

**IMPACT EVALUATION of IIFCL'S CSR PROJECT  
for PLACEMENT LINKED SKILL DEVELOPMENT  
of UNEMPLOYED YOUTHS in ANDHRA  
PRADESH and KERALA**

## **ACKNOWLEDGEMENTS**

India is expected to have an 83% increase of its demographic dividend in the 15-59 age groups. Skill building could also be seen as an instrument to empower the individual and improve his/her social acceptance or value. IIFCL, a premier Infrastructure Finance Company in the country, is financing Infrastructure Project across the country. As of 2014, NSDA's report highlights that out of a skill training target of 105 lakh persons, only 33.1 lakhs have been 18 trained across all the GOI initiatives. Skill building can be viewed as an instrument to improve the effectiveness and contribution of labor to the overall production.

As part of their CSR Activities, India Infrastructure Finance Corporation Limited, the esteemed Central Public Sector Enterprise has entered into a MoU with ITCOT Consultancy and Services with the objective of providing Placement linked Skill Development/upgradation Programme for 500 underprivileged youth from SC/ST/OBC/EWS of Society including women from the backward areas of Chittoor District of Andhra Pradesh State and Palakkad District of Kerala State. Candidates were mobilized from the backward areas of the two districts, out of which 250 beneficiaries have been trained each in Chittoor and Palakkad districts under various job oriented trades.

We are grateful to Shri Amit Kumar, Assistant Manager CSR, IIFCL for entrusting us to carry out the project successfully. Heartfelt thanks are due to the ITCOT team in the field for their help and support districts administration, Sub collector and BDO for their cooperation and support during the time of fieldwork. Sincere thanks are due to our consultants, field staff and data entry operators for their support and inputs in designing, orientation, analysis as well as drafting of the report. It would not have been possible to complete the study on time without the timely intervention of my colleague, Prof. Subrat Sarangi and the guidance and patronage of Shri NP Das, Director General, KIIT University.

Dr. Prasanta Parida  
KSRM, KIIT University

## CONTENTS

<b>CONTENTS</b>	<b>PAGE NO</b>
<i>Acknowledgements</i>	ii
<i>List of Tables</i>	iv
<i>List of figures</i>	v
<i>Acronyms/ Glossary</i>	vi
<i>Executive Summary</i>	vii
<b>CHAPTER I: INTRODUCTION</b>	<b>1</b>
Background	1
Need of this study	4
<b>CHAPTER II: AREA AND COVERAGE</b>	<b>5</b>
Chittoor district of Andhra Pradesh	5
Palakkad district of Kerala	6
Youth Aspirations and Skill Gap Assessment	7
<b>CHAPTER III: OBJECTIVE,SCOPE AND METHODOLOGY</b>	<b>8</b>
Study objective	8
Scope of Work	8
Methodology	9
Survey Design	9
Impact Assessment Framework	9
Sampling and Coverage	11
Tool for the Study	12
Collection of Primary Data	14
Data Computerization, Analysis and Reporting	14
Key Deliverables	15
<b>CHAPTER IV: DATA ANALYSIS AND FINDINGS</b>	<b>16</b>
Status of the Skill development programme	16
SECTION A: CHITTOOR (ANDHRA PRADESH)	16
Profile of the selected Trainees	16
Demographic profile of the trainees	16
Type of training availed	18
Details on the imparted training	18
Market demand and trades	19
Mobilization strategy	19
Details on the training batch	21
Quality of the training imparted	22
Employers Perspective on training	22
Parents & Village leaders' feedback on the training	22
Faculty Perspective	23
Student Perspective	24

Trainers profile	25
Placement of the trained candidates	25
Placement Verification and Employer Visit	27
Post-placement counseling and tracking	30
Socio Economic impact of the intervention	30
<b>SECTION B: PALAKKAD (KERALA)</b>	<b>30</b>
Profile of the selected Trainees	30
Demographic profile of the trainees	30
Type of training availed	32
Details on the imparted training	32
Market demand and trades	33
Mobilization strategy	33
Student perspective of the mobilization process	34
Details on the training batch	36
Quality of the training imparted	36
Student Perspective	38
Employers Perspective on training	40
Parents & Village leaders' feedback on the training	40
Trainers profile	40
Placement of the trained candidates	40
Placement Verification and Employer Visit	43
Post-placement counseling and tracking	45
Socio Economic impact of the intervention	46
<b>CHAPTER V: SUGESTION &amp; CONCLUSION</b>	<b>47</b>
Major findings	47
<b>CHAPTER V: SUGESTION &amp; CONCLUSION</b>	<b>52</b>
Suggestion	52
Conclusion	53
<b>Annexure</b>	<b>xv</b>
<i>Case studies</i>	xv
<i>Statistical tables</i>	xxxix

## List of Tables

<b>Table no</b>	<b>Contents</b>	<b>Page No</b>
Table 1.1	Details of the training conducted under CSR project	3
Table 2.1	Details on perception and skill development scenario	7
Table 3.1	The Methodology and Tools used at different levels as Impact Framework	11
Table 3.2	Sample and Coverage Details	11
Table 4.1	Details of the unemployed youth trained	11
Table 4.2	Detail demography of the selected trainees	17
Table 4.3	Socio demography details of the selected trainees	17
Table 4.4	Different findings on mobilization across respondents	21
Table 4.5	Qualitative findings after discussion with faculties	24
Table 4.6	Details on the placed candidates' feedback	25
Table 4.7	Percentage of Initial placement and drop-out from the job place	27
Table 4.8	Demographic details of the trainees at Palakkad	32
Table 4.9	Socio demographic details of the trainees	32
Table 4.10	Qualitative discussion with students	36
Table 4.11	Faculty Perspective	38
Table 4.12	Percentage of Initial placement and drop-out for Palakkad	43

## GLOSSARY

BPL	Below Poverty Line
BPO	Business Process Outsourcing
CII	Confederation of Indian Industry
CSR	Corporate Social Responsibility
DPO	Disabled People's Organization
GDP	Gross Domestic Product
GDDP	Gross District Domestic Product
EWS	Economically Weaker Section
IIFCL	Indian Infrastructure Finance Corporation Ltd
ITI	Industrial Training Institutes
MDG	Millennium Development Goals
MHRD	Ministry of Human Resource Development
NGOs	Non-Government Organizations
NOS	National Occupational Standards
NREGA	National Rural Employment Guarantee Act
NSDC	National Skill Development Corporation
NSS	National Sample Survey
NSSO	National Sample Survey Organization
NTFP	Non Timber Forest Produce
OBC	Other Backward Class
PPP	Public Private Partnership
SC	Scheduled Castes
SHGs	Self-Help Groups
ST	Scheduled Tribes
UNDP	United Nations Development Programme
YP	Yuva Parivartan

## EXECUTIVE SUMMARY

The Indian Government has identified skill development as a critical contributing factor in its growth story with an identified goal to skill 500 million individuals by 2022. This need is necessitated by NSSO data revealing a shortage by 500 million skilled people by 2017 combined with the Economic Survey (2014-15) findings. This goal is combined with India's anticipated GDP growth from 6.9% in 2013-14, 7.2% in 2014-15 with IMF forecasting growth of 7.5% in 2015-16.

The extensive skilling mandate is divided between the National Skill Development Corporation to train 150 million and the various ministries to skill 350 million individuals. Augmenting the shifting ambitions of the nation to provide skilled manpower it outlined the extensive commitment of the Private Sector in the Skilling ecosystem. Keeping this macro-economic picture in perspective, the role of IIFCL in the skill development vertical is critical and is strongly aligned with the larger national developmental agenda. The Company aspires to provide sustainable livelihoods to over individuals across the country with rejuvenation projects (farm and non-farm), vocational education and special education interventions.

IIFCL, a premier Infrastructure Finance Company in the country, is financing Infrastructure Project across the country. As part of their CSR Activities, India Infrastructure Finance Corporation Limited, the esteemed Central Public Sector Enterprise has entered into a MoU with ITCOT Consultancy and Services with the objective of providing Placement linked Skill Development/upgradation Programme for 500 underprivileged youth from SC/ST/OBC/EWS of Society including women from the backward areas of Chittoor District of Andhra Pradesh and Palakkad District of Kerala.

The ultimate test of the success of any CSR and Sustainability activity / project is the social, economic or empowerment impact thereof. Every such activity is planned and implemented with some anticipated impact on individual or society. While achievement of targets and expected outcomes can be a source of satisfaction, public sector companies need assessment of the Skill training impact of their CSR activities. The impact evaluation is intended to assess the relevance, performance, management arrangements and success of the project, so M/S KSRM, KIIT University was entrusted to carry out the activity during July-Aug 2016.

The broad objective of the assessment was to find out the impact of the IIFCL-ITCOT Skills Development activities for unemployed youths through following sub objectives.

1. To assess the quality of skill training imparted by the training agency
2. To assess impact in terms of enhancing the employability of the targeted beneficiaries through skill development.
3. To assess the impact of the project in terms of fulfilling industry requirements.
4. To assess the social impact in terms of social standing, change in living standards and changes in lives of the trained candidates and their families.
5. To assess economic impact in terms of livelihood, work opportunities, working conditions and overall standard of living
6. To identify gaps, if any, in the project cycle and suggest relevant recommendations for IIFCL.

A combination of both 'Exploratory' and 'Descriptive' research design was adopted in the survey. There were different structure questionnaire for different groups i.e. implementing partners and beneficiaries (trainees). This methodology is normatively based, measuring the impact of scheme or proposals implemented under Skill Development program.

The impact assessment answers the crucial impact of skill development intervention leading to or contributing towards poverty reduction. Different data collection tools were prepared for Training agency as well the trainees for impact assessment. To do the assessment around 75 candidates from Chittoor and Palakkad were selected randomly among the placed and not placed youths.

The finding for the assessment was documented on the following parameters

- ***Demographic details of the candidates***
- ***Identification, mobilization, counseling and admission of candidates***
- ***Quality of training imparted***
- ***Assessment and certification***
- ***Placement of the candidates***
- ***Post placement support and follow-ups***

#### *Demographic details of the candidates*

- In total 150 no of candidates were interviewed. Out of this 75 in Chittoor and 75 in Palakkad districts. Although the targeted trainees were from weaker section of the society. It is found that 100% of the candidates were from rural areas in the nearby villages of center.
- Around 64% male and 36% female candidates were covered under the scheme. Almost 57% SC, 32% ST and rest others were trained under the scheme. Few Minority candidates were also included.
- Average household size is with 4 members' family and mean age of 22 years of the trained candidates. Almost all household were semi pucca houses with Minimum household income of Rs 8000 per month. Educational backgrounds of the candidates were Matriculation.

#### *Identification, mobilization, counseling and admission of candidates*

- Mobilisation of candidates for the training programme was conducted in the feasible blocks of Chittoor and Palakkad Districts. ITCOT organised awareness programmes for representatives from the local corporations, youth sangams (clubs) and other social groups to mobilise for inviting large number of participants to the training programme.
- Intensive publicity campaigns using local and state electronic/print media were organised to spread the message around. Information and Communication materials such as pamphlets, Posters, Banners, TV Advertisement, etc., were also displayed around areas of Chittoor District for mobilisation of maximum candidates.
- Door to door canvassing was also organised in the target areas focussing youth gatherings in houses, religious institutions, parks, grounds etc. A total of over 1200 applications were received for the trades, Computer Accounting & Fundamentals; 2. Retail, Sales & MS Office; 3. Readymade Garments.
- Proper counselling was conducted for the identified candidates and registration with all testimonials were checked and documented before the training batch was prepared.

#### *Quality of training imparted*

- Around all the teachers were qualified and competent enough to give training as per MES qualification criterion. In all the courses good quality teaching materials were provided. Sufficient teaching learning materials such no. of students to computers was used for the training purpose.
- Almost all the candidates were satisfied with Infrastructure and stationery provided during training. All the placed candidates were happy with process of training and practical classes.
- All the candidates interviewed but not placed we satisfied of quality of training imparted. Around 85% of them intend to have better practical exposure.

### *Assessment and certification*

- Almost all the candidates went on job training in the field for more practical exposure. After completion of training ITCOT had issued course completion certificate to all the participants.
- As per the system all the candidates had external assessment done by DGET sponsor agency. More than 87% of the candidates scored good grade showing quality of training imparted.

### *Placement of the candidates*

- Out of 500 candidates trained around 73% of the candidates got placement support. During the study around 150 placed candidates visited and more than 90% of these candidates were traced at their work place.
- After 7 months of placement many candidates have changed their place of work. Almost 67% of placed candidates have changed their place of work.
- As per record around Rs 6000 average salary received by each candidate got placement. In many cases it is also found that more than Rs 10000 was also being paid to them.
- At Palakkad more than 20 candidates after working for 3 months have shifted to Arabian country for taking up job in a Jewelry showroom.

### *Post placement support and follow-ups*

- It is found that post placement follow ups were done properly for the placed candidates. As per record dedicated team is maintaining the system of calling them and taking stock regarding work place.
- It is also found these following problems for out station placed candidates, such as lack of proper accommodation, long distance from their work place, acclimatization to a larger city, challenged by the tough work environment

- Post placement counseling is done to do a second placement if they are not happy with their employer. In this process more than 20% candidates were re-placed.

#### *Socio Economic impact of the intervention*

- As it is observed that in many of the families the trained candidates were the only earning members. To manage their family minimum earning required Rs 5000 for livelihood of 4-5 members' family. Due to the programme many of the families were observed to be happy and sustained living.

#### *Suggestion*

- The course can be structured for a longer duration. The suggestion varied from 5-6 months to one year. Students believed that the additional training will enhance their communication skills and computer knowledge.
- More in-depth knowledge about the products will help their marketing skills (Retail)
- Students' interactions with experts or field based people to enhance the exposure and interest level.
- Many students find it difficult to travel to training center so suggested for Residential training programme.
- Employers suggested that the course can be geared towards better communication skills and knowledge about placements partners before attending the interview. Most employers maintained that students were extremely shy and nervous during interviews. In addition, they are not well groomed and presentable when they appear for the interview and suggested that the centre should focus on those aspects
- Certain employers prefer hiring boys as they work in 9 hour night shifts in the retail streams, night shifts are not convenient for girls coming from a rural environment, they commented.

- Most employers explained as they invest extensively in in-house training, they discourage attrition
- Employers are willing to engage with the institute as a part of the training module to address gaps in their understanding of industry requirements. This would include a presentation on work place expectations
- Students should have greater knowledge of a diverse range of products in the marketing and retail stream
- Students have to undergo an in-house training with their placement partners to understand their responsibilities and expectations
- Due to the short term, visible, transparent outcome of Skill Training programmes, it is recommended that such projects must be allocated greater portion of CSR funding.
- The overall process and system adopted by ITCOT is appreciable. It is evident that ITCOT is capable of implementing such skilling programmes on a large scale.
- Training of trainers and other staff are necessary and it should be done on regular time interval through the sector skill councils
- Industrial linkage- A strong industry linkages should be established so that every trainees/beneficiaries can get employment opportunities
- Post placement tracking for one year

### Conclusion

There is a very real opportunity to support the programs in an effort to create a comprehensive program that can be demonstrated as a feasible and readily available model for workforce capacity building, skills training and livelihoods development in rural areas. The scope for a considerable up-scaling and expansion of programming exists currently, and with the appropriate linkages (public, private and donor-related), technical support and design for the future course of strategic programming, IIFCL skill development programme, the potential to become flagship programs in rural areas on how to demonstrate an effective capacity-building program

for livelihoods development, and skills training through placement linked training and education.

\*\*\*\*\*

## Chapter I

### INTRODUCTION

India is expected to have an 83% increase of its demographic dividend in the 15-59 age groups. Currently, the Indian Labour Report predicts that 300 million youth will enter the labour force by 2025 and 17 NSDC estimates that over 120 million skilled people will be required in the non-farm sector from 2013-22 . As of 2014, NSDA's report highlights that out of a skill training target of 105 lakh persons, only 33.1 lakhs have been 18 trained across all the GOI initiatives. Skill building can be viewed as an instrument to improve the effectiveness and contribution of labour to the overall production. It is as an important ingredient to push the production possibility frontier outward and to take growth rate of the economy to a higher trajectory. Skill building could also be seen as an instrument to empower the individual and improve his/her social acceptance or value.

IIFCL, a premier Infrastructure Finance Company in the country, is financing Infrastructure Project across the country. Corporate Social Responsibility (CSR) is the responsibility of the corporate entity towards the society in consideration of the support given and sacrifices made by the society by sharing part of its profit. IIFCL, a Public Sector Undertaking, has taken its obligation to the society and the people in need especially in under developed areas including tribal villages with special emphasis in the surrounding areas of the projects financed by IIFCL. While the States have been carrying out a number of development projects, IIFCL on its part likes to participate / contribute and makes its presence in social, economic, infrastructural, educational, cultural activities etc., development for augmenting the quality of life of people across the country.

#### 1.1 Background

As part of their CSR Activities, India Infrastructure Finance Corporation Limited, the esteemed Central Public Sector Enterprise has entered into a MoU with ITCOT Consultancy and Services with the objective of providing Placement linked Skill Development/upgradation Programme for 500 underprivileged youth from SC/ST/OBC/EWS of Society including women from the backward

areas of Chittoor District of Andhra Pradesh State and Palakkad District of Kerala State. Candidates were mobilized from the backward areas of the two districts, out of which 250 beneficiaries have been trained each in Chittoor and Palakkad districts under various job oriented trades. The IIFCL-ITCOT skills development initiative is a unique model of public-private partnership that is aligned with broader national goals of-

- Skill Development
- Faster Employment Generation
- Rural development
- Economic and Social empowerment of male and female youth in the villages.

The training is conducted in ITCOT training centres located in various backward areas of Chittoor and Palakkad District. The training programme is for duration of 3 months in trades including Computer Accounting; Readymade garments and Retail Supervisory. The course syllabus includes two components namely Technical Skills and Soft Skills. The course content for Technical Skills is developed based on Modular Employable Skills (MES) Curriculum and inputs from key stakeholders in the relevant industries and includes employer requirements, safety education, best practices & current market trends. The Soft Skills component focuses on holistic education making the trainee equipped with communication skill, personality development skills, and skills to handle work environment etc. The training imparted includes periodic internal assessments followed by an external assessment & certification by an assessing body accredited by Directorate General of Employment & Training, Ministry of Labour & Employment, Government of India at the end of the course. Following certification, the trainees are provided assistance to find suitable placements in reputed organisations enabling them to thereby achieve a higher standard of living.

The model follows a holistic approach and comprehensive planning resulting into creation of alternative opportunities for rural youth. The major target group includes:

- SC, ST, OBC and Minority candidates
- Economically backward groups

- Educationally disadvantaged candidates who are- school drop outs, academically less oriented, certificate or diploma holders of ITI/Polytechnic for the last mile link to the jobs, undergraduates with low passing marks, engineering college students with need for finishing skills.
- Special efforts are taken to mobilize women candidates.

The placement linked skill development project was implemented by ITCOT Consultancy and Services Limited as per the following:-

**Table 1.1: Details of the training conducted under CSR project**

Sl. No	Particulars	Chittoor (AP)	Palakkad (Kerala)
1	Beneficiaries proposed to be trained under the project	250	250
2	Actual number of beneficiaries trained under the project	250	250
3	Number of beneficiaries for whom bank account has been opened for direct transfer of stipends	250	250
4	Number of candidates placed	184	179
5	Placement Percentage as a total of trained candidates	73.6%	71.60%

The skill development initiative of IIFCL was based on the following objectives.

- To provide placement linked skill development/ up-gradation training related to power sector to 500 rural youth especially from SC/ST/OBC/EWS of society including women in skill development centre(s) located in backward areas of Chittoor district of Andhra Pradesh and Palakkad District of Kerala states.
- To provide free & thorough theoretical and practical exposure, with a syllabus based on Modular Employable Skills (MES).
- To provide special focus for providing free training for beneficiaries from Economically weaker sections (EWS), ensuring that a wide spectrum of beneficiaries from all categories are benefitted.
- To provide assistance to secure placements in reputed companies and ensuring wages above minimum wages prescribed for the state.
- Uplifting the youth and raising their overall annual income by equipping them with sustainable technical and life skills.
- To improve the standard of living by providing a better quality of life by means of education & employment.

In-the long run, build up a workforce of educated & well-groomed youth through programmes such as this, which paves way to a developed society.

### **1.2 Need for the Study**

The ultimate test of the success of any CSR and Sustainability activity / project is the social, economic or empowerment impact thereof. Every such activity is planned and implemented with some anticipated impact on individual or society. While achievement of targets and expected outcomes can be a source of satisfaction, public sector companies should get an assessment done of the Skill training impact of their CSR activities. The Evaluation is intended to assess the relevance, performance, management arrangements and success of the project. It looks at signs of potential impact of project activities on customs and other beneficiaries and sustainability of results, including the contribution to capacity development. The Evaluation also identifies/documents lessons learned and makes recommendations that project partners and stakeholders might use to improve the design and implementation of other related projects and programs.

## Chapter II

### AREA and COVERAGE

In this chapter details on required Skill gaps in the selected area, Skill training conducted and mapping of industries catering the requirement were discussed.

#### 2.1 Chittoor district of Andhra Pradesh

Chittoor district lies on the banks of the Ponnai river. The district is performing better than others in the state, with a higher human development index (HDI) of 0.558 against the state average of 0.537. The district's urbanization rate is also speeding up; the total urban population was at 29.47 percent in 2011 against 21.65 percent in 2001. According to the census, for 4.17 million people, or 4.93 percent, of Andhra Pradesh's 84.7 million people, Chittoor has the third highest male population among the state's 23 districts. The district's literacy rate in 2011 was 72.36 percent, 4.7 percentage points higher than the state average. Chittoor has a huge potential in agriculture, given its fertile land. The district already supplies several export-quality agricultural products, with mangoes being a major export. A major chunk of the workers in the district are engaged in agricultural and allied activities.

The district's Gross district domestic product (GDDP) has grown at the growth rate (CAGR) of 6.46 percent from 2004-05 till 2009-10. The primary sector (agriculture, forestry & logging, livestock, fishing and mining & quarrying) contributed 24.47 percent to the GDDP in 2009-10. The contribution of the secondary sector to district GDP in 2009-10 was approximately 21.69 percent. The contribution of the tertiary sector has been significant to the district's economy over the years. In the year 2009-10, the contribution of the tertiary sector was 53.84 percent to the district's GDDP.

The district has more than a 100 large and medium-scale industries including lead acid batteries, ghee milk powder, milk chilling, confectionaries, sugar, ceramics, cotton yarn and biomass, with an investment of INR 9,400 million. The district has taken the lead in setting up food-based industries. It is one of the few districts in which both large- and small-scale industries co-exist.

The skill gap analysis was performed by undertaking a primary research on the employers through the survey instrument; structured questionnaire designed to map the current and the future skill requirements of the industries identified in Chittoor district on the basis of manpower absorption and production in high growth industries in the district.

Chittoor is the hub of industrial cluster. In the coming years, skilled manpower will be required in construction, tourism & hospitality, IT&ITES sectors in the district. Training courses in the mechanical trade, course for ancillary industries in automobile sector, food processing and storage, IT sector, sales and marketing, beauty care, and multi skilled technicians will also be in demand.

## **2.2 Palakkad district of Kerala**

The primary sector (agriculture, forestry & logging, fishing and mining & quarrying) contributed about 10.4% to the GDDP in 2011-12. The contribution of secondary sector to district GDP in 2011-12 was approximately 22.0%. The tertiary sector has been increasing its share of contribution from 59% to 67.7% to GDDP between 2004-05 and 2011-12. Palakkad has a population of 28.1 Lakhs according to the 2011 Census of which about 24.1% reside in urban areas. The growth rate of population in the district is 7.4% which is much higher in comparison to the state growth rate of 4.8%.

The Gross District Domestic Product (GDDP) of Palakkad has grown at a growth rate (CAGR) of 7.9% between 2004-05 (Rs. 9267 Cr.) and 2011-12 (Rs. 15829 Cr.). In 2011-12, tertiary sector contributed about 67.7% of the GDDP in 2011-12 primarily on account of contribution coming from trade, hotels & restaurant and real estate activities, followed by the secondary sector at 22.0% and the primary sector at 10.4%. In line with the economic analysis of contributions of the primary, secondary and tertiary sectors presented in the economic profile of the district, the estimated district employment in 2011-12 is highest in the tertiary sector (43.4%), and followed by the secondary sector (33.1%) and the primary sector (23.5%).

## **2.3 Youth Aspirations and Skill Gap Assessment**

The key observations about aspirations of the youth in Palakkad have been captured below along the broad dimensions of education and employment:

**Table 2.1: Details on perception and skill development scenario**

Parameters	Responses
Preferred Jobs	Most of the respondents prefer Govt. jobs even if the salary is low.
	However, they are open to private sector jobs.
	The average salary expectations of the youth range from Rs. 10,000 to Rs. 20,000 (per month)
	Few students are interested in setting up their own ventures.
	Most respondents would prefer to be employed in the district. Only 5% are willing to relocate to metros like Bangalore, Hyderabad and Chennai
Preferred Course	Computer Operator and Programming Assistant (COPA) are in demand.
Issues with VET Infrastructure	Quality of teaching needs improvement and syllabus needs to be revisited keeping in mind industry needs and requirements.
	More frequent industry visits and practical training. Institutes must also proactively work towards building industry linkages
	Lab facilities and equipment need improvement
Suggestions by Youth	Respondents suggested faculty exchange programmes to enhance quality of coaching.
	University should introduce semester system for some streams.
	Industry should increase the stipend provided to students during industrial training

Based on our analysis and primary interactions, the primary sector is expected to play a significant role and will continue to be an important sector in terms of employment although people will continue to move out of this sector. Within the secondary sector, the expected growth sectors include agro food processing sector, building and construction and engineering units. In the tertiary sector, the sectors expected to show growth include BFSI, Communication etc.

If the trends in employment continue, in 2021-22, the share of employment across the primary sector employment is expected to decline to 15.4%. The secondary sector contribution is also expected to decline to 32.8%. Tertiary sector contributions are estimated to increase to 51.8%. In 2021-22, of the total estimated employment, the bulk of employment is expected to arise from the manufacturing (21.3%), trade, hotels and restaurants (14.6 %) etc.

## Chapter III

### OBJECTIVE, SCOPE and METHODOLOGY

In order to make a scientific and systematic report, the scope and objectives of the study were clearly defined and the methodology was precisely prepared. Key considerations were taken while sampling design, data collection process and appropriate analysis technique. The brief descriptions of various components of the methodology followed in the study have been provided in this chapter.

#### 3.1 Study Objectives

The broad objective of the study was to find out the impact of the IIFCL-ITCOT Skills Development activities for unemployed youths. This objective may be achieved by the following sub objectives.

7. To assess the quality of skill training imparted by the training agency
8. To assess impact in terms of enhancing the employability of the targeted beneficiaries through skill development.
9. To assess the impact of the project in terms of fulfilling industry requirements.
10. To assess the social impact in terms of social standing, change in living standards and changes in lives of the trained candidates and their families.
11. To assess economic impact in terms of livelihood, work opportunities, working conditions and overall standard of living
12. To identify gaps, if any, in the project cycle and suggest relevant recommendations for IIFCL.

#### 3.2 Scope of the work

The prime focus of the evaluation was to assess impact of the training on the participant's skill. Attitude, performance and income are some of the changes required through skill development training programme. The evaluation provided an assessment based upon outcomes and achievements of the beneficiaries. The assessment also examine in detail qualitative and quantitative

evidence from a substantive and representative sample of the program beneficiaries.

### 3.3 Methodology

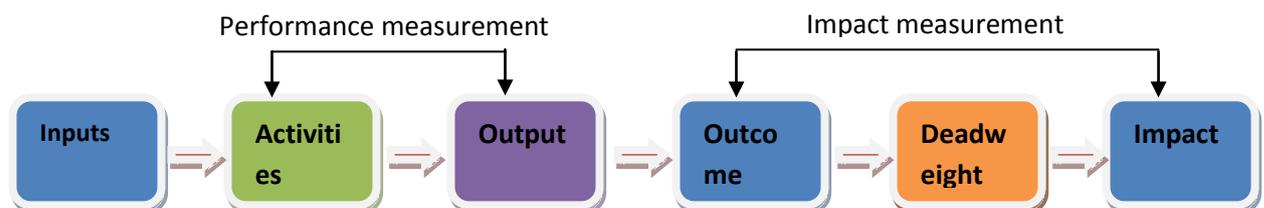
This section includes the details of the methodology used for data collection and analysis procedure laid down in the study for a quality output. The section includes design, scope, samples and data collection process with analysis procedures.

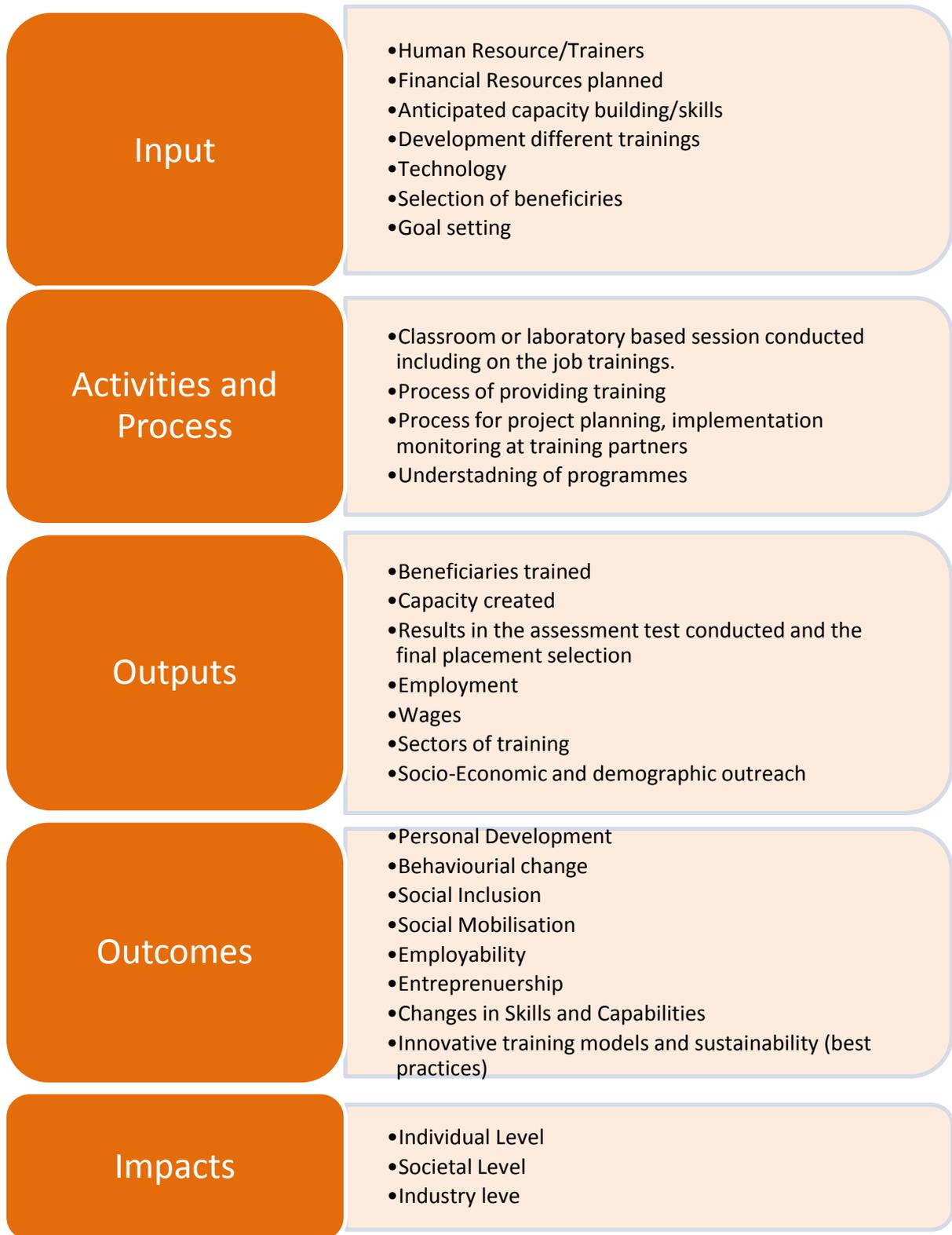
#### 3.3.1 Survey Design

A combination of both ‘Exploratory’ and ‘Descriptive’ research design was adopted in the survey. The idea behind such design is to understand the impact and evaluate different components related to skill training programme. The study had had both qualitative as well as quantitative methods of data collection and analysis. The study used impact assessment framework for analysis of data to find out the outcome. There were different structure questionnaire for different groups i.e. implementing partners and beneficiaries (trainees). This methodology is normatively based, measuring the impact of scheme or proposals implemented under Skill Development program.

#### 3.3.2 Impact Assessment Framework

The impact assessment answers the crucial impact of skill development intervention leading to or contributing towards poverty reduction. When carrying out performance measurement, the activities or the outcome are in the centre of examination. In The case Of impact measurement, however, the identification, measurement and possibly valuation of outcomes as well as deadweight are central. The objective is to identify and distinguish the components as input, activities, output, outcome and impact. The Logic Model of impact assessment shows.





Therefore the impact assessment has looked at how delivery of different designed courses with detail curriculum is contributing or leading to employment generation and empowerment. The impact assessment is designed to look at the sustainability of change achieved, and whether the interventions

were suitable to the social, cultural and economic situations of the unemployed youths. The best intentions and capabilities may not still result in envisaged impact and poverty reduction if the ever demanding conditions become unfavorable and if institutions, systems and processes of delivery of teaching learning are not effective. Hence impact assessment analyzed the contextual and vulnerability factors which has promoted or inhibited skill development in different areas in India.

**Table 3.1: The Methodology and Tools used at different levels as Impact Framework**

Impact Assessment - Respondents and Methods				
Levels	Institution	Respondents	Assessment Issues/probes	Methods/Tools
State level	Trainees (Beneficiaries)	Sampled Trainees	<b>Context of Skill development interventions:</b> Performance of various activities, perception of change ensured and what could have been done better, Reasons for the quantum of change witnessed	Quantitative Survey, Observations and case analysis
	Training agency	Manager, Owner and trainer	<b>Overall implementation of skill development interventions on impact achieved:</b> Factors influencing attainment of impact	Quantitative Survey

### 3.3.3 Sampling and Coverage

The impact assessment and evaluation study had many components and common indicators for the desired output. Looking at the no of stakeholders and beneficiaries in the scheme it was proposed to have multi stage sampling process with probability sampling frame. As per the suggestion we had selected around 30% of the total no of youths got training proportionately from both the locations. The selected trainees were represented all socio demographic categories of youth got the training.

**Table – 3.2: Sample and Coverage Details**

SL No.	No. of State	No. of youth trained	No. of youth interviewed	No. of Training Agencies	No. of Case studies
1	Andhra Pradesh (Chittor)	250	75	1	15
	Kerala (Palakkad)	250	75	1	15
	<b>Total</b>	<b>500</b>	<b>150</b>	<b>2</b>	<b>30</b>

**Key considerations for sample size calculation were:**

- ✚ All the respondents were selected only from the selected area and related to that skill development training only.
  - ✚ All the Beneficiaries were selected randomly from the selected categories
  - ✚ All geographic and cultural aspect was considering the entire population
  - ✚ Stakeholder and implementers were taken as the qualitative informants
- Findings would be at a confidence level of 95%

As per the methodology 75 no of trainees in each selected state were randomly chosen. As per the impact assessment framework and analysis plan the samples were collected from skill development related beneficiaries which are the unemployed youths, representing mix of each category i.e. Women, Men, SC, ST and Challenging people. As part of diagnostic model of output analysis in impact model feedback mechanization should be there to ensure collection of information from Training agencies.

**3.3.4 Tools for the study**

Special Data Capturing Formats were designed in line of the objectives and defined indicators i.e. relevance of the straining, Efficiency of the training, effectiveness and its sustainability for this study. Structured questionnaires were used to elicit information on the following:

1. Were the beneficiaries identified under the program required the skill development training, which was provided to them?
2. Check coverage of beneficiaries from various categories i.e. Caste, Gender, Religions, etc.
3. Evaluate the processes involved in mobilization, selection of beneficiaries and organizing the training programme by ITCOT Consultancy & Services Limited and find out effectiveness of these processes?
4. Evaluate the availability and quality of infrastructure and the faculty/trainers, norms for selection viz a viz. requirements?
5. Did the project implementation follow the agreed project time frames? If not what factors led to the change in its delivery.
6. To what extent have the program involved the local stakeholders at the village, gram panchayat, block and district level thereby helping strengthen programme participation and ownership of deliverables under the programme?

7. What factors have enabled projects to deliver efficiently on the strategic objectives as elaborated in the respective project proposals?
8. Were the activities under the program cost-efficient?
9. What was the notable immediate impacts and likely long term impact of the project?
10. Evaluate post training placement, tracking system and its effectiveness
11. Assess impact of the training on the participants skill, attitude, performance, and income
12. Socio-economic aspects of beneficiaries before and after the programme.
13. Career advancement of the beneficiaries after training and placement.
14. Increase in income and their movement from BPL to APL
15. Were there any specific gender impacts by the project?
16. Were there any unintended impacts from the project (both negative and positive)?
17. Highlights of best practices followed in mobilization, training, placement and tracking
18. Documentation of success stories
19. What are the barriers to sustainable livelihood for the beneficiaries trained under the program and how can it be improved?
20. Do the local and community leaders support the initiative that was taken by IIFCL and implementing partner Organization?
21. How effective has the exit and handing over process been? What was done well? What could have been done better?

Observations were done by the team on the facilities available, and their accessibility to better earning and needs. The format designed for this study is on a semi structured exploratory data collection schedule for the followings

- ✚ Beneficiaries' data collection schedule was to capture the acceptability, feedback and general views on the programme. The effectiveness on learning through skill development training.
- ✚ Stakeholder's data collection schedule was to generate information of the training programme conducted
- ✚ Case study format was an open ended capturing details on depth understanding of the successful employment

### 3.3.5 Collection of Primary Data

For collecting the primary data, the survey was on both conventional and non-conventional methods of data collection. The study tools and techniques that were used were as presented hereunder.

- **Quantitative data:** This is collected through structured schedules. The responses may include close-ended alternatives or space for figures / terms that can be codified.
- **Qualitative data:** This includes subjective aspects that cannot be quantified.

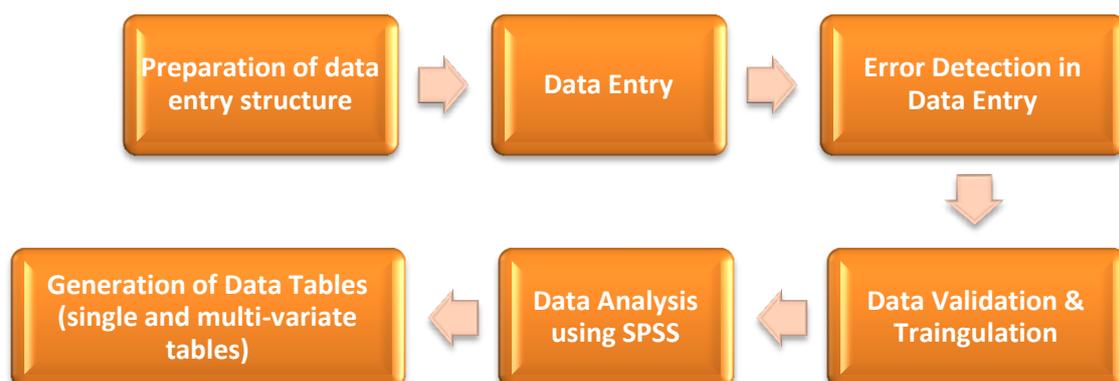
All the investigators used in the study were minimum graduate. They were trained on conceptual details as well the process of data collection activities. Mock calls were made to practice on the data collection schedule as well the data recording process. The supervisor used in the study to ensure quality of data collected and transformed to the soft copy.

The survey also collects the following secondary data:

- Details batches of training conducted
- List of youths trained
- Updated curricula used with session plan
- List of beneficiaries got placement
- Policy and guidelines for skill development training
- List of official involved in the CSR scheme

### 3.4 Data Computerization, Analysis and Reporting

Both quantitative and qualitative data analysis methods were employed in



carrying out the analysis of field data collected through the various tools. The steps that were used for undertaking the quantitative analysis are given in the box. The survey used required software i.e. Statistical Package for Social Science (SPSS) for carrying out the above steps of data computerization, analysis and generation of data tables. Data outputs for each variable were presented in the report in tabular form with frequencies, percentages and averages. Besides, multivariate tables were also generated and presented in the report based on the survey requirements. Unlike quantitative analysis, the qualitative analysis of information was presented in the form of qualitative data tables / matrixes in the report.

Quantitative data has been analyzed for both descriptive statistics and inferential statistics. In particular, descriptive statistical techniques include finding mean, median and standard deviations of various variables. Inferential techniques like hypotheses testing and ANOVA has been used to compare the similarities and differences among various types of beneficiaries. Also regression techniques have been used to understand the relationships among various variables. Qualitative data analysis has been done on observation of work places and its suitability.

### **3.5 Key Deliverables**

The study output had delineated the finding in order to satisfy the objectives set in the beginning of the study. The report covered all parameters of study, process, satisfaction, use, strategy, operational aspects and expectations of trained candidates keeping in view the socio-demographic details for data suitability. There were six chapters in the report, Contain an executive summary, where first chapter includes introduction to topic and background details, chapter two had relevance of study and third chapter describes the details methodology involved. The next chapter contains significance of data interpretation both in form of qualitative and quantitative data and last chapter had conclusion with recommendations. The report had brought the issues aggregating to overall level of information.

## Chapter IV

### DATA ANALYSIS AND FINDINGS

This chapter deals with analysis and finding of the study conducted so as to understand the impact factors for the various objectives identified under the scheme. As per the impact assessment framework various components were analyzed to derive the impact of CSR intervention. The findings are presented in this chapter with different sections, which includes the feedback and impact of BGGY scheme, along with expectations and experiences of various operators.

#### 4.1 Status of the Skill development programme

The placement linked skill development training programme was implemented by ITCOT Consultancy and Services Limited in two States. Around 500 no of unemployed youths were trained under this programme.

**Table 4.1 Details of the unemployed youth trained**

Sl. No	Particulars	Chittoor (AP)	Palakkad (Kerala)
1	Beneficiaries proposed to be trained under the project	250	250
2	Number of candidates placed	184	179
3	Placement Percentage as a total of trained candidates	73.6%	71.60%

Source: IIFCL CSR report 2016

#### **SECTION A: CHITTOOR (ANDHRA PRADESH)**

##### 4.2 Profile of the selected Trainees

In the selected states, for each area, about 75 unemployed youth got training and on an average 15 of them were interviewed. The aggregated information is analyzed and presented state wise for understanding of the demographic parameters.

##### 4.2.1 Demographic profile of the trainees

The Chittoor IIFCL-ITCOT centre in Andhra Pradesh is located 105 kms from Chennai. IIFCL-ITCOT introduced their courses to youth in surrounding villages from 2015. Their areas of focus in the last year include Retail/Sales

Marketing and Computer based accounting. The centre has 6 well experienced faculty members, 3 member counseling team, 15-20 people on their mobilization team (includes volunteers and youth leaders from villages), 2 placement coordinators. The centre ensures that its primary beneficiaries are from the Schedule Tribe (ST), Schedule Caste (SC) and Other Backward Castes (OBC) background. In addition, the course is also offered to school dropouts, minorities and women. The entire mobilization process is geared towards identifying these students. The sampled and surveyed no of candidates with their social background.

**Table 4.2 Detail demography of the selected trainees**

Course/Centers	Numbers of Student			Number of				ST	Total Minorities, OBC,SC,ST
	Male	Female	Total by Stream	General	Minorities	OBC	SC		
Computer based accounting									
Chittoor	15	25	40	0	4	11	15	14	40
Nagari	20	15	35	0	3	9	17	9	35

(Source: Field study data collected during Aug 2016)

District officials also helped in mobilization of the candidates. The following general demographic statistics have been compiled from the sampled participants.

**Table 4.3 Socio demography details of the selected trainees**

General Information	Chittoor	Nagari	Total
Average Household Size (No. of Persons)	4.06	5.10	4.30
Average Age (Years)	22.68	22.9	22.5
Age Range (Years)	18-40	18-53	18-53
Average Educational Level	Class 8	Class 7	Class 7
Range of Educational Levels	Class 10-15	Class 10-15	Class 10-15
Average Number of Months Employed Since Training (Graduates)	7.3 Months	7.3 Months	7.3 Months
Previous Work/Training Experience Prior to Training	26.5%	40%	--
No Work/Experience Outside of the Household Duties	73.5%	60%	--
Average Monthly Household Income	8,624	7,700	8,162
Current Living Situation	Pucca House	Semi-Pucca House	Tin Shed/Bamboo House

(Source: Field study data collected during Aug 2016)

The above tables have been given to show an overall compilation of figures extrapolated from background sections of the trained Students. The figures above reflect statistical averages within the sample data, and are only meant to show these relationships generally. The figures assembled above are meant to give a general numeric representation of the socio-economic situation of participants. The following sub- sections of the Findings and Responses of the report also gives a more qualitative description of the Study and Impact Assessment objectives, which receive a general numeric interpretation; but that also provide further detail in the recorded responses by interviewees towards each question in its respective stakeholder, and that were given more elaboration by interviewees.

#### **4.2.2 Type of training availed**

In the IIFCL-ITCOT centre for skill training at Chittoor some of the good computer centers were enlisted by the client and mobilization process from the nearby area was conducted. It is observed that Computer based learning of accountancy was preferred by the candidates and suitably got placed in their locality.

- Computer accounting and Computer Basics

#### **4.3 Details on the imparted training**

The IIFCL-ITCOT skills development initiative is a unique model of partnership that is aligned with broader national goals of

- Skill Development
- Faster Employment Generation
- Rural development
- Economic and Social empowerment of male and female youth in the villages.

The model follows a holistic approach and comprehensive planning resulting into creation of alternative opportunities for rural youth. The major target group includes:

- SC, ST, OBC and Minority candidates
- Economically backward groups

- Educationally disadvantaged candidates who are- school drop outs, academically less oriented, certificate or diploma holders of
- ITI/Polytechnic for the last mile link to the jobs, undergraduates with low passing marks, engineering college students with need for finishing skills.
- Special efforts are taken to mobilize women candidates.

#### **4.3.1 Market demand and trades**

The selection of courses is tailored according to market demands and needs of the placement partners. The trainings primary goal was to ensure employability of each candidate in the job market. As the streams are oriented towards meeting the industry needs in metros or nearby cities the candidates are encouraged to relocate to the cities. Employer needs, salary scale and skill requirements were investigated. Local manufacturing, services and other areas were also covered in the survey. Matching availability of local people, needs and suitability with equitable access to minority communities was the strategy adopted.

Chittoor has taken the lead in setting up food-based industries. It is one of the few districts in which both large- and small-scale industries co-exist. It is one of the largest milk producers in the state and contributes significantly to the state GDP. There is a huge potential for growth of agro-based industries, textiles, and iron and steel industries. Some of the leading players in the district are Ammaraja Batteries ltd, Aswani Bio Pharma, Heritage Foods (India) Ltd, Lanco Kalahasti casting, and Om Shakti Reengineers Ltd. The district has seen a substantial workforce demand from wood-based industries and mineral-based industries.

#### **4.3.2 Mobilization strategy**

The Chittoor centre has 15-20 people on their mobilization team and this includes paid employees who are employed on a contract basis or stipend and youth leaders who are paid an honorarium or work as volunteers. The goal of the mobilization team is to identify a wide cross section of students from underprivileged and backward communities. The process involves meeting with village leaders, arranging visits to the centre with the parent/youth. This is followed by a brief interaction with students and their families while providing an overview of the centre, courses, infrastructure and their job prospects on completing the course.

**Table 4.4: Different findings on mobilization across respondents**

Stakeholder	Perspectives	Findings and Observations
Students	Students mentioned that they were mobilized through their village leaders, advertisements, community colleges, Rozgar Rathis and word-of-mouth	<p>The survey for placed students revealed that</p> <ul style="list-style-type: none"> <li>• 74% were enrolled by word-of-mouth,</li> <li>• 8% auto mike;</li> <li>• 3.7% each for local leaders, NGO, paper ads, advertisement on local channel.</li> </ul> <p>Non-placed students identified that 89% enrolled word-of-mouth and 11% through local leaders</p>
Mobilization team and Faculty	Winning the trust of parents and village leaders was Challenging. Visited the centre and began referring it to their students as a an avenue to develop a skill and get a job	The ITCOT team visits the villages, engages with community leaders, youth leaders, invites them to the centre to inspect the facility and understand the job prospects. Referral done on a voluntary basis. The course is appealing to boys and girls since the cost, materials and travel cost is compensated. They encourage past students to attend seminars in their colleges to help with mobilization. They have noticed a positive behavioral change in students.
Parents	Were initially reluctant about sending their sons and particularly their daughters for the course; relocation to Hyderabad was also a paradigm shift for the community	<p>The faculty counsels the students and parents before and during the course. Success stories of job offers, relocation and acclimatization to a large metro have convinced other members in the community</p> <p>Certain parents were not aware about the role of IIFCL and ITCOT and assumed that the skill centre was central government initiative</p>

(Source: Field study data collected during Aug 2016)

The mobilization team experienced challenges initially in gaining the trust of villagers in sending their children to the centre. The second hurdle they faced was in convincing parents to allow their children to relocate and work in Hyderabad. The initial distrust can be attributed to poor functioning of other local skill development centers which offered longer 3-month courses that did not resulting employment and also reports of child trafficking scared parents. Winning local trust was crucial reported the team. 2-3 initial visits to villages are spent in trust building exercises. Prospective trainees, elders, village leaders visit the centre. In has taken the mobilization team 4-5 months to make an impact in building community trust levels.

They gather prospective students through Rozgar Raths, have autos with banners and loudspeakers in villages accompanied by pamphlet distribution. Peer level recommendation of the course is high from our student survey and referral system through local community colleges is also in place. In addition, they also directly mobilize students in each village from 6-8 am before villagers begin their day.

The counselling team collects the details and background information of prospective students. The introductory interaction involves an anger management, basic outline of material, labs, and introduction to computers, orientation programme and an entry gate assessment to evaluate the students. Once selected, students are given 3 academic days to switch the stream if they are not inclined towards it.

The counsellors encourage students to continue the course and absentees are counselled. The certification parameters for completing the course include 80% attendance. The most significant reasons for drop-outs includes poor attendance, the inability to bear travelling expenses, alternate job offers and if they already helping in a family enterprise their family situation forces them to drop-out as well.

#### **4.3.3 Details on the training batch**

Each stream has a set curriculum and text-books tailored by experts from ITCOT. The text books and work sheets are in English. Apart from the entrance

gate exam the students are also individually evaluated on their basic knowledge on English and Computers. Daily work is further structured according to the capabilities of the students. For example, a student who is challenged with speaking in public is encouraged to speak more often in front of his peers to overcome his initial shyness. Apart from the curriculum there is an additional focus on image, presentation, body language and conversation skills. K-Yan, online material, power-point presentations and mobile apps are also used for imparting the coursework. Although daily study guides are set by ITCOT, the faculty tailors the course work according to the skill levels of its students.

#### **4.3.4 Quality of the training imparted**

The curriculum for each stream was set by a group of experts at ITCOT training centre. The faculty undergoes an extensive selection and training process. Most faculty members have a post-graduate degree, English speaking skills, 3-5 years teaching experience and excellent communication skills. They undergo 2-3 rounds of interviews. Selected candidates have an induction training and trainer certificate course. The course includes a Mastery session about pedagogy (5days) and domain intensive training for 15-20 days.

##### **4.3.4.1 Employers Perspective on training**

Employers maintained that they were willing to be a part of the training process, in terms of defining the demands of the market and how students can work towards these goals.

##### **4.3.4.2 Parents & Village leaders' feedback on the training**

- Suggested courses of longer duration to have better training resulting in higher paying jobs
- They are very happy that their children are employed in the formal sector and earning a monthly salary as most parents' income was dependent on the fluctuating income related to agriculture, home enterprises and casual labourers
- Parents believed that their children had the potential to have an improved quality of life with short term and long term benefits
- They were happy with the amenities, infrastructure, teaching, faculty provided by the centre

#### 4.3.4.3 Faculty Perspective

Details discussions were made with faculties on quality of training delivered during the programme and documented the findings.

**Table 4.5: Qualitative findings after discussion with faculties**

Course	Trainin g Infrastr	Teaching Evaluation	Methodology/ tutoring	Strengths/weakness	Recommendations
Comput er based account ing	Compute r lab	<ul style="list-style-type: none"> <li>• Oral question &amp; homework.</li> <li>• Questions from online beyond the textbook.</li> <li>• Assessment of skills every two days and weekly test is administered</li> </ul>	Instructor tutors after school hours and on weekends with students who find the course challenging	Strength: <ul style="list-style-type: none"> <li>• The coursework is extensive.</li> <li>• Students receive the Microsoft Certificate</li> </ul> Weakness: <ul style="list-style-type: none"> <li>• They learn only hardware not networking. The course is too basic</li> </ul>	<ul style="list-style-type: none"> <li>• ITCOT can consult with faculty and its institute while setting the curriculum</li> <li>• A follow-up networking course should be offered. There is a market demand for it</li> <li>• The centre should remove snakes from the campus Sports room and Wi-Fi connection will be useful</li> </ul>
English for Employ a bility and soft skills	Compute r lab and mobile apps	<ul style="list-style-type: none"> <li>• General English words and domain specific words are taught geared towards oral proficiency and speech training</li> <li>• Read to me software and English Helper (44 licenses for interview preparation) is used.</li> <li>• Life skills, stress Management and activity based training is provided</li> <li>• Activity and group discussions,</li> </ul>	Personal tutoring time is provided every Friday	Strengths : Role-play and interesting Material encourages students to develop English skills from day one <ul style="list-style-type: none"> <li>• Superior material and technology prepares students for entry level job in 30 days</li> </ul> Weakness: <ul style="list-style-type: none"> <li>• Students find the text-books in English Challenging.</li> <li>• Instructors have to take additional and after school classes to cover the portions</li> </ul>	<ul style="list-style-type: none"> <li>• Course should be longer for students aspiring for mid-level jobs</li> </ul>

(Source: Field study data collected during Aug 2016)

#### 4.3.4.4 Student Perspective

A survey on student satisfaction about the skill development training and placement process revealed the following responses. After attaching a weightage to the answers it has been evaluated that students have a high range of satisfaction with the training process. The survey was administered to 63 non-placed students and 27 placed students.

**Table 4.6: Details on the placed candidates' feedback**

Students	Family Members	Main Income Source	Drop-Out	Study Material	Infrastructure	Stationary	Practical Experience	Teaching Method / faculty availability after class	Salary Range(Rs)	Placement Training
Placed	3-7	81% Agriculture; 15% business, 4% retail and 96% below 1 lakh income per annum	11% school drop-outs	96% very satisfied; 4% medium satisfied	100%	100%	78% very satisfied and 22% medium satisfied	100% after class faculty availability	81.5% 4000-6000; 7.5% 6000-8000; 11% 8000 and above	100% trained for interviews; 85% received live +simulated training; 15% had only simulated

(Source: Field study data collected during Aug 2016)

#### Benefits of taking the course as outlined as by the students

- Earlier the youth were unemployed and were sitting idle with limited job opportunities
- They have gained social prestige and have greater spending power
- The computer skills learnt at the institute helped them in adapting and succeeding in their new work environment. The earlier training helped them adapt faster

- The students exhibited confidence about their skill levels
- They gain domain expertise
- Self-motivated, confident about the language and communication skills
- Have developed a commitment to work, more responsible and have developed leadership qualities
- The retail stream has gained valuable insight from students from the earlier batches about job progression, salary and overcoming relocating challenges

#### **4.3.5 Trainers profile**

As per the methodology the trainers were selected with minimum qualification and on retainer basis so that classes may be conducted till its completion.

#### **4.3.6 Placement of the trained candidates**

The counselor and placement co-ordinator work together with the faculty to prepare them for the interview and placement process. Preparing for interviews is an integral part of the curriculum through role-plays and simulated training sessions. In addition to that, an entire week towards the ends of the course is devoted to interview preparation. This includes basic knowledge about placement partners and focusing on communication skills.

The placement coordinator evaluates the number of students per batch and gives students advance notice of at least 3-4 days about prospective employers. The students are counseled about the employers and are advised to focus on their knowledge about the course, the ideology behind the Chittoor centre and their public speaking skills. Information and background about the employer is provided.

Internally, the centre matches the skill level of the students with the job profile. Their potential salary scale and benefits are also outlined. Subsequent to the interview process, the counselor and HR coordinator follow up with placement partners on the letter of employment. Placed students are counseled about relocating to Hyderabad and accepting the offer. The research team ascertained reasons for placed students not accepting the offer in certain cases. Some of the key reasons that emerged are described below:

- Family is not supportive about girls venturing beyond Chittoor and Nagari. They prefer local employment for the girls
- Relocation costs are high. Students are challenged in paying the first month rent for their accommodation. Some of them experience difficulty in locating affordable housing.
- Despite co-ordinators providing a list of 2-3 hostels and initially, in some cases bearing the first month rent, the students don't repay the institute. This practice of providing a salary advance or loan has also been stopped

Students who are not placed are counseled and they are encouraged to attend interviews at the end of the next batch. The centre maintained that the students were a priority and the placement partner is judged in the way they can provide maximum benefits and improved quality of life for the candidate.

**Table 4.7: Percentage of Initial placement and drop-out from the job place**

Year	Number candidates enrolled	Total Trained	Drop Out	Number candidates placed out enrolled candidates	Percentage candidates placed out enrolled candidates	Drop-out Rate	Rate Participants Certified
2011-12	250	250	None	223	74.60%	None	100%

(Source: Field study data collected during Aug 2016)

Students felt they were adequately prepared for the interview process through the mock training and simulated training in the retail lab, electrician lab and mock calling exercises

- Some students commented that a longer duration course will improve their product knowledge and computer skills, which will enhance their confidence during the interview process and at work as well
- Students requested additional information about prospective employers
- They maintained that information about affordable accommodation would have helped them acclimatize to the city better

### 4.3.6 Placement Verification and Employer Visit

For the purpose of placement verification, the assessor visited the placed beneficiaries at their place of employment and took first hand assessment of the project outcome. The beneficiaries interacted regarding the training, its efficiency and its usefulness in providing them with wage employment. They also highlighted the difference in family income caused due to the quality training provided by ITCOT.



<b>Name of Centre</b>	Chittoor
<b>Name of candidate</b>	<b>Surekha K R</b>
<b>Course Trained</b>	Retail, Sales with MS Office
<b>Name of Company</b>	Sylicosis
<b>Designation</b>	Computer Operator
<b>Salary</b>	Rs. 6000/-

<b>Name of Centre</b>	Nagari
<b>Name of candidate</b>	<b>Praveen Kumar R</b>
<b>Course Trained</b>	Computer Accounting with Computer Fundamentals
<b>Name of Company</b>	'S'MART Supermarket
<b>Designation</b>	Salesman/Accountant
<b>Salary</b>	Rs. 6800/-



<b>Name of Centre</b>	Nagari
<b>Name of candidate</b>	<b>Eyumalai M</b>
<b>Course Trained</b>	Computer Accounting with Computer Fundamentals
<b>Name of Company</b>	S.S. Medicals
<b>Designation</b>	Computer Operator
<b>Salary</b>	Rs. 6500/-



<b>Name of Centre</b>	Chittoor
<b>Name of candidate</b>	<b>Mythili T</b>
<b>Course Trained</b>	Retail, Sales with MS Office
<b>Name of Company</b>	Kalyani Spares
<b>Designation</b>	Retail Assistant
<b>Salary</b>	Rs. 6000/-

<b>Name of Centre</b>	Nagari
<b>Name of candidate</b>	<b>Rajarathinam K</b>
<b>Course Trained</b>	Computer Accounting with Computer Fundamentals
<b>Name of Company</b>	Rudra Ganapathi Graphics
<b>Designation</b>	Computer Operator
<b>Salary</b>	Rs. 6000/-



<b>Name of Centre</b>	Chittoor
<b>Name of candidate</b>	<b>Monika V</b>
<b>Course Trained</b>	Computer Accounting with Computer Fundamentals
<b>Name of Company</b>	Krishna Tractors and Spares
<b>Designation</b>	Computer Operator
<b>Salary</b>	Rs. 6000/-

They were very happy with the salary levels and in-house training sessions at the workplace. Some of the candidates mentioned that, they felt the curriculum and training material at the centre has given them an edge over other new recruits at the in-house training. They expressed an overall feeling of confidence and improved self-esteem

- Students preferred employers like More and Shopper's stop since placed candidates from earlier batches had conveyed that their employers treated them with respect and their career progression chances were higher
- Their earlier ambitions were limited in scope in becoming a teacher, policemen or a government official. Their goals have broadened after entering the formal workforce. They want to become a brew master at Café Coffee Day or a team leader at Shopper's stop. Their understanding of HR processes, designations and job profiles have improved since working they claimed

Interviews were scheduled at the centres and also at the offices of the recruiters. Almost all the beneficiaries were offered job offers. So far around 80 % of the beneficiaries have been placed. Efforts are underway to place the remaining candidates.

- Some of the employers of the trained beneficiaries are:
  - First Source
  - SMART
  - TTD (Thirupathi Devasthanam)
  - SBJ IT Solutions
  - SLV Spinning Mill
  - Multi Speciality Hospital – Tamil Nadu Chennai
  - JC.Softech
  - Verify Solutions
  - Radian Technocad Educational society
  - Silicosys
  - EMS Solution
  - GS.Softech
  - Vijayatha School
  - Kalyani Techno Computers
  - Digitech
  - Softech
  - ICS IT Systems

### **4.3 8 Post-placement counseling and tracking**

Former students are tracked for an entire year after they graduate from the centre. Students come back for a second placement for the following reasons:

- Lack of proper accommodation, long distance from their work place
- Acclimatization to a larger city
- Challenged by the tough work environment
- Girls return for local second placement
- Students are counseled to do a second placement if they are not happy with their employer. In addition, for a better career progression students are encouraged to enroll for additional courses through the Open University.

### **4.4 Socio Economic impact of the intervention**

As it is observed that in many of the families the trained candidates were the only earning members for the family. To manage their family minimum earning required Rs 5000 for livelihood of 5 members' family. Due to the programme many of the families were observed to be happy and sustained living.

## **SECTION B: PALAKKAD (KERALA)**

### **4.4 Profile of the selected Trainees**

In the selected state, for each area, about 250 unemployed youth got training and on an average 75 of them were interviewed. The aggregated information is analyzed and presented state wise for understanding of the demographic parameters.

#### **4.4.1 Demographic profile of the trainees**

ITCOT is implementing IIFCL CSR assisted Job Oriented Skill Development/upgradation programmes (non-residential) for 250 from SC/ST/OBC/EWS of Society including women from the backward areas of Palakkad District of Kerala State. The training was imparted in 4 trades in four training centres.

**Table 4.8: Demographic details of the trainees at Palakkad**

Course	Numbers of Student				Number of			Total Minorities, OBC,SC,ST
	Male	Female	General	Minorities	OBC	SC	ST	
Palakkad	13	7	3	1	3	9	4	20
Manarkad	20	15	1	1	4	18	11	35
Pattambi	15	5	1	1	4	12	2	20
<b>Total</b>	<b>48</b>	<b>27</b>	<b>5</b>	<b>3</b>	<b>11</b>	<b>39</b>	<b>17</b>	<b>75</b>

(Source: Field study data collected during Aug 2016)

It was tried to have equal proportion of candidates for the training programme. During the study 48 male and 27 female candidates were mate. It is also observed that all documents were maintained for the training programme and found more no. of SC and ST candidates.

**Table 4.9: Socio demographic details of the trainees**

General Information	Palakkad	Kanarkad	Pattambi	Total
Average Household Size (No. of Persons)	4.11	5.10	5.12	4.30
Average Age (Years)	25.77	24.9	24.19	25.5
Age Range (Years)	18-26	18-23	18-25	18-24
Average Educational Level	Class 10	Class 10	Class 10	Class 10
Range of Educational Levels	Class 10-15	Class 10-15	Class 10-15	Class 10-15
Average Number of Months Employed Since Training (Graduates)	7.3 Months	7.3 Months	7.3 Months	7.3 Months
Previous Work/Training Experience Prior to Training	29.5%	48%	44%	--
No Work/Experience Outside of the Household Duties	71.5%	62%	66%	--
Average Monthly Household Income	8,554	6,700	6,680	7,162
Current Living Situation*, Table 4.2	Pucca House	Pucca House	Semi-Pucca House	Tin Shed/Bamboo House

(Source: Field study data collected during Aug 2016)

The above tables have been given to show an overall compilation of figures extrapolated from background sections of the Graduates and Current Students KII questionnaires. No such figures were recorded for Administrators and

Teacher/Trainers, and are hence not shown in the tables above. The figures above reflect statistical averages within the sample data, and are only meant to show these relationships generally. The above figures do not reflect a statistically accurate sample of the two groups of respondents (Graduates and Current Students). The figures assembled above are meant to give a general numeric representation of the socio-economic situation of program participants. The following sub-sections of the Findings and Responses of the report will also give a more qualitative description of the Study and Impact Assessment objectives, which receive a general numeric interpretation; but that also provide further detail in the recorded responses by interviewees towards each question in its respective stakeholder and that were given more elaboration by interviewees.

#### **4.4.2 Type of training availed**

Candidates have to be between 18-26 years and should have passed 10th, 12th or a degree course. Some needy candidates are also encouraged to enroll for the course if they are interested in employment. The primary criteria for beneficiaries are their economic background and ability to relocate for a job. They mobilize unemployed youth and drop-outs. The centre briefly trained students for the hospitality industry; however the candidates did not have a great experience with their employers, as they were made to do only menial work while they were trained for other roles in the same industry. The stream did not garner local takers.

#### **Trades:**

- Computer Accounting & fundamentals
- Retail, Sales with MS Office
- Readymade Garments

#### **4.4.3 Details on the imparted training**

The IIFCL-ITCOT skills development initiative is a unique model of partnership that is aligned with broader national goals of

- Skill Development
- Faster Employment Generation
- Rural development
- Economic and Social empowerment of male and female youth in the villages.

The model follows a holistic approach and comprehensive planning resulting into creation of alternative opportunities for rural youth. The major target group includes:

- SC, ST, OBC and Minority candidates
- Economically backward groups
- Educationally disadvantaged candidates who are- school drop outs, academically less oriented, certificate or diploma holders of
- ITI/Polytechnic for the last mile link to the jobs, undergraduates with low passing marks, engineering college students with need for finishing skills.
- Special efforts are taken to mobilize women candidates.

#### **4.4.5 Market demand and trades**

The selection of courses is tailored according to market demands and needs of the placement partners. The trainings primary goal was to ensure employability of each candidate in the job market. As the streams are oriented towards meeting the industry needs in metros or nearby cities the candidates are encouraged to relocate to the cities. Employer needs, salary scale and skill requirements were investigated. Local manufacturing, services and other areas were also covered in the survey. Matching availability of local people, needs and suitability with equitable access to minority communities was the strategy adopted.

The primary sector (agriculture, forestry & logging, fishing and mining & quarrying) contributed about 10.4% to the GDDP, it is also seen that Building and construction sector recorded highest growth in past years.

#### **4.4.6 Mobilization strategy**

Mobilisation of candidates the training programme was conducted in the feasible blocks of Chittoor and Palakkad Districts to mobilise candidates for the programme. ITCOT Project team carried out the following strategies in mobilizing beneficiaries for the training program.

- ITCOT organised awareness programmes for representatives from the local corporations, youth sangams (clubs) and other social groups to mobilise for inviting large number of participants to the training programme.

- Intensive publicity campaigns using local and state electronic/print media were organised to spread the message around
- Information and Communication materials such as pamphlets, Posters, Banners, TV Advertisement, etc., were also displayed around areas of Chittoor District for mobilisation of maximum candidates.
- Alumni members of schools and colleges were approached for support to mobilise candidates for training programme.
- Door to door canvassing was also organised in the target areas focussing youth gatherings in houses, religious institutions, parks, grounds etc.
- A total of over 1200 applications were received for the trades : Computer Accounting & Fundamentals; 2. Retail, Sales & MS Office; 3. Readymade Garments

#### ***4.4.5.1 Student perspective of the mobilization process***

The impact of various processes of mobilization in disseminating information about the centre can be understood from below diagram. Majority of candidates (63%) were mobilized through word of mouth. Thus the course is highly recommended and 100% candidates said they are happy to recommend the course to friends/relatives. The other channels for disseminating information about the centre are public announcements, especially through loud speakers, Zilla Rozgar Karyalaya and local leaders as well as Gram panchayat functionaries. Stakeholder perspective on gaps and positive feedback/strengths about the mobilization process

<b>Table 4.10 : Qualitative discussion with students</b>				
	Students from a recent batch	Local leadership & District admin	Former placed Students	Faculty
Feedback /Strength	Like to interact with students as it inspires them Students are informed during the mobilization itself that they have to bear the first month rent when they Relocate for their job.	Local people helped in mobilization	Liked to keep in touch with faculty and be a part of the mobilization process The pamphlets were very informative for Prospective students	The primary beneficiaries are from under privileged communities Even if they fail entry gate exam, SC/ST students are still given a priority
Gaps	There is huge interest for vocational training courses like welder, fitter, AC mechanic, computer repair and sewing machine operator. The infrastructure cannot support these streams currently Motivate girls to take courses The Anganwadi system, public school systems and community colleges have not been involved	Village leaders mentioned that the team should advertise the benefits of the program as this is not clearly understood by the youth They do not and will not encourage girls to relocate as it's not safe for them, they said		with multi-skill development courses will help them structure a more detailed mobilization plan Local leadership and Sarpanch leaders should be more involved in promoting the centre

(Source: Field study data collected during Aug 2016)

During the mobilization process, information is shared with the candidates about their prospective employers and the course. The skill levels of the candidate are evaluated and the instructor structures the course work according to the students need. The BPO course is conducted for 26 days followed by a week of training for placement. The students are provided information about employers and the interview process through group discussions.

#### **4.4.6 Details on the training batch**

Each stream has a set curriculum and text-books tailored by experts from ITCOT. The text books and work sheets are in English. Apart from the entrance gate exam the students are also individually evaluated on their basic knowledge on English and Computers. Daily work is further structured according to the capabilities of the students. For example, a student who is challenged with speaking in public is encouraged to speak more often in front of his peers to overcome his initial shyness. Apart from the curriculum there is an additional focus on image, presentation, body language and conversation skills. K-Yan, online material, power-point presentations and mobile apps are also used for imparting the coursework. Although daily study guides are set by ITCOT, the faculty tailors the course work according to the skill levels of its students.

#### **4.4.7 Quality of the training imparted**

The curriculum for each stream was set by a group of experts at ITCOT. The faculty undergoes an extensive selection and training process. Most faculty members have a post-graduate degree, English speaking skills, 3-5 years teaching experience and excellent communication skills. They undergo 2-3 rounds of interviews. Selected candidates have an induction training and trainer certificate course. The course includes a Mastery session about pedagogy (5days) and domain intensive training for 15-20 days.

#### 4.11 Faculty Perspective

Course	Training Infrastructure	Teaching Methodology/ Evaluation	After class tutoring	Strengths/weakness	Recommendations
Hardware & Networking	Computer lab	<ul style="list-style-type: none"> <li>• Oral question &amp; homework.</li> <li>• Questions from online beyond the textbook.</li> <li>• Assessment of skills every two days and weekly test is administered</li> </ul>	Instructor tutors after school hours and on weekends with students who find the course challenging	<p>Strength:</p> <ul style="list-style-type: none"> <li>• The coursework is extensive.</li> <li>• Students receive the Microsoft certificate</li> </ul> <p>Weakness:</p> <ul style="list-style-type: none"> <li>• They learn only hardware not networking. The course is too basic</li> </ul>	<ul style="list-style-type: none"> <li>• ITCOT can consult with faculty and its institute while setting the curriculum</li> <li>• A follow-up networking course should be offered. There is a market demand for it</li> <li>• The centre should ensure Wi-Fi connection will be useful</li> </ul>
English for Employability and soft skills	Computer lab and mobile apps	<ul style="list-style-type: none"> <li>• General English words and domain specific words are taught geared towards oral proficiency and speech training</li> <li>• Read to me software and English Helper</li> </ul> <p>(44 licenses for interview preparation) is used.</p>	Personal tutoring time is provided every Friday	<p>Strengths :</p> <ul style="list-style-type: none"> <li>• Role-play and Interesting material encourages students to develop English skills from day one</li> <li>☐☐ Superior material and technology prepares students for entry level job in 30 days</li> </ul> <p>Weakness:</p> <ul style="list-style-type: none"> <li>☐☐ Students find the textbooks in English Challenging.</li> <li>☐☐ Instructors have to take additional and after school</li> </ul>	<ul style="list-style-type: none"> <li>• Course should be longer for students aspiring for mid-level jobs</li> </ul>

(Source: Field study data collected during Aug 2016)

#### 4.4.5 Student Perspective

A survey on student satisfaction about the skill development training and placement process revealed the following responses. After attaching a weightage to the answers it has been evaluated that students have a high range of satisfaction with the training process. A total of 19 students were surveyed and FDG was conducted as well. This was mixed group of placed and non-placed students

##### *Benefits of taking the course as outlined as by the students*

Soft skills were taught and students felt they were well prepared for interviews. Interview training included information on appropriate body language, eye contact, communication skills, and work etiquette, information about placement partners, job profiles and career prospects

- Students felt that prior to taking course their body language and communication skills were limited. Their confidence and self-esteem has improved significantly
- They have respect within their communities and feel they can adapt to any environment, feel confident about overcoming challenges
- The group exhibited high levels of confidence in facing new tasks including taking our survey
- Students have a clearer idea of their ambitions and goals after taking the course. Most of their career choices earlier were being a farmer, grocery shop owner, teacher, driver, mobile store sales person. After taking the course at least 7 students from the sampling are pursuing a degree and all placed have ambitions of reaching leadership roles in the organizations they are working with. Certain students from recent batches reported a delay in receiving their salaries from their employers
- Some students were having difficulties in opening bank accounts in Indore and Bhopal

Students	Socio-Economic background			Satisfaction Levels						
	Family Members	Main Income Source	Drop - out	Study Material	Infrast ructu re	Stationar y	Practical Experien ce	Teaching Method /faculty availability after class	Salary Range(Rs)	Placement Training
Non-Placed	5-22	67% Agriculture; 11% driving, 22% business Family income range between Rs.24000 to Rs. 3 lakhs per annum	None	80% very satisfied ; 20% medium satisfied	100%	100%	10% very satisfied; 90 % medium satisfied	100% very satisfied with teaching method; 100% faculty availability after class	NA	100% simulated training during course; 100% trained for interviews;
Placed	4-7	81% Agriculture; 15% Business, 4% retail ,Family income range between Rs.7200 0 to Rs.3 lakhs per annum	None	100% very satisfied	100%	100%	23% very satisfied and 67% medium satisfied	100% very satisfied with teaching method 100% after class faculty availability	25% 2000-4000; 33% 4000-6000; 25% 6000-8000; 17% 8000 and above	100% simulated training during course; 100% trained for interviews;

(Source: Field study data collected during Aug 2016)

#### **4.4.5.1 Employers Perspective on training**

Employers maintained that they were willing to be a part of the training process, in terms of defining the demands of the market and how students can work towards these goals.

#### **4.4.5.2 Parents & Village leaders' feedback on the training**

Parents don't encourage their first born son to relocate, however they encourage their second son to take the course and relocate

- They reported that they did not pay in any way for the course at the institute and are happy that it has resulted in employment.
- Parents are hesitant to send their daughters for any vocational training and employment in a city.
- Parents have referred the course to others in the village and informed the research team that would be interested in sending younger siblings for similar courses
- While they praised the centre for adding to the confidence levels and skill sets of their children they indicated a strong preference for their children to work locally

#### **4.4.6 Trainers profile**

All the centers at Palakkad are professionally managed by ITCOT. The faculties were with good qualification and trained for the profile of training desired. They were locals so that they know the local language to make better teaching-learning process for the students.

#### **4.4.7 Placement of the trained candidates**

The class of students is trained according to an earlier demand from a placement partner. Towards the last week of the course, students are trained for interviews. Either the placement partners visits the centre for interviews or the centre takes the students to Chittoor and Palakkad for interviews. The centre bears the expenses involved with transporting students for the interview. As per the centre, only 80% candidates report for employment after the placement process. Criteria for selecting placement partners are outlined below:

- Social security benefits like salary, PF and medical insurance six months after joining

- Organized sector
- Recognition in industry
- Salary should be given during the in-house training process
- Additional support for accommodation and acclimatization

Students who are not placed immediately are counseled and made to appear in replacement drives or the next round of interviews. Placement partners and HR managers are also invited to outline their expectations. The survey of placed students revealed that out of the 8 placed students, seven were happy in their current job. They mentioned that their in-house training was beneficial in understanding their knowledge levels about the industry that were discerned from the course.

*Training and counseling for placement:*

Counselors advise students on the benefits of working which includes an improved quality of life, the opportunity to receive appraisals

And experience certificates from their employers which will allow them to find higher paying jobs or promotions within the same

Organization.

*Faculty and Counselors perspective about placement*

- Candidates prefer to work in **Guna**, hence the reluctance to relocate
- Local employment options are limited

*Employer feedback about placement training*

Employers suggested that they would like to be a part of training process to ensure that candidates understand the skill levels expected in the industry. While evaluating their overall satisfaction with the training provided to the candidates, when it came to the skill training and knowledge of basic technology itself they were very satisfied, however they were only moderately satisfied with their level of commitment and had mixed opinions about their work etiquette. When it came to attrition levels they remained in the job for one year, however if they don't receive a promotion or improved pay scale, they start looking for other jobs.

*Parents, siblings and other family members about placement*

There were mixed opinions about the impact of the skill development programme within the community. While parents recognized the positive behavioural

changes in their children they were still worried about the larger issues associated with the relocation process itself. Many men who had relocated to the city have left their families behind-wives and young children with no immediate plans to move their families. In addition, they had borrowed from local moneylenders to support themselves in the city. Many families and parents commented that they were repaying these loans.

Parents of students in recent batches commented that their children have not received their salaries yet from their employers as they did not have bank accounts. These are students from economically backward families and need their salaries to subsist. Such issues

Year	Number candidates enrolled	Total Trained	Drop Out	Number candidates placed out enrolled candidates	Percentage candidates placed out enrolled candidates	Drop-out Rate	Rate Participant s Certified
2015-16	250	250	None	228	78.90%	None	100%

(Source: Field study data collected during Aug 2016)

#### *Training and counseling for placement:*

Counselors advise students on the benefits of working which includes an improved quality of life, the opportunity to receive appraisals and experience certificates from their employers which will allow them to find higher paying jobs or promotions within the same organization.

#### *Faculty and Counselors perspective about placement*

- Candidates prefer to work in **Guna**, hence the reluctance to relocate
- Local employment options are limited

#### *Employer feedback about placement training*

Employers suggested that they would like to be a part of training process to ensure that candidates understand the skill levels expected in the industry. While evaluating their overall satisfaction with the training provided to the candidates, when it came to the skill training and knowledge of basic technology itself they were very satisfied, however they were only moderately satisfied with their level of commitment and had mixed opinions about their work etiquette. When it came to attrition levels they remained in the job for one year, however if

they don't receive a promotion or improved pay scale, they start looking for other jobs.

*Parents, siblings and other family members about placement*

There were mixed opinions about the impact of the skill development programme within the community. While parents recognized the positive behavioural changes in their children they were still worried about the larger issues associated with the relocation process itself. Many men who had relocated to the city have left their families behind-wives and young children with no immediate plans to move their families. In addition, they had borrowed from local moneylenders to support themselves in the city. Many families and parents commented that they were repaying these loans.

#### 4.4.9 Placement Verification and Employer Visit

For the purpose of placement verification, the assessor visited the placed beneficiaries at their place of employment and took first hand assessment of the project outcome. The beneficiaries interacted regarding the training, its efficiency and its usefulness in providing them with employment. They also highlighted the difference in the family income and the development in their personality before and after the training programme.

##### Beneficiary Detail:

<b>Name of the Centre</b>	Manarkad
<b>Name of the Candidate</b>	<b>Sugesh</b>
<b>Course Trained</b>	Computer Accounting with Computer Fundamentals
<b>Name of the Company</b>	KNK Stores
<b>Designation</b>	Accountant/ Billing
<b>Salary</b>	8000



<b>Name of the Centre</b>	Manarkad
<b>Name of the Candidate</b>	<b>Mohammed Muhsin PP</b>
<b>Course Trained</b>	Ret
<b>Name of the Company</b>	Samiya Silks
<b>Designation</b>	Supervisor/ Online Sales
<b>Salary</b>	10000

<b>Name of the Centre</b>	Manarkad
<b>Name of the Candidate</b>	<b>Vasudevan</b>
<b>Course Trained</b>	Computer Accounting with Computer Fundamentals
<b>Name of the Company</b>	Demos Wholesale (stationary)
<b>Designation</b>	Billing
<b>Salary</b>	8000



<b>Name of the Centre</b>	Manarkad
<b>Name of the Candidate</b>	<b>Salman Farish</b>
<b>Course Trained</b>	Ret
<b>Name of the Company</b>	VKH Automobiles
<b>Designation</b>	Sales/Distributor
<b>Salary</b>	8000



<b>Centre</b>		<b>Resmi C</b>
<b>Name of the Candidate</b>		
<b>Course Trained</b>	Computer Accounting with Computer Fundamentals	
<b>Name of the Company</b>	Janaseva Medicals	
<b>Designation</b>	Accountant-Billing	
<b>Salary</b>	6000	



<b>Centre</b>	
<b>Name of the Candidate</b>	<b>Mohammed Shehil</b>
<b>Course Trained</b>	Computer Accounting with Computer Fundamentals
<b>Name of the Company</b>	Mullas Wedding Centre
<b>Designation</b>	Salesman
<b>Salary</b>	8000



Parents of students in recent batches commented that their children have not received their salaries yet from their employers as they did not have bank accounts. These are students from economically backward families and need their salaries to subsist. Such issues discourage other young men in the village from enrolling at the centre; reducing word of mouth recommendations. In many cases, these students are the first person in the village to have completed the course and have entered the formal sector. In our interactions with families, they were still awaiting the socio-economic differential.

Interviews were scheduled at the centres and also at the offices of the recruiters. Almost all the beneficiaries were offered job offers. So far around 80 % of the beneficiaries have been placed. Efforts are underway to place the remaining candidates.

- Some of the employers of the trained beneficiaries are:
- First Source
- SMART
- SLV Spinning Mill
- Multi Speciality Hospital – Tamil Nadu Chennai
- Vijayatha School
- Kalyani Auto spares
- Shri Maruthi Constructions
- SRS Transports
- Priya Nursing Home
- MITS Abacus
- Samiya Silks
- Atlas Travels
- Digitech
- Eureka Forbes; etc.

### **1.7.1 Post-placement counselling and tracking**

The centre has a tracking process to ensure the well-being of their students. The follow-up with students through the telephone and the placement co-ordinator visits them at their place of employment every 15 days. Some of the main reasons identified by the research team from multi-stakeholder interactions for attrition from their jobs include:

1. Students are pursuing a higher education and employees do not give them leave for their examinations
2. Accommodation is expensive and they have to borrow money to pay the first month's rent. Making the entire relocation process expensive for a family from an underprivileged background

3. Finding affordable Housing, getting their salary on time, opening bank accounts, acclimatization to the city, work environment are key challenges. The students said the centre tracks them through the phone or through visits at the place of work.

- Further scrutiny of placement partners are required
- They appreciate that the faculty at the centre are in constant touch with their children and believe their well-being is monitored constantly

#### **4.4.8 Socio Economic impact of the intervention**

As it is observed that in many of the families the trained candidates were the only earning members for the family. To manage their family minimum earning required Rs 5000 for livelihood of 5 members' family. Due to the programme many of the families were observed to be happy and sustained living.

## Chapter V

### SUMMARY OF FINDINGS

The present study was undertaken to know the effectiveness of CSR intervention of skill development programme for unemployed youths with the overall objective of understanding the details of training, mobilization process, counseling, placement support and impact on self and family and society were summarized as per the details of the objectives delineated in the beginning of the study.

#### **Major Findings:**

The study findings have been ideally categorized as per the various aspects of the CSR implementation strategy followed during 'Data Collection and Analysis' and are explained below;

##### *Demographic details of the candidates*

- In total 150 no of candidates were interviewed. Out of this 75 in Chittoor and 75 in Palakkad districts. Although the targeted trainees were from weaker section of the society. It is found that 100% of the candidates were from rural areas in the nearby villages of center.
- Around 64% male and 36% female candidates were covered under the scheme. Almost 57% SC, 32% ST and rest others were trained under the scheme. Few Minority candidates were also included.
- Average household size is with 4 members' family and mean age of 22 years of the trained candidates. Almost all household were semi pucca houses with Minimum household income of Rs 8000 per month. Educational backgrounds of the candidates were Matriculation.

##### *Identification, mobilization, counseling and admission of candidates*

- Mobilisation of candidates for the training programme was conducted in the feasible blocks of Chittoor and Palakkad Districts. ITCOT organised awareness programmes for representatives from the local corporations,

youth sangams (clubs) and other social groups to mobilise for inviting large number of participants to the training programme.

- Intensive publicity campaigns using local and state electronic/print media were organised to spread the message around. Information and Communication materials such as pamphlets, Posters, Banners, TV Advertisement, etc., were also displayed around areas of Chittoor District for mobilisation of maximum candidates.
- Door to door canvassing was also organised in the target areas focussing youth gatherings in houses, religious institutions, parks, grounds etc. A total of over 1200 applications were received for the trades, Computer Accounting & Fundamentals; 2. Retail, Sales & MS Office; 3. Readymade Garments.
- Proper counselling was conducted for the identified candidates and registration with all testimonials were checked and documented before the training batch was prepared.

#### *Quality of training imparted*

- Around all the teachers were qualified and competent enough to give training as per MES qualification criterion. In all the courses good quality teaching materials were provided. Sufficient teaching learning materials such no. of students to computers was used for the training purpose.
- Almost all the candidates were satisfied with Infrastructure and stationery provided during training. All the placed candidates were happy with process of training and practical classes.
- All the candidates interviewed but not placed we satisfied of quality of training imparted. Around 85% of them intend to have better practical exposure.

#### *Assessment and certification*

- Almost all the candidates under went on job training in the field for more practical exposure. After completion of training ITCOT had issued course completion certificate to all the participants.

- As per the system all the candidates had external assessment done by DGET sponsor agency. More than 87% of the candidates scored good grade showing quality of training imparted.

*Placement of the candidates*

- Out of 500 candidates trained around 73% of the candidates got placement support. During the study around 150 placed candidates visited and more than 90% of these candidates were traced at their work place.
- After 7 months of placement many candidates have changed their place of work. Almost 67% of placed candidates have changed their place of work.
- As per record around Rs 6000 average salary received by each candidate got placement. In many cases it is also found that more than Rs 10000 was also being paid to them.
- At Palakkad more than 20 candidates after working for 3 months have shifted to Arabian country for taking up job in a Jewelry show room.

*Post placement support and follow-ups*

- It is found that post placement follow ups were done properly for the placed candidates. As per record dedicated team is maintaining the system of calling them and taking stock regarding work place.
- It is also found these following problems for out station placed candidates, such as lack of proper accommodation, long distance from their work place, acclimatization to a larger city, challenged by the tough work environment
- Post placement counseling is done to do a second placement if they are not happy with their employer. In this process more than 20% candidates were re-placed.

*Socio Economic impact of the intervention*

As it is observed that in many of the families the trained candidates were the only earning members. To manage their family minimum earning required

Rs 5000 for livelihood of 4-5 members' family. Due to the programme many of the families were observed to be happy and sustained living.

## Chapter VI

### SUGGESTIONS AND CONCLUSION

The objective of the study was to suggest actions for improving and mainstreaming the CSR projects in coming days. There were two categories of respondents: Trainer and Trainees. Based on the study findings, analysis and review, the suggestions for streamlining and sustainability of the programme have been discussed below under two categories.

#### 5.1 Suggestions:

- The course can be structured for a longer duration. The suggestion varied from 5-6 months to one year. Students believed that the additional training will enhance their communication skills and computer knowledge.
- More in-depth knowledge about the products will help their marketing skills (Retail)
- Students' interactions with experts or field based people to enhance the exposure and interest level.
- Many students find it difficult to travel to training center so suggested for Residential training programme.
- Employers suggested that the course can be geared towards better communication skills and knowledge about placements partners before attending the interview. Most employers maintained that students were extremely shy and nervous during interviews. In addition, they are not well groomed and presentable when they appear for the interview and suggested that the centre should focus on those aspects
- Certain employers prefer hiring boys as they work in 9 hour night shifts in the retail streams, night shifts are not convenient for girls coming from a rural environment, they commented.
- Most employers explained as they invest extensively in in-house training, they discourage attrition

- Employers are willing to engage with the institute as a part of the training module to address gaps in their understanding of industry requirements. This would include a presentation on work place expectations
- Students should have greater knowledge of a diverse range of products in the marketing and retail stream
- Students have to undergo an in-house training with their placement partners to understand their responsibilities and expectations
- Due to the short term, visible, transparent outcome of Skill Training programmes, it is recommended that such projects must be allocated greater portion of CSR funding.
- The overall process and system adopted by ITCOT is appreciable. It is evident that ITCOT is capable of implementing such skilling programmes on a large scale.
- Training of trainers and other staff are necessary and it should be done on regular time interval through the sector skill councils
- Industrial linkage- A strong industry linkages should be established so that every trainees/beneficiaries can get employment opportunities
- Post placement tracking for one year

## **5.2 CONCLUSION**

There is a very real opportunity to support the programs in an effort to create a comprehensive program that can be demonstrated as a feasible and readily available model for workforce capacity building, skills training and livelihoods development in rural areas. The scope for a considerable up-scaling and expansion of programming exists currently, and with the appropriate linkages (public, private and donor-related), technical support and design for the future course of strategic programming, IIFCL skill development programme, the potential to become flagship programs in rural areas on how to demonstrate an effective capacity-building program for livelihoods development, and skills training through placement linked training and education.

**Case study: 01**

Name: M.Balasubramanyam  
 Father's Name: M.Sanjeevi Reddy  
 Address: Nagari, Chittoor  
 Age: 30 Years  
 Skilled Training: Computer Fundamentals with Accountancy



M.Balasubramanyam was a IT/ITES student at ITCOT Training Centre, Chittoor in 2015. He is from a village Thadukupeta of Chittoor and lives with his parents and two sisters. His father is a farmer and his mother is a house wife. His father's income was not enough to provide even bread and butter to his family members. He has completed his matriculation from his village school. After that due to his family background and financial position he has supported to his father in agriculture though he was interested for higher study.

He came to know about the ITCOT training programme from a campaign programme in a nearby village arranged by IIFCL. He went there and enquired about the programme. He went through the selection process and got admission in Computer Fundamentals with Accountancy trade of IT/ITES sector. The course was of three months. He completed the training programme with good score. M.Balasubramanyam stated that the reason behind doing the course was to become an entrepreneur. He felt that he learnt a lot from the course and is satisfied with the training. Before joining he was doing agricultural work but after completion of training programme he joined in Sai Electronics Mobile Shop with monthly Income of Rs. 5,500 as Computer Operator. After six months of his working as Computer Operator he started his own DTP & Internet shop in his own village Thadukupeta.

He mentioned that the course at ITCOT centre provided knowledge on computer and soft skill which helped him to get a good job. He felt that the course and

quality of training at ITCOT centre of Nagari is very good and it has benefitted him a lot. He has recommended the course to others in his area but they cannot take it up as it the centre is too far.

M.Balasubramanyam did his OJT at PACE Sectors Pvt Ltd., Kodambakam for 15 days along with 15 other students from ITCOT. He has been working at PACE Sectors Pvt Ltd for eleven months in the BPO(Voice) sector. His starting salary was 7,000/ month and currently it is 7,500/ month. Along with his salary he also gets tips ranging from 200-700 rupees every month. He mentioned that it takes nearly 2 hours for travelling from his home to the Kodambakam. His shift starts at 7am and ends at 4 pm and gets 45 mins break from 2pm-2.45pm. He is provided drop service by the company car till his door step. He is in his 2nd year of graduation when he joined PACE Sectors Pvt Ltd. But, he has not had a chance to continue studying due to the lack of time. He mentioned that people at PACE Sectors Pvt Ltd are happy with his work. He also mentioned that other people who join the same job as his partner never continued beyond 3-4 months. Balasubramanyam wants to continue working in the BPO sector and said that he also wants to continue his work to support his family.

M.Balasubramanyam admitted that he was desperate for a job before joining the training programme. After completing the training programme sponsored by IIFCL, the beneficiary joined in M/s. Pace sectors Pvt Ltd with a monthly salary of Rs.7, 000. He mentioned that the training programme apart from helping him improve his computer knowledge, the soft skill sessions helped him improve his spoken English and confidence for talking to the customers.

**Case Study: 02**

<p>Name: P.S.Venugopal</p> <p>Father's Name: Sivaraj</p> <p>Address: Nagari, Chittoor</p> <p>Age: 21 Years</p> <p>Skilled Training: Computer Fundamentals with Accountancy</p>	
--	--

His father is a farmer and his mother is a daily labourer. He has two brothers and a sister. All his brothers and sisters were discontinued their schooling. But he has completed his Intermediate course from Pudupeta college. After completion of his schooling in spite of his poor economic condition of his family he completed his intermediate standard. But he did not pursue his Graduation. He was searching of job but he failed in getting job because of lacking of computer knowledge.

He came to know about the IIFCL ITCOT training programme from local newspaper. Immediately he went to the nearest ITCOT training centre to enquire. There he went through the selection process and got admission in Computer Fundamentals with Accountancy trade. The course was of three months. He completed the training programme with good score. Venugopal stated that the reason behind doing the course was to get a job. With that salary he will continue his MBA course.

Before joining in the IIFCL ITCOT training programme, he was unemployed but after completion of training programme he joined in local Super Market "Sri Krishna Super Market" as Billing Operator with monthly salary Rs. 4,500. After joined as Billing Operator on 14 / 07/2015 he is doing his MBA course. He hopes that completing this post-graduation will help him grow further in his career.

**Case Study: 03**

<p>Name: S.V.Ashok</p> <p>Father's Name: Vikram</p> <p>Address: Nagari, Chittoor</p> <p>Age: 23 Years</p> <p>Skilled Training: Computer Fundamentals with Accountancy</p>	
---	--

Mr. Ashok hails from poor family and he lost his parents in his childhood. He was looked after by his grandmother and he is the only bread winner of the family. The family has some debt due to money borrowed for medical expenses of his grandmother. He is the only child of his parent. For completing his schooling and intermediate he had faced various financial problems after the death of his parent. Still for his strong willingness he got a job.

Ashok came to know about the IIFCL ITCOT training programme from his friend. Though he was searching for doing computer course he went to the nearest ITCOT training centre to enquire without any further delay. There he went through the selection process to get admission in Computer trade. He completed the three month course of IIFCL ITCOT centre of Nagari with 80% scores.

Before joining in the training programme, he was unemployed and has to repay the money borrowed for his grandmother. After the completion of training programme at Nagari centre he got a Machine Operator (Computerized) job in Uma Maheswari Textiles & Manufactures with monthly salary of Rs. 5000.

Ashok is working for last one year by placement arranged by training centre after completion of training programme and with the help of his job he has repaid part of the loan. With his sincerity in his work in last 7 months got an increment of Rs. 1500 and now he is paid off the full amount and started saving for the future.

**Case Study: 04**

<p>Name: K. Praveen Kumar</p> <p>Father's Name: R. Thyagaraju</p> <p>Address: Nagara, Chittoor</p> <p>Age: 24 Years</p> <p>Skilled Training: Computer Fundamentals with Accountancy</p>	
---	--

His parents live in Nagari of Andhra Pradesh and his parents who are farm labourers. He is the only son and he has the responsibility of taking care of his aged parents. He struggled to support their family with 9 members and he enrolled for the Computer course to support them.

Praveen came to know about the IIFCL ITCOT training programme from his friend. He went to the nearest ITCOT training centre to enquire. There he went through the selection process and got admission in Computer trade. The training programme was of three months and completed sincerely and got a good mark.

K. Praveen Kumar completed the 3 month training course in Computer Fundamentals with Accountancy trade of IT/Accounting at the ITCOT centre, Nagari in Andhra Pradesh. The training centre prepared him for the placement process and invited Super Market as one of the local placement partners. He was selected for the Billing Assistant job after an interview with a salary package of Rs.6500 with food and accommodation. He felt the course material was extremely relevant and helped in preparing him for his job which involves preparing the bills by using computer. The employer has informed him that based on his hard work and performance he can get a higher salary. He is determined to get an increment and work overtime. Some of his other batch mates have out migrated to other parts of the country. "I did not out migrate because my parents were not comfortable with the concept and were concerned

about me", he added. Before joining in the training programme, he was working as a Cooli (Labour).

Individual level: Gained a skill set and local employment. Career progression has been clearly outlined. Societal level: Intends to save and support a large dependent family Societal and parental pressure not to out-migrate.

Praveen hails from a conservative family in Nagari. He feels that his employment and training has given him an opportunity to gain more exposure. He is now able to stand on his own feet by working in a company in Nagari & also support his family financially which in turn has gained his independence and respect.

**Case Study: 05**

<p>Name: M.V.Nagarajan</p> <p>Father's Name: Vaipuri</p> <p>Address: Nagari, Chittoor</p> <p>Age: 23 Years</p> <p>Skilled Training: Computer Fundamentals with Accountancy</p>	
--	--

**M.V.Nagarajan** is from Chittoor block in Andhra Pradesh. He is 23 years old and has studied till class 10th. He discontinued his education due to financial reasons. His parents have a local cosmetic shop. Nagarajan was a student at the ITCOT centre in Nagari, Chittoor. In 2015, he had taken training for Computer Fundamentals with accountancy course offered by the IIFCL, ITCOT centre and is placed in Pace Sectors Pvt Ltd. at Kodambakam from last 11 months. He is earning Rs. 7,000/ month with food and accommodation.

He came to know about the IIFCL ITCOT training programme from one of his friend. He went there and enquired about the programme. He was counselled there and appeared an entrance test and selected for Computer Fundamentals with Accountancy trade as he was interested to work in BPO Voice sector. The course was of three months. He completed the training programme with good score in the examination held. Nagarajan stated that the reason behind doing the course was to get employment. He felt that he learnt a lot from the course and is satisfied with the training. Before joining he was unemployed but now he is able to stand on his own feet working in a company.

Individual Level Impact: The student got employment due to the skill training programme provided by IIFCL, ITCOT centre, Chittoor. He also got a chance to work locally, live with his family and make a living. Societal Level Impact: He supports his parents financially in running the house. Nagarajan, after completing the training programme sponsored by IIFCL, has started earning

Rs7, 000/- per month. The beneficiary now works at Pace sectors Pvt Ltd .The beneficiary shared that the project was the sole reason for his employment opportunity and being a responsible person in the family by financial contribution.

**Case Study: 06**

Name: K. Dhanam

Father's Name: M. Karunakaran

Address: Nagara, Chittoor

Age: 20 Years

Skilled Training: Computer Fundamentals  
with Accountancy



She was born in a very poor family of Chittoor. Her father is a small farmer and mother is a daily labourer. She has a sister and a brother. Her family's financial condition is not sufficient to feed even twice in a day to them and complete their study. But due to her strong will power she completed her intermediate course after overcoming all hurdles in her life. After seeing her parent's financial situation she decided to support her parents and took skill training to maintain a sustained life.

She came to know about the training programme of IIFCL ITCOT training campaign in her village. Then she enquired regarding the training programme in the nearest ITCOT training centre. Being intermediate qualification and strong interest to support her family members along with poor parents become Teaching Faculty. She completed her training in Computer Fundamentals and Accountancy trade. Then she went through the selection process and got admission in the desired trade. The training programme which was for three months completed sincerely and secured 70% marks. After the successful completion of the training programme, she joined in CSEC Computer Education as a Teaching Faculty.

With her parent and dependents less income her family is not socially and economically strong in the village. With her skill and job she could able to earn Rs. 6500 per month which has raised her family income to Rs. 80,000 per

annum and increased her financial strength of her family members. With her sincerity in her work in last 9 months got an increment of Rs. 1000 and now she could dream something do better in coming days and take care of her family and lead to a sustained life.

Ms. Dhanam was unemployed before joining the training programme and after completion she has started earning which has raised her family income. Since her father is a manual labourer, her family has been struggling to raise money for her marriage. With her job and earnings, Dhanam is contributing to her marriage expenses and is happy to have helped for the same.

**Case Study: 07**

<p>Name: M.Eyumalai</p> <p>Father's Name: M.Ganesh Reddy</p> <p>Address: Nagari, Chittoor</p> <p>Age: 24 Years</p> <p>Skilled Training: Computer Fundamentals with Accountancy</p>	
--	--

M.Eyumalai hails from poor family. His father M.Ganesh Reddy is a farmer. He is the only son and he has three sisters. For completing his schooling along with his siblings he had faced financial problems after the death of his parent. But due to his willpower he has completed the training programme at IIFCL ITCOT, Nagari centre.

M.Eyumalai came to know about the IIFCL ITCOT training programme from his friend. Though he was searching for doing computer course he went to the nearest ITCOT training centre to enquire without any further delay. There he went through the selection process to get admission in Computer trade. He completed the three month course of IIFCL ITCOT centre of Nagari with good scores.

Before joining in the training programme, he was unemployed. But after the completion of training programme at Nagari centre he got a Machine Operator (Computerized) job in Uma Maheswari Textiles & Manufactures with monthly salary of Rs. 5000.

M.Eyumalai who completed his Computer Fundamental with Accountancy training at the ITCOT Training centre of Chittoor, Andhra Pradesh. After his three month course, he was placed through the centre at the S.S.Medical, Chittoor. Initially he was employed as a trainee for 3 months with a pay package of Rs. 7000. This was followed with successive promotions as the Billing Assistant. At the end of the first year, his pay package had increased to Rs.

8,000 with PF and benefits. This package came with free food and accommodation.

Currently, he is working at the S.S.Medical, Chittoor as Billing Assistant. He heard about the job opportunity from his friend. His current pay package is Rs. 8,000 with food and accommodation.

**Individual Impact:** Pay package has increased. Enhanced levels of self-esteem and confidence.

The ITCOT centre has helped him find his feet through gaining employment. Before joining the ITCOT centre, Nagari he was wondering without any income but now he is adding income with his family's income and leading a better life. M.Eyumalai shared that the soft skill sessions has helped him develop his etiquettes and is much thankful for the training programme. He is very much thankful for the opportunity, as he is able to contribute to the family income.

**Societal Impact:** "I am earning a good pay package in S.S.Medical, Chittor and support my parents and siblings education", he added. He mentioned that his siblings may have discontinued their education earlier if not for his support.

Eyumalai was unemployed before joining the training programme. After completing his training, he secured employment in S.S. Medicals as a billing assistant. From his salary, he has bought a sewing machine for his mother. She is now also contributing to their family income. The living conditions of his family has improved and all the family members are living better than earlier

**Case Study: 08**

**“DREAM COMES TRUE”**

<p>Name: K.Rajarathinam</p> <p>Father’s Name: K.Srinivasulu</p> <p>Address: Nagari, Chittoor</p> <p>Age: 31 Years</p> <p>Skilled Training: Computer Fundamentals with Accountancy</p>	
---	--

K.Rajarathinam is a 31 year old young boy from Chittoor, Andhra Pradesh. His family consists of five siblings and parents. His father is a farmer and he was not able met all his family expenses with his limited income. K.Rajarathinam is interested in studies but he was forced to discontinue his studies due to the economic burden of his family. After drop-out from college, he worked in the agriculture field along with his family members to earn his living.

During that time he came to know about ITCOT training programme of IIFCL from his friends. He was enrolled for Computer Fundamentals with accountancy course at Nagari centre. While doing his course, he made sincere efforts to learn his course effectively. After the successful completion of course, he got a job as Computer Operator named Ruthra Ganapathi Graphics with a capital of Rs.82,000 from his family. Now he is earning more than Rs. 10,000 per month. His family members are very proud of his achievements. K.Rajarathinam story motivates lot of youngsters in the areas near by his home. He is a role model for any youngster who is struggling with his career.

K.Rajarathinam lost his father at a young age, since then it was his mother who was the sole bread earner of the family. Soon after this training programme he was employed, which raised his standard of living also enabling him to take care of his own wedding expenses that incurred few months back. He is happy as currently he is the sole breadwinner of the family.

**Case study: 09**

<p>Name: P.Jagadheeswaran</p> <p>Father's Name: Perumal</p> <p>Address: Nagari, Chittoor</p> <p>Age: 22 Years</p> <p>Skilled Training: Computer Fundamentals with Accountancy</p>	
---	--

P.Jagadheeswaran aged 22 hails from a poor family in Chittoor who struggled to help him continue his studies after schooling. His father is a farmer and mother is working from wondering home to home. He is from Chittoor in Andhra Pradesh. He is 22 years old and has studied till class 10th. He discontinued his education due to his family's poor socio-economic financial reasons.

He came to know about the IIFCL ITCOT training programme from the ITCOT campaign organized in nearby village. He went there and enquired about the programme. As he is interested for Computer trade appeared an entrance test and selected for Computer Fundamentals with Accountancy course. The course was of three months. He completed the training programme with good score in the examination. P.Jagadheeswaran stated that the reason behind doing the course was to get employment. He felt that he learnt a lot from the course and is satisfied with the training. Before joining he was unemployed but now he is working in Venkateswara Graphics in Nagari as Computer Operator with monthly salary of Rs.6000.

This training programme enabled him to secure an employment with a decent salary which helped him renovate his rain affected house. He expressed his happiness in sharing his father's burden finally.

**Case study: 10****“A Story of Change to better future”**

<p>Name: E.V.NATARAJAN</p> <p>Father's Name: E.VADIVELU</p> <p>Address: Nagari, Chittoor</p> <p>Age: 22 Years</p> <p>Skilled Training: Computer Fundamentals with Accountancy</p>	
---	--

E.V.NATARAJAN of Chittoor district learnt Computer Fundamentals with Accountancy course, which was organized for the unemployed youths of communities living in Nagari area of Chittoor. Initially he was unemployed youth as he doesn't have any hand skills experience, as he belongs to very socio - economically poor family which have negative impact on his thought process. His father E.VADIVELU's occupation is Collie and mother is a daily labourer. Before joining in the training programme, E.V.NATARAJAN was unemployed.

Natarajan came to know about the IIFCL ITCOT training programme from local newspaper. As his family is Socio-Economically very poor then he went to the nearby ITCOT centre and enquired about the training programme. He went through the selection process and got admission in the IT & Accounting sector. The training programme was of three months which he completed sincerely. After the successful completion of the training programme, he joined in IDEA CELLULAR in Chennai as Customer care Executive in monthly salary of Rs. 7,5000. This has brought positive change in his life process. Now he has taken over the all responsibility of his family. He is satisfied with the training he has taken in ITCOT training centre.

E.V.Natarajan parents are daily wage labourers struggling for their livelihood. Though Natrajan managed to complete his schooling, his parents decided to put an end to his brother's education as they were not able to afford it. Post this training programme, Natrajan has been able to support his brother's education and also take care of household expenses.

**Case study: 11**

Name: R.CHAITHANYA

Father's Name: RAVI SANKAR

Address: Nagari, Chittor

Age: 23 Years

Skilled Training: Computer Fundamentals with Accountancy



He was born in a poor family in Nagari. His father a gambler and mother mentally ill. His memories of early childhood are full of conflict and he and his two sisters were taken care by his maternal grandparents. As his family is not sound in socially and economically it was difficult to feed even twice in a day to them and complete their study. But due to his strong determination he completed his intermediate course after overcoming all the hurdles come across in his life. To improve his family's living standard he decided to take skill training to maintain a sustainable life.

He came to know about the training programme of IIFCL ITCOT training campaign in his village. Then he enquired regarding the training programme in the nearest ITCOT training centre. Being intermediate qualification and strong interest to support his family members along with poor parents he completed his training in Computer Fundamentals and Accountancy trade. It was a startup for upgrading his knowledge. After the successful completion of the training programme, he placed in Silicosis as a Customer Support.

With his parents and dependents less income his family is not socially and economically strong in the village. With his skill and job he could able to earn Rs. 6000 per month which has raised his family income amount to Rs. 90,000 and financial strength to his family members. With his sincerity in his work in last 8 months got an increment of Rs. 1200 and now he could dream something do better in coming days and take care of his family and lead to a sustained life.

**Case study: 12**

<p>Name: BUCHI REDDY DHANAMJAYA</p> <p>Father's Name: B.GOVINDA REDDY</p> <p>Address: Nagari, Chittoor</p> <p>Age: 23 Years</p> <p>Skilled Training: Computer Fundamentals with Accountancy</p>	
---	--

B.Dhanamjaya hails from a family with agricultural background. Earlier he felt that he was a burden to his family as he was physically challenged as his other sibling are normal. His father is a weaver and mother is a house wife.

It is an initiative under the ITCOT – which provided skill development training programme, a collaborative effort of the IIFCL and ITCOT for providing training to unemployed youth to become self-sustained. BUCHI REDDY DHANAMJAYA of Chittoor had taken skill training programme in Computer Fundamentals and Accountancy course provided by IIFCL ITCOT in Nagari centre. He has undergone RETAIL SUPERVISORY course in June, 2015 Initially he faced lots of challenges from his family, community and school & colleges. But gradually he accepted that challenge and completed his training successfully.

**Developmental Remark**

After successful completion of the course he got placement with Suguna Chicken PVT LTD as Electrical Supervisor cum computer operator and earning Rs. 6,000 per month. Presently he is working with Rs. 8000 monthly salary. Now he is happily supporting his family. B.Dhanamjaya hails from a family with agricultural background. Earlier he felt that he was a burden to his family as he was physically challenged and now with his earnings he feels much more worthy and he is able to take care of his medical expenses, apart from supporting his family. Now he becomes a role model for any youngster like him who is struggling with his career.

**Case study: 13**

<p>Name: P.VICTORYA          Father's Name: P.MATHAIAH          Address: Nagari, Chittoor          Age: 22 Years          Skilled Training: Computer          Fundamentals with Accountancy</p>	
---	--

P.Victorya, an 22 year old girl hails from Chittoor district of Andhra Pradesh. She could not qualify her 10th standard due to lack of scope for proper education and financial issue. Her family consists of parents and one brother. The only earning member in the family is her father who is a daily wage labourer. He did not have work on regular basis and this affected the financial condition of the family.

P.Victorya came to know about the basic computer course conducted by ITCOT centre in Nagari. P.Victorya's main objective for joining the computer course was to get a job to support her family. Through the counselling by the ITCOT training Institute she could able to realise the fact, which was given a verbal shape by her later and goes like this –“Life is consisted of many alternatives. As she was seeking, she attended” the counselling session along with his father P.MATHAIAH. After a long discussion, the counsellor guided Victorya to acquire computer skills to get a suitable job in a small area like Nagari. She was enrolled in a training programme on Computer Fundamentals with Accountancy. When the programme was approaching its end, Victorya got an offer at Sri sai health and wealth care solutions ,Nagari. She joined there as Customer support with a monthly salary of Five thousand. The smiles in the face of rejuvenated P.MATHAIAH bear enough testimony to the success of her daughter.

Become employable and get salary for her job. Now she feels more confident. Societal Impact: She has been supporting her family financially. Her status in the society has also improved. Victorya’s family was earlier struggling to make

ends meet as her father is unemployed due to a chronic illness. Now with her employment, her family is entirely depending on her salary to manage their household expenses and she is happy as she is able to contribute for her father's medical expenses.

**Case study: 14**

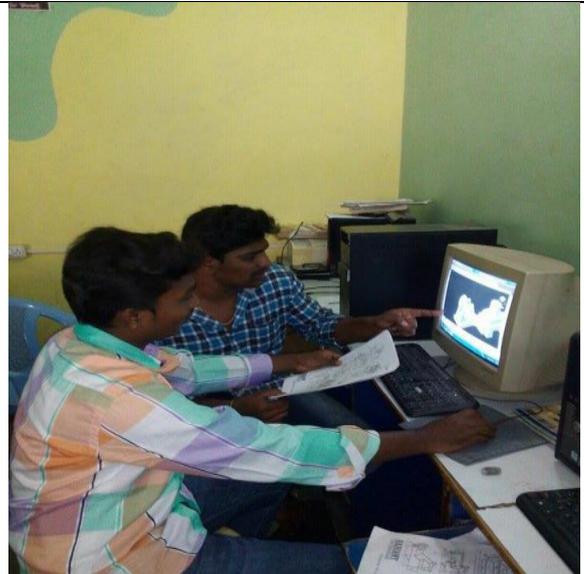
Name: A.Stanly Sudhakar

Father's Name: S.Arumai Nayagam

Address: Nagari, Chittor

Age: 21 Years

Skilled Training: Computer Fundamentals with Accountancy



S.Arumai Nayagam after separated from his family he shifted to Nagari with his wife and 4 children. A.Stanly Sudhakar is the only son out of his four children. He purchased one and half acres of land after getting his separation benefits. In addition to his own land, he was also doing share cultivation. The earning from the land was not sufficient to feed his five family members and provide higher education.

Sudhakar is interested in studies but he was forced to discontinue his studies due to the economic burden of his family. After drop-out from school, he worked in the agriculture field along with his family members to earn his living. During that time he came to know about ITCOT training programme of IIFCL in Nagari. He was enrolled for Computer Fundamentals with Accountancy course at ITCOT, Nagari centre. While doing his course, he made sincere efforts to learn his course effectively. After the successful completion of course, he started working as an In-charge cum tutor in Radiant Techocad with monthly salary of Rs. 5000. Now he is earning more than Rs. 7,000 per month.

His family members are very proud of his achievements. Sudhakar story motivates lot of youngsters in the areas near by his home. He is a role model for any youngster who is struggling with his career.

Individual Impact: Income has increased several times. Societal Impact: Now he helps his family and his story motivates his peers to do same. A. Stanley Sudhakar's family struggled to provide him higher secondary education and did not support him completely for his higher studies due to financial constraints. This employment now has aided him to enroll in a correspondence education and he is entirely managing the fee.

**Case study: 15**

Name: R.MYTHILI  
 Father's Name: Late B.RAJA  
 GOPAL  
 Address: Nagari, Chittoor  
 Age: 34 Years  
 Skilled Training: Computer  
 Fundamentals with Accountancy



R.Mythili, aged 34 is the youngest children of Late B.RAJA GOPAL. She has 2 brothers and 2 sisters. His father was a farmer and mother is a housewife. With lots of financial constraint of his parents she got married at the age of 25. After 5 years successful marriage his husband dead in a road accident. Since then she was struggling for smooth running of her family. Though she has completed her schooling she got admission in ITCOT training centre of Nagari which was nearer to her in-laws house.

R.Mythili came to know about the basic computer course conducted by IIFCL ITCOT training centre in Nagari, Chittoor. R.Mythili's main objective for joining the computer course was to get a job to support her family with 2 children. After the successful completion of course she got placement at Kalyani Tractor Spares and oils, Chittoor as Accountant. Her salary was Rs. 5,000 per month which means a lot to her family. Her family's financial condition improved a lot after her placement in Kalyani Tractor Spares and oils. This achievement is not only about money, but also has improved her social status. As a woman, she is a role model for many women who are struggling for survive in the mainstream of life.

R.Mythili lost her husband few years back, since then they have been struggling as family to support their needs and also repaying the marriage debts. With her salary she has been able to repay the debts and also support the family after the loss of her father a few months back.

Individual Impact : Become employable and get salary for her job. Now she feels more confident. Societal Impact: She has been supporting her family financially. Her status in the society has also improved.

**Case study: 16**

Name: Mohammed Shehin P K  
Father's Name: Mohammadali  
Address: Mannarkkad , Palakkad  
Age: 20 Years  
Skilled Training: Computer Accounting with Computer Fundamentals



Mohammed Shehin P K, 20 years old is belonged to a humble background of Mannarkkad, Palakkad . His father Mohammadali is driver in profession and mother is a housewife. His entire family includes him, 2 sisters and grandparents except his father (driver) is involved in agriculture. His family's traditional agricultural practice in 2 acres of land could not help his father to make both ends meet and to continue his children's education. Mohammed was searching for skill training.

It is an initiative under the ITCOT – which provided skill development training programme, a collaborative effort of the IIFCL and ITCOT for providing training to unemployed youth to become self-sustained. After heard from his friends about IIFCL ITCOT training programme, Mohammed met the Counsellor of nearest ITCOT training centre. He appeared an entrance test and undergone skill training programme in Computer Accounting with Computer Fundamentals course provided by IIFCL ITCOT in Mannarkkad centre. He completed three

months course with sincerity where he secured good knowledge on Computer with accounting which helped him to get a good job in Ayurveda Hospital of Mannarkkad.

With his parents and dependents less income his family is not socially and economically strong in the society. With his skill and job he could able to earn Rs. 8000 per month which amount to Rs. 96,000 which is financial strength to his family members. With his sincerity in his work in last 7 months he got an increment of Rs. 500 and now he getting Rs. 8,5000 per month. By this now he could dream something do better in coming days and will take care of his family and lead a sustained life in his village.

Apart from the economic benefits, his main source of happiness is the recognition that he gets from all his community members and family members for his good work.

Mohammed Shehin is from a humble background. He was placed in a textile shop with a good salary. He is also getting help from the training centers even after one year and he is in regular touch with the centre and they are helping him in his career growth

**Case study: 17**

<p>Name: Sree Vidhya M  Father's Name: Sreekumar V  Address: Mannarkkad, Palakkad  Age: 23 Years  Skilled Training: Computer  Accounting with Computer  Fundamentals</p>	
--	--

Sree Vidhya M is from a lower middle class family of Mannarkkad, Palakkad. She is 23 years old and she has 2 brothers and continuing their schooling in Mannarkkad village. Her father is working as a collie in Kerala. Her mother is a daily wage labourer. Due to her parents poor financial condition she discontinued her intermediate course. When she heard that her friends are working after completion of computer course she decided to take skill training programme relating to computer.

She got to know about the training programme of IIFCL through the panchayat members and joined the course. She is very satisfied because she not only learned about computers but the course gave more importance to soft skills which improved her personality. She mentioned that the course at ITCOT centre provided knowledge on computer and soft skill which helped him to get a good job. She felt that the course and quality of training at ITCOT centre of Palakkad is very good and it has benefitted her a lot. She has recommended the course to others in her area and few of them completed this course.

Sree Vidhya M did her OJT at Ace Pen Palakkad in Palakkad for 7 days along with other students from ITCOT. She has been working at Ace Pen Palakkad for eleven months in the IT sector. She started her job as Office Assistant with salary was 8,000/ month and currently it is 9000/ month. She mentioned that it takes nearly 30 mins for travelling from her hometown to Palakkad. She is very satisfied because she not only learned about computers but the course gave

more importance to soft skills which improved her personality and made her bold. She is very satisfied and she is supporting for her children's education.

**Case study: 18**

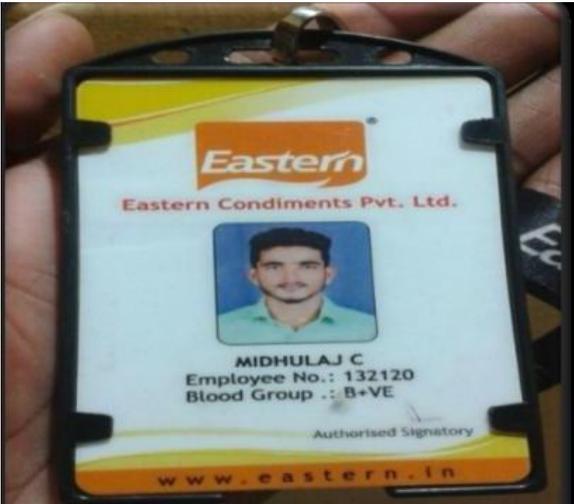
<p>Name: Resmi C                  Father's Name: Govindan Kutty                  Address: Mannarkkad, Palakkad                  Age: 39 Years                  Skilled Training: Computer                  Accounting with Computer                  Fundamentals</p>	
---	---

Her family consists of her parents and two brothers and a sister. The only earning member in the family is her father who is in profession is a Stamp Vendor and mother is a housewife. His father's income is not sufficient which affected the financial condition of the family. She could not complete her intermediate due to lack of scope for proper education and financial issue.

She came to know about the training programme of IIFCL ITCOT training campaign in her village. Then she enquired regarding the training programme in the nearest ITCOT training centre of Mannarkkad. Being matriculate qualification and strong interest to support her siblings for continuing their schooling along with poor parents become a Billing assistant. She completed her training in Computer Accounting with Computer Fundamentals trade. Then she went through the selection process and got admission in the desired trade. The training programme which was for three months completed sincerely and secured 70% marks. After the successful completion of the training programme, she joined in Jenaseva Medical Shop as a Billing Assistant.

After completing the training programme, the beneficiary started earning Rs. 6,500/- per month, which has raised his family income to Rs. 78,000/- per annum. With her parent and dependants less income her family is not socially and economically strong in the village. With her skill and job she could able to earn Rs. 6500 per month which has raised her family income to Rs. 90,000 financial strength to her family members. With her sincerity in her work in last 8 months got an increment of Rs. 1000 and now she could dream something do better in coming days and take care of her family and lead to a sustained life.

**Case Study: 19**

<p>Name: Midhilaj C</p> <p>Father's Name: Abubacker</p> <p>Address: Mannarkkad , Palakkad</p> <p>Age: 21 Years</p> <p>Skilled Training: Computer Fundamentals with Accountancy</p>	
--	---

Midhilaj is from a lower middle class family. His father is running a business which is in loss. His mother is home maker and has two sisters. After completion of his schooling in spite of his poor economic condition of his family due to failure of his father in business he did not complete his intermediate standard. He was searching of job but he failed in getting job because of lacking of computer knowledge.

He came to know about the IIFCL ITCOT training programme from local newspaper. Immediately he went to the nearest ITCOT training centre Manarkad to enquire. There he went through the selection process and got admission in Retail, Sales with Ms Office. The course was of three months. He completed the training programme with the highest score. Midhilaj stated that the reason

behind doing the course was to get a job. With that salary he will support his sisters to continue their education and marriage expense.

Before joining in the IIFCL ITCOT training programme but he was unemployed but after completion of IIFCL ITCOT training programme he is working as Sales Executive in IT sector of Eastern Condiments Pvt Ltd. in Mannarkkad. He is drawing Rs. 6000 per month. After the completion of the training he is working in Eastern Pvt. Ltd. He is now saving money for his sister's education and marriage expense.

He feels that his employment and training has given him an opportunity to gain more exposure. He is now able to stand on his own feet by working in a company in Mannarkkad & also support his family financially which in turn has gained his independence and respect.

**Case Study: 20**

<p>Name: Meenu Sibi</p> <p>Father's Name: Sibi TA</p> <p>Address: Mannarkkad, Palakkad</p> <p>Age: 21 Years</p> <p>Skilled Training: Readymade Garments</p>	
---	--

Meenu Sibi 21 years hails from poor family and his father is a farmer and mother is a housewife. She has three brothers only. The family has some debt due to money borrowed for providing education to their children. For completing her schooling and intermediate she had faced financial problems still due to her strong determination she completed her education. To support her parents and to raise her family's socio-economic condition in the society she decided to take skill training.

Meenu Sibi came to know about the IIFCL ITCOT training programme in nearby village when she was going to her friend's house. Though she was searching for taking skill training programme, she went to the nearest ITCOT training centre to enquire without any further delay. There she went through the selection process to get admission in Readymade Garments trade. The training was for three month course she completed it with hardworking and sincerity with a good mark.

Before joining in the training programme she was unemployed and supported to her mother in household work. After the successful completion of training programme at ITCOT, Mannarkkad she joined in Retail sector named Lamiya Silks as Sales and Designer with monthly salary of Rs. 7000. With her sincerity in her work within last 8 months got an increment of Rs. 500 and now she is getting Rs.7500 and with this her family is strong in socially and economically in her village. She is now independent and doesn't want to burden her parents for her marriage, so she has started saving money for her marriage.

**Case Study: 21**

<p>Name: Salman Farish P</p> <p>Father's Name: Siddeeqe</p> <p>Address: Mannarkkad , Palakkad</p> <p>Age: 23 Years</p> <p>Skilled Training:                  Computer      Accounting      with                  Computer Fundamentals</p>	
--	--

His parents live in Mannarkkad of Kerala and his parents are farm labourers. He is the only son and he has the responsibility of taking care of his aged parents.

He struggled to support their family with 9 members and he enrolled for the Computer course to support them.

Salman came to know about the IIFCL ITCOT training programme from local newspaper. He went to the nearest ITCOT training centre to enquire. There he went through the selection process and got admission in Computer Accounting with Computer Fundamentals course in IT trade. The training programme was for three month and he completed sincerely with a good mark. The training centre prepared him for the placement process and invited VKH Auto Mobiles as one of the local placement partners. He was selected for the Sales Assistant job after an interview with a salary package of Rs.8000 with food and accommodation. He felt the course material was extremely relevant and helped in preparing him for his job. The employer has informed him that based on his hard work and performance he can get a higher salary. He is determined to get an increment and work overtime. Some of his other batch mates have out migrated to other parts of the country. "I did not out migrate because my parents were not comfortable with the concept and were concerned about me", he added. Before joining in the training programme, he was working as a Cooli (Labour).

Mr. Salman Farish P always had problems in communicating with people and was low on confidence in his activities. He feels that the training he has received from this programme has really helped him build confidence and he is now able to interact with everyone without any reluctance. It was his dream to own a bike but was not able to buy because of his family's financial status.

He started to work for Rs. 8000 after the training he received and saved the money without spending on unwanted things and bought a bike few months bike. He feels that this programme had shown him a way to lead his life.

**Case Study: 22**

<p>Name: Muhammed Muhasin P</p> <p>Father's Name: Adbul Salam</p> <p>Address: Mannarkkad, Palakkad</p> <p>Age: 23 Years</p> <p>Skilled Training: Computer Accounting with Computer Fundamentals</p>	
---	--

Muhammed Muhasin P is from Mannarkkad, Palakkad district of Kerala. He is 23 years old and belongs to a middle class family. When he was pursuing his intermediate level because of his bad friend circle he discontinued his education. His father is a teacher. Muhammed Muhasin was a student at the ITCOT centre in Mannarkkad, Palakkad district of Kerala. In 2015, he had taken training for Computer Accounting with Computer Fundamentals course offered by the IIFCL, ITCOT centre and is placed in the leading textile shop in Manarkad from August,2015.

He came to know about the IIFCL ITCOT training programme from one of his friend. He went there and enquired about the programme. He was counselled there and appeared an entrance test and selected for Retail, Sales with Ms Office course as he was interested to work in IT sector . The course was of three months. He completed the training programme sincerely with good score in the examination.

Muhammed Mushain is from a middle class family, before joining the course he was not working and was ready to get into any kind of job. He attended the programme and after completion he got placed in Samiya silks one of the leading textile shop in Manarkad. He is earning a good salary of Rs. 8000 with which he is able to help his father in arranging money for his sister's wedding. He has been promoted for his sincerity in his work and also looking after the online marketing of the store because of the training he got on using computers during the training programme

Individual Level Impact : Muhammed Mushain got employment due to the computer training along with skill training programme provided by IIFCL,ITCOT centre, Palakkad . He also got a chance to work locally, live with his family and make a living.

Societal Impact: He became an inspiration for his friends and other educated unemployed youths in the society.

**Case Study: 23**

<p>Name: Sugesh C</p> <p>Father's Name: Suresh Babu</p> <p>Address: Mannarkkad, Palakkad</p> <p>Age: 22 Years</p> <p>Skilled Training: Retail, Sales with Ms Office</p>	
---	---

"Failure is only for a short period, but serves as a stepping stone to success." This is the aphorism that young Sugesh C, an unemployed youth who has successfully completed his education after braving formidable odds, lives by. Sugesh C hails from a poor background; his father is a daily wage labourer and has a younger brother who is studying. He was finding it difficult to get proper job with a decent salary. Most students slip into depression, give up their living place or their dreams, or take some extreme step after facing failure or privation of any kind. But not 22-year-old Sugesh C, who has set an example with his persistent diligence to realise his dreams, fighting the destitution his large family has faced.

He got into the information of IIFCL ITCOT training programme seeing an ad in local TV channel. He rushed towards the nearest ITCOT training centre of Mannarkkad to enquiry regarding the training programme. He got admission in IT sector. The training programme which was for three months completed

successfully. After the successful completion of the training programme, he joined in KNK Super Market And Biryani Store as a Computer Operator-cum-Sales Man with monthly salary of Rs.7000.

After the completion of training programme he got a good and respected employment in sales in KNK Stores. The money he is earning now is very useful for his family and he is able to support in his brothers education.

**Case Study: 24**

<p>Name: Sobha Mp</p> <p>Father's Name: Pushparaj</p> <p>Address: Mannarkkad, Palakkad</p> <p>Age: 30 Years</p> <p>Skilled Training: Computer Accounting with Computer Fundamentals</p>	
---	---

Shoba M P, 30 years old is from a lower middle class family of Mannarkkad. She wanted to help her parents financially but she was not able to because of low income of their family. Her father is collie in profession. As she has two sisters and no brother to support her family financially Sobha decided to earn money in a decent way and will create an example for other families in her village.

She came to know about this training IIFCL ITCOT skill training programme through a mobilization campaign which happened in her village, she immediately applied for the course. The training programme was not only taught

computers it taught her a lot about personality development, work culture, communication; etc. It was very useful for her even after joining the work. Though the training programme was three months course and her marriage was fixed Shoba decided to complete the training programme and save money for her marriage. After successfully completion of the training she joined as Receptionist in Ace Computer Nenmmara. She is drawing Rs. 5000 monthly as salary.

Now she is married and living in Nenmara with her husband. She is able help her parents whenever they are in need without burdening her husband. She felt very grateful to IIFCL ITCOT training programme which has grown up her personality, work culture, communication skill within a short span of three months.

**Case Study: 25**

<p>Name: Muhammed Junaid VP</p> <p>Father's Name: Abbobacker</p> <p>Address: Mannarkkad, Palakkad</p> <p>Age: 21 Years</p> <p>Skilled Training: Computer Accounting with Computer Fundamentals</p>	
--	--

Junaid is from a middle class family with lots of financial burden. His father is a small farmer and mother is a daily wage labourer. He had no guidance for his career growth. Initially, his parents denied for his admission in skill training programme but when ITCOT counsellor met them and explained it's benefit they agreed. And That time Junaid was 21 years old and he had also supported to his father in agriculture.

He got the information of IIFCL ITCOT training programme seeing an ad in local TV channel. He went the nearest ITCOT training centre of Mannarkkad to enquiry regarding the training programme. He got admission in Computer Accounting with Computer Fundamentals course. The training which was for three months completed successfully and got a good score. After the successful completion of the training programme, he joined in Kmt Silks as a System Operator and got monthly salary of Rs.7000.

The training programme has helped him in learning a new trade and to find a job and he is now working in textile shop and earning a decent salary with which he is able to support his family. He has bought a new bike for his personal use from his money. He is proud that he is able to be independent and his family is looking for his opinions in family matters. He feels that the respect he gets is because of the job he got.

**Case Study: 26**

<p>Name: Ashique Kk</p> <p>Father's Name: Muhammadali P</p> <p>Address: Mannarkkad, Palakkad</p> <p>Age: 20 Years</p> <p>Skilled Training: Computer Accounting with Computer Fundamentals</p>	
---	--

Mr. Ashique KK is from a middle class family. His father is a daily wage worker. He has one brother and one sister who are studying. He really needed a job to support his father financially and for his sibling's education. Once he had decided to discontinue his study for his father's poor financial condition.

When he went to ITCOT training centre with his friends and discussed there regarding his family background the counsellor of that training programme encouraged by saying that "one should never give up their studies because of failure or hardship. Failure is there only for a short period and it helps us climb the ladder of success". After that he inspired to take admission in skill training course and guided to his siblings for continuing their education. As he had completed matriculation selected for Computer Accounting with Computer Fundamentals course. The course was of three months and completed the training programme sincerely.

After completing the training he got placed in Alma Hospital as a Receptionist/ front office staff, Mannarkkad and he is earning Rs. 6000 monthly with which he is able to support his father socially and financially. He has helped his father for his sibling's education and his salary had raised the family's monthly income.

**Case Study: 27**

<p>Name: Manju V M</p> <p>Father's Name: Manikandan</p> <p>Address: Mannarkkad, Palakkad</p> <p>Age: 22 Years</p> <p>Skilled Training: Computer Accounting with Computer Fundamentals</p>	
---	--

Manju V M hails from a financially humble background. Her parents are Daily Wage Labourer. Her parent's income was not enough to provide even bread and butter to her family members. She has completed his matriculation from her village school. After that due to her family background and financial position she did not complete her intermediate though she was interested for higher study. She came to know about the ITCOT training programme from a campaign programme in a nearby village arranged by IIFCL She went there and enquired about the programme. She went through the selection process and got admission in Computer Accounting with Computer Fundamentals trade of IT/ITES sector. The course was of three months. She completed the training programme with good score. Manju stated that the reason behind doing the course was to support her parents. She felt that she learnt a lot from the course and is satisfied with the training. Before joining she was unemployed but after completion of training programme she joined in Kottakkal Ayurveda Shop with monthly Income of Rs. 5,000 as an Accountant. After six months of her working as Accountant now she is getting Rs. 6000 per month.

She mentioned that the course at ITCOT centre provided knowledge on computer with accounting software and soft skill which helped her to get a good job IT sector. She felt that the course and quality of training at ITCOT centre of Mannarkkad is very good and it has benefitted her a lot. She has recommended the course to others in her area and few of her friends and neighbours has shown interest to continue this training programme. Now she was able to pay back debt incurred due to construction of house last year.

## **REFERENCES**

1. Chris MacDonald, Ph.D., Two Problems of CSR- A blog about Business Ethics by <http://businessethicsblog.com/about/> Posted August 8, 2011.
2. Dass, M and Abbott, M (2008). "Modelling new public management in an Asian context: public sector reform in Malaysia". *The Asia Pacific Journal of Public Administration*: 59-82.
3. Datta, S (2013), Session 1: Salient features of revised DPE guidelines on CSR, ECL Training on CSR & Sustainability, held during 7th -8th May, 2013, Asansol, Burdwan, West Bengal.
4. Eastern Cape Province (2011): Training Statistics, Office of the Premier, Bhishe.
5. Gajduschek, G and Hajnal, G (2003). Civil Service training assistance projects in the former communist countries: an assessment. Budapest: Open Society Institute
6. Government of India (2012), "Revised Guidelines on Corporate Social Responsibility and Sustainability for Central Public Sector Enterprises", released on 31st December, 2012, Department of Public Enterprises, Ministry of Heavy Industries & Public Enterprises, New Delhi.
7. Tiwari, P (2010), Providing healthcare services in rural India: Innovative application of mobile technology, *Health Care and Informatics Review Online*, 2010, 14(2), pg 3-9, ISSN 1174-3379 . Published online at [www.hinz.org.nz](http://www.hinz.org.nz) (accessed on 04.04.2013)
8. Valcke, M et al (2007). "ICT teacher training: Evaluation of the curriculum and training approach in Flanders." *Teaching and Teacher Education* 23.6:795-808
9. Vyas, L (2010) "Balancing outlook: assessment of public service training in Hong Kong by providers and clients", *Public Personnel Management*: 149-67

*Annexure I: Personnel/ organizations involved at different stages*

**Study Design**

Dr Prasanta Parida  
Mr Subrat Sarangi

**Questionnaire Preparation**

Dr Prasanta Parida  
Mr Subrat Sarangi

**Orientation to Researchers**

Dr Prasanta Parida  
Mr NP Das

**Coordination of Research Study**

Dr Prasanta Parida  
Mr NP Das  
Prof Ipsita Nayak  
Prof. Subrat Sarangi

**Coordinating Data Collection**

Mr Dukhabandhu Mahalaik

**Data Collection**

Priyabrata Das  
Udayanath Das  
Biswaranjan Sahoo  
Mahendra Kumar Hati  
Srikanta Ku. Das  
Sarangadhara Swain

**Verification of Computers & Peripherals**

Mr Dukhabandhu Mahalik  
Mr Gyanaranjan Sahoo

**Data Entry**

Ms Prativa Tripathy  
Mr Narayan Barik

**Data Processing and Graphics**

Ms Prativa Mahalik  
Ms Swगतिका Kanungoo

**Report Writing**

Dr Prasanta Parida  
Prof. Subrat Sarangi  
Ms Ipsita Nayak  
Ms Swगतिका Kanungoo  
Ms Prativa Tripathy

**Cover Page Design and Report Printing:** Print Tech, Bhubaneswar

\*\*\*\*\*