IMPACT ASSESSMENT OF VOCATIONAL SKILL DEVELOPMENT TRAINING FOR SC/ST/OBC/PWD/WOMEN & EWS OF SOCIETY

Sponsored by

POWER FINANCE CORPORATION

Conducted by

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Executive Summary

The Power Finance Corporation has signed an MOU with Construction Industry Development Centre to provide skill training in different trades of Construction Industry. The programmes are sponsored with Corporate Social Responsibility funds on specific parameters to improve employability, entrepreneurship and economic position of the candidates.

The training was conducted by CIDC at different locations in India. The implementing agency CIDC has signed MoA to conduct the training programmes at fourteen centres namely Srikakulam, Bheemili, Chapaguri, Faridabad, Ranchi, Daltonganj, Dhumka, Chaibasa, Khurda, Rairangpur, Gorakhpur, Dhaulana, Sidhauli and Ramshapur in six different States across India which are Andhra Pradesh, Assam, Haryana, Jharkhand, Odisha, and Uttar Pradesh. CIDC has trained 2000 candidates at the centers mentioned above.

A research has been undertaken to study the impact of these vocational training course in general and specifically on the life of the trainees after attending these vocational training.

On the basis of the detailed analyses of the questionnaires administered to the various stakeholders and in depth discussion with some of the significant stakeholders, the following findings have been drawn from the outcome of the study to address challenges of the existing system in order to improve the quality of the skill development.

Cater to the Similar Group

The present selection process of the trainees was found satisfactory. It is also recommended to cater to the similar group for future skill related training programme, which would increase the effectiveness of the programme, along with contributing towards the nation positively. Hence,

Up-liftment of the Under Privileged Section of the Society

Since the focus of the programme is meant for the under privileged society, the programme objectives were found to be just in terms of composition of the trainees. A significant proportion of the trainees came from OBC, followed by SC and ST. Also, a significant chunk of the trainees were holding BPL card.

It is recommended to continue to support the under privileged section of the society by providing the required skill development tools.

Up-liftment of the Socio-Economic Condition of the Trainees

A striking result was found in terms of improvement of the socio-economic condition of the trainees, sampled from selected locations under study. Several indicators were studied and measured during the study, viz. (i) land ownership, (ii) house ownership, (iii) availability of the potable water at home, (iv) availability of the sanitation facility, (v) availability of different modes of communication like TV, smartphones, (vi) ownership to vehicles and domestic utilities, and (vii) eligibility for financial support.

While analyzing the primary data collected from the trainees for all above indicators, a significant rise in terms of acquiring the above facilities post training has been found. The participants lacked in terms of basic necessities prior to joining the training programme,

however, there was an improvement in their social status. An interesting trend was observed in terms of possession of the smartphone. On acquiring purchasing power, there was an urge to be in possession of the latest gadgets. During the discussion, some of the participants also shared their role as a financial contributor in their family, especially, helping their parents in getting their sisters married.

Post training, becoming a financially self-sufficient person, also earned a social prestige among the peers and the neighbours to the trainees. They earned respect in the society, which helped them to uplift the morals, confidence of the next progeny, by influencing them to join similar kind of programme for their benefits too.

While analyzing the data, a general agreeable response was found on improved health condition, economic condition, creating earning avenues for future employment, an increase in the purchasing power and an acceptance in the society.

It is recommended to continue the process to enable the youth to achieve the social and economic status, which otherwise looks like a daunting task for the under privileged section of the society. Moreover, this process will help the youth to become self reliant, it would be a boost to the economy too.

Up to Date Course Curriculum

. The management of CIDC is in opinion that the courses offered by the CIDC is more enhanced and advanced as compared to the available courses offered by other training institutes. More often, the certificate course is at par with the Diploma courses too. Because of the rich content, the trainees are well prepared to face the contemporary issues, giving an

edge over others. With the active participation of the industry, the course curriculum is updated on a regular interval, as shared by the CIDC management.

The same argument was validated by the trainees, stating that the course curriculum helped them to face the job interview and puts them in an advantageous condition as compared to other trainees, who have been trained from other organizations.

It is recommended to upgrade the content based on the feedback of the placement agencies and according to the market demand. A formal feedback may be used to upgrade the curriculum.

Emphasizing on Practical Aspects of the Curriculum

While analyzing the course curriculum, it was found that the existing courses have a perfect balance between the theory and the practical sessions. The participants are encouraged to engage in the real life practical projects like, construction of the building in the training center, making the road and pavements inside the campus, wall paintings, reverse engineering of the generators/electrical instruments etc.

This kind of training gives an immense exposure to the hands on experience while learning the theory.

It is suggested to have more innovative methods to be adopted to make the training programme more motivating and encouraging.

Holistic Development of the Trainees

The curriculum lays stress on the overall development of the participants. This is an inimitable feature of the course. Inculcating the good behavior as a responsible citizen is also

being done. The trainees are engaged with the Swachh Bharat Abhiyan, which helps them to keep the campus and the neighbourhood clean. To develop the reading and speaking skills, the trainees are encouraged to read the headlines of the newspaper and summarizing the contents of the same. Regular sport activities are also conducted to keep the trainees engaged in the healthy activities.

A unique feature of the course makes it special from any other purely academic programme. A highlight on the overall development as a good human being is worth praising.

Campus Environment

The campus, away from the hullabaloo of the cities, provides a perfect environment for learning. The accommodation for the trainees, equipped with the basic features is being provided. The hostel mess which provides healthy food to the trainees is worthy of appreciation. The trainees are trained to be self-reliance for their daily routine job like washing their own utensils, trained to adjust in the unfriendly situation etc.

This kind of campus environment makes them ready for the new life, stepping to an unknown territory, ready to explore. However, it is suggested that the campus accommodation facility must be available in all the centers.

insufficient Representation of the Women

Even though the scheme has a focus on women, scanty women representations have been found in the list of the trainees in the centers covered under study.

It is, therefore, suggested to offer some incentives to the women trainees to attract them to the training programme.

Necessary to focus on Entrepreneurship

Even though the course curriculum is updated regularly; however, any input on entrepreneurial skills are not covered adequately.

It is recommended to update the curriculum regularly, as the programme is job oriented. Since, all trainees may not be interested to join any organization/firm and would like to become self-sustained, must be equipped with the entrepreneurial skills. This would enable the trainees to become self-reliant and reducing the burden of job offering responsibilities of the training institutes.

It is suggested to continue with the similar training programmes to increase the employability of the workforce. This would help the concerned industries with appropriate labour force, where the specific technical skills are required. Along with the advantages to the industries, there is a social and economic upliftment of the people, who have a right to Quality of Life.

Chapter 1 Introduction

"Unemployment is attributed to labour market deficiency in terms of shortage of skilled and educated labour force rather than to the deficiency of aggregate demand." ~CSK Singh[1]

Background

Human resource is an integral part of any industry that one can think about. The construction industry is the second largest industry after agriculture in India. It accounts for more than 10% of India as GDP. The construction industry not only contributes significantly to the national economy, but also provides massive amount of employment to existing labour force. There are mainly three segments in the construction industry like real estate construction which includes residential and commercial construction; infrastructure building which includes roads, railways, power etc; and industrial construction that consists of oil and gas refineries, pipelines, textiles etc.

The Power Finance Corporation has signed an MOU with Construction Industry Development Centre to provide skill training in different trades of Construction Industry. The programmes are sponsored with Corporate Social Responsibility funds on specific parameters to improve employability, entrepreneurship and economic position of the candidates. The training was conducted by CIDC at different locations in India. The implementing agency CIDC has signed MoA to conduct the training programmes at fourteen centres namely Srikakulam, Bheemili, Chapaguri, Faridabad, Ranchi, Daltonganj, Dhumka, Chaibasa, Khurda, Rairangpur, Gorakhpur, Dhaulana, Sidhauli and Ramshapur in six

[1] Singh, C.S.K., 2003. Skill, Education and Employment: A dissenting essay. *Economic and political weekly*, Vol. 38, Issue No. 31, 02 Aug. 2003 pp.3271-3276.

different States across India which are Andhra Pradesh, Assam, Haryana, Jharkhand, Odisha, and Uttar Pradesh. CIDC has trained 2000 candidates at the centers mentioned above.

Impact Assessment of Vocational Skill Development Training

Power Finance Corporation had asked the Indian Institute of Public Administration, a premier policy think tank of Government of India, to study the impact of these vocational training course in general and specifically on the life of the trainees after attending these vocational training.

Objectives of the study

The objectives of the Impact Evaluation were

1. To analyze roles and responsibilities of the various stakeholders involved with the process to achieve intended objectives of the project
2. To assess the design of the training programme to achieve the indented program's objectives and the operation.
3. To assess the available resources, eligibility criteria and timings for implementation of the training programme conducted by the training agency.
4. To assess the quality of the training provided by the training partner with respect to training curriculum, physical infrastructure of the training institute, and the service delivery of the training courses.
5. To measure the satisfaction level of the trainees with respect to the training module/curricula, training partner, infrastructure of the training institute.
6. To assess the socio-economic impact of the training intervention with respect to employment, number/trend in the self-employment, quality of life, etc.

7. To suggest the measure to bridge the gap, if found any to improve the quality of the training module.

Key Stakeholders for the Study

The relevant stakeholders were identified for the study purpose. They were, (i) The key officials of CIDC, (ii) The trainees who have completed and continuing with the training programme, and (iii) The faculty and the management personnel of the training centers. Four centers of CIDC have been selected for the study from different zones. The centers in Dhaulana, Faridabad, Chanpaguri and Ranchi have been selected for the study.

Power Finance Corporation Limited

Power Finance Corporation (PFC) is a Government of India undertaking placed under the control of Ministry of Power. Power Finance Corporation was formed in the year 1986 with the objective of providing funding to power generation and utility Organizations. Power Finance Corporation is a leading non-banking financial company in the area of lending to electricity and utility Organizations. The Organization was classified as Infrastructure Lending Bank in the year 2010. The registered office is located at New Delhi with branch offices at Mumbai and Chennai.

Corporate Vision

To be the leading institutional partner for the power and infrastructure sectors in India and overseas across the value chain.

Corporate Mission

PFC would be the most preferred Financial Institution; providing affordable and competitive products and services with efficient and internationally integrated sourcing and servicing, partnering the reforms in the Indian Power Sector and enhancing value to its stakeholders; by promoting efficient investments in the power and allied sectors in India and abroad.

PFC wishes to achieve this by being a dynamic, flexible, forward-looking, trustworthy, socially responsible organization, sensitive to our stakeholders' interests, profitable and sustainable at all times, with transparency and integrity in operations.

Features of Power Finance Corporation

- Largest Non-Banking Financial Company (NBFC) by Networth (all reserves)
- A specialized Financial Institution in Power Sector
- A dominant player with around 20% market share
- A lean and professionally-managed organization
- Designated as a "Nodal Agency" for development of Integrated Power Development Scheme(IPDS), Ultra Mega Power Projects (UMPPs) and "Bid Process Coordinator" for Independent Transmission Projects (ITPs)
- ISO 9001:2015 certified
- A consistently profit-making and dividend-paying company
- Strong asset quality reflected in low NPAs
- The lowest Administrative cost in the industry

- Consultancy & Advisory services in strategic, financial, regulatory and capacity building skills under one umbrella

PFC -Corporate Social Responsibility

Power Finance Corporation has framed a CSR policy in accordance with the statutory requirements.

CSR Vision

Power Finance Corporation Ltd. (PFCL), through its Corporate Social Responsibility (CSR) and Sustainable Development (SD) initiatives, shall continue to undertake projects for SD, mainly focusing on the fulfillment of Power and Energy needs of the Society.The aim of the Corporate Social Responsibility is to ensure that the Corporation becomes a socially responsible corporate entity committed to improving the quality of life of the society at large.

Construction Industry Development Council

The Construction Industry Development Council (CIDC) has been set up jointly by the Planning Commission, Government of India and the Indian construction industry (1996). It an umbrella organization for the construction industry in India and have a national presence with branches across the country.

CIDC undertakes a wide range of activities to benefit the construction industry. This includes conducting training at various levels, organizing workshops and conferences, publishing journals and newsletters, welfare programmes for construction workers, grading placement and so on.

The contribution of CIDC to the country's growth has been recognized by various leaders and is also the recipients of the prestigious Golden Peacock National Training Award 2008.

CIDC believes in working towards making the Indian construction more competitive and professional by training candidates every year to meet the rising demand of the industry. They have a sense of commitment to achieve the larger interests of the society.

Conclusion

The objectives of the study have been provided in the chapter. To have a better understanding of the study, key stakeholders have been identified and a brief is written about them. The goal of CSR and the role of PFC are also being highlighted. Highlighting the contribution of the CIDC, which provides the training to the trainees on various skills related to construction, has been covered in the chapter.

Chapter 2 Research Process & Methodology

Method of Evaluation

For the impact assessment of initiatives PFC and CIDC, the study team used World Bank suggested framework (See Figure 2.1). The framework maps the inputs and processes (i.e Training Programe and the Capacity of the institution) to measure the results in terms of short-term, medium-term and long term impact of the project.

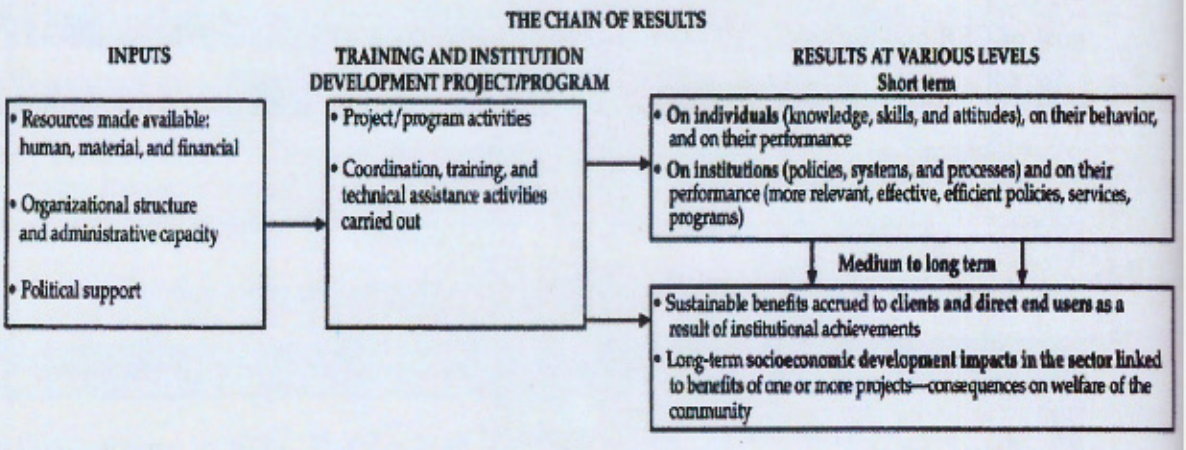


Figure 2.1: World Bank Framework for Mapping out Assumptions about Impact

Considering above framework a detailed desk review of project activities was considered to map out assumptions about how training projects affect change. The impact assessment was analyzed under the following factors:

1. Selection of Trainees and Identification of Training Needs
2. Relevance of Curriculum and Content
3. Quality of the delivery mechanism
4. Trainers competences
5. Relevance of Skill imparted
6. Training Infrastructure and equipment
7. Testing
8. Sufficiency of Duration of Training
9. Socio-Economic Improvement
    I. Livelihood Creation
    II. Increase in Income
    III. Improve facilities at home
10. Impact on Person Life

Figure 2.2 depicts a detailed evaluation framework as suggested by the World Bank. A similar methodology has been adopted in the present study. The suggested indicators have been mentioned above have been studied and measured to evaluate the effectiveness of the skill development training programme.

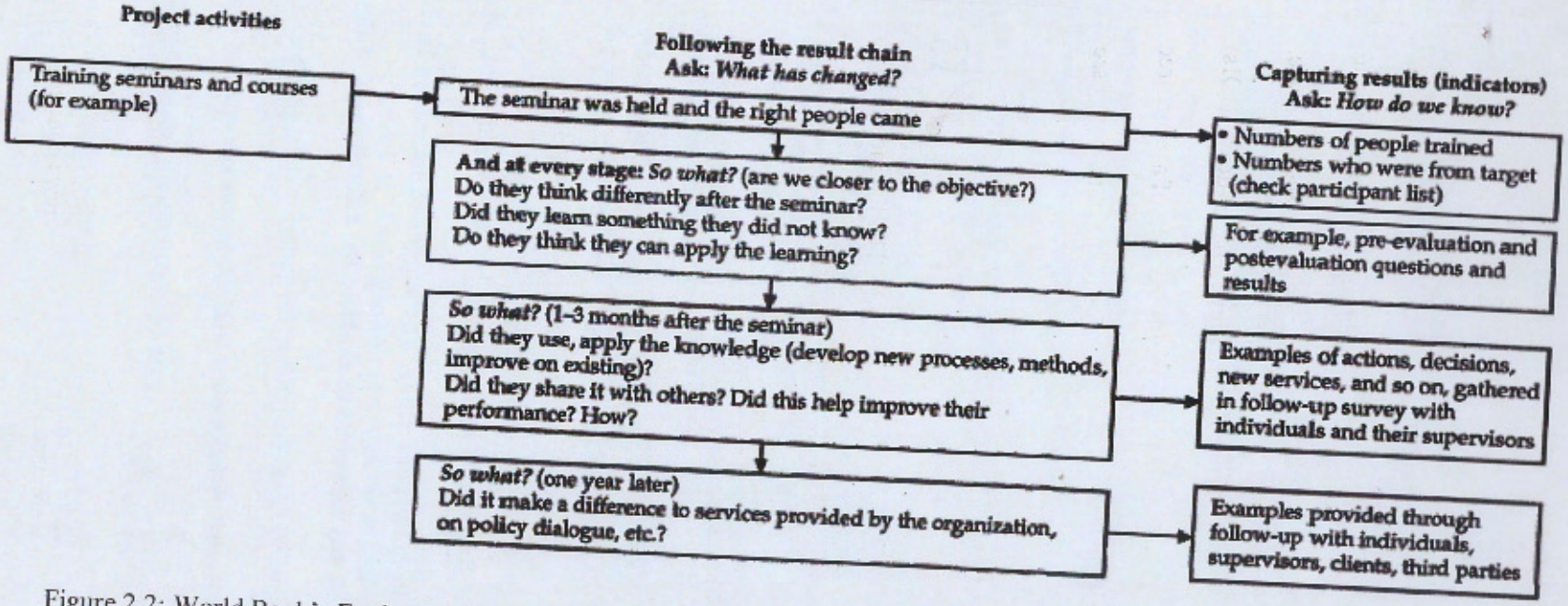


Figure 2.2: World Bank's Evaluation Framework to Map out Assumptions about How Training Projects affect Change

To meet the objectives and collection of data related to above factors, both primary and secondary data sources have been used in the study. The study is qualitative in nature. Research methods used for the study purpose are (i) Desk Review, (ii) in-depth (IDIs) interviews with key stakeholders and (iii) Survey of the trainees with the help of a structured questionnaire where in questions about their demography, socio-economic status and asset ownership pattern have been asked.

Desk Review

Desk Review of the existing documents has been done during the study. The list includes:

1. Course books for the trainees,
2. Feedback form by the trainees,
3. Advertisements leaflets / newspaper,
4. Attendance register of the trainees,
5. Memorandum of Association between PFC & CIDC,
6. Attendance register of the trainers,
7. Photographs of the trained batches,
8. Placement record of the trainees,
9. Undertakings by the trainees if the placement is declined, and
10. CV of the existing trainers.

In-depth Interviews with the Stakeholders

Semi as well as un-structured questionnaire were used for in-depth interviews conducted with the following key stakeholders at selected centers:

1. Mr. Rajeev Jain (Director , CIDC Dhaulana)
2. Dr. Shuchita Kumar (Director , CIDC Faridabad)
3. Mr. Awanish Kumar Pandey (Director, CIDC Ranchi)
4. Mr. Pawan Kumar Maurya (CIDC , Chapaguri)
5. Mrs. Sangeeta (Placement Coordinator , CIDC)
6. Ms. Garima , (Placement coordinator , CIDC, Dhaulana)

Also, the study team observed the existing infrastructures and a have had a detaile interaction with the faculty at different centers. The detailed interactions with some of th trainees, who have passed out and have been placed successfully either in-house or placed i other organizations, have been conducted. Research tools used for the study are attached i Appendix 1.

Sample and Geographical Area Coverage

As proposed, the study has been carried out in 4 randomly selected states, viz. Uttar Pradesh Haryana, Assam and Jharkhand. From each state, one district location is selected on the basi of placement rate. For instance, Dhaulana from Uttar Pradesh, Faridabad in Haryana Chapaguri from Assam and Ranchi from Jharkhand have been covered under the study. Ou of these four districts, Ranchi is having the maximum placement percentage of 99 % Dhaulana and Assam are having a placement percentage of around 93% and Faridabad with the least placement percentage of 53.6 %.

A total sample of one hundred eighty nine (189) responses has been collected across the four states. Graphical representations of the percentage of responses are being shown Figure 2.3.

Around 50% of the responses have been collected from Ranchi, followed by 24% from Dhaulana, 19% from Chapaguri and around 6% from Faridabad, as depicted in Table 2.1.

Table 2.1 Distribution of the Response

Place	Number of response	% response
Dhaulana	47	0.24
Faridabad	13	0.06
Ranchi	93	0.49
Chapaguri	36	0.19

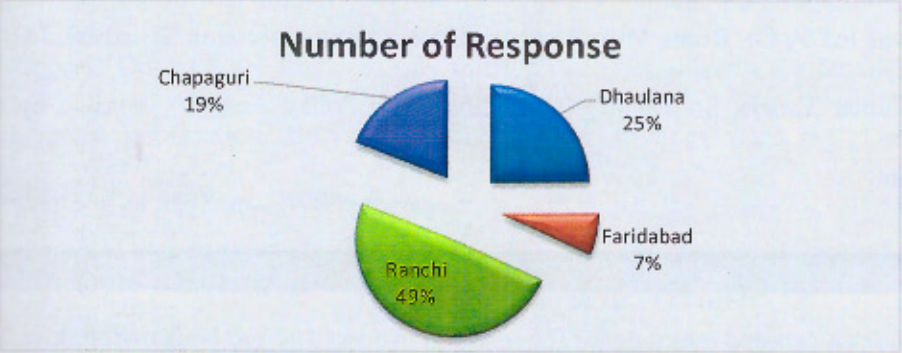


Figure 2.3 Distribution of the responses across the study states

Since the trainees had completed their training and got placed in different places, it was not feasible to meet them personally. However, their contact details have been shared by the PFC and also by the training centres. To collect their responses, they have been contacted over phone. Around two hundred thirty (230) trainees have been contacted, but one hundred eighty nine (189) responses were collected. Around 82% response rate has been achieved. The major reasons of not getting the responses are (i) phone number does not exist; (ii) Wrong phone number and (iii) the phone remained unanswered.

The phone calls have been made in the morning as well as in the evening, assuming that, t trainees are busy in the office. Even though several attempts were done to contact t unanswered phones, the effort was in vain.

Apart from contacting the trainees, one to one meetings were conducted with the k officials with the training institutes. In the detailed meeting, issues and challenges have be clarified faced by the management of the centers.

Study Team

The Study team was led by Dr. Roma Mitra Debnath (Statistics and Decision Sciences), IIP and Dr. Pawan Kumar Taneja, Sr. Faculty (Operations And Policy Analyst), assisted by Research Associate.

Conclusion

This chapter provides a detailed overview of the research process and methods undertaken. elaborates the methodology adopted for the study. The Secondary literature reviewed durin the study has been listed. The percentage of responses received from the centers has bee presented. The chapter also mentions the detailed meeting with the management of th centers.

CHAPTER 3 – Results and Findings

Desk Review

Profile of the Trainees

On reviewing the profile of the participants on the basis of information provided by the CIDC, it found that majority of the participants trained were male and were from OBC category. Out of 2001 trainees, only thirty five (35) trainees were females. Due to lack of complete information, the verification of these trainees were not possible to ascertain whether they are from EWS category.

Table 3.1 Profile of the Trainees

Row Labels	Female	Male	Total
BPL		8	8
EWS		60	60
General	14	198	212
Minority	4	4	8
OBC	14	993	1007
SC	3	404	407
ST		299	299
Total	**35**	**1966**	**2001**

Nature of Training Imparted to Trainees

The demand for the Electrician course is the highest as more than 50 % of the trainees were trained for this trade followed by demand for General Work Supervisor and Plumbers. The reason for high demand for these trades could be for the reason trainees feel they can be self-

employed in their own home town location, in case they cannot find job as per their taste and choice, as depicted in Table 3.2.

Table 3.2 Nature of Training Imparted to Trainees

Row Labels	Grand Total
Bar Bender	3
BMLT	7
Electrician	1026
EWM	45
General Works Supervisor	335
GWS	5
Land Surveyor	76
Mason	97
Plumber	292
Shuttering Carpenter	43
Site Accountant	49
Store Keeper	23
Grand Total	**2001**

Status of Vocational Training provided under the Project

Highest numbers of the participants were trained in Jharkhand state followed by Uttar Pradesh, Odisha and Assam. Maximum number of participant trained at Dhaulana (UP) location, where CIDC has its own facility followed by Daltonganj facility. The placement rate is lowest at Chaibasa, Jharkhand, whereas it was highest i.e. 100% Ramshapur, Uttar Pradesh. In state of Odisha at Rairangpur location the placement rate was 100% but at the same time Khurda location in Odisha, the placement rate was just 42%.

During discussion with CIDC team, it was further found that the placement record also includes the candidates who have opted for self-employment and given an undertaking to CIDC that they did not want placement from CIDC. Leaving the home location and migrating to the remote location for job was major impediment observed by CIDC staff for

placement. CIDC team informed IIPA team that many participants though in beginning of the course agree that they will go any location where they will be offered with the job but at the time of final placement they deny to join the job.

Further, desk review found that except one all participants who joined the course completed the course. However, during discussion with CIDC team and with review of attendance register it was found that there were drop outs in the course. However, these dropout seats were filled with in 2 weeks of joining the course.

Table 3.3 Status of Vocational Training provided under the Project

District	State	Trained	Placed	Placement Rate
Srikakulam	Andhra Pradesh	20	12	60.00%
Bheemili	Andhra Pradesh	81	78	96.30%
Chapaguri	Assam	128	119	93.00%
Faridabad	Haryana	56	30	53.60%
Ranchi	Jharkhand	340	339	99.70%
Daltonganj	Jharkhand	166	146	88.00%
Dumka	Jharkhand	100	62	62.00%
Chaibasa	Jharkhand	105	33	31.40%
Khurda	Odisha	50	21	42.00%
Rairangpur	Odisha	93	93	100.00%
Gorakhpur	UP	373	222	59.50%
Dhaulana	UP	261	244	93.50%
Sidhauli	UP	128	69	53.90%
Ramshapur	UP	120	120	100.00%

The average package offered to the candidate varied from Rs. 8000/- + Accommodation at project sites. However, a few candidates got a package of Rs. 13000/- and 14000/- + accommodation as well. In the some of the cases placement offered are on daily wages basis i. e. Rs. 300 and Rs. 400/- per day + accommodation.

Primary Data Analysis

This section essentially focuses on the demography of the candidates interviewed in process. The contents of the section shows the range of the age group of the participan marital status of the trainees, highest level of education received , category wise distribut amongst the candidates. This section also analyses the placement rate with the reasons a time period of unemployment, if a candidate could not be placed. The information obtai for this section has been done through phone calls and the questions probed are given i form of questionnaire in Appendix 1.

Age-wise Distribution

In the process of data collection respondents have been asked about their age group. The a scale is designed with a bracket ranging from eighteen to twenty five, twenty five to thir thirty to thirty five, thirty five to forty, and forty to forty five and forty five to fifty. T responses are then calculated to form a pie chart as depicted in Figure 3.1, representing t age group of the trainees.

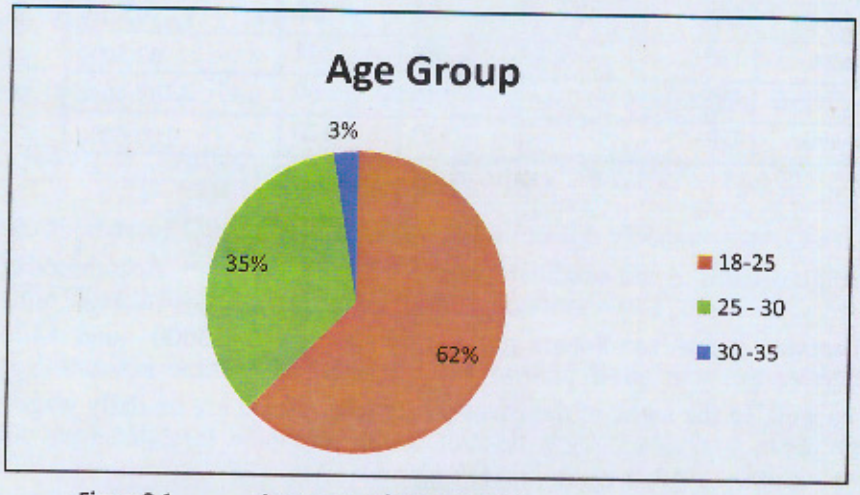


Figure3.1 Age group of the trainees

Out of one hundred eighty nine (189) trainees Interviewed, 62 % happen to fall under the age group of 18-25 being the highest. 35% of the trainees were between 25-30; and only a bare minimum of 3% of the people being 30 and above received training.

Marital Status of the Trainees

Data for this section is in a closed ended question with options of married, unmarried, divorced, widow or widower and separated. Respondents were asked to respond to the most suitable option.

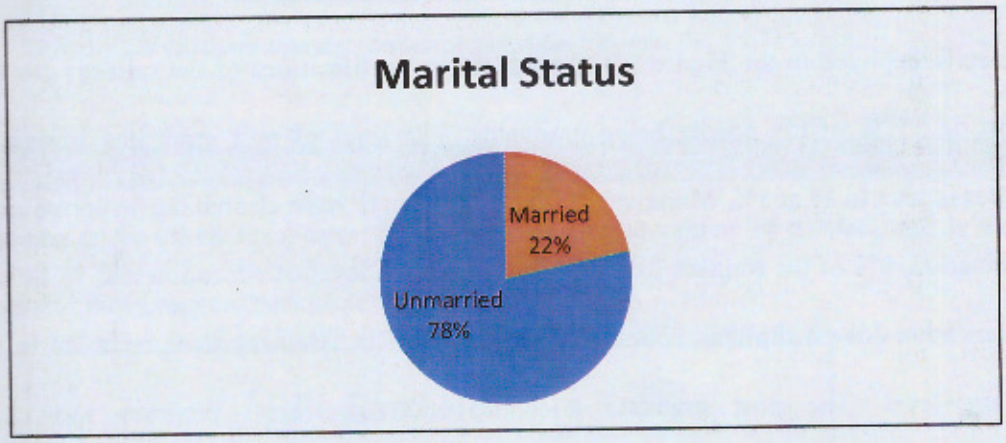


Figure 3.2 Representing marital statuses of the trainees

Figure 3.2 exhibits that with the majority of 78% of the trainees who received training are unmarried and 22 % of the trainees are either already married or got married post training.

Education Qualification of the Trainees

The highest level of education obtained so far is asked in the form of a closed ended question where respondents are to provide the best option.

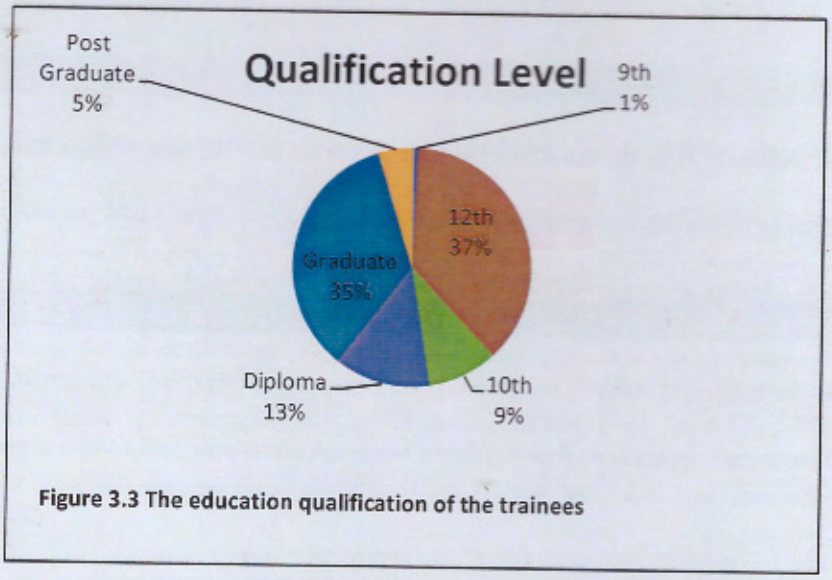


Figure 3.3 The education qualification of the trainees

As clearly depicted in the Figure 3.3, the education qualifications of the trainees are found out to be 35 % of the people being graduates. The level of post graduates amongst the trainees is seen to be at 5%. Moreover, 37 % of the seen to have cleared the senior secondary examination, 9% of the trainees had attended secondary level of education and 13 % of the trainees have done a diploma course and only 1 % of the trainees were recorded to be at primary level. The post graduate attending such vocational program shows non-employability of traditional education system.

Category Wise Distribution

This question attempts to understand the distribution amongst the trainees and respondents have been asked to provide the best option on the category they belonged to the categories, viz. General, SC, ST , OBC, EWS, & PWD.

As shown in Figure 3.4, it can be seen that 58 % of the people belonging to OBC Category have been selected for training. The proportion of Scheduled Caste and Scheduled tribe are 23% and 15 % respectively. Whereas, 4 % belongs to general category has been under the programme.

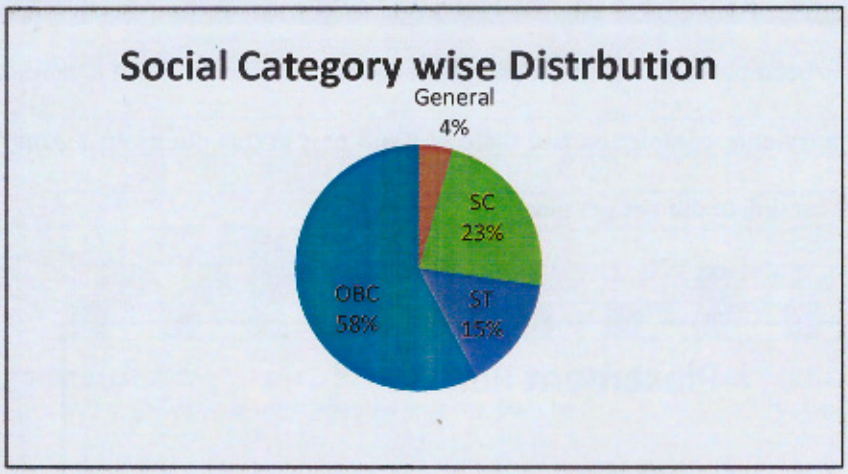


Figure3. 4 Category wise distribution amongst the trainees

Percentage of people holding BPL Cards

The question is asked in a form of having two simple option of a 'yes' and a 'no' to understand the economic background of the respondents.

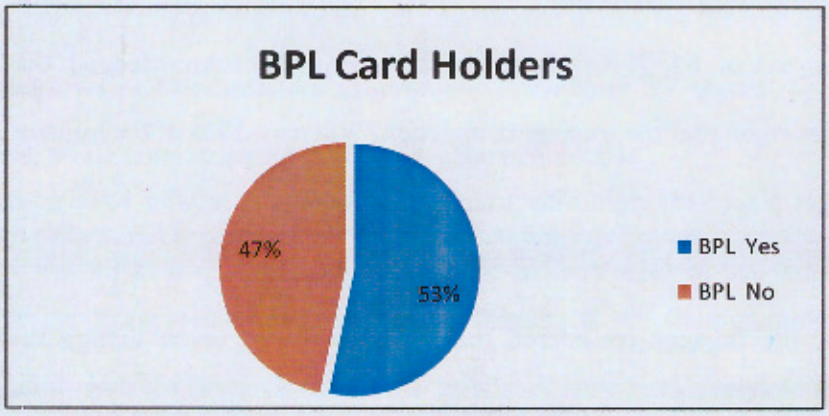


Figure 3.5 Percentage of people who had a BPL Card

Figure 3.5 shows that 53 % of Trainees has a BPL card with them, whereas, 47 % of the trainees do not have a BPL card. A majority of the trainees do not voluntarily apply for one.

Placement Record of the Trainees interviewed

This question has been probed in a form of a closed ended question asking if a candidate got a placement upon training completion and there is a sub part in this questions asking for the gap period if any candidate did not get placed.

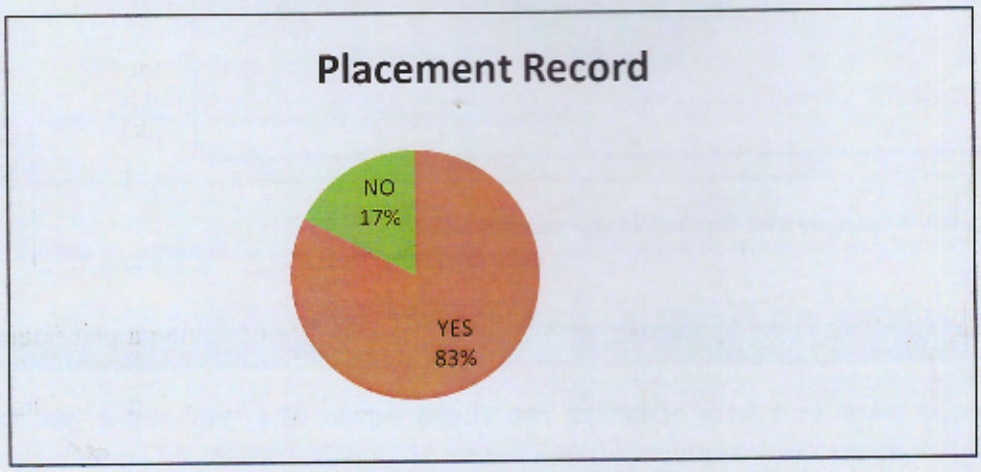


Figure 3.6 Percentage of the placement

Figure 3.6 represents that 83 % of the trainees interviewed acknowledged that their placement took place right after the training completion. Whereas, 17% of the trainees stated that they did not get placement right after training. However, those who were placed but refused the placement due to some reasons were considered to be placed by the training institute. However, the trainees considered them as non-placed, even though they had declined the placement.

Placement gap period post training completion

Even though, the trainees got placed, a variation can be observed in terms of time gap post training to get placed, as exhibited in Figure 3.7.

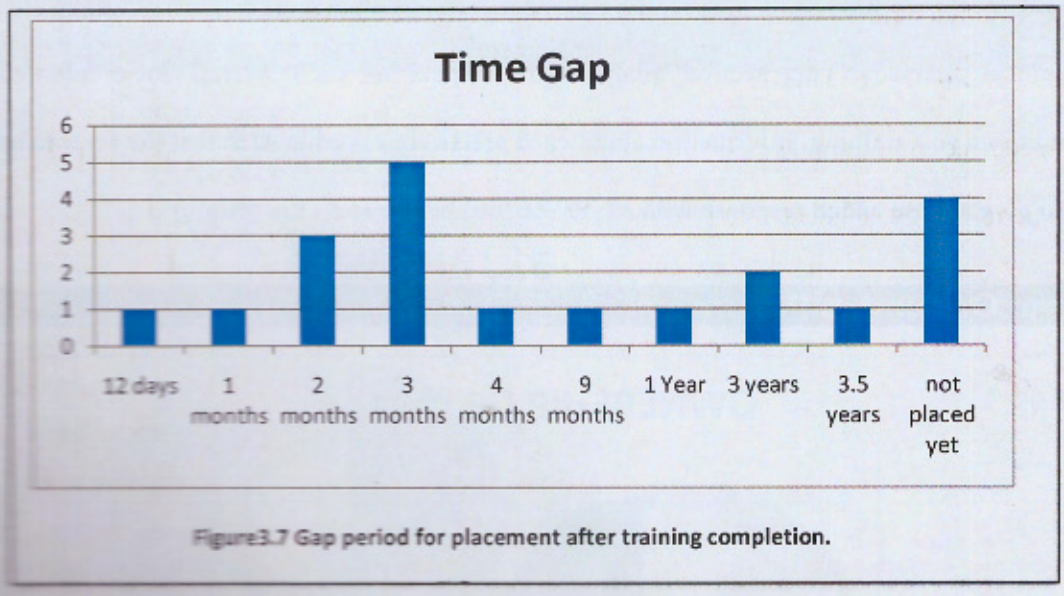


Figure3.7 Gap period for placement after training completion.

The time period ranges from 12 days to more than 3.5 years in terms of getting a placement offer from the training institute. A majority of the trainees got placed within 3 months, and few have been placed within 3 years. Since, the questionnaire has been administered over the phone, many of the questions remained unanswered during the process. Hence, the number of responses varies from question to question. The Figure 3.7 shows the responses given by trainees while conducting interviews over the phone calls.

[illegible]

The respondents mentioned the positive impact of the training programme during the interaction with the research team. The responses have been analyzed and presented in the following section.

Socio Economic Ownership

This section tries to look at the socio economic conditions of the trainees. These questions have been administered to the trainees over phone calls as per questionnaire given in

Appendix 1. The analysis tries to look at the asset ownership pattern depending on the graphical analyses. This section analyzes the impact on their overall socio economic conditions post training. Information about each assets are asked in such that the respondents re to give a close ended response with a 'yes' or 'no' before and after training .

Land Ownership Pattern

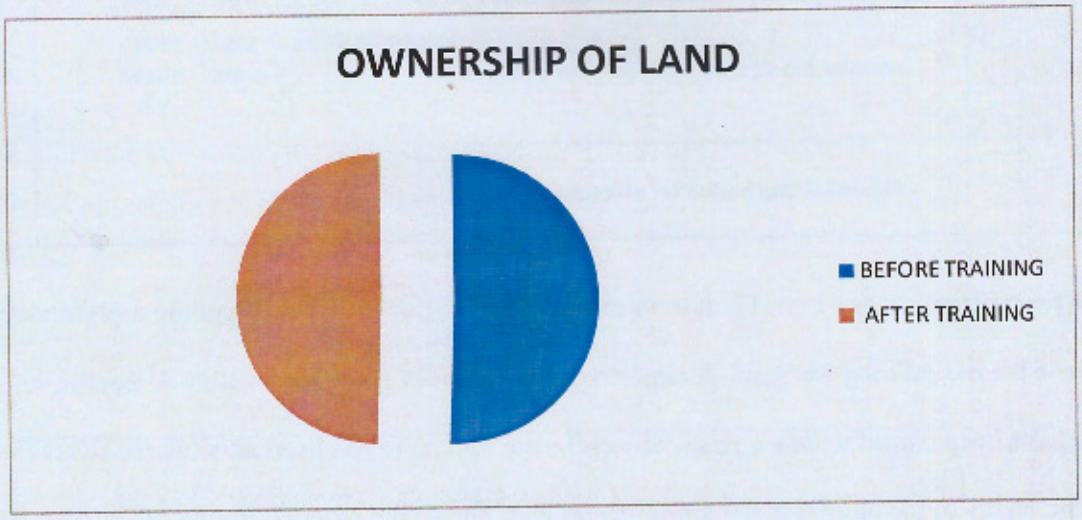


Figure 3.8 Status of the land ownership before and after the training

As depicted in Figure 3.8, there is a 2 % decline in terms of land ownership amongst the trainees after attending the training programme. However, he decline is insignificant .

House Ownership

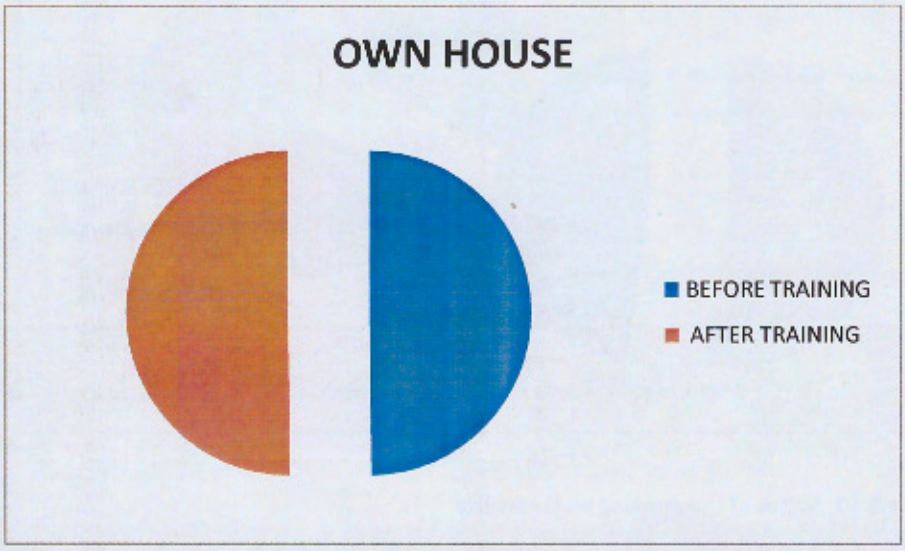


Figure 3.9 Status of the house ownership

As depicted in Figure 3.9, there is 1 % increase in terms of house ownership amongst the trainees after completing the training programme. The number of responses with 'no' were seen to be recorded less under post training. This is mostly seen to be the case as respondents either started building their houses collectively with family members on the existing land, or they contributed for further construction.

Availability of drinking water facility at home

As depicted in Figure 3.10, there is a 10% increase in respondents availing drinking water facility (which means respondents are able to get drinking water facility post training). This shows a positive impact on the social status of the trainees after being trained.

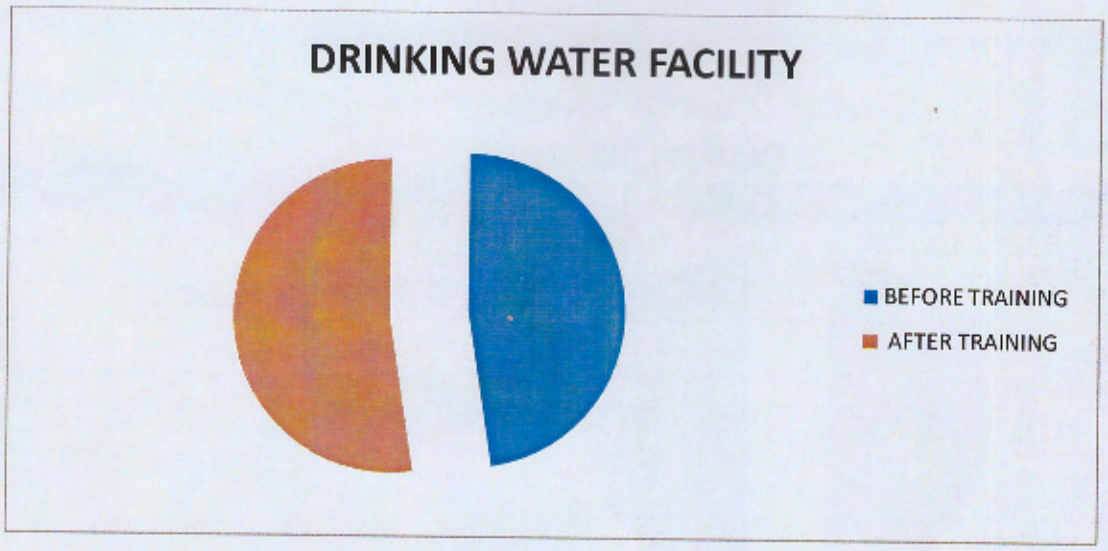


Figure 3.10 Status of the drinking water facility

Availability of Toilet Facility at Home

Figure 3.11 exhibits that there is a 103% increase in terms of toilet facility amongst the trainees. This implies a significant increase in the number of respondents who did not have a toilet facility before, were noticed to be availing post training. A significant help of Swachh Bharat Abhiyan was seen to help these respondents build up toilets at their houses.

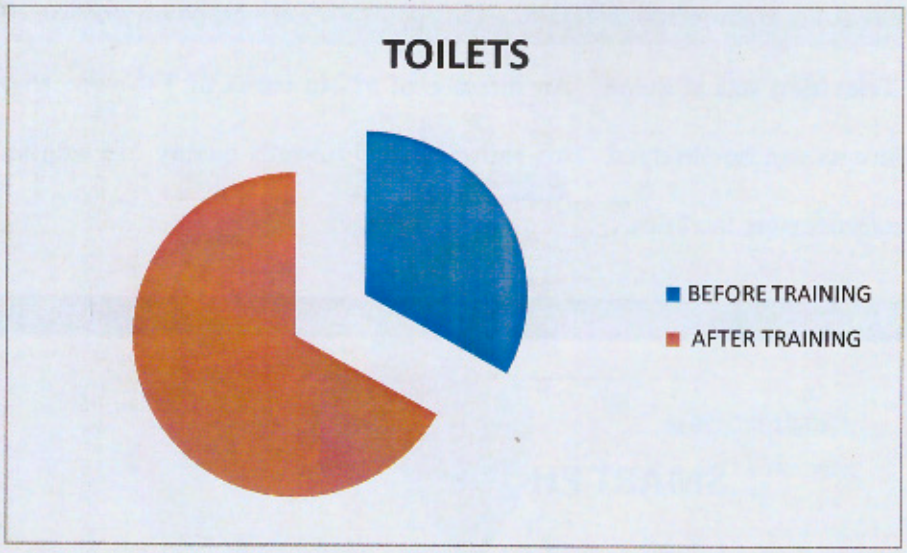


Figure 3.11 Status of the of the Toilet facility at home

Proportion of TV Owners

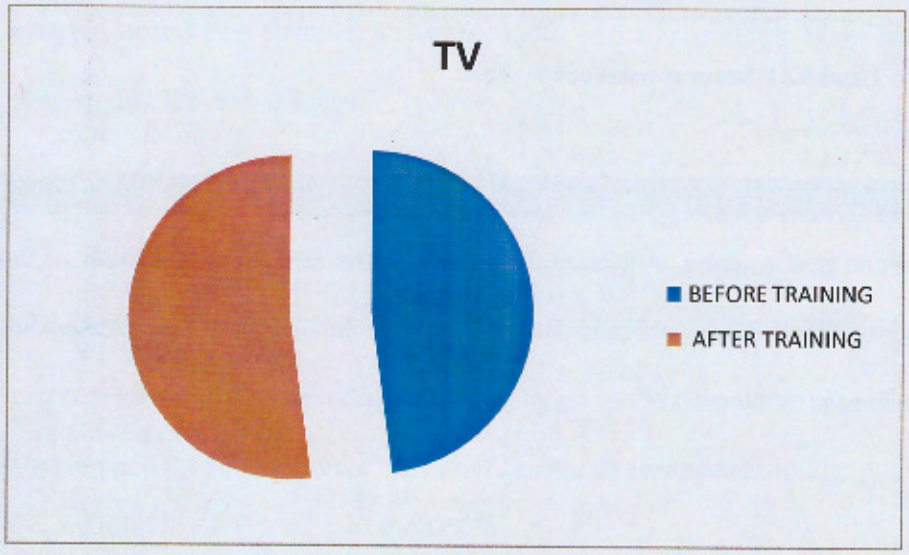


Figure 3.12 Status of the TV available at home

As depicted in Figure 3.12, an interesting observation can be seen in terms of an increase in the ownership of Television sets at home. An increase of 9% in terms of TV ownership amongst the respondents can be observed. This shows a trend towards quality life with an access to modern entertainment facilities.

Smartphone Users

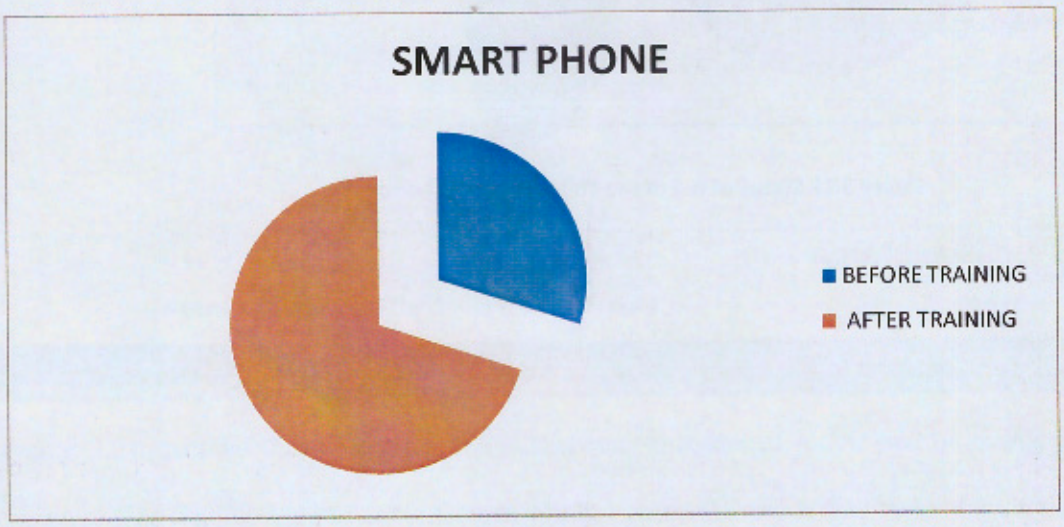


Figure 3.13 Status of smart phone users

Figure 3.13 shows, that there is a towering increase of 134% in number of trainees who are using the smart phone post training. A commodity which is the new bread and milk of the 21st century, has experienced a significant rise in the usage among the respondents after completing the training programme.

Two Wheeler Owners

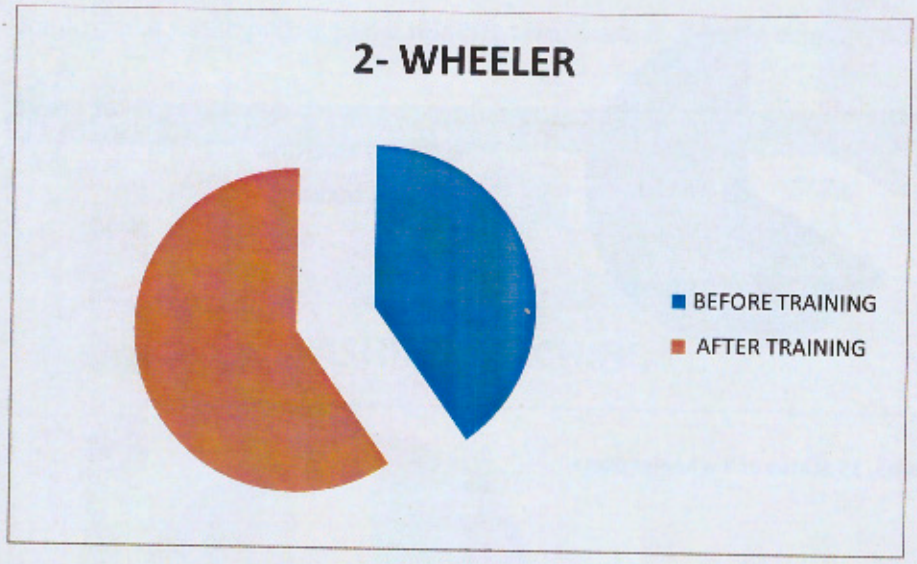


Figure3. 14 Status of two wheeler users

As depicted in Figure 3.14, it can be interpreted that there is a 49% increase in terms of two-wheeler owners post training, a clear indicator of the upliftmenet of the participants in terms of economic and social status..

Three Wheeler Owners

As depicted in Figure 3.15, there is 50% decrease in terms of three wheeler users amongst the trainees. This could be seen that after completion of the course, the participants joined the workforce in the relevant area, instead of buying three wheelers.

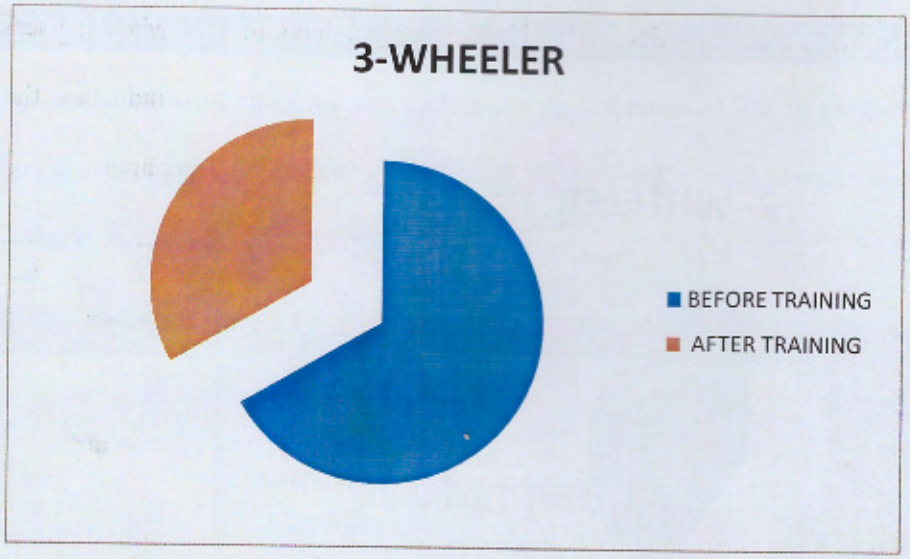


Figure3. 15 Status of 3 wheeler users

Four Wheeler Owners

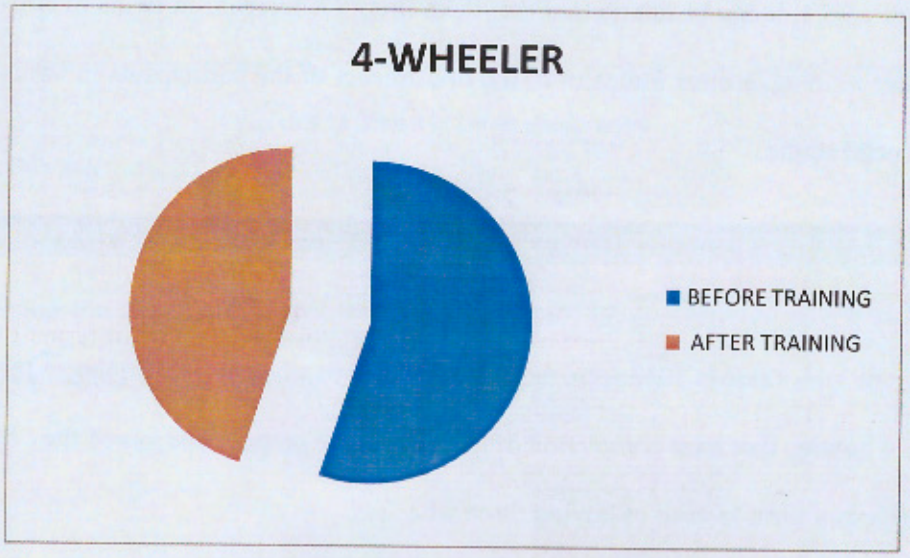


Figure 3.16 Status of 4 wheeler users

As shown in Figure 3.16, there is a decline of 18 % in respondents in four-wheeler users amongst the participants after completing the training programme. This also indicates, the employment of the people in the relevant area, instead of being engaged in other areas.

Washing Machine Owners

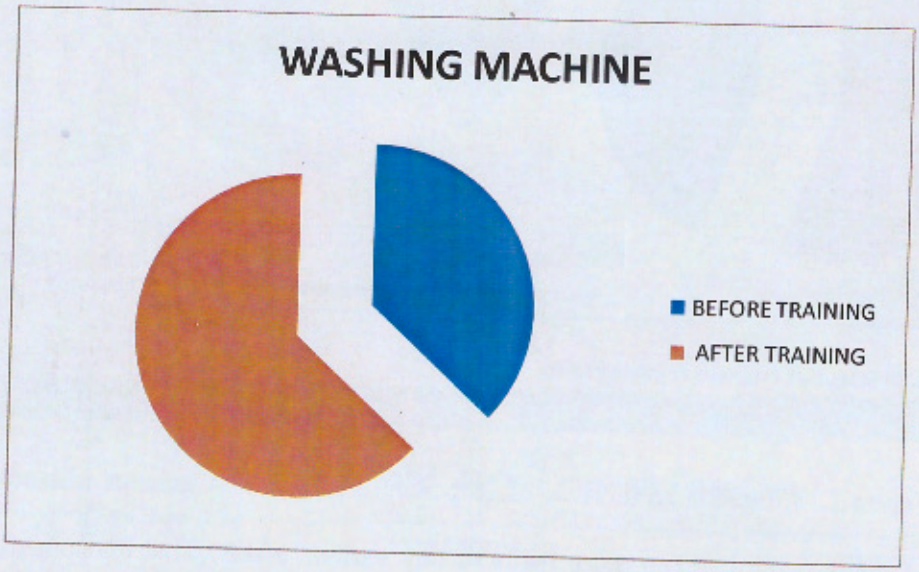


Figure3. 17 Status of Washing Machine Users

As depicted in Figure 3.17, there is a 71% increase in terms of washing machine users amongst the trainees. This shows a positive influence amongst the participants in terms of economic up gradation and a step towards a better quality of life.

Trainees Availing Loan Facility

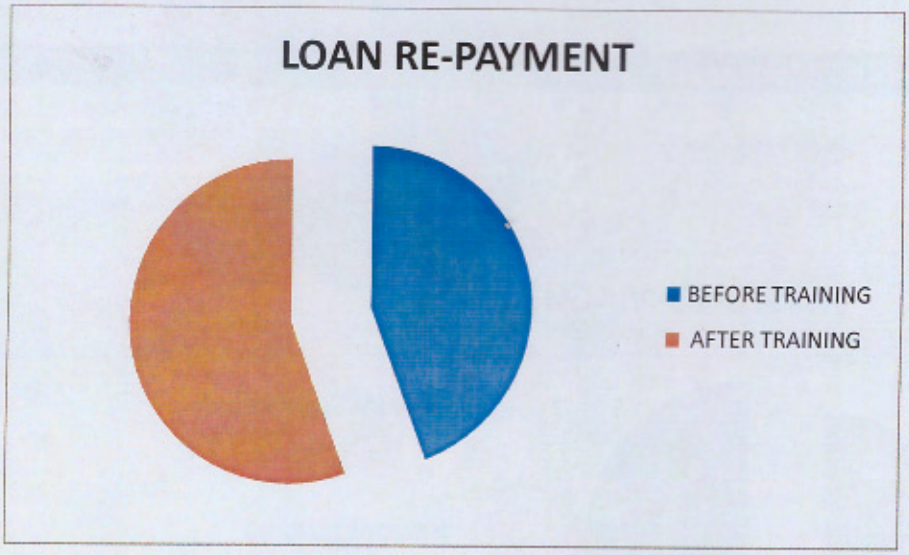


Figure 3.18 Status of Trainees repaying Loan

As depicted in Figure 3.18, there is an increase of 26 percent in number of trainees who are repaying existing loans or have taken more loans to buy various assets. This phenomena indicates ones to become eligible to loans from the official financial institutions and having the ability to repay the same. A financial stability of the respondent shows a sustainable life after completing the training programme.

Refrigerator Ownership

As depicted in Figure 3.19, there is an increase of 39 percent in the number of people owning refrigerators, after completion of the programme. Another indicator of an improved life style and a quality life of the participants.

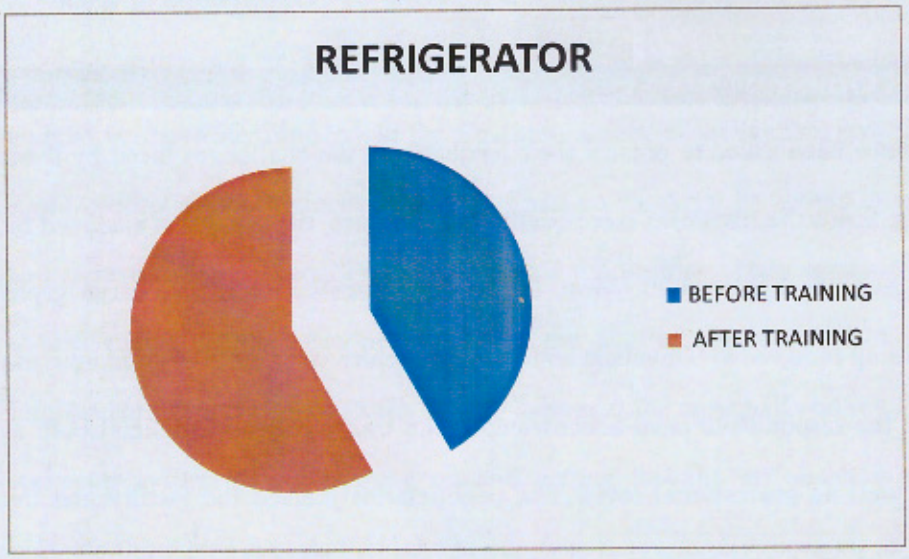


Figure3. 19 Status of refrigerator users at home

Socio Economic Status of the Trainees

Table3.4 Socio Economic Condition

Sr. No.	Indicators	AVERAGE
1	Acceptance/respect in the village/society	3.3132
2	Economic Condition	3.2088
3	Health Condition	3.5165
4	Confidence Level	4.0165
5	Purchasing Power	3.2747
6	Earning Avenues	3.3846

The indicators have been measured by using Likert scale on a scale of one (low) to five (High) as given in Appendix 1. From the average, a positive impact can be seen on all the aspects of their socio economic status as the average values are well above three. Had any

value been less than three we would interpreted that the training for that particular aspect did not have a positive impact. Impact in confidence level was seen to be the highest (4.0165).

Divergence of Opinion

The respondents have been asked to present their feedback on the challenges faced by them during the training. Since the responses were qualitative in nature, the same was analyzed by Word Cloud as given in Figure 3.20. Most of the respondents interviewed have given responses that training received at Dhaulana and Fardibad centre were excellent and upto the mark, majority of the respondents have acknowledged the training to be beneficial both at both personal as well as professional level. The beneficiaries praised the faculty and the training module, although a few mentioned about insufficient number of computer terminals available for the training. A significant number of trainees gave emphasis towards placement especially at Faridabad centre as the placement rate was seen to be low as compared to Dhaulana. A significant number of people in Faridabad mentioned that their accommodation facility was arranged outside of the CIDC Faridabad facility .

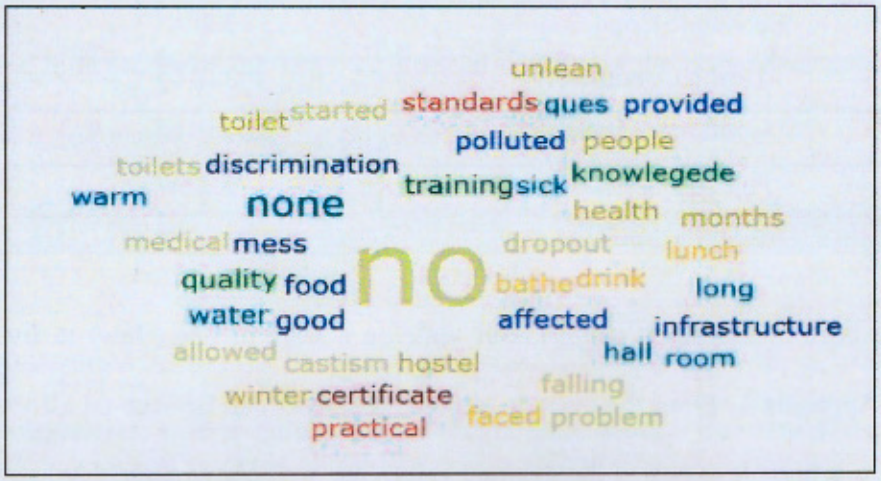


Figure- 3.20 Challenges faced by trainees

Suggestions for Improvement of the Training Programme

No major suggestions have been identified in terms of improving the training programme, as depicted in Figure 3.21. Majority of the trainees found the training module to be satisfactory and did not have anything to add for the improvement of the training programme. Although a significant number of trainees added that focus on employment should be given more, as the sole objective is to find an employment after the training. They mentioned training centres should ensure about basic necessities at the site of employment. A few number saw infrastructural short comings such as long queues at the mess hall and insufficient number of computer system to get training on and getting training on obsolete equipment. A gap between the salary expected and the salary what they actually received on sites was reported by the participants. Major sections when interviewing at Ranchi mentioned to have returned in only a week's time. Respondents also mentioned more focus on practical should be given and a short onsite internship should be provided.

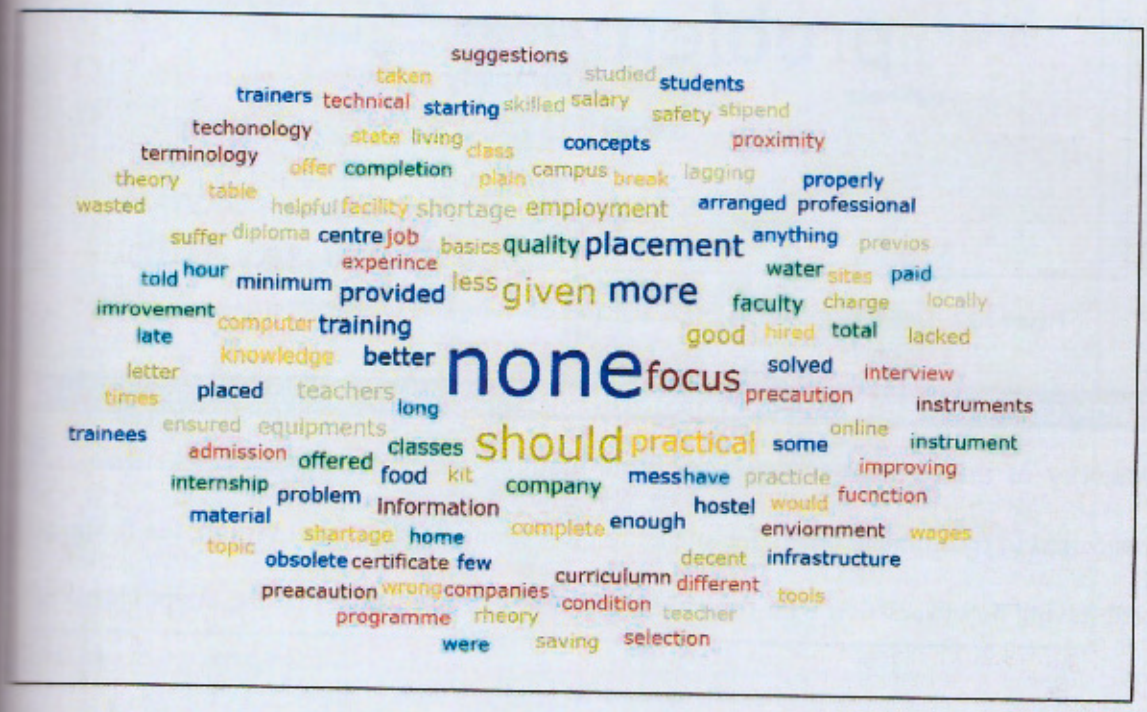


Figure 3.21 Suggestions for improvement of the training Programme

Reasons for Partial Attendance

A large number of trainees attended all the classes at the centre. There were a few who could not finish and the reason they stated was mostly problems at home like a family number died, taking care of responsibilities at home and a family members becoming sick. A few number stated getting a job mid training in companies like TATA Motors and in Railways. As already mentioned above , trainees in Faridabad centre had stated the water to be polluted and did not complete training as all the batch mates started falling sick. Figure 3.22 depicts a Word Cloud of the mentioned reasons of not attending the complete course.

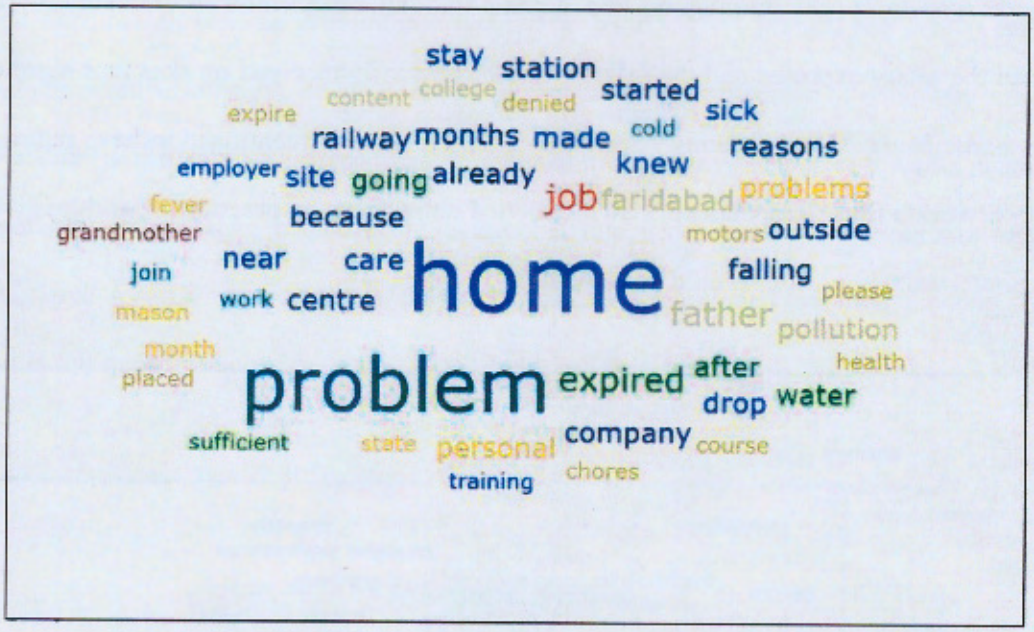


Figure 3.22 Training attendance and reasons for not being able to attend the classes

Lack of Endorsement (Word of Mouth)

Majority of the respondents agreed that the training received was much beneficial and concurred to recommend others for attending the training. In fact, upon visiting the facilities and having a conversation with the stakeholders, it was discovered that the major chunk of

candidates sourced for the programme was by the method of word of mouth. It is the trainees who act as a brand ambassador for the course. A few numbers of respondents who denied to spread good words to others about the training is because they were not happy with the kind of work they were doing. A few mentioned that major number of his batch mates did not get place. Trainees usually want employment in their home proximity, when asked to go to a different state they are not willing to take up the employment. The trainees mentioned they can easily find an employment in their locality which will pay them seven to eight thousand a month and they also get stay at home. If they go to a different state they get the same amount and have to pay for food and accommodation as well which leaves them with saving very little amount. The trainees also mentioned that the certificate does not help them much when seeking employment on their own. One respondent clearly stated that he wanted a government job and he feels deviated from the line he wanted to pursue.

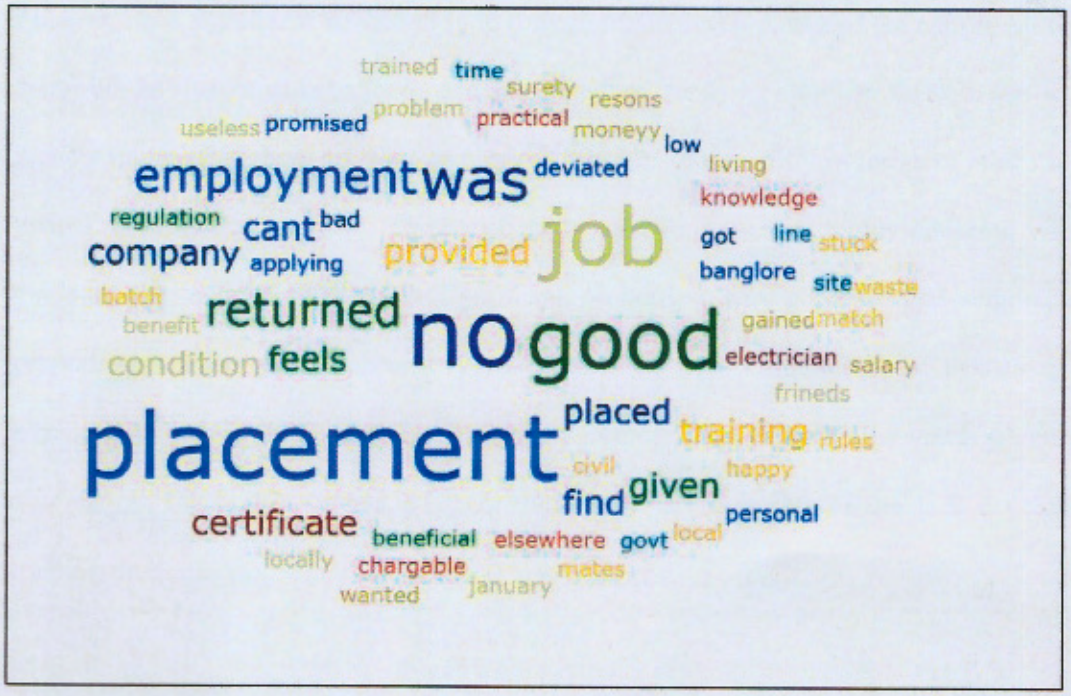


Figure 3.23 Recommending the programme to others

Conclusion

The chapter analyses the response gathered from the participants and presents it graphically and in tabular format. The open ended questions have been analyzed and have been presented in word cloud format, which depicts the most acknowledged response in a bigger font, whereas, the lesser ones in smaller fonts.

Chapter 4 Discussion and Recommendations

On the basis of the detailed analyses of the questionnaires administered to the various stakeholders and in depth discussion with some of the significant stakeholders, following courses of actions are suggested to exploit the strengths. The suggestions have been drawn from the outcome of the study to address challenges of the existing system in order to improve the quality of the skill development.

Selection Process of the Trainees

The majority of the participants comprise a young age group of 18-25 years, who are keen to upgrade their skill sets and keen to join the workforce. Upgrading the skill set of the young age group is a significant contribution to the economic development of the nation. Moreover, the youth is also flexible to learn new concepts and ready to establish them in the society. Since a majority of them are also unmarried, it brings more agility in terms of relocating the youths in terms of placement. The participants were found nether highly educated viz. post graduate nor under educated. A significant proportion was graduate and almost, equal proportion has cleared the secondary education. The right combination of age along with education is a strong point for the training programme, as it caters to the youth who are not able to join the higher studies. This is one of the strong points of the skill development training programme.

It is recommended to cater to the similar group for future skill related training programme, which would increase the effectiveness of the programme, along with contributing towards the nation positively. Hence, the present selection process of the trainees was found satisfactory.

Social Up-liftment of the Under Privileged Section of the Society

Since the focus of the programme is meant for the under privileged society, the programme objectives were found to be just in terms of composition of the trainees. A significant proportion of the trainees came from OBC, followed by SC and ST. A meager four percent is from the General category. Also, a significant chunk of the trainees were holding BPL card.

It is recommended to continue to support the under privileged section of the society by providing the required skill development tools.

Up-liftment of the Socio-Economic Condition of the Trainees

A striking result was found in terms of improvement of the socio-economic condition of the trainees, sampled from selected locations under study. Several indicators were studied and measured during the study, viz. (i) land ownership, (ii) house ownership, (iii) availability of the potable water at home, (iv) availability of the sanitation facility, (v) availability of different modes of communication like TV, smartphones, (vi) ownership to vehicles and domestic utilities, and (vii) eligibility for financial support.

While analyzing the primary data collected from the trainees for all above indicators, a positive trend was observed. There was a significant rise in terms of acquiring the above facilities post training. The participants lacked in terms of basic necessities prior to joining the training programme, however, there was an improvement in their social status. An

interesting trend was observed in terms of possession of the smartphone. On acquiring purchasing power, there was an urge to be in possession of the latest gadgets. During the discussion, some of the participants also shared their role as a financial contributor in their family, especially, helping their parents in getting their sisters married.

Post training, becoming a financially self-sufficient person, also earned a social prestige among the peers and the neighbours to the trainees. They earned respect in the society, which helped them to uplift the morals, confidence of the next progeny, by influencing them to join similar kind of programme for their benefits too.

While analyzing the data, a general agreeable response was found on improved health condition, economic condition, creating earning avenues for future employment, an increase in the purchasing power and an acceptance in the society.

It is recommended to continue the process to enable the youth to achieve the social and economic status, which otherwise looks like a daunting task for the under privileged section of the society. Moreover, this process will help the youth to become self reliant, it would be a boost to the economy too.

Up to Date Course Curriculum

With the active participation of the industry, the course curriculum is updated on a regular interval, as shared by the CIDC management. The management is in opinion that the course offered by the CIDC is more enhanced and advanced as compared to the available courses offered by other training institutes. More often, the certificate course is at par with the Diploma courses too. Because of the rich content, the trainees are well prepared to face the contemporary issues, giving an edge over others. The same argument was validated by the

trainees, stating that the course curriculum helped them to face the job interview and puts them in an advantageous condition as compared to other trainees, who have been trained from other organizations.

It is recommended to upgrade the content based on the feedback of the placement agencies and according to the market demand. A formal feedback may be used to upgrade the curriculum.

Focus on Practical Aspects of the Curriculum

While analyzing the course curriculum, it was found that the existing courses have a perfect balance between the theory and the practical sessions. The participants are encouraged to engage in the in the real life practical projects like, construction of the building in the training center, making the road and pavements inside the campus, wall paintings, reverse engineering of the generators/electrical instruments etc.

This kind of training gives an immense exposure to the hands on experience while learning the theory.

It is suggested to have more innovative methods to be adopted to make the training programme more motivating and encouraging.

Holistic Development of the Trainees

The curriculum lays stress on the overall development of the participants. This is an inimitable feature of the course. Inculcating the good behavior as a responsible citizen is also being done. The trainees are engaged with the Swachh Bharat Abhiyan, which helps them to keep the campus and the neighbourhood clean. To develop the reading and speaking skills, the trainees are encouraged to read the headlines of the newspaper and summarizing the

contents of the same. Regular sport activities are also conducted to keep the trainees engaged in the healthy activities.

A unique feature of the course makes it special from any other purely academic programme. A highlight on the overall development as a good human being is worth praising.

Campus Environment

The campus, away from the hullabaloo of the cities, provides a perfect environment for learning. The accommodation for the trainees, equipped with the basic features is being provided. The hostel mess which provides healthy food to the trainees is worthy of appreciation. The trainees are trained to be self-reliance for their daily routine job like washing their own utensils, trained to adjust in the unfriendly situation etc.

This kind of campus environment makes them ready for the new life, stepping to an unknown territory, ready to explore.

Under Representation of the Women

Even though the scheme has a focus on women, scanty women representations have been found in the list of the trainees in the centers covered under study.

It is, therefore, suggested to offer some incentives to the women trainees to attract them to the training programme.

Inadequate focus on Entrepreneurship

Even though the course curriculum is updated regularly; however, any input on entrepreneurial skills are not covered adequately.

It is recommended to update the curriculum regularly, as the programme is job oriented. Since, all trainees may not be interested to join any organization/firm and would like to become self-sustained, must be equipped with the entrepreneurial skills. This would enable the trainees to become self-reliant and reducing the burden of job offering responsibilities of the training institutes.

Limitations of the study

- Since the questionnaire has been administered through phone, there have been large cases of non-response.
- Many of the questions remained unanswered, as the trainees skipped the questions on the pretext of non-remembering or were too lengthy to respond.
- The trainees were not available at the centers, as the course was completed and they have moved to far places.
- The contact details had changed, which was a reason of not being able to connect the trainees.

Conclusion

This chapter suggests a number of recommendations to make the process more robust and effective. Undoubtedly, the initiatives of CIDC are commendable. The unique innovations in the course curriculum are worth mentioning. Its sincere efforts have been able to create a difference in the society and would like to make a significant change in future too.