
CSR Impact Assessment Report

Skills to Livelihood Project in Jaipur and Noida, India

Prepared For



Prepared By



SOULACE CONSULTING PVT LTD

ISO 27001:2013 Certified

DELHI NCR | MUMBAI | KOLKATA

Website: www.soulace.in; Email: enquiry@soulace.in

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ABBREVIATIONS

NGO	Non-Governmental Organization
DA	Development Alternatives
CSR	Corporate Social Responsibility
NCR	National Capital Region
VTC	Vocational Training Centre
CTC	Community Training Centre
BFSI	Banking Financial Services and Insurance
IT-ITes	Information Technology-Information Technology enabled Services
SC	Scheduled Caste
OBC	Other Backward Community
ST	Scheduled Tribe
Rs	Indian Rupees

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EXECUTIVE SUMMARY

Background



Project activities

- Vocational skill development training program.



Project year

FY 2018-22



Beneficiaries

3000 Youth & Women



NGO Partner

Development Alternatives



Project Location

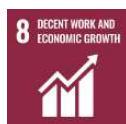
Jaipur & Delhi-NCR



Budget

FY 2018-19 - Rs. 1,00,00,440/-
FY 2020-21 - Rs. 1,00,00,000/-
FY 2021-22 - Rs. 70,00,000/-

SDG Goals



Research Methodology



Application of Quantitative Techniques

The quantitative study was used to assess the impact of divergent CSR Activities through the Structured tool of the Interview Schedule. This helped in getting quantifiable information.



Application of Qualitative Techniques

Qualitative Techniques of Interviews with Key Project Stakeholders, Interviews with Community People were adopted for a better understanding.



Research Design

Geography Covered (States)

Jaipur & Delhi-NCR

Direct Beneficiaries Covered

350 Beneficiaries

Sample Technique

Purposive & Stratified
Random Sampling

Stakeholders

Villagers, School teachers, Anganwadi teachers, Women, and children.

Key Output:

58.4%

of the respondents were graduates.

52.8%

Families with 4-6 members constituted the majority.

75.2%

of respondents came from families with a monthly income exceeding Rs. 20,000/-.

50%

The most popular course attended was "Job Readiness".

70.8%

The most common source of awareness for the program was "Friends/Relatives".



84%

of respondents met the basic education criteria by completing 12th standard.

Impact:

68.8%

of respondents obtained regular work.

87.6%

of respondents attended classes regularly.

92%

of respondents completed the full term of the course.



83.2%

of respondents received a certificate upon completing the training program.

46.8%

of respondents are currently employed.

98.3%

of respondents reported being able to contribute to their family income.

83.6%

of respondents perceive the training program as a source of job or better career opportunities.

CHAPTER 1: INTRODUCTION

HDB Financial Services partnered with Development Alternatives to implement a skill development project in Jaipur (Rajasthan) and Noida (Uttar Pradesh). The objective of the project is to provide skill-based education and training to underprivileged youth and women (aged 18 to 35 years) who lack access to quality education and employment opportunities. Under the project, activities awareness & mobilization of trainees, content formation & customization, training to the youth (sectors like Banking & Finance, IT, Telecom, management & entrepreneurship, medical & entertainment, retail, etc.), and livelihood placement activities have been carried out.

DA (Society for Development Alternatives) and HDB Financial Services had the common mandate to work on skills for livelihood development. In this regard, DA, along with HDB Financial Services started working towards the Skills to Livelihood programme in the year 2017. Till March 31, 2020, in three phases of this program which comprised 42 months long intervention In Jaipur Rajasthan and Delhi NCR through vocational training and community centers approach. During this Intervention, 3109 Individuals were imparted vocational and capacity-building training programs. Out of the total taped 1781 youth and women were linked for jobs, self-employment opportunities, and freelancing options. This intervention based on skilling through a vocational training center approach helped the youth to gain a dignified livelihood.

DA had extensive experience in conceptualizing and executing similar projects in several sectors such as Banking Financial Services and Insurance (BFSI), Retail, IT-ITes, Apparel, Logistics, Beauty & Wellness, etc. Based on the last 42 months' extensive experience and further discussions, a continued partnership between DA and HDB Financial Services for phase 4 of this initiative is proposed to ensure that the momentum gained in terms of imparting vocational training and linking youth to livelihoods is maintained. This time the approach would be an amalgamation of the learnings gathered from old phases and replicated. Models from the past i.e. hub and spoke model Implemented through Vocational Training Centres (VTCs) and Community Training Centres (CTCs) would be followed again in this phase.

DA has been carrying out skills to livelihood program with HDB Financial Services for the last three and half years hence in order to avoid saturation of the existing market and communities. Based on the last phases experience DA proposed Phase 4 of Skills to Livelihoods at the existing Rajasthan and Delhi-NCR in 2021-22 & 2022-23.

NGO Background

Development Alternatives is a non-governmental voluntary organization Established in 1983, and headquartered in New Delhi, set up with a mission to eliminate poverty and regenerate the environmental resource base through methods that are scalable and models that generate sustainable livelihoods in large numbers. It has its operations spread across 13 states in India and built up a global presence in the fields of green economic development, social equity, and environmental management. It has also built up a strong reputation as an innovator of technologies and delivery systems for sustainable livelihoods in the developing world. Considering that sustainable development can be achieved holistically through a collaborative approach, DA group has forged strategic partnerships with other like-minded institutions at local, regional, national, and international levels in order to cater to the larger mandate of sustainability, therefore the partnership with HDB Financial Services was another step in reaching out to sustainability of the communities.

CHAPTER 2: RESEARCH METHODOLOGY

Use of Mixed Methodology for Maximum Insights

A mixed methodology approach was adopted for the study that combined both qualitative and quantitative methods to provide a more comprehensive and nuanced understanding of the project.

Application of Quantitative Techniques

The study used a quantitative survey to gather data on the students' perceptions of the course, their satisfaction with the instructors, and their overall experience. The survey data was analyzed using statistical techniques to identify trends and patterns in the responses. The use of quantitative techniques provided valuable insights into the effectiveness of vocational courses for underprivileged students. By using statistical analysis and numerical data, the study provided concrete evidence of the impact of the course and helped to identify areas for improvement.

Application of Qualitative Techniques

In addition to the quantitative data, qualitative data was collected through in-depth interviews with participants, trainers, and employers to gain a deeper understanding of the impact of the training program. Qualitative data provided insights into the specific skills and knowledge gained by participants, as well as the challenges they faced in finding employment or starting a business after completing the program.

Research Design

- **Name of the project** : Skills to Livelihood Project
- **Project Partner** : Development Alternatives
- **Research Design used** : The mixed method was used to conduct the study by emphasizing both qualitative and quantitative methods of data collection. Qualitative data were collected through open-ended interviews, and quantitative data was collected through close-ended interviews.

- **Sampling size** : 250
- **Centers covered** : Two (Shastri Nagar, Jaipur & Salarpur, Noida)
- **Sampling Technique** : Simple random sampling was done to assess the impact of the Skills to Livelihood Project. The quantitative data was collected from the beneficiaries.

Objectives of the study

The study intended to find out the impact of the CSR Intervention of HDB Financial Service in Skills to Livelihood Project implemented by Development Alternatives.

Specific Objectives

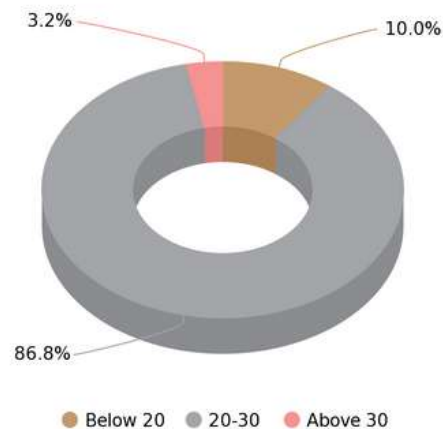
- To assess the effectiveness of the vocational training program in terms of improving the employability and income levels of participants.
- To identify the specific skills and knowledge gained by participants through the training program.
- To assess the sustainability of the vocational training program and its potential to continue to have an impact in the long term.



CHAPTER 3: MAJOR FINDINGS

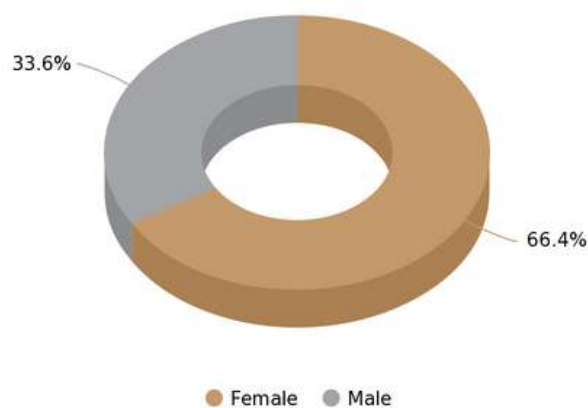
General Information

Chart 1: Distribution of the respondents by their age-group



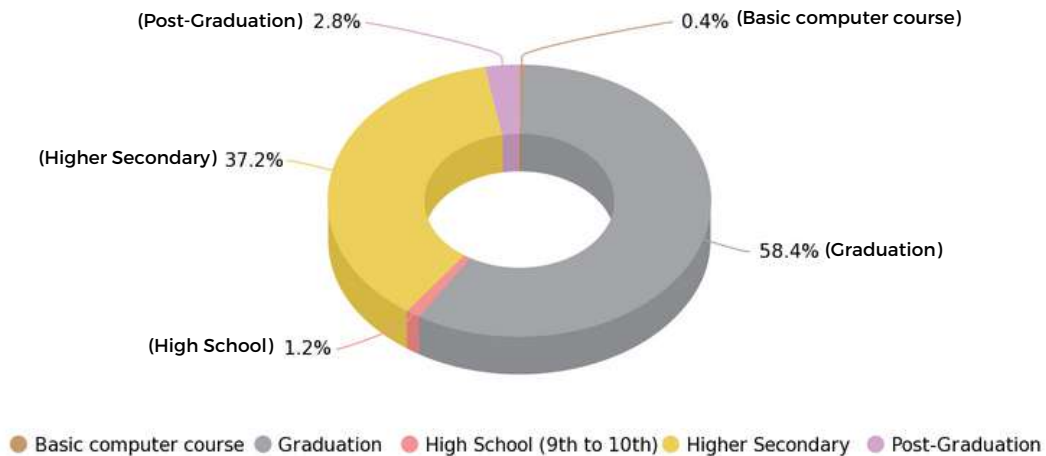
As per the graph, the data indicates that the majority of the population falls within the 20-30 age range 86.8% of the respondents belonged to the age group of 20 to 30 years, 10% of the respondents were below 20 years, and 3.2% of the respondents were in the age group of above 30 years.

Chart 2: Distribution of the respondents by their gender



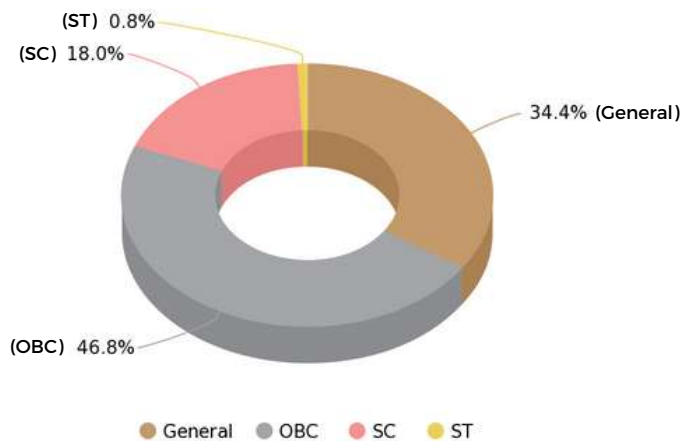
It can be inferred from the pie chart that the male gender category has a lower count compared to females, 66.4% of the respondents were females, whereas 33.6% of them were males.

Chart 3: Distribution of the respondents by their educational background



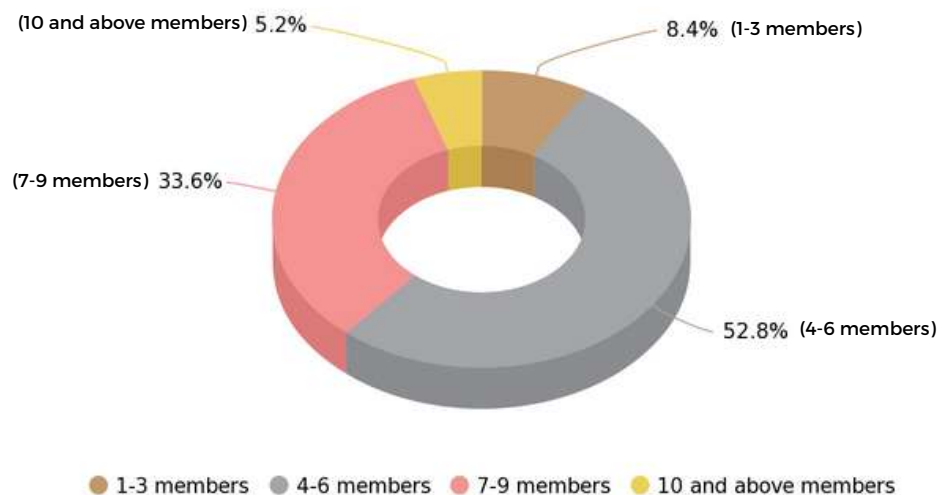
The education-wise distribution of the data shows that it can be observed that the majority of the respondents have a graduation degree, 58.4% of the respondents were graduates, 37.2% of the respondents have completed higher secondary school education, 2.8% of the respondents were post-graduates, 1.2% of the respondents completed high school (9th to 10th) and 0.4% of the respondents completed basic computer course.

Chart 4: Distribution of the respondents by their social background



In the pie chart, it can be observed that the largest proportion of respondents belongs to the OBC category, making up nearly half of the respondents at 46.8%. The general category follows as the next most prevalent social background, with 34.4% of the respondents. The SC category represents 18% of the respondents, while the ST category has the smallest representation at 0.8%.

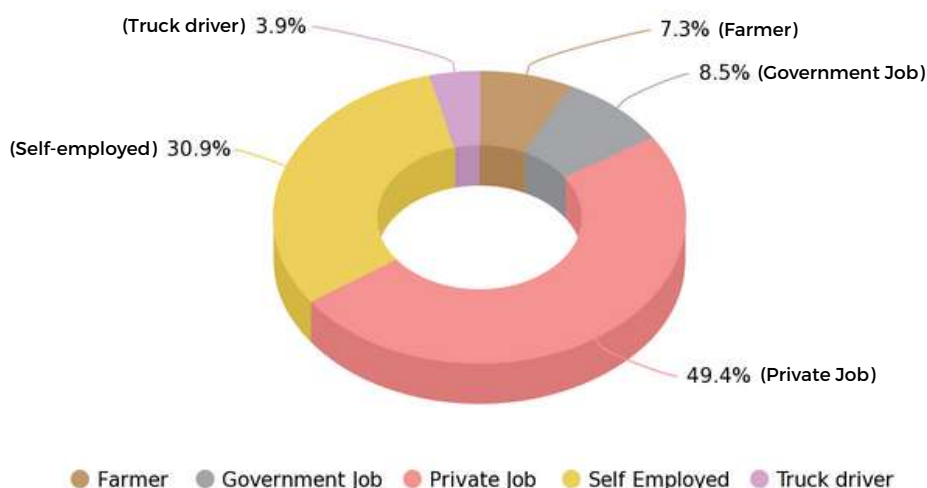
Chart 5: Distribution of the respondents by their family size



Based on this data, it can be observed that the majority of the respondents belong to families with 4-6 members, accounting for approximately 52.8% of the total. Families with 7-9 members represent the next significant proportion, with 33.6% of the respondents. The categories of 1-3 members and 10 and above members have smaller proportions, representing 8.4% and 5.2% of the respondents, respectively.

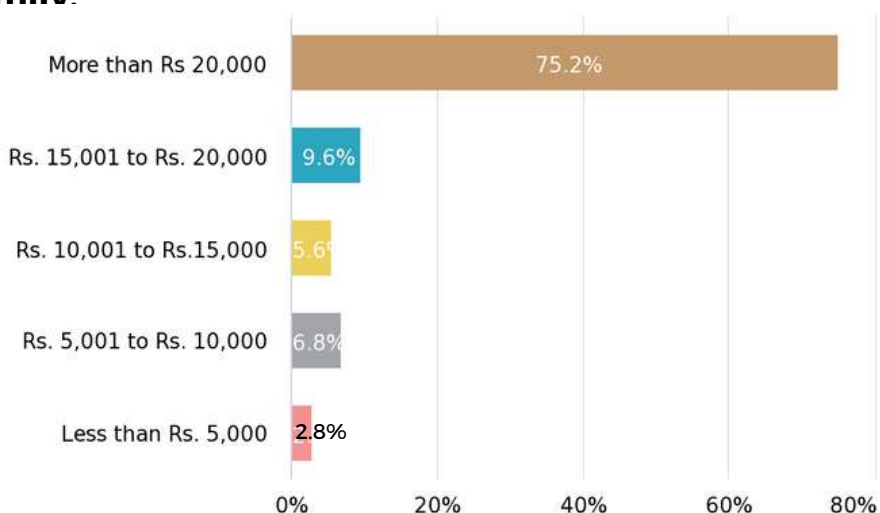


Chart 6: Distribution of the respondents by their fathers' occupation



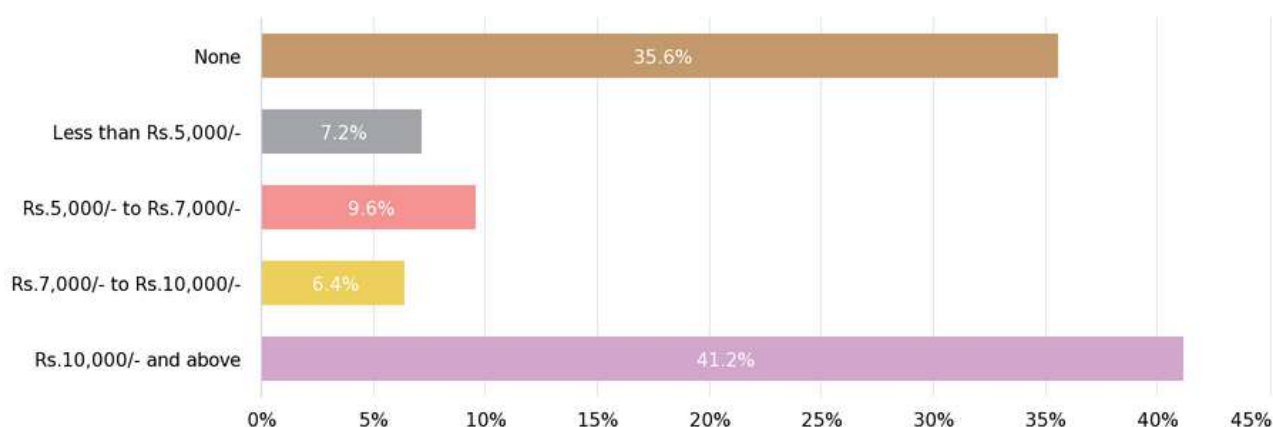
In the study, it can be observed that the largest proportion of respondents have fathers employed in private jobs, representing 51.2% of the total. The self-employed category follows as the next most prevalent occupation, with 32% of the respondents. Government jobs and farming occupations have smaller representations at 8.8% and 7.6% respectively. The occupation of the truck driver has the smallest representation at 0.4%.

Chart 7: Distribution of the respondents by the monthly income of their family.



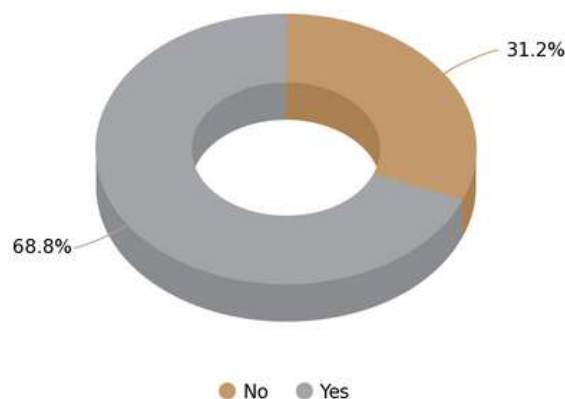
In the graph, it can be observed that the majority of the respondents, approximately 75.2%, come from families with a monthly income exceeding Rs.20,000/-. The remaining income ranges have smaller proportions, with the highest being the Rs.15,001/- to Rs.20,000/- range at 9.6%. The lowest income ranges of less than Rs.5,000/- and Rs.5,001/- to Rs.10,000/- have the smallest representations at 2.8% and 6.8% respectively.

Chart 8: How much did the respondents earn before the program?



Based on this data, it can be observed that a significant portion of the respondents, approximately 35.6%, did not have any previous earnings before participating in the program. Among those who did have previous earnings, the highest proportion falls into the "Rs.10,000/- and above" category, representing 41.2% of the respondents. The remaining income ranges have smaller representations, with the highest being the "Rs.5,000/- to Rs.7,000/-" range at 9.6%. The "Less than Rs.5,000/-" and "Rs.7,000/- to Rs.10,000/-" ranges have the smallest proportions at 7.2% and 6.4% respectively.

Chart 9: Did the respondents get regular work?

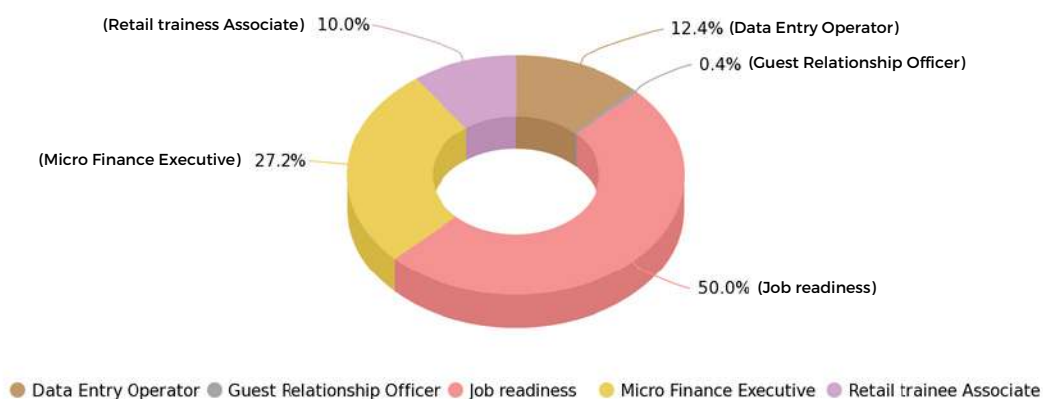


Based on this data, it can be observed that the majority of the respondents, approximately 68.8%, were able to secure regular work. On the other hand, 31.2% of the respondents did not obtain regular work.

“The project planning team at the head office developed all the training courses we offer. And the employer's and the market's requirements have been considered in these courses. All courses offered here are certified by the National Skill Development (NSD).”

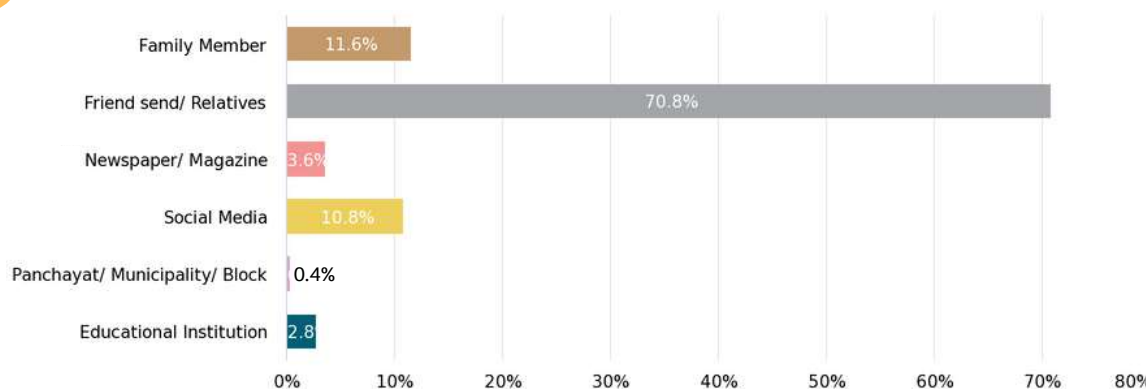
-Deepak, Centre manager, Skill to Livelihood Project

Chart 10: Type of courses attended under the HDB Financial Services DA Skill Development program?



Based on this data, it can be observed that the most popular course attended under the DA program is "Job Readiness" with 50% of the respondents. The other courses, such as "Micro Finance Executive" and "Retail Trainee Associate," also had significant participation with 27.2% and 10% of the respondents, respectively. The courses with the smallest representations are "Data Entry Operator" with 12.4% and "Guest Relationship Officer" with 0.4%

Chart 11: How did the respondents know about this program?

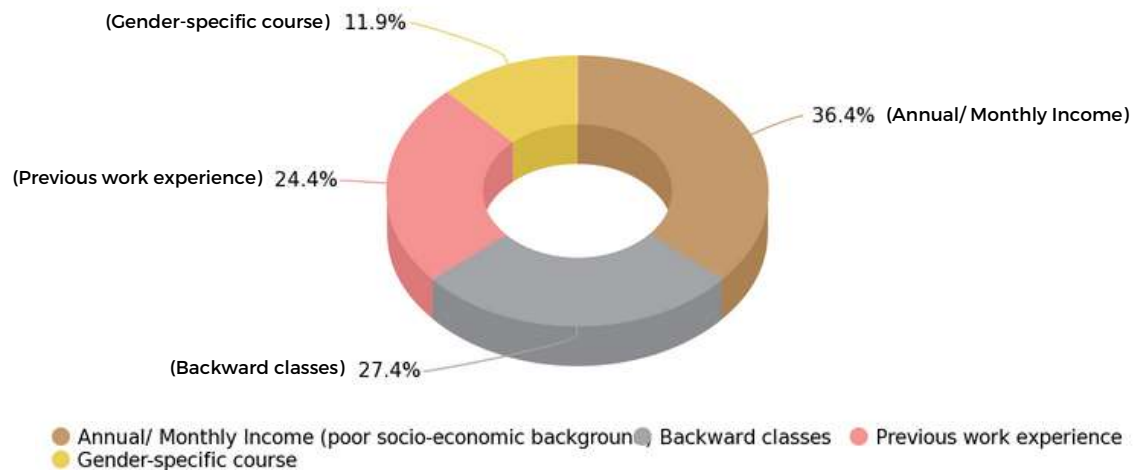


In the graph, it can be observed that the most common source of awareness for the program is "Friends/Relatives," with 70.8% of the respondents learning about it through this channel. Other significant sources include "Family Member" with 11.6% and "Social Media" with 10.8%. The remaining sources, namely "Newspaper/Magazine," "Educational Institution," and "Panchayat/Municipality/Block," have smaller proportions ranging from 0.4% to 3.6%.

"I am 25 years old. In 2021, I received sales and marketing training from HDB_DA at the Hoshiyarpur Centre. IndiaMART hired me with a salary of RS. 21,000/- per month; now I am a team leader and earn around Rs. 35,000/- to Rs. 40,000/- monthly with incentives."

-Sargam, Alumni, Skills to Livelihood Project

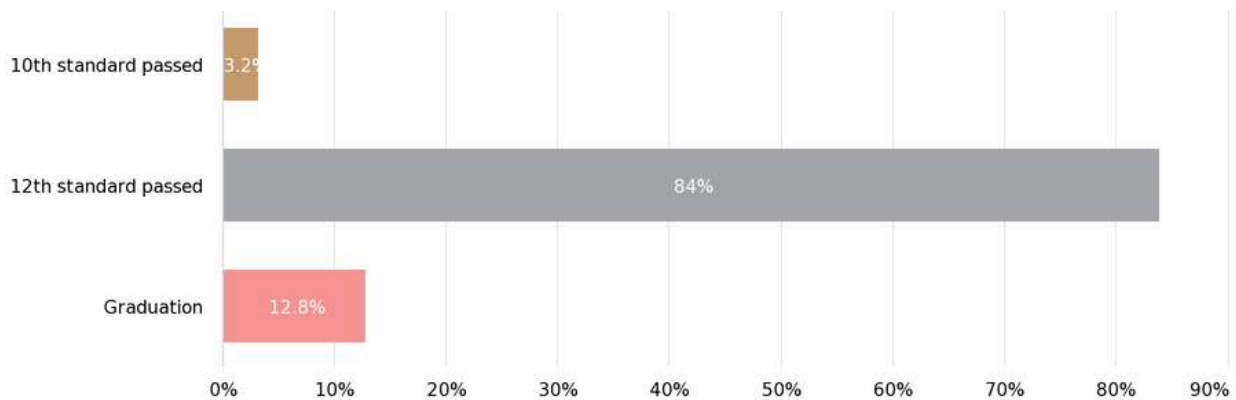
Chart 12: What were the specific eligibility criteria for this course?



In the study, it can be observed that the most common eligibility criterion for the course is "Annual/Monthly Income (poor socio-economic background)" with 90.8% of the respondents meeting this requirement. The other significant criterion is "Backward classes" with 68.4% of the respondents being eligible based on this classification. "Previous work experience" is another notable criterion, with 60.8% of the respondents meeting this requirement. The smallest representation is found in the "Gender-specific course" criterion, with 29.6% of the respondents meeting this eligibility requirement.

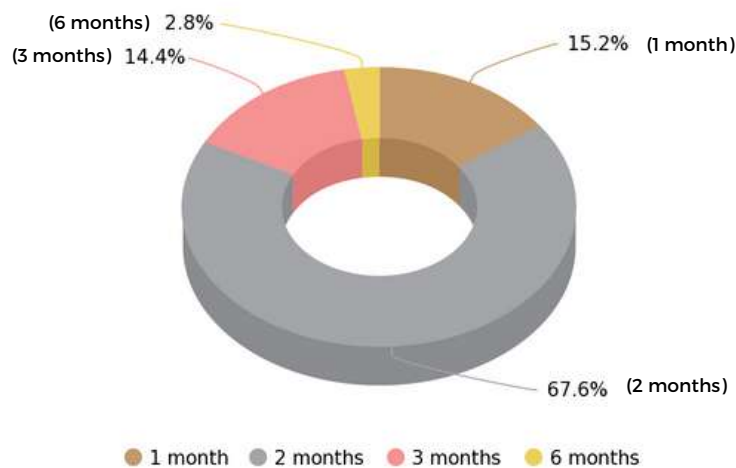


Chart 13: What were the basic education criteria?



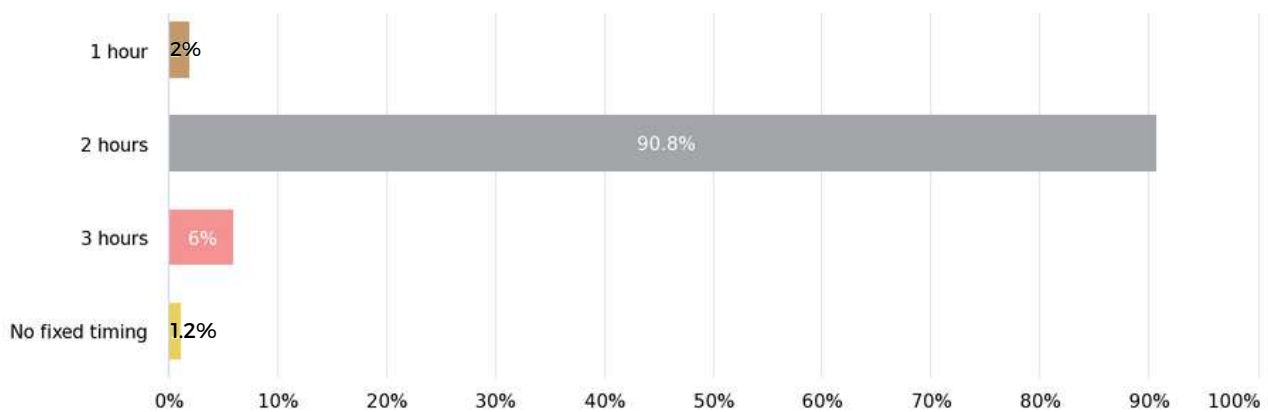
Based on this data, it can be observed that the majority of the respondents, approximately 84%, met the basic education criteria by having completed the 12th standard. Around 12.8% of the respondents had a higher level of education and completed their graduation. The smallest proportion, 3.2%, comprised respondents who met the basic education criteria by passing the 10th standard.

Chart 14: What was the duration of the training?



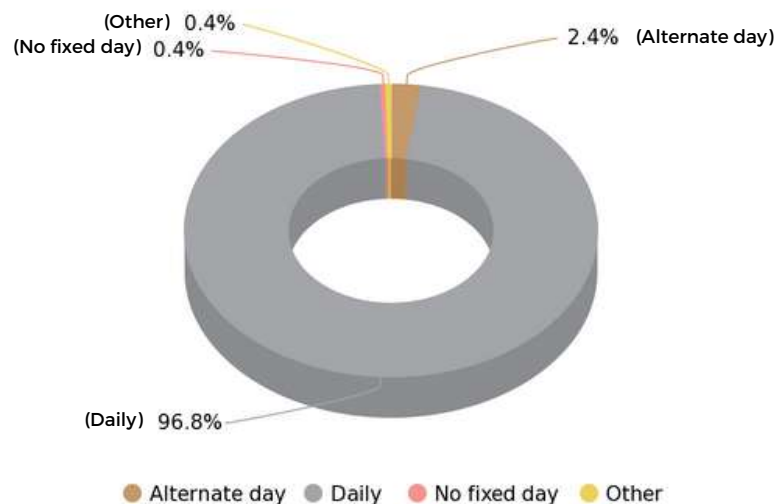
In the pie chart, it can be observed that the most common training duration was 2 months, with 67.6% of the respondents undergoing training for this period. The other durations, namely 1 month and 3 months, had respective proportions of 15.2% and 14.4%. The longest training duration, which was 6 months, had the smallest representation with 2.8% of the respondents.

Chart 15: What was the timing for the training classes?



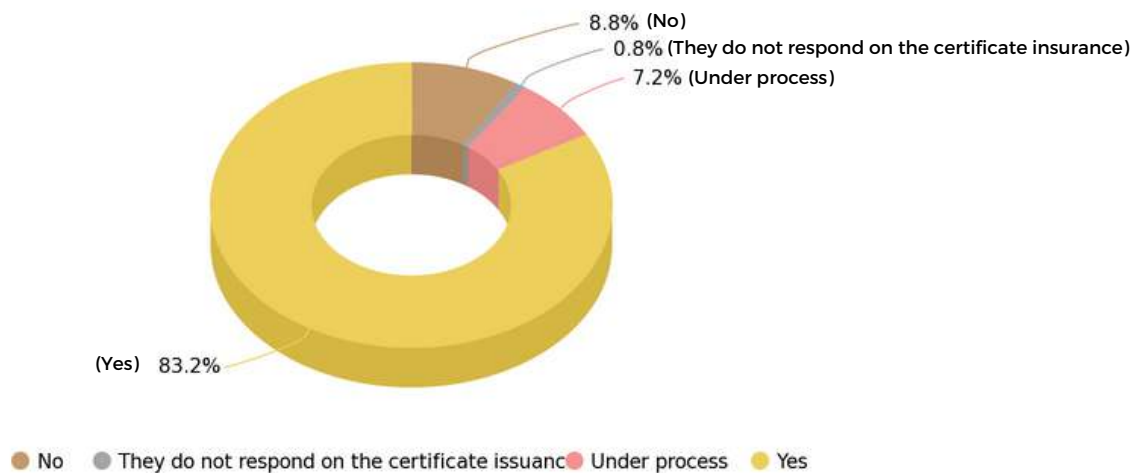
Based on this data, it can be observed that the most common time for the training classes was 2 hours, with 90.8% of the respondents attending classes for this duration. The other durations, namely 1 hour and 3 hours, had respective proportions of 2% and 6%. The "No fixed timing" category had the smallest representation, with 1.2% of the respondents attending classes without a fixed duration or timing.

Chart 16: What was the frequency of the training program?



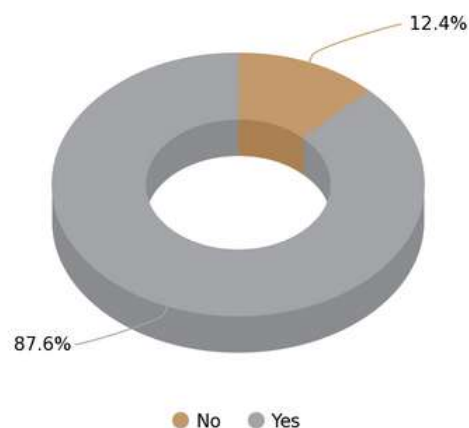
In the study, it can be observed that the most common frequency for the training program was daily, with 96.8% of the respondents attending the program on a daily basis. The "Alternate day" category had a small representation of 2.4% of the respondents. The categories "No fixed day" and "Other" had the smallest counts and percentages, both with 0.4% of the respondents.

Chart 17: Did the respondent receive the certificate once they completed the training program?



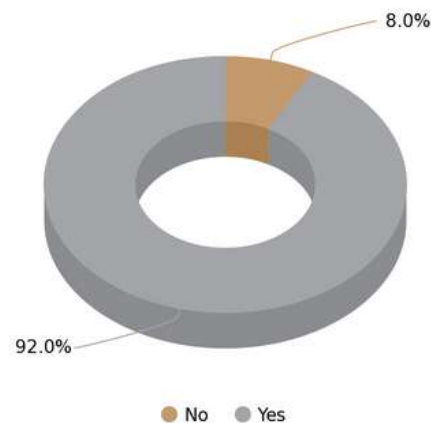
Based on this data, it can be observed that the majority of the respondents, 83.2%, received a certificate upon completing the training program. However, a notable proportion of respondents, 8.8%, did not receive a certificate. Some respondents, 7.2%, reported that the certificate issuance was still under process, and a small percentage, 0.8%, did not receive a clear response regarding certificate issuance.

Chart 18: Did the respondents attend the classes regularly?



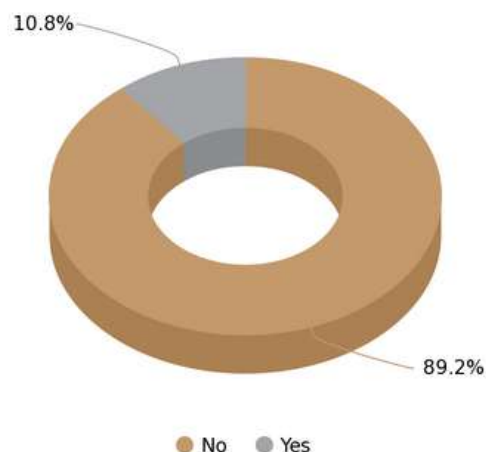
In the study, it can be observed that the majority of the respondents, 87.6%, attended the classes regularly. However, a significant proportion, 12.4%, reported that they did not attend classes regularly.

Chart 19: Did the respondents complete the full term of the course?



Based on this data, it can be observed that the majority of the respondents, 92%, completed the full term of the course. However, a small proportion, 8%, did not complete the course.

Chart 20: Did the respondents go for any exposure visits for the practical classes?



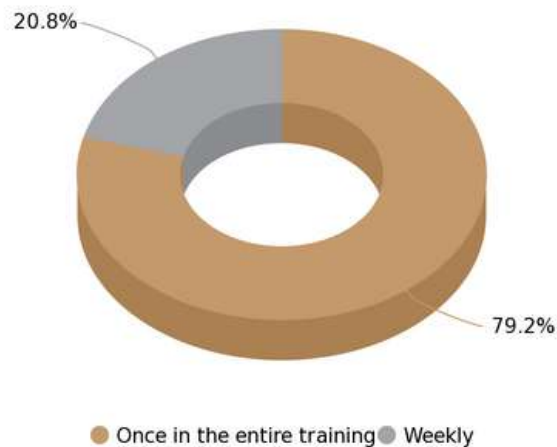
Based on this data, it can be observed that the majority of the respondents, 89.2%, did not go for any exposure visits for the practical classes. Only a smaller proportion, 10.8%, went for exposure visits.



“I am 20 years old, pursuing a B.A., and my family's financial situation is not good. I am pleased to receive the training in data entry here, as it will enable me to make some money to support my studies.”

-Trainee, Data Entry Course

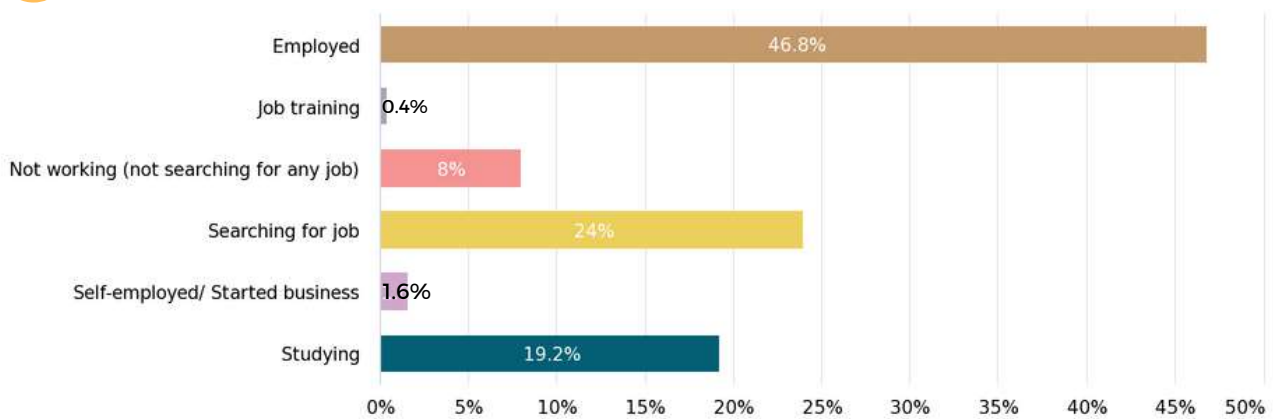
Chart 21: How frequently the exposure visits were conducted?



The pie chart shows, 79.2% of the respondents indicated that exposure visits were conducted only once throughout the entire training, and 20.8% of the respondents reported that exposure visits were conducted on a weekly basis during the training. This data suggests that the majority of respondents had exposure visits conducted only once during their training, while a smaller percentage had the opportunity to participate in weekly exposure visits.



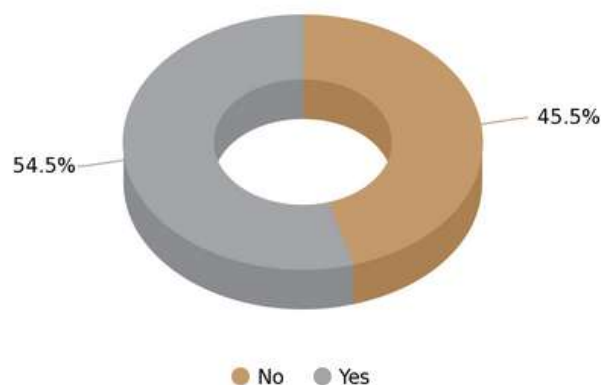
Chart 22: Respondents' current occupation



Based on this data, it can be observed that the majority of the respondents, 46.8%, are currently employed. A significant portion, 24%, is actively searching for a job, while 19.2% are studying. There are also respondents who are not working and not searching for a job (8%), are self-employed or starting a business (1.6%), and undergoing job training (0.4%).

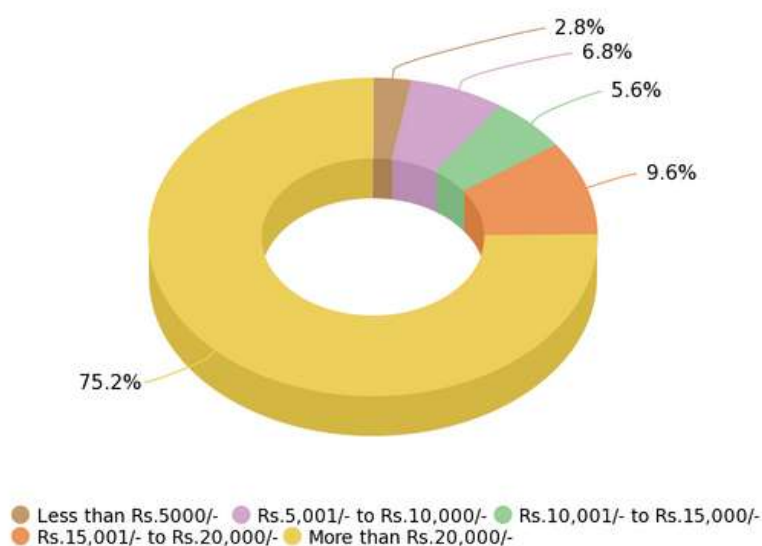
The employers expressed their satisfaction with the HDB Financial Services DA skill development program, stating that it provided trainees with skills that were relevant to the actual job market. They also mentioned that they need to work with trainees after hiring to improve their skills further, but it was easier to train HDB Financial Services DA skill development program candidates than external candidates, due to their familiarity with the program. - **Employer's Perception of the Project**

Chart 23: Does the respondents' present occupation align with the course they had taken under the DA Skill Development program?



In the study, it can be observed that there is a fairly even split among the respondents. While 54.5% of the respondents reported that their present occupation aligns with the course they have taken, 45.5% stated that their present occupation does not align with the DA program course.

Chart 24: Respondents' monthly income (exact amount)



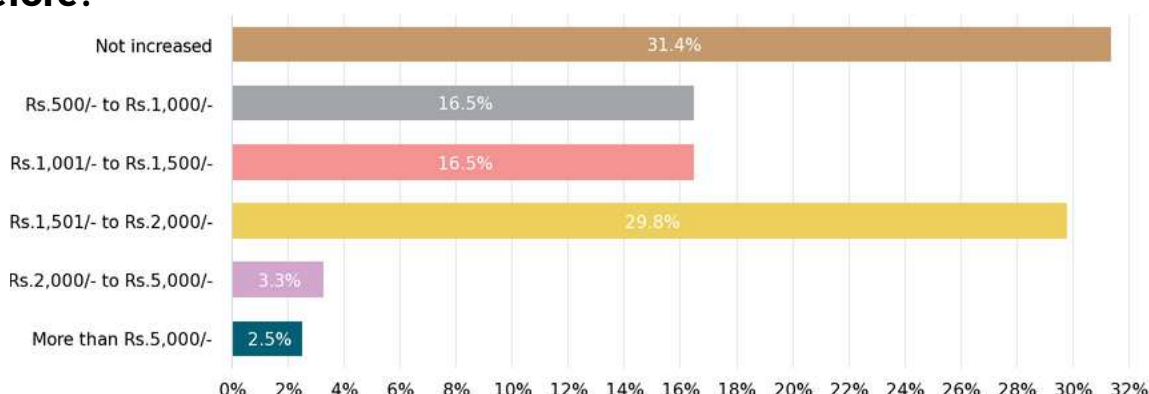
The graph shows that the major proportion that is 67.8% of the respondents could not disclose their monthly income, 17.4% of the respondents reported that their monthly income was between Rs. 5,000/- to Rs. 10,000/-, 9.1% of the respondents reported that their monthly income was between Rs. 10,000/- to Rs. 15,000/-, 2.5% of the respondents reported that their monthly income was less than Rs. 5,000/-, 1.7% of the respondents reported that their monthly income was between Rs. 15,000/- to Rs. 20,000/-, and 1.7% of the respondents reported that their monthly income was above Rs. 20,000/-.



Name	: Rajni Sharma
Employer	: HDFC Bank
Salary	: Rs. 25,000/-
Trade	: Office Assistant
Designation	: Senior Relationship Manager
Location	: Shastri Nagar, Jaipur

Despite struggling to find employment after completing her law degree due to financial problems, 25-year-old Rajni enrolled in a 45-day course for Office Assistants at a skill development center in Shastri Nagar. She secured a job at HDFC Bank earning Rs. 15,000 per month and was recently promoted to Senior Relationship Manager with a monthly salary of Rs. 25,000. Rajni's confidence in her professional skills grew after completing the program, and she believes that skills and confidence matter more than having a degree. Now the sole breadwinner for her family of six, Rajni also earns extra income by providing tuition to young children and attributes her independence and confidence to the skill program.

Chart 25: How much the present income level was enhanced than before?



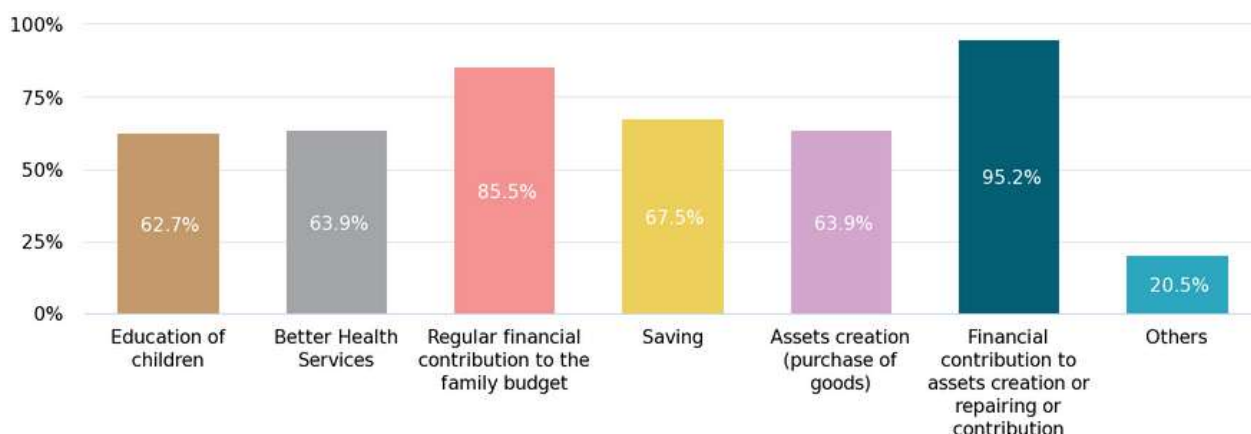
As per the graph, it can be observed that a significant proportion of respondents (31.4%) reported that their present income level has not increased compared to their previous income. However, 29.8% of the respondents reported that the present income level was enhanced by Rs. 1,501/- to Rs. 2,000/-, 16.5% of the respondents reported that the present income level was enhanced by Rs. 1,001/- to Rs. 1,500/-, 16.5% of the respondents reported that the present income level was enhanced by Rs. 500/- to Rs. 1,000/-, 3.3% of the respondents reported that the present income level was enhanced by Rs. 2,000/- to Rs. 5,000/-, and 2.5% of the respondents reported that the present income level was enhanced by more than Rs. 5,000/.



Name	: Nahid Parveen
Employer	: Hyundai
Salary	: Rs. 15,000/-
Trade	: Micro Finance
Designation	: Customer Care Executive
Location	: Shastri Nagar, Jaipur

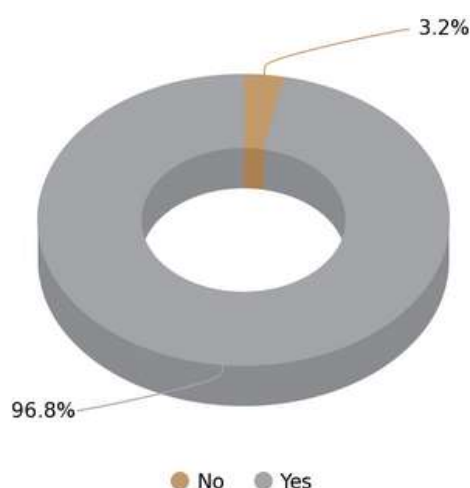
Nahid, a 21-year-old Muslim girl, supports her family of nine as the sole breadwinner. After relocating from Kolkata to Jaipur, they reside in Shastri Nagar, paying a monthly rent of Rs. 7,000. Nahid's father earns around Rs. 5,000-6,000 per month making Lac bangles. With her strong English skills, Nahid worked as an English teacher for 1.5 years, earning Rs. 3,500 per month. During the lockdown, Nahid faced financial difficulties until she learned about a skill center and enrolled in a microfinance course in December 2020. After completing the course, she secured a job as a Customer Care Executive at Hyundai, earning Rs. 15,000 per month. Although initially facing challenges and criticism from neighbors about her late working hours, Nahid received support from her family. While working at Hyundai, she is pursuing an M.Com. degree and now believes her dream of becoming an air hostess is within reach. Her confidence and communication skills have improved through the training program at the skill center. Nahid is grateful for the opportunities that have allowed her to support her family.

Chart 26: How did the respondents use the enhanced income?



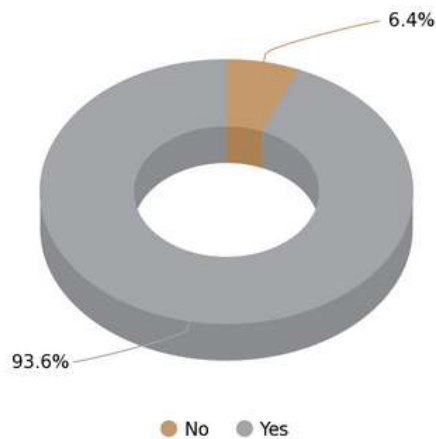
The graph shows that 95.2% of the respondents used the enhanced income for a financial contribution towards assets creation or repairing or contribution, 85.5% of the respondents reported that they used the enhanced income for their regular financial contribution to the family budget, 67.5% of the respondents saved it, 63.9% of the respondents reported that they used the enhanced income for better health services, 63.9% of the respondents used it for assets creation (purchase of goods), 62.7% of the respondents used it for their children's education, and 20.5% of the respondents reported that they used the enhanced income for other purposes.

Chart 27: Knowledge about the trade



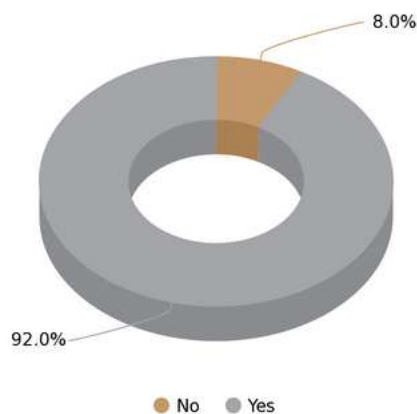
Based on this data, it can be observed that the majority of respondents (96.8%) have knowledge about the trade. Only a small percentage (3.2%) reported not having knowledge about the trade.

Chart 28: Inter-personal skills



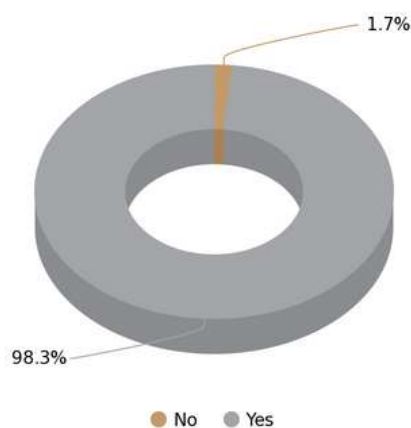
Based on this data, it can be observed that the majority of respondents (93.6%) reported having inter-personal skills. Only a small percentage (6.4%) stated that they do not possess inter-personal skills.

Chart 29: Professional aptitude



Based on this data, it can be observed that the majority of respondents (92.0%) reported having professional aptitude. Only a small percentage (8.0%) stated that they do not possess professional aptitude.

Chart 30: Whether the respondent was able to contribute to their family income?



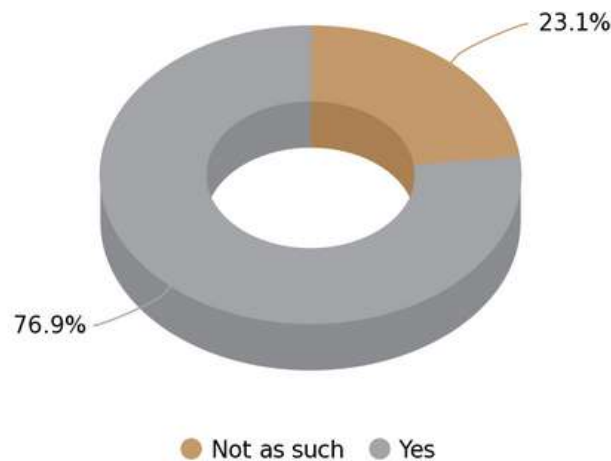
According to the chart, it can be observed that the majority of respondents (98.3%) reported being able to contribute to their family income. Only a very small percentage (1.7%) stated that they are unable to contribute to their family income.



All powers relating to discipline and disciplinary action are vested in the Centre In-charge

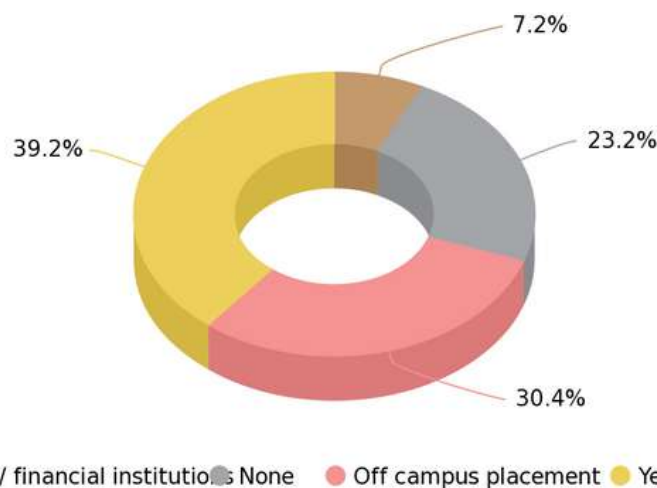
- The Centre In-charge may delegate all or such powers as he deems proper to any of the official of the Skill Development Centre. Every member of the staff has authority to forbid disorderly behaviour within the Skill Development Centre.
- Without prejudice to the generality of power to enforce discipline under the ordinance, the following shall apply to gross indiscipline:
 - a) Ragging in any form within premises of the Skill Development Centre, public transport or surrounding area.
 - b) Physically assault or threat to use physical force against any member of the teaching, non-teaching staff or student within premises of the Skill Development centre, public transport or surrounding area.
 - c) Carrying or threats to use of any weapon.
 - d) Any violation of the provisions of the Civil Rights Protection Act, 1976.
 - e) Violation of the status, dignity and honour of the student.
 - f) Any practice, whether verbal or otherwise, derogatory to women.
 - g) Any attempt of bribery or corruption in any manner.
 - h) Wilful destruction of the Skill Development Centre property.
 - i) Creating ill will or intolerance on religious or communal grounds.
- Ordinance related to maintenance of discipline among the students of the Skill Development Centre
- Without prejudice to the generality of his powers relating to the maintenance of discipline and taking interest as may deem to him appropriate, the Centre In-charge may, in the exercise of his power aforesaid, do any of the following:
 - a) That any student or students be expelled, or
 - b) Any student or students be, for a stated period, rusticated, or
 - c) That any student or students be, for a stated period, suspended from attending any course or courses within the Skill Development Centre for a stated period.

Chart 31: Did the respondent's financial independence enhance their status in their family? (decision-making in important issues of the family)



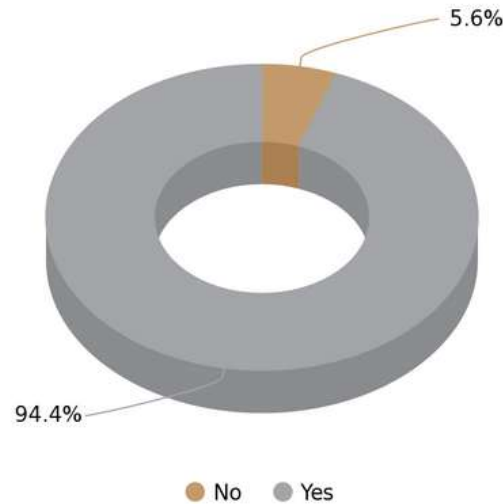
In the study, it can be observed that the majority of respondents (76.9%) reported that their financial independence has enhanced their status in their family. However, a notable portion (23.1%) stated that their financial independence has not had a significant impact on their status in the family or decision-making on important family issues.

Chart 32: Did the respondents receive support from the training institute in getting job opportunities or setting up enterprise?



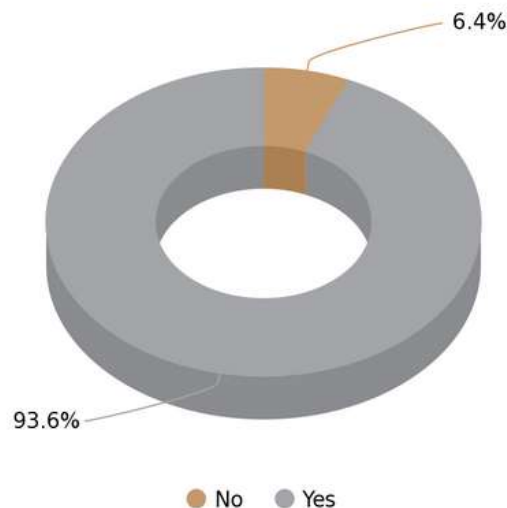
In the pie chart, it can be observed that a significant proportion of respondents received support from the training institute. The highest percentage of respondents (39.2%) benefited from campus placement opportunities, followed by off-campus placement (30.4%) and linkage with banks/financial institutions (7.2%). However, a notable portion (23.2%) stated that they did not receive any support from the training institute in terms of job opportunities or setting up an enterprise.

Chart 33: Respondents' satisfaction with the course content



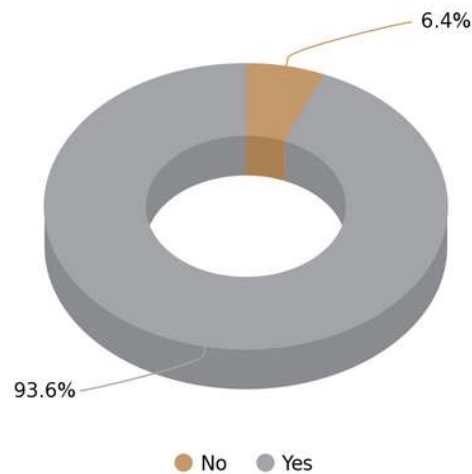
Based on this data, it can be observed that the majority of respondents (94.4%) expressed satisfaction with the course content. However, a small portion (5.6%) reported being dissatisfied with the course content.

Chart 34: Whether the respondents were satisfied with the course duration



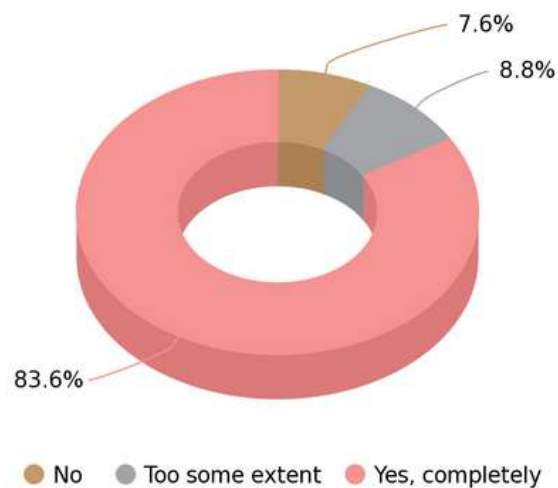
In the study, it can be observed that the majority of respondents (93.6%) expressed satisfaction with the course duration. However, a small portion (6.4%) reported being dissatisfied with the course duration.

Chart 35: Whether the respondents were satisfied with the method of teaching?



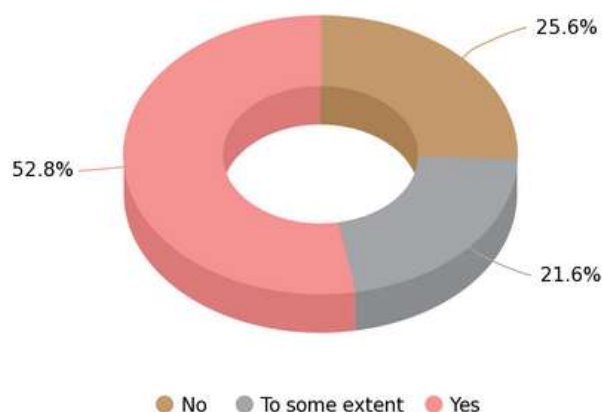
Based on this data, it can be observed that the majority of respondents (93.6%) expressed satisfaction with the method of teaching. However, a small portion (6.4%) reported being dissatisfied with the method of teaching.

Chart 36: Respondents' opinions on the training program as a source of job or a better career



Based on this data, it can be observed that the majority of respondents (83.6%) have a positive perception regarding the training program's impact on their job prospects and career advancement. They believe that the program has played a crucial role in helping them secure employment or enhance their career opportunities.

Chart 37: Whether the respondents were satisfied with the training and placement linkage support through the program



In the study, it can be observed that a majority of respondents (52.8%) expressed satisfaction with the training and placement linkage support provided through the program. They found the support to be helpful in addressing their requirements. However, a notable portion of respondents (25.6%) reported being dissatisfied with the training and placement linkage support. Additionally, a significant number of respondents (21.6%) expressed a moderate level of satisfaction, indicating that while the support was present, it may not have fully met their training and placement needs or expectations.



Name	: Harsh Medewal
Employer	: Jaipur Airport
Salary	: Rs. 22,000/-
Trade	: Micro Finance
Designation	: Jaipur Airport Admin
Location	: Brahmampuri, Jaipur

Harsh Medewal, a 22-year-old from Brahm Puri in Jaipur, invested a significant sum in an Airport Management Course before the pandemic. However, his family faced economic hardships when his father's catering business shut down. Despite his efforts and attending multiple interviews, he couldn't secure a job. To support his family, he sold vegetables while a friend recommended a Skill Development Centre where he enrolled in a Micro Finance course for 45 days in November 2020. In January 2021, Harsh landed a sales executive job at Excitel Broadband Company, earning Rs. 15,500 per month. Currently, he works as an Administrator at Jaipur Airport, his dream job since April 2022, earning Rs. 12,000 per month, with an increment to Rs. 22,000. The center transformed his life, helping him achieve his dream job and improve his personality. Harsh's first motorbike was purchased during his initial job, and he now plans to buy a new Royal Enfield.



CHAPTER 4: OECD FRAMEWORK

RELEVANCE

RATING ● ● ● ● ●

The Skills to Livelihood project is highly relevant due to the pressing issues of unemployment and lack of social security faced by migrant and socio-economically weaker youth, especially women. By targeting these populations, the project addresses their specific needs and challenges, providing them with valuable skills and opportunities for employment. This not only empowers individuals to secure sustainable livelihoods but also contributes to reducing poverty, promoting social inclusion, and bridging the inequality gap.

COHERENCE

RATING ● ● ● ● ●

The project is high on coherence as it aligns well with the following Sustainable Development Goals and national priorities

SDG-1 aims to end poverty in all its forms everywhere.

SDG-4, Target 4.3 aims to ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.

SDG-5 aims at achieving gender equality and empowering all women and girls

SDG-8 aims to promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.



The project also aligns with the goals of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) which aims to enable youths to take up industry-relevant skill training that will help them in getting employment and securing a livelihood.

EFFECTIVENESS

RATING ● ● ● ● ●

The project demonstrated a high level of effectiveness in achieving its primary objectives of skilling and livelihood promotion, as substantiated by quantitative data. Notably, a significant number of youths successfully established their own enterprises, while others secured employment and registered a boost in their income, showcasing the tangible impact of the project.

EFFICIENCY

RATING ● ● ● ● ●

The project demonstrated efficiency through its clear design, utilization of professional trainers, and tailored modules aligned with industry needs. It further enhanced efficiency by establishing direct collaborations with potential employers, and customizing courses to meet specific employer requirements. Rigorous monitoring of internal processes occurred through regular daily and monthly assessments, facilitated by a comprehensive Management Information System (MIS) that compiled data for planning and monitoring purposes.

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

IMPACT

RATING



The project has had a transformative impact, addressing crucial gaps in education and significantly improving the lives of participants. By providing essential skills and knowledge, it equipped individuals with transferable tools for personal and professional growth while also boosting their confidence. This empowered the participants, enabling them to take control of their lives and pursue economic opportunities. Further, the project's impact extends beyond individuals to contribute to broader economic development, fostering a more empowered and prosperous society.

SUSTAINABILITY

RATING



The project exhibits elements of sustainability through its focus on equipping individuals with marketable skills, thereby fostering long-term economic independence and reducing reliance on external support. To enhance its sustainability further, the project can work towards deeper collaborations with local businesses, industries, and employers, establish an alumni network to provide ongoing support, mentorship, and networking opportunities to program graduates, and engage with local communities and stakeholders to ensure the project's activities align with educational background, community needs, aspirations, and cultural contexts.

CHAPTER 5: RECOMMENDATIONS

- To boost job placements, the project should prioritize building stronger connections with direct employers. It is recommended that the training should be tailored to meet the specific requirements of the employers and that they must be utilized as resource persons at the centers.
- The project should work with financial institutions to provide financial assistance to trainees who wish to start their own businesses. This will empower trainees to be self-employed and create job opportunities for others.
- The project should provide support to women with young children who face challenges in attending the training due to domestic responsibilities. The project could explore offering on-site childcare services or incorporating flexible training schedules to accommodate such trainees.