

Tracer Study of ITI Graduates

Final Report

January 2018

Ministry of Skill Development & Entrepreneurship



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**Ministry of Skill Development & Entrepreneurship
Govt. of India**

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Ms. Shoma Majumdar

Project Director

Abbreviations

AP -Andhra Pradesh
ATI- Advanced Training Institute
ATO- Assistant Training Officer
BBBT -Broad Based Basic Training
CoE -Centre of Excellence
CSS -Centrally Sponsored scheme
CTS- Craftsman Training Scheme
DGT- Directorate General of Training
GOI- Government of India
HP- Himachal Pradesh
IDP- Institutional Development Plan
IMC- Institution management committee
ITC- Industrial Training Centre
ITI- Industrial Training Institute
ITW- Instructor Training Wing
J&K -Jammu & Kashmir
MoU- Memorandum of Understanding
MP- Madhya Pradesh
NPD- National Project Director
NPIU- National Project Implementation Unit
PIP- Project Implementation plan
SM- Specialized Module
TCPC- Training Counselling and Placement Cell
TCPO- Training Career and Placement Officer
TN -Tamil Nadu
UP- Uttar Pradesh
VTIP -Vocational Training Improvement Project
WB- West Bengal

Executive Summary

Overview:

The Directorate General of Training (DGT) in Ministry of Skill Development & Entrepreneurship is the apex organization for development and coordination at National level for the programmes relating to vocational training including Women's Vocational Training and Employment Services. Industrial Training Institutes play a vital role in the economy by providing skilled manpower in different sectors with varying levels of expertise. Government ITIs are supported by DGT for the trades which are affiliated with National Council for Vocational Training (NCVT).

With a mandate to improve the skill level of trainees (increase in pass rate, improvement in employment rate and increase in initial wage / salary), the DGT implemented the Vocational Training Improvement Project (VTIP) which was funded by World Bank. Out of a total of over 2000 government supported ITIs, the quality of 400 ITIs has been upgraded of which 305 have being developed as 'Centres of Excellence (COE)' for a particular sector / trade under the VTIP. The project was scheduled to end in 30th September 2016, which has been extended till 2018. As per requirement, an end-term evaluation has been carried out in line with the earlier done baseline and mid-term evaluation, by the global management, development and engineering consultancy organisation Mott MacDonald.

Study Objective & sample: With a mandate to assess enrolment and pass-out rates along with labour market performance of ITI pass outs, this end-term study has covered 11028 pass outs (of year 2012) from 500 ITIs spread across 21 States. The study also tracked 1000 graduates, were sub-sample of respondents of the earlier undertaken midterm study conducted in 2012. Of 500 ITIs covered under this study, 200 are VTIP supported Government ITIs, 200 are Government ITIs and 100 are Private ITIs. Of the total sample of 11028 pass outs covered under this study, 5098 were from VTIP supported Government ITIs, 4004 from Government ITIs (non VTIP) and 1926 from Private ITIs.

Study Findings: Under this evaluation study, interactions were carried out with 11028 trainees who have passed out from 500 ITIs spread across 21 sampled States. Interactions were held with 46% of students from Project ITI colleges, 36.3% from Non-Project colleges and 17.5% from Private colleges.

On an average, project ITIs have 355 seats including COE trade and CTS courses, non-project ITIs have about 186 seats and private ITIs have 63 seats for the students who have passed out in 2012. Gender and caste wise analysis shows that a larger proportion of trainees are male (71%). Also, the ITIs still lack in requisite manpower as 18.6% positions are vacant in Project ITIs while as high as 34% in private ITIs and 28.7% in Non-Project ITIs.

Though, awareness of Institution Management Committee (IMC) was made to all ITIs in 1998 as a strategic institution which was envisioned to engage local industry and establish a demand supply relation, our survey indicates that out of 400 Government ITIs, 52.8% ITIs have got Institutional Management Committees (IMC) constituted under VTIP(or other project) but only few (about 6%) IMCs were found - this aspect has been checked by referring to the IMC meetings in last 6 months and only few ITIs could produce documentation in this regard. During visit to the ITIs, it was also observed that the placement cell was not fully functional and was lacking the following:

- Dedicated TCPC officer in all the ITIs
- Functional computers and other infrastructure in most of the ITIs
- Total pass out list of students from different trades or courses in most of the ITIs
- Complete list of prospective industries with sectors they are working with their requirements (capabilities they are looking for), number of vacancies they have, etc. in most of the ITIs
- A complete plan to follow up for placement of students in most of the ITIs
- Contact details of pass out students to contact them for placement in most of the ITIs

Of the total graduates contacted, 1926 were contacted from private ITIs and 9102 from Government ITIs. Of these graduates, 79.7% were male and remaining 20.3% female. Higher (77%) proportion of graduates were found at the age group of 20- 25 years, followed by age groups 26-35 years (19.9%) and 36 - 45 years (2.9%). In all, 15.6% of graduates belong to minorities; private ITIs had higher proportion of minority graduates (21.6%) than Government ITIs (14.2%).

In all, 15.6% of graduates were from minority community. Further 21% were Schedules Caste, 9% Scheduled Tribe, 41% Other Backward Class and 29% General Caste. Minimum qualification for vocational training is 10th standard for some trades while it is 12th Standard for others. Also in few trades like carpentry, 9th Standard pass students are allowed. Almost 47% of the respondents have enrolled in ITIs after completing class 10th and 29% have enrolled after completing class 12th. A reasonable proportion (19.3%) of the respondents have enrolled after completing graduation. The residence of the family of respondents from the Private colleges are mostly urban (92.2%); this is 88% for Project colleges and 87.6% for Non-project colleges.

In all, 26% of the Head of household of the respondents are illiterate, 27% are 10th pass and remaining 47% are above 10th. As high as 25% of the head of the households are daily wage labourers followed by 23% farmers 23.3% working in private institutions, 16% have their own business and 12% work in Government Institutions.

Respondents were asked the reason for joining ITI, the response of this question is multiple. More than half of them (51%) have joined ITI to receive a government job while about another half (44.4%) have joined ITI to receive private job. Around 13% have joined ITI for self-employment and to help transition to a diploma / higher education program, another 6% joined ITI as they did not get admission to diploma /higher education.

Major reason for choosing the ITI includes: proximity to their residence (32.6%), ITI suggested by friend/relative (29.7%), getting selected in their preferred trade (23.7%), did not get admission to other ITIs (19.9%). 45% of the graduates from government colleges also indicated that they chose government colleges due to affordability.

Respondents were asked the reason for joining ITI, the response to this question are multiple. More than half of them (51%) have joined ITI to get a government job while about another half (44.4%) have joined ITI to get a private job. Around 13% have joined ITI for self-employment and to help transition to a diploma / higher education program, another 6% joined ITI as they did not get admission to diploma /higher education.

The study tried to capture student's perception on quality of training and asked them the required areas of improvement. The analysis of the data indicates that 70.7% of the respondents think that increase in hours of practical class will help them to gain more, 62% of the respondents think that upgradation of equipment's in the ITI may help them to learn better, 48.3% think increase in hours of theory classes can help them to receive better training. Regularity of teachers and improvement in their quality is also indicated by 47% and 50% of the graduates respectively.

Analysis indicates that though DGT guideline for ITI spells out the importance of trade specific apprenticeship training for the graduates but analysis indicates that very few (0.5%) students who had graduated from ITIs had actually got an opportunity to pursue SM/ATS. Most of the graduates either reported non-availability of apprenticeship program (46.5%) in their region or complete unawareness (45.8%) of the programme. Further, only 28.7% of the ATS graduates reported receipt of stipend, which is also too less (Rs. 3,465/month).

Comparison on employment (wage + self) indicates that students who have passed out from CTS upgraded trades have better placement rate (77.3 %) than that of CTS (64%) followed by COE (58.9%). Further, course wise analysis of employment (wage + self) indicates that highest rate of employment was found by the AM (71.2 %) pass outs followed by SM (68.7%) apart from CTS upgraded trade (77.3%).

State wise comparison of employment rate indicates Delhi has 100% CTS wage employment rate. High wage and self-employment was reported by Chhattisgarh (92.3%), Bihar (86.8%), Madhya Pradesh (85.5%), Tamil Nadu (82%), Andhra Pradesh (78.7%) and Delhi (76.8%). The lowest employment rate and self-employment rate is in Uttar Pradesh (30.5%), Jammu & Kashmir (36.4%), Haryana (37.9%), Odisha (39.8%) and West Bengal (39.9%). During discussion with employers it was found that the awareness of COE course is limited among the employers and it could be a major reason of low employability of COE trainees.

The analysis of gender differences in employment indicates significant difference, but not very high (58% of male and 50.7% female employed); however, gender difference in self-employment is highly significant (7.1% of male and 4.6% female are self-employed). Further, social group wise analysis of the employed graduates indicates that higher proportion of SC graduates (63.6%) are employed; 55.8% OBC, 54.2% SC and 54.1% general graduates are employed.

While analysing the nature of current job, it is seen that about 49% of the wage employed are in regular employment, 42% are contractual labourers and remaining 8.4% casual labour. Significantly higher proportion of graduates who graduated from private ITIs (58.8%) have regular employment as compared to project ITIs (50.7%) and non-project ITIs (44.1%).

In order to understand the career progression, the employed graduates were further probed about their past employment history. The study found that there are 6,024 graduates who have been employed after they passed out of ITI. Of these 5,557 (92%) are employed with their first job, 3% were employed having one earlier job experience and the remaining 4.7% were not employed during the survey but they had prior work experience.

VTIP project was implemented with a mandate of improving the labour market outcomes including reduction of time taken (duration elapsed) in getting a first job after completion of their training. Analysis of the

information collected from graduates indicates that about 45.4% of the graduates who were available in the job market received job within one year of passing out. Further, another 11.4% of the graduates received job in more than a year of passing out. Significantly higher proportion of trainees graduated from non-project (51%) ITIs received jobs within one year of passing out.

Analysis also indicates that as high as 90% of the ITI graduates were employed by the private sector. Interestingly, slightly higher proportion of trainees who had graduated from private colleges are employed in government sector. Further, higher proportion of SC graduates are wage employed (76.5% from non-project ITIs, 56.7% from project ITIs and 54.1% from private ITIs). Further, difference in employment rates among various social groups was found to be minimal for trainees of project ITIs but for non-project and private ITIs significant difference could be seen.

Monthly wages of employed pass-outs were collected from employed graduates and average monthly wages was Rs. 8,897/-. The monthly wages were significantly higher for males (Rs. 8,940/-) in comparison to female graduates (RS. 8,697/-). Average monthly wages earned by different courses were analysed, analysis shows that CTS-upgraded trades (Rs. 9,147/-) were receiving slightly higher monthly wages than the other courses (CTS-Rs. 8,984/-, AM- Rs. 8,893/-, SM- Rs. 8,741/- and BBT-Rs. 8,701/-). Average monthly wages earned by social groups were analysed, analysis shows that general graduates (Rs. 9,073/-) were receiving slightly higher monthly wages than the other social groups (OBC-Rs. 8,958/-, SC- Rs. 8,901/- and ST- Rs. 8,637/-). It is also seen that graduates in the public sector were getting higher monthly salary (Rs. 9,419/-) than the graduates employed in private sector (Rs. 8,865/-).

The monthly income of the graduates has been compared with the National per capita consumption expenditure 2014 in urban area, as published by Planning Commission (*Source: Report of expert group, Planning Commission, Government of India June 2014*). The household size is taken from census 2011, considering this household expenditure has been calculated and then compared with the monthly income of the graduates. The analysis indicates that graduates were earning 37.5% above the expenditure line, type of ITI wise details has been tabulated below.

Table E. 1: Distribution of sample by their Monthly income and its comparison with Poverty Line

Type of ITI	Average Monthly Income End -Term (INR)			Average Monthly per capita consumption expenditure in urban (INR)			Additional Income (over the State Poverty Line) (INR)	% Above Poverty line
	Average	Minimum	Maximum	Monthly per capita (in INR) *	Household Size**	Household Income		
Project	8918	4500	36500	1407	4.6	6472	2446	37.8
Non-Project	8942	5000	25000	1407	4.6	6472	2470	38.2
Private	8959	5000	18500	1407	4.6	6472	2487	38.4
Total	8897	4000	48000	1407	4.6	6472	2425	37.5
* Average Monthly per capita consumption expenditure in urban areas (In INR) 2014 Planning Commission								
** Census 2011								

Source: MM study

It is encouraging to report that as high as 64% of the graduates who were engaged in business at the time of survey have established the business by themselves. While comparing the ITI wise details, slightly more proportion of trainees who had graduated from Government ITIs (project 66.6%, non-project 65.5%) have established their own business in comparison to the private ITIs (56.5%).

The study also captured information from 2001 graduates who were continuing their studies or preparing for some competitions, thus, did not wish to take up job and also from 3288 graduates who were looking for job.

The study has captured the reasons cited by the ITI graduates who had not taken up jobs. Analysis of the information collected indicates that, about half (47.9%) had not taken up the job they were offered because the workplace was far off. While probing deeper into this context and with reference to the monthly salary these graduates are being offered, it was found that with this meagre earning it was not possible for the graduates to travel and sustain themselves hence, they have not opted for the job. Another major reason as was cited by 37.9% of the graduates is that the jobs were not available.

Better employment potential was found for the trades- Driver Cum Mechanic (Light Motor Vehicle) (100%), Draughtsman Mechanical (81%), Stenography (79%), Wireman (77%), Electronics Mechanic (75%), Refrigeration & Air Conditioner (76%) and Fitter (67%).

Conclusions & Recommendations: The study findings indicate that VTIP project has tried to empower and strengthen ITIs by providing training and funding support through Institute Development Plans (IDPs) which were sought directly from the ITIs and the funding has been based on these actual plans. This has helped in sorting/resolving many issues through centralized planning. At the same time, it has also helped in fostering partnerships with the industry by constituting Institutional Management Committees which have worked very well in few select pockets. But at a gross level, the project requires further handholding so that the initiatives taken could be adequately reinforced to harness better results in future. It has been suggested by the various Principals/Senior Management team of the ITIs contacted that the programme should be implemented through cluster approach, each state could select and develop 10 -15 clusters depending upon the trades required (this could be based on mapping of required trades). Each cluster could be headed by a Nodal ITI which can be specifically linked to relevant ITIs so that the cluster could be developed. Each Nodal ITI can have 10 to 15 independent ITIs whose budget should be managed by them only. The nodal ITI of each cluster should be responsible for providing handholding support to the ITIs in its region on technical aspects like:

- Undertake skill gap analysis at the local level and suggest partner ITI for developing training augmentation plans
- Improve industry partnership and involve industry for development of cluster development plans including reframing of courses for each trade and cluster ITIs working on.
- Designing outcome-based training, provide incentives for better capacity utilization and introduction of short-term and long-term employment-oriented courses and assist in further diffusion of technology in teaching and learning
- Provide training to the trainers on different aspects
- Support cluster ITIs in sharing responsibilities, taking decisions, institution building, Monitoring, evaluation, documentation of learnings etc

The study indicates that there are no inbuilt administrative management systems available and maintained by the ITIs. Due to lack of comprehensive information on skill development such as availability of workforce (pass out status) with their contact numbers and addresses, their experience, sectors, years of experience, market salary rate, it is difficult for the companies to contact them and it is also not possible for the ITIs to extend placement service to the pass out students. Hence, it is recommended to improve the existing data and information management system. This could enable the industry and trainees to interface with each other resulting in win-win situation for both.

The study indicates that very few students (8.5%) have gone for apprenticeship training as it is currently not available in the Government sector. Due to non-availability of such trainings, pass outs are not able to gain experience. Hence, it is suggested that Government should plan out proper guidelines for directing the Public-Sector Undertakings to appoint/provide employment opportunities to ITI graduates.

TCPC cell is crucial in improving labour market performance however, only 30% of the ITIs were found having TCPC Officers. The study indicates that most of the TCPC Officials have dual role. Hence, the service provided by them is not as desired- this was as indicated by the students. The study recommends that effective TCPC cells within each ITI be set up which could be backed by the TCPC cell of Nodal ITIs of respective cluster.

The quality of training delivery is a major concern as was indicated by the students and its impact is quite visible on labour market performance. Thus, it is suggested that ITI project should be implemented in a cluster approach, duly supported by the Nodal ITI to overcome issues related to quality of training and also delivery. Close monitoring system is also essential to ensure quality of delivery. Other issues like low compensation, absenteeism, systematic planning of course delivery, adoption of recent training methods and equipments could also be addressed adequately through proper monitoring.

End-term Tracer Study of ITI Graduates in India			
Summary-1: Employment Status of Pass-outs (%)			
Criteria of Evaluation	Impact Group	Employed (wage +self)	Un-Employed & Looking for Job
Employment Status (Current)	Project COE -VTIP	61	39.0
	Project CTS- VTIP	66.9	33.1
	Non-Project- CTS	69.2	30.9
	Private –CTS	53.2	46.8
	Project Total	64.2	35.8
	Non-Project Total	68.1	31.9
	Private Total	53.2	46.8
Employment status by Course	BBBT	50.7	49.2
	AM	71.2	28.8
	SM	68.7	31.3
	CTS	64	36.1
	CTS-Upgraded trade	77.3	22.6
Employment Status by Gender & Social Groups	Male	65.1	34.8
	Female	55.3	44.6
	SC	65	35
	ST	69.8	30.2
	Other Backward Classes	62.7	37.3
	General	59.7	40.3
	Total	63.5	36.4

Source: Analysis based on data received from ITI

End-term Tracer Study of ITI Graduates in India				
Summary-2: Labour Market Outcomes				
Criteria of Evaluation	Impact Group	Project ITIs	Non-Project ITIs	Total
Time taken to get first job	Proportion Employed within 12 months	73.3	70.8	73.3
	Proportion Employed after 12 months	26.7	29.7	26.7
Sector of Employment	Pass-outs Employed in Public Sector (%)	9.8	8.6	9.6
	Pass-outs Employed in Private Sector (%)	90.2	91.4	88.3
Average Monthly Wages Earned (in Rupees)	Male	8908	8873	8940
	Female	8985	9211	8697
	SC	8809	8806	8901
	ST	8794	8432	8637
	OBC	8900	9089	8958
	General	8950	9018	9073
	Public Sector	9706	9012	9419
	Private Sector	8805	8946	8865
	Total (All)	8889	8952	8916

Source: Analysis based on data received from ITI

End-term Tracer Study of ITI Graduates in India			
Summary-3: Institution Management Committee			
Functioning of IMC	Indicators	Project	Non-Project
	Institution Management Committee		
Functioning of IMC	Ever met once (%)	19.5	30
	Total meetings held since constitution (Mean)	2.7	3.0
	Meetings held during 2011-12 (Mean)	2.4	3.0
	Number of members attended in last three meetings (Mean)	7	5
	Industry Members attended per meeting	2	1
	ITIs without any MoU (%)	34.5	31.5
MoUs Signed by ITIs	ITIs with 3 MoUs (%)	3.5	3.5
	Upto 5 MoUs (%)	6	6
	6 and above (%)	13	7.5
	Total ITIs with at least one MoU (%)	27	31

Source: Analysis based on data received from ITI

End-term Tracer Study of ITI Graduates in India				
Summary-4: Training Counselling and Placement Cell in ITIs				
Criteria of Evaluation	Indicators	Project	Non-Project	Private
TCPC Officer	TCPC Officer Placed as reported by the ITI	89	73	10
	TCPC Officer placed as reported by graduates	34.6	31.3	16.8
Facilities to TCPC	Presence of TCPC Cell	69	73	
	Availability of Office Space	43	40	
	TCPC in-charge available	33	73	
Training activities conducted	Use of Computers	63	45	
	Spoken English	51	50	
	Reasoning Test	33	45	
	Personality Development	29	30	
	Attending Interviews	60	30	
	Placement Service	59	55	
Placement assistance	Preparation of CV	63	40	
	Information on careers	65	70	
	Display of Posts	70	70	
	Company Details	74	70	
	Job Applications form Distribution	58	70	
	Apprenticeship	65	45	
	Exposure visits	60	45	
	Recommend Profiles	48	70	
	Linkage with employment agencies	58	40	
	Campus Interviews	50	45	
	Job Fairs	53	50	

Source: Analysis based on data received from ITI

1 Introduction

The Industrial Training Institutes (ITIs) affiliated to NCVT in the Ministry of Skill Development and Entrepreneurship are the backbone of the system for producing trained manpower to meet the skill needs of our industry. Presently about 12000 ITIs are providing vocational training to more than 17 lakh young people. Of these 60 ITIs are supported under upgradation in Minority Concentration Districts (MCDs). Ministry of Skill Development & Entrepreneurship has taken several initiatives in the last few years to improve the quality of training and re-establish the brand equity of ITIs including Vocational Training Improvement Project (VTIP) is a World Bank funded project implemented by the Government of India.

1.1 Overview of Vocational Training in India

The importance of education in context of facilitating social and economic progress has long been recognised, especially in developing nation like India. Education leads to improved functional and analytical ability within an individual, further opening up numerous avenues for him/her to earn livelihood through meeting the demand of vastly diversified labour market. A better educated and skilled labour is essential to achieve and maintain faster rate of growth in the long run.

Knowledge and skills could be considered as the engines of social development and economic growth in any country. It has been proved over time that countries with adequate level of knowledge and skills have been able to respond efficiently to challenges emerging out of present economic system in the world. India at present is experiencing transition to become a knowledge based economy and in order to determine its competitive edge, it is required that people of the country create, share and use knowledge more effectively. This transition will require India to develop its workers into knowledge workers and use knowledge more effectively.

Successful achievement of aforementioned goals requires adoption of flexible education and training system, resulting into foundation for learning, secondary and tertiary education and to develop required competencies as means of achieving lifelong learning.

Role of Technical and Vocational Education could be termed as vital in developing human resource of the country by creating skilled manpower further leading to enhanced industrial output and improved quality of life. Technical Education and Vocational Training are sometimes used synonymously. However, as per present practice, the term Technical Education (TE) refers to post-secondary courses of study and practical training aimed at preparation of technicians to work as supervisory staff. The term Vocational Training (VT) refers to lower level education and training for the population of skilled or semi-skilled workers in various trades and it does not enhance their level with respect to general education. The main agencies involved in TVET (The Vocational Education & Training System) policy formulation and its implementation include:

Central Government

- Ministry of Skill Development & Entrepreneurship
- National Skills Development Corporation
- Ministry of Human Resource Development
- Department of School Education and Literacy (for TVET programmes in senior secondary schools)

- Department of Higher Education (for Technical Education)
- Directorate General of Training (for Vocational Training)
- Around 20 Central Ministries and Departments which are running some small TVET programmes

State Government

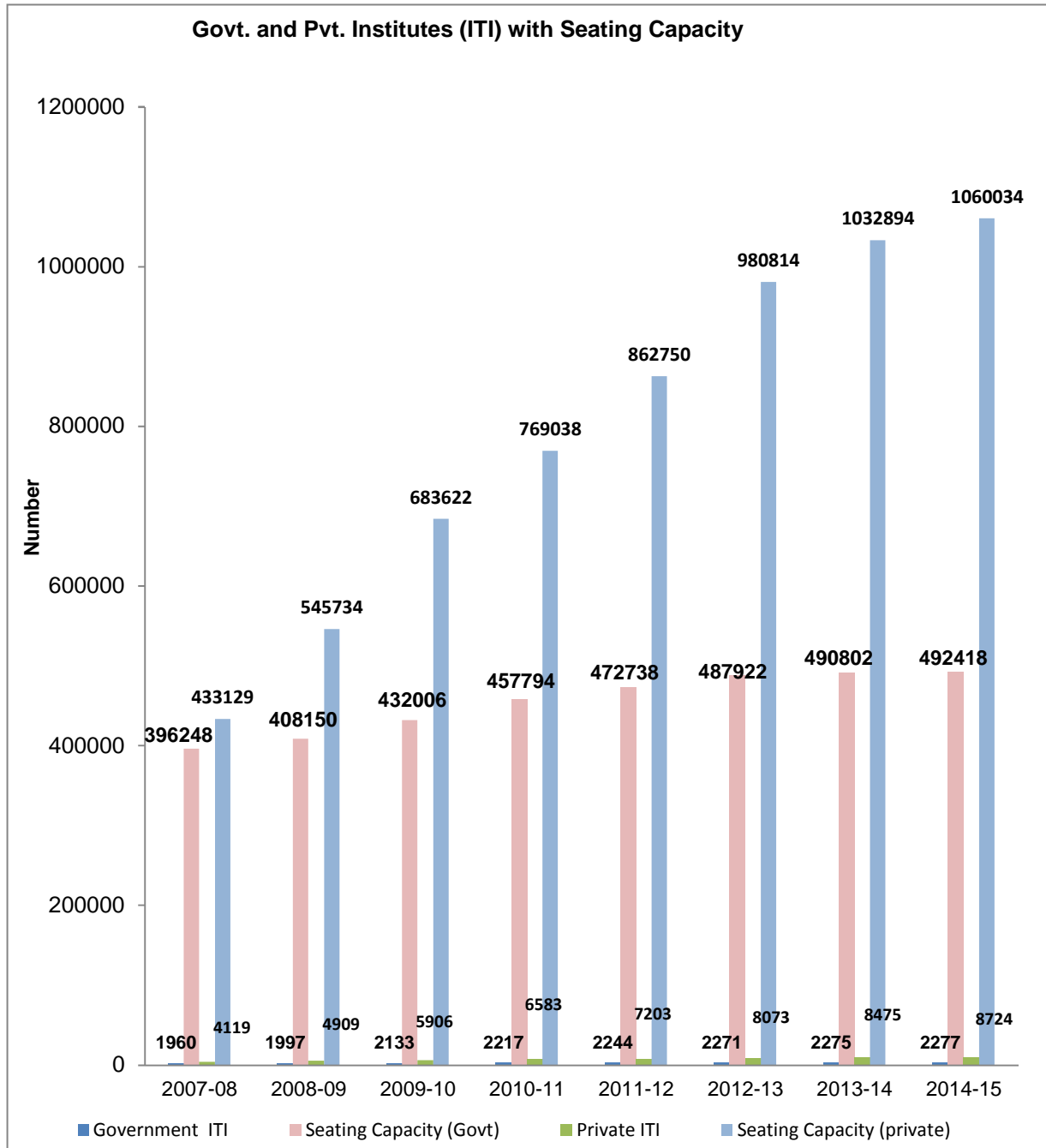
- Directorate of Technical Education
- Private Sector
- NGOs

Vocational and Training Education in India

The availability of skilled workers/ labours is hugely dependent on the vocational education and training (VET) system. A major component of the VET system is the Craftsman Training Scheme (CTS) run by the Ministry of Skill Development & Entrepreneurship (MSDE) and the National Council for Vocational Training (NCVT) at the national level and the State Department dealing with vocational training and the State Council for Vocational Training (SCVT) at the State level. Another important scheme is Apprenticeship Training Scheme (ATS). While the CTS provides structured institutional training, the ATS is a combination of institutional and on-the job training in which the trainees are exposed to industrial environment. The schemes are interlinked and dovetailed to achieve more effective results.

The Directorate General of Training (DGT) in Ministry of Skill Development & Entrepreneurship is the apex organization for development and coordination at National level for the programmes relating to vocational training including Women's Vocational Training and Employment Services. Employment services are operated through a countrywide network of Employment Exchanges. Industrial Training Institutes (ITIs) are under the administrative and financial control of State Governments or Union Territory Administrations. DGT also operates Vocational Training Schemes in some of the specialized areas through field institutes under its direct control. Development of these programmes at national level, particularly in the area concerning common policies, common standards and procedures, training of instructors and trade testing are the responsibility of the DGT. But, day-to-day administration of employment Exchanges and Industrial Training Institutes rests with the State Government/ Union Territory administrations. The availability of ITIs with their seating capacity is depicted in the figure below.

Figure 1.1: Total ITIs in India with their seating capacity



Source: Ministry of Skill Development & Entrepreneurship

1.2 Vocational Training Improvement Project

The Vocational Training Improvement Project (VTIP) is a World Bank funded project implemented by the Government of India. It aims to improve the skill level of trainees of the Industrial Training Institutes (ITI) supported by the project. Out of a total of over 2000 government supported ITIs, the quality of 400 ITIs have been up-graded of which 305 have being developed as 'Centres of Excellence (COE)' for a particular sector / trade under the project. The key performance indicators which would assess success of this project are:

- (a) Increase in pass rate
- (b) Improvement in employment rate within 12 months of passing out
- (c) Increase in initial wage / salary compared to the baseline

1.3 Assignment need and context

A representative baseline study at a national level was carried out in 2006 determining the rate of employment among the ITI Trainees and their average salaries. The baseline data was disaggregated in terms of caste, gender and sector of employment to measure labour market outcomes. A mid-term follow-up study was conducted in 2012 measuring outcomes among respondents distributed representatively across COEs and craftsmanship courses in project and non-project ITIs.

The project is proposed to conclude in September 2018 and hence an end-term evaluation has been carried out. Since the baseline and mid-term have been completed, the end-term forms part of a tracer study to track a sub-sample of respondents of the study conducted in 2012. Besides this, the study also covers trainees in non-project ITIs as well as the in private sector ITIs, which is much higher in number (over 8000) as there is very less information regarding labour outcomes of these private ITIs.

1.4 Study Objectives

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

- Increase / decrease in enrolment and pass-out rate across 2011-12 with gender and social category (SC/ST) disaggregation
- Labour market performance of VTIP supported COE trainees, i.e. trainees coming out of COE, after Broad Based Basic Training (BBBT), Advanced Module (AM) and finally Specialised Module (SM) (separately for trainees leaving after BBBT, AM and SM) and getting employment within 12 months after completion of COE or COE modules
- Labour market performance of CTS trainees in VTIP supported ITIs, where CTS trades have been upgraded
- Labour market performance of CTS trainees in non-project ITIs in NCVT trades equivalent or related to the COE course and sectors
- Labour market performance of CTS trainees in private ITIs in NCVT trades equivalent or related to the COE course and sectors
- Long term labour market performance of COE and CTS trainees by tracking a sub-sample of trainees covered in the 2011 study

In addition to conducting the above measurements for all categories of trainees, a specific analysis has been done on the same parameters mentioned above, for the trainees belonging to the Minorities section as notified under Section 2 (c) of the National Commission for Minorities Act, 1992, viz. Muslims, Christians, Sikhs, Buddhists, Zoroastrians (Parsis) and Jains. The study report on minorities, forms a part of the Prime Minister's new 15-Point Programme for the Welfare of Minorities and Implementation of Decisions of the Government on Recommendations of Sachar Committee, would be able to answer the following questions:

- Has the benefit reached to the targeted beneficiary in time? What is the time lag in reaching the benefit to the individual beneficiary and the reasons thereof?
- How does the scheme helped in improving the status / condition of the beneficiary?
- Whether existing system of implementation of the scheme is proper?
- It should also be evaluated whether the monitoring of the scheme is done properly to ensure that the targets for minorities under the scheme are achieved.

1.5 Scope of Work / Tasks

As per the RFP, the consultant is expected to do the following:

- Prepare a study design and plan, which will include the following:
 - A detailed sampling frame with proper representation of all types of project and non-project ITIs. This will include statistical methods for selecting the sample ITIs and trainees for the tracer study
- Preparation of data collection tools:
 - Interview schedule for trainees
 - ITI questionnaires in the language of the state and
 - Case study documentation format
- Plan for piloting the research tools
- Prepare a field-manual based on the pilot findings to be used as reference guide by field-investigators.
- Final tools
- Main field survey including plan and calendar for field investigations and quality monitoring of field investigations.
- Composition of the research team, field investigators and plan for their training
- Data entry details
- Data analysis framework and plan
- Data analysis and prepare the report of the tracer study

1.6 Study Sample

The first stage involves the selection of ITIs and the method is as mentioned below:

Selection of ITIs: This study sample includes 200 project ITIs, 200 non-project ITIs and 100 private ITIs spread across 20 States and Union Territories.

STEP 1: Selection of States: During selection of states two major criteria were considered (a) the states having more number of supported ITI s were considered (b) states covered during Midterm study were selected. With this process, 20 States were selected, their distribution with project ITI s non-project and private ITI s are listed below.

STEP 2: Estimation of Sample among 20 States: The sample of Centre of Excellence (COEs) (200 project ITIs) has been distributed proportionately among the states depending upon implementation of VTIP during the years 2006-07, 2007-08 and 2008-09 (in the list as received from client). Non-project and private ITIs distribution was established considering the distribution of Project ITIs in years 2006-07 and 2007-08.

Table 1.1: Sample Distribution ITIs in 20 States (Andhra Pradesh has been split to Andhra Pradesh and Telangana)

S. No.	State/UT	Project	Non-Project	Private
1	Andhra Pradesh	8	8	2
2	Assam	4	3	
3	Bihar	4	3	7
4	Chhattisgarh	10	8	1
5	Delhi	2	2	1
6	Gujarat	15	16	3
7	Haryana	9	10	1
8	Himachal Pradesh	7	8	2
9	Jammu & Kashmir	5	4	
10	Karnataka	16	15	16
11	Kerala	4	8	7
12	Madhya Pradesh	15	12	2
13	Maharashtra	46	38	6
14	Odisha	5	3	7
15	Punjab	14	12	3
16	Rajasthan	5	11	9
17	Tamil Nadu	8	9	8
	Telangana	5	5	6
18	Uttar Pradesh	3	15	17
19	Uttarakhand	10	5	1
20	West Bengal	5	5	1
Total		200	200	100

STEP 3: Selection of Project ITIs: 30 minority project ITIs were selected proportionately from the list of minority ITIs generating random number.

STEP 4: Considering trade while distributing Project ITIs: Project ITIs were proportionately sampled based on their distribution generating random number. For example, upgradation of trades was supported in 23% of ITIs, hence, the study has included 23% sample from the same. Further, 100 project ITIs covered during mid-term study were selected (as identified from the midterm report). In the overall sampling, none of the ITIs have been sampled from less represented sectors like Agriculture, Cane & amp; Bamboo crafts, Leather goods etc. This was discussed with the client, and it was agreed that since the study design has sampled 50% of the project ITIs (of 400 project ITIs, 200 are sampled) which is on the higher side as compared to non-project ITIs (of 1995 ITIs, 200 have been sampled) there is scope to include few less represented sector ITIs and hence, 10 ITIs from each of the 10 left out less represented sectors were included in the sample.

STEP 5: Selection of Non-Project ITIs: Non-project ITIs were selected proportionately from the sample states.

STEP 6: Selection of Private ITIs: They have been selected following proportionate sampling method generating random number.

Selection of Trainees: In selected project ITIs, three categories of students were considered- one trainees of COE, second trainees of upgraded CTS trades and third were trainees of non-upgraded trade CTS. COE had trainees of COE section and upgraded trades had trainees of CTS. Trainees passed out from each of the NCVT (study did not cover trainees passed out from SCVT trades) trade was given equal opportunity during selection, they were the universe for sampling at the ITI level. Considering this, proportionate sampling was done generating random number of required interval.

In each COE, 25 trainees who had passed out in 2012 were selected. Of these 25, 15 had graduated in COE trade (8 trainees of BBBT, 4 from AM, and 3 from SM), 10 from CTS (5 trainees from upgraded CTS trades and 5 trainees from non-upgraded CTS trade). Since SM pass outs were limited, the sample was replaced by AM/BBBT wherever possible. In addition, 100% buffer sampling has been done and kept for replacement.

In sampled non-project and private ITIs (CTS trade upgraded and non-upgraded), 20 trainees were selected from among those who have passed out in 2012. Any selected sample was replaced following the criteria as mentioned below;

- (a) Sample replaced only after three unsuccessful contacts
- (b) In case of replacement the next trainee from the selected list was contacted.

Apart from above sample, 1000 trainees were also selected from the sample of mid-term study. The overall sample to be covered is summarised in the table below:

Table 1.2: Indicative sample size for coverage of Trainees

Type of ITIs	Number of ITIs	COE		CTS				Total Trainees
		Number of ITIs	Number of Trainees	Up gradation of Trades		Non-up gradation of Trades		
				Number of ITIs	Number of Trainees	Number of ITIs	Number of Trainees	
Project ITI	154	154	2310	154	770	154	770	3850
Project ITI	46			46	920	46	230	1150
Non-Project ITIs	200			200	2000	200	2000	4000
Private ITIs	100					100	2000	2000
Tracers			500		500			1000
Grand Total	500	154	2810	400	4190	500	5000	12000

Source: Adapted from Terms of Reference & Minutes of Meeting dated 15th December 2014

The difference of sample and coverage under tracer has been because the coordinates provided by Ministry for the students who were contacted in 2012 were wrong for 80% of the students, hence, it was decided to select students proportionately from the available contact details of the students.

The above-mentioned sample of trainees selected from various types of ITIs (Project, Non-Project and Private) is sufficient to generate analysis and comparison at 95% confidence level at 5% error margin. State and district level P values are also generated for specific tables and they were found significant, the same is mentioned below the tables in the respected section.

The study intended to analyse the effectiveness of VTIP scheme, considering which it has followed a quasi-experimental (case control) design and covered project ITIs, non-project ITIs and private ITIs. It is to be mention that the study design was conceptualised at the RFP stage, and the groups are comparable because of the following reasons

- The entry level educational qualification and age was same for different ITIs
- The location (rural/urban) is similar- it can only be different in case of VTIP scheme has selected all ITIs in urban location, which is not true
- Duration of training and type of training was done as per the course approved hence, it cannot be commented
- The unit of sample was also ITIs, which were selected following probability proportionate to size procedures generating random number, which means higher number of ITIs were selected in the state having large number of ITIs
- ITIs were selected generating random number from the total list hence, equal probability to the ITI for getting selected. Hence, there is no such basic difference between the groups. The difference was only the course i.e. COE and CTS and its acceptance to the labour market, which has already been analysed for employment. (refer table:6.3 under page 38)

An exclusive methodology for tracing the trainees has been followed upon obtaining the list of trainees from the client and buffering it up with a list of replacement trainees. Trainees were tracked from their permanent addresses and contact numbers.

1.7 Study Limitations

- The major challenge faced in the study implementation was collection of students from the selected ITIs and contacting the Principal of the selected ITIs for canvassing the schedule prepared for them. Initially principals have not provided appointments for conducting interviews and then they were not willing to share the data as they felt that the study schedule is too detailed and they do not have time to provide information.
- Several attempts, visits, and follow-up calls had to be made to obtain reasonable data from the principals even after the support, co-operation and intervention of officials of DGT and their state counterparts.
- Data obtained from ITIs had inconsistency including wrong contact numbers and addresses of students, which were reported to DGT officials and it ended up revisiting the ITIs for collection of correct student list, many ITIs also provided students pass out data for some other year despite clear cut instruction on sharing data for only those students who have passed out in year 2012.
- The errors in various indicators were corrected in almost all the ITIs after discussions with the Principals. However; few Principals could not ultimately provide the data other than pass out students only.
- Due to above mention reasons, the primary survey for the study was hugely delayed and it has led to deployment of additional resources and time which was not envisaged/budgeted earlier.

2 Major Findings of Sample ITI

The current chapter provides analysis of information collected from industrial training institutes covered under the study. It also deals with the efforts made by DE&T under VTIP to strengthen ITIs and establish institutions and infrastructure to improve workplace learning and enhance employability of trainees.

2.1 Profile of Sample ITIs

Of the 500 ITIs selected for the study, 40% are supported under VTIP fund and are termed as project ITIs. Another 40% are non-project ITI, they are government ITIs without VTIP funding and remaining 20% are private ITIs.

During data collection in these ITIs, it was seen that the project ITIs have CTS courses available. Of the Project ITIs, 77% are COE sector and 23% ITIs have trades upgraded. Most of the non-project ITIs (94.5%) have CTS courses whereas 5% have COE sector supported under domestic funding. The study data indicates that all Private ITIs are imparting CTS courses.

Table 2.1: Distribution of sample ITIs by type of courses and funding

Type of Courses	Project		Non-Project		Private	
	N	%	N	%	N	%
VTIP (COE)	154	77				
COE Domestic funded			11	5.5		
VTIP (Upgraded Trade)	46	23				
CTS	200	100	189	94.5	100	100
Total	200	100	200	100	100	100

Source: MM study

COEs in the non-project ITI did not receive attention, hence, fail to achieve intended benefit. It is essential to mention the COE was supported for 400 ITIs finally which was earlier planned for 500 ITI. The state initiated COEs before receiving approval hence, there are non-project ITIs with COEs courses.

Data on the distribution of COE sector indicates that 23% ITIs are under upgradation of trades followed by most popular sectors like Production and Manufacturing (13%), automobile (12%), electrical (12%) and Fabrication (12%). Tourism, leather goods and agriculture are among the least covered sector (as can be seen from the following table) (the sample coverage considered is proportionate to the universe).

Table 2.2: Distribution of Sample ITIs by COE Sector

Sector	Sample Project ITI s in Numbers	
	N	%
Agriculture	1	0.5
Agriculture Machinery	1	0.5
Apparel	2	1
Automobile	24	12

Sector	Sample Project ITI s in Numbers	
	N	%
Cane & amp; Bamboo crafts	1	0.5
Chemical	5	2.5
Construction & amp; Wood working	5	2.5
Electrical	24	12
Electronics	6	3
Fabrication (Fitting & amp; Welding)	24	12
Food Processing	2	1
Hospitality Management	4	2
Industrial Automation	1	0.5
Information Technology	8	4
Instrumentation	1	0.5
Leather goods	1	0.5
Plastic Processing	2	1
Plastic Technology	1	0.5
Process Plant Maintenance	3	1.5
Production & amp; Manufacturing	26	13
Refrigeration & amp; Air-conditioning	8	4
Textile	1	0.5
Textile Technology	1	0.5
Tourism	2	1
Up gradation of Trades	46	23
Total	200	100

Source: MM study

2.2 Seat Utilisation, Enrolment and Pass out Rates of Sample ITI

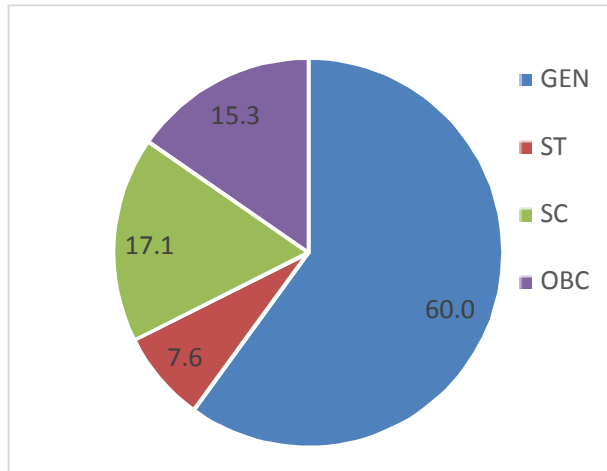
The section below provides details of seat utilisation by gender and social groups as well as pass out rates by gender. The admission details for year 2012 have been collected from the contacted ITIs for trades and courses. Analysis of the data shows that on an average project ITIs have 355 seats including COE trade and CTS courses, non-project ITIs have about 186 seats and private ITIs have 63 seats for the students who have passed out in 2012.

Gender and caste wise analysis shows that a larger proportion of trainees are male (71%). Further, it can be seen that project ITIs have slightly better proportion of female trainees than the other type of ITIs.

Analysis of the information on seats occupied by gender and caste indicates that 29% of the trainees were female and remaining 71% male. Further, it shows that 60% of the trainees of 2012 were from general

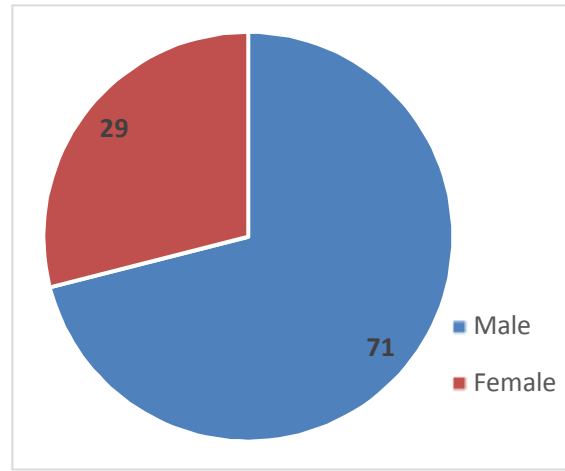
category 17% scheduled caste, 15.3% other backward class and remaining 7.6% scheduled tribe (figures below).

Figure 2.1: Distribution of seats by Social Groups



Source: MM study

Figure 2.2: Distribution of seats by gender



Source: MM study

Table 2.3: Distribution of sample ITI by admission details: Caste and gender-wise

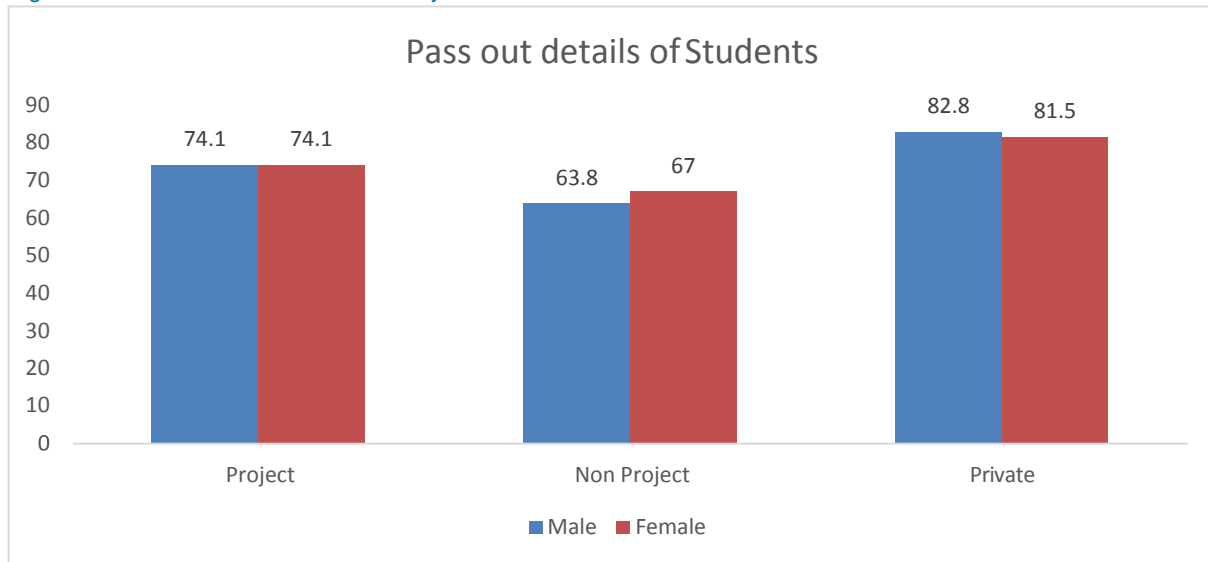
Type of ITI	Duration of course	Seat capacity (numbers)	Admission detail: Social category-wise (Numbers)					Seat capacity Utilization (in %)	Admission details- Gender-wise			
			GEN	ST	SC	OBC	TOTAL		Male		Female	
									N	%	N	%
Project	One year	38000	19760	1670	7000	5660	34090	89.7	26624	78.1	7466	21.9
	Two years	32950	14410	1200	6388	4780	26778	81.3	18209	68.0	8569	32.0
	SUB TOTAL- A	70950	34170	2870	13388	10440	60868	85.8	44833	73.7	16035	26.3
Non-project	One year	14770	8270	1710	1520	1610	13110	88.8	7367	56.2	5743	43.8
	Two years	14930	9860	1620	1110	1310	13900	93.1	10981	79.0	2919	21.0
	Three years	7465	3421	665	555	1580	6221	83.3	4043	65.0	2178	35.0
	SUBTOTAL -B	37165	21551	3995	3185	4500	33231	89.4	22392	67.4	10839	32.6
Private	One year	3700	2110	415	225	155	2905	78.5	1681	57.9	1224	42.1
	Two years	2580	1747	220	172	125	2264	87.8	1539	68.0	725	32.0
	SUBTOTAL C-	6280	3857	635	397	280	5169	82.3	3221	62.3	1948	37.7
TOTAL (A + B + C)		114395	59578	7500	16970	15220	99268	86.8	70447	71.0	28821	29.0

Source: Analysis based on data provided by ITI

Of the trainees, about 71.8% of male and 22.6% female students who had appeared and had passed out, the highest pass percentage was seen in private and project ITIs. Further, higher proportion of trainees were

found passed from private ITIs (82.8% male & 81.5% female), than the project (74.1% male and female both) and non-project ITIs (63.8% male & 67% female).

Figure 2.3: Distribution of Pass outs by Gender



Source: MM study

Table 2.4: Distribution of sample ITI by their pass out details

Type of ITI	Duration	Pass out details- for male trainees				Pass out details- for female trainees			
		No. of trainees enrolled	Appeared for Trade Test	Passed the trade test	Pass out percentage (%)	No. of trainees enrolled	Appeared for Trade Test	Passed the trade test	Pass out percentage (%)
Project	One year	26624	25333	17480	69	7466	6872	4563	66.4
	Two years	18209	15392	12698	82.5	8569	6977	5694	81.6
	Sub Total A	44833	40725	30178	74.1	16035	13850	10257	74.1
Non-Project	One year	7367	3372	2469	73.2	5743	2451	1772	72.3
	Two years	10981	9078	5066	55.8	2919	2323	1275	54.9
	Three years	4043	2936	2290	78	2178	1514	1167	77.1
	Sub Total B	22392	15387	9825	63.8	10839	6287	4214	67.0
Private	One year	1681	1366	1109	81.2	1224	956	768	80.3
	Two years	1539	1314	1109	84.4	725	596	498	83.5
	Sub Total C	3221	2679	2218	82.8	1948	1552	1265	81.5
TOTAL (A+ B+ C)		70447	58791	42220	71.8	28821	21689	15736	72.6

Source: Analysis based on data provided by ITI

2.3 Human Resource at sample ITIs

The section below provides details of demographic profile of staff, sanctioned strength and in position, educational qualification of the faculty/trainers, their salary etc.

Staff Strength

One of the key interventions of VTIP was to strengthen the staff availability in the ITIs. The following table details accessibility of availability of the staff in sample organizations. The study indicates that 18.6% of the staff positions in Project ITIs, 34% in private ITIs and 28.7% in non-Project ITIs is vacant.

Table 2.5: Distribution of ITIs by Staffs Sanctioned and Vacant

Funding category	Category	BBBT	AM	CTS	Total
Project	Sanctioned (No)	609	384	3939	4932
	Required Staff	663	411	4338	5412
	Regular Filled (No)	405	150	2604	3159
	On Contract (No)	132	75	651	858
	Total Working (No)	537	225	3255	4017
	Vacant (%)	11.8	41.4	17.4	18.6
Non-Project	Sanctioned (No)	69	41	4221	4331
	Required Staff	55	44	3558	3657
	Regular Filled (No)	31	12	2124	2167
	On Contract (No)	28	13	879	920
	Total Working (No)	59	25	3003	3087
	Vacant (%)	14.5	39	28.9	28.7
Private	Sanctioned (No)	18	0	405	405
	Required Staff	18	0	429	429
	Regular Filled (No)	0	0	204	204
	On Contract (No)	0	0	63	63
	Total Working (No)	0	0	267	267
	Vacant (%)	0	0	34	34

Source: Analysis based on data received from ITI

Demographic profile of staff

The proportion of female staff is lower (84% of the total staff is male and 16.28% is female).

Table 2.6: Distribution of ITI Staff by gender

Funding Category	Gender				Total	
	Male		Female			
	N	%	N	%	N	%
Project	641	57.96	120	55.81	761	57.61
Non-Project	403	36.44	81	37.67	484	36.64
Private	62	5.61	14	6.51	76	5.75
Total	1106	83.72	215	16.28	1321	100

Source: Analysis based on data received from ITI

50% of the total staff are below age group of up to 30 years while almost equal percentage is in the age group of 30-50 years.

Table 2.7: Distribution of ITI Staff by Age

Funding Category	Age Group						Total	
	Upto 30 years		31 to 50		Above 50			
	N	%	N	%	N	%	N	%
Project	343	56	360	62	8	89	711	58.9
Non-Project	211	34	208	36	1	11	420	34.8
Private	60	10	16	3	0	0	76	6.3
Total	614	50.9	584	48.4	9	0.7	1207	100

Source: Analysis based on data received from ITI

Educational background of teaching Staff

A high proportion of the teaching staff (57.22%) are diploma holders, while 25% are graduate and above. Nonetheless, 13% of the total staff is below 12th pass and 5% is 12th standard pass.

Table 2.8: Distribution of ITI Staff Educational Background

Training staff by Education	Type of ITI	Below XII		XII		Diploma		Graduate & Above		Total	
		N	%	N	%	N	%	N	%	n	%
	Project	110	80.88	4	7.55	433	70.98	117	43.82	664	62.29
Non-Project	26	19.12	47	88.68	128	20.98	125	46.82	326	30.58	
Private	0	0.00	2	3.77	49	8.03	25	9.36	76	7.13	
Total	136	12.76	53	4.97	610	57.22	267	25.05	1066	100	

Source: Analysis based on data received from ITI

Instructor Training

Craftsmen Instructor Training Scheme is mandated to provide training on both engineering and non-engineering trades. The study data indicates that 55.5% of the total staff have undergone CTS training in different ITIs across India.

Table 2.9: Distribution of ITI Staff Instructor Training

Funding Category	Craftsman instructors training by Funding Category				Total	
	Craftsman instructors training					
	Yes		No		N	%
	N	%	N	%		
Project	436	61	325	57	761	59.5
Non-Project	240	34	203	36	443	34.6
Private	35	5	41	7	76	5.9
Total	711	55.5	569	44.5	1280	100

Source: Analysis based on data received from ITI

Salary of Staff

Average salary of staff in Project ITI is Rs.32183/- whereas for Non-project ITI is Rs.30727/- and that of Private ITI is Rs. 11,431. The maximum salary for non-project college is highest i.e. Rs.78587/-.

Table 2.10: Distribution of ITI Staff by average Monthly Salary

Type of ITI	Total Monthly salary drawn (in Rs.)		
	Average	Minimum	Maximum
Project	32183	4000	76463
Non-Project	30727	1350	78587
Private	11431	4000	43651
Average	24780	3117	66234

Source: Analysis based on data received from ITI

3 Effectiveness of Institution Management Committee (IMC)

3.1 Establishment of IMC

Institution Management Committee (IMC) was made known to all ITIs in 1998 as a strategic institutional level restructuring enterprise to involve local industry partners in controlling the training institution. Though numerous procedures were recommended to introduce and reinforce IMC including their financial autonomy, state governments are yet to fully institutionalise this for sustainability. The study assessed the presence of IMC and its operational issues in sample ITIs covered.

Majority of the ITIs visited had IMCs which are almost three years old. DGT guidelines for instituting IMCs had indicated that the IMC should include total of 11 members of which 5 from industry and 5 from Government along with the principal of the ITI. The data received from ITIs shows that out of 400 Government ITIs, 52.8% have IMC constituted under VTIP or any other project but only few IMCs were found functional by the study teams during their visit to the ITI, this was checked by referring to the IMC meetings in last 6 months and only few ITIs could produce documentation in this regard.

Table 3.1: Distribution of ITI by availability of IMC

State/UT			Total
Andhra Pradesh	12	75.0	16
Assam	5	71.4	7
Bihar	4	57.1	7
Chhattisgarh	7	38.9	18
Delhi	4	100.0	4
Gujarat	25	80.6	31
Haryana	9	47.4	19
Himachal Pradesh	11	73.3	15
Jammu & Kashmir	4	44.4	9
Karnataka	16	51.6	31
Kerala	4	33.3	12
Madhya Pradesh	14	51.9	27
Maharashtra	24	28.6	84
Odisha	5	62.5	8
Punjab	14	53.8	26
Rajasthan	10	62.5	16
Tamil Nadu	4	23.5	17
Telangana	12	120.0	10
Uttar Pradesh	16	88.9	18
Uttarakhand	4	26.7	15
West Bengal	7	70.0	10
Total	211	52.8	400

Source: Analysis based on data provided by ITI

3.2 Partnership with Local Industry

ITIs with the help of IMC are required to get into MoUs with local industries for a range of trades that is essential for the overall development of the sector. Though ITIs get assistance from local industries, written MoUs were found available only in 52.8% ITIs visited.

3.3 Training & Placement Cell

Availability of TCPC

Of total 500 ITIs contacted under the study, 66.8% have TCPC officers placed at the time of the survey. ITI wise analysis shows that 89% of the project ITIs has their TCPC officer in place but most of them were in dual charge and none of them was found dedicated for this position.

Table 3.2: Distribution of ITI by availability of TCPC officials

Type of Courses	TCPC Officer Placed		TCPC Officer Not Placed		Total
	N	%	N	%	N
Project	178	89	22	11	200
Non-Project	146	73	54	27	200
Private	10	10	90	90	100
Total	334	66.8	166	33.2	500

Source: Analysis based on data received from ITI

The respondent's perception on availability of TCPC and their services is detailed below. One of the key VTIP intervention was to the Training, Counselling and Placement Cell (TCPC) in each ITI. The TCPC has to play the important role in the labour market consequences as it prepares the students with various talents which are desirable for placement such as developing personality, organising interviews, preparing trainees to face competitive test, facilitating them to write their CVs etc. Also, it helps in finding professional prospects for the students. The perception of the trainees on availability of TCPC and their services is detailed below.

Analysis of data in table below indicates that higher proportion of sample trainees contacted during end line study have confirmed availability of TCPC officials in their respective colleges (34.6% in project ITIs and 31.3% in non-project ITIs) than the tracer sample (6.6% in project ITIs and 21.9% in non-project ITIs). Further, about 16.8% of the trainees from private ITI colleges confirmed having placement departments/cells in their respective colleges.

Table 3.3: Distribution of sample students by availability of TCPC for placement services

Type of ITI	TCPC Official available		TCPC Official not available		Total
	N	%	N	%	
End term sample					N
Project	1764	34.6	3334	65.4	5098
Non-Project	1255	31.3	2749	68.7	4004
Private	323	16.8	1603	83.2	1926
Total	3342	30.3	7686	69.7	11028
Tracer Sample					
Project	26	6.6	368	93.4	394
Non-Project	133	21.9	474	78.1	607
Total	159	15.9	842	84.1	1001

Source: Analysis based on data received from ITI

The following table indicates the ITI staff who have provided placement support to the trainees. 51.6% of the total trainees who got placement support have indicated that the teachers have facilitated them. While 31% expressed that the principals have assisted and only 5.6% have specified that the placement officer have provided support to them. While, information collected from tracer trainees (who have contacted in 2012 survey-midterm assessment) mentioned major support regarding placement was provided by classmates or past trainees (58.2%).

Table 3.4: Distribution of sample students by Placement service provided by the Staff of ITI

Type of ITI	Teachers		Principal		Classmate/ Past Trainee		Placement Officer		Total
	N	%	N	%	N	%	N	%	
End term sample									N
Project	1640	47.7	1223	35.6	370	10.8	205	6.0	3438
Non-Project	1557	53.1	872	29.8	346	11.8	155	5.3	2930
Private	696	59.4	258	22.0	155	13.2	62	5.3	1171
Total	3893	51.6	2353	31.2	871	11.6	422	5.6	7539
Tracer Sample									
Project	8	36.4	4	18.2	2	9.1	8	36.4	22
Non-Project	41	23.8	2	1.2	111	64.5	18	10.5	172
Total	49	25.3	6	3.1	113	58.2	26	13.4	194

Source: Analysis based on data received from ITI

Appointment of TCPC

When an individual is given surplus responsibilities, which has been done for the role of TCPC, it is consequently imperative that the officer is compensated in monetary terms. This was not seen in the case of TCPC officer in most of the ITIs. It was found that there was no remuneration paid for additional services provided as TCPC officer (most officers have dual role). During visit to the ITI, it was observed that the placement cell was not fully functional and was lacking in the following:

- Dedicated TCPC officer in all the ITIs
- Functional computers and other infrastructure in most of the ITIs
- Total pass out list of students from different trades or courses in most of the ITIs
- Complete list of prospective industries with sectors they are working with their requirements (capabilities they are looking for), number of vacancies they have, etc. in most of the ITIs
- A complete plan to follow up with them for placement of students in most of the ITIs
- Personal contact details of pass out students to contact them for placement in most of the ITIs

Further, the consultations with TCPC officer indicated that there was no formal appraisal and additional remuneration of TCPC accountabilities in the organization.

Facilities provided by TCPC

ITIs commonly have classrooms, labs and meeting halls which can be used for various exercises and counselling sessions of TCPC. Nevertheless, TCPC must be provided with specific office space where in TCPC-in-charge can operate, meet with trainees, manage accounts and registers, and attend to necessities of different trainees. The full-fledged dynamic TCPC will enable the enhancement of improved training prospects and successively will be able to provide skilled resources for the industry. The TCPC are also accountable for securing placement and allied facilities. Hence, the study has assessed the facilities available with TCPCs.

As per information received from the various ITIs visited, TCPC cell is available in 89% of the ITIs, separate office space is available in 43% of ITIs. However, it was observed that limited proportion of trainees were aware of TCPC cells hence, despite receiving placement services they were not reported properly on availability of TCPC cell in their institutions.

The ITIs are providing their common computers for TCPC in 63% of project ITIs. Through TCPC is available in only 69% of the ITIs, the company details are being provided to students in 74% of the project ITIs and display of vacancy positions is available in 70% of ITIs.

Table 3.5: Distribution of facilities provided by ITI TCPC cell

Criteria of Evaluation	Indicators	Non-Project ITI (%)	Project ITI (%)
Facilities to TCPC	Presence of TCPC Cell	73	89
	Availability of Office Space	40	43
	TCPC in charge available	73	89
Training activities conducted	Use of Computers	45	63
	Spoken English	50	51
	Reasoning Test	45	33
	Personality Development	30	29
	Attending Interviews	30	60
	Placement Service	55	59

Criteria of Evaluation	Indicators	Non-Project ITI (%)	Project ITI (%)
Placement assistance	Preparation of CV	40	63
	Information on careers	70	65
	Display of Posts	70	70
	Company Details	70	74
	Job Application form distribution	70	58
	Apprenticeship	45	65
	Exposure visits	45	60
	Recommend Profiles	70	48
	Linkage with employment agencies	40	58
	Campus Interviews	45	50
	Job Fairs	50	53

Source: Analysis based on data provided by ITI

The following table indicates that numerous types of ITI/placement services have benefitted the trainees and they have specified the details about services provided to them. 68.7% of the trainees indicated that they have received some benefit or the other from the ITIs. 17.3% respondents have indicated that the ITI/placement cell have provided list of companies to apply. 19.5% have indicated that they got assistance in filling the application form and 9.7% said that the colleges have distributed application forms.

Table 3.6: Distribution of sample students by type of placement service availed by the students (multiple response)

State	Provided details about Vacancies		Provided list of companies		Distributed application form		Helped in filling form		Total	
	N	%	N	%	N	%	N	%	N	%
Andhra Pradesh	29	40.8	24	33.8	14	19.7	14	19.7	71	1.6
Assam	9	60.0	5	33.3	2	13.3	12	80.0	15	0.3
Bihar	5	14.7	18	52.9	6	17.6	15	44.1	34	0.8
Chhattisgarh	52	50.0	21	20.2	28	26.9	54	51.9	104	2.4
Delhi	6	8.8	18	26.5	21	30.9	34	50.0	68	1.6
Gujarat	342	61.7	130	23.5	27	4.9	55	9.9	554	12.6
Haryana	32	52.5	1	1.6	15	24.6	13	21.3	61	1.4
Himachal Pradesh	52	85.2	36	59.0	21	34.4	25	41.0	61	1.4
Jammu & Kashmir	1	100.0	1	100.0	0	0.0	0	0.0	1	0.0
Karnataka	250	76.0	85	25.8	74	22.5	90	27.4	329	7.5
Kerala	10	8.5	20	16.9	8	6.8	90	76.3	118	2.7
Madhya Pradesh	25	45.5	23	41.8	3	5.5	40	72.7	55	1.3
Maharashtra	1513	89.3	149	8.8	16	0.9	107	6.3	1695	38.7
Odisha	50	79.4	48	76.2	1	1.6	34	54.0	63	1.4
Punjab	230	69.7	1	0.3	2	0.6	14	4.2	330	7.5
Rajasthan	85	48.9	55	31.6	62	35.6	80	46.0	174	4.0

State	Provided details about Vacancies		Provided list of companies		Distributed application form		Helped in filling form		Total	
	N	%	N	%	N	%	N	%	N	%
Tamil Nadu	61	37.9	30	18.6	32	19.9	40	24.8	161	3.7
Telangana	28	65.1	2	4.7	3	7.0	23	53.5	43	1.0
Uttar Pradesh	112	83.6	16	11.9	3	2.2	25	18.7	134	3.1
Uttarakhand	89	46.1	34	17.6	29	15.0	41	21.2	193	4.4
West Bengal	32	26.9	41	34.5	57	47.9	47	39.5	119	2.7
Total responses	3013	68.7	758	17.3	424	9.7	853	19.5	4383	100

Source: Analysis based on data received from ITI

The following table indicates the details of the trainees from different ITIs who had received guidance for self-employment; 7% (796 received benefit of total 11028) students have received guidance from ITIs for initiating self-employment. The data could be further segregated by type of ITI and it indicates that 9% (454 received benefit of total 5098) of project ITI students, 6.6% (267 received benefit of total 4004) non-project ITI students and 3.8% private ITI students have received guidance for initiating self-employment. State level distribution of the analysis is detailed below.

Table 3.7: Distribution of sample students by guidance received from ITI for self-employment

Type of ITI	Project		Non-Project		Private		Total
State	N	%	N	%	N	%	N
Andhra Pradesh	3	0.8	1	0.3	0	0	399
Assam	5	2.5	8	4	0	0	201
Bihar	9	3	7	2.4	0	0	297
Chhattisgarh	83	19.8	2	0.5	16	3.8	420
Delhi	0	0	19	17.4	0	0	109
Gujarat	110	14.8	52	7	2	0.3	742
Haryana	31	6.8	10	2.2	10	2.2	455
Himachal Pradesh	11	3.3	26	7.7	9	2.7	337
Jammu & Kashmir	1	0.5	0	0	0	0	200
Kerala	16	1.6	2	0.2	0	0	1011
Karnataka	59	15.7	46	12.2	14	3.7	376
Madhya Pradesh	4	0.6	2	0.3	0	0	630
Maharashtra	30	1.5	24	1.2	1	0	2065
Odisha	10	3.1	1	0.3	1	0.3	325
Punjab	0	0	3	0.4	0	0	673
Rajasthan	11	2.1	11	2.1	17	3.2	528
Tamil Nadu	23	4.1	34	6	0	0	562
Telangana	0	0	0	0	1	0.3	353
Uttar Pradesh	6	0.8	0	0	4	0.5	755

Type of ITI	Project		Non-Project		Private		Total
State	N	%	N	%	N	%	N
Uttarakhand	27	8.3	11	3.4	0	0	326
West Bengal	29	11	23	8.7	0	0	264
Total	454	4.1	267	2.4	75	0.7	11028

Source: Analysis based on data received from ITI on Placement services

To provide good job prospects, the ITIs should have association and linkage with branded companies with the mandate to expedite placements. Campus employments are in trend in the contemporary situation mainly in the technical and vocational education sector; ITIs are no exemption in this regard. Though several ITIs indicated that they had interest in the same but are constrained due to lack of funds for securing campus interviews. Though many ITIs did not have any formal preparations for campus recruitments but they could get some companies to conduct campus placements or send their trainees to job fairs. These were possible due to support by the private sector, ingenuity of some state governments and principals of the ITIs.

TCPCs were asked to provide feedback on job placement actions piloted by them for ITI trainees. Most of the ITIs indicated that they sponsored and carried-out activities such as: help in preparing a CV, information on specific careers, display of vacancies, providing details of company, orientation to trainees, distribution of application forms, campus placements, visits to companies, send CVs to companies, arrange for interviews and job fairs. However, the analysis of data/records of the TCPCs indicates that the TCPC had not been very dynamic in case of giving support to either trainees or pass-outs. The data on campus placement activities indicates that these were initiative from the employers' side mainly to pick up skilled labour from common trades.

The following table indicates that 50% students from project ITI colleges have got job assistance from the ITIs and so did 42.34% students from Non-Project Colleges. Only 8.05% have been offered job from Private ITIs.

Table 3.8: Distribution of students by Placement Services

Type of ITI	Project		Non-Project		Private		Total	
State	N	%	N	%	N	%	N	%
Andhra Pradesh	66	93	5	7.1	0	0.0	71	1.6
Assam	13	86	2	14.3	0	0.0	15	0.3
Bihar	0	0	15	44.4	19	55.6	34	0.8
Chhattisgarh	28	27	76	72.7	0	0.0	104	2.4
Delhi	40	58	28	41.7	0	0.0	68	1.6
Gujarat	327	59	227	41.0	0	0.0	554	12.6
Haryana	51	83	3	5.6	7	11.1	61	1.4
Himachal Pradesh	35	57	22	35.7	4	7.1	61	1.4
Jammu & Kashmir	1	100	0	0.0	0	0.0	1	0.0
Karnataka	135	41	157	47.7	37	11.4	329	7.5

Type of ITI State	Project		Non-Project		Private		Total	
	N	%	N	%	N	%	N	%
Kerala	73	62	21	18.0	0	0.0	118	2.7
Madhya Pradesh	38	68	15	27.3	3	4.5	55	1.3
Maharashtra	886	52	775	45.7	34	2.0	1695	38.7
Odisha	63	100	13	20.0	0	0.0	63	1.4
Punjab	173	52	158	47.7	0	0.0	330	7.5
Rajasthan	76	43	61	34.8	38	21.7	174	4.0
Tamil Nadu	70	43	78	48.6	13	8.1	161	3.7
Telangana	0	0	0	0.0	43	100.0	43	1.0
Uttar Pradesh	24	18	37	27.3	73	54.5	134	3.1
Uttarakhand	97	50	97	50.0	0	0.0	193	4.4
West Bengal	48	41	71	59.4	0	0.0	119	2.7
Total responses	2174	50	1856	42.3	353	8.1	4383	100

Source: MM Study

3.4 Conclusions

Though, the Institution Management Committee (IMC) was made known to all ITIs in 1998 as a strategic institutional level restructuring enterprise which was versioned to engaging local industry and establish a demand supply relation. However, only about 53% ITIs got IMC constituted, of which majority were newly established (less than 3 years old) and only a few were found functional, which was checked by referring to the IMC meetings in last 6 months. During visit to the ITI, it was also observed that the placement cell was not fully functional and was lacking the following:

- i Dedicated TCPC officer in all the ITIs
- i Functional computers and other infrastructure in most of the ITIs
- i Total pass out list of students from different trades or courses in most of the ITIs
- i Complete list of prospective industries with sectors they are working with their requirements (capabilities they are looking for), number of vacancies they have, etc. in most of the ITIs
- i A complete plan to follow up with them for placement of students in most of the ITIs
- i Personal contact details of pass out students to contact them for placement in most of the ITIs

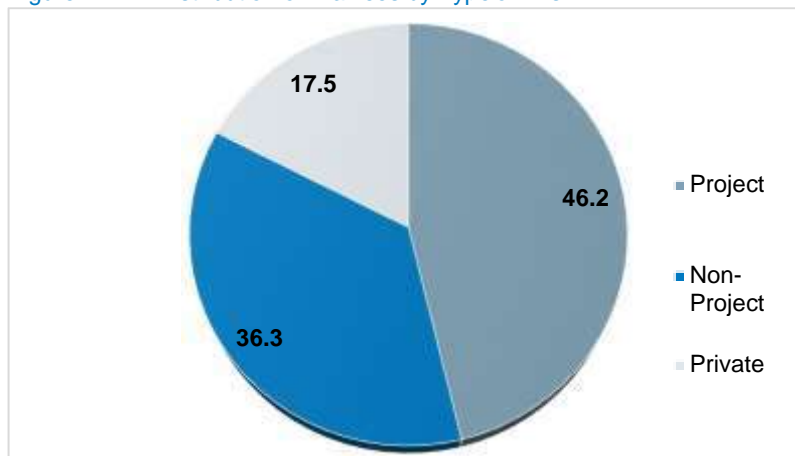
4 Profile of Sample Graduates

This chapter presents analysis of information collected from ITI pass outs for year 2012. It deals with the profiles of the pass outs in different type of ITIs. The chapter deals with gender, social category, religion.

4.1 Background Profile of Graduates in sample ITI

Under this evaluation study, interactions were carried out with 11028 trainees graduated from 500 ITIs spread across 21 sampled States (number of ITIs sampled in each State is listed in Table 1.1).

Figure 4.1: Distribution of Trainees by Type of ITIs



The following table indicates the profile of respondents sampled from different type of ITIs is, viz, Project, Non-Project and Private across 20 States in India (Telangana has recently been separated from Andhra Pradesh). Interactions were held with 46% of students from Project ITI colleges, 36.3% from Non-Project colleges and 17.5% from Private colleges.

Source: Analysis based on data received from ITI

Table 4.1: Distribution of sample by Type of ITI

States	Project		Non-Project		Private		Total
	N	%	N	%	N	%	N
Andhra Pradesh	201	3.9	165	4.1	33	1.7	399
Assam	179	3.5	22	0.5	0	0.0	201
Bihar	82	1.6	75	1.9	140	7.3	297
Chhattisgarh	195	3.8	205	5.1	20	1.0	420
Delhi	48	0.9	53	1.3	8	0.4	109
Gujarat	361	7.1	317	7.9	64	3.3	742
Haryana	240	4.7	195	4.9	20	1.0	455
Himachal Pradesh	171	3.4	141	3.5	25	1.3	337
Jammu and Kashmir	121	2.4	79	2.0	0	0.0	200
Karnataka	403	7.9	325	8.1	283	14.7	1011
Kerala	104	2.0	157	3.9	115	6.0	376
Madhya Pradesh	394	7.7	158	3.9	78	4.0	630
Maharashtra	1100	21.6	843	21.1	122	6.3	2065
Orissa	125	2.5	60	1.5	140	7.3	325
Punjab	356	7.0	257	6.4	60	3.1	673

States	Project		Non-Project		Private		Total
	N	%	N	%	N	%	N
Rajasthan	182	3.6	185	4.6	161	8.4	528
Tamil Nadu	210	4.1	199	5.0	153	7.9	562
Telangana	158	3.1	55	1.4	140	7.3	353
Uttarakhand	212	4.2	225	5.6	318	16.5	755
Uttar Pradesh	130	2.6	171	4.3	25	1.3	326
West Bengal	126	2.5	117	2.9	21	1.1	264
Total	5098	100	4004	100	1926	100	11028

Source: Analysis based on data received from ITI

Of the total graduates contacted, 1926 were contacted from private ITIs and 9102 from Government ITIs. Of these graduates 79.7% were male and remaining 20.3% female. Higher proportion of female trainees were found in non-project ITIs (28.8%) in comparison to project ITIs (16.9%), lowest proportion of female trainees were found in private ITIs (11.9%).

Higher (77%) proportion of graduates were found in the age group of 20- 25 years, followed by age group of 26-35 years (19.9%) and 36-45 years (2.9%). In all, 15.6% of graduates belong to minorities, private ITIs had proportionately higher number of minority graduates (21.6%) than Government ITIs (14.2%).

Table 4.2: Distribution of sample by Type of ITI, Gender, Age group, Religion- End Term

Parameters	Project		Non-Project		Private		Total	
	N	%	N	%	N	%	N	%
Gender								
Male	4237	83.1	2852	71.2	1696	88.1	8785	79.7
Female	861	16.9	1152	28.8	230	11.9	2243	20.3
Age Group								
20- 25 years	3701	72.6	3259	81.4	1544	80.2	8504	77.1
26-35 years	1244	24.4	633	15.8	323	16.8	2200	19.9
36 - 45 years	153	3.0	112	2.8	59	3.1	324	2.9
Religion								
Hindu	4344	85.2	3464	86.5	1510	78.4	9318	84.4
Muslim	476	9.3	287	7.2	268	13.9	1031	9.3
Christian	55	1.1	64	1.6	79	4.1	198	1.8
Sikh	196	3.8	172	4.3	62	3.2	430	3.9
Buddhist	25	0.5	15	0.4	5	0.3	45	0.4
Zoroastrian	1	0.0	1	0.0	1	0.1	3	0
Jain	1	0.0	1	0.0	1	0.1	3	0
Total (N)	5098	100	4004	100	1926	100	11028	100

Source: Analysis based on data received from ITI

In terms of the social category of the respondents, 21% are Scheduled Caste, 9% Scheduled Tribe, 41% Other Backward Class and 29% General Caste.

Table 4.3: Distribution of Sample by their Social Category- End term

Type of ITIs	Scheduled Caste		Scheduled Tribe		Other Backward Caste		General		Total
	N	%	N	%	N	%	N	%	N
Project	1046	20.5	455	8.9	2133	41.8	1464	28.7	5098
Non-Project	875	21.9	387	9.7	1526	38.1	1216	30.4	4004
Private	365	19.0	176	9.1	896	46.5	489	25.4	1926
Total	2286	20.7	1018	9.2	4555	41.3	3169	28.7	11028

Source: Analysis based on data received from ITI

Minimum qualification for vocational training is 10th standard for some trades while it is 12th Standard for others. Also, in few trades like carpentry, 9th Standard pass students are allowed. Almost 47% of the respondents had enrolled in ITIs after completing class 10th and 29% had enrolled after completing class 12th. A reasonable proportion (19.3%) of the respondents had enrolled after completing graduation.

Table 4.4: Distribution of Sample by Educational Qualification before entering ITI

Type of ITIs	10th Pass		11th Pass		12th Pass		Graduates		Total
	N	%	N	%	N	%	N	%	N
Project	2365	46.4	235	4.6	1520	29.8	978	19.2	5098
Non-Project	1831	45.7	185	4.6	1154	28.8	834	20.8	4004
Private	935	48.5	112	5.8	564	29.3	315	16.4	1926
Total	5131	46.5	532	4.8	3238	29.4	2127	19.3	11028

Source: Analysis based on data received from ITI

Among all the graduates, 46.5% were 10th pass and hence had studied all the subjects. Of the remaining graduates, highest (34.9%) were from Arts stream followed by Science (11.3%) and Commerce (7.2%). 36.5% respondents from Project Colleges have studied in Arts stream as their highest education.

Table 4.5: Distribution of Sample by Study Streams before entering ITI

Type of ITIs	Arts		Science		Commerce		All subject		Total
	N	%	N	%	N	%	N	%	N
Project	1859	36.5	540	10.6	334	6.6	2365	46.4	5098
Non-Project	1391	34.7	456	11.4	326	8.1	1831	45.7	4004
Private	603	31.3	251	13.0	137	7.1	935	48.5	1926
Total	3853	34.9	1247	11.3	797	7.2	5131	46.5	11028

Source: Analysis based on data received from ITI

Analysis of the following table indicates that higher proportion of graduates can read and write English than speak. Slightly higher proportion of graduates from private colleges indicated that they are conversant in English.

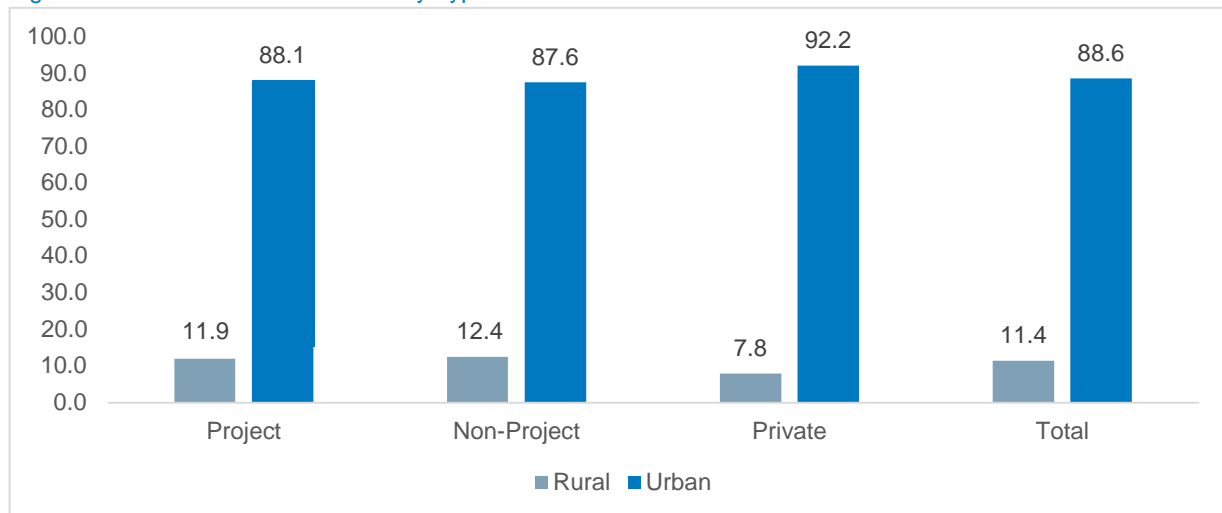
Table 4.6: Distribution of Sample by their command over English language- perception based

Type of ITI	Not at all		Somewhat		Good		Total N
	N	%	N	%	N	%	
Read							
Project	249	4.9	3389	66.5	1460	28.6	5098
Non-Project	172	4.3	2634	65.8	1198	29.9	4004
Private	106	5.5	1056	54.8	764	39.7	1926
Write							
Project	317	6.2	3474	68.1	1307	25.6	5098
Non-Project	242	6.0	2657	66.4	1105	27.6	4004
Private	143	7.4	1064	55.2	719	37.3	1926
Speak							
Project	1949	38.2	2548	50.0	601	11.8	5098
Non-Project	1536	38.4	2033	50.8	435	10.9	4004
Private	543	28.2	1118	58.0	265	13.8	1926
Total	4028	36.5	5699	51.7	1301	11.8	11028

Source: Analysis based on data received from ITI

The respondents of Private colleges are mostly from urban locality (92.2%). Similar trend could be seen for the project colleges and non-project colleges, i.e. 88% and 87.6% respectively.

Figure 4.2: Distribution of Trainees by Type of ITIs and location of their residence



Source: Analysis based on data received from ITI

4.2 Background Profile of head of household of Graduates

The table below shows that 26% of the Head of household of the respondents are illiterate, 27% are 10th pass and remaining 47% are above 10th standard. As high as 25% of the head of the households are daily wage labourers; 23% are farmers, 23.3% are working in private institutions, 16% have their own business and 12% are working in Government Institutions.

Table 4.7: Distribution of Head of the household of Graduates (by their education and occupation)

Type of ITI	Project		Non-Project		Private		Total
	N	%	N	%	N	%	N
Education							
Illiterate	1078	21.1	1190	29.7	576	29.9	2844
10th Pass	1409	27.6	1034	25.8	475	24.7	2918
More than 10th	2611	51.2	1780	44.5	875	45.4	5266
Occupation							
Farmer	1209	23.7	869	21.7	426	22.1	2504
Daily Labour	1223	24.0	1068	26.7	505	26.2	2796
Salaried - Govt	606	11.9	523	13.1	242	12.6	1371
Salaried - Private	1242	24.4	860	21.5	464	24.1	2566
Business	807	15.8	676	16.9	282	14.6	1765
Total	5098	100	4004	100	1926	100	11028

Source: Analysis based on data received from ITI

4.3 Reasons for joining ITI

Respondents were asked their reason for joining ITI, the response to this question was multiple. More than half of them (51%) have joined ITI to get a government job while about another half (44.4%) have joined ITI to get a private job. Around 13% have joined ITI for self-employment and to help transition to a diploma / higher education program, another 6% joined ITI as they did not get admission to diploma /higher education (table below).

Table 4.8: Distribution of sample by reason for joining ITI (Multiple Response)

Type of ITI	To get Government job		To get private job		To help with self-employment		To help with transition to a diploma / higher education program		Did not get admission to Diploma /higher education		Total
	N	%	N	%	N	%	N	%	N	%	N
Project	2683	52.6	2346	46.0	687	13.5	649	12.7	296	5.8	5098
Non-Project	1968	49.2	1629	40.7	424	10.6	477	11.9	184	4.6	4004
Private	1006	52.2	920	47.8	326	16.9	330	17.1	168	8.7	1926
Total	5657	51.3	4895	44.4	1437	13.0	1456	13.2	648	5.9	11028

Source: Analysis based on data received from ITI

Major reason/s for joining the current ITI includes: proximity to their residence (32.6%), ITI suggested by friend/relative (29.7%), getting selected in their preferred trade (23.7%), did not get admission to other ITIs (19.9%). 45% of the graduates from government colleges also indicated that they chose government colleges due to affordability.

Table 4.9: Distribution of sample by reason choosing this ITI (Multiple Response)

States	Project		Non-Project		Private		Total	
	N	%	N	%	N	%	N	%
Did not get admission in other ITI	1013	19.9	695	17.4	491	25.5	2199	19.9
ITI is close to my home	1888	37.0	1241	31.0	470	24.4	3599	32.6
ITI located close to industrial location	847	16.6	971	24.3	350	18.2	2168	19.7
Got my preferred trade	1414	27.7	696	17.4	509	26.4	2619	23.7
ITI had better facilities (classroom, workshop, hostel etc.)	812	15.9	676	16.9	442	22.9	1930	17.5
ITI had better placement opportunities	968	19.0	2236	55.8	338	17.5	2574	23.3
Could not afford a private ITI (only for Government ITI)	2768	54.3	2236	55.8	-	-	5004	45.4
This ITI has been suggested by my friend/relative	1354	26.6	1165	29.1	757	39.3	3276	29.7
Total	5098	100	4004	100	1926	100	11028	100

Source: Analysis based on data received from ITI

4.4 Regularity and Quality of Instructors

The study tried to capture student's perception on quality of training and asked them the required areas of improvement. The analysis of the data indicates that 70.7% of the respondents think that increase in hours of practical class will help them to gain more, 62% of the respondents think that upgradation of equipments in the ITI may help them to learn better, 48.3% think increase in hours of theory classes can help them to receive better training. Regularity of teachers and improvement in their quality is also indicated by 47% and 50% of the graduates respectively.

Table 4.10: Distribution of Student sample by their perception on quality of training (Multiple Response)

Type of ITI	Project		Non-Project		Private		Total	
	N	%	N	%	N	%	N	%
Increase in hour for theory classes	2667	52.3	1655	41.3	1004	52.1	5326	48.3
Increase in hour for practical classes	3551	69.7	2850	71.2	1395	72.4	7796	70.7
Increase in availability of equipment	2709	53.1	1945	48.6	1061	55.1	5715	51.8
Upgradation of equipment	3121	61.2	2533	63.3	1203	62.5	6857	62.2
Increase in teacher's attendance	2487	48.8	1643	41.0	1028	53.4	5158	46.8
Improvement in teacher's quality	2700	53.0	1813	45.3	994	51.6	5507	49.9
Additional Training	87	1.7	0	0.0	0	0.0	87	0.8
Total	5098	100	4004	100	1926	100	11028	100

Source: Analysis based on data received from ITI

The above analysis indicates student's dissatisfaction with the quality of training. Since the programme is catering to the weaker sections of society and also providing trained workforce to the industries, hence the quality of training requires immediate attention.

4.5 Conclusions

From the above analysis, it could be concluded that the respondent Graduates are mostly male & Hindus and belong to the weaker section of the society. The students have joined ITIs mainly to receive Government jobs (51%). The preference of the institution was proximity to their residence (32.6%), as this ITI was suggested by friend/relative (29.7%), they got selected in their preferred trade (23.7%) and they could not find admission to other ITIs (19.9%). The students were not found satisfied from their training as 70.7% of the respondents think that increase in hours of practical class will help them to gain more, 62% of the respondents think that upgradation of equipment's in the ITI may help them to learn better. Regularity of teachers and improvement in their quality is also indicated by 47% and 50% of the graduates.

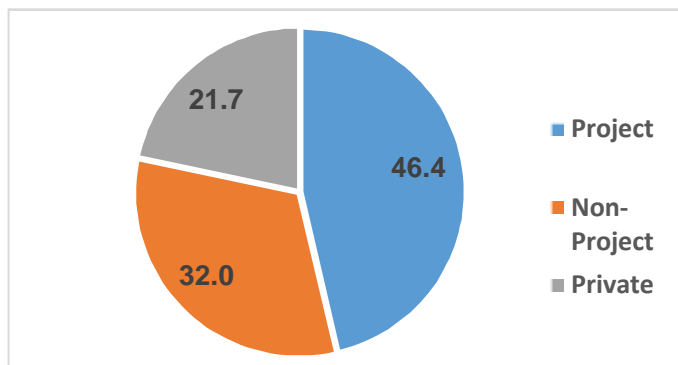
5 Apprenticeship Training

After the training and certification at ITI, it is expected that the pass-outs undergo apprenticeship training relevant to their trade which renders into often prolific employment pertinent to his/her training in ITI. It was found that apprenticeship for pass-outs from CTS have achieved apprenticeship through viable procedure within their range of study.

5.1 Apprenticeship Training

The study could cover a total 166 students who have completed Specialised Module and 369 students who have completed Apprenticeship training after completing their respective courses.

Figure 5.1: Distribution of ATS/SM by Type of ITIs



The figure indicates that most of the apprenticeship training opportunity was accessed by the graduates of Project ITIs (46.4%) while 32% of students graduated from non-project ITIs and about 22% from private ITIs also completed apprenticeship training.

Source: Analysis based on data received from ITI

Analysis of the table below indicates that majority of the students who have completed their SM/ATS training are from private sector.

Table 5.1: Distribution of sample by SM & ATS

Type	Project		Non-Project		Private		Total	
	N	%	N	%	N	%	N	%
SM								
Public	40	25.8					40	24.1
Private	115	74.2	11	100			126	75.9
Total SM	155	100	11	100			166	100
ATS								
Public	1	1.1	81	50.6	62	53.4	144	39.0
Private	92	98.9	79	49.4	54	46.6	225	61.0
Total ATS	93	100	160	100	116	100	369	100
Public	41	16.5	81	47.4	62	53.4	184	34.4
Private	207	83.5	90	52.6	54	46.6	351	65.6
Overall Total	248	100	171	100	116	100	535	100

Source: Analysis based on data received from ITI

5.2 Duration & Stipend

The extent of apprenticeship fluctuates from 6 months to 4 years according to the trade and qualification. As high as 63% of the entire sample who had opted for specialized module or apprenticeship indicated that they had undertaken the training for 12 months. About 37% have indicated a 6-month training curriculum.

Table 5.2: Distribution of SM/ATS by duration of training

Type of ITI	6 Months		12 Months		18 Months		Total	
	N	%	N	%	N	%	N	%
Project	165	66.5	83	33.5	0	0.0	248	46.4
Non-Project	22	12.9	149	87.1	0	0.0	171	32.0
Private	9	7.8	106	91.4	1	0.9	116	21.7
Total	196	36.6	338	63.2	1	0.2	535	100

Source: Analysis based on data received from ITI

There was no stipend received by the SM graduates as there is no provision for stipend in SM, only 28.7% of the ATS graduates reported receipt of stipend. Out of this, about 58% were from project ITIs, 30% from non-project ITIs and 20% from private ITIs. On an average the graduates received a monthly stipend of Rs. 3,465/month.

Table 5.3: Distribution of ATS by receipt of stipend

Type of ITI	Yes		NO		Total	
	N	%	N	%	N	%
Project	61	65.6	32	34.4	93	46.4
Non-Project	32	20.0	128	80.0	160	32.0
Private	13	11.2	103	88.8	116	21.7
Total	106	28.7	263	71.3	369	100

Source: Analysis based on data received from ITI

5.3 Apprenticeship Placement

The graduates who had undergone SM/ATS were further asked about their placement in the industry they had completed their training, about one-fifth (20.6%) were found placed in the same industry after completing their training.

Table 5.4: Distribution of SM/ATS by whether their placement in the industry they completed training

Type of ITI	Yes		NO		Total	
	N	%	N	%	N	%
Project	52	21.0	196	79.0	248	46.4
Non-Project	50	29.2	121	70.8	171	32.0
Private	8	6.9	108	93.1	116	21.7
Total	110	20.6	425	79.4	535	100

Source: Analysis based on data received from ITI

5.4 Reason for not undertaken Apprenticeship Training

Majority of graduates (46.5%) reported about non-availability of option of SM/ATS in their locality, another 45.8% were not aware of apprenticeship. Higher proportion of students graduated from private ITIs (72.9%) and non-project ITIs (55.1%) than the project ITIs (29.9%) have reported non-availability of option for pursuing ATS. Similarly, higher proportion of students graduated from non-project (55.9%) and private (64.4%) ITIs were not aware of apprenticeship training. This indicates that project ITIs are better in equipping their trainees and this could be a positive impact of VTIP scheme.

Further, 14.2% of graduates do not think that apprenticeship can add value to their course and another 14.2% could not avail the opportunity as they were offered a low stipend (table below).

Table 5.5: Reason for not undergoing SM/ Apprenticeship training

Reason for not undergoing SM/ Apprenticeship training	Project		Non-Project		Private		Total	
	N	%	N	%	N	%	N	%
Couldn't get apprenticeship for my trade	152	3.1	174	4.5	96	5.3	422	4.0
Registered and waiting for apprenticeship	100	2.1	202	5.3	131	7.2	433	4.1
Apprenticeship allotted was far away from home	431	8.9	460	12.0	261	14.4	1152	11.0
Got a job and hence it was not required	495	10.2	555	14.5	208	11.5	1258	12.0
Don't think apprenticeship can add value	542	11.2	736	19.2	209	11.5	1487	14.2
Stipend offered for apprenticeship was low	419	31.7	681	51.6	220	16.7	1320	14.2
Didn't know about apprenticeship	1497	30.9	2142	55.9	1166	64.4	4805	45.8
Option for SM/ATS was not available	1450	29.9	2112	55.1	1319	72.9	4881	46.5
Total (Multiple Response)	4850	100	3833	100	1810	100	10493	100

Source: Analysis based on data received from ITI

5.5 Conclusion

DGT guideline for ITI spells out the importance of trade specific apprenticeship training for the graduates, it helps them in gaining hands on experience to become job ready and receive better remuneration. However, above analysis indicates that very few 0.5% of the students who had graduated from ITIs had actually got an opportunity to pursue SM/ATS. Most of the graduates either reported non-availability of apprenticeship program (46.5%) in their region or complete unawareness (45.8%) of the programme. Further, only 28.7% of the ATS graduates reported receipt of stipend, which is also too less (Rs. 3,465/ month).

6 Labour Market Outcome

This chapter provides details of current employment status of the graduates including employment rate, share of employment, time taken for the first job, relevance of ITI Training, sector of employment, size of work place, monthly earnings, career progression, self-employment and unemployment etc.

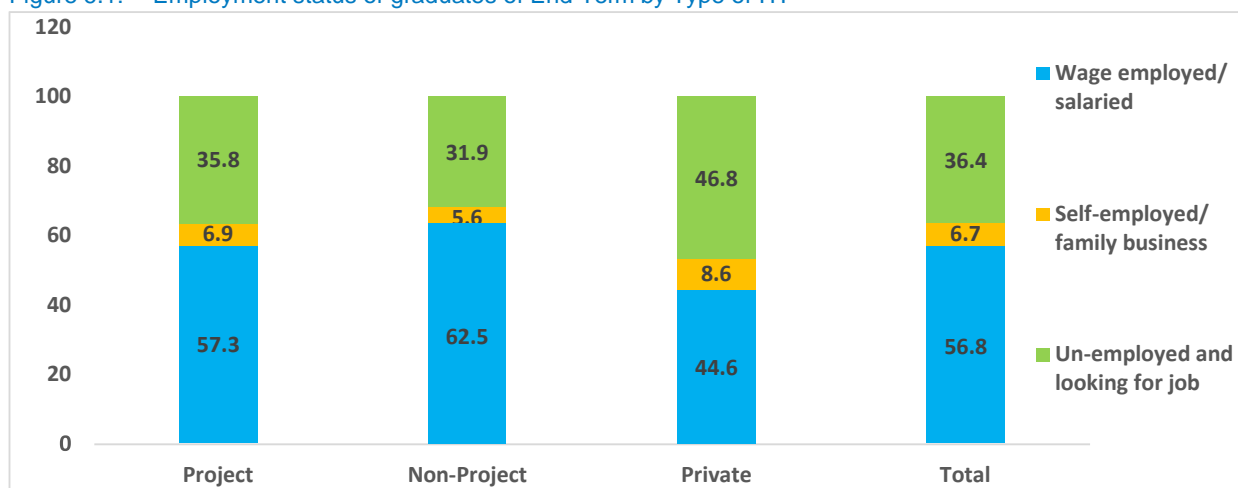
6.1 Status of Employment

The key objective of the VTIP project is to enhance skilled labour work force in the market. In order to understand the achievement of this goal with more clarity, employability analysis has been done on the basis of demographics of the collected sample size across the Project, Private and Non-Project ITIs.

This is essential to mention that the study covered 11,028 respondents who had graduates in year 2012 and another 1001 respondents who were contacted in midterm study of DGT, the analysis presented below provides a comparative employment rate so as to ascertain difference in rate of employment after years of experience, such comparison for Private ITI graduates was not done as there was no sample covered from Private ITIs during midterm study.

Analysis also indicates that significantly higher proportion about 62.5% of graduates from non-project ITIs are wage employed than the project ITIs (57.3%). While, significantly higher proportion of graduates from private ITIs (8.6%) are self-employed or in family business than project (6.9%) and non-project (5.6%) ITIs. Statistical tests on p value was calculated for State as well as district level analysis, the result of State level analysis was found highly significant since p value was found less than 0.01. The district level analysis was 0.05 i.e. significant.

Figure 6.1: Employment status of graduates of End Term by Type of ITI



Source: Analysis based on data received from ITI

Analysis of the table presented below indicates that 81.9% of end term graduates were available in the job market. 57% of them are wage employed or salaried, 6.7% are self-employed or in family business and remaining 36.4% are unemployed and looking for job opportunities.

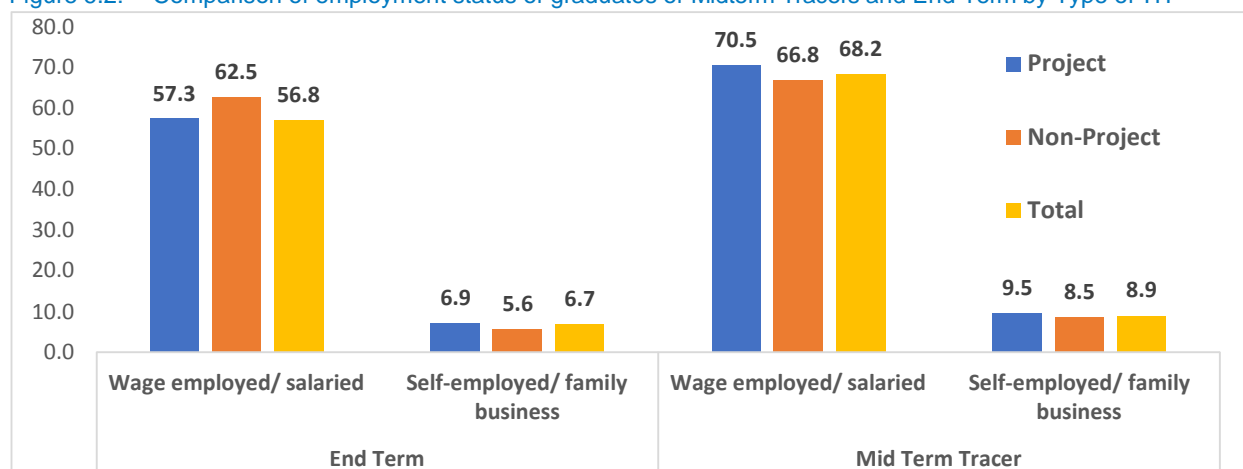
Table 6.1: Distribution of graduates by their employment status

Employment Status	Project		Non-Project		Private		Total	
	N	%	N	%	N	%	N	%
End Term								
Wage employed/ salaried	2492	57.3	1924	62.5	715	44.6	5131	56.8
Self-employed/ family business	299	6.9	171	5.6	138	8.6	608	6.7
Un-employed and looking for job	1558	35.8	981	31.9	749	46.8	3288	36.4
Graduates available in job market	4349	85.3	3076	76.8	1602	83.2	9027	81.9
Un-employed and not looking for job	749	14.7	928	23.2	324	16.8	2001	18.1
Mid Term Tracer								
Wage employed/ salaried	268	70.5	394	66.8			662	68.2
Self-employed/ family business	36	9.5	50	8.5			86	8.9
Un-employed and looking for job	76	20.0	146	24.7			222	22.9
Graduates available in job market	380	96.4	590	97.2			970	96.9
Un-employed and not looking for job	14	3.6	17	2.8			31	3.1

Source: Analysis based on data received from ITI

Comparison of status of employment of midterm and end term graduate indicates that significantly higher proportion of midterm tracers were wage employed (68.2%) and self-employed (8.9%) than end term graduates wherein 56.8% and 6.7% are wage employed and self-employed respectively (figure below).

Figure 6.2: Comparison of employment status of graduates of Midterm Tracers and End Term by Type of ITI



Source: Analysis based on data received from ITI

Statistical tests on p value was calculated for State as well as district level analysis, the result of State level analysis was found highly significant as p value was found less than 0.01. The district level analysis was 0.05 i.e. significant.

6.2 Employment rate by Course & Funding category

The study tried to calculate the employment rate, analysis indicates that non-project CTS from domestic funding (non-VTIP) has higher wage employment rate (63.5%) followed by Project CTS (61.5%) from VTIP funding. Private CTS (8.6%) and project COE from VTIP funding has significantly higher rate of self-employment (8.5%) than the remaining courses/trades. Further, students graduated in non-project COE with domestic funding has highest rate on unemployment (70.9%) than the other courses/trades.

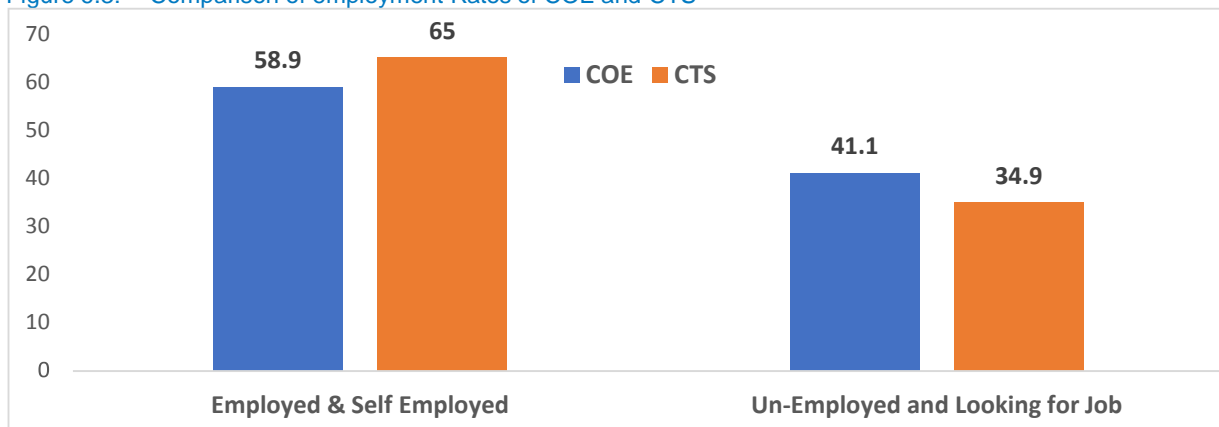
Table 6.2: Distribution of graduates by their employment (wage and self) Rate

Trainee Category and Funding Category	Wage Employed		Self Employed		Un-Employed and Looking for Job		Total in Labour Force
	N	%	N	%	N	%	N
Project COE -VTIP	1068	52.5	173	8.5	792	39.0	2033
Non-Project COE- Domestic	22	27.8	1	1.3	56	70.9	79
Project CTS- VTIP	1424	61.5	126	5.4	766	33.1	2316
Non-Project CTS	1902	63.5	170	5.7	925	30.9	2997
Private –CTS	715	44.6	138	8.6	749	46.8	1602
Project Total	2492	57.3	299	6.9	1558	35.8	4349
Non-Project Total	1924	62.5	171	5.6	981	31.9	3076
Private Total	715	44.6	138	8.6	749	46.8	1602
Grand Total	5131	56.8	608	6.7	3288	36.4	9027

Source: Analysis based on data received from ITI

Comparison of employment (wage + self) rate indicates that CTS (65%) has significantly higher rate of employment than COE (58.9%) (Figure below). Statistical tests on p value was calculated for state as well as district level analysis, the result of State level analysis was found highly significant since p value was found less than 0.01. The district level analysis was 0.05 i.e. significant.

Figure 6.3: Comparison of employment Rates of COE and CTS



Source: Analysis based on data received from ITI

State wise comparison of employment rate is presented in table below, Delhi has 100% CTS wage employment rate. Combined high wage and self-employment rate was reported by Chhattisgarh (92.3%), Bihar (86.8%), Madhya Pradesh (85.5%), Tamil Nadu (81.9%), Andhra Pradesh (78.7%) and Delhi (76.9%).

Table 6.3: Distribution of graduates by their employment (wage and self) rate- State level comparison

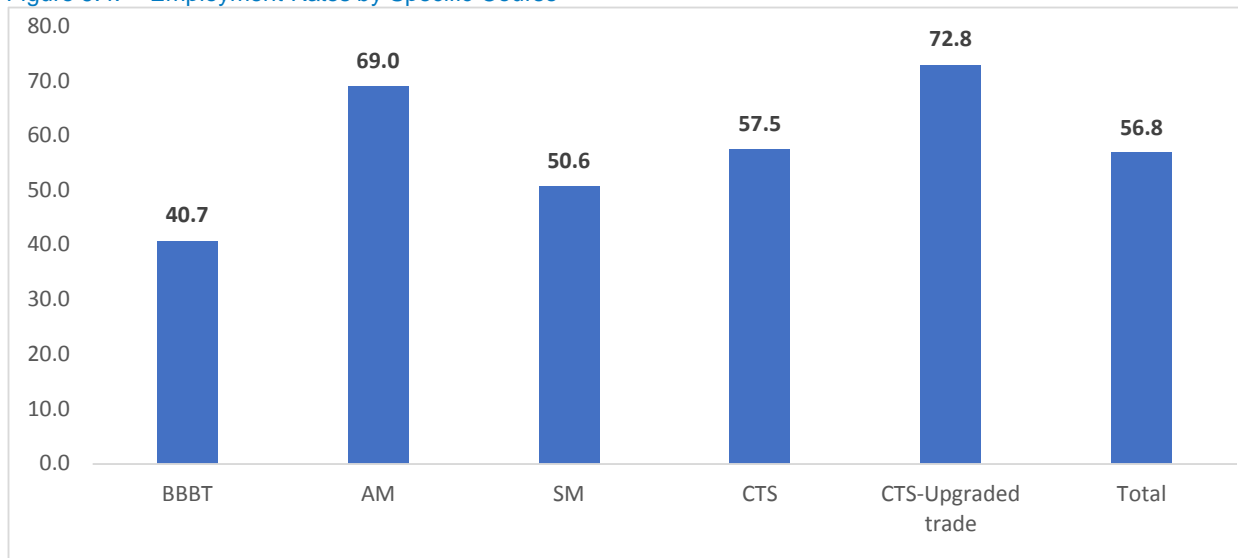
State	Course	Wage employed/ salaried		Self-employed/ family business		Un-employed and looking for job		Graduates available in job market	Un-employed and not looking for job	Total
		N	%	N	%	N	%	N	N	N
Andhra Pradesh	COE	48	45.3	22	20.8	36	34.0	106	2	108
	CTS	186	81.6	7	3.1	35	15.4	228	63	291
	Total	234	70.1	29	8.7	71	21.3	334	65	399
Assam	COE	33	36.3	5	5.5	53	58.2	91	2	93
	CTS	55	52.9	11	10.6	38	36.5	104	4	108
	Total	88	45.1	16	8.2	91	46.7	195	6	201
Bihar	COE	11	36.7	1	3.3	18	60.0	30	0	30
	CTS	228	88.7	9	3.5	20	7.8	257	10	267
	Total	239	83.3	10	3.5	38	13.2	287	10	297
Chhattisgarh	COE	34	50.0	5	7.4	29	42.6	68	2	70
	CTS	301	97.4	8	2.6	0	0.0	309	41	350
	Total	335	88.9	13	3.4	29	7.7	377	43	420
Delhi	COE	10	29.4	0	0.0	24	70.6	34	0	34
	CTS	70	100.0	0	0.0	0	0.0	70	5	75
	Total	80	76.9	0	0.0	24	23.1	104	5	109
Gujarat	COE	131	64.5	13	6.4	59	29.1	203	0	203
	CTS	338	68.7	34	6.9	120	24.4	492	47	539
	Total	469	67.5	47	6.8	179	25.8	695	47	742
Haryana	COE	48	34.3	7	5.0	85	60.7	140	6	146
	CTS	64	32.0	10	5.0	126	63.0	200	109	309
	Total	112	32.9	17	5.0	211	62.1	340	115	455
Himachal Pradesh	COE	33	76.7	8	18.6	2	4.7	43	0	43
	CTS	128	49.0	4	1.5	129	49.4	261	33	294
	Total	161	53.0	12	3.9	131	43.1	304	33	337
Jammu & Kashmir	COE	47	70.1	0	0.0	20	29.9	67	0	67
	CTS	22	17.2	2	1.6	104	81.3	128	5	133
	Total	69	35.4	2	1.0	124	63.6	195	5	200
Karnataka	COE	128	49.0	48	18.4	85	32.6	261	6	267
	CTS	343	55.8	94	15.3	178	28.9	615	129	744
	Total	471	53.8	142	16.2	263	30.0	876	135	1011
Kerala	COE	52	74.3	0	0.0	18	25.7	70	3	73
	CTS	145	48.7	23	7.7	130	43.6	298	5	303
	Total	197	53.5	23	6.3	148	40.2	368	8	376

State	Course	Wage employed/ salaried		Self-employed/ family business		Un-employed and looking for job		Graduates available in job market	Un-employed and not looking for job	Total
		N	%	N	%	N	%	N	N	N
Madhya Pradesh	COE	136	60.4	36	16.0	53	23.6	225	27	252
	CTS	289	86.5	17	5.1	28	8.4	334	44	378
	Total	425	76.0	53	9.5	81	14.5	559	71	630
Maharashtra	COE	67	36.8	2	1.1	113	62.1	182	47	229
	CTS	662	60.5	69	6.3	364	33.2	1095	741	1836
	Total	729	57.1	71	5.6	477	37.4	1277	788	2065
Odisha	COE	34	47.9	7	9.9	30	42.3	71	6	77
	CTS	30	15.4	35	17.9	130	66.7	195	53	248
	Total	64	24.1	42	15.8	160	60.2	266	59	325
Punjab	COE	36	41.4	7	8.0	44	50.6	87	19	106
	CTS	165	54.3	14	4.6	125	41.1	304	263	567
	Total	201	51.4	21	5.4	169	43.2	391	282	673
Rajasthan	COE	68	57.6	7	5.9	43	36.4	118	15	133
	CTS	148	44.0	18	5.4	170	50.6	336	59	395
	Total	216	47.6	25	5.5	213	46.9	454	74	528
Tamil Nadu	COE	64	52.5	3	2.5	55	45.1	122	12	134
	CTS	330	82.7	30	7.5	39	9.8	399	29	428
	Total	394	75.6	33	6.3	94	18.0	521	41	562
Telangana	COE	53	67.9	3	3.8	22	28.2	78	19	97
	CTS	126	57.0	18	8.1	77	34.8	221	35	256
	Total	179	59.9	21	7.0	99	33.1	299	54	353
Uttar Pradesh	COE	11	13.1	0	0.0	73	86.9	84	7	91
	CTS	165	30.4	15	2.8	362	66.8	542	122	664
	Total	176	28.1	15	2.4	435	69.5	626	129	755
Uttarakhand	COE	4	36.4	0	0.0	7	63.6	11	1	12
	CTS	192	65.1	11	3.7	92	31.2	295	19	314
	Total	196	64.1	11	3.6	99	32.4	306	20	326
West Bengal	COE	49	72.1	0	0.0	19	27.9	68	1	69
	CTS	47	25.4	5	2.7	133	71.9	185	10	195
	Total	96	37.9	5	2.0	152	60.1	253	11	264
Total	COE	1097	50.8	174	8.1	888	41.1	2159	175	2334
	CTS	4034	58.7	434	6.3	2400	34.9	6868	1826	8694
	Total	5131	56.8	608	6.7	3288	36.4	9027	2001	11028

Source: Analysis based on data received from ITI

Course wise analysis of employment indicates that CTS of upgraded trades has highest (72.8%) rate of employment, second highest rate of employment is in AM (69%) and third highest rate of employment is in CTS (57.5%). BBBT (40.7%) has relatively lower employment rate (Figure 6.4).

Figure 6.4: Employment Rates by Specific Course



Source: Analysis based on data received from ITI

The table below indicates that higher proportion of graduates who have completed SM (18.1%) and have opted for self-employment.

Table 6.4: Distribution of graduates by their employment (wage and self) rate and course studied

Course	Wage employed/ salaried		Self-employed/ family business		Unemployed and looking for job		Unemployed and not looking for job	Graduates available in job market	Total
	N	%	N	%	N	%	N	N	N
BBT	523	40.7	129	10.0	632	49.2	134	1284	1418
AM	493	69.0	16	2.2	206	28.8	35	715	750
SM	81	50.6	29	18.1	50	31.3	6	160	166
CTS	3616	57.5	408	6.5	2270	36.1	1667	6294	7961
CTS-Upgraded trade	418	72.8	26	4.5	130	22.6	159	574	733
Total	5131	56.8	608	6.7	3288	36.4	2001	9027	11028

Source: Analysis based on data received from ITI

6.3 Employment by Gender and Social Groups

Analysis of gender differences in employment indicates significant difference, but not very high (58% of male and 50.7% female employed) however, gender difference in self-employment is highly significant (7.1% of male and 4.6% female were self-employed).

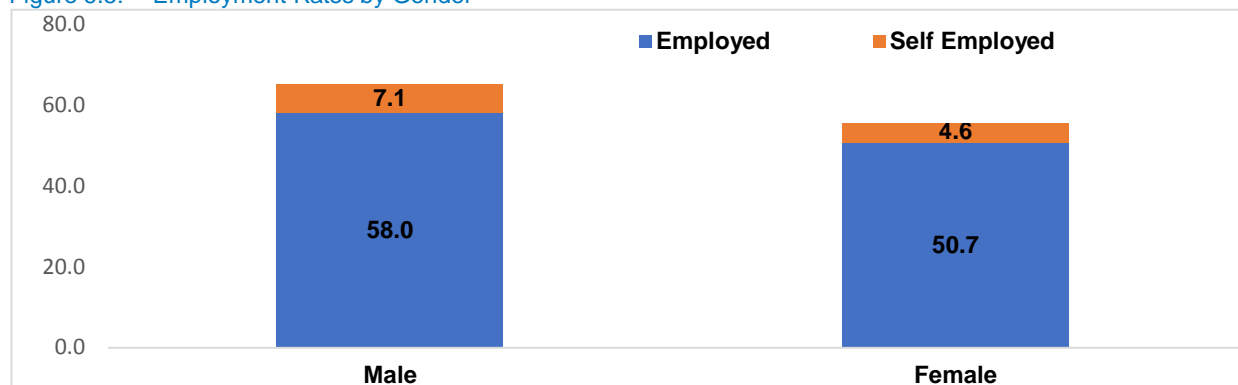
Table 6.5: Distribution of graduates by their employment (wage and self) rate and gender

Gender	Wage-Employed		Self Employed		Un-Employed and Looking for Job		Graduates available in job market	
	N	%	N	%	N	%	N	%
Male	4377	58.0	540	7.2	2625	34.8	7542	83.5
Female	754	50.7	68	4.6	663	44.7	1485	16.5
Total	5131	56.8	608	6.7	3288	36.4	9027	100

Source: Analysis based on data received from ITI

The figure below indicates that about 65.1% of male graduates are either wage employed or self-employed and 55.3% of females are either wage employed or self-employed.

Figure 6.5: Employment Rates by Gender



Source: Analysis based on data received from ITI y

Analysis of the table below indicates that CTS male graduates are more successful in receiving wage employment in comparison to their counterparts.

Table 6.6: Distribution of graduates by their employment rate, Trainee category, Funding category and Gender

Trainee Category and Funding Category		Gender	Employed		Self Employed		Unemployed and Looking for Job		Total in Labour Force
			N	%	N	%	N	%	N
Project	COE	Male	942	52.7	163	9.1	682	38.2	1787
		Female	126	51.2	10	4.1	110	44.7	246
		Sub total	1068	52.5	173	8.5	792	39.0	2033
	CTS upgraded	Male	330	79.9	21	5.1	62	15.0	413
		Female	60	43.2	5	3.6	74	53.2	139
		Sub total	390	70.7	26	4.7	136	24.6	552
	CTS non-upgraded	Male	889	60.0	90	6.1	502	33.9	1481
		Female	145	51.2	10	3.5	128	45.2	283
		Sub total	1034	58.6	100	5.7	630	35.7	1764

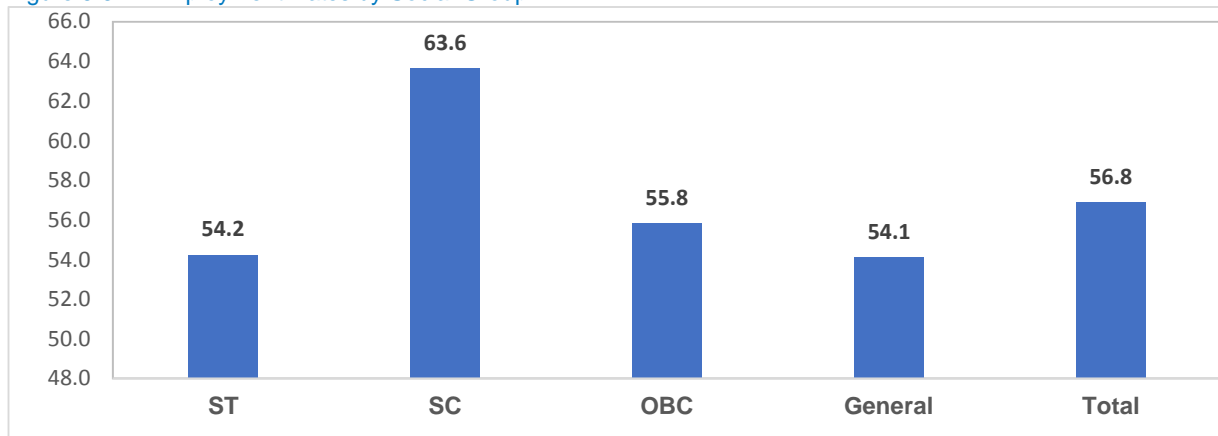
Trainee Category and Funding Category		Gender	Employed		Self Employed		Unemployed and Looking for Job		Total in Labour Force
			N	%	N	%	N	%	N
	Total	Male	2161	58.7	274	7.4	1246	33.8	3681
		Female	331	49.6	25	3.7	312	46.7	668
		Sub total	2492	57.3	299	6.9	1558	35.8	4349
Non-Project-	COE	Male	8	19.5	-	-	33	80.5	41
		Female	15	39.5	-	-	23	60.5	38
		Sub total	23	29.1	-	-	56	70.9	79
	CTS non-upgraded	Male	1531	65.8	132	5.7	663	28.5	2326
		Female	348	53.6	38	5.9	263	40.5	649
		Sub total	1879	63.2	170	5.7	926	31.1	2975
	CTS upgraded	Male	17	100	-	-	-	-	17
		Female	5	100	-	-	-	-	5
		Sub total	22	100	-	-	-	-	22
	Total	Male	1556	65.3	133	5.6	695	29.2	2384
		Female	368	53.2	38	5.5	286	41.3	692
		Sub total	1924	62.5	171	5.6	981	31.9	3076
Private	Total	Male	660	44.7	133	9.0	684	46.3	1477
		Female	55	44.0	5	4.0	65	52.0	125
		Sub total	715	44.6	138	8.6	749	46.8	1602
Total		Male	4377	58	540	7.2	2625	34.8	7542
		Female	754	50.8	68	4.6	663	44.6	1485
		Total	5131	56.8	608	6.7	3288	36.4	9027

Source: Analysis based on data received from ITI

6.4 Employment by Social Group

Social group wise analysis of the employed graduates indicates that higher proportion of SC graduates (63.6%) got employment; this percentage was 55.8% for OBC, 54.2% for ST and 54.1% for general graduates (figure below).

Figure 6.6: Employment Rates by Social Group



Source: Analysis based on data received from ITI

Analysis of the data in the table below indicates that higher proportion of SC graduates are wage employed (76.5% from non-project ITIs, 56.7% from project ITIs and 54.1% from private ITIs). Further, it can be seen that difference in employment rates across various social groups is minimal for trainees of project ITIs but for non-project and private ITIs significant difference could be seen, details are in table below.

Table 6.7: Distribution of graduates by their employment (wage and self) rate and gender

Trainee Category and Funding Category	Social Group	Wage Employed		Self Employed		Unemployed and Looking for Job		Total in Labour Force
		N	%	N	%	N	%	N
Project	ST	207	53.6	32	8.3	147	38.1	386
	SC	509	56.7	69	7.7	320	35.6	898
	OBC	1010	55.6	136	7.5	672	37.0	1818
	General	766	61.4	62	5.0	419	33.6	1247
	Sub total	2492	57.3	299	6.9	1558	35.8	4349
Non-Project	ST	194	65.8	17	5.8	84	28.5	295
	SC	543	76.5	31	4.4	136	19.2	710
	OBC	722	61.5	69	5.9	383	32.6	1174
	General	465	51.8	54	6.0	378	42.1	897
	Sub total	1924	62.5	171	5.6	981	31.9	3076
Private	ST	30	26.3	37	32.5	47	41.2	114
	SC	204	67.3	18	5.9	81	26.7	303
	OBC	333	42.7	55	7.1	391	50.2	779
	General	148	36.5	28	6.9	230	56.7	406
	Sub total	715	44.6	138	8.6	749	46.8	1602

Trainee Category and Funding Category	Social Group	Wage Employed		Self Employed		Unemployed and Looking for Job		Total in Labour Force
		N	%	N	%	N	%	N
Total	ST	431	54.2	86	10.8	278	35	795
	SC	1216	63.6	118	6.2	577	30.2	1911
	OBC	2105	55.8	260	6.9	1406	37.3	3771
	General	1379	54.1	144	5.6	1027	40.3	2550
	Total	5131	56.8	608	6.7	3288	36.4	9027

Source: Analysis based on data received from ITI

6.5 Nature of Current Job

Analysis as in table below indicates that about 49% of the wage employed are in regular employment while, 42% as contractual labour and remaining 8.4% casual labour. Significantly higher proportion of graduates from private ITIs (58.8%) have regular employment in comparison to project ITIs (50.7%) and non-project ITIs (44.1%).

Table 6.8: Distribution of Wage Employed Graduates by Type of Employment

Type of ITI	Regular employee		Contractual labour		Casual/Daily wage labour		Total
	N	%	N	%	N	%	N
Project	1243	50.7	1049	42.8	160	6.5	2452
Non-Project	884	44.1	942	47.0	178	8.9	2004
Private	397	58.8	184	27.3	94	13.9	675
Total	2524	49.2	2175	42.4	432	8.4	5131

Source: Analysis based on data received from ITI

6.6 Source of Information about employment

Analysis of table below indicates that the major source of information about the employment was job advertisement in newspapers which was indicated by 79% of the respondents.

Table 6.9: Distribution of Wage Employed Graduates by Source of information for employment opportunity

Type of ITI	ITI –Training Counselling & Placement Cell		Advertisement about vacancies in newspapers,		Referral from previous employer		HR Consultancy/ Employment Exchange		Personal contacts, family, friends		Total
	N	%	N	%	N	%	N	%	N	%	
Project	5	0.2	1885	76.9	281	11.5	181	7.4	100	4.1	2452
Non-Project	44	2.2	1636	81.6	145	7.2	92	4.6	87	4.3	2004
Private	13	1.9	539	79.9	64	9.5	34	5.0	25	3.7	675
Total	62	1.2	4060	79.1	490	9.5	307	6.0	212	4.1	5131

Source: Analysis based on data received from ITI

6.7 Employment within one year of finished training

VTIP project was implemented with a mandate of improving the labour market outcomes including in reduction of time taken (duration elapsed) in getting a first job after completion of their training. Analysis of the information collected from graduates indicates that about 57% of the graduates who were available in the job market received wage employment. Of which, 73.3% received employment within one year of passing out and remaining 27% received employment afterwards. Similarly, 70% of the trainees either initiated their own self-employment venture or joined family business one year after they completed their ITI course.

Though, wage employment was significantly low among trainees who graduated from private colleges but higher proportion (80.3%) of those who got wage employment received employment within one year of passing out.

Table 6.10: Distribution of project ITI's pass outs who find employment within one year of finished training

Trainees by Funding and by Category		Wage Employed					Self Employed					Total in Labour Force
		Within 1 Year		More than a Year		Total	Within 1 Year		More than a Year		Total	
		N	%	N	%	N	N	%	N	%	N	N
Project	COE	797	74.6	271	25.4	1068	128	74	45	26	173	2033
	CTS upgraded	256	65.6	133	34.1	390	23	88.5	3	11.5	26	552
	CTS non-upgraded	774	74.9	261	25.2	1034	78	78	22	22	100	1764
	Sub Total	1827	73.3	665	26.7	2492	229	76.6	70	23.4	299	4349
Non-project	COE	17	73.9	6	26.1	23	1	-	-	-	-	79
	CTS non-upgraded	1323	70.4	556	29.6	1879	130	76.5	40	23.5	170	2975
	CTS upgraded	22	100	-	-	22	-	-	-	-	-	22
	Sub Total	1362	70.8	562	29.2	1924	131	76.6	40	23.4	171	3076
Private	Sub Total	574	80.3	141	19.7	715	66	47.8	72	52.2	138	1602
Grand Total		3763	73.3	1368	26.7	5131	426	70.1	182	29.9	608	9027

Source: Analysis based on data received from ITI

Looking at gender differences in receiving wage employment, it could be seen that, of the total wage employed slightly higher proportion of male graduates (73.8%) received employment within one year of passing out in comparison to the female counterparts (70.1%). In contrary, 73% of the female graduates initiated self-employment venture within one year of pass out in comparison to the 69% of their male counterparts.

Table 6.11: Distribution of project ITI's (disaggregated by gender) pass outs who find employment within one year of finished training

Trainee Category and Funding Category	Gender	Wage Employed						Self Employed						Total in Labour Force
		Within 1 Year		More than a Year		Total	Within 1 Year		More than a Year		Total			
		N	%	N	%	N	N	%	N	%	N			
Project	COE	Male	701	74.4	241	25.6	942	128	78.5	35	21.5	163	1787	
		Female	96	76.2	30	23.8	126	-	-	10	100.0	10	246	
		Sub total	797	74.6	271	25.4	1068	128	74.0	45	26.0	173	2033	
	CTS upgraded	Male	232	70.3	98	29.7	330	19	90.5	2	9.5	21	413	
		Female	25	41.7	35	58.3	60	4	80.0	1	20.0	5	139	
		Sub total	256	65.6	133	34.1	390	23	88.5	3	11.5	26	552	
	CTS non-upgraded	Male	662	74.5	227	25.5	889	70	77.8	20	22.2	90	1481	
		Female	111	76.6	34	23.4	145	8	80.0	2	20.0	10	283	
		Sub total	774	74.9	261	25.2	1034	78	78.0	22	22.0	100	1764	
	Total	Male	1595	73.8	566	26.2	2161	217	79.2	57	20.8	274	3681	
		Female	232	70.1	99	29.9	331	12	48.0	13	52.0	25	668	
		Sub total	1827	73.3	665	26.7	2492	229	76.6	70	23.4	299	4349	
	Non-Project	COE	Male	6	75.0	2	25.0	8	1	-	-	-	-	41
			Female	11	73.3	4	26.7	15	-	-	-	-	-	38
			Sub total	17	73.9	6	26.1	23	1	-	-	-	-	79
CTS non-upgraded		Male	1076	70.3	455	29.7	1531	95	72.0	37	28.0	132	2326	
		Female	247	71.0	101	29.0	348	35	92.1	3	7.9	38	649	
		Sub total	1323	70.4	556	29.6	1879	130	76.5	40	23.5	170	2975	
CTS upgraded		Male	17	100.0	-	-	17	-	-	-	-	-	17	
		Female	5	100.0	-	-	5	-	-	-	-	-	5	
		Sub total	22	100.0	-	-	22	-	-	-	-	-	22	
Total		Male	1099	70.6	457	29.4	1556	96	72.2	37	27.8	133	2384	
		Female	263	71.5	105	28.5	368	35	92.1	3	7.9	38	692	
		Sub total	1362	70.8	562	29.2	1924	131	76.6	40	23.4	171	3076	
Private	Male	531	80.5	129	19.5	660	63	47.4	70	52.6	133	1477		
	Female	43	78.2	12	21.8	55	3	60.0	2	40.0	5	125		
	Sub total	574	80.3	141	19.7	715	66	47.8	72	52.2	138	1602		
Total	Male	3225	73.7	1152	26.3	4377	376	69.6	164	30.4	540	7542		
	Female	538	71.4	216	28.6	754	50	73.5	18	26.5	68	1485		
	Total	3763	73.3	1368	26.7	5131	426	70.1	182	29.9	608	9027		

Source: Analysis based on data received from ITI

Analysis of the table indicates that of the wage employed graduates, slightly higher proportion of OBC graduates (76.4%) received employment within one year of pass out than the average (73.3%), in contrary lower proportion of general graduates (68.9%) received employment within one year of pass out. Higher proportion of SC (84.7%) graduates initiated self-employment ventures within one year of passing out than their counterparts.

Table 6.12 Distribution of project ITI's (disaggregated by caste) pass outs who find employment within one year of finished training

Trainee Category and Funding Category	Social Group	Wage Employed					Self Employed					Total in Labour Force
		Within one year		More than a Year		Total	Within 1 Year		More than a Year		Total	
		N	%	N	%	N	N	%	N	%	N	
Project	ST	154	74.4	53	25.6	207	21	65.6	11	34.4	32	386
	SC	397	78.0	112	22.0	509	61	88.4	8	11.6	69	898
	OBC	786	77.8	224	22.2	1010	102	75.0	34	25.0	136	1818
	General	490	64.0	276	36.0	766	48	77.4	14	22.6	62	1247
	Sub total	1827	73.3	665	26.7	2492	232	77.6	67	22.4	299	4349
Non-Project	ST	137	70.6	57	29.4	194	12	70.6	5	29.4	17	295
	SC	334	61.5	209	38.5	543	24	77.4	7	22.6	31	710
	OBC	543	75.2	179	24.8	722	52	75.4	17	24.6	69	1174
	General	348	74.8	117	25.2	465	43	75.9	11	24.1	54	897
	Sub total	1362	70.8	562	29.2	1924	131	75.4	40	24.6	171	3076
Private	ST	23	76.7	7	23.3	30	9	24.3	28	75.7	37	114
	SC	159	77.9	45	22.1	204	15	83.3	3	16.7	18	303
	OBC	280	84.1	53	15.9	333	32	58.2	23	41.8	55	779
	General	112	75.7	36	24.3	148	16	57.1	12	42.9	28	406
	Sub total	574	80.3	141	19.7	715	72	52.2	66	47.8	138	1602
Total	ST	314	72.9	117	27.1	431	42	48.8	44	51.2	86	795
	SC	890	70.9	366	29.1	1256	100	84.7	18	15.3	118	1911
	OBC	1609	77.9	456	22.1	2065	186	71.5	74	28.5	260	3771
	General	950	68.9	429	31.1	1379	106	73.6	38	26.4	144	2550
	Total	3763	73.3	1368	26.7	5131	434	71.4	174	28.6	608	9027

Source: Analysis based on data received from ITI

6.8 Status of previous employment (Prior to current employment)

In order to understand the career progression among employed graduates, they were probed about their past employment history- the following table analyses the data. 5,557 (92%) are employed in their first job, 3% are employed (with one job experience) and remaining 4.7% were not employed during the survey (while they had prior work experience).

Table 6.13: Distribution of Graduates available in the job market by employment

Employed Ever	Male		Female		Total
	N	%	N	%	N
Currently Employed with one previous job	149	2.9	33	3.6	182
Currently employed without any experience	4766	93.3	791	86.5	5557
Currently Un-employed but previously employed	195	3.8	90	9.8	285
Total	5110	100	914	100	6024

Source: Analysis based on data received from ITI

6.9 Time taken to get the first job

VTIP project was implemented with a mandate of improving the labour market outcomes including reduction of time taken (duration) in getting a first job after completion of their training. Analysis of the information collected from graduates indicates that about 45.4% of the graduates received job within one year of passing out. Further, another 11.4% of the graduates had received job in more than a year of passing out. Slightly higher proportion of trainees who had graduated from non-project (51%) ITIs had received jobs within one year of passing out.

Table 6.14: Distribution of Graduates by Time taken for the first Job

Type of ITI	Job received in one year of passing out		Job received more than one year after passing out		Graduates available in job market
	N	%	N	%	N
Project	2204	50.7	288	6.6	4349
Non-Project	1569	51.0	355	11.5	3076
Private	724	45.2	0	0.0	1602
Total	4098	45.4	1033	11.4	9027

Source: Analysis based on data received from ITI

6.10 Sector of current employment

Analysis of the table below indicates that as high as 90% of the ITI graduates were employed in private sector. Also, slightly higher proportion of trainees who had graduated from private colleges were employed in government sector.

Table 6.15: Distribution of Wage Employed Graduates by Sector of employment

Type of ITI	Public Sector		Private Sector		Total
	N	%	N	%	
Project	240	9.8	2212	90.2	2452
Non-Project	173	8.6	1831	91.4	2004
Private	79	11.7	596	88.3	675
Total	492	9.6	4639	90.4	5131

Source: Analysis based on data received from ITI

6.11 Size of current workplace

A higher proportion of graduates were reported to be working in smaller enterprises having 50 employees.

Table 6.16: Distribution of Wage Employed Graduates by their perception on ITIs relevance to employment

Type of ITI	Up to 50 Employees		51 to 100 Employees		101 to 500 Employees		501 & more Employees		Don't Know		Total
	N	%	N	%	N	%	N	%	N	%	N
Project	1485	60.6	4	0.2	0	0.0	1	0.0	962	39.2	2452
Non-Project	1159	57.8	13	0.6	3	0.1	2	0.1	827	41.3	2004
Private	481	71.3	1	0.1	0	0.0	0	0.0	193	28.6	675
Total	3125	60.9	18	0.4	3	0.1	3	0.1	1982	38.6	5131

Source: Analysis based on data received from ITI

6.12 Average monthly earnings of wage employed

Monthly wages of employed pass-outs were collected from employed graduates and average monthly wages was Rs. 8,897/-. The monthly wages are slightly higher for males (Rs. 8,940/-) as compared to female graduates (RS. 8,697/-).

Table 6.17: Average Monthly Wages earned by Gender (Current Job) (in Rs.)

Type of ITI	Male			Female			Total		
	Average	Minimum	Maximum	Average	Minimum	Maximum	Average	Minimum	Maximum
Project	8908	4000	48000	8985	5000	25000	8918	4500	36500
Non-Project	8873	5000	25000	9211	5000	25000	8942	5000	25000
Private	9039	5000	21000	7895	5000	16000	8959	5000	18500
Total	8940	4667	31333	8697	5000	22000	8897	4000	48000

Source: Analysis based on data received from ITI

Average monthly wages earned by different courses were analysed, analysis shows that CTS-upgraded trades (Rs. 9,147/-) received slightly higher monthly wages than the other courses (CTS-Rs. 8,984/-, AM-Rs. 8,893/-, SM- Rs. 8,741/- and BBBT-Rs. 8,701/-).

Table 6.18: Average Monthly Wages earned by different courses (Current Job) (in Rs.)

Course	Average	Minimum	Maximum
BBBT	8701	4000	25000
AM	8893	5000	25000
SM	8741	5000	25000
CTS	8984	5000	48000
CTS-Upgraded Trade	9147	5000	25000
Total	8897	4000	48000

Source: Analysis based on data received from ITI

Average monthly wages earned by graduates categorised into their social groups was analysed, analysis shows that general graduates (Rs. 9,073/-) were receiving slightly higher monthly wages than the other social groups (OBC-Rs. 8,958/-, SC- Rs. 8,901/- and ST- Rs. 8,637/-).

Table 6.19: Average Monthly Wages earned by Social Group (Current Job) (in Rs.)

Social Group	Project	Non-Project	Private	Average	Minimum	Maximum
ST	8794	8432	8420	8637	4000	30000
SC	8809	8806	9208	8901	5000	25000
OBC	8900	9089	8984	8958	5000	48000
General	8950	9018	9277	9073	5000	25000
Total	8889	8942	9063	8897	4000	48000

Source: Analysis based on data received from ITI

Analysis of the data as in table below indicates that graduates in the public sector were getting higher monthly salary (Rs. 9,419/-) than the graduates employed in private sector (Rs. 8,865/-).

Table 6.20: Average Monthly Wages earned by Type of Sector Graduates are employed (Current Job)

Social Group	Project	Non-Project	Total
Public Sector	9706	9012	9419
Private Sector	8805	8946	8865
Total (All)	8889	8952	8916

Source: Analysis based on data received from ITI

Better rate of employment was found for the trades- Driver Cum Mechanic (Light Motor Vehicle) (100%), Draughtsman Mechanical (81%), Stenography (79%), Wireman (77%), Electronics Mechanic (75%), Refrigeration & Air Conditioner (76%) and Fitter (67%).

6.13 Monthly income of Graduates as compared to per capita consumption expenditure

The monthly income of the graduates has been compared with the National per capita consumption expenditure 2014 in urban area, as published by The Planning Commission (*Source: Report of expert group, Planning Commission, Government of India June 2014*). The household size is taken from census 2011, considering this, household expenditure has been calculated and then compared with the monthly income of the graduates. The analysis indicates that graduates were earning 37.5% above the expenditure line, type of ITI wise details are tabulated below.

Table 6.21: Distribution of sample by their Monthly income and comparison with Poverty Line

Type of ITI	Average Monthly Income (in Rs)			Average Monthly per capita consumption expenditure in urban (in Rs.)			Additional Income (over the State Poverty Line) (in Rs.)	% Above Poverty line
	Average	Minimum	Maximum	Monthly per capita*	Household Size**	Household Income		
Project	8918	4500	36500	1407	4.6	6472	2446	37.8
Non-Project	8942	5000	25000	1407	4.6	6472	2470	38.2
Private	8959	5000	18500	1407	4.6	6472	2487	38.4
Total	8897	4000	48000	1407	4.6	6472	2425	37.5

* Average Monthly per capita consumption expenditure in urban (In INR)- 2014 Planning Commission
** Census 2011

Source: Analysis based on data received from ITI

6.14 Career progression of employed pass-outs

Analysis of the table below indicates that about 91% of the graduates confirmed that their current job is related to the ITI course they have studied.

Table 6.22: Career Progression of Wage Employed

Type of ITI	Current Job related to ITI course		Current Job not related to ITI course		Total
	N	%	N	%	N
Project	2324	94.8	128	5.2	2452
Non-Project	1729	86.3	275	13.7	2004
Private	622	92.1	53	7.9	675
Total	4675	91.1	456	8.9	5131

Source: Analysis based on data received from ITI

6.15 Relevance of Current Job to the ITI training

Analysis of the table below indicates that about 81% of the graduates who were employed perceive that the certificate they received from the ITIs had played an important role in getting jobs. About 78% perceive that the provided skill set was useful in getting the job.

Table 6.23: Distribution of Wage Employed Graduates by their perception on ITIs relevance to employment

Type of ITI	Certificate was required for getting Job		Provided skill set was useful for getting job		Total
	N	%	N	%	N
Project	1956	79.8	1890	77.1	2452
Non-Project	1646	82.1	1589	79.3	2004
Private	536	79.4	518	76.7	675
Total (Multiple response)	4138	80.6	3997	77.9	5131

Source: Analysis based on data received from ITI

6.16 Self Employed by Nature of Business and Funding

It is encouraging to report that as high as 64% of the graduates who were engaged in business at the time of survey have established the business by themselves. While comparing this ITI wise, slightly more proportion of trainees graduated from Government ITIs (project 66.6%, non-project 65.5%) have established their own business in comparison to the private ITIs (56.5%).

Table 6.24: Distribution of Self Employed Graduates by the Nature of Business

Type of ITI	Family Business		Business Established by ITI Graduate		Total
	N	%	N	%	N
Project	98	32.8	199	66.6	299
Non-Project	59	34.5	112	65.5	171
Private	62	44.9	78	56.5	138
Total	219	36.0	389	64.0	608

Source: Analysis based on data received from ITI

Majority of the trainees (60.9%) have utilised family resources for initiating their business, 16.6% have taken bank loan and another 2.3% have taken bank loan under some government scheme of entrepreneurship development.

Table 6.25: Distribution of Wage Employed Graduates by their perception on ITIs relevance to employment

Type of ITI	From family saving		Taken bank loan		Taken loan from friends		Loan taken from bank under GOI schemes		Total
	N	%	N	%	N	%	N	%	N
Project	227	75.9	40	13.4	26	8.7	6	2.0	299
Non-Project	121	70.8	23	13.5	23	13.5	4	2.3	171
Private	75	54.3	38	27.5	21	15.2	4	2.9	138
Total	370	60.9	101	16.6	70	11.5	14	2.3	608

Source: Analysis based on data received from ITI

6.17 Monthly net income of self-employed

The study tried to capture the monthly net income of graduates out of their venture, on an average they are earning Rs. 9,298/- per month.

Table 6.26: Distribution of Self Employed Graduates by their monthly profit

Income Range (monthly net income)	Project		Non-Project		Private		Total	
	N	%	N	%	N	%	N	%
Up to Rs. 5000/-	26	8.7	9	5.3	11	8.0	46	7.6
Rs. 5001 to 10,000/-	211	70.6	127	74.3	102	73.9	440	72.4
Rs. 10,001 to 15,000/-	47	15.7	31	18.1	19	13.8	97	16.0

Income Range (monthly net income)	Project		Non-Project		Private		Total	
	N	%	N	%	N	%	N	%
Rs. 15,001 to 20,000/-	13	4.3	3	1.8	5	3.6	21	3.5
More than 20,001/-	2	0.7	1	0.6	1	0.7	4	0.7
Average monthly income (in Rs.)	9283		9421		9178		9298	
Total	299	100	171	100	138	100	608	100

Source: Analysis based on data received from ITI

6.18 Relevance of ITI training to the current business

Analysis of the data as in table below indicates that about 82% of the graduates who were self-employed perceive that acquired skill sets played key role in establishing their own business venture. Only 19% of them have confirmed that ITI has provided help on entrepreneurship and self-employment, which is a grey area and could be considered while strengthening the ITI education curriculum.

Table 6.27: Distribution of Self Employed Graduates by their perception of ITIs relevance to develop business

Type of ITI	Provided Skill set was useful for business		ITI provided help on entrepreneurship and self-employment		Total
	N	%	N	%	N
Project	223	74.6	36	12.0	299
Non-Project	157	91.8	38	22.2	171
Private	121	87.7	43	31.2	138
Total (Multiple response)	501	82.4	117	19.2	608

Source: Analysis based on data received from ITI

6.19 Unemployed Graduates

The study captured information from a total of 2001 graduates who are continuing their studies or preparing for some competitions thus, were not willing to take up job during survey and another 3288 graduates who were looking for job.

The study tried to understand the reason for not taking up jobs from all the respondent categories. Analysis of the information collected in this regard indicates that, about half (47.9%) had not taken the job as they were offered the workplace that was very far away from their homes. On probing, deeper into this context and with reference to the monthly salary these graduates were being offered, it is found that with the earning was meagre and it was not possible for the graduates to travel and sustain themselves hence, they had declined the job. Another major reason was non-availability of jobs as was reported by 37.9% of the graduates.

Table 6.28: Distribution of Graduates by their reason for being unemployed or not in the labour force

Type of ITI	Project		Non-Project		Private		Total (Multiple response)	
	N	%	N	%	N	%	N	%
Salary too low	285	12.4	210	11.0	239	22.3	734	13.9
Distance of work place too far from home	1121	48.6	851	44.6	559	52.1	2531	47.9
Bad work environment	312	13.5	217	11.4	134	12.5	663	12.5
Family did not allow	75	3.3	25	1.3	31	2.9	131	2.5
No jobs available	850	36.8	732	38.3	421	39.2	2003	37.9
Contract not renewed/removed from job	56	2.4	17	0.9	22	2.1	95	1.8
Studying and preparing to study	728	31.6	644	33.7	555	51.7	1927	36.4
About to get married	289	12.5	318	16.7	191	17.8	798	15.1
Total (Multiple response)	2307	100	1909	100	1073	100	5289	100

Source: Analysis based on data received from ITI

6.20 Managing of expenses by unemployed graduates

During the survey, the unemployed graduates were asked as to how were they managing their day to day expenses. It was found that after spending time and money on the ITI training, about 83% of these graduates are still dependent on their parents or family members.

Table 6.29: Distribution of Graduates by the way they are managing their day to day expenses

Type of ITI	Parents/ Family Members		Own Savings		Spouse / In-law's family		Close Relative		Total
	N	%	N	%	N	%	N	%	N
Project	1858	80.5	361	15.6	88	3.8	6	0.3	2307
Non-Project	1533	80.3	208	10.9	145	7.6	44	2.3	1909
Private	987	92.0	145	13.5	11	1.0	3	0.3	1073
Total (Multiple response)	4378	82.8	714	13.5	244	4.6	53	1.0	5289

Source: Analysis based on data received from ITI

7 Conclusions and Recommendations

7.1 Efficiency of Project implementation

The study findings indicate that VTIP project has tried to empower and strengthen ITIs by providing training and funding support through Institute Development Plans (IDPs) which were sought directly from the ITIs and the funding has been based on these actual plans. This has helped in sorting/resolving many issues through centralized planning. At the same time, it has also helped in fostering partnerships with the industry by constituting Institutional Management Committees which have worked very well in few select pockets. But at a gross level, the project requires further handholding so that the initiatives taken could be adequately reinforced to harness better results in future. It has been suggested by the various Principals/Senior Management team of the ITIs contacted that the programme should be implemented through cluster approach, each state could select and develop 10 -15 clusters depending upon the trades required (this could be based on mapping of required trades). Each cluster could be headed by a Nodal ITI which can be specifically linked to relevant ITIs so that the cluster could be developed. Each Nodal ITI can have 10 to 15 independent ITIs whose budget should be managed by them only. The nodal ITI of each cluster should be responsible for providing handholding support to the ITIs in its region on technical aspects like:

- Undertake skill gap analysis at the local level and suggest partner ITI for developing training augmentation plans
- Improve industry partnership and involve industry for development of cluster development plans including reframing of courses for each trade and cluster ITIs working on.
- Designing outcome-based training, provide incentives for better capacity utilization and introduction of short-term and long-term employment-oriented courses and assist in further diffusion of technology in teaching and learning
- Provide training to the trainers on different aspects
- Support cluster ITIs in sharing responsibilities, taking decisions, institution building, Monitoring, evaluation, documentation of learnings etc

The above-mentioned list of activities is just indicative and more activities could be included for better performance

7.2 Maintenance of Record, Implementation & Monitoring

Though VTIP scheme has invested in generation of a system for maintenance of data & information within ITIs but there has been absolute mismanagement of data and information at the ITI level. During this study, most of the ITIs took time in providing information on pass out, the personal contact numbers of students & addresses. Many of these contact details were found non-existent during the survey leading to this study getting delayed by several months.

During the study, it was found there are no separate registers or records maintained at ITI level which could be directly transferred to MIS for developing disaggregated information about the ITI. Reports which are sought by DGT are the only in computerised versions and they are not sufficient for monitoring of the programme as they require cumulative numbers on enrolment & pass outs. The records and information management at ITI level are mostly conventional (manual registers) which are not maintained properly at many places.

Our study indicates that there are no inbuilt administrative management systems available and maintained by the ITIs. Due to lack of comprehensive information on skill development such as availability of workforce (pass out status) with their contact numbers and addresses, their experience, sectors, years of experience, market salary rate, it is difficult for the companies to contact them and it is also not possible for the ITIs to extend placement service to the pass out students. This is hampering career growth and orientation of the skilled labour force which cannot wait for long. Hence it is imperative for ITIs to improve their existing data and information management system. This could enable the industry and trainees to interface with each other resulting in win-win situation for both.

Further, it was observed that the programme lacks close and effective monitoring system which includes tracking of pass out students and placed students. There is shortage of manpower in ITIs, which could be one of the possible reasons for the ineffectiveness of monitoring system, throughout the States.

Considering the geographic scale and magnitude of resources and activities, a comprehensive and robust IT enabled MIS (in the revised scheme) for various activities like; tracking of targets and achievements, admission; pass out, placement rate, average package offered to students, etc. In similar manner student data like names, sector, contact details, performance (pass outs) should mandatorily be included into this MIS so that students could tracked for their career growth needs as well as current status. This MIS could also be linked with an SMS based system which can send need based SMS to the students.

The above-mentioned MIS could be tracked at different stages for preparation and submission of Quarterly Progress Reports (QPRs) in prescribed formats with regard to targets and achievements. Apart from QPRs, the Mission Directorate of Scheme should prescribe other progress reports as may be considered appropriate from time to time. The monitoring parameters should not be limited to physical and financial achievement; rather it should capture the process of implementation and labour market performance of the ITIs, which could only be ensured if pass out students are tracked at least for three years after completion of their training.

The monitoring activities could include, but not be limited to, third party evaluation, impact evaluation studies, social audits, etc. The evaluation could be undertaken during the course of its implementation to incorporate mid-term corrections and align the scheme on the achievement of its key objectives. A separate cell could also be created to maintain gender disaggregated data of beneficiaries and use it for evaluation of training programs. Also, a system could be devised for regularly monitoring and interaction with the trainees so that corrective steps in improvement of training programs in terms of its content could be factored. An external monitoring should be conducted frequently – at least once in each year. The cost for these activities should be considered while planning for the revised scheme.

7.3 Coverage of Apprenticeship Training

The study indicates that very few students have gone for apprenticeship training as it is currently not available in the Government sector. Due to non-availability of such trainings, pass outs are not able to gain experience. Hence, it is suggested that Government should plan out proper guidelines for directing the Public-Sector Undertakings to appoint/provide employment opportunities to ITI graduates.

7.4 Institution Management Committee

Institution Management Committee is crucial in involving industry partner and training labour force as per industry requirement and to get 100% placement. The Institution Management Committee (IMC) was made known to all ITIs in 1998 as a strategic institutional level restructuring enterprise which was envisioned to engage with the local industry and establish a demand supply relation. However, only about 53% ITIs have constituted the IMC, of which majority are newly established (less than 3 years old) and only a few were found functional, which was checked by referring to the IMC meetings in last 6 months. During visit to the ITI, it was also observed that the placement cell was not fully functional and was lacking in the following:

- Dedicated TCPC officer in all the ITIs
- Functional computers and other infrastructure in most of the ITIs
- Total pass out list of students from different trades or courses in most of the ITIs
- Complete list of prospective industries with sectors they are working with their requirements (capabilities they are looking for), number of vacancies they have, etc. in most of the ITIs
- A complete plan to follow up with the industry for placement of students in most of the ITIs
- Personal contact details of pass out students to contact them for placement in most of the ITIs

7.5 Training, Counselling and Placement Cell

TCPC cell is crucial in improving labour market performance however, only 67% of the ITIs were found having TCPC Officers. The study indicates that most of the TCPC Officials are in dual charges and none of them were found dedicated for this position. Hence, there is a huge gap in this service as indicated by the students. The study recommends that effective TCPC cells within each ITI be set up which could be backed by the TCPC cell of Nodal ITIs of respective cluster.

7.6 Labour Market Outcomes

The current employment status indicates 59.24% wage employment in CTS and 47.26% in COE. Further, about 6% of CTS and 5% of COE trainees are self-employed. Additionally, a significant proportion of women pass-outs are not available in labour market due to various personal reasons. The above data is not very good considering the social strata in which the ITI students belong. It was also seen that few ITIs are doing well and their performance in labour market is also good. Hence, it is suggested that the Ministry should come up with a comprehensive plan and reinforce project guidelines through a consultative cluster approach.

7.7 Quality of Training Delivery

Quality of training delivery is a major concern as was indicated by the students and its impact (adverse) is quite visible on labour market performance. Thus, it is suggested that ITI project should be implemented in a cluster approach, duly supported by the Nodal ITI to overcome issues related to quality of training and also delivery. Close monitoring system is also essential to ensure quality of delivery. Other issues like low compensation, absenteeism, systematic planning of course delivery, adoption of recent training methods and equipment's could also be addressed adequately through proper monitoring by the nodal ITIs.