1.0	1.0	1.0
Draughtsman Mechanical								1.0		1.0
Dress Making								1.0	1.0	1.0
DTP		1.0								1.0
Electronics Mechanic							1.0			1.0
Fitter							1.0	1.0		1.0
Floriculture & Landscaping					1.0					1.0
Horticulture			1.0							1.0
Information & Communication Technology Systems Maintenance (ICTSM)							1.0	1.0		1.0
Machinist		1.0								1.0
Soil Testing & Crops Technician	1.0									1.0
Surveyor							1.0	1.0		1.0

Table 2.23: Perception on major issues by Trade and ITI's – Textbook

ITI's	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	Average All ITI's
Floriculture & Landscaping					4.3					4.3
Horticulture			4.2							4.2
Computer Operator & Programming Assistant (COPA)									4.0	4.0
Soil Testing & Crops Technician	3.8									3.8
Mason (Building Constructor)	3.8				2.5	3.0				3.4
Digital Photography							3.3			3.3
Painter General					3.0					3.0
Catering & Hospitality Assistant								2.9	1.0	2.4
Basic Cosmetology									2.3	2.3
Electrician			2.2				1.4	3.1		2.2
Advance Course Dress Making									2.0	2.0
Welder			2.6				1.0	1.0		1.8
Carpentry	5.0						1.0	1.0		1.6
Wireman	2.6	1.0		1.0	1.3	3.0	1.0			1.5
Operator Advance Machine Tool (OAMT)							1.6	1.0		1.5
Plumber				1.0		3.3	1.0			1.3
Draughtsman Civil							1.0	2.3		1.2
Draughtsman Mechanical								1.2		1.2
Weaving of Silk & Woolen Fabrics									1.2	1.2
Stenography		1.0	1.0				1.3	1.0		1.2
Fruits and Vegetables Processing (F & VP)							1.1	1.2		1.1
Mechanic Motor Vehicle (MMV)		1.0	1.2				1.0	1.5		1.1
Dress Making								1.0	1.0	1.0
DTP		1.0								1.0
Electronics Mechanic							1.0			1.0
Fitter							1.0	1.0		1.0
Information & Communication Technology Systems Maintenance (ICTSM)							1.0	1.0		1.0
Machinist		1.0								1.0
Surveyor							1.0	1.0		1.0

Table 2.24: Perception on major issues by Trade and ITI's – Workshop Equipment

Course Content	ITI's									
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	Average All ITI's
Weaving of Silk & Woolen Fabrics									3.8	3.8
Floriculture & Landscaping					3.5					3.5
Computer Operator & Programming Assistant (COPA)									3.0	3.0
Advance Course Dress Making									2.8	2.8
Electrician			3.9				1.6	1.0		2.5
Welder			3.4				1.8	1.0		2.5
Basic Cosmetology									2.4	2.4
Stenography		1.0	1.0				2.3	2.8		2.1
Dress Making								1.0	2.1	1.8
Mason (Building Constructor)	2.0				1.5	1.0				1.8
Horticulture			1.7							1.7
Wireman	2.0	1.0		1.0	1.3	2.3	1.5			1.6
Carpentry	5.0						1.0	1.0		1.6
Electronics Mechanic							1.6			1.6
Fitter							1.7	1.0		1.5
Soil Testing & Crops Technician	1.5									1.5
Surveyor							2.0	1.0		1.5
Information & Communication Technology Systems Maintenance (ICTSM)							1.5	1.0		1.4
Mechanic Motor Vehicle (MMV)		1.1	2.8				1.2	1.5		1.4
Draughtsman Civil							1.4	1.0		1.3
Catering & Hospitality Assistant								1.0	2.0	1.3
Plumber				1.2		1.0	1.2			1.1
Fruits and Vegetables Processing (F & VP)							1.0	1.2		1.1
Digital Photography							1.0			1.0
Draughtsman Mechanical								1.0		1.0
DTP		1.0								1.0
Machinist		1.0								1.0
Operator Advance Machine Tool (OAMT)							1.0	1.0		1.0
Painter General					1.0					1.0

Table 2.25: Perception on major issues by Trade and ITI's – Laboratory Work

Course Content	ITI's									Average All ITI's
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	
Weaving of Silk & Woollen Fabrics									4.0	4.0
Floriculture & Landscaping					3.8					3.8
Welder			5.0				2.8	1.0		3.7
Computer Operator & Programming Assistant (COPA)									3.0	3.0
Electrician			3.6				2.8	1.6		2.9
Operator Advance Machine Tool (OAMT)							2.8	1.0		2.5
Plumber				1.1		2.3	3.0			2.4
Mason (Building Constructor)	2.4				1.0	5.0				2.4
Stenography		1.0	5.0				2.5	2.0		2.4
Basic Cosmetology									2.1	2.1
Mechanic Motor Vehicle (MMV)		1.3	3.8				2.1	1.0		1.9
Advance Course Dress Making									1.8	1.8
Information & Communication Technology Systems Maintenance (ICTSM)							2.0	1.0		1.8
Wireman	1.2	1.7		1.0	2.3	1.0	2.2			1.7
Catering & Hospitality Assistant								1.4	2.0	1.6
Fitter							1.7	1.0		1.5
Surveyor							2.0	1.0		1.5
Draughtsman Civil							1.4	1.0		1.3
Fruits and Vegetables Processing (F & VP)							1.1	1.4		1.3
Soil Testing & Crops Technician	1.2									1.2
Carpentry	1.0						1.2	1.0		1.1
Dress Making								1.0	1.1	1.1
Digital Photography							1.0			1.0
Draughtsman Mechanical								1.0		1.0
DTP		1.0								1.0
Electronics Mechanic							1.0			1.0
Horticulture			1.0							1.0
Machinist		1.0								1.0
Painter General					1.0					1.0

Table 2.26: Perception on major issues by Trade and ITI's – Teaching & Delivery Methods

Course Content	ITI's									Average All ITI's	
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI		
Basic Cosmetology										3.6	3.6
Computer Operator & Programming Assistant (COPA)										3.0	3.0
Weaving of Silk & Woolen Fabrics										2.6	2.6
Advance Course Dress Making										2.2	2.2
Electrician			2.4				2.0	1.0			1.9
Information & Communication Technology Systems Maintenance (ICTSM)							2.0	1.0			1.8
Floriculture & Landscaping					1.7						1.7
Welder			1.8				1.0	1.0			1.4
Carpentry	1.0						1.4	1.0			1.3
Digital Photography							1.3				1.3
Mechanic Motor Vehicle (MMV)		1.0	2.0				1.0	1.0			1.1
Fruits and Vegetables Processing (F & VP)							1.0	1.2			1.1
Wireman	1.2	1.0		1.0	1.0	1.0	1.1				1.1
Catering & Hospitality Assistant								1.0	1.3		1.1
Plumber				1.0		1.0	1.1				1.1
Stenography		1.0	1.0				1.1	1.0			1.0
Draughtsman Civil							1.0	1.0			1.0
Draughtsman Mechanical								1.0			1.0
Dress Making								1.0	1.0		1.0
DTP		1.0									1.0
Electronics Mechanic							1.0				1.0
Fitter							1.0	1.0			1.0
Horticulture			1.0								1.0
Machinist		1.0									1.0
Mason (Building Constructor)	1.0				1.0	1.0					1.0
Operator Advance Machine Tool (OAMT)							1.0	1.0			1.0
Painter General					1.0						1.0
Soil Testing & Crops Technician	1.0										1.0
Surveyor							1.0	1.0			1.0

Table 2.27: Perception on major issues by Trade and ITI's – Instructors Knowledge of Theory

Course Content	ITI's									Average All ITI's
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	
Basic Cosmetology									2.4	2.4
Weaving of Silk & Woolen Fabrics									2.2	2.2
Electrician			2.3				2.0	1.4		2.0
Information & Communication Technology Systems Maintenance (ICTSM)							2.3	1.0		2.0
Welder			1.8				1.0	1.0		1.4
Digital Photography							1.3			1.3
Mechanic Motor Vehicle (MMV)		1.3	1.3				1.1	1.0		1.2
Floriculture & Landscaping					1.2					1.2
Stenography		1.0	1.0				1.3	1.0		1.2
Plumber				1.0		1.0	1.1			1.1
Fruits and Vegetables Processing (F & VP)							1.2	1.0		1.1
Draughtsman Civil							1.1	1.0		1.1
Wireman	1.0	1.0		1.0	1.0	1.0	1.0			1.0
Advance Course Dress Making									1.0	1.0
Carpentry	1.0						1.0	1.0		1.0
Catering & Hospitality Assistant								1.0	1.0	1.0
Computer Operator & Programming Assistant (COPA)									1.0	1.0
Draughtsman Mechanical								1.0		1.0
Dress Making								1.0	1.0	1.0
DTP		1.0								1.0
Electronics Mechanic							1.0			1.0
Fitter							1.0	1.0		1.0
Horticulture			1.0							1.0
Machinist		1.0								1.0
Mason (Building Constructor)	1.0				1.0	1.0				1.0
Operator Advance Machine Tool (OAMT)							1.0	1.0		1.0
Painter General					1.0					1.0
Soil Testing & Crops Technician	1.0									1.0
Surveyor							1.0	1.0		1.0

Table 2.28: Perception on major issues by Trade and ITI's – Instructors Knowledge of Theory

Course Content	ITI's									Average All ITI's
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	
Weaving of Silk & Woolen Fabrics									2.8	2.8
Electrician			3.4				1.8	1.4		2.4
Basic Cosmetology									2.1	2.1
Information & Communication Technology Systems Maintenance (ICTSM)							2.0	1.0		1.8
Digital Photography							1.5			1.5
Advance Course Dress Making									1.4	1.4
Welder			1.8				1.0	1.0		1.4
Mechanic Motor Vehicle (MMV)		1.3	2.3				1.1	1.0		1.3
Mason (Building Constructor)	1.4				1.0	1.0				1.3
Draughtsman Civil							1.2	1.0		1.2
Stenography		1.0	1.0				1.3	1.0		1.2
Electronics Mechanic							1.1			1.1
Wireman	1.2	1.2		1.5	1.1	1.0	1.0			1.1
Plumber				1.0		1.0	1.1			1.0
Carpentry	1.0						1.0	1.0		1.0
Catering & Hospitality Assistant								1.0	1.0	1.0
Computer Operator & Programming Assistant (COPA)									1.0	1.0
Draughtsman Mechanical								1.0		1.0
Dress Making								1.0	1.0	1.0
DTP		1.0								1.0
Fitter							1.0	1.0		1.0
Floriculture & Landscaping					1.0					1.0
Fruits and Vegetables Processing (F & VP)							1.0	1.0		1.0
Horticulture			1.0							1.0
Machinist		1.0								1.0
Operator Advance Machine Tool (OAMT)							1.0	1.0		1.0
Painter General					1.0					1.0
Soil Testing & Crops Technician	1.0									1.0
Surveyor							1.0	1.0		1.0

Table 2.29: Perception on major issues by Trade and ITI's – Instructors Practical Knowledge

Course Content	ITI's									Average All ITI's
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	
Basic Cosmetology									2.4	2.4
Computer Operator & Programming Assistant (COPA)									2.2	2.2
Weaving of Silk & Woolen Fabrics			2.3				2.0	1.4		2.0
Advance Course Dress Making							2.3	1.0		2.0
Electrician			1.8				1.0	1.0		1.4
Information & Communication Technology Systems Maintenance (ICTSM)							1.3			1.3
Floriculture & Landscaping		1.3	1.3				1.1	1.0		1.2
Welder					1.2					1.2
Carpentry		1.0	1.0				1.3	1.0		1.2
Digital Photography				1.0		1.0	1.1			1.1
Mechanic Motor Vehicle (MMV)							1.2	1.0		1.1
Fruits and Vegetables Processing (F & VP)							1.1	1.0		1.1
Wireman	1.0	1.0		1.0	1.0	1.0	1.0			1.0
Catering & Hospitality Assistant									1.0	1.0
Plumber	1.0						1.0	1.0		1.0
Stenography								1.0	1.0	1.0
Draughtsman Civil									1.0	1.0
Draughtsman Mechanical								1.0		1.0
Dress Making								1.0	1.0	1.0
DTP		1.0								1.0
Electronics Mechanic							1.0			1.0
Fitter							1.0	1.0		1.0
Horticulture			1.0							1.0
Machinist		1.0								1.0
Mason (Building Constructor)	1.0				1.0	1.0				1.0
Operator Advance Machine Tool (OAMT)							1.0	1.0		1.0
Painter General					1.0					1.0
Soil Testing & Crops Technician	1.0									1.0
Surveyor							1.0	1.0		1.0

Table 2.30: Perception on major issues by Trade and ITI's – Duration of Training

Course Content	ITI's									
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	Average All ITI's
Basic Cosmetology									2.8	2.8
Computer Operator & Programming Assistant (COPA)			3.4				1.8	1.4		2.4
Weaving of Silk & Woolen Fabrics									2.1	2.1
Advance Course Dress Making							2.0	1.0		1.8
Electrician							1.5			1.5
Information & Communication Technology Systems Maintenance (ICTSM)									1.4	1.4
Floriculture & Landscaping			1.8				1.0	1.0		1.4
Welder		1.3	2.3				1.1	1.0		1.3
Carpentry	1.4				1.0	1.0				1.3
Digital Photography							1.2	1.0		1.2
Mechanic Motor Vehicle (MMV)		1.0	1.0				1.3	1.0		1.2
Fruits and Vegetables Processing (F & VP)							1.1			1.1
Wireman	1.2	1.2		1.5	1.1	1.0	1.0			1.1
Catering & Hospitality Assistant				1.0		1.0	1.1			1.0
Plumber	1.0						1.0	1.0		1.0
Stenography								1.0	1.0	1.0
Draughtsman Civil									1.0	1.0
Draughtsman Mechanical								1.0		1.0
Dress Making								1.0	1.0	1.0
DTP		1.0								1.0
Electronics Mechanic							1.0	1.0		1.0
Fitter					1.0					1.0
Horticulture							1.0	1.0		1.0
Machinist			1.0							1.0
Mason (Building Constructor)		1.0								1.0
Operator Advance Machine Tool (OAMT)							1.0	1.0		1.0
Painter General					1.0					1.0
Soil Testing & Crops Technician	1.0									1.0
Surveyor							1.0	1.0		1.0

Table 2.31: Perception on major issues by Trade and ITI's – Duration of Training

Course Content	ITI's									
	Baghmara	Don Bosco	Jowai	Nongpoh	Nongstoin	Resubelpara	Shillong	Tura	Women ITI	Average All ITI's
Basic Cosmetology									4.0	4.0
Computer Operator & Programming Assistant (COPA)									3.6	3.6
Weaving of Silk & Woolen Fabrics									2.8	2.8
Advance Course Dress Making								1.0	3.4	2.7
Electrician									2.6	2.6
Information & Communication Technology Systems Maintenance (ICTSM)					1.7					1.7
Floriculture & Landscaping			1.7				2.0	1.0		1.6
Welder								1.6		1.6
Carpentry								1.0	3.0	1.5
Digital Photography							1.6	1.0		1.5
Mechanic Motor Vehicle (MMV)							1.5	1.0		1.4
Fruits and Vegetables Processing (F & VP)		1.2	1.8				1.2	1.5		1.3
Wireman			1.6				1.0	1.0		1.3
Catering & Hospitality Assistant	1.0						1.0	3.0		1.3
Plumber							1.3			1.3
Stenography							1.5	1.0		1.3
Draughtsman Civil	1.2	2.0		1.0	1.1	1.0	1.0			1.2
Draughtsman Mechanical				1.0		1.7	1.2			1.2
Dress Making							1.0	1.3		1.2
DTP			1.2							1.2
Electronics Mechanic							1.1			1.1
Fitter							1.1	1.0		1.1
Horticulture		1.0								1.0
Machinist							1.0	1.0		1.0
Mason (Building Constructor)		1.0								1.0
Operator Advance Machine Tool (OAMT)	1.0				1.0	1.0				1.0
Painter General					1.0					1.0
Soil Testing & Crops Technician	1.0									1.0
Surveyor		1.0	1.0				1.0	1.0		1.0

Suggestions on Improvement Requirement

Perception about improvement requirement to the extent of **75% and above** in the 3 major identified areas of Industrial Connects, Course Customization and Laboratory work by the are as indicated in the Table below:-

Table 2.32: Perception of Improvement Requirement (75% or above) – By ITI

Name of the ITI	Industrial Connect	Upgradation/ Customization	Laboratory Work
Baghmara	76.9	30.8	7.7
Don Bosco	58.8	35.3	0.0
Jowai	78.1	68.8	62.5
Nongpoh	92.3	46.2	0.0
Nongstoin	76.5	64.7	41.2
Resubelpara	20.0	40.0	30.0
Shillong	63.6	37.7	24.0
Tura	36.4	13.6	7.6
Women ITI	69.0	82.8	27.6
Average of all ITI	61.4	40.4	21.5

Source: Primary Survey

All figures in percentage

Table 2.33 : Perception of Improvement Requirement (75% or above) – By Trades

Trades	Industrial Connect	Upgradation/ Customization	Laboratory Work
Advance Course Dress Making	80.0	80.0	0.0
Basic Cosmetology	28.6	100.0	28.6
Carpentry	57.1	14.3	0.0
Catering & Hospitality Assistant	75.0	33.3	16.7
Computer Operator & Programming Assistant (COPA)	100.0	100.0	50.0
Digital Photography	50.0	25.0	0.0
Draughtsman Civil	44.4	5.6	0.0
Draughtsman Mechanical	40.0	0.0	0.0
Dress Making	100.0	50.0	0.0
DTP	50.0	0.0	0.0
Electrician	75.0	67.9	46.4
Electronics Mechanic	42.9	28.6	0.0
Fitter	25.0	12.5	12.5
Floriculture & Landscaping	83.3	100.0	83.3
Fruits and Vegetables Processing (F & VP)	43.3	23.3	6.7
Horticulture	66.7	0.0	0.0
Information & Communication Technology Systems Maintenance (ICTSM)	80.0	20.0	20.0
Machinist	0.0	0.0	0.0
Mason (Building Constructor)	75.0	37.5	37.5
Mechanic Motor Vehicle (MMV)	48.0	46.0	18.0
Operator Advance Machine Tool (OAMT)	50.0	0.0	33.3
Painter General	100.0	0.0	0.0
Plumber	81.4	62.8	34.9

Trades	Industrial Connect	Upgradation/ Customization	Laboratory Work
Soil Testing & Crops Technician	70.0	30.0	0.0
Stenography	76.0	20.0	32.0
Surveyor	0.0	0.0	0.0
Weaving of Silk & Woollen Fabrics	40.0	80.0	80.0
Welder	60.0	40.0	70.0
Wireman	66.0	48.0	14.0
All Trades Average	61.4	40.4	21.5

Source: Primary Survey

All figures in percentage

Trades of Advance Course Dress Making, Catering & Hospitality Assistant, Computer Operator & Programming Assistant (COPA), Dress Making, Electrician, Floriculture & Landscaping, Horticulture, Information & Communication Technology Systems Maintenance (ICTSM), Mason (Building Constructor), Painter, Plumber, Soil Testing & Crops Technician, Stenography, Wireman feel 75% to 100% improvement is required in Industrial Connects.

Trades of Advance Course Dress Making, Basic Cosmetology, Computer Operator & Programming Assistant (COPA), Dress Making, Electrician, Floriculture & Landscaping, Mechanic Motor Vehicle (MMV), Plumber, Weaving of Silk & Woollen Fabrics, Wireman feel 75% to 100% improvement is required in Upgradation/ Customization of Course Curriculum.

Trades of Basic Cosmetology, Computer Operator & Programming Assistant (COPA), Electrician, Floriculture & Landscaping, Mason (Building Constructor), Plumber, Stenography, Weaving of Silk & Woollen Fabrics, Welder feel 75% to 100% improvement is required in Laboratory Work.

Training has adequately prepared Graduates for work

Most of the graduates from different trades feel that the Training has adequately prepared them to face the professional world.

Table 2.34 : Training has adequately prepared the graduates for work – By Trades

Trade	Employed (Nos.)	Self Employed (nos.)	Unemployed (Nos.)	Perception about course (in percentage)
Advance Course Dress Making	0	2	3	80.0
Basic Cosmetology	2	0	5	85.7
Carpentry	3	3	1	100.0
Catering & Hospitality Assistant	4	0	8	100.0
Computer Operator & Programming Assistant (COPA)	0	0	2	100.0
Digital Photography	1	0	3	50.0
Draughtsman Civil	4	2	12	50.0
Draughtsman Mechanical	1	2	7	100.0
Dress Making	2	0	8	70.0
DTP	2	0	0	100.0
Electrician	4	14	10	78.6
Electronics Mechanic	1	0	6	100.0
Fitter	3	1	4	75.0
Floriculture & Landscaping	0	3	3	100.0
Fruits and Vegetables Processing (F & VP)	5	8	17	86.7
Horticulture	0	2	4	83.3
Information & Communication Technology Systems Maintenance (ICTSM)	1	0	4	80.0
Machinist	1	1	0	100.0
Mason (Building Constructor)	0	5	3	87.5
Mechanic Motor Vehicle (MMV)	21	4	25	74.0
Operator Advance Machine Tool (OAMT)	3	1	2	50.0
Painter General	0	0	1	0.0
Plumber	9	8	26	79.1
Soil Testing & Crops Technician	0	0	10	100.0
Stenography	6	2	17	64.0
Surveyor	0	2	2	100.0
Weaving of Silk & Woolen Fabrics	3	1	1	60.0
Welder	5	1	4	70.0
Wireman	21	12	17	84.0

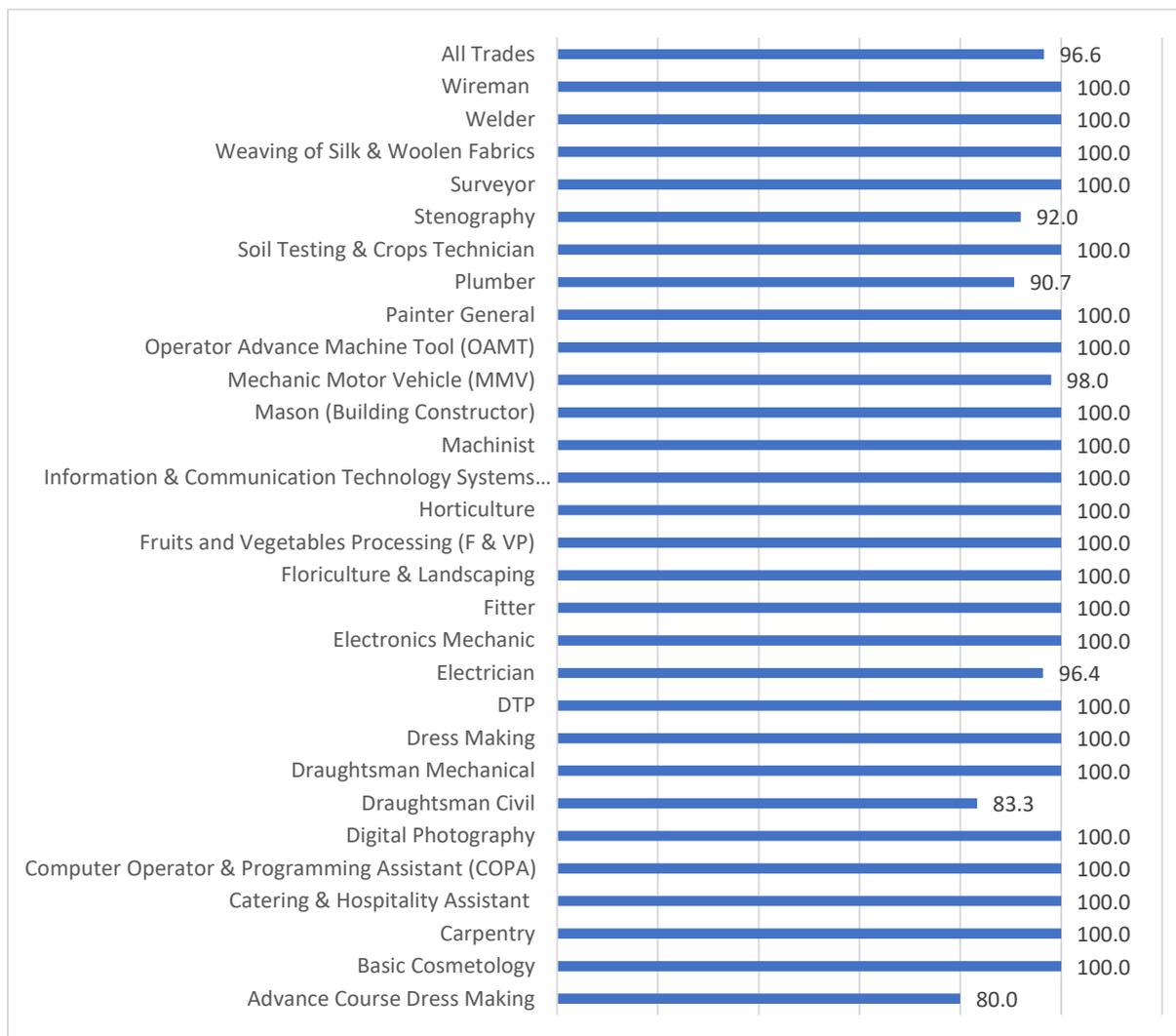
Source: Primary Survey

All figures in percentage

“I can easily be trained to improve my level of skill”

In line with the findings above, the graduates across all trades highlight the fact that they can now be easily trained in order to improve the level of skill.

Figure 2.17 : Training to improve level of skill



Source: Primary Survey

All figures in percentage

vii) Feedback from ITI Institutes

TRIOs team reached out to 18 respondents in the sampled 9 institutes across Meghalaya. The Head of the Institute and the Placement Officer were interacted with using the approved questionnaires. The details are enclosed in the Annexure along with the transcripts of the Interviews. The Findings from the feedback of the institutes are enclosed in ensuing pages.

Table 2.35 : Compiled feedback from Private/ STRIVE and Women ITI's

Pointers	Private Institute	STRIVE Institute	Women ITI
Initiatives for Student Progress	<ul style="list-style-type: none"> No limit to teaching, hence preferred by Employers Impetus to develop communication skills and personality building Passouts are equipped with basic computer skills are taught to all graduates All graduates are registered in Apprenticeship Portal. 	<ul style="list-style-type: none"> For some trades, the institute organises internship of graduates at specific organisations so that the graduates can learn the trade skills and get acquainted with specific trade-oriented skill development Communication skills in English 	<ul style="list-style-type: none"> Sound Theoretical and Practical curriculum to enable graduates face daily challenges in a better way
Initiatives for Teacher Progress	<ul style="list-style-type: none"> Reorganising training programs with the Teachers “Train the trainer programs” at requisite intervals to ensure better teaching and delivery methods to the graduates 	<ul style="list-style-type: none"> New Machines being purchased from time to time. Recently for Automotive and Electrical trades. 	<ul style="list-style-type: none">
Suggestions on improvement	<p>75% improvement requirement for:-</p> <ul style="list-style-type: none"> Course Content Workshop Equipment Laboratory Work Teaching & Delivery Methods <p>100% improvement required for</p> <ul style="list-style-type: none"> Theory Training in Practical Skills Industrial Connects Customization / upgradation of content to make it up to date 	<p>25% improvement required for</p> <ul style="list-style-type: none"> Workshop Equipment Laboratory Work <p>50% improvement required for</p> <ul style="list-style-type: none"> Theory Instructors Knowledge of Theory Instructors Practical Skills <p>75% improvement required for</p> <ul style="list-style-type: none"> Industry Training is very much required for enhancing Practical Skillsets. Teaching & Delivery Methods <p>100% improvement required for Industrial Connects</p>	<p>50% improvement required for</p> <ul style="list-style-type: none"> Theory Instructors Knowledge of Theory Duration of Training <p>75% improvement required for</p> <ul style="list-style-type: none"> Training in Practical Skills Teaching & Delivery Methods Others, please specify: Communication Skills <p>100% improvement required for</p> <ul style="list-style-type: none"> Industrial Connects Customization / upgradation of content to make it up to date

Source: Primary Survey

Table 2.36 : Compiled feedback from 3 Non STRIVE Institutes (Bagmara, Jowai, Nongpoh)

Pointers	Bagmara	Jowai	Nongpoh
Initiatives for Student Progress	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • The courses are well administered by the respondents in the Institute and basic knowledge related to specific trades are shared by them to help them have a grip over the subject such that they could get themselves self-employed in that particular field 	<ul style="list-style-type: none"> • Courses are well administered by the instructors in the institute and the graduates are capably skilled in their respective trade with good knowledge of practical skills
Suggestions on improvement	<p>25% improvement required for</p> <ul style="list-style-type: none"> ➤ Theory ➤ Training in Practical Skills ➤ Course Content <p>50% improvement required in</p> <ul style="list-style-type: none"> ➤ Laboratory Work ➤ Teaching & Delivery Methods ➤ Instructors Knowledge of Theory ➤ Instructors Practical Skills ➤ Duration of Training <p>75% improvement required in</p> <ul style="list-style-type: none"> ➤ Workshop Equipment <p>100% improvement required in</p> <ul style="list-style-type: none"> ➤ Industrial Connects ➤ Customization / upgradation of content to make it up to date ➤ Hostel facilities in the ITI needs major improvement (this ITI is located in a remote area; hence, it is not possible for graduates studying here to commute from home to institute on a daily basis; so many graduates use the hotel facilities) 	<p>25% improvement required for</p> <ul style="list-style-type: none"> ➤ Course Content ➤ Laboratory Work ➤ Instructors' knowledge of theory ➤ Instructors' practical knowledge ➤ Duration of training <p>50% improvement required for</p> <ul style="list-style-type: none"> ➤ Teaching & Delivery Methods ➤ Industrial Connects ➤ Customization / upgradation of content to make it up to date <p>75% improvement required in</p> <ul style="list-style-type: none"> ➤ Workshop Equipment ➤ Training in Practical Skills ➤ Theory <p>100% improvement required in</p> <ul style="list-style-type: none"> ➤ Required bus service to pick up and drop graduates from rural areas in the district to the institute and vice versa 	<p>25% improvement required for</p> <ul style="list-style-type: none"> ➤ Instructors' knowledge of theory ➤ Instructors' practical knowledge <p>50% improvement required for</p> <ul style="list-style-type: none"> ➤ Theory ➤ Course Content ➤ Duration of Training ➤ Customization / upgradation of content to make it up to date <p>75% improvement required in</p> <ul style="list-style-type: none"> ➤ Training in Practical Skills ➤ Industrial Connects ➤ Laboratory Work ➤ Training & Delivery Methods <p>100% improvement required in Workshop Equipment</p>

Source: Primary Survey

Table 2.37 : Compiled feedback from 3 Non STRIVE Institutes (Nongstoin, Resubelpara, Tura)

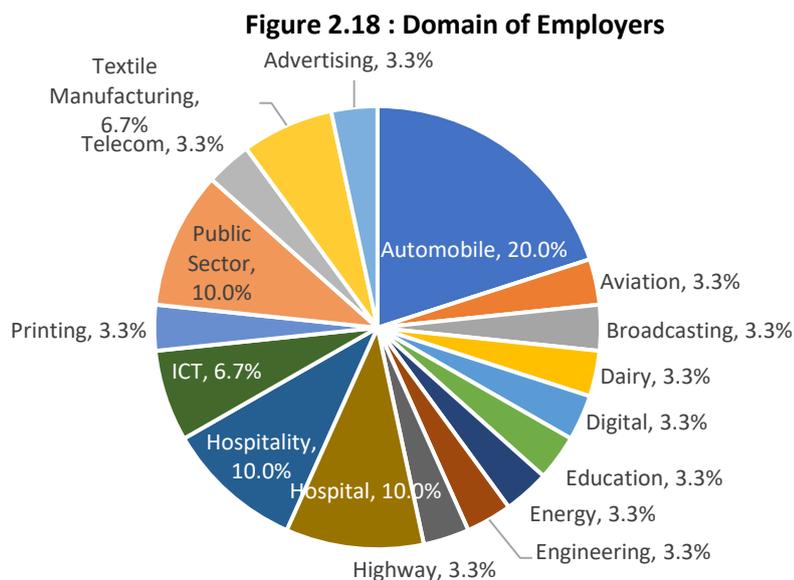
Pointers	Nongstoin	Resubelpura	Tura
Initiatives for Student Progress	<ul style="list-style-type: none"> • Courses are well administered by the instructors in the institute and the pass out graduates can easily get the work license or workman license based on their ITI training. 		<ul style="list-style-type: none"> • The respondent feels that the employers are satisfied with the skills acquired by their pass out graduates because the graduates have good practical skills. In fact, the institute organises internship of graduates at specific organisations for some specific trades so that the graduates can learn the trade skills and get acquainted with specific trade-oriented skill development
Suggestions on improvement	<p>25% improvement required for</p> <ul style="list-style-type: none"> • Teaching & Delivery Methods • Instructors' knowledge of theory • Instructors' practical knowledge <p>50% improvement required for</p> <ul style="list-style-type: none"> • Training in Practical Skills • Course Content • Customization / upgradation of content to make it up to date <p>75% improvement required in</p> <ul style="list-style-type: none"> • Industrial Connects • Laboratory Work • Workshop Equipment <p>100% improvement required in</p> <ul style="list-style-type: none"> • Others a) Rented building – required own building b) Electricity issues, low voltage, irregular supply c) Space issues hindering lab facilities in many trades E.g. Painter, Mason, Floriculture etc. d) High transportation cost for graduates residing in remote locations – need to arrange for a institute bus service to pick up and drop graduates to their homes 	<p>25% improvement required for</p> <ul style="list-style-type: none"> • Theory • Course Content • Teaching & Delivery Methods • Instructors Knowledge of Theory • Instructors Practical Skills <p>50% improvement required in</p> <ul style="list-style-type: none"> • Training in Practical Skills • Workshop Equipment • Laboratory Work • Duration of Training <p>75% improvement required in</p> <ul style="list-style-type: none"> • Industrial Connects • Customization / upgradation of content to make it up to date <p>100% improvement required in</p> <ul style="list-style-type: none"> • Communication skill development required for all graduates 	<p>25% improvement required for</p> <ul style="list-style-type: none"> • Theory • Course Content • Workshop Equipment • Laboratory Work • Teaching & Delivery Methods • Customization / upgradation of content to make it up to date <p>50% improvement required for</p> <ul style="list-style-type: none"> • Training in Practical Skills • Instructors Knowledge of Theory • Instructors Practical Skills <p>100% improvement required for</p> <ul style="list-style-type: none"> • Industrial Connects

Source: Primary Survey

viii) Feedback from Employers

ix) Profile of the Employers

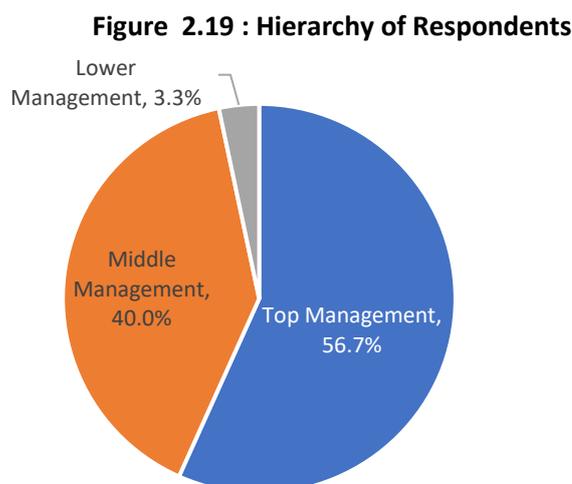
The Team carried out employer interview across Meghalaya in the following domains as indicated below. The team followed the procedure as highlighted in Chapter 1. Majority of Employers belonged to Automobile, Hospital, Hospitality (Travel & Tourism) and Public Sector domains in addition to ICT. Together these domains contributed to 56% of the Total respondents.



Source: Primary Survey

All figures in percentage

Majority of the respondents belonged to Top and Middle Management as illustrated in the Chart below. Higher representation of Top Management was observed from the Automobile and Hospitality sectors, while Middle management was observed from Public Sector and Hospital sectors respectively as depicted in the Table below:-



Source: Primary Survey

All figures in percentage

Table 2.38 : Representation of respondents

Domain	Top Management	Middle Management
Automobile	16.7%	3.3%
Aviation	0.0%	3.3%
Broadcasting	0.0%	3.3%
Dairy	0.0%	3.3%
Digital	3.3%	0.0%
Education	3.3%	0.0%
Energy	3.3%	0.0%
Engineering	3.3%	0.0%
Highway	0.0%	0.0%
Hospital	3.3%	6.7%
Hospitality	10.0%	0.0%
ICT	3.3%	3.3%
Printing	3.3%	0.0%
Public Sector	0.0%	10.0%
Telecom	0.0%	3.3%
Textile Manufacturing	3.3%	3.3%
Advertising	3.3%	0.0%

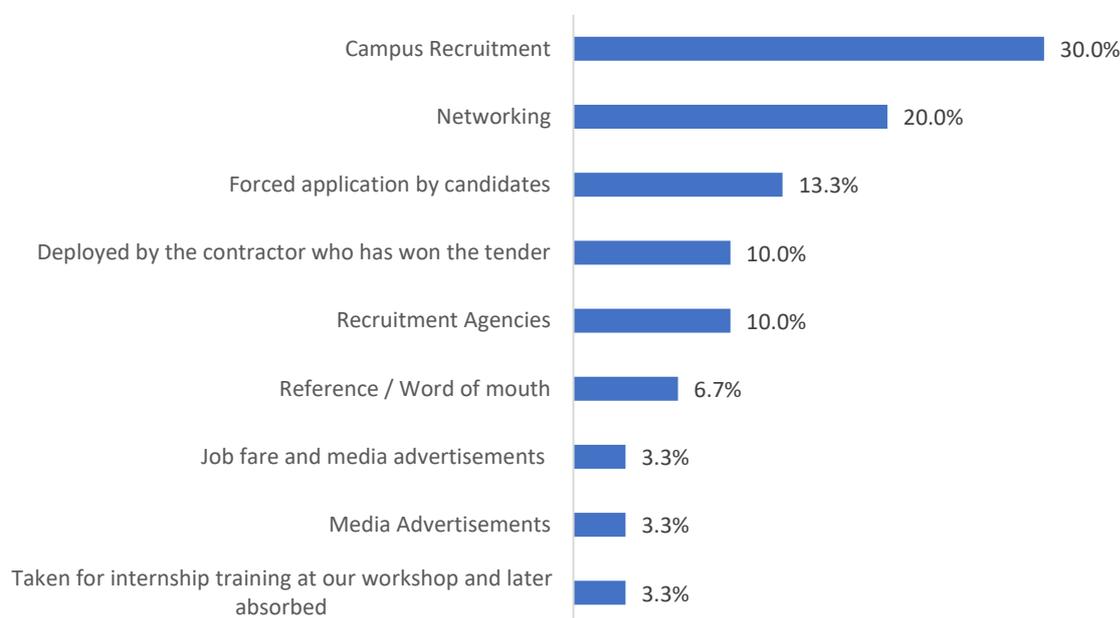
Source: Primary Survey

All figures in percentage

x) Mode of adopted for recruiting ITI Graduates

It is discernible from the figure below, that the ITI Graduates were predominantly recruited either from campus recruitments or from Networking followed by forced application by candidates. These 3 modes were used by around 63% of the employers to source their workers.

Figure 2.20 : Mode of recruiting of ITI Graduates



Source: Primary Survey

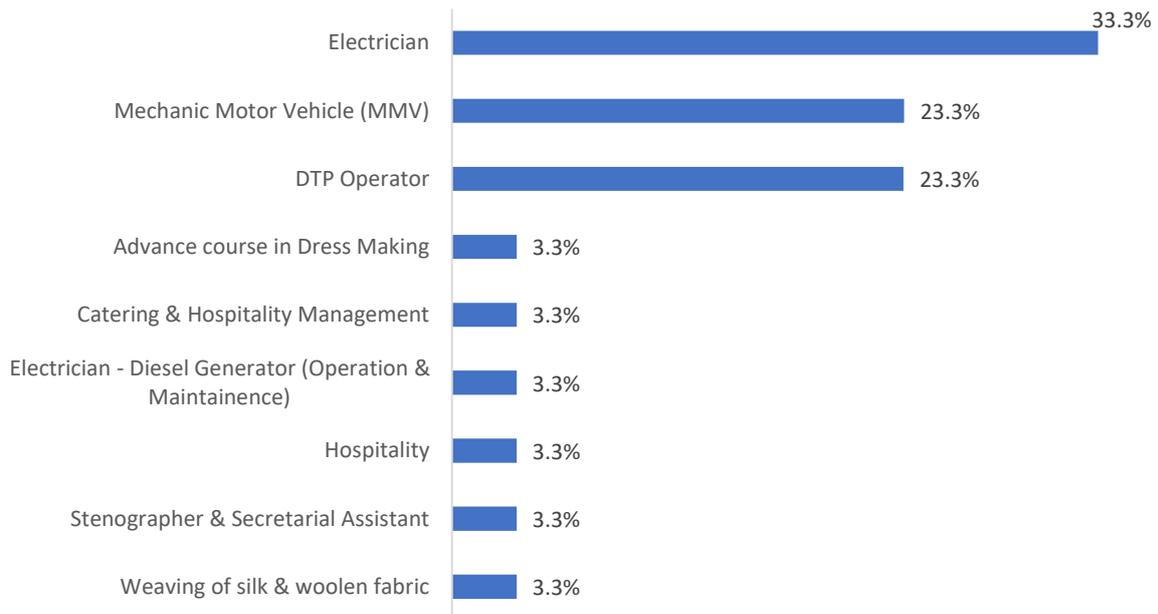
All figures in percentage

The major domains that features in the top 3 modes of sourcing discussed above included: -

- Automobile, Aviation, Hospitality, ICT, Public Sector and Advertising predominantly sourced manpower predominantly from Campus recruitment.
- Digital, Education, ICT, Public Sector, Printing and Telecom resorted to Networking.
- Hospital, Dairy and Textile Manufacturing predominantly resorted to forced application by candidates.

xi) Desired Skillsets/ Job Roles of Employers

Figure 2.21 : Desired Skillsets/ Job Roles of Employers



Source: Primary Survey

All figures in percentage

The Top 3 skillsets desired by the employers are as follows:-

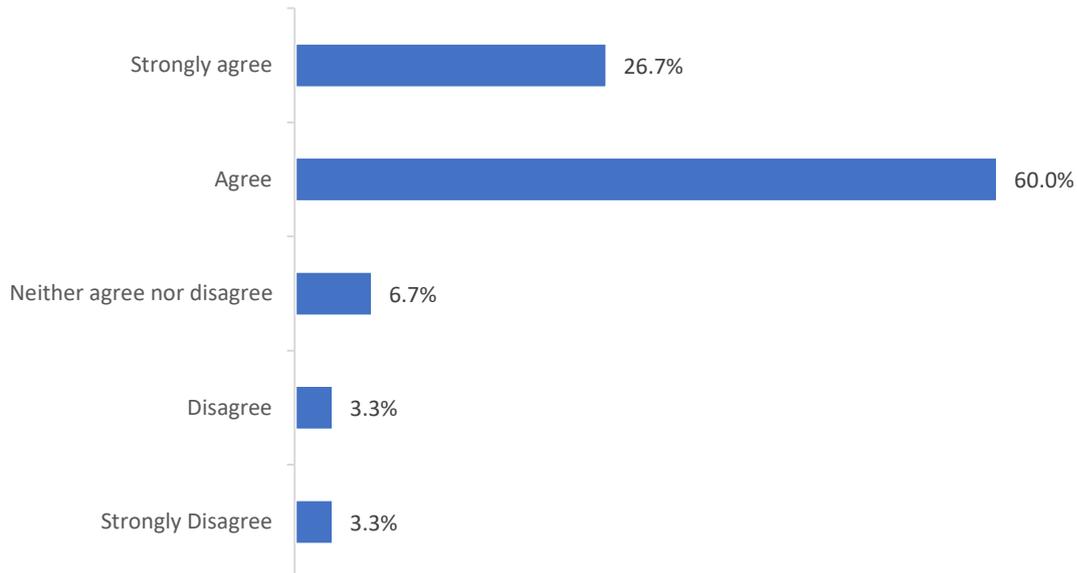
- Electrician (in Public sector and Hospital in addition to many other domains)
- Mechanic Motor Vehicle (In Automobile, Engineering and Hospitality Segments)
- DTP Operator (in Digital, Education, ICT, Printing, Public Sector and Advertising domains)

Only, Automobile, Hospital and ICT domains are willing to employ graduates in a different field other than primary business of the company

xii) Employers Satisfaction w.r.t. Passed ITI graduates

Nearly 86.7% of the Employers are satisfied with employees who had graduated from ITI Meghalaya as depicted in the chart below.

Figure 2.22 : Employers Satisfaction w.r.t passed ITI Graduates



Source: Primary Survey

All figures in percentage

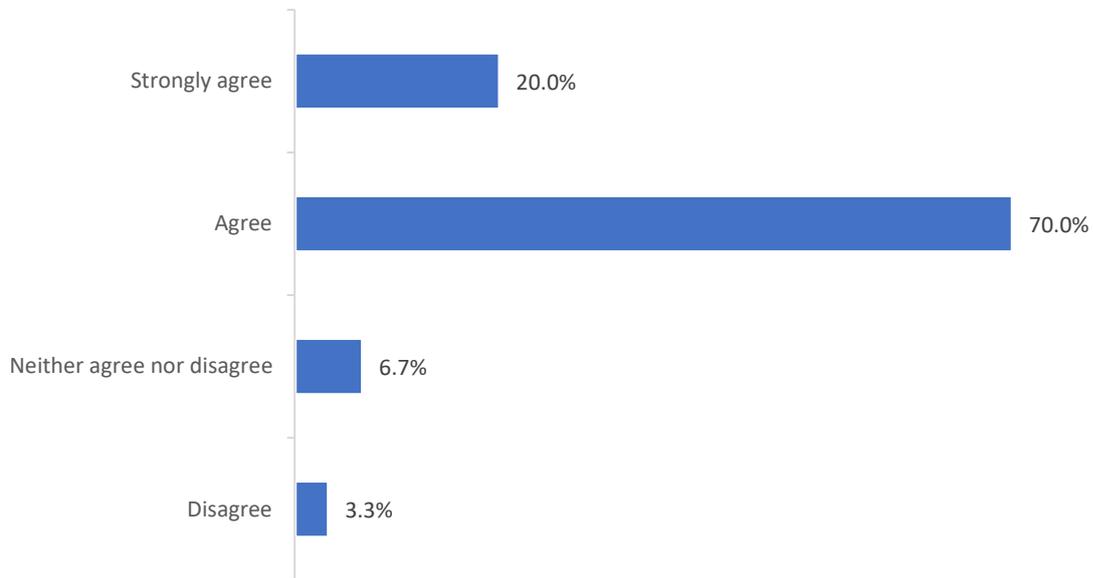
The major domains who are satisfied by the recruitment are as follows:-

- Automobile
- Hospital
- Hospitality
- Public Sector
- Textile Manufacturing

xiii) Employers Perception – Trainability & Adaptability of the Graduates

Nearly 90% of the Vocational Training Graduates feel that they are trainable and adaptable.

Figure 2.23 : Employers Perception – Trainability & Adaptability



Source: Primary Survey

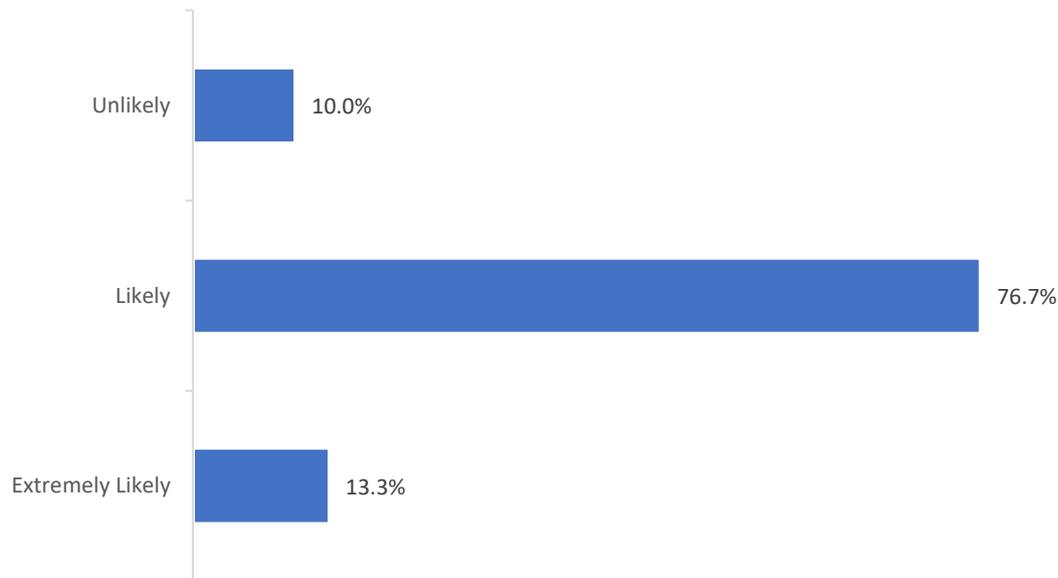
All figures in percentage

Employers feel that they predominantly train their employees as and when required.

xiv) Employers Perception – Future Plan of recruitment from Meghalaya ITI’s

Nearly 90% of the employers feel that they are likely or extremely likely to continue recruitment from ITI’s.

Figure 2.24 : Employers Perception – Future Plan of Recruitment from Meghalaya ITI



Source: Primary Survey

All figures in percentage

Automobile, Hospitality and Public Sector are more likely to continue recruiting from ITI’s compared to the other counterparts.

xv) Employers Perception – Improvements w.r.t TVET Training accorded

Table 2.38 : Employers Perception – Improvements w.r.t TVET Training

Statements	0% Improvement	25% Improvement	50% Improvement	75% Improvement	100% Improvement
Theory		30.0%	26.7%	13.3%	30.0%
Training in Practical Skills	6.7%	16.7%	23.3%	23.3%	30.0%
Industrial Connects	3.3%	16.7%	3.3%	33.3%	6.7%
Course Content	16.7%	26.7%	20.0%	23.3%	13.3%
Workshop Equipment	16.7%	26.7%	23.3%	13.3%	20.0%
Laboratory Work	20.0%	20.0%	16.7%	20.0%	23.3%
Teaching & Delivery Methods	23.3%	20.0%	13.3%	23.3%	16.7%
Instructors Knowledge of Theory	26.7%	23.3%	16.7%	20.0%	10.0%
Instructors Practical Skills	20.0%	30.0%	20.0%	20.0%	10.0%
Duration of Training	26.7%	10.0%	13.3%	26.7%	20.0%
Customization/ upgradation of content to make it up to date	10.0%	16.7%	20.0%	53.3%	

- Hospital Employers felt improvement in Theory is required to the extent of 100%
- Automobile industry feel more training in Practical skills are concerned

- Public Sector and Hospitality Employers feel that “Industrial Connects” of ITI’s need to be improved upon.
- Employers in the Automobile, Garment Manufacturing and Hospitals feel Workshop Equipment in ITI’s need and upgrade
- Employers in the Automobile, Garment Manufacturing, Hospitals and Broadcasting feel Workshop Equipment in ITI’s need and upgrade with more exposure to laboratory work for the graduates
- Employers across all domains are more or less happy with the Teaching, Delivery methods and Instructors knowledge of Theory and practical skills
- Nearly all employers feel that there needs to be an upgradation in terms of the courses being offered.

xvi) To Sum up Employer’s feedback

Meghalaya, the queen of North East has a GSDP per Capita of 11.87.06 USD³. According to Department for Promotion of Industry and Internal Trade (DPIIT), FDI inflows in Meghalaya stood at US\$ 1.1 million between October 2019-December 2021. Natural resources, policy incentives and infrastructure in the state favour investment across tourism, hydroelectric power, manufacturing, and mining sectors. Minerals and mining, agriculture and horticulture and tourism have been identified as the thrust sectors for industrial development. This findings from secondary research is well corroborated from the findings of the primary research as well, with Automotive, Hospitality, Textile Manufacturing and Public Sector leading as observed from the primary survey. As more technology integration makes its’ way onto the primary sector of economy and secondary and tertiary sector contributions continue to grow in the State GDP, there would be need of skilled professionals in various sectors of the economy. This can be achieved by bridging the industry – academia gap in terms of skilled resource availability and industry focussed training.

The Employers feedback indicates that they are

- Employers in Automobile, Hospital, Hospitality, Public Sector, Textile Manufacturing are more or less satisfied with the quality of graduates they have hired
- Employers more or less satisfied with the current infrastructure, pedagogy and type of training received and adaptability of the ITI Passout graduates whom they have employed.
- There are, however, areas of improvement, especially with reference to mode of placement and industry connects with reference to some of the industry domains like Auto, Education, Hospital, Hospitality, Printing, Public sector, Textile (Handloom) and Advertising.

As the industrial investment / entrepreneurial environment becomes more vibrant, these issues are expected to be ironed out and better and competent resource availability would be ensured for the different domains.

³ Meghalaya State Presentation and Economic Growth Report IBEF

xvii) Feedback from Govt Officials

The TRIOs team reached out to major decision makers in the Directorate of Employment and Craftsman Training (DECT) in addition to others to understand the rationale behind genesis, perspective, involvement, expectations and future outlook about the STRIVE Program and its' implementation in the State of Meghalaya. The findings are as stated below:-

Importance of the STRIVE Program and its' relevance to the State of Meghalaya

Intervention at the State Level was essential for shaping up the future of the youth in the State. The intervention and its' components were designed in order to ensure trades relevant to local economy and local industry demand were chosen for implementation. Keeping in mind the future requirement and current demands in skilled individuals, the selection of trades were undertaken. Another point of consideration was probability of higher opportunity and chances for self - employment for the graduates opting for the course.

Collaborations with Government Intervention/ Schemes/ Corporate Programmes

The STRIVE Programme witnessed meaningful collaborations as depicted in the following diagram.

Figure 2.25 : STRIVE collaborations with other programs

IFI Assisted	State Initiative	Corporate Assistance
ADB assisted “Supporting Human Capital Development in Meghalaya” Project: carried out capacity building programme for the instructors in the area of <i>Faculty Development Programme, People development and counseling skills, Classroom management, Use of teaching-learning aids, Evaluation methods, CBT</i>	IGNITE: Capacity Building Programme of faculty/instructors	<ul style="list-style-type: none"> •Mahindra & Mahindra: as part of CSR, it undertook the responsibility of conducting Employability Skills Training for the graduates/trainees of the institute

Innovation by introduction of new disciplines

With the introduction of the 3 (three) new trades (being Solar Technician Electrical, Baker & Confectioner and Driver Cum Mechanic (LMV)) at the STRIVE Institute it has impacted the 3 major areas in the following way:

Figure 2.26 : Major impact areas of introduction of new trades under STRIVE

ITI Infrastructural Amenity	Increased the total seating capacity of the Institute, thereby increasing the total intake.
	Availability of latest equipment and tools for the trades
	Enhancement of Infrastructure Facility
	Installation of Safety measures
Pedagogy & Training related	Increasing the employability of the trainees
	Appointment of 3 Instructors means increasing the faculty strength
	Conducting of Computer Based Training for the NCVT Trade
	Increasing the On the Job Training for the selected ITI
Facilities & Collaborations	Centralization of Admission through the Online Mode
	Tie Up with Health Department

Efficiency

The disbursal of funds were efficient and in line with the laid down rules .i.e on achieving the KPIs as stated in the STRIVE Operational Manual. The Departmental Officers and Staffs have undertaken time bound tasks to achieve the desired goals.

Impact

The introduced trades have become more relevant to the younger generation, resulting in an increase in the enrolment for these trades.

Major Impact for introduction of STRIVE scheme

- **At the Institute level (@ITI Shillong)**
 - boosted the functioning of the ITI
 - Introduction of new trades at ITI Shillong
 - procuring new equipment for the ITI
 - To appoint instructors for the proposed trades (being Solar Technician Electrical, Baker & Confectioner and Driver Cum Mechanic (LMV)
- **At the Department Level**
 - to aid in financial matters
- **Other ITI Level**
 - Introduction of the Scheme has helped to aid other ITIs with NCVT Trades in conducting their online admissions as well as exams.
- **General Public Level**
 - Created more awareness for Vocational Trainings by creating more marketing collaterals.

Sustainability

- Popular and demanding trades need to be introduced, looking into their sustainability will be the main criteria for introducing those.
- Creation of a second unit of the existing trades would have had a greater yield in the strengthening of the ITIs
- Trades that will teach skills that are on high demand for years to come and trades that will help increase self employment/ entrepreneurship.
- Knowledge sharing will be an integral part that the Department needs to venture on.
- Collaboration and Industry connects need to be strengthened
- A dedicated placement cell is also required to monitor the graduated trainees/graduates, aid to their employment and to keep track of their progress.

xviii) Achievements under STRIVE

Enrolment & Curriculum related

- Increase in Enrolment for Admission at Industrial Training Institutes (ITIs) in Meghalaya both NCVT and SCVT from 839 trainees in 2018-2019 to 946 trainees in 2020-2021
- For conducting of Computer Based Test for NCVT Trades at ITI Shillong/Tura/Women the IT Lab and Civil Draughtsman Lab has been upgrade by installing new computer, LAN & Internet connectivity for Auto CAD & online mock test and CBT examination.
- Increase in On the Job Training for the selected project ITI.
- Conducting of Apprenticeship Mela in which 3 (three) Institution have come forward i.e., NEEPCO, MeECL and Hotel Assembly.
- Digital Upgradation of Admission and improve mobilization methods through Electronic media, bannering, postering, prospectus etc.
- Introduction of 3 (three) New Trades viz., Solar Technician, Driver cum Mechanic (LMV) and Baker Confectionery.
- The Signage and bannering has been set up for all ITIs in Meghalaya and also added in Google Maps.

Tie ups and Placement

- Tie up with Health Department
- Conducting of Apprenticeship Mela in which 3 (three) Institution have come forward i.e., NEEPCO, MeECL and Hotel Assembly.
- ITI Shillong has arrange Campus Placement Drive with:
 - Easa Saleh Al Gurg Group, a leading employer based in UAE in which 4 students has been placed.
 - Maruti Suzuki Gujarat in which 2 students has been placed
 - IGNITE has successfully conducted the Training of Trainers in ITI Shillong & ITI Tura.
 - PSA Oxygen Training for Trainers and Trainees in Govt. Hospital Shillong /Tura has been completed.
- Naandi Foundation has conducted free Employability Skills Training Programme for ITI Trainees.



Infrastructural Amenity related under Environmental and Social System Assessment (ESSA)

- Construction of Drainage System and Pavement along with toilet facilities has been constructed.
- Beautification of Campus ITI Shillong has also been completed.
- Barricading of Transformer within the ITI Campus for Safety measures of the Trainees is under process.
- Installing of Solar Panel for Solar Technician (Electrical) Trade.
- Water harvesting has been constructed at selected STRIVE ITI Shillong.
- Plantation of Trees at ITI Campus for Go Green on Environment Day.
- Installation of Safety measures at the ITI Campus



Chapter 3 : Summary & Analysis of Major Findings

5) Summary & Analysis of Major Findings

i) Summary

The summary of findings from all responding segments have been depicted in the ensuing paragraphs

ITI Graduate Pass outs

- Young (aged 22 years) as well as old (aged 27 years) graduates are thronging the TVET courses as understood from the student profile.
 - Females in engineering as well as non - engineering trades are younger than that of their male counterparts
 - Trades of Surveyor, F&V Processing, COPA, Mechanical Draughtsmen, Painter, Electronics Mechanic, Fitter, Advance course of Dress making and Carpentry attracts relatively older than average age of graduates, which is 24.5 years.
 - Trades of Dress Making, Wireman, Digital Photography, Motor Vehicle Mechanic, Floriculture & landscaping, Horticulture, Operator of Advance Machine Tools and DTP Operators attract relatively younger than the average age of passout graduates, which is 24.5 years.
- Trades have gained traction both in Urban as well as rural areas with people from both areas enrolling themselves into different courses being offered by ITI's.
- Graduate and PG females are enrolling in TVET courses more than that of their male counterparts with the same educational qualification.
 - Male representation in both urban as well as rural areas continue to be more than that of the female representations in the selected sample
- Majority (59%) of the respondents have joined the course after passing Class XII
- 46.2% of the traced graduates (Full-time employment is approximately 8.9% and self - employment is approx. 19.4% of the total population) have secured some form of employment post their graduation from ITI's. Graduates qualifying in trades pertaining to Manufacturing, Handloom, DTP have secured employment. Masons, surveyors, electricians are the leading professionals in the self-employed category. 53.8% are unemployed,.
- Availability of Job remains post qualification continues to be a major concern amongst the passed out TVET graduates. Around 40% of the Traced passout graduates stated that they require somewhere between 6 months to 2 years to secure a job and resort to advertisements, forced applications and personal connects to secure a gainful employment..
- Full time Employees are drawing a premium of 30% over the graduates who are employed part time.
- Self-employed pass out graduates are earning lesser than that of the employed ones at the overall level but some trades like Car maintenance, Welding & Electric Shop, Online business are gaining traction and commanding higher salary.
- Reference still dominates all modes of securing a job as per perception of all category of pass out graduates (Employed, Self Employed, Unemployed).
- There is an increasing trend amongst the respondents to opt for Self Employment. They are realistic about expectation of the assistance they want in order to start their business and wish to utilize the knowledge they have secured in the process.
- **Industrial Connects** followed by **periodic updation/ customization** and more **Practical work** continues to be a concern for the graduates. 7 – 8 trades are a little vocal about these and state that improvement is required in the aforesaid areas to the extent of 75% to 100%.

- Most pass out graduates feel that TVET Training has made them more adaptable and capable of facing the professional world.

ITI Institutes

- Most ITI's are located in the rural setting with frugal infrastructural amenities. The graduates, who enrol with a lot of zeal and enthusiasm are forced to leave due to high travel cost and sustenance allowance which they are unable to afford for long time. Hence, the ITI's also have to also cope with "Drop outs".
- Private Institute and STRIVE funded Institutes are more focussed towards introducing innovative trades, train both teachers and graduates with soft skills in order to make them more competent.
- **Industrial connects** followed by **periodic updation of the curriculum** and more **laboratory and Practical work** continues to be a concern as stated by the institute.

Employers

- Employers are relying on campus recruitment and networking for sourcing employees.
- Employers are satisfied with their recruitment from ITI's and find the passout graduates to be competent and adaptable.

To sum up suggested improvements

Suggestions on improvement by different stakeholders have been depicted in the Table below

Table 3.1 : Suggestions on Improvement

Respondent Category	Industrial Connect	Customization of Curriculum	Laboratory & Practical	Teaching & Delivery	Soft Skills
Student	√	√	√		
Private Institute	√	√		√	
STRIVE Institute	√	√	√	√	
Women ITI	√	√	√	√	√
Non STRIVE Institute	√	√			√
Employers	√	√	√		

ii) Analysis of Major Findings

Relevance

Meghalaya is perhaps the first state in the region to adopt a 'commoditization' model of education at the elementary levels. All the school managing committees, whether government or government aided, include heads of traditional institutions and prominent citizens. Despite the slow start in the education front, literacy rates of the state have seen an exponential rise from 26.92% in 1961 to 63.31% in 2001 and 74.43% in 2011. Vocational Training has its' share of issues as depicted in the figure below.

Figure 3.1 : Issues with vocational Training in India

Overall Scenario	Incoherence of Input - Output System	Inadequate Support System	Perception Issues
<ul style="list-style-type: none"> • Only 2% have formal vocational training and 8% acquired non formal vovtion training between the age of 15-29 years • Huge gap exists in demand and supply 12.8 million enter every year, while skill developmen capacity is 3.1 million 	<ul style="list-style-type: none"> • Lack of co-ordination between MSDE & MHRD • Absence of sound National Vocational Education & Training System & Standard • Mismatch between labour market needs and training skills 	<ul style="list-style-type: none"> • Inadequate financing of VET Systems • Shortage of qualified trainers • Absence of Ownership of National Standards • Issues with recognition of Prior learning (RPL) 	<ul style="list-style-type: none"> • Vocational courses are never considered to be aspirational • Lack of social acceptability of TVET graduates

The project (STRIVE) concept has been extremely relevant in creating a comprehensive training ecosystem in the different ITI’s of the State in accordance with the State and Central policy of creating better skilled workforce while addressing all the issues stated above. The overall philosophy of the project was to provide conducive technical education infrastructure, introduction of modern techniques thus taking care of both back end and front-end ecosystems. This was achieved by providing STRIVE Institute with requisite infrastructure and pedagogy along with training support with introduction of performance-based system. The findings indicate that the beneficiary graduates have reaped the benefit of the project components indicated above and have been successfully able to engage themselves in a profitable venture. This is evident from the primary survey. Additionally, the institutional development component conceived, provided an opportunity to the DECT as well as the SPIU on efficient modes of executing tasks. Thus, it can be said that both the project as well as the activities designed under the project has been extremely relevant to the need of the State and its’ student populace, DECT stakeholders as well as the community at large.

Effectiveness

The project had clearly earmarked Operational and Effect Indicators, which were all **Specific, Measurable, Achievable, Relevant and Time Oriented**. The major construct of the project was the result-based system, in which, teachers from different divisions of the STRIVE ITI had joined hands to leverage respective strengths in technical, social and educational paradigms. It is well understood from the fact that 46.2% of the trained TVET graduates have been able to find jobs or meaningful economic engagement, which in its own way is an achievement for the implemented program, though there are miles to cover in this regard. That graduates from all gender, ages and geographic realms are thronging the TVET education being imparted by the different ITI’s, which are doing great job despite infrastructural and other constraints, is a measure of the effectiveness of the STRIVE Program. Also, the study revealed that some graduates have secured jobs in different geographical location and hence could not participate in the study as a respondent, which itself speaks of the effectiveness of the project itself. There is increased awareness among the key stakeholders about STRIVE inflicted TVET and its different trades as understood in interaction with the project officials and beneficiaries. There are a few lacunas which exist but on the overall level it would be prudent to indicate that the STRIVE project has been effective.

Efficiency

In terms of the design, each of the following documents viz. Guidelines/ SOP’s/ Annual and Quarterly progress reports had earmarked activities with specific timelines and allocated cost. This helped in setting-up of an efficient and transparent modality for execution of the project. With an eye to



ensure efficient monitoring of the activities in line with the deliverables, periodic meetings were instituted. The SPIU structure indicated that indicators were well defined and proper monitoring and reporting systems were put into place. The Organizational structure was also clearly marked and well defined. The evaluation found a deep connect / involvement and ownership between concerned SPIU/DECT personnel and their role in the project.

Impact

The project established critical tactical partnerships with Shillong ITI for project implementation. The evaluation also clearly found enhanced participation of women in the TVET Training ecosystem, which were hitherto frequented by men alone as per common belief. Passout graduates were now more aware and confident in their dealings with the employers across the State. All of the passout graduates met with during the study attributed their changed personality and enhanced knowledge to the trainings imparted by ITI's.

Overall, it was observed that there was increased self-esteem; improved leadership skills (ably understanding others and issues, empowering others); increased self-confidence; improved ability to reach out to others; better embracing of improved and scientific technical training concepts are the key learnings that the project had to offer.

Sustainability

The sustainability of the project has been evaluated using two distinct lenses - sustainability of the project in its entirety and sustainability of standalone project components and activities. The project was envisioned under a logical framework with multiple strategies, interventions and activities. This was done so as to address the multiple factors that contribute to constituting a successful Skill development project.

The project, since its inception, had built in specific interventions to help sustain the project post its closure. Creation of myriad resource materials is one such intervention that is expected to continue post the implementation period. The materials created include research studies, guidelines, training modules and compendiums relevant and pertinent to the subject of gender responsive governance. Hence, they will benefit ITI's, academicians, civil society, communities and people long after the project is closed.

Thus, officials, institutions as well as the community that STRIVE project has created and strengthened have demonstrated considerable leadership in their activities and domains. The evaluation observed strong ownership amongst the beneficiaries about the project. It would thus be fair to conclude that these activities will be continued after the project closure.



Chapter 4 :

Recommendations

6) Recommendations

i) Key identified Issues

The STRIVE Program has been instrumental in creating considerable impact amongst the major stakeholder as depicted in the previous chapter. There are issues pertaining to the infrastructure, placement and other outcomes. However, the beneficial effects of this has already started to make its' impact amongst the passout graduates. Since most of them belong to rural areas, it becomes difficult for them to pursue job opportunity in their immediate vicinity. Hence, it is extremely important to establish and leverage industrial connects, customize / update and upgrade modules as per the industries need by bridging the industry academia gap and provide emphasis on the laboratory and Practical trainings compared to the theoretical knowledge. There is also Infrastructure gaps like availability of transport in difficult hilly terrains may be included as an important component. Teaching & delivery and soft skill training may be included as a essential part of the curriculum. Industry Need assessment, Course customization, LFA developments, Setting targets and allocating responsibilities are the major issues that are plaguing the vocational education in the State of Meghalaya. There is also a need for regular tracking of the status of passout graduates as well as scanning the global and local developments in the trades. Steps should also be taken to source good instructors and address their motivation issues.

Summing up some key identified issues

Observations from Passout Graduates Feedback

- Females in engineering as well as non - engineering trades are younger than that of their male counterparts
- Trades of Surveyor, F&V Processing, COPA, Mechanical Draughtsmen, Painter, Electronics Mechanic, Fitter, Advance course of Dress making and Carpentry attracts relatively older than average age of graduates, which is 24.5 years.
- Trades of Dress Making, Wireman, Digital Photography, Motor Vehicle Mechanic, Floriculture & landscaping, Horticulture, Operator of Advance Machine Tools and DTP Operators attract relatively younger than the average age of passout graduates, which is 24.5 years.
- Male representation in both urban as well as rural areas continue to be more than that of the female representations in the selected sample.
- Majority (59%) of the respondents have joined the course after passing Class XII
- 53.8% are unemployed, Full-time employment is approximately 8.9% and self - employment is approx. 19.4% of the total population.
- Graduates from STRIVE ITI are predominantly employed part time or temporarily compared to Non – Project ITI's. Full time, self employment as well as Unemployed graduates are higher in Non Project ITI's compared to STRIVE ITI's.
- Full time employment seems slightly higher in the passout graduates who have passed 1 year course compared to the pass out graduates who have completed 2 year courses. Amongst the self-employed and graduates employed part time, the proportion of passout graduates attending 2 year courses is more compared to that of the-passout graduates attending 1 year courses. Proportion of unemployed amongst passouts with 1 year courses are higher than that of the ones attending 2 year courses amongst the sampled respondents.
- About 1/3rd of the sampled respondents secured temporary and permanent employment post their completion of the course. Most (about 31%) reported that they took between 1 and 2 years to secure jobs and that too temporary.



- About 40% of the sampled respondents were from Project ITI (ITI Shillong) with majority of them reporting that they took between 6 months to 2 years to secure a job post receipt of technical training at the institute. For the rest, it hovers between 1- 2 years to secure a meaningful employment.
- Higher representation of Employed category can be observed in the Trades of Carpentry, DTP, MMV, OAMT, Welder, Wiremen.
- Higher percentage of Self employed category included the Trades of Masons, Surveyors, Machinists, Floriculturist and Electricians
- Passout graduates from 2 year engineering trades seem to be more in the employed, self - employed as well as unemployed categories.
- As understood from the table above, the passout graduates availed both NCVT and SCVT Schemes. The no. of engineering graduates were higher than that of the non engineering graduates under both the schemes
- Major Non - - Engineering Trades where females are employed include cosmetology, dress making, fruits & vegetables processing, stenography, weaving of silk and fabrics.
- Major Engineering trades where males have been able to secure jobs include Mechanic Motor Vehicle (MMV), Plumber, Wireman.
- Graduates from STRIVE ITI's are drawing an average salary of Rs.9502/ month, which is marginally higher compared to monthly salaries of all other non STRIVE ITI's at a combined level (which is Rs. 8496/-).
- Women who are employed part time are commanding better salary compared to that of their male counterparts. The trades are Wireman, Stenography and Draughtsman Mechanical
- Males have a better command on salary drawn from full time employment, propelled predominantly by Electrician, Welder and Wiremen
- It may be noted herein, that some self employed professionals are earning at par with the pass out graduates who are employed full time.
- The role of "Friends and family" as well as "Word of mouth" seem to be the 2 most important factors which contributes to a passout landing on to a job. As per temporarily employed graduates " "Media Advertisements" also play a good role in job hunting
- Industrial Connects, Upgradation of Contents to make it up to date and laboratory works seem to be the major issue as reported by the passout graduates. These 3 issues are most predominant amongst passouts from Jowai, NongStoin, Nongpoh, Resubelpara and Shillong in addition to Women ITI

Observations from Employers Feedback

- Employers in Automobile, Hospital, Hospitality, Public Sector, Textile Manufacturing are more or less satisfied with the quality of graduates they have hired
- Employers more or less satisfied with the current infrastructure, pedagogy and type of training received and adaptability of the ITI Passout graduates whom they have employed.
- There are, however, areas of improvement, especially with reference to mode of placement and industry connects with reference to some of the industry domains like Auto, Education, Hospital, Hospitality, Printing, Public sector, Textile and Advertising



ii) Recommendations

Drawing nuances from the findings and analysis indicated above, the recommendations from the study are as stated in the diagram below. **This will help successful implementation of STRIVE Program in the State involving all institutes.** This will create a happy cohort of successful pass out graduates, good array of monitoring and evaluation experts, a band of motivated instructors, happy lot of employers/ entrepreneurs and finally economically prosperous population and the State of Meghalaya :-

Catch them Young - The average age of availing TVET Training seems to be 24.5 years. And majority of the passout graduates indicated that they have passed class 12 before enrolling themselves in the course. Hence, an pull may be created in order to bring them quickly into the fold of Technical Training. Policy amendments may be needed in order to bring more industries in the State which would enhance the demand of the professionals in the State.

Need for attracting more female in TVET Trainings - Females have shown the affinity to get themselves trained in more Non- Engineering courses. More opportunity may be created to bring about more females in the fold of Engineering courses by providing better placement opportunity and overall a safe transportation facility.

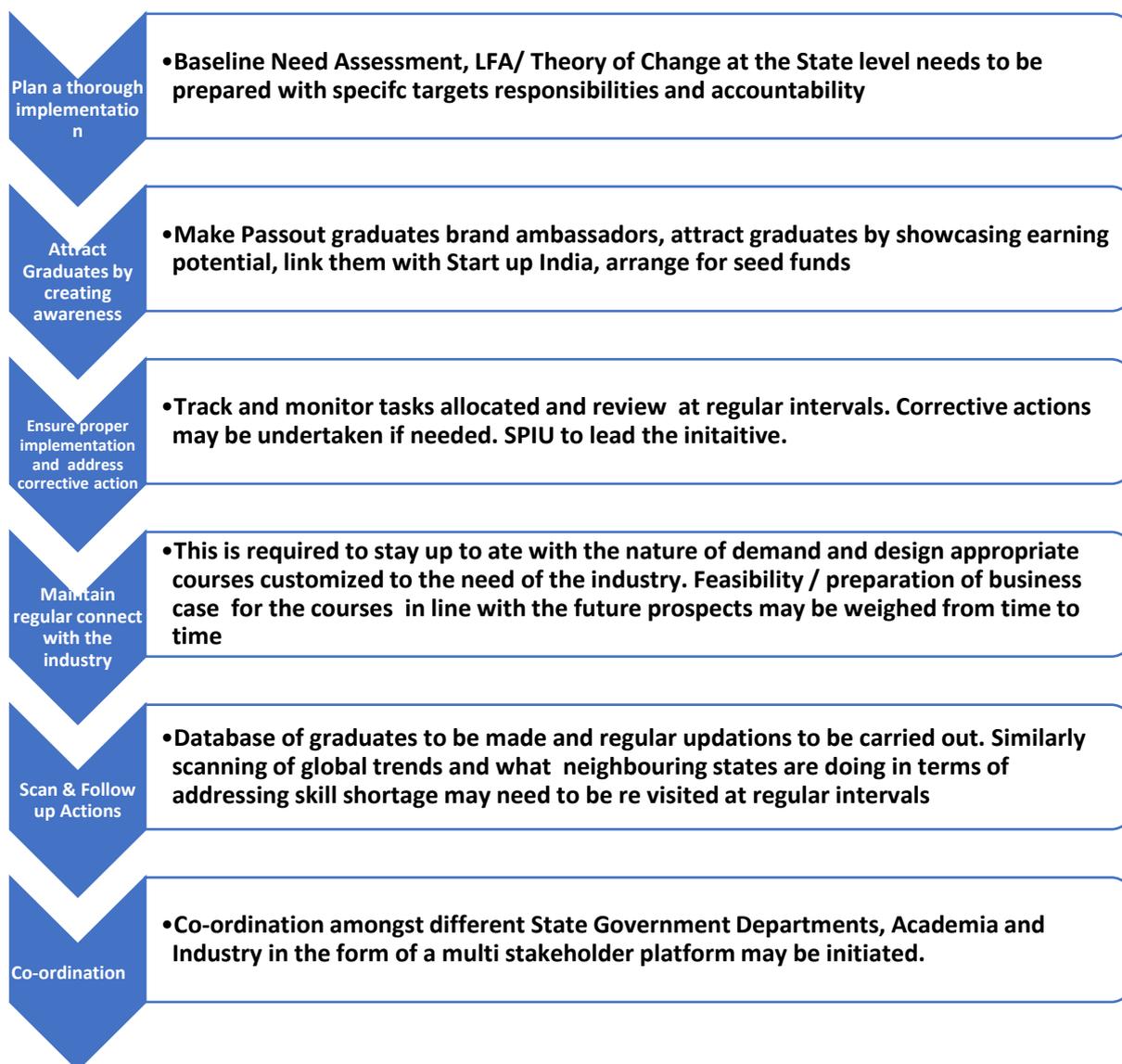
Regular updation of curriculum – Specific industries have indicated there is a need of periodic uptaion of Theory, Practical and provide access to latest workshop equipment and enhance exposure to laboratory equipments. Some of these industries include Hospital, Automobile, Garment manufacturing, Broadcasting etc.

Access to safer Transport – Most of the respondents hailing from rural areas have problems accessing the ITI's and there are cases of drop outs as well. Hence, to attract more young graduates it is imperative that a transport facility may be organized and built up in the budget for subsequent Technical Education enhancement projects. This may be true for all North Eastern and Hilly states of India

Industry Connects – This is the most important intervention that needs to be co-ordinated and executed. Current issue is that Industry – Academia are not working in sync and hence more co-ordination needs to emanate amongst these 2 most important contributors to the economy of the State. Regular dialogues may help in understanding demand and tailor courses in accordance to the same.

Recommendations to strengthen similar program interventions - This can be done by the Nodal Agency (DECT) with help of SPIU. The SPIU shall undertake the following activities in order to make an invasive and sustainable TVET in the state of Meghalaya.

Figure 4.1 : Recommendations for future STRIVE Program in Meghalaya





Chapter 5 : Annexure



Questionnaires

Annexure

Questionnaires

Survey Questionnaire for Tracer Study for Technical Vocational Education & Training (TVET) Employment Outcomes of Graduates from ITI's in Meghalaya

Dear Sir/ Madam,

You are kindly requested to spare some few minutes to help complete a survey regarding employment outcomes of vocational training graduates. The data obtained will assist State Project Implementation Unit to effectively formulate and implement training plans and labour market strategies. All information obtained will be treated with utmost confidentiality.

1	Name of the Respondent	
2	Date of Birth	
3	Gender	
4	Address	C/o
		Village/ Town/ P.O
		Rural
		Urban
		Sub Division
		Block
		District
		Pin Code
		Urban
Rural		
5	Phone No.	
6	Email	
7	Social Classification	Scheduled Caste
		Scheduled Tribe
		Other Backward Classes
		General
8	Education Qualification	Class X
		Passed X
		Passed XII of Equivalent
		Graduate
		Post Graduate
9	Training Details	Name of ITI
		Scheme
		Certificate No
		Trade
		Year of Passing
		Duration of Training in year/ month
10	Current Status of Employment	Employed Full time
		Employed Part time
		Employed Temporarily
		Self Employed
		Unemployed
		Employment Exchange Registration No. (if unemployed/ Self Employed)
11	If unemployed, please let us have the reason for not joining the workforce	Salary too low
		Distance of work too far from home
		Bad Work environment



		Family did not allow				
		No jobs available				
		Contract not renewed/ removed from job				
		Studying & preparing to study				
		About to get married				
		Distance of work too far from home				
12	How are monthly expenditures taken care of?					
13	If Employed, Details of Employment	Name of Organization				
		Designation				
		Address of the Employer				
14	How long did it take for you to land up in your current job?					
15	Average monthly income					
16	How would you rate your satisfaction w.r.t following statements	My Job offers me enough growth opportunity				
		My job is rewarding financially				
		My job allows me to put into practise the knowledge imparted by ITI's				
17	Source of information referred to for news on employment	ITI				
		Friend/ Family				
		Media				
		Word of Mouth				
		Reference in the Industry				
		Online portals				
		Others				
18	If Self Employed, then mention					
18.1	Type of Self Employment					
18.2	Average monthly income (in Rs.)					
18.3	Assistance taken from any Government Scheme					
18.4	Year in which assistance was taken					
19	If Unemployed					
19.1	Whether interested to become self employed	Yes				
		No				
19.2	If Yes, then assistance from any scheme of Government required	Yes				
		No				
19.3	Amount of assistance required (in Rs.)					
19.4	Name of Preferred Scheme (if any)					
19.5	Where did you come to know about the scheme from?	ITI				
		Friend/ Family				
		Media				
		Word of Mouth				
		Reference in the Industry				
		Online portals				
		Others				
20	Compare the Skills you acquired from the training and your ability to perform on your current & previous job	Very relevant				
		Adequate				
		Not Adequate				
21	Using the percentages (%) indicated, rate the extent to which	Improvement Requirement				
		100%	75%	50%	25%	0%

	the following components of Vocational Training should be improved to prepare graduates for the job market. Use a tick (✓)					
	Theory					
	Training in Practical Skills					
	Industrial Connects					
	Course Content					
	Instruction Manual					
	Textbooks					
	Workshop Equipment					
	Laboratory Work					
	Teaching & Delivery Methods					
	Instructors Knowledge of Theory					
	Instructors Practical Skills					
	Duration of Training					
	Customization/ upgradation of content to make it up to date					
	To what extent would you agree and disagree with the following statements	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
22	Training adequately prepared me for work					
	Employer is satisfied with my level of knowledge and skill					
	It is easy for me to get a job					
	I can easily be trained to improve my level of skill					
	I find myself very effective in my current/ previous job					
	I can easily change employers in my area of specialisation					
	I can upgrade and refresh my skill and get certification to get more edge in the job market.					
23	How likely would you recommend your friends and relatives for training in ITI's.	Extremely unlikely	Unlikely	Neither Likely nor Unlikely	Likely	Extremely Likely

- Thank You for your time -

Questionnaire for Tracer Study for Technical Vocational Education & Training (TVET) Employment Outcomes of Graduates from ITI's in Meghalaya

Dear Sir/ Madam,

You are kindly requested to spare some few minutes to help complete a survey regarding employment outcomes of vocational training graduates. The data obtained will assist SPIU to effectively formulate and implement training plans and labour market strategies. All information obtained with utmost confidentiality.

1	Name of the Institution		
2	Areas of Specialization offered by your institution	Carpenter	
		Desk Top Publishing Operator	
		Electrician	
		Fitter	
		Machinist	
		Mechanic (Motor Vehicle)	
		Mechanic Radio & T.V.	
		Sewing Technology	
		Stenographer & Secretarial Assistant (English)	
		Turner	
		Welder	
		Wireman	
2	How many graduates graduate from your institution annually by programme specialisation?	Carpenter	
		Desk Top Publishing Operator	
		Electrician	
		Fitter	
		Machinist	
		Mechanic (Motor Vehicle)	
		Mechanic Radio & T.V.	
		Sewing Technology	
		Stenographer & Secretarial Assistant (English)	
		Turner	
		Welder	
		Wireman	
3	Which sectors often employs your graduates on completion of the courses	Public Sector	
		Private Sector	
		Often Self Employed	
		Unsure	
		Others	
4	What type of jobs are they usually offered?	Skilled level	
		Semi – Skilled Level	
		Labourers	
		Assistant Trainees	
		Others (Pls specify)	
5	Are employers satisfied with the skills acquired by your graduates	Extremely Dissatisfied	
		Dissatisfied	
		Don't Know/ Can't Say	
		Satisfied	
		Extremely Satisfied	
6	In case the employers are	Area 1:	

	Dissatisfied or extremely dissatisfied, what are the top 3 areas you feel should be improved? Why do you feel so?	Area 2:					
		Area 3:					
7	If you were an employer, would you employ graduates from this institution? Pls elaborate reasons behind your answer						
	To what extent would you agree and disagree with the following statements	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
8	I am satisfied with curriculum offered by my institution						
	The institute offers sound Theoretical and Practical curriculum to enable graduates face daily challenges in a better way.						
	Using the percentages (%) indicated, rate the extent to which the following components of Vocational Training should be improved to prepare graduates for the job market. Use a tick (✓)	Improvement Requirement	Unlikely	Neither Likely nor Unlikely	Likely	Extremely Likely	
		100%	75%	50%	25%	0%	
9	Theory						
	Training in Practical Skills						
	Industrial Connects						
	Course Content						
	Workshop Equipment						
	Laboratory Work						
	Teaching & Delivery Methods						
	Instructors Knowledge of Theory						
	Instructors Practical Skills						
	Duration of Training						
	Customization/ upgradation of content to make it up to date						
	Others (Pls Specify.....)						
10	How likely would you recommend your peers in the industry to recruit ITI Graduates?	Extremely unlikely	Unlikely	Neither Likely nor Unlikely	Likely	Extremely Likely	

- Thank You for your time -

**Survey Questionnaire for Tracer Study for Technical Vocational Education & Training (TVET)
Employment Outcomes of Graduates from ITI's in Meghalaya**

Dear Sir/ Madam,

You are kindly requested to spare some few minutes to help complete a survey regarding employment outcomes of vocational training graduates. The data obtained will assist SPIU to effectively formulate and implement training plans and labour market strategies. All information obtained with utmost confidentiality.

1	Name of the Respondent		
2	Name of the Organization		
3	Designation in the Organization		
4	Role in the Organization	Top Management	
		Middle Management	
		Lower Management	
		Supervisory	
		Others	
5	Phone No.		
6	Email		
7	Do you employ Vocational Training Graduated	Yes	1
		No	2
8	How many Vocational Training Graduates have you employed	0-5	
		6-10	
		11-15	
		16-20	
		Above 20	
9	How do you recruit Vocational Trained Graduates	Media Advertisements	
		Networking	
		Recruitment Agencies	
		Others	
10	At what level do you employ these ITI passouts	Skilled level	
		Semi – Skilled Level	
		Labourers	
		Assistant Trainees	
		Others (Pls specify)	
11	In what areas of specialisation do you employ Vocational Training Institution Graduates	Carpenter	
		Desk Top Publishing Operator	
		Electrician	
		Fitter	
		Machinist	
		Mechanic (Motor Vehicle)	
		Mechanic Radio & T.V.	
		Sewing Technology	
		Stenographer & Secretarial Assistant (English)	
		Turner	
Welder			
12	Would you employ graduates trained in a different field other than primary business of your company/ institution?	Yes	
		No	
13	If yes, what level of employment would you often employ such graduates	Skilled Level	
		Semi Skilled Level	
		Labourers	

		Assistant Trainees				
		Others				
14	If No, Why?	We need people with relevant skills only				
		We don't want to waste time in training them in the required skills				
		Others				
15	To what extent would you agree and disagree with the following statements	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	I am satisfied with my employees who graduated from ITI in Meghalaya (Govt. or Private)					
	Vocational Training graduates are trainable and adaptable					
16		Once in a Quarter	Once in 6 months	Once in 9 months	Once a year	As and When required
	How often do you have to send your vocationally trained employees for further training to improve their skill level					
17	Would you continue recruitment from ITI's.	Extremely unlikely	Unlikely	Neither Likely nor Unlikely	Likely	Extremely Likely
18	Using the percentages (%) indicated, rate the extent to which the following components of Vocational Training should be improved to prepare graduates for the job market. Use a tick (✓)	Improvement Requirement	Unlikely	Neither Likely nor Unlikely	Likely	Extremely Likely
		100%	75%	50%	25%	0%
	Theory					
	Training in Practical Skills					
	Industrial Connects					
	Course Content					
	Workshop Equipment					
	Laboratory Work					
	Teaching & Delivery Methods					
	Trainees Knowledge of Theory					
	Trainees Practical Skills					
	Others (Pls Specify.....)					
19	How likely would you recommend your peers in the industry to recruit ITI Graduates?	Extremely unlikely	Unlikely	Neither Likely nor Unlikely	Likely	Extremely Likely

- Thank You for your time -



Semi structured questionnaire for State / District Level Government representatives

Objective: The objective of interactions at the state level is to enquire on the following:

- Program relevance to meet the state priorities
- Effectiveness of project outcomes and processes introduced
- Engagement models with SPIU and State Education Department - efficiency and responsiveness of the systems developed
- Role allocations and convergence with multiple departments
- Intended and unintended results and outcomes
- Exit plans and sustainability

Stakeholders to be met: State Government Representatives in the Education/ Labour Department

Generic Questions for stakeholders from all Govt. Departments involved in the program

Relevance

1. What has been your role in the program? Please elaborate on your understanding of this intervention?
2. Do you think an intervention of this sort is necessary at the state level? Are there other departments involved in this program? If yes, please name them.
3. Can you tell us some of the interventions/activities planned under this program? How were these interventions planned? Did your department play a role in the planning process? Do you think the program design and program activities were able to address the needs and priorities of the beneficiaries sufficiently? If no how does the government plan to address these issues?
4. Did this program design and implementation take into consideration the priorities and socio-cultural context?

Effectiveness

5. In order to fulfil State policies and programmatic aspirations, what are the enabling factors as well as challenges that you faced as a department representative?
6. Did you also leverage any other government interventions / schemes within your department for reaching the program goals?
7. To what extent did Central Government support help partners achieve program results? Did the partners develop ownership with program components as a part of the said support?
8. Could you kindly help us to know the major achievements of the Program? Did this achieve its' intended results? Apart from that, what un-intended results did the program achieve?
9. Did the program set up any partnerships among departments, or external agencies to meet the program goals? If so, how did you manage smooth coordination between Departments/ partners?
10. In your opinion, has the project been able to make an impact on the accountability and transparency of ITI's to provide better outcomes for graduates? Could you kindly indicate ITI's within State that were leading, and which were not?

Efficiency



11. What was the fund flow mechanism for the program? Were any financial management guidelines shared by Central Government? Did the disbursements happen in a timely manner?
12. Do you think the funding and other resources (material and technical input) were adequate to achieve the program goal? Were these resources efficiently utilized? What additional resources do you think would have improved or strengthened the program?

Impact

13. Are there components under the program that you feel have been well institutionalized, or in the process? What are the components under the program that your department would like to retain? Do you think this intervention has been able to inform policy or advocate for legislative reform?

Sustainability

14. What have been the key lessons learnt during the implementation of the program? Were there provisions of knowledge sharing between different governments departments to identify best practices? If so, how will the learnings be incorporated into the next phase of the program?
15. What are the recommendations you want to suggest to further strengthen the capacity and sustainability of the program beyond its completion?
16. Do you think the State government should restructure its current partnership with Central Government for future implementation of this program? If so, why and how do you plan to do the same? What additional resources do you think would be required for smooth functioning of the project from this point forward?
17. In your opinion, what could have been done in a better way to ensure higher degree of execution efficiency?



Case Studies

Case Study 1

Person Interviewed: Ridianki Bang, Female, Aged 24 years, Caste ST

Profile: Passed Class XII, residing at Lodmukhra, Thadlaskein, West Jantia Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by her from Women ITI, Shillong in the year 2019 in “Advance Course Dress Making” and she emphasised that the course had helped her to become self-employed and start her own tailoring business.



She said “I was able to learn the basic skills-sets required in dressmaking. The training helped me to understand sewing skills to make garments and perform alterations by hand or sewing machine. I feel that it was a great exposure for me as I was able to learn how to add labels, lace, sequins, buttons, and emblems to make the garment more attractive.”

The respondent further added “I also learnt to record measurements and perform simple mathematical operations like addition, subtraction, multiplication, and division to make stylish custom-fit garments. I feel that these basic mathematical skills taught me to perform simple arithmetic calculations and take accurate measurements of clients.”

After passing out from the institute, the respondent worked as a trainee in a local company and subsequently after a while started her own tailoring unit. With experience, these days she uses her communication skills to advise clients on the fit and style of clothing. This has helped her build a great relationship with some of her clients. She said that she effectively and sensitively answers her client’s questions and clears their doubts, thereby generating additional sales revenue at times.

The respondent is happy that today, as a tailor, she can work on new clothing and garments, create unique patterns and designs from sketches, diagrams, and dimensions. The respondent earns around Rs.10,000/- in a month. The dress making profession supports her livelihood and has helped towards the economic stability of her family.

Case Study 2

Person Interviewed: Gojan D Sangma, Male, Aged 27 years, Caste ST

Profile: Upto Class IX, residing at Mednipathar, Resubelpara, North Garo Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him. The respondent had enrolled for a 2-year course in the “Wireman” trade at ITI Resubelpara for the session 2017 – 19 in order to learn the basics of the wireman trade and the course helped him to become self-sufficient and earn a living for himself.

The respondent shared that by the time he passed out of the institute he had already made up his mind to leverage his skills on what he had learned during the last two years. Further, the respondent said that Resubelpara, being a remote location, there were limited opportunities for employment whether in public or private enterprises. Hence, the respondent felt he would try to develop himself in the wireman sector locally. The respondent earns around Rs.10,000/- in a month and is happy to pursue his dreams and looks forward to more expertise with experience in the days to come.

Case Study 3

Person Interviewed: Bikash Rabha, Male, Aged 30 years, Caste ST

Profile: Passed Class XII, residing at Mednipathar, Resubelpara, North Garo Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Resubelpara ITI. The respondent aspired to learn specific trade skills for his knowledge and to be financially independent. Thus, based on his own interest, the respondent enrolled himself for a one-year course in the “Plumber” trade in session 2019 – 20.

After completing the training and passing out of the institute, the respondent was able to secure employment as a “Plumber” with a local contractor. For the last 2 years, the respondent has been working with the contractor and gets around Rs.10,000/- a month.

The respondent was happy with the outcome of the course as he was able to pursue a career in the plumber trade. He is satisfied that he can take care of his monthly expenses and this income has also helped his parents with their livelihood.



Case Study 4

Person Interviewed: Sengkimchi M. Sangma, Female, Aged 27 years, Caste ST

Profile: Passed Class XII, residing at Dangjinggre P.O. Deku, Baghmara, South Garo Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by her. The respondent had done a 2-year course in “Wireman” trade in the session 2018 – 20 from ITI Baghmara. After passing out of the institute, the respondent was unemployed for about a year.

The respondent came across a banner advertisement in her locality. The respondent applied for the position and was selected after the interview. Today, she is earning a monthly salary of Rs.15,000/- as a “Electrician” in that company.

On asked whether the respondent found the training at the institute to be useful, she promptly said that earlier she was struggling for a decent living but the knowledge imparted by the ITI along with her hard work has been instrumental in assisting her to make a proper livelihood.





Case Study 5

Person Interviewed: Deno N Sangma, Male, Aged 27 years, Caste ST

Profile: Passed Class X, residing at Baghmara, South Garo Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Baghmara ITI. He had enrolled for the 2-year “Wireman” trade based on his own interest during the session 2017 – 19.

After completion of the course, he got to know from one of his relatives about a vacancy in Airtel Service Centre as a Technician and applied for the job. Today, he is earning Rs.12,000/- a month in Airtel and feels confident to take up new challenges.

The respondent would like to give full credit to the institute for training and preparing him to earn a living. He has been contributing to his family income and is able to take care of his parents.

Case Study 6

Person Interviewed: Tengrali M Sangma, Male, Aged 27 years, Caste ST

Profile: Passed Class X, residing at Dopagrang, Baghmara, South Garo Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Baghmara ITI. He had enrolled for a 2-year course in the “Wireman” trade for the session 2017 – 19. The respondent shared that his family members had pushed him to join the course. The respondent is working in Meghalaya Energy Corporation Limited (MECL) as a “Electrician” and drawing a salary of Rs.20,000/- per month.

The respondent said “the course had helped me to understand all procedures and electrical safety rules; how to repair or replace equipment, fixtures, and wiring. The ability to outperform in my profession as an Electrician is due to the ITI training. Today, I know how to use appropriate power tools and have the knowledge to read and understand blueprints. The ability to install cables, conduits, tubing, and switching devices is solely because of what I learnt in the institute.”

When asked if the course helped him to get good employment, he replied “I have always dreamt of getting a government job and this has been possible only because of this course which I completed. Today, in my current job I have learnt all about teamwork and the ability to get along with people.”

When asked whether the job has made a significant difference to your livelihood, the respondent said “Our original place of residence (Permanent Address) is at Dopagrang Village, Block Baghmara, District South Garo Hills and this is a very remote location in Meghalaya. Today, my job at Meghalaya Energy Corporation Limited (MECL) has made a significant difference to our livelihood standards and we are now planning to buy land in urban area.”

Case Study 7

Person Interviewed: Sengsime R Marak, Female, Aged 27 years, Caste ST

Profile: Passed Class XII, residing at Sangsanggre, Dilnigre, P.O. Gambegre, West Garo Hills



Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by her. The respondent had always wanted to do something of her own related to the food processing industry and her passion got her enrolled to a 1-year course in Fruits and Vegetables Processing (F & VP) in the session 2019 – 20 from Tura ITI.

Today, the respondent is an independent woman and her expertise lies in Pickle making. She was instrumental in starting the business and today her family members have also joined hands with her and this has become their livelihood.

The respondent reiterated that the training received at Tura ITI has been very useful to her and she expects to scale up her pickle production unit gradually in the coming months.

Case Study 8

Person Interviewed: Dilmera Ch Sangma, Female, Aged 25 years, Caste ST

Profile: Passed Class XII, residing at Dopasipaka, Moropgre, P.O. Gonchudare, West Garo Hills



Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by her from Tura ITI. The respondent completed a 1-year course during the 2019 – 20 sessions from Tura ITI and was later absorbed as a Part Time Employee by the management of the institute after passing her examination. Today, the respondent has been imparting knowledge to other trainees in dress making in this institute.

Although she earns Rs.7,000/- a month, her income has contributed to her family livelihood. The respondent hopes that her salary will be revised and based on experience she may also get other jobs in the future.

When asked whether the dress making course was useful to her, the respondent said that the Dress Making course is very useful to the participants and helps these aspirants to learn the basics of the trade. At some stage or the other, these trainees can start their own tailoring business.



Case Study 9

Person Interviewed: Histarwell Syiem, Male, Aged 28 years, Caste ST

Profile: Passed Class XII, residing at Umlyngkdait, Nongpoh Block 2, Ri Bhoi

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him. The respondent had done a 1-year course in “Plumber” trade in the 2019 – 20 sessions from the Nongpoh ITI and is currently employed part time in a Construction company in Nongpoh itself.

The respondents’ aim was to learn the trade and pursue job in this field. When asked about the usefulness of the ITI training, he said “The ITI training was immensely useful as it demonstrated the need to troubleshoot issues on the job by using tools and equipment creatively. The course taught me that plumbers must be knowledgeable and adept at using various machinery and tools. Choosing appropriate tools and machinery is important as plumbers may have to reach areas under cabinets, underground and in other tight places. The training helped me to learn the basic principles of physical sciences and math—like water pressure and movement, Physics and Geometry.”

The respondent was earning Rs.12,000/- per month; so, when asked whether his income is justified as per the training provided at the ITI, he replied, “Plumbing skills include specific job-related knowledge, such as types of pipe fittings and how to use them, as well as other general skills, such as time management. This learning which was part of our curriculum at the ITI is what I am practicing in my job today. As of now, since, I am quite new in this trade, I feel that my income is justified and hopefully once I get experienced, I will earn more.”

When asked if the course helped him to get good employment, he said “I come from a remote village in Nongpoh in Ri Bhoi district where the scope of employment is limited. I am happy I completed the course and got the job.”

Finally, asked if the job has made any difference to their livelihood, he said “Yes, I am able to contribute to my family as a result of this job and this has helped in our overall economic stability.”

Case Study 10

Person Interviewed: Rilang Syiem, Male, Aged 25 years, Caste ST

Profile: Passed Graduation, residing at Mawsyntai, Umsning, Ri Bhoi

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him. A graduate by qualification, yet, with no jobs in hand, the respondent had enrolled for the 1-year course in “Plumber” trade in the 2018 – 19 sessions from the Nongpoh ITI to become self-dependent by adding specific skill sets.

After passing out from the institute, he was still unemployed for a few months and then finally he got to know about a vacancy in a Construction company from a friend. He finally got the job after a while and till date has been employed as a part time resource with a monthly salary of Rs.7,200/-.

When asked whether he felt that his income was justified as per the training provided at the ITI, the respondent seemed hopeful that he would be able to draw a better salary in the coming months as

his competency levels as a Plumber had improved significantly. Also, when asked if the job has made any difference to their livelihood, he mentioned that the job has made life much easier and he does not have to depend on his parents for his monthly expenses.

Case Study 11

Person Interviewed: Rapoanlait Syngkli, Male, Aged 23 years, Caste ST

Profile: Passed Class XII, residing at Pahammardoloi, Umsning, Ri Bhoi

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him. The respondent had got himself enrolled in a 1-year course in “Plumber” trade in the session 2019 – 20 at the Nongpoh ITI as he wanted to do something of his own to be financially independent.

When asked whether the training at the institute helped him to get a good job, the respondent replied that the course helped him to develop the skill sets required to perform the job and ultimately he started working of his own and as a plumber he earns approximately Rs.10,000/- a month.

In terms of whether the job had made a difference to his livelihood the respondent replied that earning your bread and butter is always a healthy sign in any family. The respondent has found the course to be very useful and hopes to earn more in the coming days.

Case Study 12

Person Interviewed: Renancius Phar, Male, Aged 21 years, Caste ST

Profile: Passed Class X, residing at Nongkseh, 3rd Mile, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him. The respondent had enrolled for a 2-year course at Shillong ITI in the Mechanic Motor Vehicle (MMV) trade for the session 2018 – 20 to be independent and learn the skills to make a livelihood out of this profession.

After completion of the course and passing out of the institute, he has opened his own Car Maintenance Workshop / Garage and this has been possible because of the training he acquired from the institute. He is earning approximately Rs.18,000/- per month and acknowledges the support of the training faculty at the institute in preparing him to take on self-employment and is quite happy with the progress made so far. When asked if this income has made a difference to his livelihood, he was clear that he is happy to contribute to his family livelihood.

Case Study 13

Person Interviewed: Riboklang Nongkhlaw, Male, Aged 20 years, Caste ST

Profile: Passed Class X, residing at Sohryngkham, Mawryngkneng, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him. The respondent had completed a 2-year course at Shillong ITI in the Mechanic Motor Vehicle (MMV) trade for the session 2018 – 20. The respondent shared with us that it was his dream was to learn the Mechanic Motor Vehicle (MMV) trade and open his own automobile workshop.

But after passing out of the institute, the respondent was unable to start his own automobile workshop due to paucity of funds. Few months passed by and then the respondent started to submit forced applications to automobile workshops.

Finally, the respondent got an offer from a local automobile workshop and joined there as a “Mechanic” with a monthly salary of Rs.8,000/-. Although the respondent finds the income to be on the lower side, yet, he is happy to get a start and hopes to build on.

In terms of the usefulness of the ITI training, the respondent replied in the affirmative saying that it is because of the skill sets he has developed owing to the course that he has got a job and can take care of his own expenses.



Case Study 14

Person Interviewed: Shitalis Kharkrang, Female, Aged 27 years, Caste ST

Profile: Passed Graduation, residing at Pynthor, 4th mile, Myllem, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by her from Shillong ITI. The respondent had always wanted to do something of her own related to pickle making and based on her friend’s suggestion she got herself enrolled to a 1-year course in Fruits and Vegetables Processing (F & VP) in the session 2019 – 20.

After passing out of the institute, the respondent found it difficult to get a job but the ITI training helped her to become self-employed. Already, her family was engaged into pickle making and she decided to leverage her practical knowledge to scale up production.

The respondent has been earning around Rs.10,000/- per month and shared that the course had helped her immensely and her income has contributed to the overall livelihood of the family.



Case Study 15

Person Interviewed: Sylvestar Mukhim, Male, Aged 25 years, Caste ST

Profile: Passed Class XII, residing at Sohryngkham, Mawryngkneng, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent wanted to learn about Motor Vehicles Engineering and hence got himself enrolled for a 2-year course in the Mechanic Motor Vehicle (MMV) trade for the session 2018 – 20 to be independent and learn the skills to make a livelihood out of this profession.

After completing the training and passing out of the institute, his father helped him to secure a government job as a “Driver” at Shillong with a monthly pay package of Rs.16,000/-. The respondent attributes his success to the ITI training which he found to be quite useful.

The respondent feels that his income is justified with the training received at the ITI as it has helped him to secure a government job and that the job has made a significant difference to his livelihood as he can take care of himself as well as contribute a portion of his salary for his family expenses.

Case Study 16

Person Interviewed: Albert M Basaiawmoit, Male, Aged 37 years, Caste ST

Profile: Passed Class XII, residing at Laitumkhrah, Nongkynrih, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent had joined the ITI initially with a plan to open up a business in food processing and hence got himself enrolled to a 1-year course in Fruits and Vegetables Processing (F & VP) in the session 2019 – 20.

After completing the training and passing out of the institute, the respondent got a reference from a friend and applied for employment in a local enterprise. He was offered a full-time employment with a monthly salary of Rs.10,000/-.

When asked whether he felt that his income was justified as per the training provided at the ITI, the respondent seemed satisfied with the income. Also, when asked if the job has made any difference to their livelihood, he mentioned that the job has helped him to take care of his parents on one hand and on the other hand take care of his monthly expenses.



Case Study 17

Person Interviewed: Darius Silvester Kharsati, Male, Aged 24 years, Caste ST

Profile: Passed Class XII, residing at Mawklynrei, Dangshyiap, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent was initially interested to open a juice shop in Shillong and hence joined a 1-year course in Fruits and Vegetables Processing (F & VP) in the session 2018 – 19 to learn the skills of the trade.



After completing the training and passing out of the institute, the respondent decided to open his own café in a prime location at Shillong to target tourists in the city. The respondents' average monthly income is Rs.25,000/- a month.

The respondent is highly satisfied with the training received at the ITI and believes that the course has helped him to become self-employed. The respondent also acknowledges that this employment has immensely made a difference to their life and livelihood.

Case Study 18

Person Interviewed: Leonard Synrem, Male, Aged 24 years, Caste ST

Profile: Passed Class XII, residing at Umpling Dong Shaneng, Block – 2, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent wanted to be self-employed in life and hence enrolled himself to a 1-year course in Fruits and Vegetables Processing (F & VP) in the session 2018 – 19 to learn the skills of the trade.

After completing the training and passing out of the institute, the respondent started his own business in Fruits & Vegetables Processing. The respondents' average monthly income is Rs.12,000/- a month.

The respondent found the training received at the ITI somewhat useful and is more or less satisfied with the income opportunities and believes that this job has made a difference to their living.

Case Study 19

Person Interviewed: Babitbor Sawkmie, Male, Aged 25 years, Caste ST

Profile: Passed Graduation, residing at Mawlai Phudmuri, Myllem, East Khasi Hills

Feedback on ITI course:



The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. Since, the respondent was not able to get a job after doing graduation, he enrolled for a 2-year course in the “Wireman” trade for the session 2017 – 19 in order to learn the basics of the wireman trade and get a decent employment.

After completing the training and passing out of the institute, the respondent joined All India Radio as a temporary staff and has been working there for the last 2 years. The respondents’ average monthly income is Rs.8,000/- a month.

The respondent found the training to be very useful. In terms of income justification vis-à-vis the training provided at the ITI, the respondent is hopeful about a better job with his current job experience. When asked if the job has made any difference to their livelihood, the respondent mentioned in the affirmative that he is able to take care of his own expenses.

Case Study 20

Person Interviewed: Honest Star Marbaniang, Male, Aged 23 years, Caste ST

Profile: Passed Class XII, residing at Umpling Dong Shaneng, Myllem, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills and be self-employed. So, the respondent enrolled for a one-year course in the “Plumber” trade in session 2019 – 20.

After completing the training and passing out of the institute, the respondent started his own plumbing business. The respondents’ average monthly income is Rs.8,000/- a month.

The respondent found the training to be very useful. In terms of income justification vis-à-vis the training provided at the ITI, the respondent feels this is justified. Moreover, the respondent feels that the course has helped to get employment.

When asked if the job has made any difference to their livelihood, the respondent is happy that he is able to contribute money to his family.



Case Study 21

Person Interviewed: Jefferson Warbah, Male, Aged 23 years, Caste ST

Profile: Passed Class XII, residing at Mawlai Mawtawar, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent joined the ITI course to be self-employed in Electrical field and thus enrolled for a 2-year course in the “Electrician” trade in session 2018 – 20.

After completing the training and passing out of the institute, the respondent started of his own through the support and guidance of his friends and gradually established himself as an “Electrician.”

On an average, the respondent earns around Rs.12,000/- a month. The respondent found the training to be very useful and attributes his employment owing to the curriculum at the ITI. In terms of making a difference to their livelihood, the respondent is satisfied with the overall outcome of the training being able to contribute to his own and family expenses.

Case Study 22

Person Interviewed: Binay Kr Choudhary, Male, Aged 27 years, Caste ST

Profile: Passed Graduation, residing at Umiam, Umroi Cantt, Umsning, Ri Bhoi

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills and be self-employed as a “Electrician.” Hence, the respondent got enrolled for a 2-year course in the “Electrician” trade in session 2018 – 20.

After completing the training and passing out of the institute, the respondent started of his own and gradually established himself as an “Electrician” by getting reference through “word of mouth” based on good work done with customers.

On an average, the respondent earns around Rs.8,000/- a month. The respondent found the training to be somewhat useful and attributes his employment owing to the training. Further, the respondent can contribute money to his family and is satisfied with the overall outcome of the training.

Case Study 23

Person Interviewed: Ganesh E Marbaniang, Male, Aged 26 years, Caste ST

Profile: Passed Class XII, residing at Laityem, Upper Shillong, Mawphang, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills and be self-employed. So, the respondent enrolled for a 2-year course in the “Electrician” trade in session 2018 – 20.

After completing the training and passing out of the institute, the respondent faced some initial hiccups but his honest efforts gave him the dividends and gradually he was able to establish himself as an “Electrician” in the community.

On an average, the respondent earns around Rs.18,000/- a month. The respondent found the training to be very useful and attributes his employment owing to the curriculum at the ITI. In terms of making a difference to their livelihood, the respondent is satisfied with the overall outcome of the training being able to contribute to his own and family expenses.

Case Study 24

Person Interviewed: Kenedy Nongkhlaw, Male, Aged 29 years, Caste ST

Profile: Passed Class XII, residing at Nongpiur, Upper Shillong, Myllem, East Khasi Hills



Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills to pursue a career. So, the respondent enrolled for a one-year course in the “Welder” trade in session 2018 – 19.

After completing the training and passing out of the institute, the respondent got information about an opening in a Steel and Fabrication Company located at 7th Mile, Upper Shillong through one of his close relatives. After interview, the respondent was offered full time employment as a Welder and since then he has been working in this company for the last 2 years.

The respondent earns Rs.14,000/- a month and when asked about the usefulness of the training, he replied that the training was useful and has helped him to a career in life. In terms of making a difference to their livelihood, the respondent is satisfied with the overall outcome of the training being able to contribute to his own and family expenses.

Case Study 25

Person Interviewed: Wanmi C Nialang, Male, Aged 26 years, Caste ST

Profile: Passed Graduation, residing at Mawlai Mawtawar, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent wanted to learn basic office administration and hence enrolled for a 2-year course in “Information & Communication Technology Systems Maintenance (ICTSM)” trade in session 2018 – 20.

After completing the training and passing out of the institute, the respondent secured temporary employment in a government office in Shillong at Geological Survey of India, Rynjah as “Temporary Assistant” and has been working there for more than 2 years now with a salary of Rs.17,000/- per month.

With regards to the usefulness of the training, the respondent said, “The 2-year course on Information & Communication Technology Systems Maintenance (ICTSM) has helped me to learn



various basic electrical and electronic components, perform all functions of Resistors and Soldering, De-soldering practices, able to recognise different types of inductors, measure inductance and uses of Transformer. Today, I know about Capacitor, measure Capacitance, and find resonance value of a circuit. In electronic components, I can recognise different types of transistors and use it as amplifiers in electronic circuits; construct and test different types of semi-conductors; power supply circuits, etc.

Further, the respondent was asked whether his income is justified as per the training provided at the ITI and he replied, "Yes, income is justified with the training provided at the ITI. I am able to do what is expected out of me in this organisation like assemble and replace hardware components of Desktop Computer, Laptop PC, installation of operating system and other application software".

The respondent was happy with the employment that he got after completing the course and shared that he was able to take care of his family needs by contributing to the overall monthly expenses.

Case Study 26

Person Interviewed: Neil Gordon Lyndem, Male, Aged 29 years, Caste ST

Profile: Passed Class X, residing at Jaiawlumpyllon, Mawlai, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills to pursue a career. So, the respondent enrolled for a one-year course in the "Carpentry" trade in session 2019 – 20.

After completing the training and passing out of the institute, the respondent started looking out for employment options in and around Shillong area and finally after a while got an employment as a "Carpenter" from a furniture workshop located at Lumparing, Shillong with a monthly salary of Rs.12,000/-

When asked about the usefulness of the training, he replied that the training was useful and has helped him to a career in life. In terms of making a difference to their livelihood, the respondent is satisfied with the overall outcome of the training being able to contribute to his own and family expenses.

Case Study 27

Person Interviewed: Phrangborlang Kharmawphlang, Male, Aged 27 years, Caste ST

Profile: Passed Class X, residing at Mawramhah, Myllem, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills to pursue a career. So, the respondent enrolled for a one-year course in the “Carpentry” trade in session 2019 – 20.

After completing the training and passing out of the institute, the respondent started looking out for employment options in and around Shillong area and finally after a while got an employment as a “Carpenter” from a furniture workshop located at Myllem, Shillong with a monthly salary of Rs.12,000/-

The respondent found the training to be very useful and attributes his employment owing to the curriculum at the ITI.

Also, when asked if the job has made any difference to their livelihood, he mentioned that the job has helped him to take care of his parents on one hand and on the other hand take care of his monthly expenses.

Case Study 28

Person Interviewed: Banshynshalang Thongi, Male, Aged 26 years, Caste ST

Profile: Passed Class XII, residing at Umpling, Myllem, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills and hoped to become financially independent. Thus, the respondent enrolled for the one-year course in the “Welder” trade in session 2018 – 19.

After completing the training and passing out of the institute, the respondent started looking out for employment options in and around Shillong area and finally after a while got an employment as a “Welder” from a fabrication company situated at Umpling with a monthly salary of Rs.10,000/-

The respondent found the training to be very useful and attributes his employment owing to the curriculum at the ITI. When asked if his income is justified as per the training provided at the ITI, the respondent replied that he expects a better job with his current on job experience and until and unless he gets one, he intends to continue with this job.

Also, when asked if the job has made any difference to their livelihood, he mentioned that the job has undoubtedly helped him to move ahead in life and he does not need to depend on family members for taking care of his expenses.



Case Study 29

Person Interviewed: Gabriel Pale, Male, Aged 25 years, Caste ST

Profile: Passed Class XII, residing at Jalong Mission, Jowai, Thadlaskein, West Jantia Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills and get a job. So, the respondent enrolled for a 2-year course in the “Fitter” trade in session 2018 – 20.

After completing the training and passing out of the institute, the respondent started looking out for employment options in and around Shillong area and finally after a while got an employment as a “Welder” from a fabrication company situated at Skhenpyrsit with a monthly salary of Rs.8,200/-

The respondent found the training to be very useful and attributes his employment owing to the curriculum at the ITI. When asked if his income is justified as per the training provided at the ITI, the respondent replied that he expects a better job with his current on job experience and until and unless he gets one, he intends to continue with this job.

Also, when asked if the job has made any difference to their livelihood, he mentioned that the job has undoubtedly helped him to move ahead in life and he is financially independent in the true sense.

Case Study 30

Person Interviewed: Archie Swer, Male, Aged 27 years, Caste ST

Profile: Passed Class XII, residing at Umjapung, Mawlai, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills to pursue a career. So, the respondent enrolled for a 2-year course in the “Fitter” trade in session 2018 – 20.



After completing the training and passing out of the institute, the respondent started looking out for employment options and finally his family member provided information about the vacancy at Indus Tower Limited. The respondent got employment at Indus Towers Ltd. with a monthly salary of Rs.15,000/-. Currently, he is working with this organization for more than 2 years.

When asked if he found the ITI course to be useful, he said, “The fitter course at the ITI has demonstrated how to safely use hand and power tools; analyse blueprints for mechanical systems to determine the specifications of the components to be constructed. Inspect fabricated components to ensure that they are the correct size. Utilize shears, power saws, cutting torches, and chipper knives to cut structural components as and when needed. Create a suitable maintenance schedule and perform system maintenance accordingly.”

When asked if his income is justified as per the training provided at the ITI, he replied, “My income has increased over the years and today I feel it is justified and at par with industry standards.”

When asked if the course help him to get good employment, he further said, “The course not only helped me to get good employment, it has taught me the ABCD of the trade. The ability to concentrate on the job for extended periods and engage in problem solving as and when required.”

Finally, he also mentioned that he was able to take care of his family needs and make a difference to their livelihood standards.

Case Study 31

Person Interviewed: Rosetina Nongrum, Female, Aged 24 years, Caste ST

Profile: Passed Class XII, residing at Nohron, Mawkyntse, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills and to become an entrepreneur. So, the respondent enrolled for a one-year course in the “Fruits and Vegetables Processing (F & VP)” trade in session 2018 – 19.

After completing the training and passing out of the institute, the respondent said, “As soon as I completed the course, I wanted to practice and at the same time I wanted to earn and that’s exactly what I did.”

The respondent earns approximately Rs.10,000/- a month and does not find the income to be justified with the training received at the ITI but is hopeful that she will be able to turn things round slowly and earn more.

The respondent further emphasised that her dream is to become a successful entrepreneur and that she is working towards that goal. Lastly, on whether the job made a difference to her livelihood, she replied, “As of now not to that extent but I am hopeful.”

Case Study 32

Person Interviewed: Alfred Lyngdoh, Male, Aged 22 years, Caste ST

Profile: Passed Class XII, residing at Lumshyiap, Myllem, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills and be financially independent. So, in his own interest, the respondent enrolled for a one-year course in the “Carpentry” trade in session 2018 – 19.

After completing the training and passing out of the institute, the respondent started of his own in the Carpentry trade to make a living for himself. The respondent vouched the training to be candid and useful and makes around Rs.14,000/- a month.

The respondent finds his income to be justified with the training received at the ITI and feels that the job has made a difference to his livelihood as he is not dependent on his family.

Case Study 33

Person Interviewed: Manbhalang Dhar, Male, Aged 25 years, Caste ST

Profile: Passed Class X, residing at Moodop, Thadlaskein, West Jantia Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills and pursue a career for a better livelihood. So, in his own interest, the respondent enrolled for a 2-year course in the “Wireman” trade in session 2017 – 19.

After completing the training and passing out of the institute, the respondent was initially unemployed for about a year but that did not stop him from applying in organizations to get a job. Based on an advertisement later in the year, he applied to Forest Department of Meghalaya and finally was absorbed as a “Wireman” with a monthly salary of Rs.10,000/-.

The respondent found the training to be very useful and attributes his employment owing to the curriculum at the ITI. When asked if his income is justified as per the training provided at the ITI, the respondent replied that he hopes to get a better salary. Also, when asked if the job has made any difference to their livelihood, he mentioned that the job has undoubtedly helped him to move ahead in life and contribute money towards his family expenses.

Case Study 34

Person Interviewed: Arun K Sangma, Male, Aged 28 years, Caste ST

Profile: Passed Class X, residing at Bynihat, Jirang, Ri Bhoi

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Nongpoh ITI. The respondent aspired to learn specific trade skills and earn his own living. So, in his own interest, the respondent got himself enrolled for a 2-year course in the “Wireman” trade in session 2017 – 19.

After completing the training and passing out of the institute, the respondent was initially unemployed for about a year but that did not stop him from applying in organizations to get a job. Based on an advertisement later in the year, he applied to Pawan Castings Meghalaya Private Limited and finally was absorbed as a “Wireman” with a monthly salary of Rs.10,000/-.

The respondent found the training to be very useful and attributes his employment owing to the curriculum at the ITI. When asked if his income is justified as per the training provided at the ITI, the respondent replied that, it’s okay but he is on the look out for better opportunities.

Also, when asked if the job has made any difference to their livelihood, he mentioned that the job has undoubtedly helped him to move ahead in life and take care of his expenses.



Case Study 35

Person Interviewed: Gilbert Kharbani, Male, Aged 24 years, Caste ST

Profile: Post Graduate, residing at Nongrangoi Umyiap, Nongstoin, West Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Nongstoin ITI. The respondent aspired to learn specific trade skills and become financially independent. So, it was in his own interest that the respondent enrolled himself to a 2-year course in the “Wireman” trade in session 2018 – 20.

After completing the training and passing out of the institute, the respondent said, “I initially started repairing at home; then my neighbours started calling me and so on and so forth this gave me the confidence that I can do become self-employed in my field.”

As a “Wireman,” the respondent earns around Rs.10,000/- a month but aspires to grow in life. When asked whether he found the training to be useful, he replied in the affirmative and gave due credit to the institute for preparing him to be self – employed in life.

Also, when asked if the job has made any difference to his livelihood, he mentioned that he is happy to be of help to his family, as his little contribution has added to his parent’s joy.

Case Study 36

Person Interviewed: Khrawbor Myrthong, Male, Aged 27 years, Caste ST

Profile: Graduate, residing at Pyndengrei, Nongstoin, West Khasi Hills

Feedback on ITI course:



The respondent was approached to understand the overall impact of the TVET course completed by him from Nongstoin ITI. The respondent aspired to learn specific trade skills and be self-employed and earn his own living. So, in his own interest, the respondent enrolled for a 2-year course in the “Wireman” trade in session 2018 – 20.

After completing the training and passing out of the institute, the respondent was initially unemployed and started of his own for about a year and then finally he got a job at “Reliance Trends” as a “Electrician” with a salary of Rs.12,000/- per month. The respondent shared with us that the job vacancy information was provided to him by the ITI trade in- charge.

When asked if he had found the training to be useful, he replied in the affirmative and feels that his income is justified vis-à-vis the training that he received in the institute and gave due credit to the institute for preparing him to pursue a career. The job has made a difference to his livelihood as he is able to contribute to his family expenses.

Case Study 37

Person Interviewed: Albert Skhemiew, Male, Aged 25 years, Caste ST

Profile: Passed Class XII, residing at Mawlai, Shillong, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Don Bosco ITI. The respondent aspired to learn specific trade skills and be financially independent. So, it was in his own interest that the respondent enrolled for a 2-year course in the “Mechanic Motor Vehicle (MMV)” trade in session 2017 – 19.

After completing the training and passing out of the institute, the respondent was initially unemployed for a few months but then started making forced applications to prominent automobile workshops and garages.

Although, initially nothing happened but on a later date, it was through one such forced application that he got a and started of his own for about a year and then finally he got a job at “Highland Toyota” located in Mawlai, Mayong as a “Service Technician” with a salary of Rs.10,000/- per month.

When asked if he had found the training to be useful, he replied in the affirmative and feels that his income is justified vis-à-vis the training that he received in the institute and gave due credit to the institute for preparing him to pursue a career. The job has made a difference to his livelihood as he is able to take care of his own expenses.

Case Study 38

Person Interviewed: Justin Jana, Male, Aged 25 years, Caste ST

Profile: Passed Class XII, residing at Mawlai, Mawtwar, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Don Bosco ITI. The respondent aspired to learn specific trade skills and to be self-independent. So, in his own interest, the respondent enrolled for a 2-year course in the “Mechanic Motor Vehicle (MMV)” trade in session 2018 – 20.

After completing the training and passing out of the institute, the respondent was initially unemployed for about a year before getting a job at “Toyata Showroom” as a “Service Technician” with a salary of Rs.9,000/- per month.

When asked if he had found the training to be useful, he replied in the affirmative but he is not very happy with the salary he is drawing from the company and is looking out for better opportunities in the market place. When asked if the job has made a difference to his livelihood, he said that he is able to take care of his own expenses which is what makes him feel good.





Case Study 39

Person Interviewed: B Khonji, Male, Aged 23 years, Caste ST

Profile: Passed Class XII, residing at Lawshutten, Myllem, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Don Bosco ITI. The respondent aspired to learn specific trade skills and to earn a living for himself. So, in his own interest, the respondent enrolled for a 2-year course in the “Mechanic Motor Vehicle (MMV)” trade in session 2018 – 20.

After completing the training and passing out of the institute, the respondent came across an advertisement regarding an opening in Rani Motors as a Mechanic at Mawblei, Shillong and applied for the same. He got eventually selected for the position and earns Rs.25,000/- a month.

When asked if he found the ITI training to be useful, he said, “The practical training received in the institute towards reassembling all parts of engine in correct sequence as per workshop manual like Overhauling of Cylinder Head, valve train, Piston, connecting rod assembly, crankshaft, flywheel and mounting flanges, spigot and bearings, camshaft etc. has helped me immensely and I am able to resonate the same in my current employment. We have also been taught overhauling of light vehicle/Heavy Vehicle transmission units including Gear box, Single plate clutch assembly, Diaphragm clutch assembly, Constant mesh Gear box, synchromesh gear box, gear linkages, Propeller shaft, Universal Slip Joint, Rear axle assembly, Differential assembly, etc. all of which is very relevant to my line of work.”

When asked to share his thoughts if his income at Rani Motors is justified as per the training provided at the ITI, he replied, “Income is justified here and what we are doing in the workshop is what we have learned in the ITI course.”

When asked if the course had helped him to get good employment, he said, “Definitely, it was a correct decision to do the course and because of my understanding of the trade I was able to get this job which in turn has immensely, made a difference to our life and livelihood.”

Case Study 40

Person Interviewed: P Lyngdoh, Male, Aged 26 years, Caste ST

Profile: Passed Class XII, residing at Umroi, Umroi, Ri Bhoi

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Don Bosco ITI. The respondent aspired to learn specific trade skills and pursue a career. So, it was in his own interest that the respondent enrolled for a 2-year course in the “Mechanic Motor Vehicle (MMV)” trade in session 2018 – 20.

After completing the training and passing out of the institute, the respondent came across an advertisement regarding an opening in Shillong Airport at Umroi as “Technician” and applied for the same. He eventually got selected for this position and earns Rs.13,000/- a month.



The respondent shared with us that he had found the ITI training to be quite useful and the income that he is drawing from this company justifies his skillsets and knowledge levels based on the competency of the teaching staff at the institute.

Moreover, the course has helped him to get good employment and the steady source of income has helped in their livelihood.

Case Study 41

Person Interviewed: C Wahlang, Male, Aged 25 years, Caste ST

Profile: Passed Class XII, residing at Mawlai, Mawlai, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Don Bosco ITI. The respondent aspired to learn specific trade skills and earn a living for myself. So, it was in his own interest that the respondent enrolled for a 2-year course in the “Wireman” trade in session 2018 – 20.

After completing the training and passing out of the institute, the respondent was unemployed for more than a year and finally he came across an advertisement with regards to a vacancy in the Public Works Department at Cleve Colony as “Maintenance – Wiring Technician” and applied for the same. After a few rounds of interview, the respondent eventually got selected for this position and earns a monthly salary of Rs.15,000/-.

The respondent shared that the ITI training was quite useful and the income that he is drawing from this company justifies his skillsets and knowledge levels. Moreover, the course has helped him to get good employment and he is able to take care of his family requirements.

Case Study 42

Person Interviewed: Ronaldo Mawnai, Male, Aged 24 years, Caste ST

Profile: Passed Class X, residing at Golfling, Myllem, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Don Bosco ITI. The respondent aspired to learn specific trade skills and to earn a living for himself. So, in his own interest, the respondent enrolled for a 2-year course in the “Wireman” trade in session 2018 – 20.

After completing the training and passing out of the institute, the respondent was unemployed for more than a year and finally he got a reference from a friend with regards to a vacancy in a local company. He was able to secure the job as “Wireman” with a monthly salary of Rs.14,000/-.

The respondent shared that the ITI training was quite useful and the income that he is drawing from this company justifies his skillsets and knowledge in the subject. Moreover, the course has helped him to get good employment and this has made a marked difference to his life style.

Case Study 43

Person Interviewed: Lorence Dkhar, Male, Aged 29 years, Caste ST

Profile: Passed Class XII, residing at Thadlaskein, Jowai, West Jantia Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Jowai ITI. The respondent aspired to learn specific trade skills for garnering knowledge and livelihood. Hence, in his own interest, the respondent enrolled for a 2-year course in the “Electrician” trade in session 2017 – 19.



After completing the training and passing out of the institute, the respondent was initially unsure of how to go about securing a job for himself and since there were limited opportunities at Jowai, he was unable to do so. After a few months, the respondent decided to open an Electric shop in the area to cater to the needs of locals and through this endeavour which was supported by his family members started doing electrical works in the neighbourhood for persons purchasing from the shop.

On an average, the respondent earns around Rs.15,000/- a month and finds this to be satisfying as this contributes to self and family expenses. The respondent was also vocal with regards to the usefulness of the training received at the institute and attributes his success owing to the curriculum taught at the institute.

Case Study 44

Person Interviewed: E Lamare, Male, Aged 24 years, Caste ST

Profile: Passed Class XII, residing at Thadlaskein, Jowai, West Jantia Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Jowai ITI. The respondent aspired to learn specific trade skills and for career goals. So, it was in his own interest that the respondent enrolled for a 2-year course in the “Electrician” trade in session 2017 – 19.

After completing the training and passing out of the institute, the respondent was initially unsure of how to go about securing a job for himself and since there were limited opportunities at Jowai, he was unable to do so. As months passed by, the respondent started working at neighbouring houses and slowly got acquainted with the tricks of the trade. Today he is self-employed as an Electrician earning around Rs.8,000/- a month.

When asked whether the ITI training was useful, the respondent replied that it was somewhat useful and his income is justified vis-a-vis the training received. He acknowledges that the course has helped him to be self-employed and take care of his own monthly expenses.

Case Study 45

Person Interviewed: Joshua Phawa, Male, Aged 24 years, Caste ST

Profile: Passed Class XII, residing at Thadlaskein, Jowai, West Jantia Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Jowai ITI. The respondent aspired to learn specific trade skills and to earn a living for himself. So, in his own interest the respondent enrolled for a 2-year course in the “Electrician” trade in session 2017 – 19.

After completing the training and passing out of the institute, the respondent initially did not get any employment. After a while, one of his relatives provided him information regarding a vacancy in a Construction firm and subsequently, the respondent applied for the position and was absorbed in the company as “Wiring Electrician” with a monthly salary of Rs.10,000/-.

When asked whether the ITI training was useful, the respondent replied it was useful but his income is somewhat not justified vis-a -vis the training received. He acknowledged that the course has helped him to get employment and this was a good start to his career. In terms of the job making a difference to his livelihood, he believed he was able to take care of his expenses.

Case Study 46

Person Interviewed: R Siangshai, Male, Aged 27 years, Caste ST

Profile: Passed Class XII, residing at Thadlaskein, Jowai, West Jantia Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Jowai ITI. The respondent aspired to learn specific trade skills for knowledge and livelihood. So, in his own interest, the respondent enrolled for a 2-year course in the “Electrician” trade in session 2017 – 19.

After completing the training and passing out of the institute, the respondent started looking out for an employment opportunity. He was able to secure an employment for himself in a Construction firm in Jowai as “Wiring Electrician” with a monthly salary of Rs.15,000/- and has been working here for more than two years.

When asked whether the ITI training was useful, the respondent replied it was not only very useful but it was most effective too. He acknowledged that the course has helped him to get employment and this was his primary objective in doing the course. When asked whether the job has made a difference to his livelihood, he replied, “Certainly yes, as I am able to contribute money towards my family expenses.”

Case Study 47

Person Interviewed: Ribinson Dkhar, Male, Aged 24 years, Caste ST

Profile: Passed Class X, residing at Thadlaskein, Jowai, West Jantia Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Jowai ITI. The respondent aspired to learn specific trade skills to become self-independent. So, it was in his own interest that the respondent enrolled for a 2-year course in the “Mechanic Motor Vehicle (MMV)” trade in session 2017 – 19.



After completing the training and passing out of the institute, the respondent started looking out for an employment opportunity but despite his best efforts he remained unemployed for more than a year. Finally, the respondent was able to get employment in GD Eicher, Meghalaya as “Mechanic” with a monthly salary of Rs.10,000/- and has been working there for more than one year.

When asked whether the ITI training was useful, the respondent replied it was useful and effective and that the course has helped him to get employment. The respondent felt that the salary was low but since there are limited opportunities in this area, he has been continuing with his present job but he is hoping to get a better salary because he has gained significant exposure in the Mechanic Motor Vehicle domain.

When asked whether the job has made a difference to his livelihood, he replied, “yes, nowadays, I do not need to depend on family members for my expenses.”

Case Study 48

Person Interviewed: Sankini Dhar, Female, Aged 25 years, Caste ST

Profile: Graduate, residing at Thadlaskein, Jowai, West Jantia Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by her from Jowai ITI. The respondent aspired to learn specific trade skills and have a career for herself. So, in her own interest, the respondent enrolled for a one-year course in the “Stenographer” trade in session 2019 – 20.

After completing the training and passing out of the institute, the respondent got a call from Jowai ITI after a year with regards to a vacancy in the “Stenography” department as a ITI Trade Instructor and gladly she accepted the job and has been continuing here since the last 6 months. The respondent has been drawing a salary of Rs.25,000/- per month.

Needless, to say that the respondent is indebted to the authorities for getting this opportunity and she stated that the ITI training was really very useful to her and has helped her to establish her career. When asked if her income is justified as per the training provided at the ITI, she answered in the affirmative and added that the course had helped her get good employment which has in turn made a difference to their family livelihood as she is able to take care of her family requirements.



Case Study 49

Person Interviewed: C Plain, Male, Aged 25 years, Caste ST

Profile: Passed Class XII, residing at Thadlaskein, Jowai, West Jantia Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Jowai ITI. The respondent aspired to learn trade specific skills in order to start his own business and be self-employed. Thus, the respondent enrolled himself for a one-year course in the “Welder” trade in session 2019 – 20.

After completing the training and passing out of the institute, the respondent gradually set up his own welding workshop in Jowai and started operating as a “welder” from that place. Approximately, the respondent earns around Rs.15,000/- a month.

In terms of the usefulness of the ITI training, the respondent replied in the affirmative saying that it is the skill sets he has developed because of the ITI course that he has made a career for himself. This in turn has helped him to take care of his own expenses and also contribute a portion of his income towards his family expenses.

Case Study 50

Person Interviewed: L Marboh, Male, Aged 26 years, Caste ST

Profile: Passed Class XII, residing at Nongrah, Mawpat, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills related to the Electronics trade. So, it was in his own interest that the respondent enrolled for a two-year course in the “Electronics Mechanic” trade in the session 2018 – 20.

After completing the training and passing out of the institute, the respondent applied through an advertisement and joined as a “Mobile Mechanic” at Northeast Institute of Professional Studies (NeIPS) with a monthly salary of Rs.10,000/-

Since, the last 2 years the respondent has been working at NeIPS and compliments the usefulness of the ITI training. When asked whether his income is justified as per the training provided at the ITI, the respondent was of the opinion that he was currently exploring other opportunities to get a better income. Till the time that does not happen, he would continue with his present job as this has helped in his overall livelihood standards.



Case Study 51

Person Interviewed: Mark Steven Warjri, Male, Aged 25 years, Caste ST

Profile: Passed Class XII, residing at Nehu, Shillong, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to be independent and learn the trade skills to make a livelihood out of this course. So, in his own interest, the respondent enrolled for a one-year course in the “Plumber” trade in session 2019 – 20.

After completing the training and passing out of the institute, the respondent started looking for a job. He approached his friends and family for any leads and finally through one such contact he got a job as a “Plumber” in a private company in Shillong. The respondent receives Rs.10,000/- a month in this organization and has been working there for around 2 years.

The respondent believes that the ITI training has been useful and this has helped him to get employment which in turn has enabled him to contribute to his family expenses.

Case Study 52

Person Interviewed: K Marngar, Male, Aged 26 years, Caste ST

Profile: Passed Class X, residing at Mairang, Mairang, Eastern West Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills for his career goals. Thus, based on his own interest, the respondent enrolled himself for a two-year course in the “Mechanic Motor Vehicle (MMV)” trade in session 2018 – 20.

After completing the training and passing out of the institute, the respondent was able to secure an employment for himself in a local automobile garage as “Mechanic” with a monthly take home salary of Rs.8,000/-. The respondent has been working here for more than 2 years but his income has remained the same.

The respondent shared the usefulness of the training and complimented the fact that he was able to get a job and pursue a career since he had completed the course. But the salary is an issue and he feels that he deserves a better pay package with the skill sets he has acquired from the ITI and more so with the experience he has garnered in the last 2 years.

When asked whether the job made a difference to his livelihood, he said, “Now, I am independent as far as finances are concerned.”



Case Study 53

Person Interviewed: M Nongpluh, Male, Aged 26 years, Caste ST

Profile: Passed Class XII, residing at Mawkynrew, Shillong, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills for his knowledge and livelihood. Thus, based on his own interest, the respondent enrolled himself for a 2-year course in the “Wireman” trade in session 2017 – 19.

After completing the training and passing out of the institute, the respondent started looking out for an employment opportunity but despite his best efforts he remained unemployed. Slowly, the respondent started taking individual calls and garnered self confidence to start his own business. Gradually, the respondent set up his wiring business, and has been a wiring contract provider since the last 2 years.

The respondent earns around Rs.12,000/- a month and mentioned the ITI training to be quite useful and that his income justifies his skillsets and knowledge levels. Further, the course has helped him to pursue a career for himself and improve his livelihood standards.

Case Study 54

Person Interviewed: R Lynshians, Male, Aged 26 years, Caste ST

Profile: Passed Class X, residing at Syntung, Shillong, East Khasi Hills

Feedback on ITI course:

The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills to be financially independent. Thus, the respondent enrolled himself for a 2-year course in the “Wireman” trade in session 2017 – 19.

After completing the training and passing out of the institute, the respondent started looking out for an employment opportunity and secured a full-time employment in a private company as “Wireman” with a monthly salary of Rs.15,000/-. The respondent has been working there for more than 2 years.

The respondent found the ITI training to be very useful and feels that the course has helped him to get good employment. He is satisfied with his monthly incomes and agrees that it justifies his competencies as per the training received at the institute. Finally, when asked if the job has made a difference to your livelihood, he replied, “Yes, I am able to take care of my family needs.”

Case Study 55

Person Interviewed: Vincent Suting, Male, Aged 28 years, Caste ST

Profile: Passed Class XII, residing at Umling, Nongpoh, Ri Bhoi

Feedback on ITI course:



The respondent was approached to understand the overall impact of the TVET course completed by him from Shillong ITI. The respondent aspired to learn specific trade skills and become self-independent. Thus, the respondent enrolled himself for a 2-year course in the “Wireman” trade in session 2017 – 19.

After completing the training and passing out of the institute, the respondent was not able to secure an employment in any public or private enterprises in the region and hence decided to become self-employed as a “Wiring Contract Provider.” On an average, the respondent earns around Rs.10,000/- on a monthly basis.

The respondent believes that the ITI training has been useful and this has helped him to get employment which in turn has enabled him to contribute to self and family expenses.



List of Respondents

Respondents - Passed out ITI Graduates

SI No.	Name of the Respondent	District	Name of ITI
1	Derimchi R Marak	South Garo Hills	Baghmara
2	Pijibath M Sangma	South Garo Hills	Baghmara
3	Nikrang M Marak	South Garo Hills	Baghmara
4	Realstone D Shira	South Garo Hills	Baghmara
5	Antaniu N Sangma	South Garo Hills	Baghmara
6	Sirnesh R Marak	South Garo Hills	Baghmara
7	Dilseng Barkline R. Marak	South Garo Hills	Baghmara
8	Rehman M Sangma	South Garo Hills	Baghmara
9	Cherissa D Marak	South Garo Hills	Baghmara
10	Balsami N. Sangma	South Garo Hills	Baghmara
11	Sengkimchi M. Sangma	South Garo Hills	Baghmara
12	Bebisha D. Marak	South Garo Hills	Baghmara
13	Tesar Ch Marak	South Garo Hills	Baghmara
14	Rikmatchi M. Sangma	South Garo Hills	Baghmara
15	Bidanchi R Marak	South Garo Hills	Baghmara
16	Highest Sangma	South Garo Hills	Baghmara
17	Typian Cheric D. Shira	South Garo Hills	Baghmara
18	Salnang D. Marak	South Garo Hills	Baghmara
19	Walseng R. Marak	South Garo Hills	Baghmara
20	Evander Steward R Marak	South Garo Hills	Baghmara
21	Odit R. Marak	South Garo Hills	Baghmara
22	Bothish M. Sangma	South Garo Hills	Baghmara
23	Walchang S Marak	South Garo Hills	Baghmara
24	Deno N Sangma	South Garo Hills	Baghmara
25	Tengrali M Sangma	South Garo Hills	Baghmara
26	Churik M Sangma	South Garo Hills	Baghmara
27	A H Bareh	East Khasi Hills	Don Bosco
28	Dahunshisha Kyrlian	Ri Bhoi	Don Bosco
29	Saphika L Lyngkhoi	East Khasi Hills	Don Bosco
30	Apdalin marwein	Ri Bhoi	Don Bosco
31	Dominik Sangriang	South West Garo Hills	Don Bosco
32	Albert Skhemiew	East Khasi Hills	Don Bosco
33	Ricky Chanda	East Khasi Hills	Don Bosco
34	Dignity Thongi	West Khasi Hills	Don Bosco
35	W Khardewsaw	East Khasi Hills	Don Bosco
36	S L Mawlong	Eastern West Khasi Hills	Don Bosco
37	R Thabah	East Khasi Hills	Don Bosco
38	Return Nongrang	Ri Bhoi	Don Bosco
39	Robert Sonwaning	East Khasi Hills	Don Bosco
40	Ri Ma me Jyrwa	East Khasi Hills	Don Bosco
41	T marbaniang	East Khasi Hills	Don Bosco
42	Shaibor P Nengnong	East Khasi Hills	Don Bosco
43	Richmond	East Khasi Hills	Don Bosco
44	S Kharthangmaw	East Khasi Hills	Don Bosco
45	S Kyrlian	East Khasi Hills	Don Bosco
46	D S Nongdhar	East Khasi Hills	Don Bosco
47	B Dkhar	East Khasi Hills	Don Bosco
48	Justin Jana	East Khasi Hills	Don Bosco
49	B Marwein	East Khasi Hills	Don Bosco
50	B Khonji	East Khasi Hills	Don Bosco
51	P Lyngdoh	Ri Bhoi	Don Bosco
52	D Marbaniang	East Khasi Hills	Don Bosco
53	K Siangshai	East Khasi Hills	Don Bosco



SI No.	Name of the Respondent	District	Name of ITI
54	F Lyngdoh	East Khasi Hills	Don Bosco
55	Basil Rani	East Khasi Hills	Don Bosco
56	C Wahlang	East Khasi Hills	Don Bosco
57	K Kharhujon	East Khasi Hills	Don Bosco
58	L Dkhar	East Khasi Hills	Don Bosco
59	Ronaldo Mawnai	East Khasi Hills	Don Bosco
60	D M Kharkongor	East Khasi Hills	Don Bosco
61	Ritreka Pasi	West Jantia Hills	Jowai
62	I Nongsiej	West Jantia Hills	Jowai
63	Lorence Dkhar	West Jantia Hills	Jowai
64	E Lamare	West Jantia Hills	Jowai
65	Joshua Phawa	West Jantia Hills	Jowai
66	Aleph Peace Khlem	West Jantia Hills	Jowai
67	P Dhar	West Jantia Hills	Jowai
68	R Siangshai	West Jantia Hills	Jowai
69	Raj Passah	West Jantia Hills	Jowai
70	B Lyngdoh	West Jantia Hills	Jowai
71	Malcolm R	West Jantia Hills	Jowai
72	E Laloo	West Jantia Hills	Jowai
73	Ruby Muruh	West Jantia Hills	Jowai
74	V Suting	West Jantia Hills	Jowai
75	A B lakai	West Jantia Hills	Jowai
76	D Talang	West Jantia Hills	Jowai
77	P Phawa	West Jantia Hills	Jowai
78	M Dkhar	West Jantia Hills	Jowai
79	P Ryngkhlem	West Jantia Hills	Jowai
80	C Dhar	West Jantia Hills	Jowai
81	Jibonsari	West Jantia Hills	Jowai
82	Jaman Passah	West Jantia Hills	Jowai
83	R Lapasan	West Jantia Hills	Jowai
84	Ribinson Dkhar	West Jantia Hills	Jowai
85	E Siangshai	West Jantia Hills	Jowai
86	I Phawa	West Jantia Hills	Jowai
87	Sankini Dhar	West Jantia Hills	Jowai
88	S Dkhar	West Jantia Hills	Jowai
89	C Lytan	West Jantia Hills	Jowai
90	C Plain	West Jantia Hills	Jowai
91	D Shyiaa	West Jantia Hills	Jowai
92	K Shylla	West Jantia Hills	Jowai
93	Histarwell Syiem	Ri Bhoi	Nongpoh
94	Aiber Mawlong	Ri Bhoi	Nongpoh
95	Andrias Lyngdoh	Ri Bhoi	Nongpoh
96	Billkington Syiem	Ri Bhoi	Nongpoh
97	Rilang Syiem	Ri Bhoi	Nongpoh
98	Mardalina Kharthangmaw	Ri Bhoi	Nongpoh
99	Emly Ingti	Ri Bhoi	Nongpoh
100	Liphia Syngkli	Ri Bhoi	Nongpoh
101	Janita Marbaniang	Ri Bhoi	Nongpoh
102	Jules Nariong	Ri Bhoi	Nongpoh
103	Rapোনলাইত Syngkli	Ri Bhoi	Nongpoh
104	Roswel Mawiong	Ri Bhoi	Nongpoh
105	Arun K Sangma	Ri Bhoi	Nongpoh
106	Lashanbor Sohshang	West Khasi Hills	Nongstoin
107	James L Marshallong	West Khasi Hills	Nongstoin
108	Gilbert Kharbani	West Khasi Hills	Nongstoin
109	Banshal Lyngkhoi	West Khasi Hills	Nongstoin
110	Konestar Wahlang	West Khasi Hills	Nongstoin
111	Folbester Nongram	West Khasi Hills	Nongstoin
112	Guarishful Maewein	West Khasi Hills	Nongstoin



SI No.	Name of the Respondent	District	Name of ITI
113	Khrawbor Myrthong	West Khasi Hills	Nongstoin
114	P Nongrem	West Khasi Hills	Nongstoin
115	Fastober Sohaid	West Khasi Hills	Nongstoin
116	Kerlang M Syiem	West Khasi Hills	Nongstoin
117	Shalbidora Nongrem	West Khasi Hills	Nongstoin
118	Juliana Nongstej	West Khasi Hills	Nongstoin
119	Kordor Singh Thongi	West Khasi Hills	Nongstoin
120	Kyntiewlin Sanglyne	West Khasi Hills	Nongstoin
121	B Nongsiang	West Khasi Hills	Nongstoin
122	Banrihun Wanniang	West Khasi Hills	Nongstoin
123	Gojan D Sangma	North Garo Hills	Resubelpara
124	Kumud H Rabha	North Garo Hills	Resubelpara
125	Danish R Sangma	North Garo Hills	Resubelpara
126	Tengrik R Sangma	North Garo Hills	Resubelpara
127	Salwin R Sangma	North Garo Hills	Resubelpara
128	Bikash Rabha	North Garo Hills	Resubelpara
129	Sengtey K Sangma	North Garo Hills	Resubelpara
130	Sengnang M Marak	North Garo Hills	Resubelpara
131	Senggrim K Sangma	North Garo Hills	Resubelpara
132	Bajinath G Momin	North Garo Hills	Resubelpara
133	Renancius Phar	East Khasi Hills	Shillong
134	Riboklang Nongkhlaw	East Khasi Hills	Shillong
135	Shitalis Kharkrang	East Khasi Hills	Shillong
136	Melada Rymbai	East Khasi Hills	Shillong
137	Mennangiaishan Dkhar	East Khasi Hills	Shillong
138	Sylvestar Mukhim	East Khasi Hills	Shillong
139	Banteinan Sari	East Khasi Hills	Shillong
140	Marbun Dhar	West Khasi Hills	Shillong
141	Bannangkhraw Myliemngap	East Khasi Hills	Shillong
142	Bakestar Rynjah	East Khasi Hills	Shillong
143	Gregory B Umdor	East Khasi Hills	Shillong
144	Badonboklang Tiewsoh	East Khasi Hills	Shillong
145	Jony Thangkhiew	Ri Bhoi	Shillong
146	Albert M Basaiawmoit	East Khasi Hills	Shillong
147	Darius Silvester Kharsati	East Khasi Hills	Shillong
148	Wadlison Myliem Umlong	East Khasi Hills	Shillong
149	Leonard Synrem	East Khasi Hills	Shillong
150	Babitbor Sawkmie	East Khasi Hills	Shillong
151	Overjoyful Lyngdoh	East Khasi Hills	Shillong
152	Honest Star Marbaniang	East Khasi Hills	Shillong
153	Daienesha B Kharkongor	East Khasi Hills	Shillong
154	Hissonborlang Kharmawphlang	East Khasi Hills	Shillong
155	Hestarson Kharmujai	East Khasi Hills	Shillong
156	Marwiki Mawlong	East Khasi Hills	Shillong
157	John Vianney Kharlyngdoh	East Khasi Hills	Shillong
158	Jefferson Warbah	East Khasi Hills	Shillong
159	Burombaphylla Kshiar	East Khasi Hills	Shillong
160	Binay Kr Choudhary	Ri Bhoi	Shillong
161	Pynbianglang Kharkongor	East Khasi Hills	Shillong
162	Ganesh E Marbaniang	East Khasi Hills	Shillong
163	Ibahunlang Kharkamni	East Khasi Hills	Shillong
164	Bijoy Nongspung	East Khasi Hills	Shillong
165	Sarfaraz Marboh	East Khasi Hills	Shillong
166	Emaia Phika Passah	East Khasi Hills	Shillong
167	Badahunshisha Shabong	East Khasi Hills	Shillong
168	Kenedy Nongkhlaw	East Khasi Hills	Shillong
169	Badonlakador Jyrwa	East Khasi Hills	Shillong
170	Glory N Sangma	East Khasi Hills	Shillong
171	Ibawanbli Mawroh	East Khasi Hills	Shillong



SI No.	Name of the Respondent	District	Name of ITI
172	Rahborlang Sohlang	East Khasi Hills	Shillong
173	Albert Kharnaio	East Khasi Hills	Shillong
174	Mebadonbok Kharpran	East Khasi Hills	Shillong
175	Rahjingshai Ryntathiang	East Khasi Hills	Shillong
176	Bhaboklang Syiemiong	East Khasi Hills	Shillong
177	Hazaiah A Kharlukhi	East Khasi Hills	Shillong
178	Dappura Ryntathiang	East Khasi Hills	Shillong
179	Joel Pde	East Khasi Hills	Shillong
180	Wanmi C Nialang	East Khasi Hills	Shillong
181	Edwin Sylliang	East Khasi Hills	Shillong
182	Neil Gordon Lyndem	East Khasi Hills	Shillong
183	Phrangborlang Kharmawphlang	East Khasi Hills	Shillong
184	Meshanki Sutong	East Khasi Hills	Shillong
185	Banshynshalang Thongi	East Khasi Hills	Shillong
186	Kyrmenlang Nongkhiaw	East Khasi Hills	Shillong
187	Gabriel Pale	West Jantia Hills	Shillong
188	Lapynshisha Ramsiej	East Khasi Hills	Shillong
189	Ebember Marboh	East Khasi Hills	Shillong
190	Lumphang T Wankhar	East Khasi Hills	Shillong
191	Shingdoh Padu	West Jantia Hills	Shillong
192	Headingson Warlarpih	East Khasi Hills	Shillong
193	Gedion Massar	East Khasi Hills	Shillong
194	Nellson Kharnaio	East Khasi Hills	Shillong
195	Archie Swer	East Khasi Hills	Shillong
196	D Rymbai	East Khasi Hills	Shillong
197	Bilinda Tariang	East Khasi Hills	Shillong
198	Dennis Dean Swer	East Khasi Hills	Shillong
199	Eramos Marbianiang	East Khasi Hills	Shillong
200	Copperfield Iyngdoh	East Khasi Hills	Shillong
201	Richard Star	Eastern West Khasi Hills	Shillong
202	Ronding Nongphud	Eastern West Khasi Hills	Shillong
203	Ibapalei Syniuliah	East Khasi Hills	Shillong
204	Rosetina Nongrum	East Khasi Hills	Shillong
205	Wansynshar Riahtam	East Khasi Hills	Shillong
206	Alfred Lyngdoh	East Khasi Hills	Shillong
207	M Sullai	East Khasi Hills	Shillong
208	Fullmoon Kurbah	East Khasi Hills	Shillong
209	Neville C Warjri	East Khasi Hills	Shillong
210	Pynbianglang Buhphang	East Khasi Hills	Shillong
211	Manbhalang Dhar	West Jantia Hills	Shillong
212	Aidaris Kharthangmaw	East Khasi Hills	Shillong
213	Banshan Sutnga	East Khasi Hills	Shillong
214	Mebansakhraw Pde	East Khasi Hills	Shillong
215	P S Sangma	East Khasi Hills	Shillong
216	Sumit Dey	East Khasi Hills	Shillong
217	P Sankli	Ri Bhoi	Shillong
218	S Mawrie	East Khasi Hills	Shillong
219	L Marboh	East Khasi Hills	Shillong
220	S Lepasam	West Jantia Hills	Shillong
221	H Dkhar	East Khasi Hills	Shillong
222	S B Rynsah	East Khasi Hills	Shillong
223	P Dohtdong	East Khasi Hills	Shillong
224	B Surong	East Khasi Hills	Shillong
225	Felix Jyrwa	East Khasi Hills	Shillong
226	R Kharsohnoh	East Khasi Hills	Shillong
227	D Dkhar	West Jantia Hills	Shillong
228	Sagar K Rai	East Khasi Hills	Shillong
229	O L Mawkai	West Jantia Hills	Shillong
230	D S Pariong	East Khasi Hills	Shillong



SI No.	Name of the Respondent	District	Name of ITI
231	W Synrem	East Khasi Hills	Shillong
232	E K Hujon	East Khasi Hills	Shillong
233	B Kharumnuid	East Khasi Hills	Shillong
234	M Kharpran	East Khasi Hills	Shillong
235	R Kshiar	East Khasi Hills	Shillong
236	D Myllemngap	East Khasi Hills	Shillong
237	E Donbon	East Khasi Hills	Shillong
238	M Nongrum	East Khasi Hills	Shillong
239	M Warjri	East Khasi Hills	Shillong
240	W L Nongrang	East Khasi Hills	Shillong
241	W Snaitnang	East Khasi Hills	Shillong
242	B Mawthoh	East Khasi Hills	Shillong
243	O Kharsyntiew	East Khasi Hills	Shillong
244	C Dkhar	East Khasi Hills	Shillong
245	R L Nongpiur	East Khasi Hills	Shillong
246	E Syiemiong	East Khasi Hills	Shillong
247	Mark Steven Warjri	East Khasi Hills	Shillong
248	W Rani	East Khasi Hills	Shillong
249	K Kharthangmaw	East Khasi Hills	Shillong
250	D Nongkynrih	East Khasi Hills	Shillong
251	D R Lyngkhohi	Ri Bhoi	Shillong
252	I S Nongdhar	East Khasi Hills	Shillong
253	D Lyngdoh	East Khasi Hills	Shillong
254	I Marwein	East Khasi Hills	Shillong
255	D Pala	East Khasi Hills	Shillong
256	I Kharmyndai	East Khasi Hills	Shillong
257	S Chyrmang	East Jantia Hills	Shillong
258	Kunal Gupta	East Khasi Hills	Shillong
259	T Shabong	East Khasi Hills	Shillong
260	D lawphniaw	South West Khasi Hills	Shillong
261	D L Passah	East Khasi Hills	Shillong
262	R Kharpran	East Khasi Hills	Shillong
263	P Pyngrope	East Khasi Hills	Shillong
264	I Marboh	East Khasi Hills	Shillong
265	H A Langstang	East Khasi Hills	Shillong
266	A Marbaniang	East Khasi Hills	Shillong
267	B Kharsahnoh	East Khasi Hills	Shillong
268	K Marngar	Eastern West Khasi Hills	Shillong
269	D Kharsati	East Khasi Hills	Shillong
270	W Syjemlieh	East Khasi Hills	Shillong
271	Jombor Kurbah	East Khasi Hills	Shillong
272	R Pyrtuh	East Khasi Hills	Shillong
273	J Syiemiong	East Khasi Hills	Shillong
274	T Sawkmie	East Khasi Hills	Shillong
275	T Momin	East Khasi Hills	Shillong
276	J Mawri	East Khasi Hills	Shillong
277	Felix P	East Khasi Hills	Shillong
278	P L Mawlot	East Khasi Hills	Shillong
279	T S Pyrngap	East Khasi Hills	Shillong
280	O Bareh	East Jantia Hills	Shillong
281	Lowel Joy L	East Khasi Hills	Shillong
282	M Nongpluh	East Khasi Hills	Shillong
283	R Lynshians	East Khasi Hills	Shillong
284	Vincent Suting	Ri Bhoi	Shillong
285	S Mawlong	East Khasi Hills	Shillong
286	F B Marwein	South West Khasi Hills	Shillong
287	None D Sangma	West Garo Hills	Tura
288	Balkarin Ch Sangma	West Garo Hills	Tura
289	Sonammi Ch Sangma	West Garo Hills	Tura



SI No.	Name of the Respondent	District	Name of ITI
290	Sengsime R Marak	West Garo Hills	Tura
291	Dilmera Ch Sangma	West Garo Hills	Tura
292	Bandila D Sangma	West Garo Hills	Tura
293	Jensey M Marak	West Garo Hills	Tura
294	Bethne Ch Marak	West Garo Hills	Tura
295	Taplai R Marak	West Garo Hills	Tura
296	Noatchi Dear R Marak	West Garo Hills	Tura
297	Changaichigrik Rongkim K Sangma	West Garo Hills	Tura
298	Griksang R Marak	West Garo Hills	Tura
299	Ismile M Marak	West Garo Hills	Tura
300	Obit T sangma	West Garo Hills	Tura
301	Edmund R Marak	West Garo Hills	Tura
302	Silttil Ch Momin	South Garo Hills	Tura
303	Adrian R Marak	West Garo Hills	Tura
304	Lajith Ch Marak	West Garo Hills	Tura
305	Senweny R Marak	West Garo Hills	Tura
306	Semson Ch Marak	West Garo Hills	Tura
307	Silkam M Sangma	West Garo Hills	Tura
308	Walsan N Marak	West Garo Hills	Tura
309	Joni Bruse Ch Marak	South West Garo Hills	Tura
310	Asher Jagring Ch Marak	West Garo Hills	Tura
311	Tabitha Ch sangma	West Garo Hills	Tura
312	Pringatchi M Sangma	West Garo Hills	Tura
313	Bambie Pangchi R Marak	West Garo Hills	Tura
314	Josina T Sangma	West Garo Hills	Tura
315	Mikganchi Ch Marak	West Garo Hills	Tura
316	Chisame T Sangma	West Garo Hills	Tura
317	Sengmatchi N Sangma	West Garo Hills	Tura
318	Luna Wanse Ch Marak	West Garo Hills	Tura
319	Dalangchi Ch sangma	West Garo Hills	Tura
320	Rikmanchi D Shira	West Garo Hills	Tura
321	Basanthi Ch Marak	East Garo Hills	Tura
322	Wanchera R Marak	West Garo Hills	Tura
323	Jingjang Rikchak Marak	West Garo Hills	Tura
324	Orphawinfrey Ch Momin	North Garo Hills	Tura
325	Catherik Nonotchi R Marak	West Garo Hills	Tura
326	Kundan Hajong	West Garo Hills	Tura
327	Rosbell Batsrang A sangma	West Garo Hills	Tura
328	Clintone R Sangma	West Garo Hills	Tura
329	Sengkal A Sangma	West Garo Hills	Tura
330	Presilline M Marak	West Garo Hills	Tura
331	Ruby Patiana K Marak	West Garo Hills	Tura
332	Salbith T sangma	West Garo Hills	Tura
333	Silnang A Sangma	West Garo Hills	Tura
334	Ovadhia N Marak	West Garo Hills	Tura
335	Sunpir N Sangma	West Garo Hills	Tura
336	Mikasal M Marak	South West Garo Hills	Tura
337	Evasindi R Sangma	West Garo Hills	Tura
338	Aloysius T S Sangma	West Garo Hills	Tura
339	Manchera Ch Marak	West Garo Hills	Tura
340	Cheromina Marak	West Garo Hills	Tura
341	Sattila G Momin	West Garo Hills	Tura
342	Rupath Ch Marak	West Garo Hills	Tura
343	Chusrang S Marak	West Garo Hills	Tura
344	Tengward N Sangma	West Garo Hills	Tura
345	William R Marak	West Garo Hills	Tura
346	Dansrang B Marak	West Garo Hills	Tura
347	A M K Mark	West Garo Hills	Tura
348	B C R Marak	West Garo Hills	Tura



Sl No.	Name of the Respondent	District	Name of ITI
349	Evander H M Momin	West Garo Hills	Tura
350	Bijoy Hajong	South West Garo Hills	Tura
351	B B M Sangma	West Garo Hills	Tura
352	T G Sangma	West Garo Hills	Tura
353	Macgreen Sohtun	East Khasi Hills	Women ITI
354	Ferrynora Khyiem	East Khasi Hills	Women ITI
355	Catherine Daphirahun Kharbudon	East Khasi Hills	Women ITI
356	Arphisamtngen Lynshiang	East Khasi Hills	Women ITI
357	Bankyntiew Kharkongor	East Khasi Hills	Women ITI
358	Ladaaishisha Marpna	South West Khasi Hills	Women ITI
359	Melarisha Nongsiej	South West Khasi Hills	Women ITI
360	Mukanylla Kharphuli	West Khasi Hills	Women ITI
361	Indaker Kharbithai	East Khasi Hills	Women ITI
362	Iranda Khyllap	East Khasi Hills	Women ITI
363	Mesmerisecy Syiemlieh	East Khasi Hills	Women ITI
364	Manosha Tynhiang	East Khasi Hills	Women ITI
365	Philarisha Kharkongor	East Khasi Hills	Women ITI
366	Grimchi Manda Sangma	West Garo Hills	Women ITI
367	Ibameaihun Nongrum	East Khasi Hills	Women ITI
368	Rityngkai Pakyntein	East Khasi Hills	Women ITI
369	Dasaphi Tariang	East Khasi Hills	Women ITI
370	Ridianki Bang	West Jantia Hills	Women ITI
371	Osheen Kharsyiemiong	East Khasi Hills	Women ITI
372	Balancia Tariang	West Jantia Hills	Women ITI
373	Banbiangbha Pyngrope	East Khasi Hills	Women ITI
374	Shidalin Buhphang	East Khasi Hills	Women ITI
375	Aiboreen Syiem	East Khasi Hills	Women ITI
376	Cherishful Kharkongor	East Khasi Hills	Women ITI
377	Bakmenshisha Kharsanoh	East Khasi Hills	Women ITI
378	Balakyntiew Wahlang	Eastern West Khasi Hills	Women ITI
379	Walbis Sohklet	East Khasi Hills	Women ITI
380	Mekeymin Pohtam Hajong	East Khasi Hills	Women ITI
381	Dasharaiaki Wankhar	East Khasi Hills	Women ITI

Respondents – ITI Principals and Placement Co-ordinators

Institute	Name	Designation
Don Bosco Technical School	Father Arcadius Puwein	Principal
Don Bosco Technical School	Smt. Matti Kordor Nongsiej	Placement in Charge
ITI Shillong – STRIVE Institute	H. R. Massar	Principal
ITI Shillong – STRIVE Institute	Smt. Madonna Pariat	Accounts & Placement
ITI Shillong (Women)	Smt. Donnavene June Lyngdoh	Vice Principal
ITI Shillong (Women)	Smt. A C Wahlang	Trade Instructor – Dress Making
ITI Baghmara	Smt. Dashisha Mukhim	Admin & Store Keeper
ITI Baghmara	Mr. C. Sangma	Vice Principal
ITI Baghmara	Darment Ch Momin	Trade Instructor – Wireman
ITI Baghmara	Brijith R Marak,	Trade Instructor – Mason (Building Constructor)
ITI Baghmara	Cherian Archie D Sangma	Trade Instructor – Carpenter
ITI Baghmara	Damchi D Shira	Trade Instructor – Communication & Employability Skill Development
ITI Baghmara	Suchitra R Marak	Trade Instructor – Soil Testing & Crops Technician
ITI Jowai	Shri S. Pariat	Vice Principal
ITI Jowai	S Robert Lyndoh	Trade Instructor – Welding
ITI Jowai	Aldrin M Kharchandy	Trade Instructor – Horticulture
ITI Jowai	Lamlynti Shwas Suchiang	Trade Instructor – Mechanic Motor Vehicle (MMV)
ITI Jowai	Viorica I Kharmawlong	Trade Instructor – Fruits and Vegetables Processing (F & VP)
ITI Jowai	Sankini Dkhar	Trade Instructor – Stenography and Secretarial Assistant (English)
ITI Nongpoh	Shri W. Kharkongor	Vice Principal
ITI Nongpoh	Besi Das Pohleng	Trade Instructor – Mason (Building Constructor)
ITI Nongpoh	Aftab L Mawphlang	Trade Instructor – Welding
ITI Nongpoh	Aibor Mhynniewta	Trade Instructor – Wireman
ITI Nongstoin	Shri C.S. Byrsat	Vice Principal
ITI Nongstoin	Carmel Lyngdoh	Trade Instructor – Mason (Building Constructor)
ITI Nongstoin	Thomas Puwein	Trade Instructor – Painter General
ITI Nongstoin	Christmabirth Mawlieh	Trade Instructor – Floriculture & Landscaping
ITI Resubelpara	Mrs. K. Sangma	Vice Principal
ITI Resubelpara	Rintu G Momin	Trade Instructor – Mason (Building Constructor)
ITI Resubelpara	Pring Prang Momin	Trade Instructor – Floriculture & Landscaping
ITI Resubelpara	Diestole T Sangma	Trade Instructor – Wireman
ITI Resubelpara	Julie Mary Momin	Trade Instructor – Employability Skills
ITI Resubelpara	Richa Marak	Trade Instructor – Plumber
ITI Tura	Shri Danny Kharshiing	Principal
ITI Tura	Gipseng Marak	Mechanic Motor Vehicle (MMV)
ITI Tura	Khushwant M Sangma	Draughtsman Civil
ITI Tura	Carney Gift Dkhar	Electrician
ITI Tura	Twisbina R Marak	Workshop Calculation and Science (WCS)
ITI Tura	Rikme S Marak	Dress Making
ITI Tura	Kruzie R Marak	Plumber
ITI Tura	Monalisa Ch Sangma	Fruits and Vegetables Processing (F & VP)
ITI Tura	Jeekittha D Shira	Catering and Hospitality Assistant (C & HA)
ITI Tura	Nikchira N Marak	Surveyor
ITI Tura	Salma N Sangma	Employability Skills
ITI Tura	Shanti B Sangma	Language Instructor for Stenography
ITI Tura	Febrisha Ch Sangma	Stenography



Institute	Name	Designation
ITI Tura	Amar Ch Marak	Draughtsman Mechanical
ITI Tura	Walma K Marak	Mechanic Motor Vehicle (MMV)
ITI Tura	Mewan Khraw Shylla	Fitter
ITI Tura	Tangsam B Ch Marak	Information & Communication Technology Systems Maintenance (ICTSM)
ITI Tura	Johny L R Marak	Welder
ITI Tura	Arkm K erlang Nongdhar	Welder
ITI Tura	Pynshngain Lang Nongkyurih	Electronics Mechanic
ITI Tura	Sesilbirth G Momin	Operator Advance Machine Tool (OAMT)
ITI Tura	Alma Mackibin K Sangma	Electronics Mechanic



Industrial Training Institute

Details of ITI's

ITI's, Courses, Duration, Capacity

Name of ITI	SL NO	Trades	Certifying Body	Units	Duration	Seating Capacity per batch
ITI SHILLONG	1	Stenography	NCVT	1	1 year	24
	2	Plumber	NCVT	1	1 year	24
	3	Welder	NCVT	2	1 year	20
	4	Fitter	NCVT	2	2 years	20
	5	Fruits & Vegetables Processing	SCVT	1	1 year	24
	6	Surveyor	NCVT	1	2 years	24
	7	Wireman	NCVT	2	2 years	20
	8	Electrician	NCVT	2	2 years	20
	9	Mechanic(Motor Vehicle)	NCVT	2	2 years	24
	10	Draughtman Civil	NCVT	2	2 years	24
	11	Information & Comunication Technology System Maintenance	SCVT	1	2 years	24
	12	Carpenter	SCVT	1	1 year	24
	13	Operator Advance Machine Tools	SCVT	1	2 years	16
	14	Electronics Mechanic	SCVT	1	2 years	24
	15	Digital Photographer	SCVT	1	1 year	24
	16	Multimedia Animation & Special Effect	SCVT	1	1 year	24
	17	Driver Cum Mechanic(LMV)	SCVT	1	6 Month	20
	18	Solar Technician Electrical	SCVT	1	1 Year	20
	19	Baker & Confectioner	SCVT	1	1 Year	24
ITI TURA	1	Welder	NCVT	1	1 year	20
	2	Stenography	NCVT	1	1 year	24
	3	Plumber	NCVT	1	1 year	24
	4	Fruits & Vegetables Processing	SCVT	1	1 year	24
	5	Fitter	NCVT	2	2 years	20
	6	Electrician	NCVT	2	2 years	20
	7	Mechanic(Motor Vehicle)	NCVT	2	2 years	24
	8	Carpenter	NCVT	1	1 year	24
	9	Information & Comunication Technology System Maintenance	SCVT	1	2 years	24
	10	Draughtman Mechanical	SCVT	1	2 years	20
	11	Draughtman Civil	SCVT	1	2 years	24
	12	Surveyor	SCVT	1	2 years	24
	13	Operator Advance Machine Tools	SCVT	1	2 years	16
	14	Electronics Mechanic	SCVT	1	2 years	24
	15	Catering & Hospitality Assistant	SCVT	1	1 year	20
	16	Dress Making	SCVT	1	1 year	20
ITI JOWAI	1	Stenography	NCVT	1	1 year	24
	2	Electrician	SCVT	1	2 years	20
	3	Mechanic(Motor Vehicle)	SCVT	1	2 years	24
	4	Welder	SCVT	1	1 year	20



Name of ITI	SL NO	Trades	Certifying Body	Units	Duration	Seating Capacity per batch
	5	Fruits & Vegetables Processing	SCVT	1	2 Sem	24
	6	Horticulture	SCVT	1	2 Sem	24
	7	Mason (Building Constructor)	SCVT	1	1 year	24
ITI WOMEN SHILLONG	1	Cosmetology	NCVT	1	1 year	24
	2	Dress Making	NCVT	1	1 year	20
	3	Advance Dressmaking	SCVT	1	1 year	20
	4	Weaving of Silk and Woolen Fabrics	SCVT	1	1 year	20
	5	Catering & Hospitality Assistant	SCVT	1	1 year	20
	6	Computer Operator & Programming Assistant	SCVT	1	1 year	24
ITI WILLIAMNAGAR	1	Stenography	SCVT	1	1 year	24
	2	Wireman	SCVT	1	2 years	20
	3	Mechanic(Motor Vehicle)	SCVT	1	2 years	24
	4	Mason (Building Constructor)	SCVT	1	1 year	24
	5	Horticulture	SCVT	1	1 year	24
	6	Soil Testing & Crop Technician	SCVT	1	1 year	24
ITI NONGPOH	1	Plumber	SCVT	1	1 year	24
	2	Wireman	SCVT	1	2 years	20
	3	Welder	SCVT	1	1 year	20
	4	Mason (Building Constructor)	SCVT	1	1 year	24
ITI BAGHMARA	1	Wireman	SCVT	1	2 years	20
	2	Mason (Building Constructor)	SCVT	1	1 year	24
	3	Carpenter	SCVT	1	1 year	24
	4	Soil Testing & Crop Technician	SCVT	1	1 year	24
ITI SOHRA	1	Plumber	NCVT	1	1 year	24
	2	Wireman	NCVT	1	2 years	20
	3	Mason (Building Constructor)	NCVT	1	1 year	24
	4	Painter General	NCVT	1	2 years	20
	5	Office Assistant cum Computer Operator	NCVT	1	1 year	24
	6	Catering & Hospitality Assistant	NCVT	1	1 year	20
ITI RESUBELPARA	1	Plumber	NCVT	1	1 year	24
	2	Wireman	NCVT	1	2 years	20



Name of ITI	SL NO	Trades	Certifying Body	Units	Duration	Seating Capacity per batch
	3	Mason (Building Constructor)	NCVT	1	1 year	24
	4	Painter General	NCVT	1	2 years	20
	5	Floriculture & Landscaping	NCVT	1	1 year	24
ITI NONGSTOIN	1	Wireman	SCVT	1	2 years	20
	2	Carpenter	SCVT	1	1 year	24
	3	Mason (Building Constructor)	SCVT	1	1 year	24
	4	Painter General	SCVT	1	2 years	20
	5	Floriculture & Landscaping	SCVT	1	1 year	24
ITI Ampati	1	Surface Ornamentation Techniques (Embroidery)	SCVT	1	1 year	20
	2	Welder	SCVT	1	1 year	20
	3	Office Assistant cum Computer Operator	SCVT	1	1 year	24