

# THE DUAL SYSTEM OF TRAINING (DST) IN HARYANA



A comparative evaluation



# THE SCHOOL-TO-WORK TRANSITION IS INCREASINGLY COMPLEX FOR TODAY'S YOUTH

- Youth unemployment is rising and COVID made it worse

Unemployed youth increased from 90m to 115m in the last 10 years. >4m youth have lost their jobs as a result of the pandemic.<sup>1</sup>

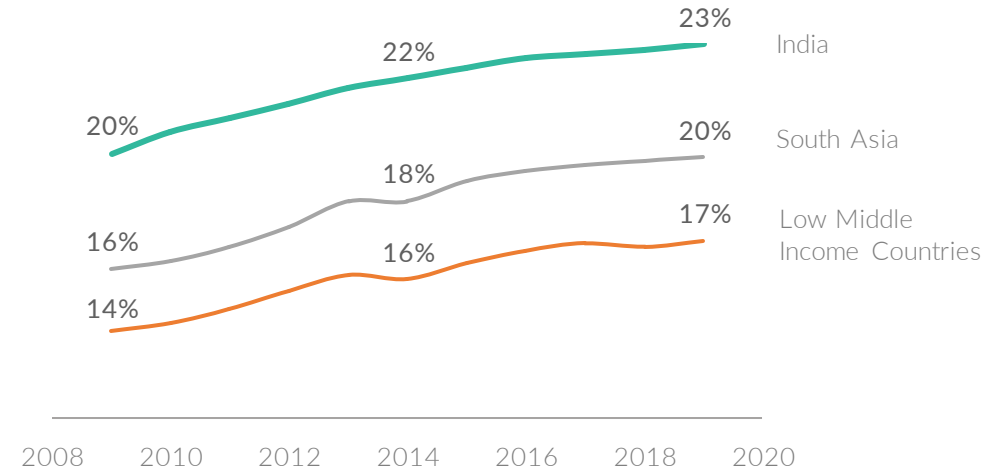
- For those employed, job quality is an issue

>75% of the 2018 labor force was employed in the 'unorganized sector,' with low pay, fewer benefits, and suboptimal working conditions.<sup>2</sup>

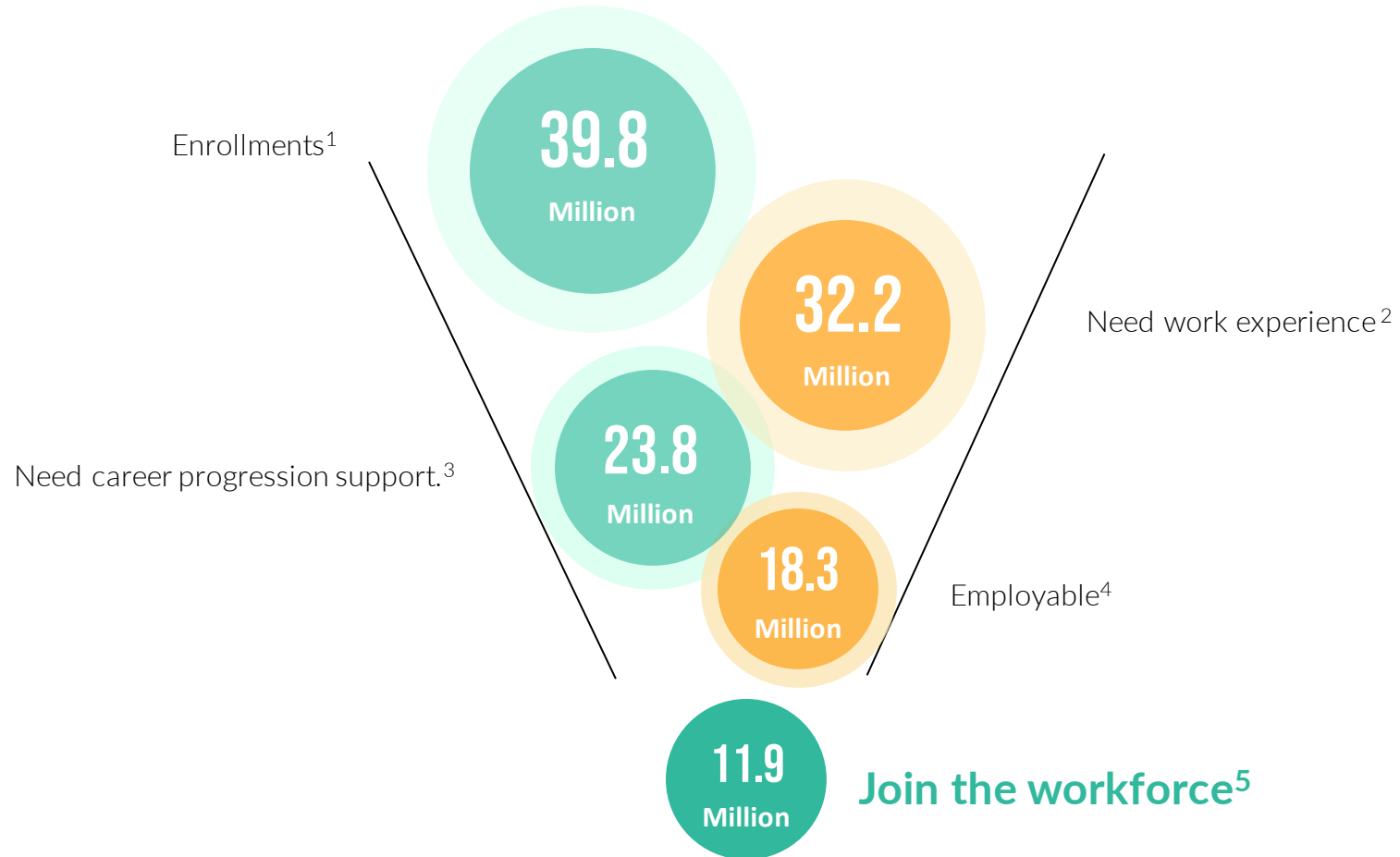
- Career awareness remains extremely low

93% of students are aware of just 3% of career options.<sup>3</sup>

Unemployment patterns among youth (ages 15-24)<sup>4</sup>



# ACCESS TO ALL LEVELS OF EDUCATION HAS INCREASED, BUT REWARDING CAREER OUTCOMES HAVE LAGGED BEHIND



Source: (1) Secondary, Vocational, Technical and Higher Education. Multiple sources – DSE are from UDISE +, 21-22 report, ITI from Ministry of Skill Development And Entrepreneurship Directorate General Of Training (DGT), Polytechnic from AICTE, and DHE from AISHE 2019-20 (2) Estimate based on Young India and Work report, Observer Research Foundation and WEF, 2018 (3) Estimate based on Young India and Work report, Observer Research Foundation and WEF, 2018 (4) Estimate based on India Skills Report, 2022 (5) Estimate based on data from OECD

## MEDHA AND MSDF HAVE BEEN WORKING TO ADDRESS THIS CHALLENGE THROUGH DST IN HARYANA

6,500+ DST students gained support during on-the-job training and career preparation

**8,000+**

**Last-mile Impact**

**33%**

**Industry Scale-up**

33% increase in quantity and quality of DST units.

74 new industry partners (e.g., Tata Motors, Exide, State-wide Sugar Mills, ISGEC)

315 faculty and training officers trained on supporting OJTs for students

**315**

**Capacity Building**

**72%+**

**Process Improvement**

434 DST units (95%) have standardized academic calendars and management committees

# WE CONDUCTED AN EMPIRICAL STUDY TO MEASURE THE IMPACT OF DST, USING NON-DST STUDENTS AS A 'COUNTER-FACTUAL'

## Areas of evaluation

### Career Readiness Outcomes

- Improvements in resume writing and interview skills
- Engagement in campus placement drives
- Pre-placement offers
- Transition into the workforce after graduation

### Career Progression Outcomes

- Students not pursuing higher education, training, or employment after graduation
- Students in income-generation activities for more than 7 months in a year
- Students employed in the formal sector with associated benefits
- Average salary among employed students

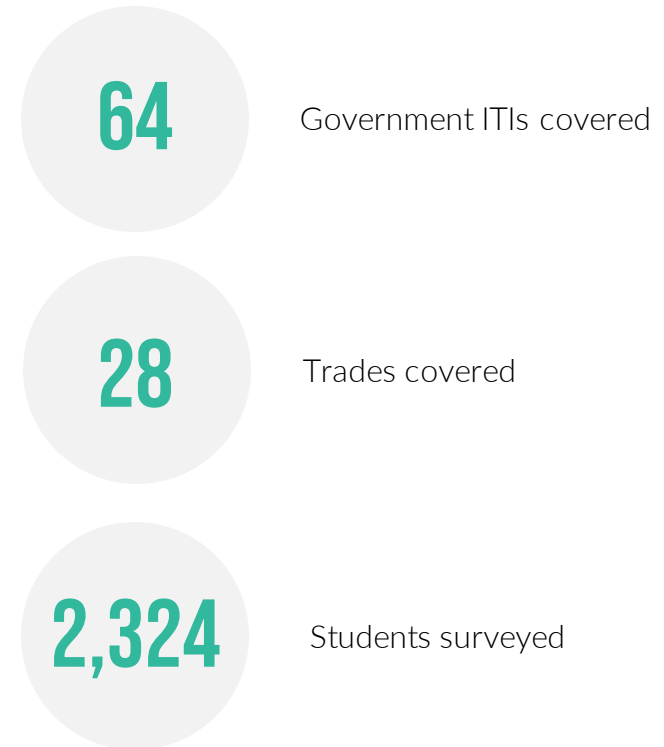
### Career Support Services

- Pre-placement support, including career preparation training
- Opportunity matching of placement drives



## THE STUDY COVERED 2,324 STUDENTS FROM ALL 22 DISTRICTS ACROSS HARYANA

	Population	Sample
Dual System of Training ITI	3,453	1,664
Non-Dual System of Training ITI	46,043	660



# DST STUDENTS ARE BETTER PREPARED FOR THEIR CAREERS AND JOB SEARCH THAN NON-DST STUDENTS

## Career Readiness

Difference in confidence by DST and Non-DST students in the following areas:

16%

In resume writing

15%

In attending job-interviews

13%

In searching for career opportunities

15%

In applying for jobs and apprenticeships



## AND HAVE OUTPERFORMED NON-DST STUDENTS IN CAREER OUTCOMES

### Career Progression

29%

More DST students who complete OJT secure pre-placement offers

14%

More DST students remain gainfully employed for a longer duration (> 7 months)

7%

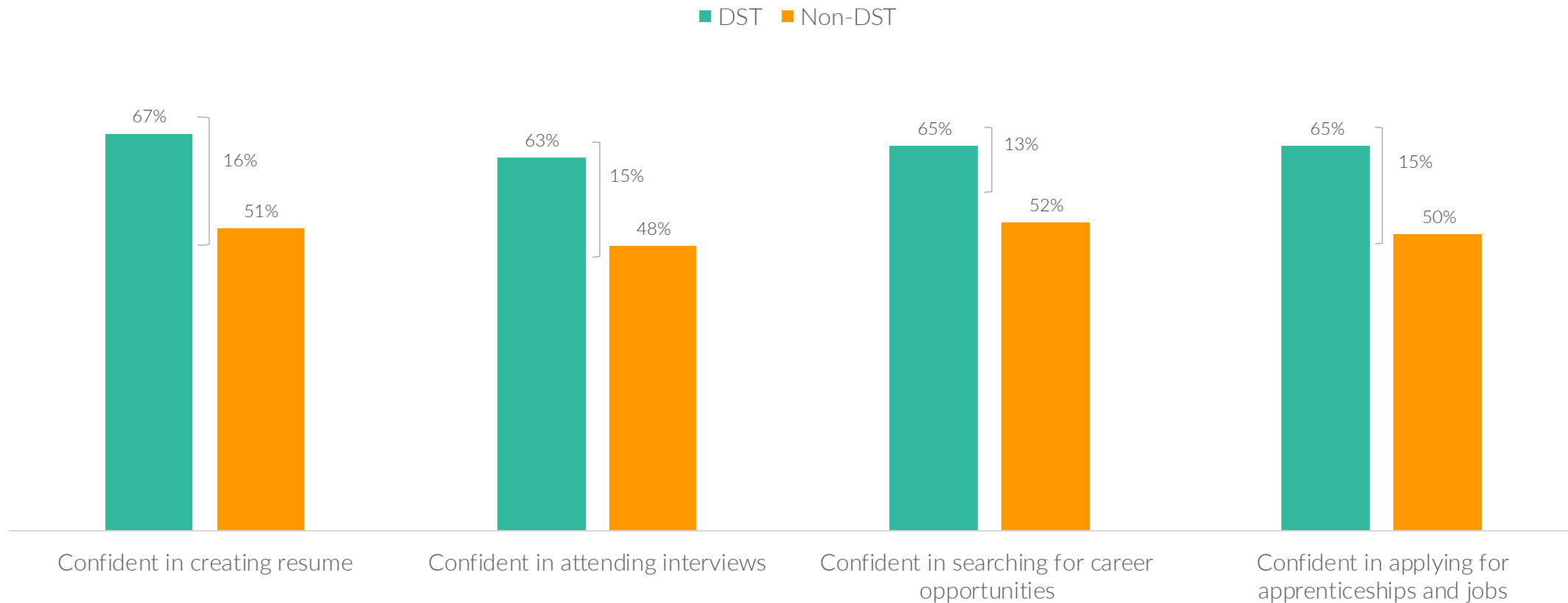
More DST students receive employee benefits





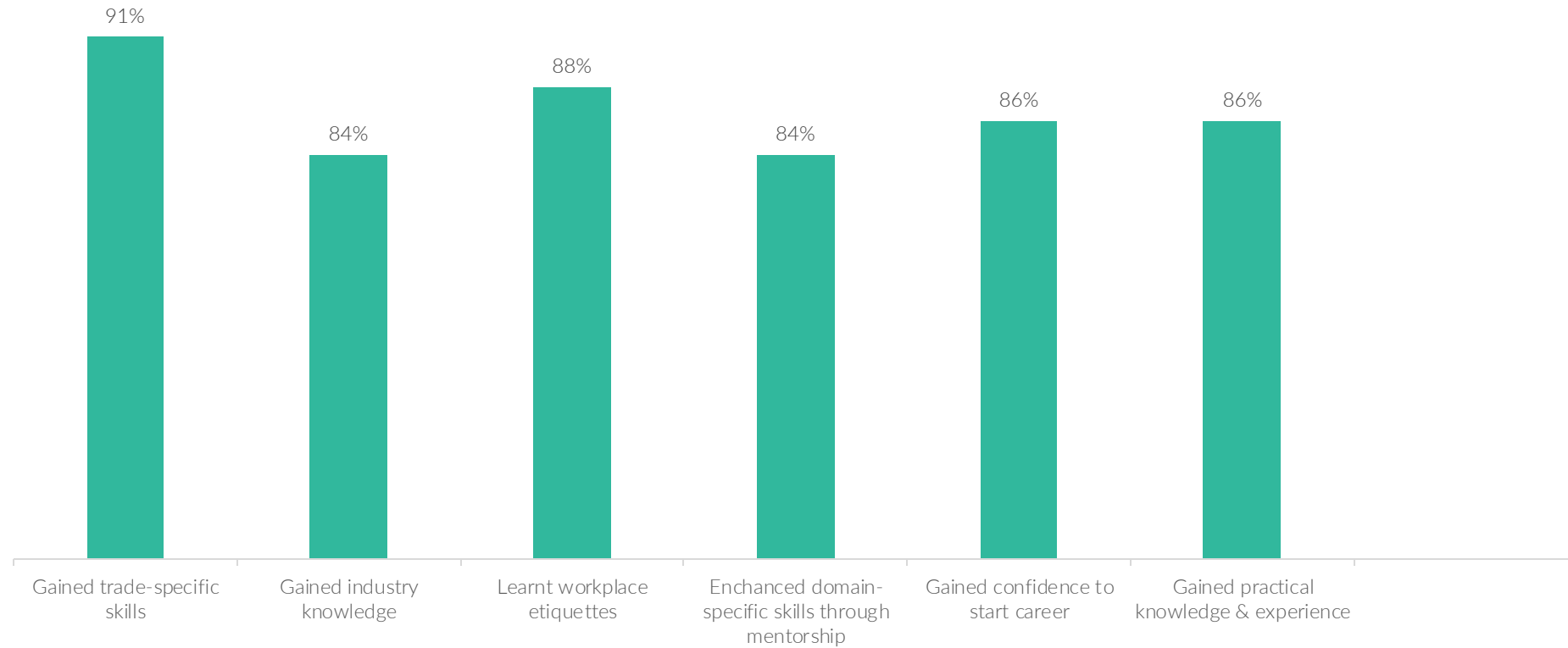


## DST STUDENTS WHO COMPLETE OJT ARE MORE CONFIDENT THAN NON-DST STUDENTS IN ATTENDING INTERVIEWS AND APPLYING FOR JOBS





## AND ARE BETTER PREPARED FOR PLACEMENT OPPORTUNITIES THROUGH IMPROVED CAREER READINESS SKILLS

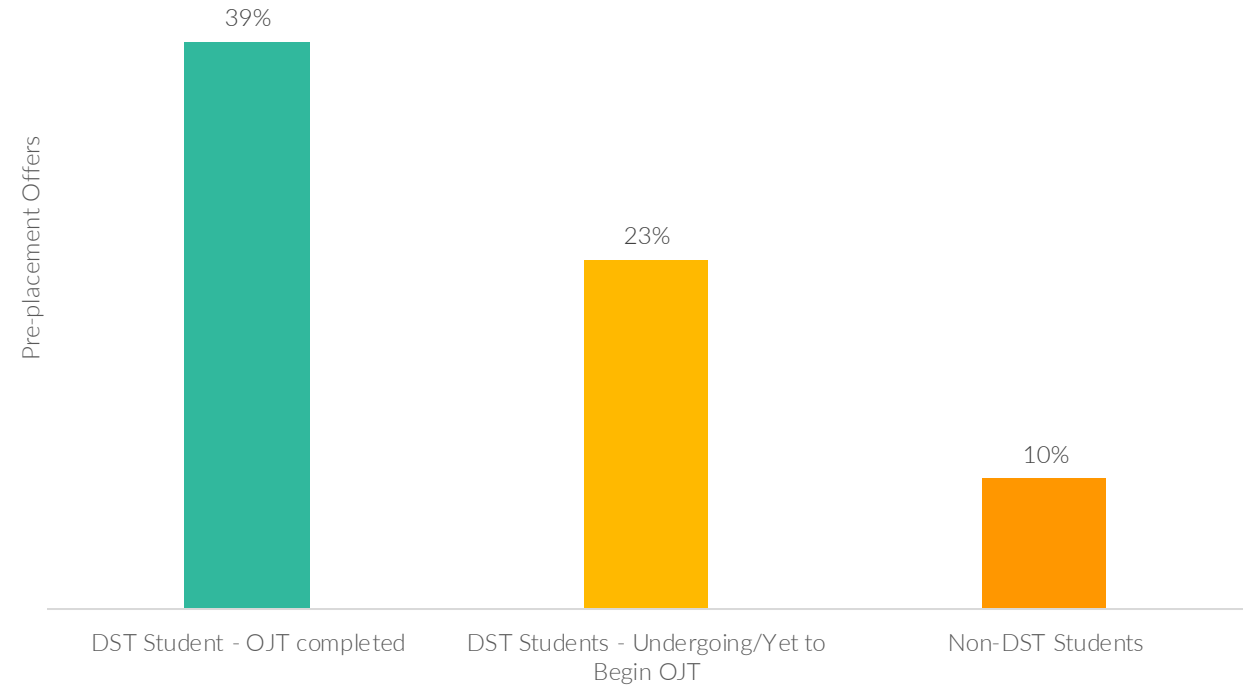


Data pertains to 2019-24, 41% of DST students report getting OJT/Apprenticeship. According to the survey, none of the non-DST students reported getting OJT/ apprenticeship. Hence, there is no comparison with the non-DST data group.



## FURTHERMORE, STRUCTURED OJT PREPARES STUDENTS TO HAVE MORE PROMISING CAREER OUTCOMES

29% more DST students who complete OJT receive pre-placement offers compared to Non-DST students

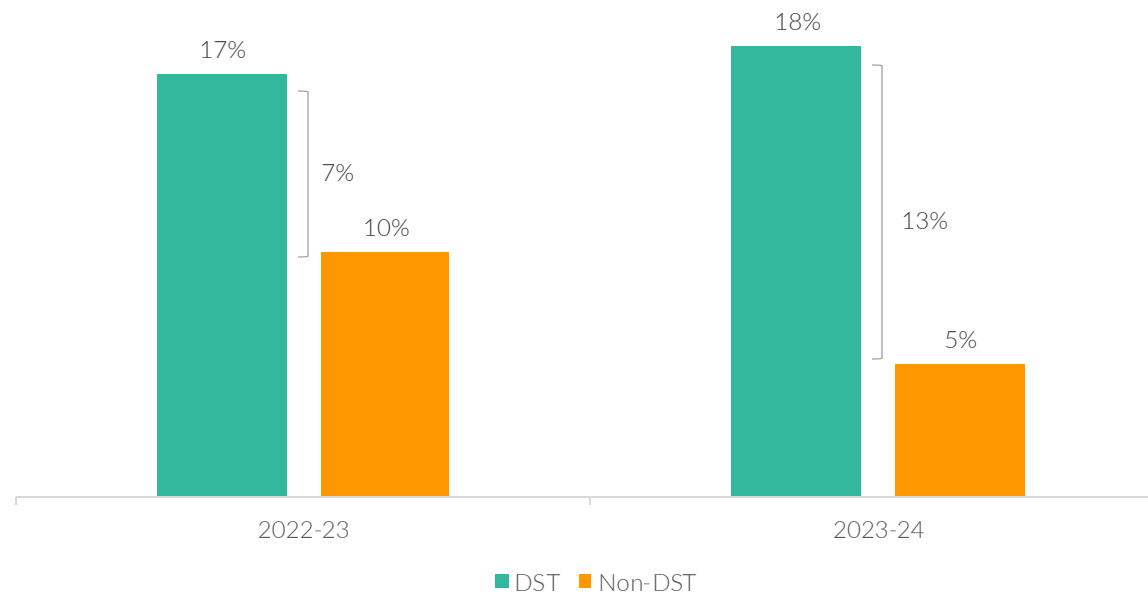


Data pertains to 2022-23 year of graduation, which has 52% DST students who have done OJT. The duration of On-the-Job Training for DST students typically spans 3-9 months, whereas for non-DST students, it lasts approximately one month.

# THEY RECEIVE MORE PRE-PLACEMENT OFFERS

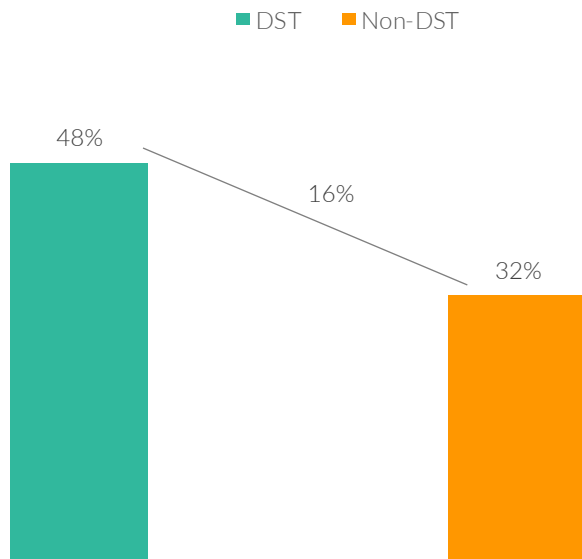


Pre-placement offers favor DST students over non-DST counterparts

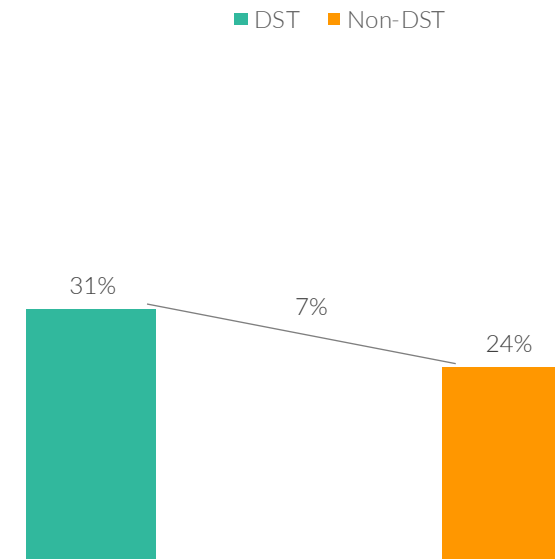


# DST STUDENTS BENEFIT FROM HIGHER PLACEMENT OPPORTUNITIES THROUGH PLACEMENT DRIVES

16% more students in the DST group receive job opportunities through placement drives.



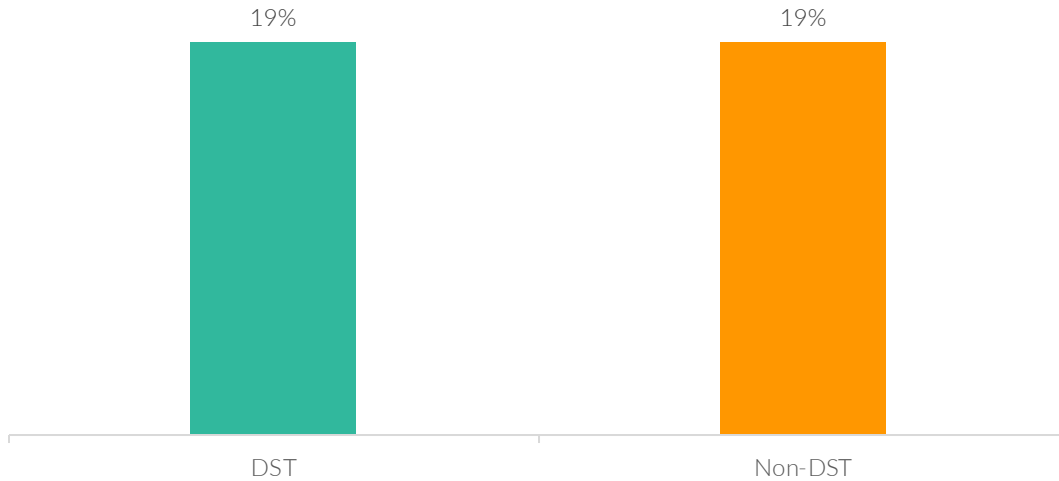
7% more DST students receiving offer letters since graduation over non-DST peers.





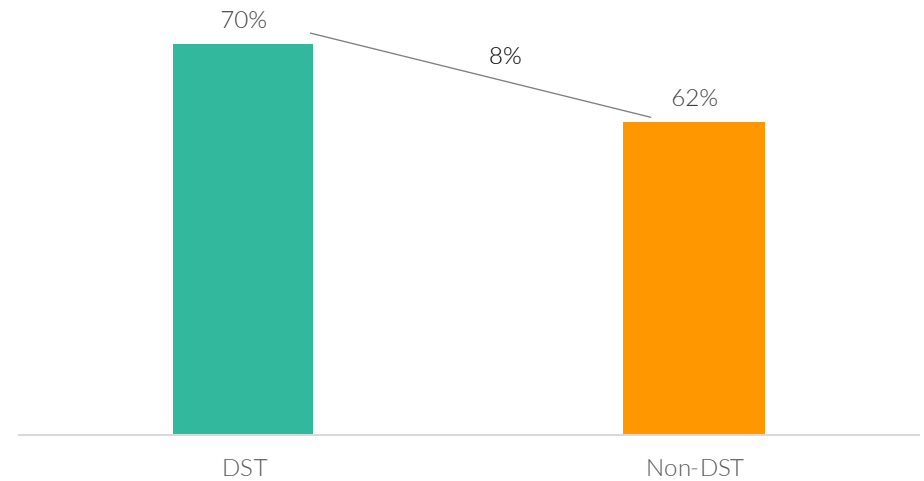
# WHILE FULL-TIME EMPLOYMENT OUTCOMES ARE SIMILAR FOR BOTH DST AND NON-DST STUDENTS, MORE DST STUDENTS RECEIVE EMPLOYEE BENEFITS

No difference is observed in full time employment of DST students vs Non-DST



The average salaries (₹ 12,100) for both DST and non-DST students are similar. However, the findings on career progression outcomes are limited, as 50% of the sample represents the most recent cohort.

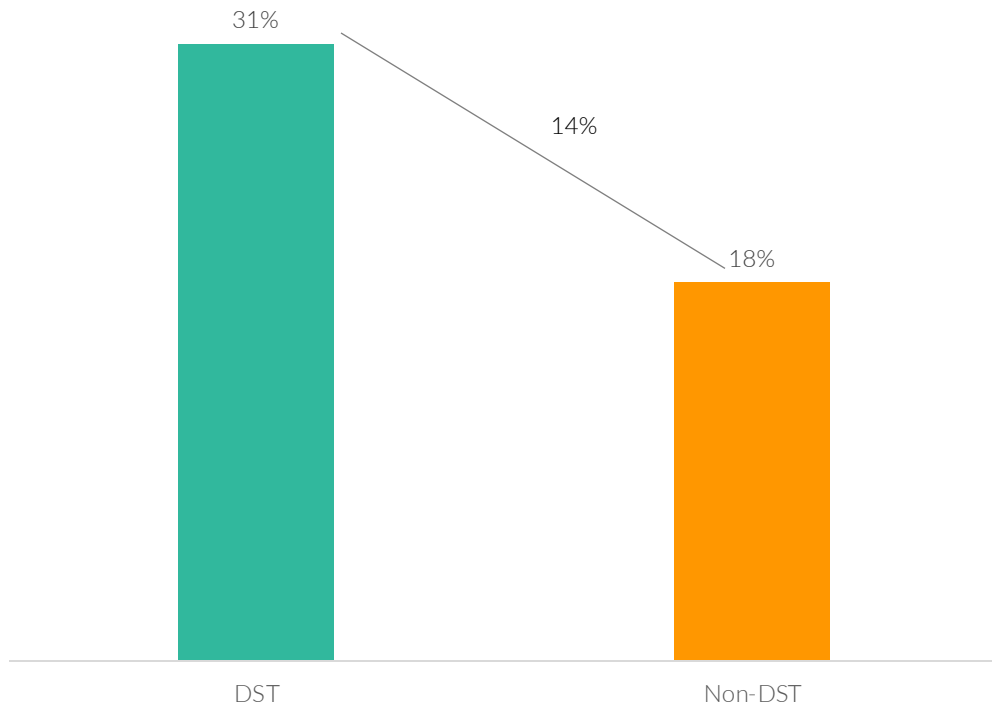
8% more DST students receive employee benefits



Percentage calculated for both DST and non-DST if either of the three facilities are provided by the employer paid leave, medical insurance and PF.

## AND THEY REMAIN PART OF THE WORKFORCE FOR LONGER DURATION

14% more DST students retain employment beyond 7 months



## WE HAVE RECEIVED POSITIVE FEEDBACK FROM KEY SYSTEM STAKEHOLDERS ON MEDHA'S CAREER SUPPORT SERVICES



JAPOs report Medha supported in **building academic calendar** and rated Medha's performance positively in **placement support**



JAPOs report improvement in the behavior of **industries** post Medha's support



JAPOs highlighted Medha's crucial role in **connecting industries to ITIs**



JAPOs report clearer **understanding of the DST model** and note that students appreciate the **value of OJTs**



### Unique aspects of DST as per JAPOs

- Experiential learning and practical industry knowledge
- Enhanced work preparedness among DST students, stemming from better understanding of industry know-how
- Ease of working with DST students due to their quicker grasp of industry concepts
- Greater career awareness, improved confidence, and better dressing among DST students



### Unique tools that helped JAPOs

- Industry Need Analysis approach
- Pitching techniques
- Opportunity matching processes between ITIs and industries



## AND WE WILL INCORPORATE THE LEARNINGS FROM THE EVALUATION TO FURTHER IMPROVE AND ENHANCE THE EXPERIENCE OF STUDENTS



### Incentivize on-the-job trainings

Data clearly shows that students who complete OJTs have better pre-placement outcomes. To this end, we will push for stipends and other OJT incentives, such as insurance and transport. Further, we will help the state roll out 150 hours of OJTs for all non-DST students.



### Involve the industry in career readiness workshops

We have seen career readiness workshops help improve student confidence in facing interviews, searching for jobs etc. We will involve the industry, seeking their input and actively integrating them into the career readiness modules over the coming months.



### Explore benefit differences and gainfully employed students

The data shows that DST students get more workplace benefits and are gainfully employed compared to non-DST students. We will explore what leads to this and double down on factors that make this happen.



