

IMPACT ASSESSMENT REPORT

CAMPUS TO CAREER PROGRAM IN MAHARASHTRA

IMPLEMENTING PARTNER: TNS FOUNDATION

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01. EXECUTIVE SUMMARY

Project Background

TNS India Foundation's Youth Employability Program, in collaboration with HDB Financial Services, commenced this project in Mumbai on August 1st, 2018. After a successful pilot training of 500 students in 2018-2019 and another 500 in 2019-2020, over 70% of these disadvantaged final-year college youth secured positions in the formal sector. In 2020, the partnership expanded to train 2632 students, surpassing the target of 2500, with over 1400 placed. Despite the challenges posed by the global pandemic in 2021, the commitment was renewed, training 2000 students online and placing 74% in formal sector jobs. On the whole, the program has mobilized over 5000 students and successfully trained and placed more than 2000 individuals, marking a significant impact on youth employability.

Project Activities



Provide free employability training to 2000 final -year students and graduate youth.



Conduct sessions on career awareness to enable youth to make informed career and employment choices.



Facilitate placements for all trained students and provide at least 70% placement support to the trained students in formal sector jobs.



Project Year

FY 2021-2022



Beneficiaries

4,529 young students from colleges in Mumbai and neighbouring districts



NGO Partner

TNS India Foundation



Project location

Mumbai



Budget

₹1,50,00,000



SDG Goals



- SDG Goal 4: Quality Education
- SDG Goal 8: Decent work and economic growth
- SDG Goal 10: Reduced inequalities

Research Methodology



Stakeholders covered

College Principal, Teachers, Placement Coordinator, NGO Team & Employers

Research Techniques



Quantitative techniques

To evaluate the impact of varied CSR activities, a structured interview schedule was employed as a tool, facilitating the collection of quantifiable information.



Qualitative techniques

Key project stakeholders were interviewed to gain a comprehensive understanding of the project.

Research Design



Geography covered

Maharashtra



Direct beneficiaries covered

1,881 student beneficiaries



Sampling technique

Purposive and Stratified random sampling

Key Findings



95.7%

consistently received guidance from trainers for understanding course content and assignments.



94.3%

experienced equal engagement in most course sections.



97.7%

reported sufficient teaching staff for conducting classes.



94.3%

found the language used in training very easy to understand.



99.0%

reported consistent quality of training throughout the course.



94.9%

received certificates after completing the course.

Key Impact



97.3%

actively contributed to medical support for their families.



87.5%

played a significant role in covering regular expenses.



76.6%

actively participated in the construction of houses.



92.7%

maintained job positions for over a year, showcasing long-term employment stability.



97.1%

of those who secured their first job through the project continue to be employed in the same workplace



94.3%

expressed the program has fulfilled their training expectations to a great extent.

CHAPTER 2

INTRODUCTION

The Youth Employability Program is HDBFS's transformative youth-centric initiative focused on empowering young individuals with necessary skills relevant for the competitive job market. Through targeted training and placement support, the program cultivated a skilled workforce, ensuring and encouraging personal and professional growth.

Geographical Coverage



CHAPTER 3

DEMOGRAPHY OF BENEFICIARY POPULATION

CHART 1: AGE-GROUP WISE DISTRIBUTION

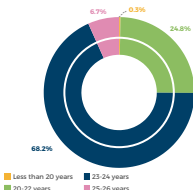


CHART 4: TOTAL NUMBER OF FAMILY MEMBERS

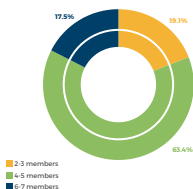


CHART 2: GENDER-WISE DISTRIBUTION

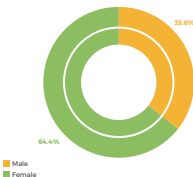


CHART 5: MONTHLY FAMILY INCOME

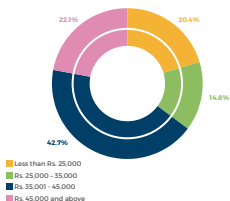
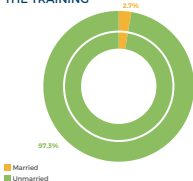


CHART 3: MARITAL STATUS DURING THE TRAINING



- The largest age group of respondents who trained was 23-24 years.
- The number of female respondents was greater compared to the number of male respondents.
- The majority of the respondents were unmarried during the training period.
- The prevalent family size among respondents was 4-5 members.
- A significant proportion of participants reported a monthly income ranging from ₹35,001 to ₹45,000.

PRE-INTERVENTION STATUS

CHART 6: QUALIFICATION OF RESPONDENTS

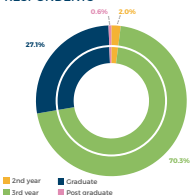


CHART 7: OCCUPATIONAL STATUS OF RESPONDENTS

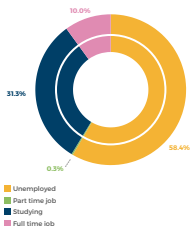


CHART 8: MONTHLY INCOME BEFORE JOINING

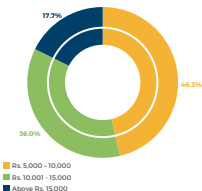
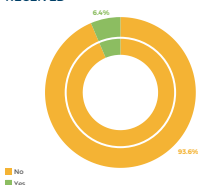


CHART 9: PROFESSIONAL COURSES RECEIVED



- The majority of respondents were in their third year of graduation at the time of enrollment.
- The majority of the respondents were unemployed before joining the course, and a significant proportion of the respondents were studying.
- The most common monthly income range before joining the course was ₹. 5,000 - 10,000 for employed respondents.
- The majority of respondents had not attended any professional courses before joining TNS.




CHAPTER 4

SKILL DEVELOPMENT PROGRAM



KEY INPUT PROGRAM AND ACTIVITIES

The Youth Employability Program aimed to enhance participants' employability by providing comprehensive skill development, including soft skills and computer proficiency. Regular skill development classes ensured participants were well-equipped for the job market, ultimately resulting in successful job placements.

PROGRAM PHASE	KEY ACTIVITIES
 INITIATION STAGE	<ul style="list-style-type: none"> Identifying trainees Selection of trainees Initiating the project
 SKILL DEVELOPMENT TRAINING	<ul style="list-style-type: none"> Content development Assignments Skill development classes Capacity building
 IMPLEMENTATION SUPPORT	<ul style="list-style-type: none"> Placement support Job interviews



KEY FINDINGS

The major findings from the youth employability program are mentioned below:



Class Delivery Method



Online Training Effectiveness



Challenges Attending Courses



Assignment Submission Mode



Guidance Received from Trainers



Equal Participation Across Course Sections



Training Quality Assessment



Overall Training Process Effectiveness



Receipt of Books or Tutorial Materials



Industry-Led Class Experience



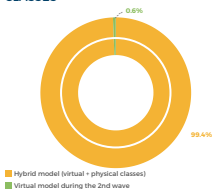
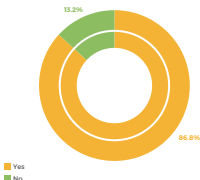
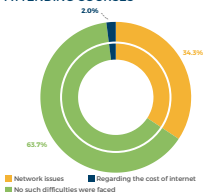
Post-Course Assessment



Certificate Acquisition

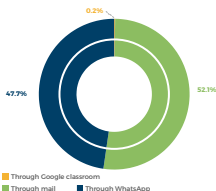
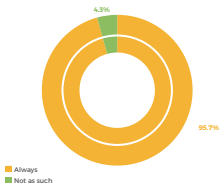


Time Taken to Complete the Course

CHART 10: MODE OF CONDUCTING CLASSES**CHART 11: EFFECTIVENESS OF ONLINE TRAINING****CHART 12: CHALLENGES FACED IN ATTENDING COURSES**

- Exclusive use of the hybrid model (virtual + physical classes) was prevalent during the second wave, with no physical classes reported.
- Zoom call was the primary mode of communication in virtual classes.

- A majority of respondents perceived online training to be more effective than offline training.
- Network issues were a significant challenge faced by a considerable portion of respondents during online classes.

CHART 13: MODE OF SUBMITTING ASSIGNMENTS**CHART 14: GUIDANCE FROM TRAINERS**

- During online classes, a significant number of respondents submitted assignments through email (52.1%) and WhatsApp (47.7%).
- Despite the different ways of assignment submission, an important finding was that a significant majority of respondents (95.7%) reported consistently receiving guidance from trainers in understanding both the course content and assignments.
- The data showed the adaptability of students in utilizing online resources for assignment submissions, which showed the flexibility and accessibility of online learning tools during the training period.

The qualitative findings during the field visit showed that a significant proportion of respondents who reported having regular assistance from trainers stated that guidance from trainers had a beneficial impact, indicating the essential role that educators play in facilitating effective understanding and completion of assignments in an online educational setting.

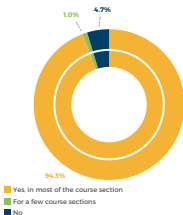
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"I'm grateful for the unwavering support from the trainer of the skill development course whose guidance played a crucial role in my success within the program. The dedicated support from the trainer had a significant impact on my understanding and completion of assignments."

-Binoy Suresh, Participant, Youth Employability program

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CHART 15: EQUAL ENGAGEMENT IN EACH COURSE SECTION



The majority of respondents (94.3%) experienced equal engagement in most course sections. The data reflected the impact of maintaining consistent and equitable involvement, which helped respondents have a positive learning experience.

“

"I truly appreciate the inclusive approach to practical sessions in our classes, and I always felt that I had enough opportunities to actively participate whether it was working on projects or engaging in question and answer sessions. For me, this has contributed to the effectiveness and enjoyment of the learning process."

-Kunal Ramesh, Participant, Youth Employability Program

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CHART 16: TRAINING QUALITY

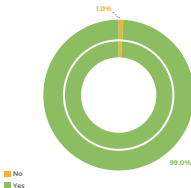
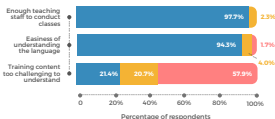


CHART 17: EFFECTIVENESS OF THE TRAINING PROCESS



■ Yes
■ Somewhat
■ No

- The quality of the training material and content was maintained throughout the course
- 97.7% of the respondents reported that there was enough teaching staff to conduct classes.

- 94.3% of the respondents responded that the language used in the training was very easy to understand.

A significant proportion of the respondents stated that there were no challenges faced in understanding the content.



99%

of the respondents reported consistency of quality of the training during the entire duration of the course.

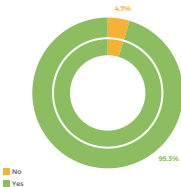


"I am happy with my involvement in this training program." The content quality stayed consistent and it offered a comprehensive and relevant learning experience.

-Deepti, Participant, Youth employability program



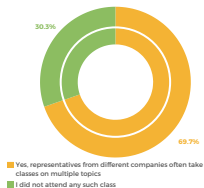
CHART 18: BOOKS OR TUTORIAL MATERIALS RECEIVED



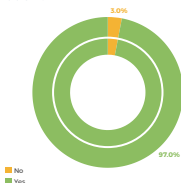
95.3%

of respondents received essential study resources such as books or tutorial materials.

CHART 19: INDUSTRY LED CLASSES



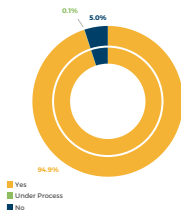
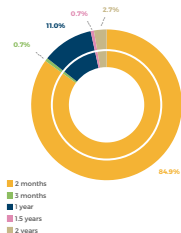
A significant majority of the respondents reported attending industry-led classes where representatives from different companies often conducted sessions on multiple topics relevant to skill development.

CHART 20: ASSESSMENT AFTER COURSE

- A significant majority of the respondents (97%) underwent assessments after completing the course.
- A large majority of the respondents received certificates upon completion of the course.
- 84.9% of the respondents completed the course, including all assignments and assessments within 2 months.

**94.9%**

of the respondents received certificates after completing the course.

CHART 21: CERTIFICATE RECEIVED**CHART 22: DURATION OF COMPLETING THE COURSE****KEY IMPACTS**

The critical impact of the activities are mentioned in graphs in this section. The critical impact indicators are:



Assistance with Employment



Satisfaction Level with training



Practical Relevance of Lessons



Acquired Skills Post-Training



Fulfilment of Training Expectations



Experience of Joining First Job



Present Employment Status



Continuation in the Same Trade



Current Salary/Income



Duration of Current Job



Monthly Savings at Present

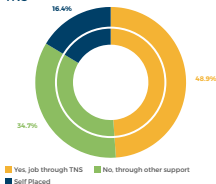


Contribution to Family financially



Evaluation of the Trainer

CHART 23: JOB SUPPORT THROUGH TNS



Majority of the respondents actively participated in placement interviews, which demonstrated the strong placement support provided under the project intervention. The successful outcomes of majority of them gaining employment indicated the program effectiveness in facilitating meaningful career opportunities for participants.



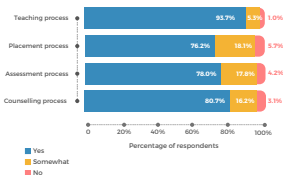
"We actively engage trainees from the HDBS-supported TNS for our sales executive and customer care positions. On average, 30-35% of our employees are hired from TNS. The educational requirement for these roles is either 12th passed out or graduation. We offer a fixed salary of Rs.25,000/- with an additional incentive ranging from Rs.15,000/- to Rs.20,000/-, depending on performance. Employees are hired on the company payroll with standard perks.

Our retention rate is an impressive 100%. Communication skills among the Urja program participants are highly satisfactory, and their professional attitude meets our expectations. Although we conduct a 7-day product orientation training, there is a minimal focus on professional ethics and etiquette for the employees from the Urja program. Currently, we do not face any challenges in hiring employees from the program, and we are highly satisfied with the overall initiative. We appreciate HDBS's contribution to the employability initiative for educated youths."

Sara Rudre, HR executive, Toothsi



CHART 24: LEVEL OF SATISFACTION



TEACHING PROCESS

The teaching intervention created an engaging learning environment in the classes, and majority of the respondents expressed high levels of satisfaction. The findings from the above data showed the effectiveness of the teaching strategies that ensured a high quality educational experience for respondents.



PLACEMENT PROCESS

The above data shows high levels of satisfaction among respondents regarding the placement process. The majority of the respondents shared that the placement support provided through the project intervention helped them in securing jobs in various companies and firms.



ASSESSMENT PROCESS

Assessment played an important role in the skill development project as it helped in knowing and understanding the respondents' learning levels and outcomes. Respondents took exams after the completion of the course, which showed the effectiveness of the evaluation system. The assessment helped respondents in knowing their abilities and skills. Respondents were aware and satisfied with the assessment process and strategy and expressed an overall enhanced learning experience.



COUNSELING PROCESS

Teachers provided consistent support to respondents throughout the course, addressing assignment queries, content comprehension and language-related challenges. This assistance not only facilitated an improved understanding of the skill development sessions but also developed confidence in participants. The counseling sessions critically assisted respondents in identifying potential career paths and also fostered a sense of support throughout the process.



93.7%

of respondents were highly satisfied with the teaching process.



78.0%

of the respondents showed satisfaction with the assessment process.



80.7%

of the respondents were extremely satisfied with the counseling services.



76.2%

of the respondents expressed high levels of satisfaction with the placement process and support.

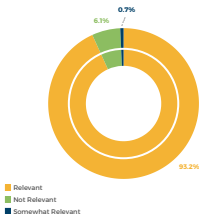


"The method and process of teaching was excellent, and I am satisfied with them. The experience of the instructors and their effective methods made learning interesting and engaging."

-Deepanshu, Participant, Youth employability program



CHART 25: RELEVANCE OF LESSONS TO THE PRACTICAL WORK



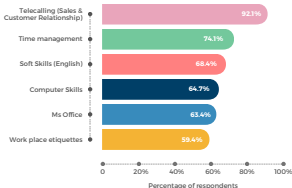
93.2% of respondents found the lessons relevant to the actual practical work in the workplace.



"After the project intervention, I am pleased to say that our course has aligned well with the present market demands. Previously, our institution lacked a structured placement process, which created challenges for our students in navigating the job market. However, the transformative impact of the project became evident when we achieved a significant 100% placement rate for students who actively participated in the placement process. This success was a direct result of our collaborative efforts with the project, ensuring that our curriculum not only imparted essential skills but also met the demands of the changing job market and workplace. The project certainly served as a catalyst for success, and it improved and fostered employability for our students."

-Dr. Alwin Menezes, Principal, Abhinav College of Arts, Commerce and Science



CHART 26: SKILLS LEARNT AFTER THE TRAINING

Participants acquired a diversified skill set required for professional success after the completion of the training. These skills included effective tele-calling for sales and customer relationship management, effective time management to increase productivity and competency in soft skills, particularly in English, to improve communication abilities. Participants also gained essential computer skills and MS Office proficiency, providing them with digital competency for a variety of tasks. The training additionally strengthened workplace etiquettes, which assisted in professional conduct. This comprehensive skill development demonstrated the visible impact of the training program on participants' skills and preparedness for a variety of employment opportunities.

“

"At ICICI Prudential, we actively involve trainees from the Urja program as financial services consultants specializing in Sales and Marketing. On average, 60-65% of our employees come from this program. We offer a CTC of 3 lakhs. Our basic criteria include a willingness to travel across different branches in Mumbai, the dedication of time, and a mindset to embrace target-oriented work, traits we consistently observe among Urja trainees.

The Urja trainees exhibit a high level of professionalism. Our in-house training focuses on product knowledge and client pitching techniques. We do not need to work on them on the fundamental skills. The retention rate among these trainees averages between 50% to 60%. Currently, we encounter no challenges in the hiring process, and we intend to continue this fruitful collaboration."

Sri Salve, Management Trainee from ICICI Prudential

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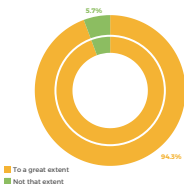
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Shravani Sanjay Surode, an MSc IT student at Shankar Narayan College in Bhayandar, talked about her excellent experience with the Youth Employability Program during her post-graduation. She improved vital skills such as effective communication, interview preparation, personality development, grooming and group discussions during the month-long soft skills program. Shravani, who is currently interning with the TNS Foundation, actively contributes to the design of study materials, the monitoring of student placement data and tele-calling. She intends to put her developed abilities to find promising job possibilities, proving the program's positive impact on career growth. She is thankful to HDBFS and TNS for their support.

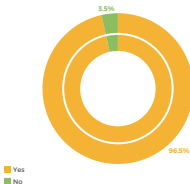
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INTERACTION WITH BENEFICIARY STUDENT SHRANVANI

CHART 27: EXTENT OF FULFILLING THE TRAINING EXPECTATIONS

The training met participants' expectations with a high level of fulfilment and affirmation, and the program has definitely matched their training expectations.

CHART 28: WHETHER JOINED THE FIRST JOB OFFER GOT THROUGH TNS

The majority of respondents accepted their first job offer facilitated by the project intervention and showed the project's effectiveness in connecting individuals to meaningful employment opportunities.

**94.3%**

of the respondents expressed that the the program fulfilled their training expectations to a great extent.

**96.5%**

of the respondents secured and joined their first employment successfully.

“

"The training program not only met my expectations but far exceeded my expectations. It was a rewarding experience, and I am certain that the curriculum exactly aligned with my expectations from the training."

-Amal, Participant, Youth employability program

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INTERACTION WITH COLLEGE MANAGEMENT



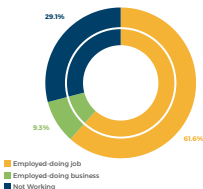
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Vaibhavi Prakash Hatankar, who completed her BAF degree in 2022 from MVM College Andheri, has undergone a transformative journey with the Youth Employability Program. During the month-long soft skills training, she acquired a versatile skill set, including effective communication, interview strategies, personality development, and grooming techniques. Vaibhavi secured a position at RecruitIn by participating in the Career Fest organized by TNS.

Despite having delays in her final year mark sheet due to the pandemic, TNS provided her an alternative opportunity within the organization, showing their commitment to supporting individual talents during challenges. Joining the TNS Foundation, Vaibhavi continued her professional growth, expressing gratitude to HDBFS and TNS for empowering students from humble backgrounds. Her case showed the transformative impact of the program that helped prepare individuals for the job market and offer vital support during unforeseen challenges.

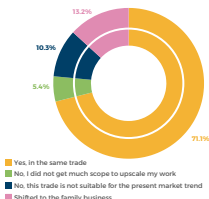


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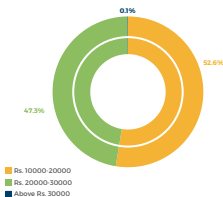
CHART 29: PRESENT EMPLOYMENT STATUS

The project intervention resulted in positive outcomes in the employment status of respondents with a significant number currently employed. Additionally, respondents who secured their first job through the project support are still employed in their initial roles, which highlighted the substantial and sustained impact of the project on long-term employment.

The qualitative findings during the field visit showed that a small proportion of respondents have shifted to other jobs and some are currently not working. The reasons for leaving the initial job were majorly related to salary concerns. This indicated that there might be a need for support in addressing these challenges for long-term career growth.

CHART 30: CONTINUATION IN THE SAME TRADE

A significant proportion of respondents continued in the trade for which they were trained in the skill development program, and this demonstrated the project intervention's lasting impact on their career paths.

CHART 31: PRESENT SALARY/INCOME

The program played an important role in securing diverse employment opportunities and contributed significantly to the financial stability of the respondents. Respondents successfully transitioned into various roles and industries, which highlighted the success of the project intervention in meeting market demands and bringing about positive transformations in their economic circumstances. The effectiveness of the program in supporting career development and financial well-being is shown in the variety of work sectors in which respondents are employed.

**97.1%**

of the respondents who secured their first job through the project are still employed in the same workplace.

**71.1%**

of respondents continued in the same trade after the completion of the project.



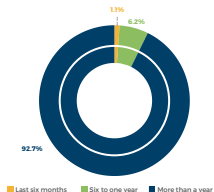
"At our company, we recruit full-time employees and interns from the URJA program, specifically for customer service roles. We have been part of this initiative for almost a year now. Typically, we seek graduates with excellent communication skills, and the candidates from the URJA program align well with our criteria.

For newly recruited full-timers, we offer a gross salary of 15,000/- per month along with incentives. Interns receive a stipend of 15,000/- with no additional incentives. Currently, the retention rate for trainees and interns from the URJA program stands at an impressive 85% to 90%.

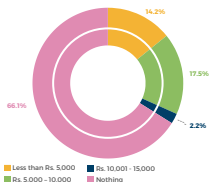
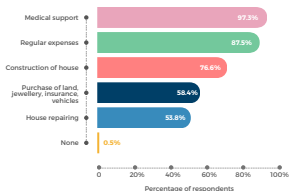
We provide 15 days of training on customer service; however, we find no need to work on their fundamental skills. Approximately 20% of our workforce is hired through this program. We are highly satisfied with both the candidates and the hiring process, and we eagerly anticipate continuing our collaboration with the URJA program in the future."

Sangita Das, Senior Executive, Data Matics



CHART 32: DURATION OF WORKING IN THE CURRENT JOB

A significant majority of the respondents (92.7%) maintained job positions for over a year, demonstrating the long-term impact of the program in ensuring prolonged employment stability.

CHART 33: CURRENT MONTHLY SAVINGS**CHART 34: FINANCIAL SUPPORT TO THE FAMILY**

Respondents who are presently employed and engaged in jobs improved their financial capabilities as a result of the project intervention, which had a significant positive impact on various aspects of their lives. This included major contributions to family welfare, particularly in terms of providing critical medical care, managing everyday expenses, building homes, investing in valuable assets and addressing important house repairs. The program not only provided work opportunities, but it also played an important role in enhancing the economic well-being of participants and their families leading to a beneficial change in their overall quality of life.

**97.3%**

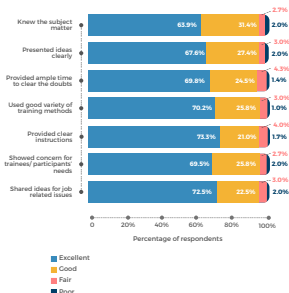
of respondents contributed to medical support for their families.

**87.5%**

of respondents actively participated in covering regular expenses.

**76.6%**

of respondents played a significant role in the construction of their houses.

CHART 35: EVALUATION OF THE TRAINER

KNOWLEDGE OF SUBJECT MATTER

The trainer's excellent command of the subject area contributed greatly to the project's impact and gave participants a solid foundation of knowledge for their subsequent pursuits.



CLEAR PRESENTATION OF IDEAS

Effective communication, as shown by the trainer's clear presentation of ideas, played a critical role in improving the learning experience within the project. This skill improved participants' knowledge of essential ideas.



AMPLE TIME TO CLEAR DOUBTS

The commitment of the trainer to answer the doubts of participants during the course of the study created a supportive learning environment. This approach promoted a collaborative and participatory learning environment.



VARIETY OF TRAINING METHODS

The project's success in implementing a diverse set of training methods contributed to the overall engagement and effectiveness of the learning sessions.



PROVIDED CLEAR INSTRUCTIONS

Throughout the project, the trainer consistently offered clear instructions and ensured that participants had a complete understanding of the given tasks. This clarity was essential in increasing the effectiveness among participants in understanding the learning materials.



SHOWED CONCERN FOR TRAINEES/ PARTICIPANTS' NEEDS

The trainers showed concern towards the needs of the participants; this had a positive impact on the project as it helped in creating an environment where individuals felt supported and valued in their learning journey.



SHARED IDEAS FOR JOB-RELATED ISSUES

The collaborative approach of sharing insights into job-related issues enhanced the practical applicability of the project. The guidance from the trainer provided valuable perspectives on real-world challenges, and this improved the entire learning experience.



63.9%

of respondents rated the trainer's knowledge of the subject matter as excellent.



67.6%

of respondents acknowledged the trainer's ability to present ideas clearly as excellent.


69.8%

of respondents appreciated the trainer for providing ample time to clear doubts.


70.2%

of respondents commended the trainer for using a good variety of training methods.


73.3%

of respondents rated the clarity of instructions provided by the trainer as excellent.


69.5%

of respondents felt that the trainer showed concern for their needs.


72.5%

of respondents valued the trainer's sharing of ideas regarding job-related issues.

OVERALL IMPACT OF THE PROJECT



SKILL ENHANCEMENT

Participants' skills such as tele-calling, time management and soft skills were significantly developed, and these contributed to their overall professional growth and development.



INCREASED EMPLOYMENT OPPORTUNITIES

The project provided successful placement for participants resulting in

ongoing employment and the opportunity for career advancement, ensuring sustained access to job opportunities.



ENHANCED FINANCIAL STABILITY

Participants experienced an increase in income, which led to improved financial stability and a more secure economic position for both individuals and their families.



FAMILY WELL-BEING

Acquired skills and employment significantly enhanced the well-being of individual families, ensuring support for medical needs, housing and regular expenses.



JOB-RELATED ADVANCEMENTS

Successful placement and ongoing employment demonstrated the effectiveness of the project in facilitating job growth and ensuring the retention of the acquired positions.



PROFESSIONAL DEVELOPMENT

The comprehensive training and counselling support significantly contributed to the professional development of participants, which helped them in making informed career decisions and choices.



CAREER GROWTH

Career guidance and counselling played a crucial role in facilitating career growth and helped participants to identify and pursue career opportunities aligned with their skills, interests and aspirations.



IMPROVED ECONOMIC CONDITIONS

The project intervention not only increased individual income but also contributed to improved economic conditions within the community, encouraging sustainable and positive socio-economic growth.



The program has evidently supported and facilitated the training sessions, which helped in establishing an ideal environment.



High placement percentage of student being is appreciated by stakeholders highlighting the program's effectiveness in overcoming skill gaps and delivering positive results.

KEY STAKEHOLDER SATISFACTION



Placement coordinator
(Stakeholder satisfaction: Excellent)



Principal
(Stakeholder satisfaction: Excellent)



The program's success in aligning job offers with market trends indicated the program's beneficial influence on stakeholder satisfaction even more.



High satisfaction was observed with the program's outcomes, leading to a significant increase in student job placements. Effective stakeholder interactions were evident through the doubling of placement numbers of students as compared to earlier and partnerships with reputed companies like ICICI Prudential, HDFC, Motilal Oswal, Accenture, Muthoot, etc.



Interactions with stakeholders revealed that soft skills training had a good influence on students by addressing different backgrounds and skill gaps.

“

Stakeholder interactions reflected strong satisfaction with the program, focusing on the collaborative efforts of all parties involved. The project introduced a structured placement process which was previously absent and took infrastructure support from stakeholders. The belief of stakeholders in the program showed the impact and commitment of the institution providing formal training spaces to conduct and implement the training program.

”

CHALLENGES AND BARRIERS

The key challenges and barriers of youth employment program are mentioned below:



IMPACT OF COVID-19 LOCKDOWN

The unexpected development of the COVID-19 pandemic followed by lockdowns disrupted the regular flow of the project, which created difficulties relating to remote engagement, online learning.



NETWORK ISSUES

Participants faced network connectivity issues during their switch to online learning, limiting the accessibility and effectiveness of virtual training sessions.



MOBILIZATION DIFFICULTIES

Lockdown limitations made it difficult to mobilize individuals for the program, limiting physical interactions and complicating outreach efforts.



PARENTAL RESISTANCE

Convincing parents, particularly those of female participants, to allow their children to explore career prospects during the project was difficult and required efforts to overcome traditional preconceptions.



LACK OF PRACTICAL SESSIONS

The absence of hands-on, practical sessions limited certain aspects of skill development and reduced the exposure of participants to real-world scenarios.



INTERNET COST

Some respondents reported difficulties with the cost of internet services, indicating a further financial barrier that restricted their involvement in online activities.

IMPACT CREATED ACROSS MULTIPLE LEVELS



INDIVIDUAL LEVEL

- Enhanced employability and skill acquisition.
- Increased confidence and self-esteem.
- Improved financial stability through job placements.



FAMILY LEVEL

- Increased family income and financial stability.
- Positive transformation in family dynamics.
- Improved quality of life with access to better resources.



COMMUNITY/SOCIETAL LEVEL

- Strengthened community bonds through shared opportunities.
- Enhanced social cohesion and collaboration.
- Skill diversity contributes to local development.



DISTRICT LEVEL

- Boosted economic activity with a skilled workforce.
- Reduction in unemployment rates.
- Increased recognition of the district as a hub for skilled professionals.



STATE LEVEL

- Cumulative contribution to the state's economic growth.
- Strengthened human resource capital.
- Aligned workforce with market demands, enhancing state competitiveness.



NATIONAL LEVEL

- A pool of skilled professionals contributing to national development.
- Positive impact on national employment statistics.
- Alignment with the broader goal of skill development for a self-reliant nation.

SUSTAINABILITY

The key elements of sustainability of the Youth employability program are as follows:



INTEGRATED CURRICULUM

The curriculum of the program is designed to remain relevant over time through the inclusion of a varied range of skills that are beneficial in changing job markets. This ensures that the program's influence is sustained.



ESTABLISHMENT OF PLACEMENT CELLS

Encouraging institutions to establish placement cells ensures a long-term assistance system for students even after the duration of the project. This organizational structure encourages ongoing job placement.



COLLABORATION WITH COLLEGES

A continuous collaboration with colleges establishes a viable platform for extending the curriculum. The initiative draws into an established infrastructure by merging with existing educational institutions, thereby increasing long-term sustainability.



FLEXIBLE TRAINING MODELS

The program's adaptable training models enable for adaptability to changing situations such as the obstacles faced during the lockdown. This adaptability ensures the program's long-term viability and effectiveness.



STAKEHOLDER ENGAGEMENT

Positive stakeholder interactions and satisfaction indicate a strong basis for long-term collaboration. Continued stakeholder support and involvement contribute to the ongoing success and longevity of the program.

CHAPTER 5

SWOT ANALYSIS



STRENGTH

- **Comprehensive Curriculum:** In-depth coverage of relevant skills, ensuring holistic development.
- **Effective Placement Process:** High placement rates indicate the success of the program.
- **Stakeholder Collaboration:** Positive interactions and engagement with stakeholders for program support.
- **Experienced Trainers:** A team of skilled and experienced trainers contributing to the quality of education.
- **Experienced Team:** Experienced implementation team with the necessary knowledge and skills



WEAKNESSES

- **Limited Technology Integration:** Insufficient incorporation of technology in sessions, affecting the adaptation to modern learning methods.
- **Dependency on Traditional Methods:** Reliance on conventional teaching approaches, hindering technological advancements.



OPPORTUNITIES

- **Expansion to New Colleges:** Scope for extending the program to colleges without established placement cells.
- **Increased Technology Integration:** Opportunities to enhance sessions with advanced technology, meeting market demands.
- **Adaptation to Market Changes:** Flexibility to modify the curriculum based on emerging market requirements.



THREATS

- **Network Issues:** Continuation of online classes will limit the accessibility of remotely engaged participants.
- **Competing Skill Development Programs:** Challenges from alternative skill development initiatives affect the program reach.
- **Changing Employment Policies:** Adapting to changes in employment policies to ensure continued relevance.

06. OECD FRAMEWORK



Relevance

The project demonstrated thorough planning and design to comprehensively address the diverse needs of beneficiaries. Aligned with the specific skill requirements for job placement, the program took a tailored approach to recognizing the unique backgrounds of participants and implemented the skill development classes. This ensured that the project intervention was precisely made to focus on each individual's development, fostering a more impactful and targeted initiative



Coherence

The project intervention worked in perfect alignment with the national goals and made a significant contribution to the Sustainable Development Goals (SDGs). The project addressed SDGs related to decent work and economic growth (Goal 8), quality education (Goal 4) and reduced inequalities (Goal 10). This consistent approach ensured that the project resonated with government policies promoting skill development, further aligning with initiatives like Skill India and Make in India. The focus of the project on these national programs enhances its effectiveness and impact on a broader scale.



Effectiveness

The program had certainly met its objectives, as evidenced by participants' exceptional placement rates and proficiency in essential abilities. Success can be observed through the achievement of desired goals and the findings that showed increased employability and significant changes in the economic conditions of participants. The tangible impact showed the effectiveness of the program and its lasting contribution to the involved participants.



Efficiency

The project demonstrated outstanding effectiveness in delivering results through cost-effective and timely skill development activities. A dedication to ongoing evaluation and adaptation ensured that resources were used optimally, resulting in maximum impact on participants. This streamlined strategy improves the project's efficiency and longevity.





Impact

The intervention has left a profound impact by establishing placement centres in colleges for skill development, benefitting both present participants and future candidates who will be enrolled. Positive outcomes include increased awareness, broad acceptance of program goals and a positive shift in socio-cultural norms. The tangible impacts of increased income, job placement and career growth highlighted the broader influence of the project, contributing to greater stability and support within families.



Sustainability

The long-term viability of the program is strengthened by an integrated curriculum that adapts to changing job markets, ensuring continued relevance. The establishment of placement cells in colleges offered participants with continuous assistance beyond the duration of the project. Continuous engagement with colleges and flexible training methods improved adaptability to changing circumstances and ensured longevity. Positive stakeholder engagement served as a solid foundation for long-term collaboration, contributing to the program's continuous success and sustainability.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

CHAPTER 7

RECOMMENDATIONS



Development and Practical Implementation of Digital Literacy

Enhance the focus on digital literacy by developing modules that integrate practical applications, ensuring participants gain hands-on experience in navigating digital tools and technologies.



Practical Implementation of New Tools and Knowledge

Integrate cutting-edge tools and industry-relevant knowledge into the curriculum, emphasizing practical application to reduce the gap between theoretical learning and real-world scenarios.



Expansion to Colleges without Placement Cells

Identify colleges where there are no established placement cells and actively encourage them to initiate placement services. The collaborations with college managements can be strengthened to facilitate the establishment of effective placement cells.



Scaling Up Training Sessions for Diverse Streams

Extend the program's reach by conducting more training

essions across various academic streams. The sessions can be tailored to address the specific needs of students from diverse backgrounds, ensuring a comprehensive approach to skill development.



Integration of Advanced Technology in Curriculum

Advanced technological components can be included in the curriculum and focus on aligning it with industry demands. Modules can be introduced that reflect the latest trends and innovations, which will help participants in preparing for changing job markets.



Continuation and Expansion of Soft Skill Training

The skill development training shall be continued as it has been highly effective and can be expanded to more colleges to empower more young individuals and help them in equipping essential employability skills.

CHAPTER 8

CONCLUSION

The Youth Employability Program emerged as a model of transformative education, targeting contemporary skill development and employability requirements. Its relevance is highlighted by a curriculum that has been methodically designed to bridge the gap between learning and real-world application. The major activities, which ranged from extensive soft skills training to focused placement assistance, established an integrated structure that provided participants with a diversified skill set.

The program participants' concrete results demonstrated the program's broader impacts. The program's success in preparing individuals for the competitive job market is reflected in an increase in employment rates, as well as enhanced confidence and competence. The positive feedback from participants for the project intervention further indicated the program's effectiveness.

The project has achieved several milestones, but there is ample scope to enhance the program further. Continuous evolution to align with growing market trends, the incorporation of additional technology-driven components and the expansion of relationships with industry stakeholders are all paths that can take the program to greater heights. Fostering a supportive community and encouraging alumni involvement can result in a long-term network of mentorship and learning.

As the Youth Employability Program grows, the emphasis should be on adaptation and responsiveness to the changing demands of both participants and the job market as a whole. By cultivating a culture of continual development, the program can ensure its long-term impact on individual lives while significantly contributing to the greater objective of developing a skilled and empowered workforce.