INTERIM EVALUATION OF KGMSDC PROJECT

Assessment of
Karnataka-German Technical Training Institute [KGTTI]
as Model Multi Skill Development Centres

Final Report

Submitted to

KGTTI
Excellence through skills

KGMSDC
KARNATAKA GERMAN
MULTI SKILL DEVELOPMENT CENTRE

By

25 YEARS

PUBLIC AFFAIRS CENTRE
Committed to good governance

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Executive Summary

Established in 2012, the Multi Skill Development Centre's (MSDC) mandate is to establish model Multiskill Development Centres in various cities as centres of international excellence, offering advance technology training courses to sustainably benefit people and industry in Karnataka. The multi-skills training institutions which are called KGTTIs, Karnataka German Technical Training Institutes, are currently working in five cities, Bengaluru, Kalaburgi, Mangaluru, Hubbali and Belagavi across the State of Karnataka with several industry partners in the corporate and industrial sector.

The MSDCs design their services according to prevailing and identified competency requirements of industries and individuals in Karnataka. The target groups for training services of the KGTTIs are predominantly school drop-outs (for long term courses) employed industrial staff and job seekers who are in need of competency enhancement (through short term courses). The MSDCs are conceptualised to enhance employability of youth, including the underprivileged and linking them with employment opportunities. The programme has scaled up from two centres in the cities of Bengaluru and Kalaburgi in 2012 to five centres by 2014 by setting up three more centres in Mangaluru, Hubballi and Belagavi. This study is an assessment of the impact of the courses provided by the KGTTIs on various stakeholders in the last three years (2016-17, 2017-18 & 2018-19)during which the KGTTIs through the skill development programme trained more than 15,600students.

The interim evaluation of the KGMSDC project presented in this report uses parameters such as inclusiveness, relevance, expectations, convergence and service delivery to collect information from key stakeholders that included 355 passed out students using a structured questionnaire, about 300 current students through 17 Focus Group Discussions, 5 KGTTI directors, 47 trainers, 15 employers, 30 parents of KGTTI students. The feedback was collected through in-depth interviews using structured questionnaires.

All programmes at the KGTTIs follow German vocational education pedagogy and training standards that are demand-oriented and directly imply a close relationship with industry as the main recipient, and offer open career pathways. Course curricula and teaching and learning materials have been developed and provided by GIZ InS.

KGTTIs are established to work as an autonomous body, free to design the courses, develop appropriate training methodology and follow the international standards in order to respond quickly and flexibly to changing market requirements, thereby ensuring demand-oriented service delivery. The training programmes offered are in the form of both long-duration courses and short duration modular courses complementing each other. GIZ InS has been playing a major role for the KGTTIs to maintain close and dynamic linkages with the industries especially for the development of curricula, performance assessment and apprenticeships.

We would like to place on record the unstinted support being provided by GIZ InS to the Department of Skill Development, Entrepreneurship and Livelihood and establishing the Multi-skilled Development Centres (MSDCs) without which the KGTTIs would not have taken the shape of what it is now.

Based on the field visits at respective centres at Bengaluru, Kalaburgi, Mangaluru, Hubbali and Belagavi, it was observed that with limited infrastructure and manpower, KGTTIs are providing quality skill training to

the trainees with adequate exposure and fulfilling the need of skilled manpower of the industries to a great extent. The present infrastructure facilities such as building, training labs and workshops have been efficiently and optimally utilised. It has been acknowledged by all the stakeholders that the employability and competence level of the trainees have increased substantially. Considering this, KGTTIs could be considered as a model centre having technical support from international agency and the industries for vocational training and skill development at par with international standards.

Placement of passed out students and visibility of KGTTIs seem to be the major challenges being faced by the KGTTIs. As there is high demand for the skilled candidates, establishing employer helpline can connect employers with the candidates. A web-portal by KGTTIs, a web-platform showcasing the profile of students connecting them to the employers can be developed for enhancing employment opportunities for the students.

Channelizing training of trainers through industry guided training workshops would be of great help.

The KGTTIs and its advanced skill development expertise are not well known to the public. Its visibility is poor in spite of the efforts by the institutes to make wide publicity and create awareness in the respective regions through various means. This reflects on the intake of the students, its sustainability and ultimately in finding a suitable job for students.

It is advised to prepare mobilisation and outreach collaterals-posters, videos of best practices and beneficiary success stories. Post-placement tracking should be done at least for one year. Socio-economic changes among the trainees, particularly in women after training is not very clear as the post-training status of the trainees is not being documented.

Output-driven to Outcome-driven: At present, the vertical is output-driven and the indicators should be outcome-driven to reach the desired impact.

Introduction

Education, skills development and lifelong learning are central pillars for the employment of workers. These pillars also improve their employability and their quality of life and contribute to sustainable business development. These purposes are linked to SDG4, particularly those related to reducing poverty (ILO, 2008)

Skills development contributes to improving the performance of people and enterprises, which results in the increase of employment and development for society (ILO, ILC 97th Session, 2008)

Skills Development Impact Evaluation

People who participate in training can access better working and payment conditions, higher employability and a better quality of life. Developing qualifications and competencies should guarantee their capacity to adapt to changes in technologies and the organization of work. Recent research conducted by The European Centre for the Development of Vocational Training (CEDEFOP) has proved that vocational training can foster confidence and self-esteem, contributing to the individual's engagement with their family and society (CEDEFOP, 2011)

Society perceives the impact of the development of competencies as jobs of higher quality, higher employment and formality rates, reduction of poverty, increased social inclusion, respect for labour rights and competitiveness on global markets. Training should respond to the current product, technological, labour and socio-cultural context, as well as to the characteristics, conditions, needs and expectations of its target individuals. This is the double relevance of training, both social and economic(CEDEFOP, 2011)

Additionally, the development of qualifications can also help build more equitable societies. There is a close relationship between the various forms of labour market exclusion – such as unemployment, underemployment and low wages – and poverty and discrimination. Therefore, training actions which contribute to solving such forms of exclusion will have a direct bearing on the fight against poverty and social exclusion. Social benefits include sensitive issues such as reducing violence and crime rates and becoming more integrated to the family, the community or the society as a whole

One of the important objectives of the National Skill Development Policy adopted by the Government of India in 2009 was to address skill shortages and skill mismatches in India by focussing on market-driven skills in partnership with industries. The Government of Karnataka's policy on skill development aims at empowering its people through improved skills and training and increasing their employability for the world market.

In order to improve skill levels, the Government of India established Multi Skill Development Centres (MSDC) as centres of international excellence offering technology training courses to benefit people and industries in a sustainable manner. The pilot scheme was first implemented in Bengaluru and Kalaburgi districts in Karnataka with, technical assistance from GIZ Ins, a federally owned enterprise in Germany with equal shared funding between the Government of India (GoI) and the Government of Karnataka (GoK). The MSDCs undertake capacity building, showcasing and hand-holding of training institutions for modernising and training instructors. Based on their success, it was proposed by the GOK to replicate the schemes in other centres in Karnataka and in other states. MSDCs have been registered as "Karnataka-German Technical Training Institute (KGTTI)" to create a brand of "Karnataka-German". KGMSDC is a Society promoted by GoI and GoK with the technical support of GIZ InS. The GIZ InS has prepared a status report for establishing Karnataka German Multi Skill Development Centres (KGMSDC) at Bengaluru and Kalaburgi. In addition to this, three more KGMSDCs were established in Mangaluru, Hubbali and Belagavi with complete funding support from the Government of Karnataka.

The original agreement stipulates that GIZ InS will conduct follow-ups and prepare a multi-stakeholder Interim Evaluation Analysis Report in consultation with the Department of Education and Training (DET), GoK. Hence, an interim evaluation for all the five centres of KGMSDCs was initiated and Public Affairs Centre, an independent not-for-profit think tank was tasked with carrying out an assessment study of KGMSDC project covering all the five centres.

The interim evaluation was undertaken in a format that was participatory and obtained feedback from multiple-stakeholders. The evaluation study primarily obtained user responses using various data

*****ILO. Vocational education and training are good for you. CEDEFOP. Op. cit.*

collection techniques such as structured questionnaires, semi-structured interview schedules and Focus Group Discussion (FGD) guidelines. The scope was primarily limited to the areas of infrastructure, training-academics, market-linkages, employment support and associated aspects. The study also sought to submit the effectiveness, sustainability and replication of the MSDCs as designed, established and implemented by KGMSDC.

Objectives

Overall Objectives

The objective of the study is to undertake an independent and impartial assessment of the KGTTI project as a model for Multi-Skills Development Centres (MSDCs).

Specific Objectives

- Conduct a critical assessment of KGTTI projects on how far the objectives of the project have been achieved (both quantitatively and qualitatively)

- Study the effectiveness and sustainability of the replication of the projects as designed, established and implemented by the original two centres

The expected results to be achieved from the study were to:

- Capture the experiences of students and other stakeholders from the training programmes and other opportunities from KGTTI which reflect the appropriateness of deliverables of the project from its stated goals.

Approach

The study assessed the scheme as aligned with the strategic road map and citizen charter prepared for setting up of MSDC. This includes the infrastructure facilities created for implementing the schemes, the human resources involved such as teachers, instructors, practitioners and industrial linkages. The study also looked at the relevance of the courses and the pedagogy.

Apart from a review of information provided in official documentation, the research team carried out a scoping visit to the Bengaluru centre and had discussions with officials to obtain first-hand information and understanding of the structure of KGTTI. The purpose was to understand the following:

- The extent of services provided by GIZ InS at each phase of the project

- Technical support provided by international and national experts

- Operational and administrative aspects, as well as, a system of monitoring of the centres

- Selection of industry partners and their participation

- Selection of courses, and linkages to market demand

- Building capacity of trainers

- Adequacy and appropriateness of infrastructure facilities
- Student participation and learning; the value of skilling imparted
- Public awareness of services provided, catchment area and application by prospective students
- Fiscal sustainability and replicability

The study was aimed to assess the impact of the advanced technical training provided to students by the KGTTIs located at Bengaluru, Kalaburagi, Mangaluru, Hubbali and Belagavi which conducts skill up-gradation through technical training courses of various kinds during the past few years. During the survey, the required information from both the supply-side (MSDCs/KGTTI) and the demand-side (industries/employers) was collected. In addition, the feedback was obtained from students who have graduated from various courses, on the effectiveness of skill training in terms of increasing their employability. The approach for the assessment study was based on questionnaires developed for KGTTI Directors, Faculty/Trainers, passed-out students, current students, employers (industries) and parents of the students in order to capture information from different perspectives.

The passed-out students interviewed were selected from the list of students who have completed the course from these five centres in the last 3 years (2016-17 to 2018-19). A total of 355 students who passed out during these three years and from at least 50 percent of the courses, which is statistically relevant, were selected from a population size of approximately14380 passed-out students; face to face interview was conducted for each of these students.

The study team met a few employers/industries and collected feedback on how far they are satisfied with the quality of the training at KGTTI. The students' contribution to quality and productivity were captured by using a semi-structured feedback mechanism. A total of 15 employers from a wide variety of industries were selected and we interacted with HR and supervisors of these industries.

Secondary data

The team visited KGTTI, Bengaluru and had discussions with the Director and Senior Technical Expert, GIZ InS on the project and collected the following documents:

1. Training Statistics of 5 KGTTI centres
2. Staff/Trainers details of all the KGTTI centres
3. Number of staff sanctioned against staff employed
4. Courses offered in KGTTI centres
5. Citizen charter
6. Course schedules
7. Database of all stakeholders (graduated trainees, current trainees, faculties, Directors (KGTTI and ITI), Industry etc.) - contact details (address, phone no. and email ids) of all the stakeholders
8. Course-wise enrolment and placement details.

Methodology

The evaluation study covered all the five KGTTIs located in Bengaluru, Kalburgi, Mangaluru,Hubbali and Belagavi. The evaluation team visited all the five centres and assessed their performance and collected feedback from all the shortlisted stakeholders.

Table 1:Number of major stakeholders

SL.No.	Stakeholders covered	Number of Respondents	The instrument used for feedback
1	Passed out students	355 (selected from 14380 passed out students during 2016-17 2017-18 and 2018-19 from 5 KGTTI centres)	Structured questionnaire
2	Current students	17 focus group discussions (with an average number of 15 to 20 participants) in all the 5 centres	Focus group discussions
3	Parents of KGTTI	30	Structured questionnaire
4	Employes	15	Structured questionnaire
5	Directors of KGTTI	05	Structured questionnaire
6	GIZ InS		Check list

Assessment tools and data collection process

1) **Passed out students:** Structured questionnaire (Appendix 2) was developed and used to collect feedback from the passed out students to understand the usefulness of the training programme they had undergone in KGTTI in terms of its course outline, structure, facilities provided for practical classes, quality of trainers, placement opportunities provided by the institute and their present condition in life. The postal and email addresses of the passed-out students were collected from KGMSDC and 350 students were selected using stratified random sampling and conducted face to face interviews. The trained investigators conducted face-to-face interviews with the selected passed out students.

   The interviews with the selected passed out students attempted to understand their perception and status before they went through the advanced technology training courses in the area of their interest, their experiences during the training and opportunities received on completion of the training (after the training). Feedback was collected regarding the usefulness of the training, the technical support received, their work experience and fulfilment/non-fulfilment of their career plans. Efforts were made to cover trainees from different categories, different batches, and courses as well as both female and male trainees in order to have a representative sample.

2) **Trainers:** A questionnaire(Appendix 1) was developed for Trainers/faculty members and face-to-face interviews were carried out to get their feedback on the usefulness of the programme undergone by them, adequacy of training equipment facilities available especially for practical training and improvement needed in training methods. Almost all the faculty members were interviewed at all the centers.

3) **Parents:** A questionnaire(Appendix 3) was developed and administered to understand parents' knowledge and awareness on the KGTTI programme and its usefulness for the aspiring students to upgrade their skill. In addition, it was an effort to assess if the employment of their choice was achieved by their children resulting in any change in the socio-economic status of the family.

4) **Current Students:** With regard to another important stakeholder – current students– (Appendix 4), Focus Group Discussions (FGDs) was conducted in order to understand their views on the benefit, usage, adaptability and level of satisfaction in meeting their expectations etc. During the exercise, opinion on their experience and suggestions to improve the overall quality of the programme were discussed. FGDs were carried out in all the centres across the courses and both female and male trainees were included in the discussion.

5) **Key informant interviews**

- **Human Resource (HR) and supervisors of the selected industries:** Interviews were conducted with and supervisors (Appendix 6) of a few employers where the passed-out students are placed and working. The questionnaire captured the opinion of the local employers about the passed-out students of KGTTI, and the skills acquired/demonstrated by the graduates. It also tried to understand the suitability of the training courses to cater to the needs of the industries.

   Directors of KGTTI and GIZ InS personnel: The directors of all the centres of KGTTI (Appendix 5), selected personnel from GIZ InS were interviewed in order to understand the progress and achievement from their perspective.

- During the **Establishment Phase** of both the MSDCs, GIZ InS was responsible for -project initialisation, bringing in German standards, systems and technical expertise, cooperation with industry and concerned stakeholders, design and development of training programme and core curricula (compilation and adaptation), building and training facility concepts and supervision, marketing activities to attract students for the first intake, planning of immediate first-year activities, supporting staff recruitment and extensive staff development.

- In the **Operational Phase**, GIZ InS responsible for the monitoring and supervision of all managerial and teaching/training affairs as well as for organisational and management development of the MSDCs, training and capacity building of trainers and staff of MSDCs, sustainability roadmap and orientation, networking and collaboration with German and other international organizations, system for skills assessment and certification and career counselling, guidance and placement

assistance system.

- Appropriate skills training organization's in public (Polytechnics, ITIs, SISI etc.) and private sector were identified near to each MSDC and helped intensively to replicate the established courses of MSDCs to reach out with quality and relevance to a large number of people.

- Fixed long term (1-3years duration) courses and flexible market-driven short courses in the domain of modern technology as complementary measures.

- A strong interface with industry to secure relevant employment for the trainees.

- The project will give special attention to underprivileged groups of society in Karnataka.

- Appropriate instructional material will be prepared in English & Kannada (if needed)

An assessment & evaluation system will ensure that each trainee acquires the competency as per the curriculum.

Staff Status

The table below presents KGTTI Centre-wise number of staff available (recruited) against the approved one:

Table 2: GC approved staff against staff employed

SL.No.	Designation	Bengaluru			Kalaburagi			Belagavi			Mangaluru			Hubbali			Total		
		S	W	B	S	W	B	S	W	B	S	W	B	S	W	B	S	W	B
1	Director	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	5	0	5
2	Deputy Director																		
3	Senior Manager	1	0	1	1	0	1		0			0			0			0	
4	Manager	3	1	2	3	0	3	8	0	7	6	0	6	9	0	9	41	1	36
5	Deputy Manager	6	0	4	4	0	3		0			0			0			0	
6	Assistant Manager		2			1			1			0			0			0	
7	Senior Engineer	8	1	3	6	1	1		1			0			2			5	
8	Engineer		4			4			0			0			1			9	
9	Junior Engineer	11	5		10	7	3	11	1	8	11	5	5	13	5	2	87	23	38
10	Technician Gr1		2			2			1			0			0			5	
11	Technician Gr2	6	0	3	11	2	7		0			0			2			4	
12	Technician Gr3		1			0			0			1			1			3	
13	Sr. Business Dev. Ex.	1	0	0	1	1	0	1	0	0	1	0	1	1	0	1	5	1	2
14	Business Dev. Ev.		1			0			1			0			0			2	
15	Accountant	2	1	0	2	1	0	3	1	1	3	0	2	2	0	1	12	3	4
16	Admin. Assistant		1			1			1			1			1			5	
17	Front office	1	1	0	1	2	-1	1	0	1	1	1	0	1	0	1	5	4	1
	Total	40	20	20	40	22	18	25	7	18	23	8	15	27	12	15	155	69	86
		50%			55%			28%			34%			44%			45%		

The above table indicates the status of staff approved, sanctioned and presently employed at KGTTIs. From the above table, one can understand that 45 per cent of the staff (69) is working against 155 sanctioned in all the five KGTTIs put together. In Kalaburgi, 55 per cent of staff are working which is the highest among all the KGTTIs. The percentage of working staff is very less (only 28 per cent) in Belagavi, seven people, against the sanctioned staff of 25.

Feedback from trainers

A total of 47 staff (trainers) were interviewed and collected their feedback on the situation, which is presented in the following table:

Table 3: Trainers' Feedback

Questions	Responses (No. of trainers)									
	Bengaluru (N:13)		Kalaburagi (N:14)		Mangaluru (N:6)		Hubbali (N:9)		Belagavi (N:5)	
Induction/Orientation	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Trained through the official KGTTI ToTs	11	2	14	0	6	0	9	0	5	0
Received updated training following the first ToT	6	7	14	0	6	0	9	0	4	0
If received, whether the training was beneficial	6	0	14	0	6	0	9	0	5	0
If not beneficial, suggestions	NA									
Trained by International Trainers	5	8	9	5	4	2	5	4	4	1
Respondent's feedback passed on after each ToT session	7	6	13	1	6	0	9	0	3	2
Lesson plan was followed for each training class	13	0	14	0	6	0	9	0	5	0
The size of the training classes	20									
Travel out of town was to conduct training	7	6	4	10	2	4	5	4	4	1

The evaluation team interacted with a total of 47 trainers in all the 5 centres (Bengaluru-13; Kalaburgi-14; Mangaluru-6; Hubbali-9; and Belagavi-5). The table above indicates that except the Bengaluru centre, all the staff in the rest of the four centres have undergone updated training following the first ToT (Training of Trainers). All the staff found the training very beneficial for their day to day work. Training in CNC Lathe Programming and Operation, CNC Milling Programming and Operation, Master CAM, CATIA, Unigraphics, Advance training on CATIA with PLM concept, Soft skills and management, ISO 9001:2015 quality system were claimed to be beneficial to them.

About 57 per cent (27 out of 47 interviewed) of the trainers have been trained by internationally certified trainers, and this helped the trainers/staff to a great extent to organise classes in order to meet the students' requirements. The 15-day training on CISCO CCNA Cyber Security Operation conducted by Mr Ananth,BS Technical Manager Asia Pacific CISCO System International and Prof. Dr Manirul Islam, chief Security Officer and Professor at American University, Bangladesh at UPES University, Dehradun seems to have helped the trainers.

In terms of the sufficiency of infrastructure at the centres, the space for faculty is not sufficient in the Bengaluru centre as the number of trainees is steadily increasing. The good news is that the new premises are ready for the Bengaluru KGTTI and already been shifted to the new premises. The Kalaburgi Centre has already moved to the new premises and started functioning from July 2019 onwards. With regard to Mangaluru and Belagavi, land has been allotted where the new premises will be built and it is expected to be ready for occupation in two years' time.

Questions	Responses (No. of trainers)									
	Bengaluru (N:13)		Kalaburagi (N:14)		Mangaluru (N:6)		Hubbali (N:9)		Belagavi (N:5)	
On the job	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Usefulness of the Lesson Plan	12	1	14	0	6	0	9	0	5	1
Average student-trainer ratio	1:20									
Adequacy of the infrastructure	8	5	13	1	6	0	8	1	5	0
If No, give suggestions.										
Existing mechanism to clarify students' doubts beyond class hours	12	1	14	0	6	0	4	5	1	4
Exiting mechanism to gather feedback after each training class	13	0	14	0	6	0	9	0	0	5
Feedback analyzed by HOD/Director	12	1	14	0	6	0	9	0		
Placement mechanism in place	11	2	14	0	5	1	9	0	5	0
Helping students with their career goals	13	0	14	0	6	0	9	0	5	0
Satisfaction with updates in skilling	13	0	14	0	6	0	8	1	5	0
If no (not satisfied), give suggestions.										
Satisfaction with your job as a KGTTI trainer	10	3	14	0	3	3	9	0	5	1
If No, give reasons	•Not emotionally rewarding •Not financially rewarding •Logistical problems (hours, place) •Lack of administrative support									

As per the feedback provided by the trainers, there is a mechanism being used through which trainees can raise their doubts and get it clarified even after training hours. This mechanism is in practice at all the centres except in the Belagavi KGTTI. The feedback collected from the trainees is analysed by the faculty members and the director of the institute. Further, appropriate action is incorporated for future classes.

There is no formal placement office in place in all the five KGTTI centres. But the director and faculty members informally invite industries or send the trainees directly to the industries, thus the centres are providing enough placement opportunities to the successful trainees.

In terms of their job as trainers in KGTTI, though majority of the respondents seem to be satisfied with their job, there are some concerns to be looked into. Some of them expressed that the job in KGTTI is not rewarding, emotionally and financially and the remuneration does not match with qualification and experience.

In order to achieve highest outcomes from the courses, it has been advised to organise skill competition for trainees at the district level or skill marathon on skill day celebrations. One-week life skills training can also be provided to all the students/trainees. The industrial visit will also help the students/trainees to understand current industrial concept, workshops, and seminar.

After the feedback, KGTTI Centre-wise suggestions for improvement are collected from the trainers (faculties) which are presented below:

Trainer's Suggestions

Table 5: Centre-wise suggestions for improvement for the trainers to fulfill their mandate

SL.No.	KGTTI centre	Trainer's feedback
1	**Bengaluru**	•Moral support from administration •Introduction of new courses is essential •Welding - Advance technology such as laser welding and the cutting process should be introduced •International Training on CNC
2	**Kalaburagi**	•Need to launch new courses such as domestic wiring, industrial electrification& PLC course • Need Heat Treatment Lab Hydraulics & Pneumatics Lab, EDM & WEDM machines and Injection Moulding Machines
3	**Mangaluru**	•Setting up a placement cell and focus on tracking trainees after completion • Capacity building of trainers
4	**Hubbali**	•PLC equipment AC input and output modules are required to make it more efficient and the student can understand easily •Tools like contact block, indictors and push buttons, required for better training •Software ELSA PRO required for VGTAP Course. •General tools for AESMP Course, ring spanners combinative plier Piston ring compressor and expander
5	**Belagavi**	•CMM (Coordinate Measuring Machine) Course to be introduced as there is a demand • Introduce long term & job-oriented course CCNA Cyber Security and REDHAT.

Students/trainees: target and achievement

Number of Students Trained against Target during 2016-17 to 2018-19- Center-wise:

Table6: Students trained-target and achievement

SL.No.	Centres/Year	Bengaluru			Kalaburagi			Mangaluru			Hubbali			Belagavi			Total		
		Tar.	Ach.	%	Tar.	Ach.	%	Tar.	Ach.	%	Tar.	Ach.	%	Tar.	Ach.	%	Tar.	Ach.	%
1	2016-17	1200	1241	103	1300	1386	107	500	522	104	250	207	83	300	361	120	3550	3717	105
2	2017-18	1600	1517	95	1700	1820	107	700	728	104	400	471	118	600	390	65	5000	4926	99
3	2018-19	1880	2080	111	1800	2601	145	800	707	88	750	791	105	600	805	134	5830	6984	120
	Total	4680	4838	110	4800	5807	121	2000	1957	98	1400	1469	105	1500	1556	104	14380	15627	109

The table below indicates that during the last three years a total of 15627 students have been trained in all the KGTTI centres which are quite higher than the set target of 14380, as per the data provided by KGMSDC. It is clear that the demand for technical training is high in Kalaburgi as this is the only centre that has achieved more than its target during all the three years. In Belagavi, though the achievement is only 65 per cent during the year 2017-18, the overall achievement for the last three years stands at 104 per cent. Thus, all five KGTTI centres have trained more than the targeted number of students and successfully achieved the target (more than 100 percent) during the last three years

Feedback from the KGTTI Directors

The team during their visit to KGTTI centres met the director of each centre and had an in-depth interview on the current status and their plan for the future was discussed. The feedback received from the directors of KGTTI centres is presented below:

Table:7 KGTTI director's feedback

SL.No.	Factors/ Parameters	Accomplishment/Views				
		Bengaluru	Kalaburagi	Mangaluru	Hubbali	Belagavi
1	Current Challenges	•Availability of staff •Placement of passed out trainees	•Availability of staff •Placement of passed out students •Availability of funds	•Placement of passed students	•Placement of passed students	•Placement of passed students
2	Awareness creation/ publicity	•Pamphlets •Advertisement in newspapers •Tie-ups with any related institutes •Conducting introduction workshops	•Pamphlets •Advertisement in newspapers •Tie-ups with any related institutes •Conducting introduction workshops	•Organise a workshop on digital transactions	•Pamphlets •Advertisement in newspapers •Tie-ups with any related institutes •Conducting introduction workshops	•Pamphlets distribution •Newspapers advt. •Tie-ups with institutions •Workshops •Jobfair

3	Plans to raise to international standard	•Industry collaboration •High-quality evaluation process	•Industry collaboration •High-quality evaluation process	•Upgrading training skills and methodology		•ISO certification •Maintain a high standard
4	Encourage self-employment	Not yet done will be attempted next year	Not so far, will be attempted next year	Yes	Yes	Yes
5	Financial sustainability of the centre	Good	Good	Good	Very good	Good
6	Suggestions towards strengthening the centre	•More CAPEX support •Enhancing the facilities	•More CAPEX support •Enhancing the facilities	•Liaison with industry for placement •The language lab and placement support	Placement cell	Introducing more industry-relevant courses
7	Target Group for Long term Courses	SSLC passed	10th pass	College dropouts	SSLC passed	•10th pass •Socially backward
8	Target Group for ST courses	•School dropouts •Industrial Training Institute •Diploma holders •B.E. Graduates	• Dropouts •Industrial Training Institute •Diploma holders •B.E. Graduates	10th failed to Graduates/ Post-Graduates	Final Semester Students of ITI Diploma holders	•Unemployed •Socially & economically backward
9	Students' Background	Technical	Technical background	SC ST OBC and women from SSLC fail to Graduates	Based on the student interest	•10th pass •ITI •Diploma holders •B.E. students
10	The centre design its own courses	Yes	Yes	Yes	Yes	Yes
11	Main focus areas of the centre	•CNC Technology •Welding and	•CNC Technology •Welding and	•Welding and construction technology.	•CNC Technology and tools	•CNC Technology and tools

		Construction Technology •IT Automation	Construction Technology •Electrical and electronics design and manufacturing training •IT	•Refrigeration and Air conditioning	•Electrical and electronics design and manufacturing training •IT automation	
12	Any tie-up with institutions	Yes FESTO,CISCO Volkswagen	Yes CISCO	Yes CISCO	Yes RedHat,CISCO Volkswagen	Yes RedHat,CISCO Volkswagen
13	Utilisation of building, labs and workshops	Yes	Yes	Yes	Yes	Utilised to the optimum level
14	Basis for designing course curriculum	Inputs from industry and experts	Inputs from industry and experts	Based on the targeted groups and students	Based on the industry requirement	Based on the industry need

- All the Centres have reported making efforts to reach out through newspaper advertisements, conducting job fairs, and tie-ups with industries in order to create awareness among the public about the KGTTI and its usefulness. It was suggested by certain faculty members that newspaper advertisements should be in the local language newspapers as well. For example, in Belagavi, as the public is familiar with Marathi language in addition to Kannada, it was suggested that the advertisement should also be published in Marathi newspapers.

- The major challenge being faced by all the centres is providing employment to all those students who have completed the course successfully. There is a suggestion from all the directors to have a dedicated placement office either at each centre or in Bengaluru, to help students to get employment after completion of the course.

- A high-quality evaluation process, collaboration with industries, upgrading training skills and methodologies, ISO certification are some of the plans the directors have suggested to lead the KGTTI to international standards.

- All five KGTTI centres seem to be generating surplus revenue and are financially viable at the moment.

- Bengaluru and Kalaburgi centres suggested that CAPEX and enhancing facilities in the centre will help to strengthen these centres, whereas, other centres in Mangaluru, Hubballi and Belagavi suggested that soft skill programme, liaison with industries for placement, establishing a placement cell and introducing of industry-relevant courses will help to strengthen the KGTTI centres.

- As per the directors' view, SSLC or 10th passed and college dropout students are considered for the long-term courses. For short-term courses, school dropout students, ITI students, diploma holders, Graduates, unemployed students are considered for admission.

- CNC technology is the common choice course in all the KGTTI centres except in KGTTI Mangaluru where the priority areas are welding and refrigeration and air-conditioning. In Bengaluru, welding and IT automation are also considered as priority areas. In the Kalaburgi and Hubbali KGTTI, in addition to CNC technology, welding, electrical and electronics design and IT are also priority areas. In the Mangaluru KGTTI, welding and construction technology, refrigeration and air conditioning are the priorities. These courses are said to be designed based on the industrial need and inputs from the experts.

Courses offered at KGTTI locations

As part of the evaluation study, we wanted to understand the kind of courses being offered at these KGTTI centres and the same was collected from all the 5 centres, the details of the courses under various departments is presented below:

Table 8: Courses offered at KGTTI

SL.No.	Location	Departments	No. of Courses/ Year	Duration
Courses offered at KGTTI locations				
1	**Bengaluru**	1. Information Technology	4	1 month to 4 months
		2. Embedded Technology	3	3 weeks to 2 months
		3. Welding Technology	4	1.5 to 3 months
		4. Manufacturing Technology	4	2 weeks to 5 weeks
		5. Industrial Automation	2	2.5 to 3 months
		6. Volkswagen group-service advisor talent program	1	3 months
	No. of courses		**18**	
2	**Kalaburagi**	1. Information Technology	5	2 month to 6 months
		2. Welding Techniques	5	1.5 months to 6 months
		3. Manufacturing	15	1 month to 4years
		4. Metrology	2	2 months to 3 months
		5. Electrical	2	1 month to 3 months
	No. of courses		**19**	
3	**Belagavi**	1. Manufacturing Technology	4	90 hours
		2. IT essentials	1	90 hours
		3. Embedded Automation	1	120 hours
		4. Basic workshop practices	1	40 hours
	No. of courses		**7**	
4	**Mangaluru**	1. Cisco information & Technology	1	2 months
		2. Welding Technology	5	1 month to 6 months
		3. Finance & Accounting	2	1 month to 4 months
	No. of courses		**8**	

5	**Hubbali**	1. IT essentials	1	90 hours
		2. VGTAP- Volkswagen group technical apprenticeship programme	1	500 hours
		No. of courses	**2**	
		Total No. of courses	**64**	

A total of 64 courses are being offered to the students in all the 5 centres (Kalaburgi 29 courses, Bengaluru 18, Belagavi 7, Mangaluru 8 and Hubbali 2 courses).

Passed out students & their perception

A total of 355 students were interviewed from all the 5 centres who passed different courses during the last 3 years (2016-17, 2017-18, and 2018-19). The number of students interviewed was proportionate to the total number (Probability Proportional to Size) of passed out students from each centre.

Table 9: Number of passed out students interviewed & focus group discussions with current students

| SL.No. | KGTTI centre | No. of students passed out during the 3 years (2016-17, 2017-18, 2018-19) | Passed Out Students | FCD (Focus group discussion) with current students |
			No. of Students interviewed	No. of FGD conducted
1	**Bengaluru**	4,836	114	4
2	**Kalaburagi**	5,205	125	4
3	**Mangaluru**	1,956	46	4
4	**Belagavi**	1,556	40	2
5	**Hubbali**	1,256	30	3
	Total	14,809	355	17

Sample selection of passed out students

The following method was used to select the sample of 350 passed out students from the total size of 14,809:

The total size of the population	14,809
The sample size required for a face-to-face interview	350
Actually selected & interviewed	355

The same method of PPS (Probability Proportional to Size) was applied for each centre level and all the three years. The process is explained in the following table:

Prior to the selection of the sample, the passed out students database was arranged KGTTI centre-wise, year-wise, gender-wise and course-wise. This helped in a representative sampling of students covering most of the courses, gender and caste categories. In case, the selected sample is not responding, it was proposed to select a sample of similar type (gender, caste category and preferably same course).

Table 10: KGTTI-wise and year-wise number of passed out students selected

KGTTICentre Year	Belagavi			Mangaluru			Bengaluru			Hubbali			Kalaburagi			Total
	Size	PPS	SS	Size	PPS	SS	Size	PPS	SS	Size	PPS	SS	Size	PPS	SS	
2016-17	361	2.4	9	522	3.5	12	1241	8.4	29	182	1.2	4	1135	7.7	27	81
2017-18	390	2.6	9	727	4.9	17	1611	10.9	38	454	3.1	11	1820	12.3	43	118
2018-19	805	5.4	19	707	4.8	17	1984	13.4	47	620	4.2	15	2250	15.2	53	151
Total	1556	10	37	1956	13	46	4836	32	114	1256	8	30	5205	35.1	123	350

Feedback from passed out students

Demographic profile of the passed out students:

The tables below indicate the age group, gender and religion of respondent students interviewed.

Age group Table 11: Age group

Age group	Bengaluru	Belagavi	Hubbali	Kalaburagi	Mangaluru	All centres
Up to 20	44%	38%	67%	36%	37%	41%
21-25	47%	45%	20%	49%	54%	46%
26-30	8%	10%	10%	13%	0%	9%
Above 30	1%	8%	3%	2%	9%	3%
Total	114	40	30	125	46	355

Among the respondents, in most of the centres, the age of students selected for face to face interview was between 21 and 25, except in Hubbali where most of the respondents were in the age group of 20. On an average 46 per cent of the respondents were in the age group of 21-25.

Gender

Table: 12 Gender

Gender	Bengaluru	Belagavi	Hubbali	Kalaburagi	Mangaluru	All centres
Female	4%	5%	40%	28%	43%	21%
Male	96%	95%	60%	72%	57%	79%
Total	114	40	30	125	46	355

Throughout all centres, the majority of the students selected and interviewed were males.

Religion

Table: 12 Religion

Religion	Bengaluru	Belagavi	Hubbali	Kalaburagi	Mangaluru	All centres
Buddhism	0%	0%	0%	0%	2%	0%
Christian	3%	0%	0%	1%	11%	3%
Hindu	89%	93%	87%	84%	85%	87%

Jainism	0%	8%	0%	0%	0%	1%
Muslim	8%	0%	13%	15%	2%	9%
Total	114	40	30	125	46	355

In all the centres, a majority of the respondents belong to the Hindu religion.

Social groups

Table: 14 Social groups

Minority status	Bengaluru	Belagavi	Hubbali	Kalaburagi	Mangaluru	All centres
General	55%	30%	23%	20%	20%	33%
OBC	25%	25%	27%	31%	43%	30%
SC	18%	20%	27%	43%	20%	28%
ST	1%	25%	23%	6%	17%	9%
Total	114	40	30	125	46	355

With respect to the social class of the respondents, 33 per cent respondents were from the general category, 30 per cent from OBC category and 28 percent belonged to SC category. However, only 9.3% of the students were from ST category.

Majority of the respondents in Bengaluru were from general category (55.3%). In Kalaburagi, the majority was from SC (43.2%), and in Mangaluru 43.5% belonged to OBC. Respondents in Belagavi and Hubbali had almost equal representation across categories.

Educational qualification

Table: 15 Educational qualification

Centres/Education level	Bengaluru	Belagavi	Hubbali	Kalaburagi	Mangaluru
10th Pass	27%	35%	3%	5%	2%
12th Pass	10%	8%	20%	7%	35%
Diploma	18%	15%	0.00%	11.20%	7%
Graduate (general)	2%	0.00%	13%	29%	30%
Graduate (Technical)	26%	10%	0.00%	13%	0.00%
ITI	16%	33%	63%	22%	20%
PG (general)	1.00%	0.00%	0.00%	10%	2%

Most of the respondents in Bengaluru and Belagavi were 10th pass students, whereas Hubbali had more of ITI students. Majority of responding students in Kalaburagi and Mangaluru were graduates (general) and 12th pass, respectively.

Out of all the respondents, a majority (289/355) finished their educational qualification during the years 2016, 2017, 2018 and 2019.

Current employment status of students

Table: 16 Current employment status

Current employment status	Percentage(%)					
	Bengaluru	Belagavi	Hubbali	Kalaburagi	Mangaluru	All centres
Not yet employed	47	38	77	78	26	57
Still looking for a job	8	23	7	8	28	12
Employed	45	40	17	14	46	31%
Total(N)	114	40	30	125	46	355

All the 5 centres put together, about 31 per cent of the respondents said that they were employed, while an average of about 57 per cent of the sampled passed out students said that they were not employed at the time of interview. The remaining 12 per cent said that they were still looking for jobs.

Number of days taken to get a job on completion of training at KGTTI

Table: 17 Numbers of days to find a job

Time/Days/Centres	Bengaluru	Belagavi	Hubbali	Kalaburagi	Mangaluru	All centres
After 6 months	39%	6%	60%	50%	43%	38%
Between 1-2 months	16%	6%	0%	11%	19%	14%
Between 3-6 months	10%	31%	0%	22%	10%	14%
Immediately	25%	13%	20%	0%	10%	16%
Not applicable	10%	44%	20%	17%	19%	18%
Total	51	16	5	18	21	111

The table above indicates that 16 per cent of the respondents said that they found their job immediately and 38 per cent after six months upon completion of the training at KGTTI. This means that about 54 per cent could find their jobs in 6 months' time. In Belagavi, 31 per cent of the interviewed students claimed that they got their job within six months. It was in Bengaluru that the maximum number of students, about 25 per cent, was employed soon after the course was over.

Percentage of students with annual salary upto 1.50lakhs is as follows

SL.No.	KGTTI centre	Percent
1	Bengaluru	57
2	Belagavi	81
3	Hubbali	100
4	Kalaburagi	56
5	Mangaluru	95

Those who are currently working are getting a good salary in various industries. This indicates that there is a demand for KGTTI trained students and the skills are matching to the needs of the industries. The salary range of the current working students is given below:

The annual salary range of the majority of the students across all centres was up to 1.50 Lakhs (69 per cent).

On average, 81per cent of the respondents said that they found the job on their own. And about 4 percent of the students said that they found employment through the recruitment drive at KGTTI

Percentage of students who found jobs after 6 months:

SL.No.	KGTTI centre	Percent
1	Bengaluru	39
2	Belagavi	6
3	Hubbali	60
4	Kalaburagi	50
5	Mangaluru	43

Awareness about KGTTI and courses being offered

Majority of the students said that they came to know about the KGTTI course through their faculty (42 %) and through friends and family (52%). Only 12% said that KGTTI staff visited their institutions and had an interactive session with the students about KGTTI and various courses being offered at the centre.

Table: 18 Sources of information about KGTTI

KGTTI centre	Percentage(%)		
	Faculty	Friends/ Family	KGTTI staff visited their institutions
Bengaluru	63	28	6
Belagavi	23	60	5
Hubbali	60	43	7
Kalaburagi	19	76	11
Mangaluru	59	44	37

Visit KGTTI before enrolling in the programme

On an average 63 per cent of the students said that they didn't visit the KGTTI centre before enrolling for the program.

KGTTI centre	Percentage(%)
Bengaluru	50
Belagavi	58
Hubbali	57
Kalaburagi	78
Mangaluru	65

Various sectors the students are currently employed in, are presented below:

Table: 19 Various sectors where students employed

Sectors/Centres	Bengaluru	Belagavi	Hubbali	Kalaburagi	Mangaluru	All centres
Accounts	.0%	.0%	.0%	.0%	5%	1%
Automobile	10%	.0%	.0%	.0%	.0%	5%
Banking	8%	.0%	.0%	6%	.0%	5%
Construction	.0%	.0%	.0%	6%	.0%	1%
Data processing	.0%	.0%	.0%	.0%	19%	4%
Education	.0%	.0%	.0%	22%	.0%	4%
Electronics	6%	.0%	.0%	.0%	.0%	3%
Government	.0%	.0%	.0%	6%	.0%	1%
Interior Design	2%	.0%	.0%	.0%	.0%	1%
IT/ITES	29%	6%	.0%	33%	.0%	20%
Manufacturing	25%	56%	.0%	6%	24%	25%
Marketing	.0%	25.0%	.0%	.0%	4.8%	4.5%
Service	18%	13%	100%	22%	48%	27%
Telecom	2%	.0%	.0%	.0%	.0%	1%
Total	**51**	**16**	**5**	**18**	**21**	**111**

In all the five centres, a majority of the students are employed in three sectors, namely the service sector (27 per cent), manufacturing (25 per cent) and IT/ITES (20 per cent) sector.

Feedback from the passed out students revealed that the most preferred courses seem to be IT – essentials, DE/CS, and Hardware & Networking. In Bengaluru and Belagavi the CNC course is the most preferred one. Around 73 per cent of the students said that the training was successful. However, the table below shows that the majority of students from centres other than Mangaluru could not get a job after the completion of the course.

Percentage of students who got the job after the completion of the course

Table: 20 Percentage of students employed through KGTTI centre

KGTTI centre	Percentage(%)
Bengaluru	18
Belagavi	18
Hubbali	10
Kalaburagi	13
Mangaluru	44

The table below indicates the percentage of the passed out students from each of the KGTTI centre who got placements through the centre.

Campus placement of the students

KGTTI centre	Percentage(%)
Bengaluru	6
Belagavi	0
Hubbali	4
Kalaburagi	0
Mangaluru	4

Percentage of students who managed to get a job through campus placement is very low.

Table 21: Percentage of students still continuing the training

KGTTI centre	Percentage(%)
Bengaluru	35
Belagavi	36
Hubbali	59
Kalaburagi	49
Mangaluru	42

On an average 44 per cent are still continuing the training at KGTTI or in some other institutions to further improve their employability skills.

Students who are still looking for jobs

The table below indicates the percentage of students who are continuing to look for a job:

Table 22: Percentage of students still looking for a Job

KGTTI centre	Percentage(%)
Bengaluru	12
Belagavi	30
Hubbali	19
Kalaburagi	23
Mangaluru	42

Recommending the course to others(rating on a scale of 1-5where 1 is not recommending and 5 certainly recommending the course)

When asked about how likely they are in recommending the KGTTI course to others, on an average 90 per cent of the students responded with 4 and 5, on a scale of 1-5

Table 23: Percentage of students likely to recommend KGTTI to others

KGTTI centre	Percentage(%)	Rating
Bengaluru	80	4
Mangaluru	80	4
Belagavi	>50	5
Hubbali	>50	5
Kalaburagi	>50	5

Quality of the course

The table below indicates that an average, 86 per cent said that the courses provided at KGTTI centres was right and appropriate to match the requirements of the industries. But efforts are not being made to facilitate the students to find the right job in right industries.

Table 23: Appropriateness of Courses at KGTTIs

KGTTI centre	Percentage(%)
Bengaluru	97
Belagavi	90
Hubballi	80
Kalaburagi	70
Mangaluru	100

Subject matter knowledge of the trainers (Rating on a scale of 1 to 5)

Table 24: Trainers' skill & Knowledge

Rating	Bengaluru	Belagavi	Hubballi	Kalaburagi	Mangaluru	All centres
	Percentage(%)					
2	0%	0%	0%	1%	2%	1%
3	8%	3%	20%	4%	9%	7%
4	51%	68%	17%	39%	30%	43%
5	41%	30%	63%	56%	59%	49%
Total	114	40	30	125	46	355

About 50 per cent of the respondents said that subject matter knowledge of the trainers was excellent and about 92 per cent rated that the knowledge was good.

Design of course timetable (theory sessions, practical sessions, exams etc.) (Rating on a scale of 1 to 5)

	Bengaluru	Belagavi	Hubballi	Kalaburagi	Mangaluru	All centres
2	0%	0%	3%	2%	0%	1%
3	13%	8%	7%	6%	4%	8%
4	32%	65%	30%	46%	39%	41%
5	55%	28%	60%	47%	57%	50%
Total	114	40	30	125	46	355

For all the five centres put together, an average of 50 per cent rated the design of the course timetable as excellent and 91 per cent rated it very well and above.

Suggestions for improving the course

Quality of the course

Majority of the passed out students responded that they needed more time on practical courses. Centre wise distribution of this response is given below:

On an average of 64 per cent of students said that they needed more practical classes.

Table: 25 Practical classes

Centre	Percentage(%)
Bengaluru	52
Hubbali	47
Kalaburagi	78
Mangaluru	87

The hardware and software is up to date with the latest industry standards:

Table 26: Hardware & Software up-to-date at KGTTIs?

	Bengaluru	Belagavi	Hubbali	Kalaburagi	Mangaluru	All centres
Don't Know	14%	3%	3%	1%	4%	6%
No	9%	0%	10%	22%	9%	12%
Yes	77%	98%	87%	78%	87%	82%
Total	114	40	30	125	46	355

An average of 82 per cent of the respondents said that the hardware and software being used at the KGTTI centres are up to date with the latest industry standards.

Table: 27 Placement percentage after completion of the course

Placement	Bengaluru	Belagavi	Hubbali	Kalaburagi	Mangaluru	All centres
No	82%	83%	90%	87%	57%	81%
Yes	18%	18%	10%	13%	43%	19%
Total	114	40	30	125	46	355

An average of only 19 per cent answered positively that they got their placement in the industries immediately after completion of the course. Only in Mangalore, about 43 per cent of the students said that they got placement. This is the one area where the KGTTIs should concentrate in the future in order to make this institution distinctive and different from other skill development centres.

Specific Suggestion on non-course infrastructure
Following are the suggestions that came from different centres:

Centre	Suggestions	Percentage of students
Mangaluru	Sports and cultural activities	24
Kalaburagi	Drinking water facility	11
Hubbali	Campus selection	17
Belagavi	Bus pass	18
Bengaluru	Advanced technology machines	10

Soft-Skill Training

On an average 69 per cent of the student respondents did not receive any soft skill course/English course:

Centre-wise distribution is given below:

Table 28: Soft-Skill Training

Centre	Percentage
Bengaluru	82
Belagavi	95
Hubbali	77
Kalaburagi	50
Mangaluru	59

Those who said they received the training had benefitted differently. Students in Bengaluru, Hubbali, Kalaburgi and Mangaluru explained that the course made them more confident while applying for jobs. However, there was no such response from Belagavi.

On an average 46 per cent of students said that the course has enhanced their soft skill abilities. Centre-wise distribution of students responding the same is given below:

Table 29: Soft skill training enhanced skill

Centre	Percentage of students
Bengaluru	33
Belagavi	50
Hubbali	14
Kalaburagi	65
Mangaluru	17

Percentage of students who said that the course helped them represent themselves as a better potential employee are the following:

Centre	Percentage
Bengaluru	10
Belagavi	50
Hubbali	14
Kalaburagi	26
Mangaluru	100

Institutional tie-ups are mostly with CISCO. However, only a small percentage of students have agreed that they have institutional tie-ups which indicated the existence of a less institutional partnership. Distribution of students who said yes to institutional tie-ups are given below:

Table 30: Institutional tie-up

Centre	Percentage
Bengaluru	23
Belagavi	03
Hubbali	17
Kalaburagi	0.0
Mangaluru	18

Passed out students' feedback

The following are the points shared by the students who were interviewed:

- There was no frequent hardware breakdown

- More than 70 per cent of the students across all the centres responded that the course could hold their interest throughout

- More than 90 per cent of the students rated related knowledge matter and the subject matter equal to or more than 4 (on a scale of 1-5).

- The rating for the faculty in terms of quality of lesson delivery was 4 and 5 (on a scale of 1-5 where 1 is poor and 5 excellent).

- Design of the course and time table – 4 and 5

- Availability of machinery and tools- 4 and 5

- An average of about 41 per cent of the students said that they had to travel more than 10 km to reach the institute

Table: 31 Travel more than 10Kms to KGTTI centre

Centre	Percentage
Bengaluru	61
Belagavi	48
Hubbali	40
Kalaburagi	20
Mangaluru	41

- More than 50 per cent of the students would have benefitted if boarding facility is available at the institute.

Centre	Percentage
Bengaluru	45
Belagavi	0.0
Hubbali	45
Kalaburagi	35
Mangaluru	13

Motivation to Join KGTTI: About three-fourth (75 per cent) of the students said that the main motivation to join the course was to get a job. Centre-wise response is presented below:

Table 32: Reasons to join KGTTI

Centre	Percentage
Bengaluru	46
Belagavi	90
Hubbali	80
Kalaburagi	85
Mangaluru	98

Current students: Summary of focus group discussion

Focus Group Discussions were conducted with the current students in all the 5 centres. A total of 17 FGDs were conducted (Bengaluru-4, Kalaburgi-4, Mangaluru-4, Hubbali-3 and Belagavi-2) in order to get their perception about KGTTI, courses being offered and their intention of joining the KGTTI. There were about 15 to 20 students in every FGD session.

Summary of The Focus Group Discussions

Major points that came up during the Focus group discussion at various centres are as follows-:

Opinion on Infrastructure & Courses: Across all the centres the students said that they are finding the course to be really helpful and are learning a lot of practical things. They said that the course is helping them become skilled individuals. Most of the centres have a very good environment with good infrastructure. At KGTTI centres, more emphasis is given on practical knowledge than theoretical. However, some of them are finding it difficult but at the same time they are curious to learn. The students said that the infrastructure is good and there are enough systems and machines to work on. They hardly face any problem with respect to infrastructure and machinery.

Views on Faculty/Trainers: Another important point that came up in the focus group discussion is that the faculty is very knowledgeable, qualified and friendly. They pay individual attention to students and take extra efforts to explain concepts if students are not able to understand. The faculty is always ready to answer their queries.

Placement Assistance: Although students are happy with the entire training programme, they are not very satisfied with the placement assistance. When asked to rate the course, most of them rated it between 4-5. And when asked what will make them increase their rating, they said that 'if we get a placement after learning so much'. They want more companies to come and visit them. Most of the centres have no recruitment drives, they have just heard about it at the centre.

Hostel Facilities: An important point that came up from the discussion is that if these KGTTI centres provide hostel facilities, it can be of a great help for the students. Some of them stay in PG (Paying Guests)and some travel almost 100 kms daily in order to reach the centre. Currently, only Kalaburagi centre provides hostel facilities.

Suggestions for Improvement: Few other suggestions that students made to make the course better are that **industry exposure** should be increased. Suggested that the trainees should be taken on industrial visits and experts from various industries should be invited to deliver lectures. Other frequent suggestions that came up during the discussions were that centres should be opened at the Taluk level. Canteen facility should be provided. Students from Kalaburgi centres suggested that they should be provided with the ID cards. They suggested that it can be used as a means of publicity.

Increasing Outreach: And as far as increasing the outreach of the training programme in KGTTI is concerned, students made some very interesting suggestions such as reaching the youth through social media, upload videos of the classes, putting up pamphlets in the public places such as bus stands, temples, colleges, schools, promoting it in newspapers and radio channels. They also said that this training programme should be extensively promoted in the villages because many children are dropouts and it will be really helpful for them.

Employer's feedback

The interaction with the HR department officials of different industries such as IT and manufacturing industries has provided valuable information in the form of their feedback. The compilation of the feedback received is presented below:

Table: 33 Employers' Feedback

SL.No.	Questionnaire	Feedback
1	Observation on the preparedness of the trainees for work	All the respondents rated this aspect high (4 -5 on a scale of 1 to 5 where 1 is the least and 5 being the highest) which means the industries are satisfied that the trainees are prepared to take up the job immediately after the completion of the training.
2	Views on the training at KGTTI whether they had a good mix of theory and practice	All the respondents' viewpoints are that the training at KGTTIs uses the latest technology to suit the industrial requirements with more practical classes and all the centres rated this aspect very high (4 or 5 on a scale of 1 to 5).

3	KGTTI as a skill training organisation using up-to-date equipment, facilities and materials.	All the respondents were fully satisfied with this aspect of the institution.
4	Views on recommending KGTTI training organisation to other industries	All the respondents readily agreed to recommend KGTTI trainees to other industries as they are fully satisfied with the quality and preparedness of the trainees to start working on joining and the companies are ready to recruit the trainees from KGTTI.
5	Suggestions for further improving the quality of the training	Need improvement in methodology and adaptability.

Parents feedback

Feedback received from around 25 parents of the students representing the five KGTTI centres is compiled and presented below:

All the parents that were covered had heard of the KGTTI and various skill-related programmes being provided by the centre either through their friends, their children, or newspaper advertisements. They had a firm belief that attending the training programme at KGTTI would enhance their children's career.

About 90 per cent of the parents interviewed anticipated that their children would gain the required knowledge which will improve the chances of getting a job in the industries. They also said that their children used to share their experience, new learnings and their happiness on undergoing training in KGTTI kind of institution.

All the parents with whom the team interacted with, were of the opinion that the skill programme at KGTTI greatly helped their children to accelerate their career through gainful employment on completion of the programme and increased the income of the household.

The parents affirmed that they would certainly recommend KGTTI to other families such as neighbours, friends and relatives and advise them to seek admission for their children in the centre and get benefitted through this training.

The parents are disappointed that the KGTTIs are not able to provide assured placement for the successful students.

Conclusions and recommendations

The following are the immediate observations made during the evaluation study:

- Quality of skills development programmes in which public funds are invested has shown improvement as reflected through the performance of the KGTTIs

- Skills development to the target group enabled access to decent jobs

- During the last three years, a total of 15627 students have been trained in all the KGTTI centres which is much higher than the set target of 14380. The output achievement stands at 109 per cent.

- The job as a trainer in KGTTI, though a majority of the respondents seem to be satisfied with their job, there are concerns to be looked into. Some of them expressed that the job in KGTTI is not rewarding, emotionally and financially and the remuneration is not matching with the qualification and experience and that there is no recognition for the efforts. The one-year contract period is a major concern to all the trainers.

- In order to achieve the highest outcomes from the courses, it was suggested to organize skill competition for trainees at the district level or skill marathon on skill day celebration. One-week life skills training can also be provided to all the students/trainees. Industrial visit will also help the students/trainees to understand the industrial concept, workshops, and seminar and skill competence required in the industries.

- The objective is to evaluate the existing model of a skill training, development and placement programme by KGTTIs. It sought to study the implementation of this programme, through the basic principles of project execution, monitoring and control, thus keeping in mind the finer nuances of Project Management. It requires only a fine-tuning of a promising project, that PAC believe, is already running successfully, but not to its full potential with only being in the output-driven mode, not an outcome-driven mode.

- There is a huge demand for skill-based courses. Youth are willing to learn these new skills and improve their employment prospects.

- The KGTTI centres are performing really well with respect to the infrastructure, faculty and training. The students are satisfied as they are learning quite a lot of new things.

- The centres are still male-dominated. The presence of women is negligible.

- The students are not satisfied with the placement and the efforts taken by the centre in terms of getting them placed. They want more companies to visit their centres and they want industry experts to invited for special lectures.

- A significant number of students belonging to backward classes, scheduled castes and scheduled tribes is the evidence of the fact that the institution is providing opportunities to the disadvantaged groups. The low fee structure compared to other skill training institutes indicates that the KGTTI centres are facilitating the financially weaker sections of the society to make use of the opportunities.

- Tie-ups with international companies like Volkswagen, CISCO, FESTO, and Red-hot is the evidence of international standard equipment used in training. Joint certification with the companies and support at various phases of implementation of the project by the GIZ InS professionals is the evidence that the skill training at KGTTI is based on international standards.

- The major concerns came out from the present evaluation study is:

  a. Low visibility of KGTTIs

  b. The absence of a placement cell for facilitating to get suitable employment for successful students

  c. Scaling up the MSDC model

Recommendations

- More attention needs to be paid to the placement of the students. Rigorous recruitment drives should be conducted. The placements will determine the long term success of the KGTTI centres.

- In order to enhance the employability of the trainees, KGTTIs need to consider conceptualising career path and career counselling. KGMSDC may consider setting up of dedicated vocational counselling and placement cell at every KGTTI. This cell would also be responsible for post-placement tracking of the candidates.

- A dedicated portal which can display location and course-wise or trade-wise availability of skilled workforce along with their contact details so that prospective employers can reach them directly through the portal. Similarly, the employers may also be persuaded to upload their requirement/job offer on this portal so that the candidates can look for opportunities of their interest.

- There is a very strong gender bias in the enrolment of skill development courses. The streams have been historically associated with gender, hence marring the talent based on merit. Using effective modes of communication inform women candidates the gender-specific skill development programmes and their impact on women's life. Women need to be encouraged to join these skill-based courses.

- Large scale publicity should be done in order to promote KGTTI centres so that it reaches the last mile and the people in need can make use of it.

- Currently, only KGTTI Kalburgi, the new campus, has got hostel facilities both for men and women trainees. Hostel facility should be provided to the students at other centres also as we realised that some of them have to travel more than 100kms daily.

- Continuous efforts should be made so that the systems and machines at the centres are of the latest technology and the students get the best possible training, which will increase their employability even further.

- The KGMSDCs should continue its efforts to update the course design. Various strategies should be undertaken to improve the design of technical courses. These include: identifying the appropriate balance between elective content and duration, tailoring the courses for participants' depth of knowledge, enhancing emphasis on experience sharing among participants, ensuring the mitigation of language barriers, investing in high quality trainers in terms of both expertise and pedagogical skills, provision of guided selection of electives, enhancing sharing of information before and after the completion of the course and, inclusion of wrap-up sessions and quizzes.

- Apart from the curriculum, it is important to teach candidates the nuances of job searching, and identifying employability skills when planning to apply for job. This would aid them in preparing accordingly and also develops the knowledge and trends in a different industry.

- It is evident from the evaluation carried out by PAC that the KGTTIs have been well accepted by the targeted beneficiaries and has been able to help them to generate gainful employment to some extent. It has also emerged that it meets the skill up-graduation requirement of targeted youth in modern and traditional trades besides empowering them to face the market challenges and avail employment opportunities. The real challenge now lies in increasing the scale as there is a strong need to skill development centres in the rural areas at the taluk level.

- Human capital is one of the most important sources of growth in a country. With a lot of youth population, skill development can set our country on the perfect growth track. Setting up of KGTTIs by KGMSDC is contributing to the growth of society. It has become a yardstick for the self-help projects in the country. With certain inputs and changes in the system, the programme can achieve its aim of creating ample amount of skill-based jobs, which is absolutely imperative to fully utilise the demographic dividend that India is blessed with.

- There is an urgent need for shifting the focus by KGMSDC from the number of persons trained (output-driven) to the number of persons employed (outcome-driven).

Placement cell-a need

Skill development has come a long way in the past few years, especially in terms of optimum infrastructure, setting up institutional frameworks and introducing policy reforms aimed at better quality outcomes and scale. It is geared at creating an ecosystem of innovation-based entrepreneurship that generates wealth and employment, ensuring sustainable livelihoods. Training is only the first step; a lot more needs to be done to enhance the workforce for every job the new era demands.

By 2020, India will be among the youngest countries in the world, with a median age of 29. In the next two decades, while the labour force in the rest of the industrialised world is expected to decline by 4 per cent, in India it is expected to increase by 32 per cent. The thrust to strengthening skill development and training in future-ready skills comes from mapping a new era of industrial growth and clearly defined job roles will require skilled and informed employees.

At present, the KGTTs are solely focusing on training students to acquire knowledge and graduating them

with good marks. But, the bigger picture is far more important.

Much of what KGTTIs focused is on output. KGTTI trains a fixed number of students every year and achieve the target within the budget and specification and satisfied with the achievement and move to the next job.

This output-driven starts at school where the children come home with excellent grades and get a pat on the back along with a reward and become an example of a hard-working student and would make the parents look good.

It is nice, but getting good grades and looking good was not any parents' ultimate goal. They want their children to understand that hard work enables them to develop themselves in order to get a good job and a secure future. They focus on the outcome, where the output (good grades) is regarded as a means and motivation to get there (the outcome).

Strictly speaking, the output is about the immediate measurable result of an activity or service, usually expressed in figures (number of people, hours, savings, etc.). The outcome is about the (long term) results of those activities and services, expressed in, for example, improved or changed knowledge, attitude or behaviour amongst people.

That's where the true added value is; in the change achieved as a result of the output.

It is not about WHAT we do, but WHY we do it.

It's the 'why', or the vision, that drives us. It's not that we only want to train students within the specified conditions; we want to change a part of their world. They're not just buying a product or service; they're buying our enthusiasm, belief and ability to understand and share their vision of the future. Ultimately they're right, because what determines the real success of change is not just achieving an output, but realising the desired outcome.

Technical move to the next level, it is essential to set up a Placement Cell which can be located centrally at Bengaluru or one at each KGTTI centre.

The Placement Cell plays a crucial role in locating job opportunities for students passing out from the institutes by keeping in touch with reputed firms and industrial establishments. The Placement Cell operates round the year to facilitate contacts between industries and graduated students. On invitation, many reputed industries will visit the institute to conduct interviews.

The Placement Cell should organise career guidance programmes for all the students of various courses. The cell should arrange training programmes like Mock Interviews, Group Discussions, Communication Skills Workshop etc. It also can invite HR Managers from different industries to conduct training programmes for students.

Objectives

The objectives of a placement cell can be described as follows:

- Developing the students to meet the Industries recruitment process

- To motivate students to develop technical knowledge and soft skills in terms of career planning, goal setting

- Aiming to Place the maximum number of students through campus & off-campus interviews conducted by the top companies

- Career Development Programs organised by Placement Cell

- Personality Development Program

- Communication Skills Program

- Group Discussion Practice

- Entrepreneurship Development Program

- Mock Interview Sessions

- In-plant Training

- Conducting Industry to Institute Convergence expert interaction sessions

- Industry Internship Programs

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Appendix 1-Questionnaire for trainers

Questions	Skip if Required	Responses				
A. Induction/Orientation						
B. On the job						
A1. Have you been trained through the official KGTTI ToTs?		Yes	No			
A2. Do you get updated training following the firstToT?		Yes	No			
A3. If yes, did you find the training beneficial?		Yes	No			

A4. If No, give suggestions		Yes	No			
A5. Have you been trained by International Trainers?		Yes	No			
A6. Do you get to pass on your feedback after eachToT session?		Yes	No			
A7. Do you follow a lesson plan for each training class?		Yes	No			
A8. How large do you expect the training classes to be?						
A9. Do you need to travel out of town to conduct the training?		Yes	No			
B1. Is the Lesson Plan provided is found?		Yes	No			
B2. What is the average student-trainer ratio?						
B3. Is the infrastructure provided f or the conduct of training adequate?		Yes	No			
B4. If No, give suggestions.		Yes	No			
B5. Is there a mechanism through which you can raise students'? doubts/questions you couldn't answer from the training?		Yes	No			
B6. Is there a mechanism throu-gh which you gather feedback from each training class?		Yes	No			
B7. If yes, is the feedback analyzed by HOD/Director?						
B8. Is there a placement mechanism in place?		Yes	No			
B9. Do you help students with their career goals?		Yes	No			
B10. Do you feel satisfied with updates in skilling based on equipment used for training and updates?		Yes	No			
B11. If no (not satisfied), give suggestions.						
B12. Are you satisfied with your job as a KGTTI trainer?		Yes	No			

		Skip if Required	Responses				
C10.If "NO", Give reasons.			• Not emotionally rewarding • Not financially rewarding • Logistical problems (hours, place) • Lack of administrative support • Other				
C. Open-Ended							
C1. What are the points of improvement needed to ensure that trainers can fulfil their mandate in the best way possible?							
C2. What can be done (from the trainers' end) to ensure that students achieve the highest outcomes from the courses?							
C3. Do you think KGTTI offers enough placement opportunities to the students?			Yes	No			
C4. If "NO", what are your suggestions to improve placement opportunities for students?							

Appendix 2-Questionnaire for graduated students

	Demographic	Skip if Required	Responses				
A1	Your full name						
A2	Background Information						
	a) Gender		Male	Female	Transgender	Others	Do not wish to mention
	b)Religion		Hindu	Muslim	Christian	Buddhist	Others
	C)Minority status		SC	ST	OBC	Others	
	d)Current place of residence						
A3	What is your education qualification level?						
A4	Which year did you pass out your degree/diploma?/(before undertaking the course at KGTTI)						
	B Current employment						
B1	Are you currently employed?	Yes	No	Still looking for job			

B2	Which is the company you are currently working for?	Type the response					
B3	Which sector are you currently employed in?	Automobile	Construction	IT/ITES		Manufacturing	Others
B4	What is your annual salary range?(in Rupees)	Upto 1.50 lakhs	Above 1.50 lakhs				
B5	How did you get your entry position with this employer?	Recruitment drive at KGTTI	Industry partner portal from KGTTI	Others			
B6	After how many days of completing your training at KGTTI did you get a job?	Immediately	Between 1-2 months	Between 3-6 months		After 6 months	

C Before KGTTI Training							
		Skip if Required	**Responses**				
C1	How did you come to know about KGTTI course?		My institution faculty	KGTTI visited our institute	Website	Friends/ family	Newspaper	Passed out KGTTI student
C2	Did you visit the KGTTI before enrolling in the program?		Yes	No			
C3	Can you tell us the course that interested you?						
C4	Mode of fee payment?		Self	Sponsored			
C5	If sponsored, which scheme?		NULM	DIC	CMKKY	SC/ST	Others
C6	What motivated you to join the course?		Placement	Free course	Higher salary	Others	
C7	Were you employed before joining KGTTI?		Yes	No			

D. During the course - Please add your remarks, if any in the last column							
D1	How much DISTANCE did you travel to REACH the institute?		Less than 10 Kms	>10 Kms	Other district	Friends/ family	Newspaper	Passed out KGTTI student
D2	Please answer the following questions with response option that best reflects your evaluation of the training provided						
	a)Would you have benefited from boarding facilities at the institute?		Yes	No			
	b)How was the overall pace of the course?		Just right	Too fast	Too slow		

	C)Did the course hold your interest?		Through out the course	Sometimes	Only practical sessions			
D3	Using the scale of 1 to 5 (1 being the least and 5 the highest) please rate the following aspects of the course. Please fill only one circle.							
	a)Subject matter knowledge of the trainer		1	2	3	4	5	
	b)The quality of faculty in delivering lessons		1	2	3	4	5	
	c)The design of course timetable (theory sessions, practical sessions, exams etc.)		1	2	3	4	5	
	d) The quality of facilities (drinking water, restrooms etc.)		1	2	3	4	5	
	e) The course material provided		1	2	3	4	5	
	f)The availability of machinery and tools for hands-on and practical exercises		1	2	3	4	5	
D4	Did your course have an institutional tie-up with any industry partners?		Yes	No	Don't know			
D5	If Yes, do you recollect the name of the industry partner(s)?		Name of industry partner					
D6	Was the HW/SW upto date with latest industry standards?		Yes	No				
D7	Did the HW/SW suffer frequent breakdowns?		Yes	No				
	a)If Yes, what kind of break down		Power break down	Machinery maintenance breakdown	IT-related breakdown	Other		
D8	Was the faculty available for support even after class hours?		Yes	No				
D9	How would you rate the overall learning experience of your course (scale of 1 to 5)		1	2	3	4	5	

D10	What suggestion do you have to improve the assessment system of your programme?		Include interim evaluations	Include marks for hands-on / Marks for Practical Classes	There should be project component as well	Others (Elaborate)		
D11	Did you receive any soft-skills/ English speaking course training? (Resume writing, mock Interview, personality development etc.)		Yes	No				
D12	If yes, How do you think this particular aspect of the course help you?	(Only to people who said yes to the previous question)	I feel more confident when applying for a job	It enhanced my soft skills ability	It helped me express myself better as a potential employee			
D13	Can you give 3 specific recommendations to improve your course delivery?							
E. After training course at KGTTI								
E1	Do you feel the training was useful for you?			Definitely	Probably	Not really		
E2	Did you get placement after completion of the course at KGTTI (Job)?			Yes	No			
E3	If No, how did you find a job?			Employment exchange	Through the online portal	Friends/family	Walk-in-interview	Still looking for job
E4	What is your likelihood of recommending this training to others? (Scale 1 to 5, where 1 being the least and 5 the highest in recommending to others)			1	2	3	4	5

E5	What are your suggestions in improving the course		More time on practical exercise	Faculty should be more approac hable	Course content should be more up to date	Others (specify)		
E6	If you have any specific sugges tion with improvement of non-course infrastructure, please mention							
E7	How do you rate the examination and evaluation system in your course?		Right and app ropriate for the course	Not app ropriate for cour se	More stress on pract ical aspe cts of the course			
E8	If not appropriate, can you please tell us why?							

Appendix 3-FGD checklist for current students

	Probe questions			
1	Experience of the course so far	15 Minutes	5 speakers 2-3 Minutes each	
1.1	What has been your overall experience of the course so far?			
2	PRE-COURSE PHASE(In this phase we will capture the experience of the pre-course phase)			
2.1	How did you get to know about the course? What other ways of marketing KGTTI can you suggest?			
2.2	2.2.1How many of you paid the course fees?			
	2.2.2 Were you given any subsidy/discount?	Yes	No	
	2.2.3 Did you take any loan to pay for the course?	Yes	No	
2.3	What has been the overall experience of the enrolment process?			
2.4	What is your experience on the administrative and logistical aspects of the course?			
2.5	Were any of you employed before enrolling at KGTTI?	Yes	No	
2.6	If yes, what made you join KGTTI?			
3	Course phase	12-15 Minutes		
3.1	How has been your experience with the course faculty?			
3.1.1	Faculty's knowledge and skills on the subject			
3.1.2	Faculty's willingness/ability to clear your doubts			

3.1.3	Faculty's exposure and industry experience		
3.1.4	Other aspects, if any		
3.2	What is your experience with HW/SW of the course?	10 minutes	
3.2.1	Do you think that the course content is updated and matching with industry standards?	Yes	No
3.2.2	Frequency of breakdown of machines		
3.2.3	Usage frequency and hands-on opportunity		
3.3	What is your opinion on the class intake	10 minutes	
3.3.1	Class size and background		
3.3.2	The interest level of course-mates		
3.3.3	Willingness to learn		
3.4	What is your opinion of recruitment drives	5 minutes	
3.4.1	Frequency of recruitment drive conducted		
3.4.2	Were there participation of employers of your interest/as desired by you		
3.4.3	Salary offered was as per your expectations		
3.4.4	Any assistance from the faculty in the process?		
3.5	What is your experience with practical training?	10 minutes	
3.5.1	Frequency and time spent		
3.5.2	Application of theory		
3.5.3	Hands-on experience, explain		
3.6	What is your experience with beyond-classroom activities?		
3.6.1	Practising exercises		
3.6.2	Industry-practice linkage		
3.6.3	Homework		
3.7	What do you think is most helping you through the KGTTI programme?		
3.8	What improvements can the KGTTI make?		
3.9	What will be your success measure for this programme? on a scale of 1 to 5		

Appendix 4-Questionnaire for parents

Sl. No.	Question	Options						
1	Who attended the course?	a. Son	b. Daughter					
2	What is your relationship with the student?	a. Mother	b. Father					
3	Name of the Parent							
4	Name of the son/daughter (optional)							
5	What is the course that s/he attended?	Course:-						
6	General information							
	6.1 Number of household members	a.2	b.3	c.4	d.5	e.6	f.>6	
	6.2 Head of household - Name							
	6.3 Occupation of head of household							
	6.4 Occupation of other HH members, if working							
	6.5 Household Monthly income							

7	Course related feedback		
	7.1 Had you heard of the KGTTI program before your son/daughter began attending?	Yes	No
	7.2 If yes, where did you hear about it?		
	7.3 Did you think attending KGTTI would help your son/daughter with his/her career?	Yes	No
	7.4 What outcomes did you expect from the KGTTI programme to be?		
	7.5 Did you help to pay for your son/daughter's KGTTI course?	Yes	No (if no, skip next question)
	7.6 If yes, how did you help? please explain		
	7.7 What has been your son/daughter's feedback so far?		
8	Post-Course feedback		
	8.1 Do you feel that the program has helped to accelerate your son/daughter's career through gainful employment?	Yes	No
	8.2 If yes, is this employment allowing for an increase in household income?	Yes	No
	8.3 Can you tell the percentage of increase in household income?		
	8.4 Did the KGTTI meet all your expectations	Yes	No
	8.5 If NO, what was missing?		
	8.6 Would you recommend other families to send their sons/daughters to KGTTI?	Yes	No
	8.7 Were you well informed regarding progress of your ward by KGTTI?		
	8.8 What has been your son/daughter's feedback on the training and its impact?		

Appendix 5-In-depth interview schedule for director

Place of the Institution
Name of the Director/Respondent

1. Centre's achievement against planned activities as per DPR

MSDC				
Sl. No.	Proposed items as per DPR	Planned	Achieved	Remarkes
1.1	Training Capacity			
1.2	Proposed target population			
1.3	Number of staff			
1.4	Employment opportunities			
1.5	Following German vocational education and training standards			
1.6	Course curriculum			
1.7	Trainer-student ratio			
1.8	GIZ INS's role			

2. Performance of Institution in terms of imparting training to SCs/STs/BCs/Minorities/Women Beneficiaries

Year	No. of students trained						No. of students employed					
	SC	ST	OBC	Minority	Women	Total	SC	ST	OBC	Minority	Women	Total
2016-17												
2017-18												
2018-19												
Total												

3. Number of Students Trained against Target

Year	Target	Achievement	Reasons, if not achieved
2016-17			
2017-18			
2018-19			
Total			

4. Is there a placement centre at the institution?

    ○Yes   ○ No

4.1 If yes, what is the process being followed to place the students in the industries successfully?

4.2 If not, how do you support the students to find employment?

5. Staffing Pattern of the Institution

Year	Staff planned	Actual	Percentage of vacancy	Reasons for vacancy
2016-17				
2017-18				
2018-19				
Total				

6. What current challenges do you face in conducting training in terms of:

   a) Availability of staff:

   b) Demand/relevancy of a course:

   c) Placement:

   d) Availability of funds:

7. How do you spread awareness/ create publicity for the courses at your institution to attract enrolments?

   a) Pamphlets

   b) Advertisements in newspaper

   c) Tie ups with any related institutes

   d) Conducting introduction workshops

   e) Job fair

   f) Others, please specify_____

8. What are your plans in making it as an institution of international standard?

9. Has any revision been made to the training module/methodology in your institution?

                ○Yes   ○No

10. If yes, how often is the revision made? What are the reasons for the revision?

11. Does the institution encourage Self – employment among graduate students?

12. Is there any Institutional support in terms of financial linkage and technical support?

13. How is the financial sustainability of KGTTI?

    ○Very good   ○Good   ○Bad

14. What are your suggestions towards strengthening the institution?

15. For long term courses, who are the target groups?

16. For short term courses, who are the target groups?

17. From which background are the trainees/students taken?

18. Are the MSDCs independent in operation, and flexible in designing courses?

19. Are the MSDCs independent in operation and flexible in awarding certificates?

20. What are the main focus areas in your centre?

    a) CNC technology and tool

    b) Welding and construction technology

    c) Electrical and Electronics Design and Manufacturing training.

    d) Others

21. Do the focus areas of the centres duly complement other trades based on the industry requirements of the region?

22. Are the nearby skills training organisations in the public domain (Polytechnics, ITIs, SISI etc.) and privately identified by MSDCs?

23. Has there been any tie-up with Institutions?

24. Does KGTTI have a formal tie-up with industry to absorb the trained graduates?

25. How frequently do the representatives of the institution interface with the industry?

26. What are the services rendered by the centre (1, long and 2. short term technical training, 3. consultancy and 4. other allied industrial services)? Pl tick () the services

    a) Bengaluru – All the four services / Three Services / Two Services / Only one Service

    b) Kalaburgi - All the four services / Three Services / Two Services / Only one Service

    c) Hubbali- All the four services / Three Services / Two Services / Only one Service

d)Mangaluru- All the four services / Three Services / Two Services / Only one Service

e)Belagavi- All the four services / Three Services / Two Services / Only one Service

27.Do you think that facilities such as building, training labs and workshops are utilised to the optimum?

                ○Yes   ○No

28.If No, suggestions to utilise the facilities to the maximum/full potential

29.On what basis is the course curricula designed?

30.How is the certification of the courses issued?

    a)KGTTI only

    b)KGTTI joint certification with the German organisation

31.In which language is instructional material prepared

    a)English

    b)Kannada

    c)English and Kannada

32.Is there any roadmap built and implemented for the financial and managerial self-reliance and sustainability of the MSDCs and their long-term survival?

    a) Yes

    b) No

33.What is the support provided by Industries/Companies to KGTTI?

Sl. No.	Services	Industries		
		FESTO	CISCO	Volkswagon
1	Curriculum development			
2	Joint certification			
3	Equipment			
4	Employment for successful students			
5	Support in preparation of course materials(curriculum)			
6	Apprenticeships			
7	Sending trainees to KGTTI -for skill up-gradation			
8	Performance assessment			

34.Is there a Grievance Redressal Mechanism in the Institute?

    a)Yes

    b)No

35.If yes, who are the designated officers

    a)Admin. Assistant: Grievance Redressal Officer

    b)Deputy Director / Senior Manager: Reviewing Authority

    c)Director: Appealing Authority

36.Is the grievance petition received acknowledged on submission?

    a)Yes

    b)No

37.Within how many days are the grievances addressed?

38.Does the Institute 'take up' the grievances depending upon the seriousness of the grievance?

39.Does the Institute follow on the grievance received regularly till their final disposal?

40.On the basis of the grievances received, does the Institute identify the problem areas which are complaint-prone?

    a)Yes

    b)No

41.If yes, are the problem areas then subjected to perusals and remedial measures suggested to the concerned?

42.For how many years is the GIZ InS responsible for management and implementation?

43.If yes, what is the role of the consulting organisation?

    a)Provide expert support

    b)Building capacities and systems

44.Does GIZ InS is actively supporting the dissemination of knowledge and expertise developed in the MSDCs?

45.Was any skill gap survey conducted to validate the courses to be started at the Centre?

46.Does the institution have hostel facility?

47.If yes, how many trainees can the hostel accommodate?

48.Is there a separate cost for the hostel facility?

Appendix 6-Questionnaire for employers

Methodology

- The questionnaire has been designed to evaluate the employers' satisfaction level on student's generic skills using a 5-point scale ranging from "poor" to "excellent".

- The overall satisfaction with graduated students of KGTTI as rated by their direct supervisors will be captured.

Sl. No.	Questions	Yes	No	Response				
1	What type of industry is yours?			Auto-mobile	IT	Manuf-acturing		
2	How big is your industry?			Micro	Small	Medium	Large	Others
3	How many trainees trained at KGTTI is working in your industry?							
4	Do you think that the training at KGTTI prepared the trainees well for work? (Rate them on the scale where 1 is the least and 5 the highest)			1 (Poor)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excel-lent)
5	If not highly rated, your suggestions for improvement							
6	Do you think that the training at KGTTI had a good mix of theory and practice? (Rate them where 1 being the least and 5 the highest)			1	2	3	4	5
7	Did you sponsor any candidate from your organisation for KGTTI training for skill up-gradation?	Yes	No					
8	If yes, do you think that the training at KGTTI is an effective investment?			1	2	3	4	5
9	Do you think that KGTTI as a skill training organisation used up-to-date equipment, facilities and materials?			1	2	3	4	5
10	What aspects of training are in most need for improvement?							
11	Is the employed student promoting positive image of the company/organisation/department through serving customers effectively?			1	2	3	4	5
12	If not rated highly, suggest the area/aspects where the improvement is required							
13	Would you recommend KGTTI training organisation to others?(Rate them on the scale where 1 being the least and 5 the highest)			1	2	3	4	5

Photographs

Meeting with the Director, KGTTI, Hubbali

Interaction with an Employer at Hubbali

Interaction with passed out students at Belagavi

Focus Group Discussion with current students

Photographs

Visit to new premises of KGTTI at Belagavi

Interviewing the parent of a current student at Belagavi

Focus group discussion

Meeting with the Director, and staff KGTTI Hubbali

Interaction with passed out students at Belagavi

Meeting with the Director, KGTTI Belagavi

Photographs

Interaction with the current students and faculties

Interaction with the employers and students employed

Interaction with the faculty and the director at KGTTI, Kalaburgi