



**A Study on “Understanding of Skill Training Institutional Model of
Selected Country and Employability status & Labor market outcomes
of ITI Graduates in Patna, Bihar, India”**

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Industry Overview

Introduction

1

- India has the largest population in the world in the age group of 0-24 years (~600 million)
- About 60% of this population is in the age group of 0-14 years (K12 segment)
- Enhancing access and reach of education is critical to meet the rising demand

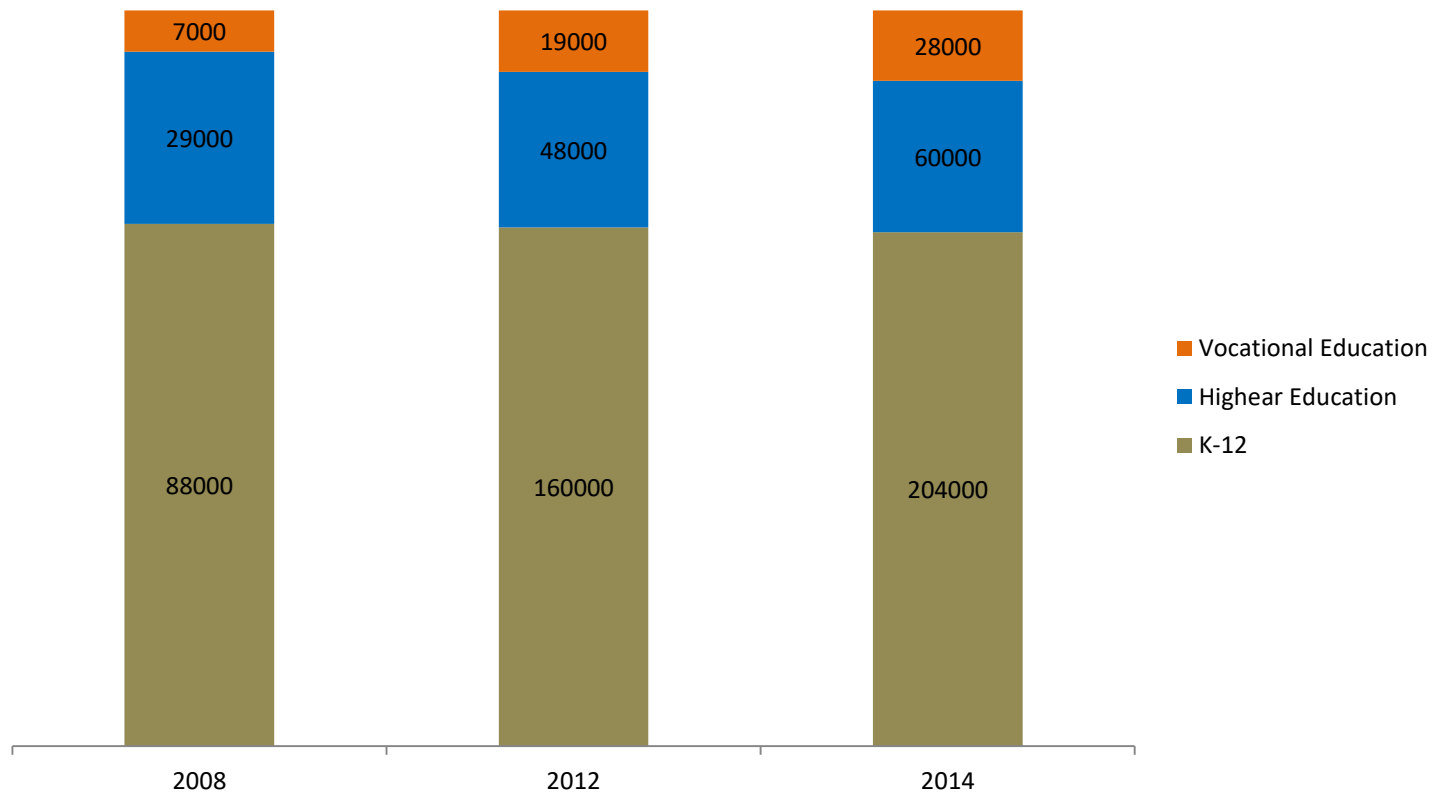
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- With an expected population of 1.4 billion in 2022; India will have ~63% individuals in the working age group (15-59 years)
- Enhancing the pool of skilled labor is critical for the economic growth of the nation

Source : World Bank

Industry Overview

Market Size (in Rs.Crore)



Source : KPMG

Industry Overview

Value Chain

1 Curriculum

Planning for instructional content and methods for evaluation of students. Curriculum is usually developed by the regulatory bodies, be it the centre or state boards for school education or the universities for higher education. In India, curriculum for unregulated institutes such as the private vocational training is designed by the institutes themselves.



2 Content

Content development is closely linked to curriculum. It includes, development of syllabus, subject, course material, exam patterns, etc. The regulatory authorities in school education usually develop the content which could be used as a guidance for further customization by the schools.



3 Delivery

Teaching the course to the student using appropriate delivery modes such as use of technology, on-field study, interactive discussions, etc. For higher education, offering exchange programs and research assignments are among other ways.



4 Assessment

Assessment includes conducting examinations and evaluating the performance of the students through various ways. This could include, school or national level examinations on an annual basis, or quarterly practical and theory assessment of higher education students.



5 Certification

Upon successful completion of the program, students are certified by affiliated boards or universities

Vocational Training Introduction

- Government managed/ regulated supply for vocational education has traditionally been the mainstay of the skill development segment until recently
- ❑ Over 10,300 ITIs and ITCs in India offering vocational training across a diverse set of trades
- ❑ Over 14.6 lakh seating capacity in India for vocational training courses offered by the ITI and ITC framework

Region	No, of ITI/ITC	Seating Capacity
North	4,755	643,485
South	3,457	443,387
East	794	140,764
West	1,338	241,100
Total	10334	1468736

Source: India stat

Vocational Training Eco- System

Key Bodies	Ministry of skill development & entrepreneurship Ministry of human resource & development Ministry of rural development Other central ministries
Enablers	State skill development mission (SSDM) “National skill development council “National skill development authority. NCVT / SCVT / SSCs Minimum wages act /Labour laws Other financial institutions
Beneficiary	Marginalized societies Unemployed youth Low income Group School & College Students

THE CURRENT STUDY

Study Design & oBJECTIVES

- **Nature of study : -**

Cross sectional Descriptive study in Government ITI Patna. A total of 60 pass outs have been interviewed out of total 202 reachable on random basis.

The presented study has major four objectives,

- The specific objective of the study is to understand the skill training institutional model of selected country including India
- To access the employability level & Labor market status of ITI pass outs from ITI patna
- To identify the gaps & providing skill training by ITI's for suitable employment
- To suggest potential arrangements or ways. for effective institutional environment.

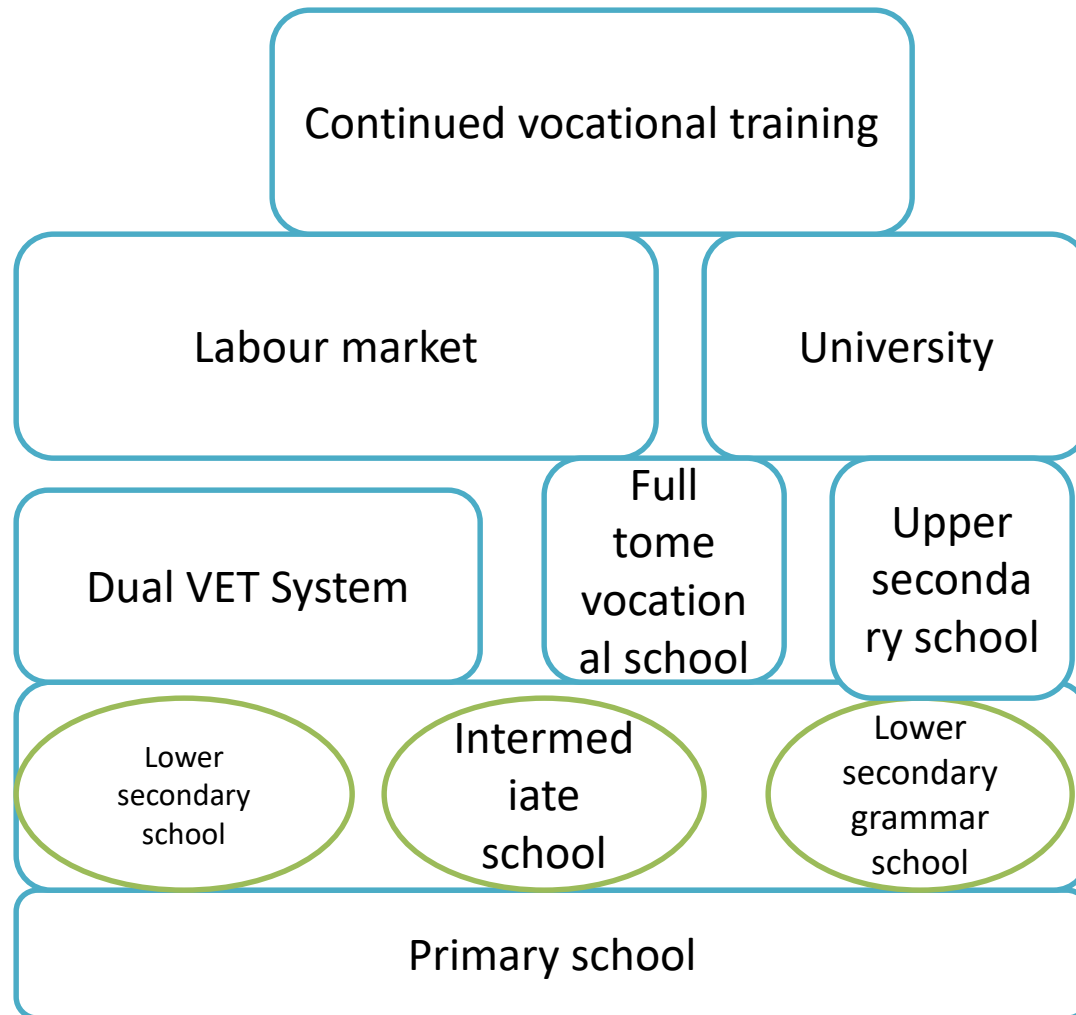
RATIONALE OF THE STUDY & Methodology

The foremost purpose of the study is to assess ITI pass outs on following criteria's. The current study also tends to examine the present skill eco system in India , its comparison with institutional model of selected country challenges faced by them and will provide possible solutions based on the research outcomes.

Three major indicators has been taken,

- Assessment of employment status
- Labour market outcomes
- Training & placement assistance provided.

VET model in Germany

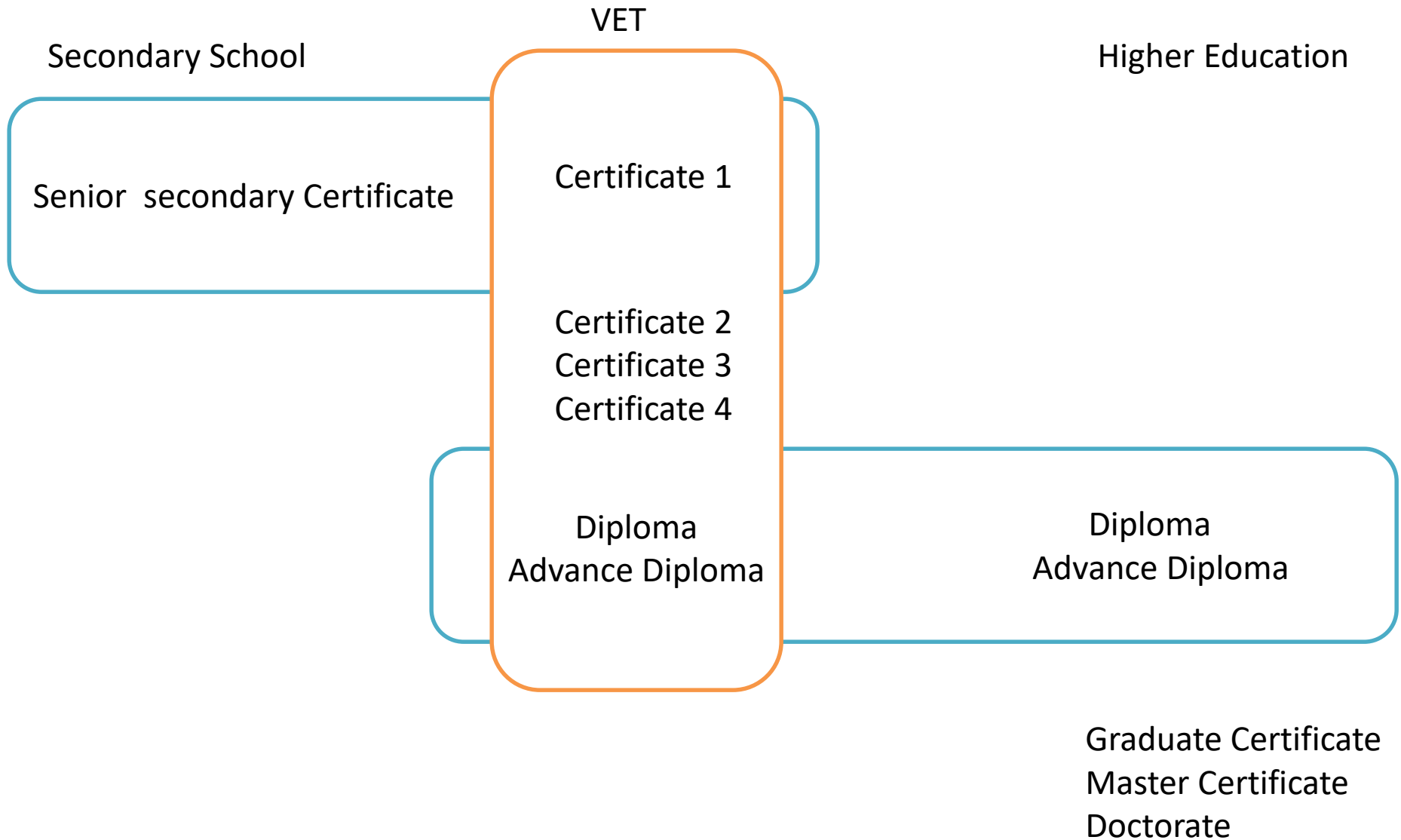


VET model in Germany

Features of VET model in Germany

- Dual VET model, “dual” because training, is conducted in two different places one in the company itself and other in vocational schools.
- The company provides practical learning while vocational school supplements on-the-job-learning with theoretical knowledge and its economical background.
- The dual system improves mobility and impart more practical knowledge to students it offers more flexibility in terms of more option and career opportunities

VET Model in Australia

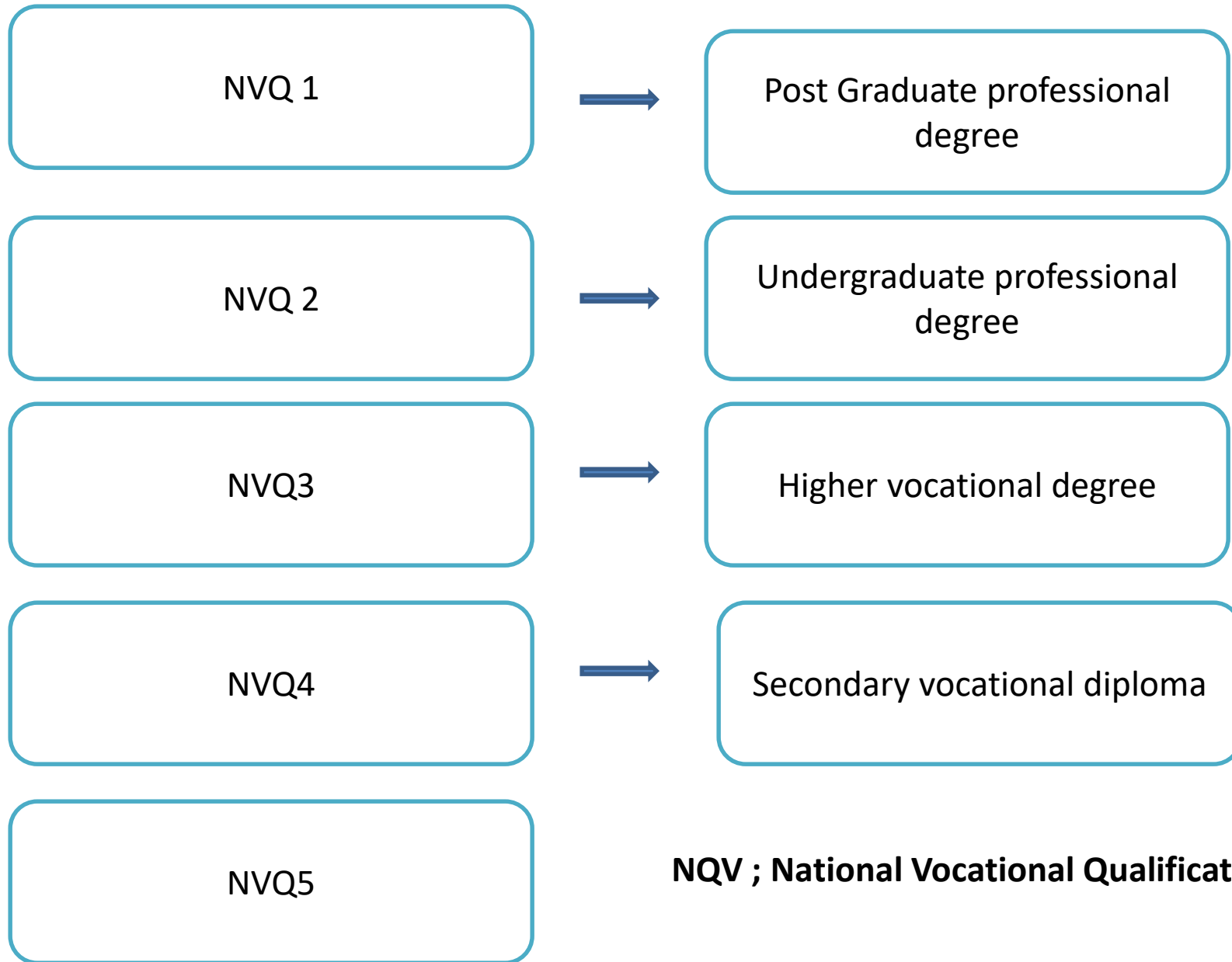


VET Model in Australia

Features

- Level one certified candidates are treated equivalent to degree from a secondary school,
- Diploma or advanced diploma certificates can be issued by VET system
- Some types of certificates can be issued to a person with very little or no formal training depending on the numbers of years a person has worked in a particular sector / company.

VET Model in China



NQV ; National Vocational Qualification

VET Model in China

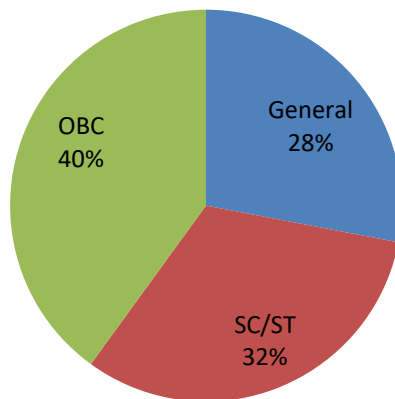
Features

- Industry support in professional courses is guaranteed through the 1996 Vocational Education Law.
- As per the approved law, every student must spend one year on working environment for their upper secondary program. Industry cooperation is an inbuilt approach for the whole framework.
- The enterprises also participate in curriculum design, teacher training, provision of training equipment in the schools, and placing students for internship etc.

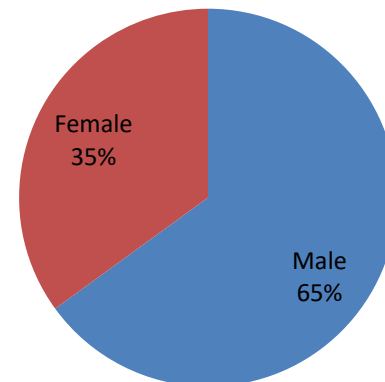
Demographic profile of Pass outs

Sample constitutes of participation (all intermediate) from each community of society ,General caste represents 28% of the sample where as sc/st & OBC constitutes 32 and 40 &% respectively. Whereas male represents 657% in sample.

Distribution of pass outs based on caste



Distribution of pass outs based on gender



Trade Analysis of Pass outs

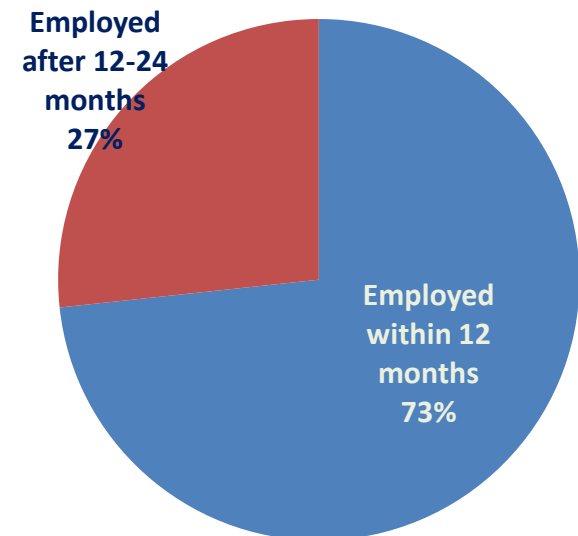
The following table states Pass outs respondents from different trades of ITI were taken to consider the market trend of those trades, Five major trades Electrician, Mechanical , Welder , Motor Electronics & Office Automation represents almost equal participation . Electricians trade pass outs were the majority participants with 27% where as Motor Electronics is the lowest with 15%.

Trade selection		
(N = 60)		
Trade	Numbers	%
Electrician	16	27
Mechanical	11	18
Welder	13	22
M.Electronics	9	15
Office Automation	11	18

Status of Employability among pass outs respondents

Distribution of pass outs on basis of time taken to get the 1st job

Employment status of Pass outs	
(N = 60)	
Employed	65%
Un Employed	35%

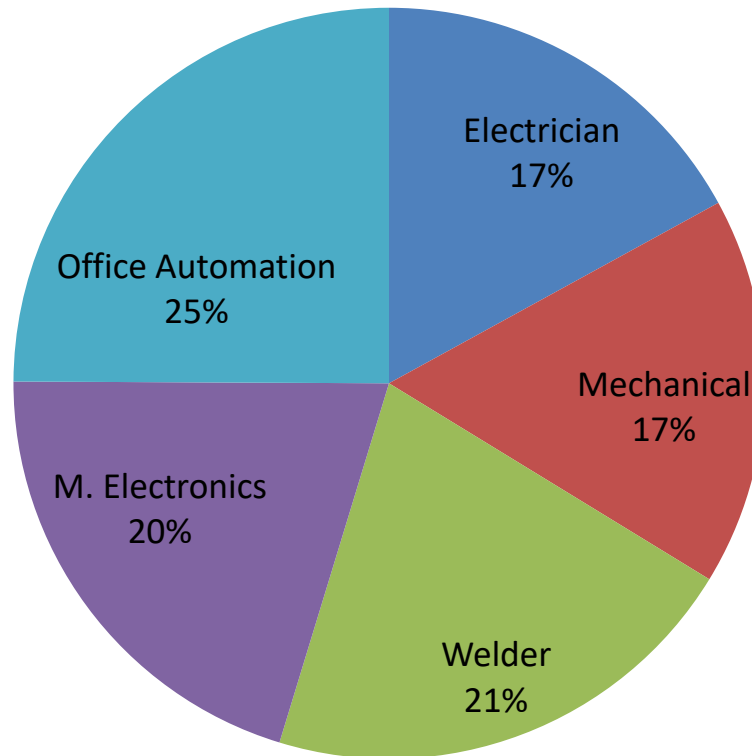


Employment status on basis of demographic profile

Male employments is 56% while female has more opportunities 81%, SC / ST has the highest % of employment of 79% against general caste 71% and OBC having 50%, Study reveals that there is a slight difference concerned to employment status between Hindu & Muslim which is 65% and 57 % respectively.

Employment of pass outs on basis of demographic profile		
(N = 60)		
Determinants		Employment in %
Gender	Male	56
	Female	81
Caste	General	71
	SC/ST	79
	OBC	50
Religion	Hindu	65
	Muslim	57

Distribution of working pass outs on basis of trade

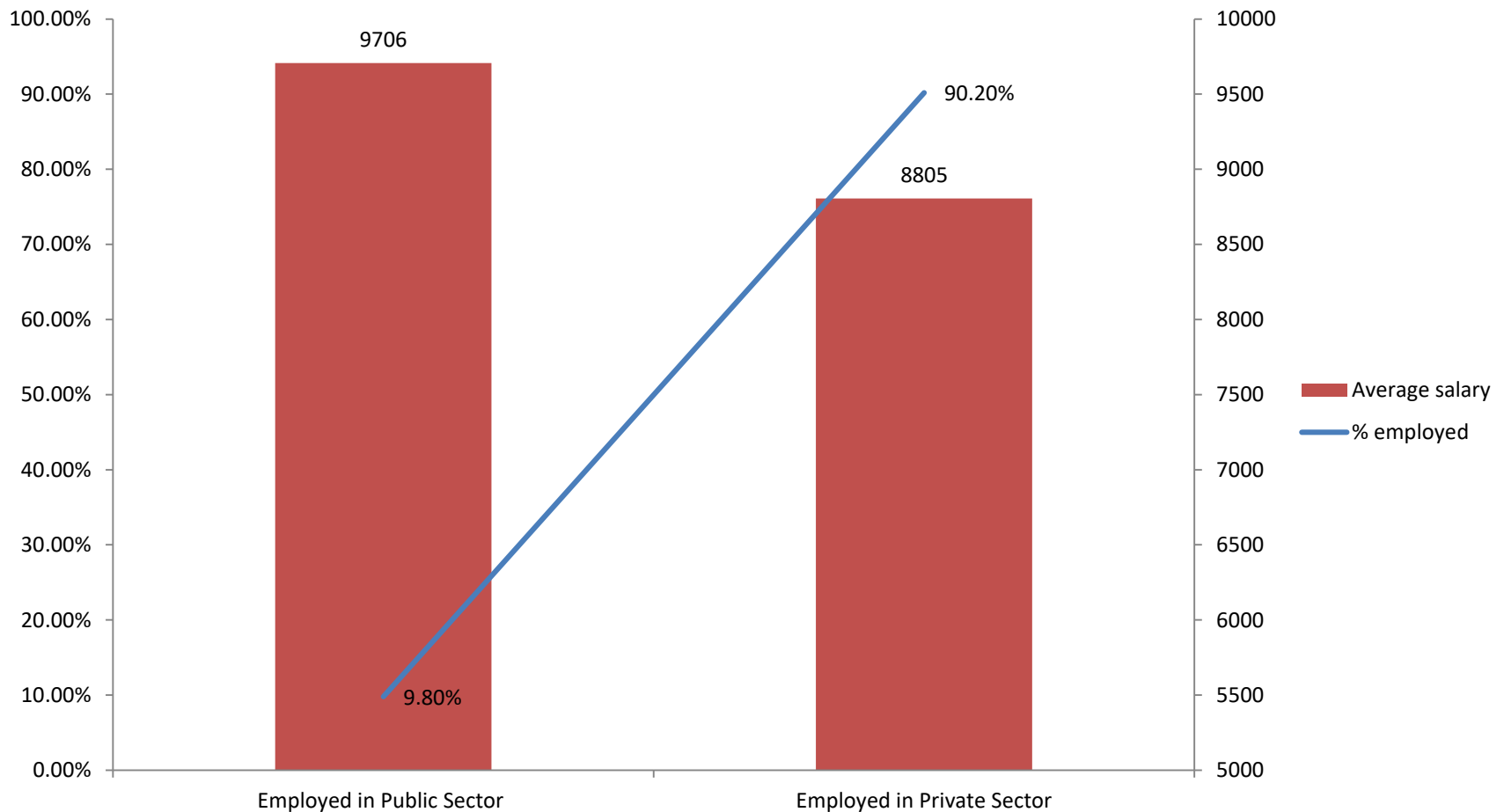


Labor Market outcomes among pass outs graduates

Average Monthly salary of pass out graduates on basis of demographic profile and trade.

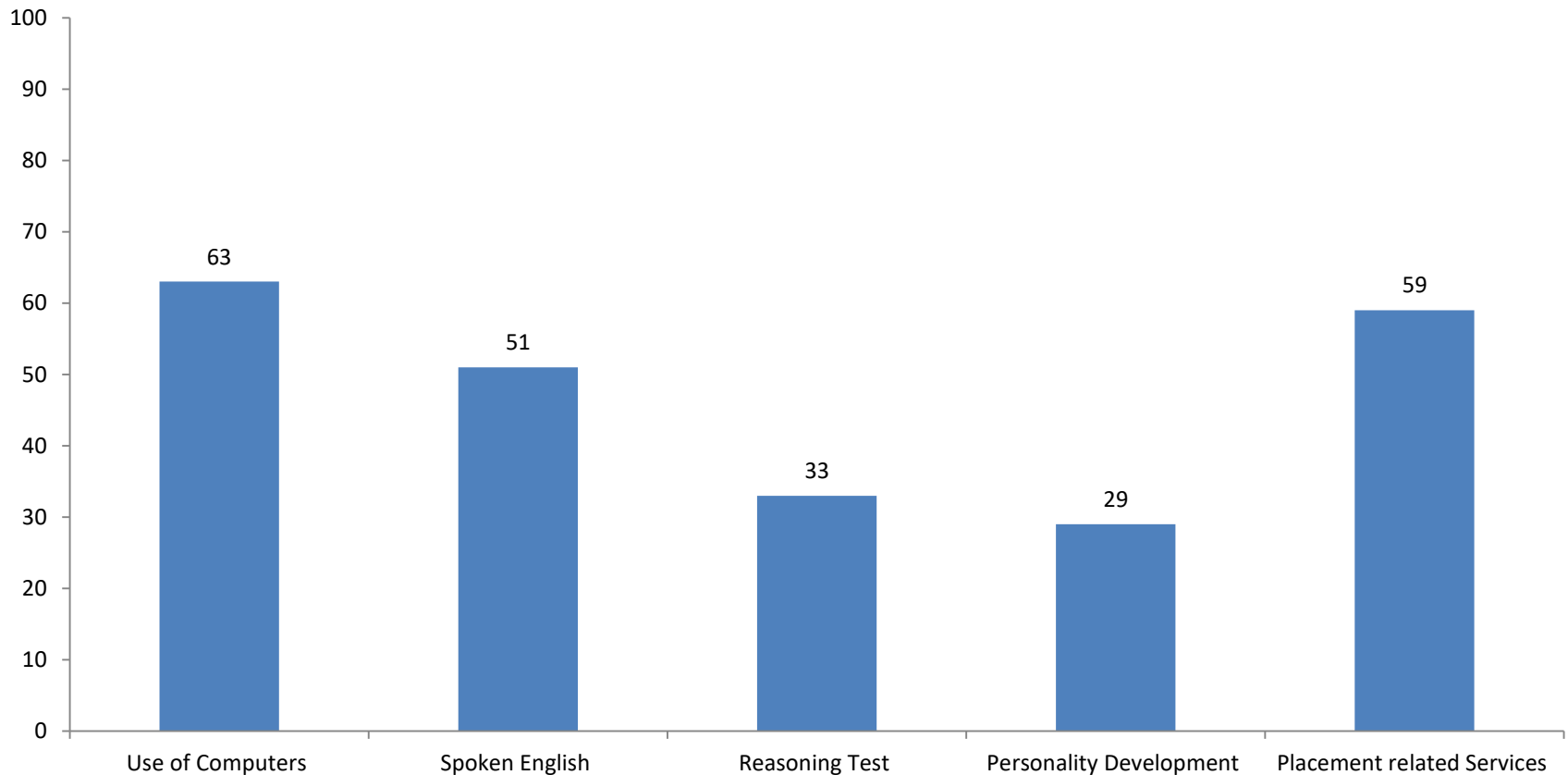
(N = 60)		
Determinants		Average salary
Religion	Hindu	8906
	Muslim	11071
	Christian	6500
Caste	SC/ST	10405
	OBC	7175
	General	10424
Gender	Male	9697
	Female	8308
Trade	Electrician	7706
	M.Electronics	9122
	Mechanical	10863
	Welder	9477
	Office Automation	9000

Distribution of pass outs on basis of sector of employment & salary



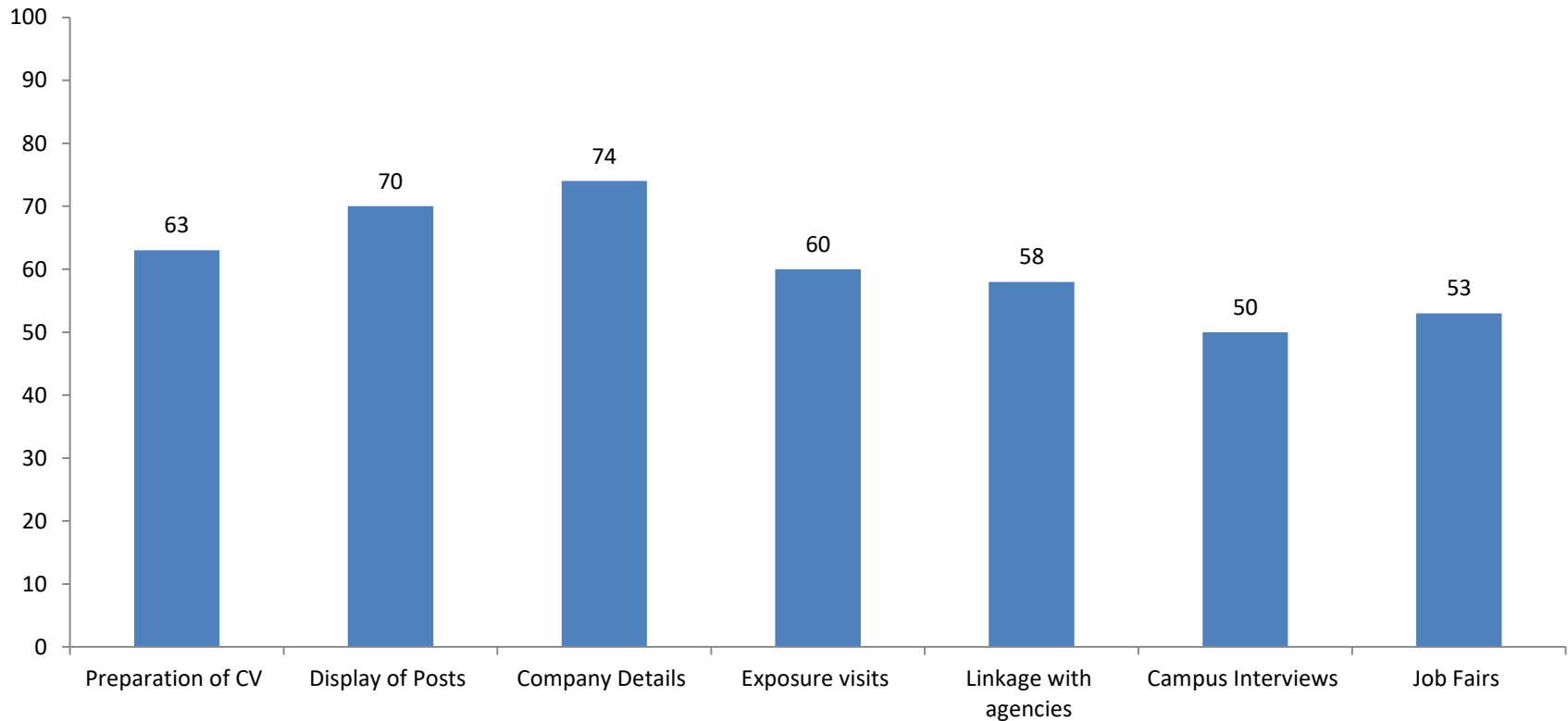
Respondents satisfied with quality of soft skills

% of respondents satisfied with quality of soft skills



Respondents satisfied with placements assistance provided by institution

% of respondents satisfied with placements assistance provided by institution



The current study

The monthly pay of the graduated class has been differentiated and the National per capita use utilization 2014 in urban locale, as dispersed by Planning Commission (Source: Report of ace social event, Planning Commission, Government of India June 2014). The nuclear family gauge is taken from census 2011, The examination demonstrates that graduates were increasing 15.2% over the poverty line.

Distribution of sample by their Monthly income and its comparison with Poverty Line

Type of ITI	Average Monthly Income			Average monthly per capita Consumption-Urban			Additional Income	% above poverty line
	Average	Minimum	Maximum	Monthly per capita income	Household size	Household Income		
Government	8918	4500	26000	1407	5.5	7739	1179	15.2
Average monthly per capita consumption in urban area (1407) planning commission Household size (5.5) census 2011								

Major findings & Conclusion

Vocational education training model adopted by the developed countries ensure the participation of employers/Industry

- in developing curriculum
- training contents, training of trainers & on site training procedures
- More emphasis on practical teaching
- trainers are well updated about new innovations & demand in market

Where as Indian model is more focused on theoretical content delivery ,very seldom updated curriculum leads to less mobility of candidates and create a huge gap between trainees skill & Industry requirements.

Major findings & Conclusion

- The average compensation received by the pass outs is far below (INR8900) just above the minimum skilled labour wage in Bihar of Rs.266/day to compare from Germany(INR 37000) & China(INR 31000) against the two year training provided to them.
- Only 42% of the pass outs were satisfied with the quality of soft skills imparted by the institution and about 38% were satisfied with the placements assistance provided by the ITI's.
- Comparison of current wages earned by the pass outs with Average monthly per capita consumption in urban area (1407) planning commission & Household size (5.5) census 2011,revealed only 15% wages above the line of poverty.
- The employability percentage among ITI graduates is quite low of 61% as compared to 92% in Germany, 86% in UK.

Suggestions

Policy level changes

- Some policy level changes are required to ensure maximum participation of industry/employers in vocational studies in course design to ensure that the curriculum is in line with the industry needs, faculty training, supply of modern training equipments which is used by industries for production , and students internship to be updated about the current market demand & trend etc, incentive provision to encourage participation like allotment of land at subsidized prices, and preferential treatment in case of award of government projects.
- Students undergoing for at least 2 year vocational course can be certified with a degree as equivalent to upper secondary degree to bridge the gap between formal education system & vocational education.

Suggestions

Integration, Mobility and Transition

- Vocational education needs to be integrated with general education in schools and colleges.
- Additionally, the course curriculum should be made practical, in line with industry's requirements, and constantly upgraded through feedback from the industry
- Curriculum revision must be undertaken on annual basis to be in the same line of industry requirements.
- Strong linkage with local industries are required through in-service training of faculties, internships for students, guest lectures, production oriented trainings and for placements

Suggestions

- Change of perception with respect to vocational courses are required to boost the social acceptability, student & parents must look beyond the traditional jobs and formal education system. Different mechanism of communication should be adopted. at different levels , school can be engaged to counsel at early stage.
- Vocational training must be integrated with other general curriculum at school & colleges. A smooth facilitation is required if a student choose to take vocational course from secondary level.

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A close-up photograph of two hands, palms up, holding a small, rectangular piece of white paper with deckled edges. The paper is held horizontally between the fingers. On the paper, the words "Thank You" are written in a black, elegant cursive script. The hands are light-skinned, and the background is a solid, dark color, making the hands and the paper stand out.

Thank You