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A Navratna Company

IMPACT ASSESSMENT STUDY OF A CSR PROJECT OF ENGINEERS INDIA LIMITED



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This report is not an audit of the CSR Expenditure. It is an assessment of the Social Impact generated through the CSR Project. The information contained in the report is of general nature and will not be intended to address the circumstances of any particular individual or entity. Recommendations and Comments in our report are not intended, nor should they be interpreted to be a binding opinion. IICA does not undertake any responsibility arising in any way whatsoever, to any person other than EIL in respect of the matters dealt within this report, including any errors or omissions therein, arising through negligence or otherwise, howsoever caused.

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Acknowledgement

This report is an outcome of the Impact Assessment study undertaken by the Centre for E2E in CSR at the Indian Institute of Corporate Affairs for Engineers India Limited (EIL).

The impact assessment was conducted for the residential skill development training program of 1000 candidates from Backward Classes sponsored by EIL and implemented by NBCFDC and CIPET. We would like to extend our sincere thanks to EIL and CIPET for their involvement in the study at different levels. We would also like to thank the beneficiaries and all the stakeholders of the project for devoting their valuable time for the study as well as their support for successful completion of this project. The inputs of the participants of the study have made this assessment very insightful. We acknowledge our partnership with EIL and look forward to have many more wonderful associations.

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OVERALL IMPACT OF THE CSR PROJECT: MAJOR HIGHLIGHTS

- The program is highly impactful and relevant in the present socio-economic context of India as it empowers 945 underprivileged/unemployed youths through skill development training.
- The technical and professional skills gained by the trainees have increased their employability.
- The socio-economic status of the trainees and their families have improved, as 83% of the trained candidates were provided job placement at the completion of the skill development training programme.
- The training programme contributes to the country's economic growth by reducing the number of unemployed youths.
- The programme helps in the socio-economic inclusion of the rural youth.
- The programme contributes in building a skilled workforce and therefore helps in achieving the mandate of “Skill India mission”
- The programme contributes in achieving the United Nations Sustainable Development Goal 4 which is 'Education for all' and the sub target 4.4 which states: “By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”

CONTENTS

1	EXECUTIVE SUMMARY.....	1
2	INTRODUCTION.....	2
	About the project under evaluation.....	2
	About Engineers India Limited.....	3
	About Implementing Partners.....	4
3	METHODOLOGY USED FOR EVALUATION.....	4
	IICA's six step approach for research.....	5
	Sources of Data Collection.....	5
	Methods and Tools of Data Collection.....	5
	Sampling.....	6
	Sample size distribution.....	6
4	FINDINGS AND IMPACT EVALUATION : CENTRE-WISE.....	7
	(I) Aurangabad, Maharashtra.....	7
	(II) Baddi, Himachal Pradesh.....	11
	(III) Hajipur, Bihar.....	15
	(IV) Telangana, Hyderabad.....	19
	(V) Jaipur, Rajasthan.....	23
	(VI) Kochi, Kerala.....	27
	(VII) Lucknow, Uttar Pradesh.....	30
	(VIII) Murthal, Haryana.....	34
	(IX) Valsad, Gujarat.....	38
	(X) Vijayawada, Andhra Pradesh.....	42
5	FEEDBACK FROM CENTRE HEADS AND TRAINERS.....	46
6	SOCIAL AND ECONOMIC INCLUSION.....	48
7	SUCCESS STORIES.....	49
8	STAKEHOLDER MAPPING AND ANALYSIS.....	51
9	PROGRAM GOALS AND ACHIEVEMENT.....	54
10	SWOC ANALYSIS.....	56
11	SUSTAINABILITY OF THE PROGRAM.....	57
12	BRANDING/VISIBILITY OF EIL.....	60
13	OVERALL CONCLUSION FOR THE CONTINUITY OF THE PROGRAM.....	61
14	RECOMMENDATIONS.....	62

LIST OF FIGURES

Figure 1.....	5
Figure 2.....	7
Figure 3.....	8
Figure 4.....	11
Figure 5.....	12
Figure 6.....	15
Figure 7.....	16
Figure 8.....	19
Figure 9.....	20
Figure 10.....	23
Figure 11.....	24
Figure 12.....	27
Figure 13.....	28
Figure 14.....	30
Figure 15.....	31
Figure 16.....	34
Figure 17.....	35
Figure 18.....	38
Figure 19.....	39
Figure 20.....	42
Figure 21.....	43
Figure 22.....	60

LIST OF IMAGES

Image 1.....	10
Image 2.....	14
Image 3.....	18
Image 4.....	22
Image 5.....	26
Image 6.....	29
Image 7.....	33
Image 8.....	37
Image 9.....	41
Image 10.....	45

LIST OF TABLES

Table 1.....2
Table 2.....2
Table 3.....6
Table 4.....6
Table 5.....51
Table 6.....54
Table 7.....56
Table 8.....57

1. Executive Summary

The project under evaluation is a 'Residential Skill Development Training Program (SDTP) of 1000 candidates from Backward Classes' sanctioned by Engineers India Limited (EIL) and implemented by National Backward Classes Finance and Development Corporation (NBCFDC) in collaboration with the Central Institute of Petrochemical Engineering and Technology (CIPET). Indian Institute of Corporate Affairs (IICA) was assigned to undertake the Impact Assessment Study of the Skill development training program under the CSR Project of EIL.

The Impact Assessment Study has used both the quantitative and qualitative methods of data collection. The evaluation has relied on both the primary and secondary sources of data. The total sample size including the beneficiaries and key stakeholders is 320. The findings of the impact evaluation has been presented separately for each CIPET centre. The feedback of the trainees, trainers and centre heads have been described in detail.

The effectiveness of the skill development training program was studied by evaluating the nature and quality of training. Various parameters were assessed such as the efficiency of the trainers, the training methodology, training delivery process, quality of the study material, relevance of the training, job placement and whether the training could bring satisfaction and happiness to its beneficiaries. Also, the strengths, challenges and scope of improvement of the skill development training program was understood from the perspective of its beneficiaries.

Additionally, the Impact Assessment Study includes Stakeholder Mapping and Analysis, Goals and Achievement Matrix, SWOC Analysis, and Sustainability Matrix. The study also analyzes the contribution of the program towards social and economic inclusion of its beneficiaries. The success stories narrated by the beneficiaries of the project have been included in the report. Further, it studies the visibility of EIL as the sponsor of the skill development training program.

The Impact Assessment Study concludes that the skill development training program by EIL has been successful in creating a positive impact on the lives of its beneficiaries and their families. The program caters to the needs of the underprivileged youths from backward communities and helps them become self-reliant and financially independent. At the same time, the program contributes towards the achievement of 'Skill India Mission' and Sustainable Development Goal 4 (Target 4.4).

2. Introduction

About the project under evaluation

The project under evaluation is a 'Residential Skill Development Training Program (SDTP) of 1000 candidates from Backward Classes' sanctioned by Engineers India Limited (EIL) and implemented by National Backward Classes Finance and Development Corporation (NBCFDC) in collaboration with the Central Institute of Petrochemical Engineering and Technology (CIPET).

Overview of the Project

Table 1: Objective, strategies and key stakeholders

Objective	Strategies	Key stakeholders
To impart skill development training to 1000 youths from Backward classes	Mobilization and selection of target beneficiaries from the backward and weaker sections of society.	Engineers India Limited Implementing Partners Trainees Trainers Employers
	Provision of free of cost, residential and professional training as per industry requirements.	
	Networking with employers for placement of trainees	
	Assistance for job placement and/or self-employment of the trainees	

The training program was completed in two phases as follows.

Table 2: Training completed

	Phase 1	Phase 2	Total
Trainees Admitted	100	902	1002
Training Completed	98	847	945

Source: EIL

The Training Program is averaged for 640 hours and residential in nature allotted to 10 CIPET Centers given below.

CIPET Centre & State	Sanctioned Number of Seats (Phase 2 & 1)
Aurangabad, Maharashtra	80
Baddi, Himachal Pradesh	120
Hajipur, Bihar	102 + 50 (Phase 1)
Telengana, Hyderabad	40
Jaipur, Rajasthan	160
Kochi, Kerela	40
Lucknow, Uttar Pradesh	120
Murthal, Haryana	160 + 50 (Phase 1)
Valsad, Gujarat	40
Vijaywada, Andhra Pradesh	40
Total	1002

Source: NBCFDC Project Completion Report & List of Trainees by EIL

About Engineers India Limited

Engineers India Limited (EIL) was established in 1965 to provide engineering and related technical services for petroleum refineries and associated projects. EIL is an ISO 9001:2015 certified company, a public-sector undertaking under Ministry of Petroleum and Natural Gas, Government of India. In the course of time, it has enlarged its span of services and excelled in various fields to emerge as a leading Project, Design, Engineering and Turnkey (LSTK) contracting company in various fields such as Petroleum Refining, Petrochemicals, Chemicals & fertilizers, Crude, Petroleum products & Gas Pipelines, Offshore/ Onshore Oil & Gas, Terminals & Storage, Sub Surface Strategic Storage, Mining & Metallurgy, and Infrastructure & Urban development¹.

EIL is committed for operating its core business as a socially responsible corporate, by taking into consideration the wider interests of the community² EIL's vision for Corporate Social Responsibility is to enrich the lives of people through the process of social upliftment, by promoting inclusive growth and recharge the environment through sustainable process. The objectives of EIL CSR Policy are as follows:

- To assist socially and economically weaker segments of society to overcome hardship and impoverishment of stakeholders.

¹<https://mopng.gov.in/en/refining/engineers-india-limited>

²<https://engineersindia.com/sustainability/corporate-social-responsibility/>

- To create community assets for the development of society.
- To reinforce the positive & socially responsible image of EIL.
- To enhance increased commitment at all levels in the organization towards reinforcing the social and environmental conscience³.

About Implementing Partners

The skill development training program has been organized by NBCFDC in collaboration with Central Institute of Petrochemical Engineering & Technology (CIPET) under the CSR project of Engineers India Limited.

National Backward Classes Finance and Development Corporation (NBCFDC)

The NBCFDC is 100% Government owned CPSE, under the aegis of Ministry of Social Justice & Empowerment, Government of India. It is a Not for profit company under Section 8 of the Companies Act 2013. The main objective of the corporation is to provide concessional financial assistance to the members of the backward classes for their socio-economic development and to upgrade the technological and entrepreneurial skills of individuals or groups through skill development program. For achieving its objective, the NBCFDC implements its training scheme in collaboration with and professionally managed reputed National/State level training institutes and NSDC/Sector skill councils and their training partners under various ministries/departments of government.

Central Institute of Petrochemical Engineering & Technology (CIPET)

Central Institute of Petrochemical Engineering and Technology is a premier national institution under the aegis of the Ministry of Chemicals and Fertilizers, Govt. of India and has spread its wings over the years and now operates from 32 locations across the country. CIPET operates its centres - High learning centres, Other learning centres, Vocational training centres, Specialized units, R&D Wings and petrochemical data services, spread across the length and breadth of the country catering to the needs of polymer and allied industries. CIPET focusses on STAR i.e. Skill development, Technology support services, Academic and Research in all the domains of polymer science and technology.

3. Methodology Used for Evaluation

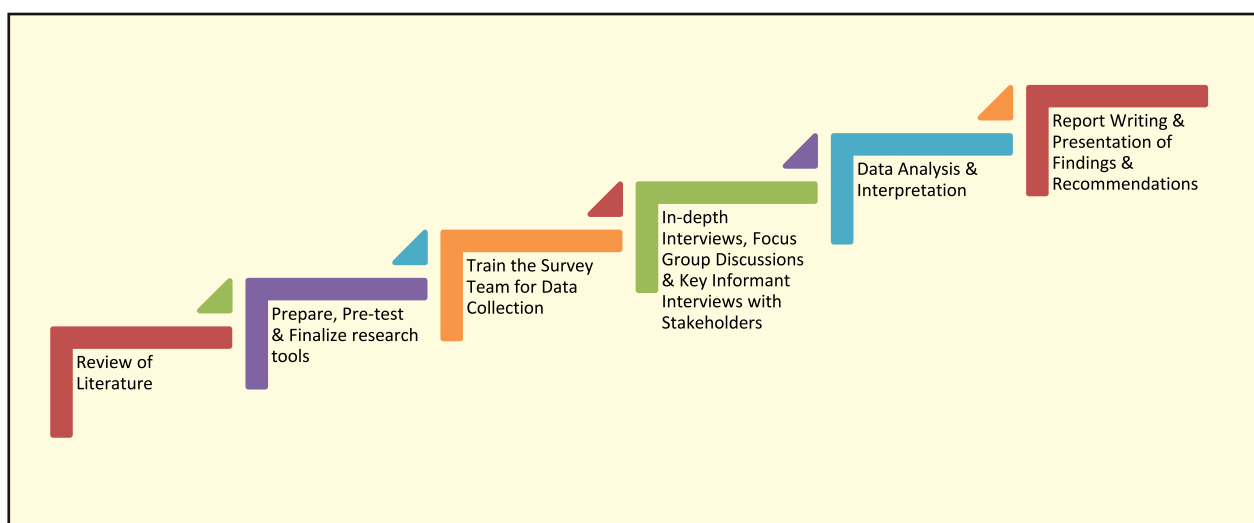
Research Methodology outlines a series of steps involved in conducting a research with a purpose. The procedure and the techniques used in identifying, collecting and analyzing information or data regarding a specific topic is defined through a research methodology.

³<https://engineersindia.com/storage/2022/09/CSR-Policy-of-EIL.pdf>

IICA's six step approach for research

IICA adopted the six-step approach for conducting the Impact Assessment Study. First step was to review the literature available from secondary sources. Second step was to prepare, pre-test and finalize the Research Tools for data collection. The third step was to form a survey team and prepare them for fieldwork at all the 10 CIPET centres located across the country. As the fourth step, the primary data was collected through an in-depth interviews of the beneficiaries (trainees) of the project. Furthermore, Focus Group Discussions and Key Informant Interviews was held at all the CIPET centres. The fifth step was the analysis and interpretation of data, and the sixth and last step was the writing of report and presentation of findings and recommendations. The following figure represents the IICA's six step approach for research.

Figure 1: IICA six step approach for research



Sources of Data Collection

This evaluation has relied on both the primary and secondary sources of data. Primary sources of data included the interactions with direct beneficiaries (trainees), the trainers and centre heads at CIPET. The secondary source of data comprised documents such as Memorandum of Understanding and Project Completion Report by NBCFDC for the year 2019-20. The websites of national & international organizations like ILO and United Nations were accessed online for the review of existing literature.

Methods and Tools of Data Collection

The impact assessment study has used both the quantitative and qualitative methods of data collection. The following table provides an overview of the different methods and tools employed for the collection of data.

Table 3: Methods and Tools of data collection

Methods of data collection	Tools of data collection
Beneficiary Interviews	Semi-structured Interview Schedules
Key Informant Interviews	Semi-structured Interview Schedules
Focus Group Discussion	FGD Guidelines
Desk Review of policies, MOUs, progress report, completion report, secondary documents	Desk Review Guidelines
Observation	Observation guidelines

Sampling

A proportionate stratified sampling was used for determining the size of sample at every CIPET location. This was because the population (number) of sanctioned trainees varied across the 10 CIPET centres, and therefore it was required to ensure proportional representation of the beneficiaries centre-wise. As a list of beneficiaries was available with the survey team for each location, a simple random sampling technique was used for identification of the beneficiaries. Purposive sampling technique was used wherever it was not possible to use simple random sampling.

Sample size distribution

The following table represents the sample size distribution across each location. The total sample size including the beneficiaries and other key stakeholders is 320.

Table 4: Sample size distribution

CIPET Centre	Sample Size for Beneficiaries	Sample Size for KII (Trainers & Centre Heads)	Sample Size for FGDs
Aurangabad, Maharashtra	24	3	1
Baddi, Himachal Pradesh	36	3	1
Hajipur, Bihar	31	3	1
Hyderabad, Telangana	15	3	1
Jaipur, Rajasthan	48	3	1
Kochi, Kerala	12	3	1
Lucknow, Uttar Pradesh	36	3	1
Murthal, Haryana	48	3	1
Valsad, Gujarat	15	3	1
Vijayawada, Andhra Pradesh	15	3	1
TOTAL	280	30	10

4. Findings and Impact Evaluation : Centre-wise

The section describes the profile of the beneficiaries, the feedback of the beneficiaries on the nature, quality, relevance, efficiency and effectiveness of the skill development training program. The Impact Assessment Study has been conducted location wise, and therefore, the findings at each CIPET centre have been analyzed separately.

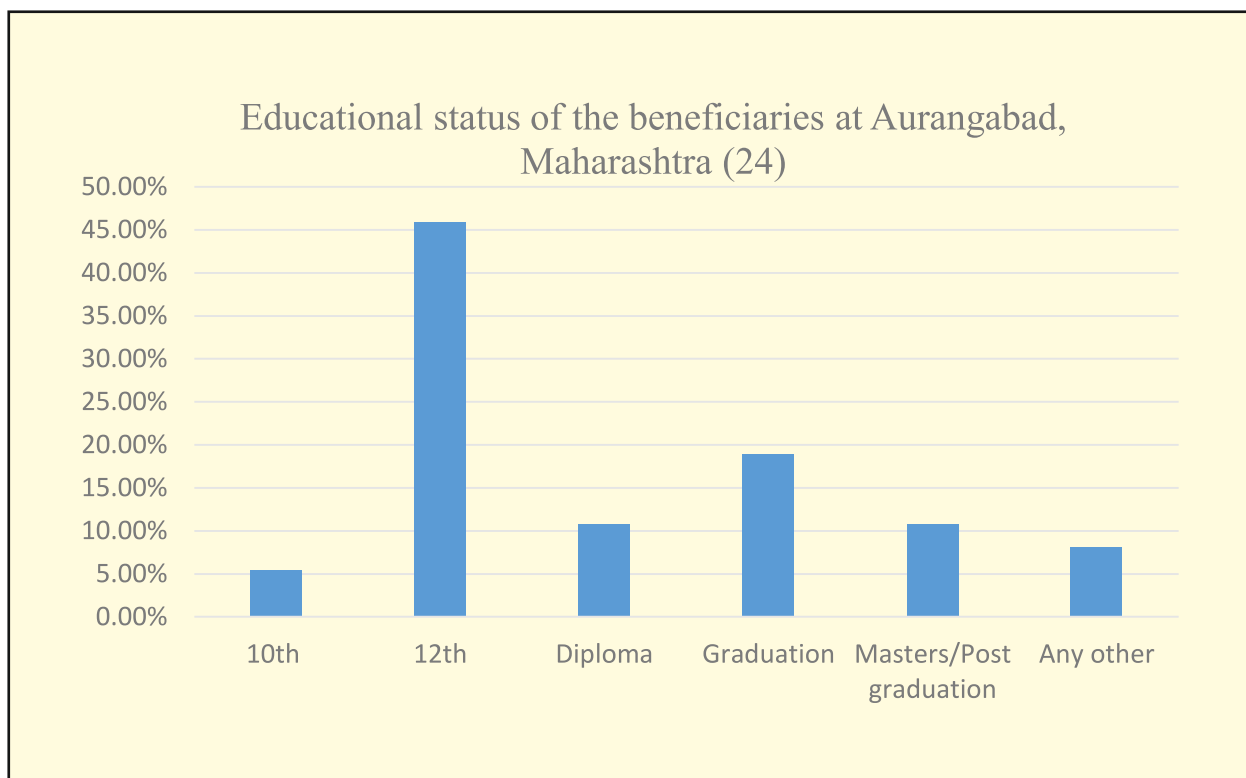
I. Aurangabad, Maharashtra

Demographic profile

Gender, Age, Social Category and Nature of Location: The trainees included male (92%) and females (8%). The majority of the trainees belonged to Other Backward Class (91.89%) followed by Economically Weaker Section (6.41%). The present age of the trainees ranged between 21 to 28 years. A majority of them came from rural areas (56.76%), followed by urban areas (37.84%) and semi-urban areas (5.41%).

Educational status of the beneficiaries: While a majority of the respondents had studied till 12th standard (45.95%), a significant proportion of them were Graduates (18.92%) and Post-graduates (10.81%)

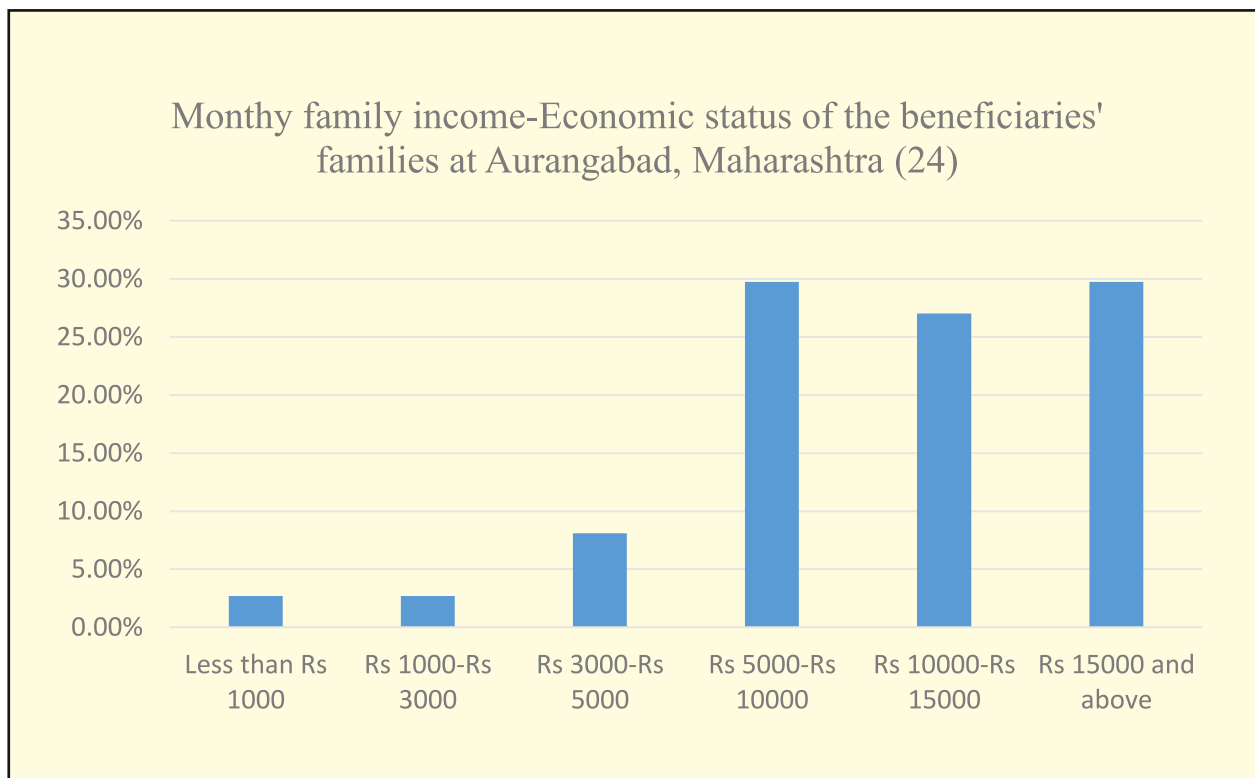
Figure 2: Educational status of the beneficiaries at Aurangabad, Maharashtra



Source: IICA Survey, 2022

Economic status of the beneficiaries' families at Aurangabad: As can be seen from the figure below, the monthly family income of 2.7% trainees was less than Rs. 1000, and for another 2.7% trainees the monthly family income was between Rs.1000 - Rs. 3000. Moreover, for 8.11% trainees, the monthly family income was between Rs. 3000 - Rs. 5000. However, for a significant proportion of the trainees' families (29.73%), the monthly income was between Rs. 5000 - Rs. 10000. Furthermore, 27.03% trainees had a monthly family income between Rs. 10000 - Rs. 15000 and for 29.73% trainees, the monthly family income happened to be greater than Rs. 15000 per month.

Figure 3: Economic status of the beneficiaries’ families at Aurangabad, Maharashtra



Source: IICA Survey, 2022

Effectiveness of the skill development training

The effectiveness of the skill development training program was studied by evaluating the nature and quality of training. Various parameters were assessed such as the efficiency of the trainers, the training methodology, training delivery process, quality of study material, relevance of the training, job placement and whether the training could bring satisfaction and happiness to its beneficiaries. Also, the strengths, challenges and scope of improvement of the skill development training program was understood from the perspective of its beneficiaries.

Efficiency of the trainers

97% of the trainees interviewed said that the trainers knew their subject well, helped the students acquire good knowledge, cleared their doubts, and made the subject interesting and informative. Furthermore, 1% trainees interviewed said that the trainers shared the latest developments in the field of training.

The process, method and the quality of training delivery

97% trainees said that their classes were conducted regularly and was completed on time. There was a mix of theory and practical classes. However, 75% trainees believed that they could get an extensive hands on training, while 21% of them could get only medium hands on training experience. Furthermore, while 70% trainees felt that a sufficient number of industry tour/visits were undertaken, 24% trainees said that the number of industry visit was insufficient. Also, 5% trainees said that there were no industrial visits for them. A deeper analysis of the same revealed that the industries refused permission for visits due to the Covid-19 pandemic situation prevalent during the training program. With respect to whether the training included sessions on facing interviews for job placement, 92% trainees said yes. Moreover, 97% trainees said that there were additional lectures focused on increasing confidence of the candidates to deal with job related pressures in future.

The study found that different types of technology and aids were used in teaching such as computers, videos, power point presentation, internet, and white boards. The duration of the training varied between 3 to 4 months. 81% trainees found the duration of training to be sufficient. The medium of instruction included English, Hindi, and Local Language. While 86% trainees could understand the medium of instruction all the time, 14% trainees could understand the instructions but not at all the times.

81% trainees said that the study material was easy to understand, while 19% trainees said that the study material was of mediocre standard as they could not relate it with what was being taught in class. Furthermore, 89% trainees said that the training material was adequately supplied. The infrastructure was found to be neat and orderly by majority of the trainees.

In order to ensure whether the trainees understood what was being taught to them, different methods were used to evaluate the level of their learning. As shared by the trainees, a written exam was undertaken, questions were asked orally, as well as practical exam was taken. However, only one trainee said that feedback was also taken from him whether he understood the subject. Rest for all others, there was no system of taking feedback.

Relevance of the training in meeting the needs of the beneficiaries

86% trainees interviewed said that the course/content taught at the CIPET Centre matched with the requirements of the market/industry. However, when asked whether the trainees perceived the training program to be relevant in meeting their needs, 73% said yes. Furthermore, 22% trainees said that they would have been unemployed and 14% trainees said that they would be working at a lower salary had they not received training at CIPET.

With respect to the employment status of the trainees, 84% were employed. Out of the employed trainees, 70% got employment in the same/related field in which they were trained at CIPET, while 14% were employed in a field different from the training received. Further more, 87% of the employed trainees believed that they got a job because of their training at the centre. Around 13% of the beneficiaries took self-employment, out of which 80% shared that they were facilitated by CIPET in gaining self-employment.

Satisfaction and Happiness level of the beneficiaries

94.5% trainees said that they were satisfied with the quality of the training received. Those who were unsatisfied was because there were many students in the class, as a result of which they were unable to learn the process of 'injection molding' properly.

78% of those who were employed said that they were happy in their present jobs. This was because they could earn a good salary. There was one person who also got a distributorship. For those who were employed but unhappy in their jobs was because they perceived their salary to be low. 97% trainees said that they would recommend the training to their friends as well.

Strengths, challenges and scope of improvement

According to the trainees, they could operate the machines independently. The trainees have become more confident after getting trained at CIPET. Moreover, the trainees did not face any challenge during the training period. Furthermore, for an improvement of the training program, 32% trainees suggested for an increase in the duration of the training, 16% trainees asked for more number of mock exams, another 16% trainees suggested that there should be more one to one training, 11% trainees recommended for more number of industry tour for exposure, while 8% trainees suggested for more interaction between trainers and trainees, and 2.7% trainees asked for a feedback system.



Image 1: A group of students at Aurangabad CIPET centre during IICA assessment

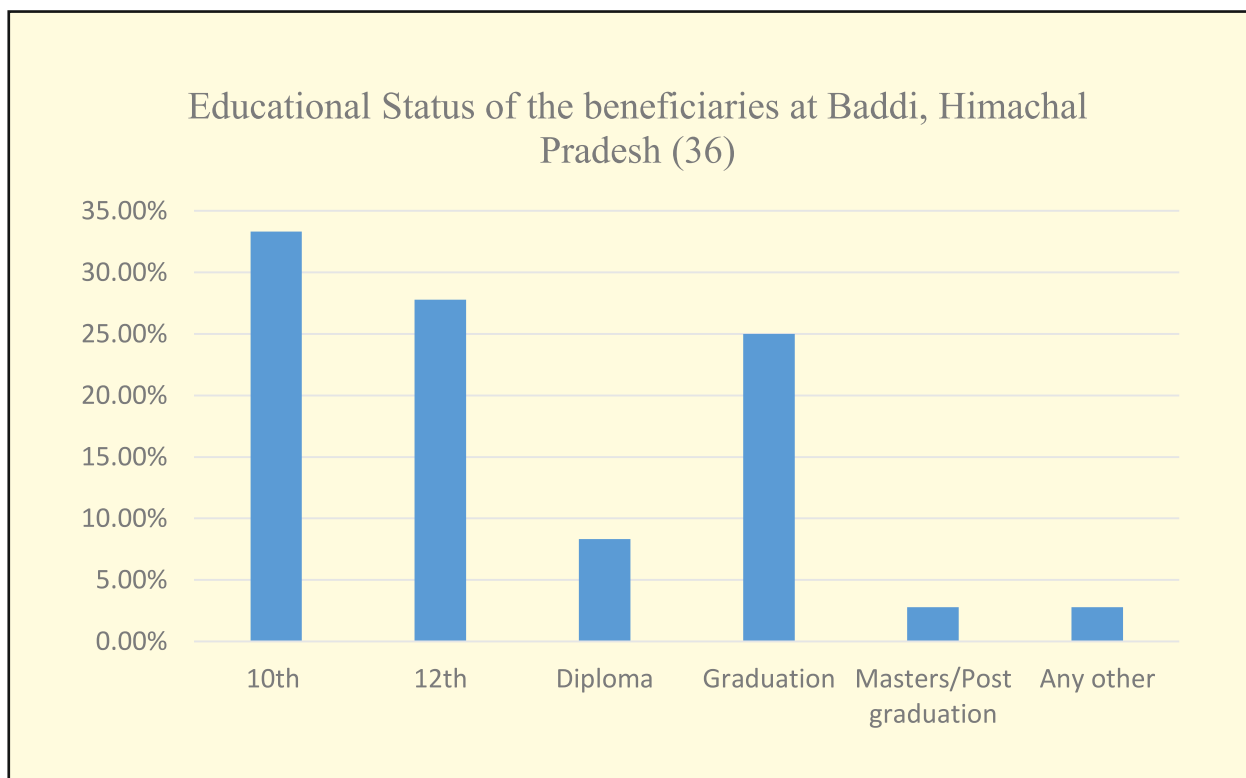
II. Baddi, Himachal Pradesh

Demographic profile

Gender, Age, Social Category and Nature of Location: The trainees included male (97%) and females (3%). The majority of the trainees belonged to Other Backward Class (88.9%) followed by economically weaker sections (8.3%) and Scheduled Caste (2.8%). Their present age ranged between 19 to 35 years. A majority of them came from rural areas (69.4%), followed by urban areas (30.6%).

Educational status of the beneficiaries: While a majority of the respondents had studied till 10th standard (33.33%), a significant proportion of them had passed 12th standard (27.78%) and were Graduates (25%).

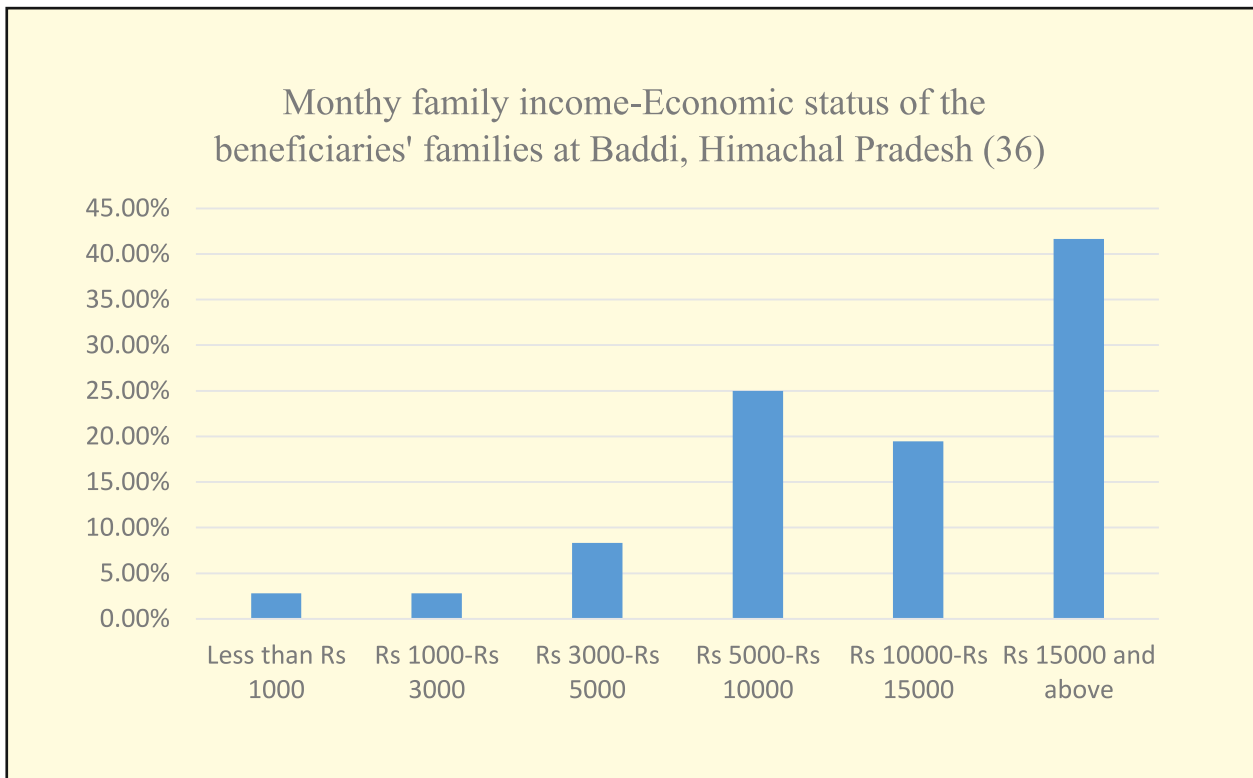
Figure 4: Educational status of the beneficiaries at Baddi, Himachal Pradesh



Source: IICA Survey, 2022

Economic status of the beneficiaries' families at Baddi: As can be seen from the figure below, the monthly family income of 2.78% trainees was less than Rs. 1000, and for another 2.78% trainees the monthly family income was between Rs. 1000 - Rs. 3000. Moreover, for 8.33% trainees, the monthly family income was between Rs. 3000 - Rs. 5000. However, for a significant proportion of trainees (25%), the monthly family income was between Rs. 5000 - Rs. 10000. Furthermore, 19.44% trainees had a monthly family income between Rs. 10000 - Rs. 15000 and for a majority of the trainees (41.67%), the family income happened to be greater than Rs. 15000 per month.

Figure 5: Economic Status of the beneficiaries' families at Baddi, Himachal Pradesh



Source: IICA Survey, 2022

Effectiveness of the skill development training

The effectiveness of the skill development training program was studied by evaluating the nature and quality of training. Various parameters were assessed such as the efficiency of the trainers, the training methodology, training delivery process, quality of study material, relevance of the training, job placement and whether the training could bring satisfaction and happiness to its beneficiaries. Also, the strengths, challenges and scope of improvement of the skill development training program was understood from the perspective of its beneficiaries.

Efficiency of the trainers

92% trainees said that the trainers knew their subject well, helped the students acquire good knowledge, and cleared their doubts. Further, 86% trainees said that the trainers made the learning process interesting and informative and shared the latest developments in the field of training.

The process, method and the quality of training delivery

81% trainees said that their classes were conducted regularly and was completed on time. There was a mix of theory and practical classes. However, only 66.67% trainees believed that they could get an extensive hands on training, while 25% of them could get only medium hands on training experience. Around 8.33% trainees felt that they could not get enough hands on training. Furthermore, while 47.22% trainees felt that a sufficient number of industry tour/visits were

undertaken, 52.78% trainees said that there were no industry visits. The reason behind the same as also revealed by the officer at CIPET, was that the industries did not allow visits to the trainees on account of Covid-19 pandemic. With respect to whether the training included sessions on facing interviews for job placement, 77.78% trainees said yes. Moreover, 75% trainees said that there were additional lectures focused on increasing confidence of the candidates to deal with job related pressures in future.

The study found that different types of technology and aids were used in teaching such as computers, videos, power point presentation, internet, and white boards. The duration of the training as per the trainees varied. For some of them, the training was conducted for 3 to 4 months, while for some others it was conducted for 6 months. Also, only 55.56% trainees found the duration of training to be sufficient. The medium of instruction included English, Hindi, and Local Language. While 86.11% trainees could understand the medium of instruction all the time, 13.51% trainees could understand the instructions but not at all the times.

80.56% trainees said that the study material was easy to understand, while 16.67% said that the study material was of mediocre standard as they could not relate it with what was being taught in class. Around 2.78% trainees did not understand the study material. Furthermore, 86% trainees said that the training material was adequately supplied. The infrastructure was found to be neat and orderly by majority of the trainees.

In order to ensure whether the trainees understood what was being taught to them, different methods were used to evaluate the level of their learning. As shared by the trainees, a written exam was undertaken, questions were asked orally, as well as practical exam was taken. Also, 28% trainees shared that feedback was taken from them about whether they understood the subject properly.

Relevance of the training in meeting the needs of the beneficiaries

89% trainees interviewed said that the course/content taught at the CIPET Centre matched with the requirements of the market/industry. However, when asked whether the trainees perceived the training program to be relevant in meeting their needs, only 58% said yes. Furthermore, 3% trainees said that they would have been unemployed and 14% trainees said that they would be working at a lower salary had they not received training at CIPET. The majority of the trainees (39%) said that they would have pursued higher education in case they had not enrolled for the skill development training course.

With respect to the employment status of the trainees, 72% were employed. Out of the employed trainees, 69% got employed in the same/related field in which they were trained at CIPET, while 31% were employed in a field different from the training received. Furthermore, 73% of the employed trainees believed that they got a job because of their training at the centre. Around 2.7% beneficiaries took self-employment and shared that CIPET facilitated them in gaining self-employment.

Satisfaction and Happiness level of the beneficiaries

91.67% beneficiaries said that they were satisfied with the quality of the training received. Those who were unsatisfied was because they perceived the duration of the training to be insufficient.

52.7% of those who were employed said that they were happy in their present jobs. This was because they could earn for their family. There was one person who was proud for getting placed in L'Oréal. Further, 92% trainees said that they would recommend the training to their friends as well. For those who were employed but unhappy was because they felt underpaid.

Strengths, challenges and scope of improvement

According to the beneficiaries, the training made them confident in operating machines independently. Further, the practical work experience/hands on training was one of the strengths of the skill development course. Also, the trainees appreciated the fact that they were provided the training free of cost and that it helped them get jobs. However, it was difficult for the trainees to walk 4kms every day to the CIPET center since their hostel was located far off and there was no transportation facility available. Furthermore, in order to make the training program more beneficial, 83% trainees suggested for an increase in the duration of the training, 8% trainees suggested that there should be more mock exams, 22% trainees suggested that there should be more one to one training, and 8.22% trainees recommended for more number of industry tour for exposure. 2.7% trainees expressed that their suggestions/feedback must be considered for the improvement of the course.



Image 2: A group of students with the machinery and equipment at Baddi Centre

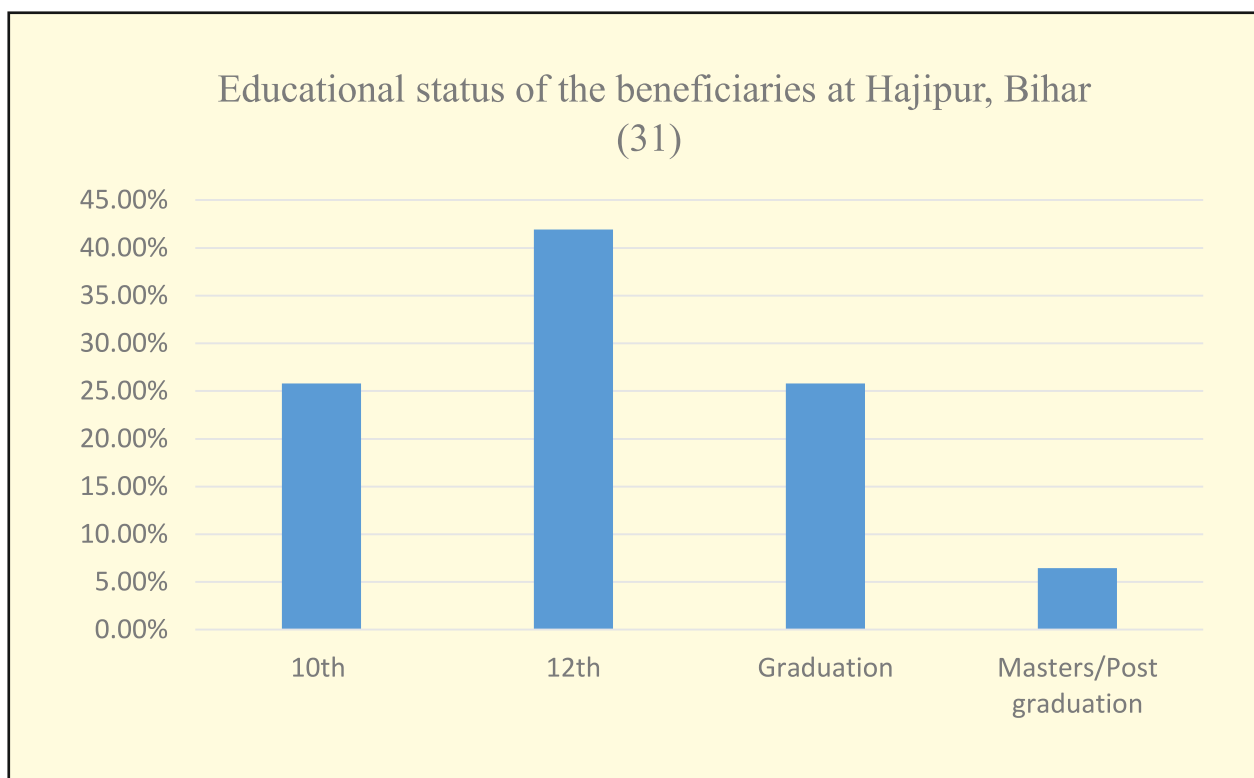
III. Hajipur, Bihar

Demographic profile

Gender, Age, Social Category and Nature of Location: The trainees included male (90%) and females (10%). The majority of the trainees belonged to Other Backward Class (94%) followed by Scheduled Caste (3%) and Economically Weaker Section (3%). Their present age ranged between 21 to 30 years. A majority of them came from rural areas (93.5%), followed by urban areas (6.5%).

Educational status of the beneficiaries: While a majority of the respondents had studied till 12th standard (41.94%), a significant proportion of them had passed 10th standard (25.8%) and were Graduates (25%).

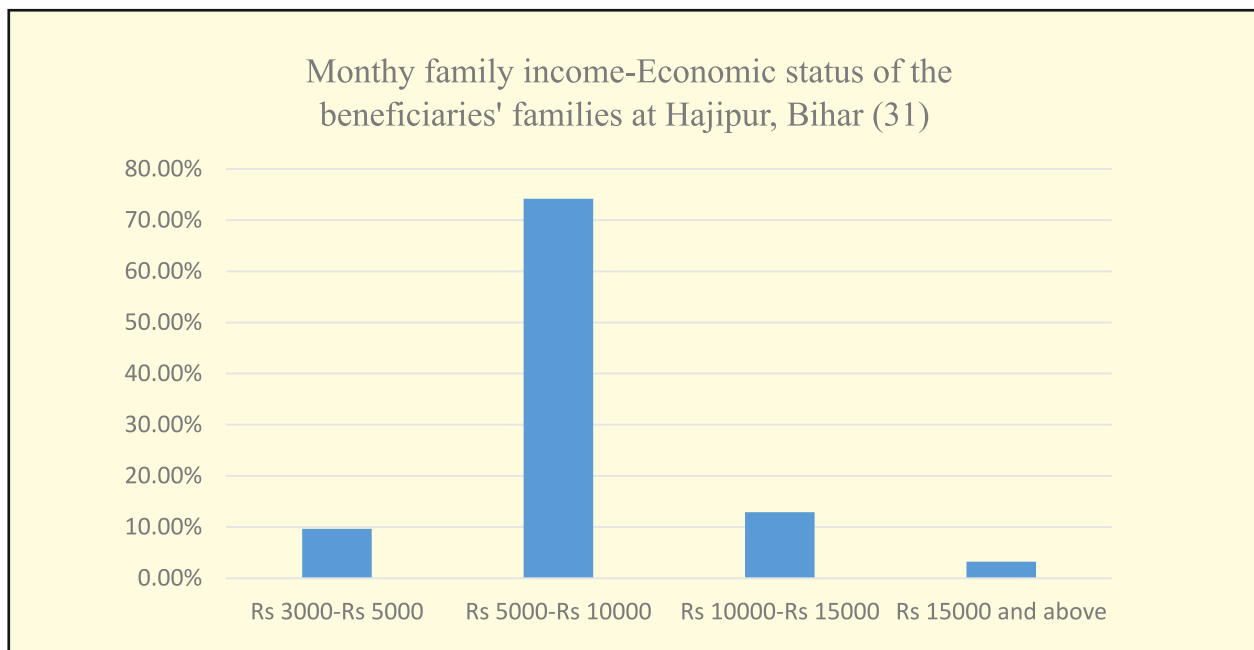
Figure 6: Educational status of the beneficiaries at Hajipur, Bihar



Source: IICA Survey, 2022

Economic status of the beneficiaries' families at Hajipur: As can be seen from the figure below, the monthly family income of 9.68% trainees was between Rs. 3000 - Rs. 5000. For a majority of the trainees (74.19%), the monthly family income happened to be between Rs. 5000 - Rs. 10000. Further, 12.90% trainees' family income was between Rs. 10000 - Rs. 15000. Moreover, only 3.23% trainees' family monthly income was greater than Rs. 15000 per month.

Figure 7: Economic status of the beneficiaries' families at Hajipur, Bihar



Source: IICA Survey, 2022

Effectiveness of the skill development training

The effectiveness of the skill development training program was studied by evaluating the nature and quality of training. Various parameters were assessed such as the efficiency of the trainers, the training methodology, training delivery process, quality of study material, relevance of the training, job placement and whether the training could bring satisfaction and happiness to its beneficiaries. Also, the strengths, challenges and scope of improvement of the skill development training program was understood from the perspective of its beneficiaries.

Efficiency of the trainers

All the trainees interviewed said that the trainers knew their subject well, helped the students acquire good knowledge, cleared their doubts, made the learning process interesting and informative, and shared the latest developments in the field of training.

The process, method and the quality of training delivery

96.77% trainees interviewed said that their classes were conducted regularly and was completed on time. There was a mix of theory and practical classes. While 96% trainees believed that they could get an extensive hands on training, 4% could get only medium hands on training experience. Furthermore, while 93.55% trainees felt that a sufficient number of industry tour/visits were undertaken, 6.45% trainees said that there were no industry visits. As also with the other CIPET centers, industrial visits for few trainees could not be conducted because of the Covid-19 situation. With respect to whether the training included sessions on facing interviews for job placement, all the beneficiaries said yes. Moreover, all the trainees said that there were additional lectures focused on increasing confidence of the candidates to deal with job related pressures in future.

The study found that different types of technology and aids were used in teaching such as computers, videos, power point presentation, internet, and white boards. The duration of the training varied between 4 to 6 months. However, it is important to note here that none of the trainees found the duration of training to be sufficient. The medium of instruction included English and Hindi only. Any other local language was not used for training. All the trainees interviewed shared that they did not face any difficulty in understanding the language of communication. The study material was easy to understand, and 93.55% trainees said that the training material was adequately supplied. The infrastructure was found to be neat and orderly by majority of the trainees.

In order to ensure whether the trainees understood what was being taught to them, different methods were used to evaluate the level of their learning. As shared by the trainees, a written exam was undertaken, questions were asked orally, as well as practical exam and feedback was taken from the students.

Relevance of the training in meeting the needs of the beneficiaries

94% trainees said that the course/content taught at the CIPET Centre matched with the requirements of the market/industry. Also, when asked whether the trainees perceived the training program to be relevant in meeting their needs, 94% agreed. Furthermore, 26% trainees said that they would have been unemployed and 3% trainees said that they would be working at a lower salary had they not received training at CIPET. The majority of the trainees (42%) said that they would be helping their parents in case they had not enrolled for the skill development training course.

With respect to the employment status of the trainees, 87% were employed. Out of those employed, 85% got an opportunity to work in the same/related field in which they were trained at CIPET, while 15% were employed in a field different from the training received. Furthermore, 89% of the employed trainees believed that they got a job because of their training at the center. Around 6.45% beneficiaries took self-employment, out of which 50% beneficiaries shared that CIPET facilitated them in gaining self-employment.

Satisfaction and Happiness level of the beneficiaries

All the beneficiaries said that they were satisfied with the quality of the training received. 80.6% of those who were employed said that they were happy in their present jobs. This was because they were able to financially support their family. Further, they wanted to recommend this training to their friends as well. However, the employed but unhappy trainees were the ones who perceived their salary to be insufficient in meeting their needs.

Strengths, challenges and scope of improvement

According to the beneficiaries, the training made them learn the plastic processing technology and therefore they could independently work on the machines. Also, the trainees could learn better communication skills during the course. The trainees did not face any difficulty during the training period. Furthermore, all the trainees suggested that the program duration must increase for a better learning experience.



Image 3: IICA data collector with trainers at Hajipur centre

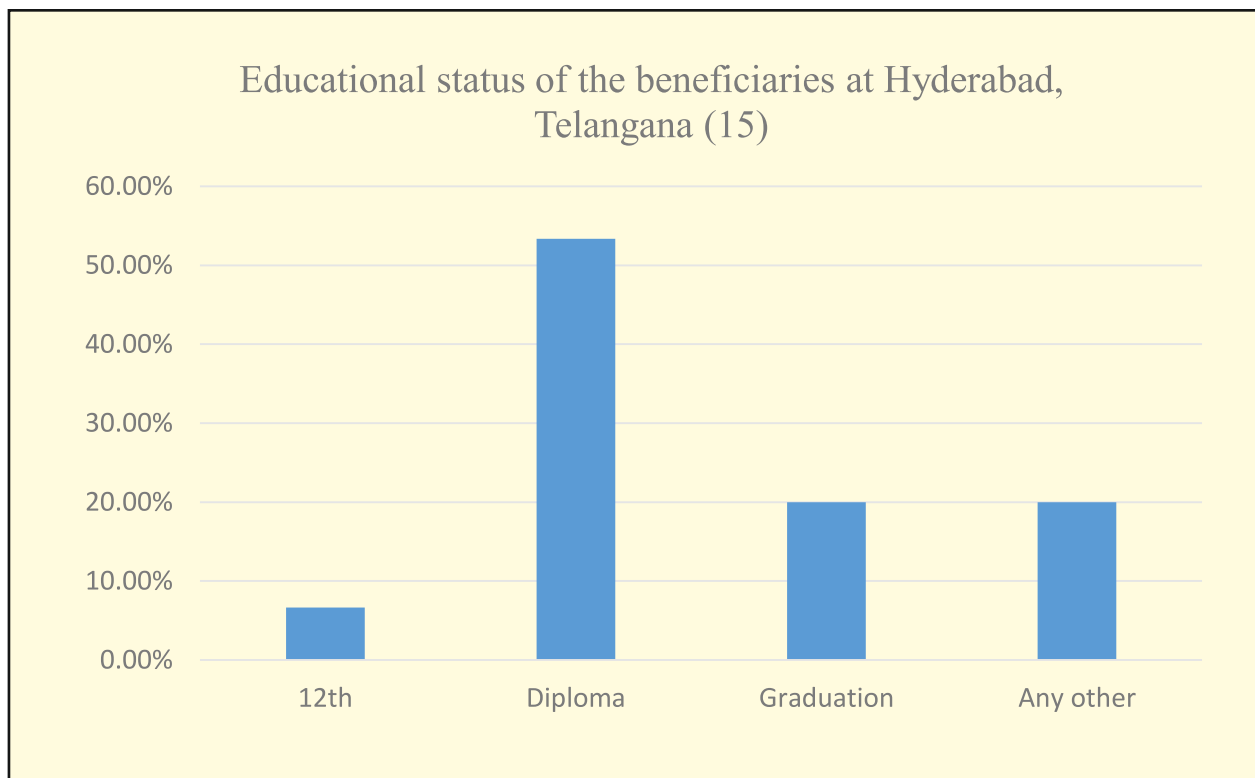
IV. Telangana, Hyderabad

Demographic profile

Gender, Age, Social Category and Nature of Location: The trainees included 100% males. The majority of the trainees belonged to Other Backward Class (86.7%) followed by Economically Weaker Sections (13.3%). Their present age ranged between 20 to 28 years. A majority of them came from urban areas (93.3%), followed by rural areas (6.7%).

Educational status of the beneficiaries: As can be seen from the figure below, a majority of the respondents had done a diploma course (53.33%) followed by graduation (20%).

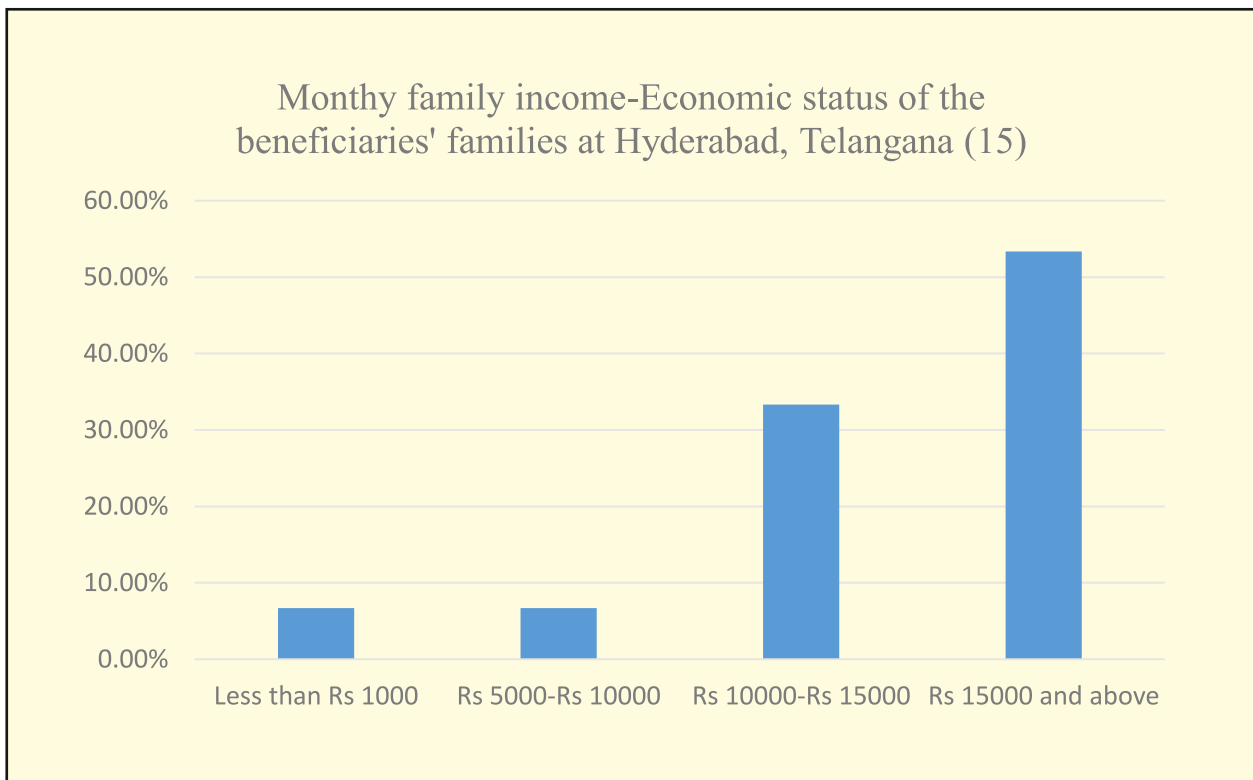
Figure 8: Educational status of the beneficiaries at Hyderabad, Telangana



Source: IICA Survey, 2022

Economic status of the beneficiaries' families at Hyderabad: As can be seen from the figure below, the monthly family income of 6.67% trainees was less than Rs. 1000, and for another 6.67% trainees, the monthly family income was between Rs. 5000 - Rs. 10000. However, for a significant proportion of the trainees (33.33%), the monthly income was between Rs. 10000 - Rs. 15000. It is important to note here that for a majority of the trainees (53.33%), the monthly family income happened to be greater than Rs. 15000 per month.

Figure 9: Economic status of the beneficiaries' families at Hyderabad, Telangana



Source: IICA Survey, 2022

Effectiveness of the skill development training

The effectiveness of the skill development training program was studied by evaluating the nature and quality of training. Various parameters were assessed such as the efficiency of the trainers, the training methodology, training delivery process, quality of study material, relevance of the training, job placement and whether the training could bring satisfaction and happiness to its beneficiaries. Also, the strengths, challenges and scope of improvement of the skill development training program was understood from the perspective of its beneficiaries.

Efficiency of the trainers

All the trainees said that the trainers knew their subject well and helped the students acquire good knowledge. 93% trainees said that the trainers were able to clarify their doubts, made the learning process informative and interesting, and shared the latest developments in the field of training.

The process, method and the quality of training delivery

93% trainees said that their classes were conducted regularly and was completed on time. There was a mix of theory and practical classes. However, 86.67% trainees believed that they could get an extensive hands on training, while 13.33% of them could get only medium hands on training experience. Furthermore, while 66.67% trainees felt that a sufficient number of industry tour/visits were undertaken, 26.67% trainees said that there were no industry visits.

The industries did not grant permission to the students for visiting them due to the ongoing Covid-19 at the time of the training program. With respect to whether the training included sessions on facing interviews for job placement, 80% trainees agreed. Moreover, 80% trainees said that there were additional lectures focused on increasing confidence of the candidates to deal with job related pressures in future.

The study found that different types of technology and aids were used in teaching such as computers, videos, power point presentation, internet, and white boards. The duration of the training varied between 4 to 6 months. Also, 93% trainees found the duration of training to be sufficient. The medium of instruction included English and Local Language. The trainees did not face any difficulty in understanding the language of communication. All the trainees said that the study material was easy to understand and was supplied adequately. The infrastructure was found to be neat and orderly by majority of the trainees.

In order to ensure whether the trainees understood what was being taught to them, different methods were used to evaluate the level of their learning. As shared by the trainees, a written exam was undertaken, questions were asked orally, as well as practical exam was taken. Also, 20% trainees shared that feedback was taken from them about whether they understood the subject properly. The training completion certificate was provided to all the trainees.

Relevance of the training in meeting the needs of the beneficiaries

93% trainees said that the course/content taught at the CIPET Centre matched with the requirements of the market/industry. However, when asked whether the trainees perceived the training program to be relevant in meeting their needs, only 60% said yes. Furthermore, 6.67% trainees said that they would have been unemployed had they not received training at CIPET. The majority of the trainees (53%) said that they would have worked somewhere else had they not enrolled for the skill development training course.

With respect to the employment status of the trainees, 60% were employed. Out of the employed trainees, 89% got employed in the same/related field in which they were trained at CIPET, while 11% were employed in a field different from the training received. Furthermore, 89% of the employed trainees believed that they got a job because of their training at the centre. Around 6% beneficiaries took self-employment who shared that CIPET facilitated them for the same.

Satisfaction and Happiness level of the beneficiaries

86.67% beneficiaries said that they were satisfied with the quality of the training received. 46.6% of those who were employed said that they were happy in their present jobs. This was because they became financially independent and also supported their families. Further, 93% trainees said that they would recommend the training to their friends as well. However, the perceived low salary offered was perceived to be the reason behind the unhappiness of the trainees who were not happy with their present jobs.

Strengths, challenges and scope of improvement

According to the beneficiaries, the training had boosted their confidence. They appreciated the trainers for explaining the subjects well. The only difficulty they faced was because of the Covid-19 lockdown. Furthermore, in order to make the training program more beneficial, 53% trainees suggested for an increase in the duration of the training, 46% trainees suggested that there should be more mock exams, 20% trainees suggested that there should be more one to one training, and 13% trainees recommended for more number of industry tour for exposure. Moreover, 13.3% trainees expressed that their suggestions/feedback must be taken care off for an improvement of the course.



Image 4: A group of trainees at Telangana centre

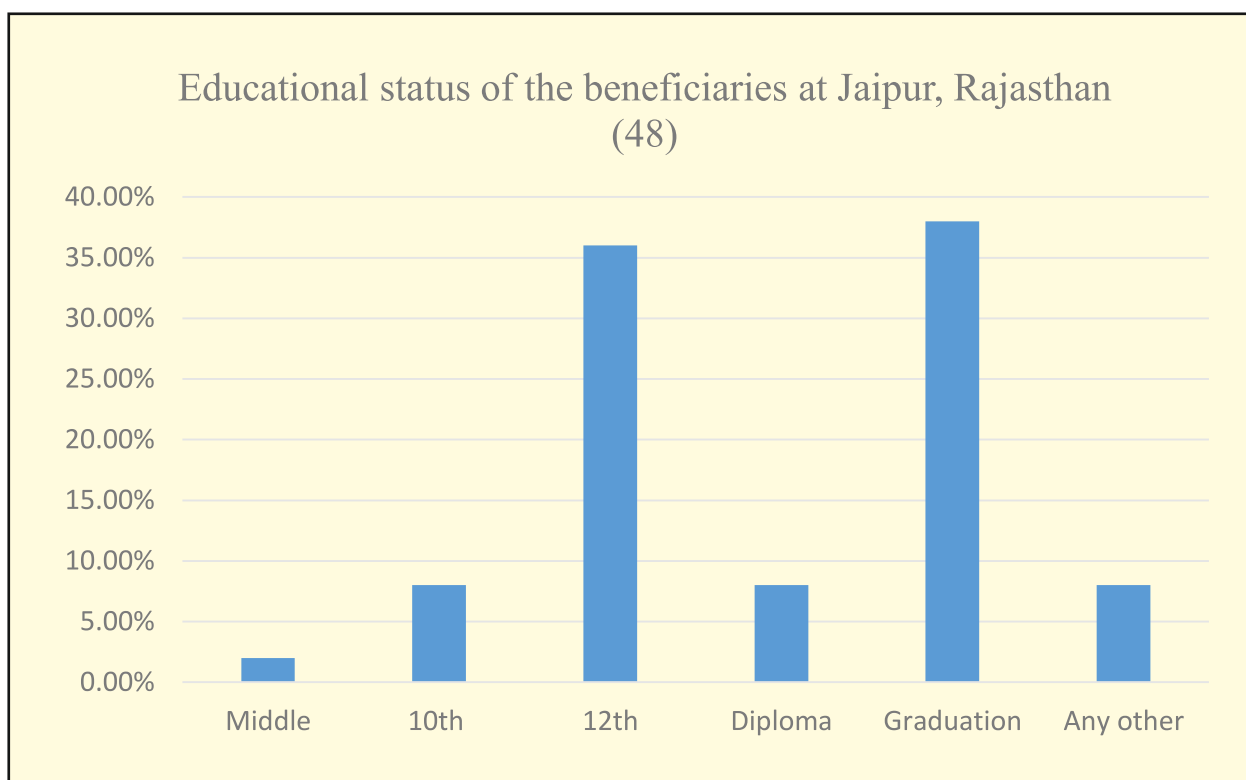
V. Jaipur, Rajasthan

Demographic profile

Gender, Age, Social Category and Nature of Location: The trainees included male (98%) and females (2%). The majority of the trainees belonged to Other Backward Class (96%) followed by Economically Weaker Section (2%). Their present age ranged between 19 to 29 years. A majority of them came from rural areas (66%), followed by urban areas (30%) and semi-urban areas (4%).

Educational status of the beneficiaries: As can be seen from the figure below, a majority of the respondents are graduates (38%) followed by 12th pass (36%).

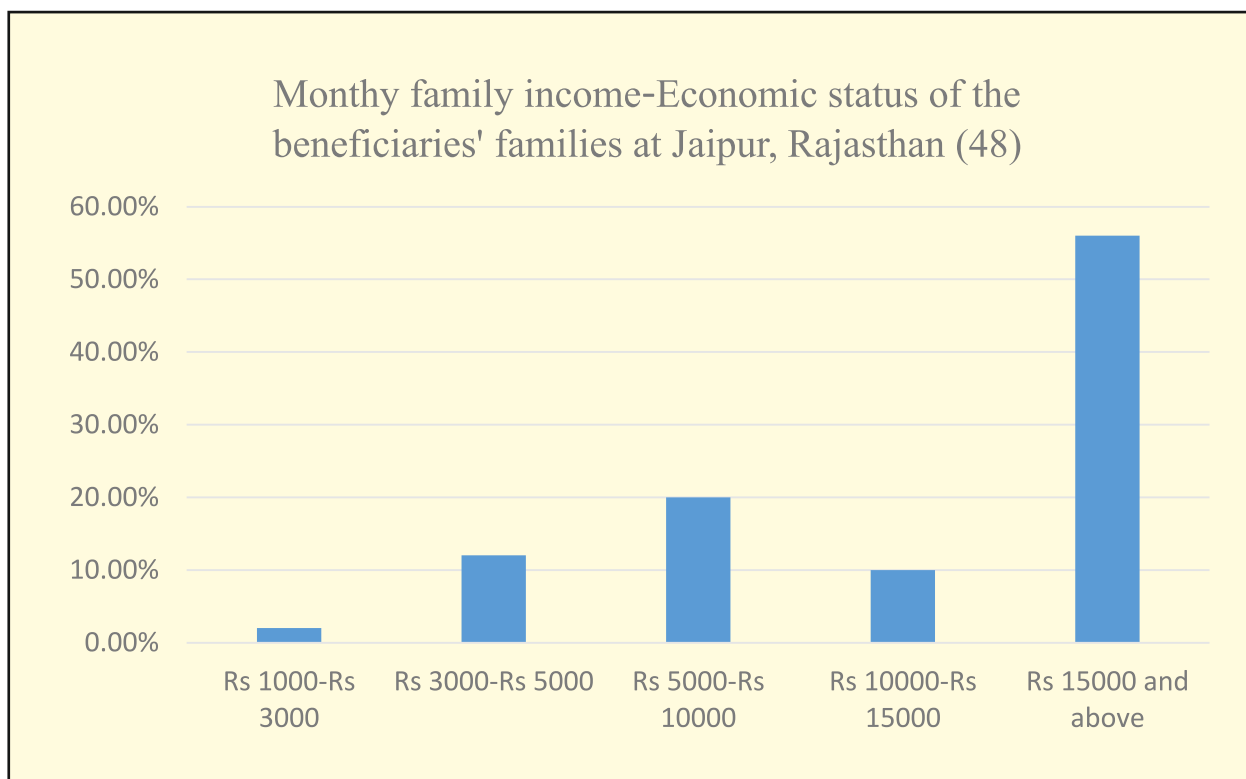
Figure 10: Educational status of the beneficiaries at Jaipur, Rajasthan



Source: IICA Survey, 2022

Economic status of the beneficiaries' families at Jaipur: As can be seen from the figure below, the monthly family income of 2% trainees was between Rs. 1000 - Rs. 3000, followed by 12% trainees who had a monthly income between Rs. 3000 - Rs. 5000. Further, for 20% trainees, the monthly family income was between Rs. 5000 - Rs. 10000 and for 10% trainees, the monthly family income was between Rs. 10000 - Rs. 15000. However, it is important to note here that for a majority of the trainees (56%), the monthly family income happened to be greater than Rs. 15000.

Figure 11: Economic status of the beneficiaries' families at Jaipur, Rajasthan



Source: IICA Survey, 2022

Effectiveness of the skill development training

The effectiveness of the skill development training program was studied by evaluating the nature and quality of training. Various parameters were assessed such as the efficiency of the trainers, the training methodology, training delivery process, quality of study material, relevance of the training, job placement and whether the training could bring satisfaction and happiness to its beneficiaries. Also, the strengths, challenges and scope of improvement of the skill development training program was understood from the perspective of its beneficiaries.

Efficiency of the trainers

96% trainees said that the trainers knew their subject well, however, only 92% trainees said that the trainers helped the students acquire good knowledge and were able to clarify their doubts. Further, 90% trainees appreciated that the trainers made the learning process informative and interesting and 86% trainees said that the trainers shared the latest developments in the field of training.

The process, method and the quality of training delivery

72% trainees said that their classes were conducted regularly and was completed on time. There was a mix of theory and practical classes. However, only 62% trainees believed that they could get an extensive hands on training, while 20% of them could get only medium hands on training experience. Also, 18% trainees could not get enough hands on training experience.

Furthermore, 30% trainees felt that a sufficient number of industry tour/visits were undertaken, 28% trainees felt that the number of industry visits were insufficient, and for 42% trainees, there were no industry visits. Covid-19 pandemic happened to be the reason behind the inability of CIPET to arrange for the required number of industrial visits as the latter refused the same. With respect to whether the training included sessions on facing interviews for job placement, 78% trainees agreed. Moreover, 76% trainees said that there were additional lectures focused on increasing confidence of the candidates to deal with job related pressures in future.

The study found that different types of technology and aids were used in teaching such as computers, videos, power point presentation, internet, and white boards. The duration of the training varied between 3 to 6 months. Also, 62% trainees found the duration of the training to be sufficient. The medium of instruction included English, Hindi, and Local Language. While 94% trainees could understand the medium of instruction at all times, 6% trainees could understand but not at all times.

82% trainees said that the study material was easy to understand, 14% trainees said that the study material was of mediocre standard, and 4% trainees said that they could not understand it. Furthermore, 80% trainees shared that the study material was supplied adequately. The infrastructure was found to be neat and orderly by majority of the trainees.

In order to ensure whether the trainees understood what was being taught to them, different methods were used to evaluate the level of their learning. As shared by the trainees, a written exam was undertaken, questions were asked orally, as well as practical exam was taken. However, only 6.25% trainees shared that a feedback was taken from them.

Relevance of the training in meeting the needs of the beneficiaries

94% trainees said that the course/content taught at the CIPET Centre matched with the requirements of the market/industry. However, when asked whether the trainees perceived the training program to be relevant in meeting their needs, only 28% of them said yes. Furthermore, only 2% trainees said that they would have been unemployed had they not received training at CIPET. The majority of the trainees (60%) said that they would have pursued higher education had they not enrolled for the skill development training course.

With respect to the employment status of the trainees, 50% were employed, out of which, 36% got employed in the same/related field in which they were trained at CIPET, while 64% were employed in a field different from the training received. Furthermore, 60% of the employed trainees believed that they got a job because of their training at the centre. Around 10% beneficiaries took self-employment, out of which 60% beneficiaries shared that CIPET facilitated them in gaining self-employment.

Satisfaction and Happiness level of the beneficiaries

80% beneficiaries were satisfied with the quality of the training received. 38% of those who were employed said that they were happy in their present jobs. This was because they could earn their livelihood and also support their families. Some of the trainees were happy because they gained knowledge and started their own business. Further, 96% trainees said that they would recommend the training to their friends as well. For those who were employed but unhappy in their jobs was because of the insufficient salary and long working hours. There was one trainee who wanted to work in a particular field, in which he was trained at CIPET, however, according to him, there was no scope of work in that field.

Strengths, challenges and scope of improvement

According to the beneficiaries, the training had boosted their confidence either for working in a company or in their own business. Soft skills' training for facing interviews was also perceived as one of the strengths of the course. However, the trainees faced challenges with respect to the behavior of the hostel warden. Also, at times the quality of food was not appreciated by the trainees. One of the trainees also faced troubles at the hands of some other students in his batch.

Furthermore, in order to make the training program more beneficial, 45.8% trainees suggested for an increase in the duration of the training, 4% trainees suggested that there should be more mock exams, 17% trainees suggested that there should be more one to one training, and 10% trainees recommended for more number of industry tour for exposure. Moreover, 21% trainees expressed that their suggestions/feedback must be taken care off for an improvement of the course.



Image 5: A group of trainees at Jaipur centre

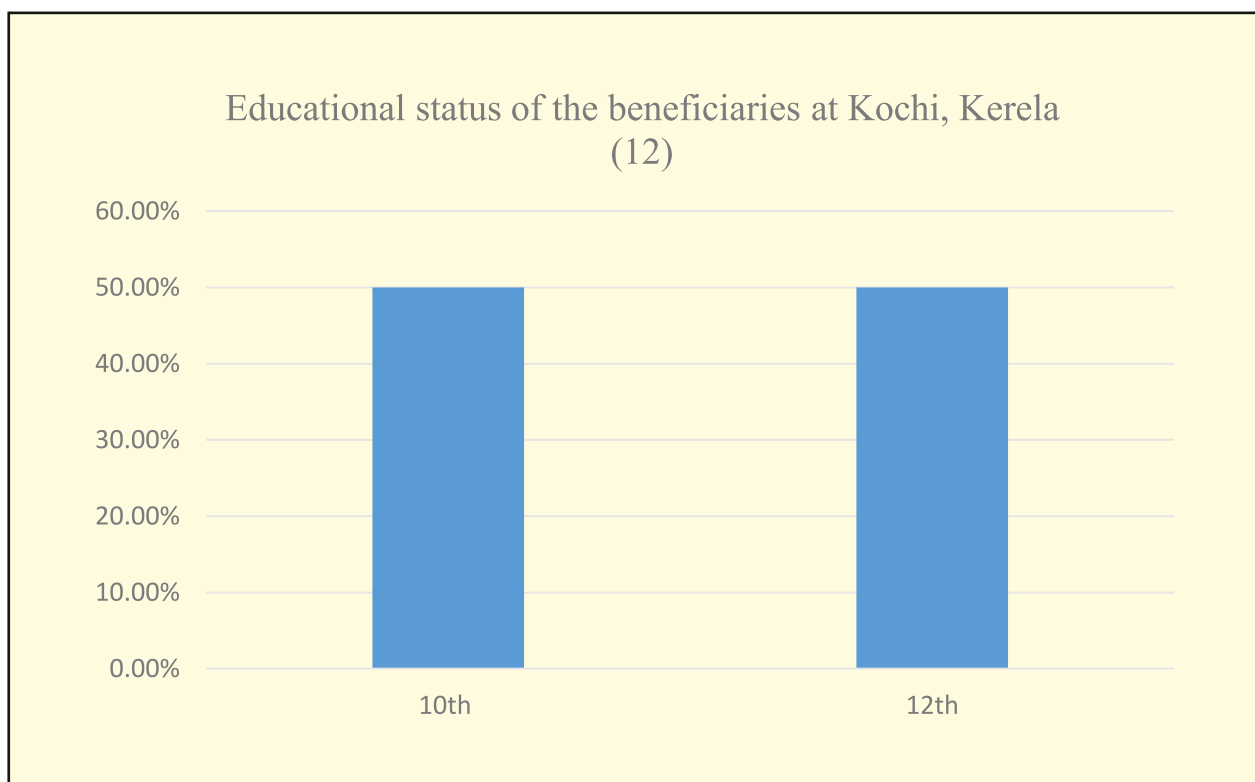
VI. Kochi, Kerala

Demographic profile

Gender, Age, Social Category and Nature of Location: The trainees included 100% male respondents. All the trainees belonged to the Other Backward Class. Their present age ranged between 19 to 25 years. All the trainees came from rural areas.

Educational status of the beneficiaries: As can be seen from the figure below, while 50% of the respondents have passed 10th standard, another 50% have passed 12th standard.

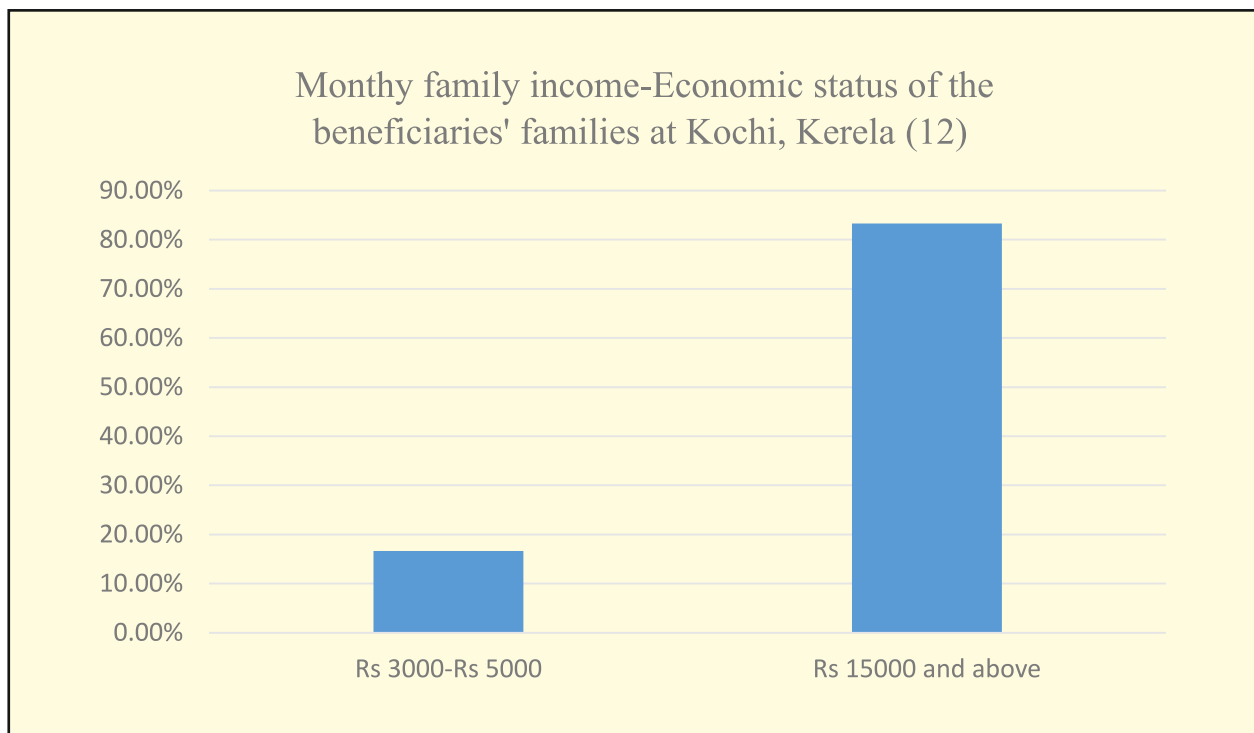
Figure 12: Educational status of the beneficiaries at Kochi, Kerala



Source: IICA Survey, 2022

Economic status of the beneficiaries' families at Kochi: As can be seen from the figure below, the monthly family income of 16.67% trainees was between Rs. 3000 - Rs. 5000 and for majority of the trainees (83.33%), the monthly family income happened to be greater than Rs. 15000.

Figure 13: Economic status of the beneficiaries' families at Kochi, Kerala



Source: IICA Survey, 2022

Effectiveness of the skill development training

The effectiveness of the skill development training program was studied by evaluating the nature and quality of training. Various parameters were assessed such as the efficiency of the trainers, the training methodology, training delivery process, quality of study material, relevance of the training, job placement and whether the training could bring satisfaction and happiness to its beneficiaries. Also, the strengths, challenges and scope of improvement of the skill development training program was understood from the perspective of its beneficiaries.

Efficiency of the trainers

100% trainees said that the trainers knew their subject well. Further, all the trainees said that the trainers helped the students acquire good knowledge and were able to clarify their doubts, made the learning process informative and interesting, and also shared the latest developments in the field of training.

The process, method and the quality of training delivery

All the trainees said that their classes were conducted regularly and was completed on time. There was a mix of theory and practical classes. Further, all the trainees could get an extensive hands on training experience and felt that a sufficient number of industry tour/visits were undertaken. With respect to whether the training included sessions on facing interviews for job placement, all the trainees agreed. Moreover, 66.67% trainees said that there were additional lectures focused on increasing confidence of the candidates to deal with job related pressures in future.

The study found that different types of technology and aids were used in teaching such as computers, videos, power point presentation, internet, and white boards. The duration of the training was 4 months. However, only 58.33% trainees found the duration of the training to be sufficient. The medium of instruction included English and Local Language. All the trainees could understand the medium of instruction at all the times. All the trainees said that the study material was easy to understand and was supplied adequately. The infrastructure was found to be neat and orderly by all the trainees.

In order to ensure whether the trainees understood what was being taught to them, different methods were used to evaluate the level of their learning. As shared by the trainees, a written exam was undertaken, questions were asked orally, practical exam, and feedback was taken. The training completion certificate was provided to all the trainees.

Relevance of the training in meeting the needs of the beneficiaries

All the trainees said that the course/content taught at the CIPET Centre matched with the requirements of the market/industry. Also, all the trainees perceived that the training program was relevant in meeting their needs. Furthermore, a majority of the trainees (58.33%) said that they would have been unemployed, and 8.33% trainees said that they would have been working at a lower salary had they not received training at CIPET.

With respect to the employment status of the trainees interviewed, all of them were employed in the same/related field in which they were trained at CIPET. Furthermore, 92% trainees believed that they got employed because of their training at the centre while the rest said 'may be' they got a job because of the training received. None of the beneficiaries took self-employment.

Satisfaction and Happiness level of the beneficiaries

All the beneficiaries were satisfied with the quality of the training received and were happy in their present jobs. This was because the trainees were able to support their family financially and also had a good working environment. Further, all the trainees said that they would recommend the training to their friends as well.

Strengths, challenges and scope of improvement

According to the beneficiaries, the strengths of the training included practical classes, and learning computer and communication skills. They appreciated the trainers to be good. Their experience in plastic processing had made them confident in operating the machine independently. None of the trainees faced any difficulty during the training.

Furthermore, in order to make the training program more beneficial, 67% trainees suggested for an increase in the duration of the training, 25% trainees suggested that there should be more mock exams, 8% trainees suggested that there should be more one to one training and also recommended for more number of industry tour for exposure.



Image 6: A machinery at Kochi centre

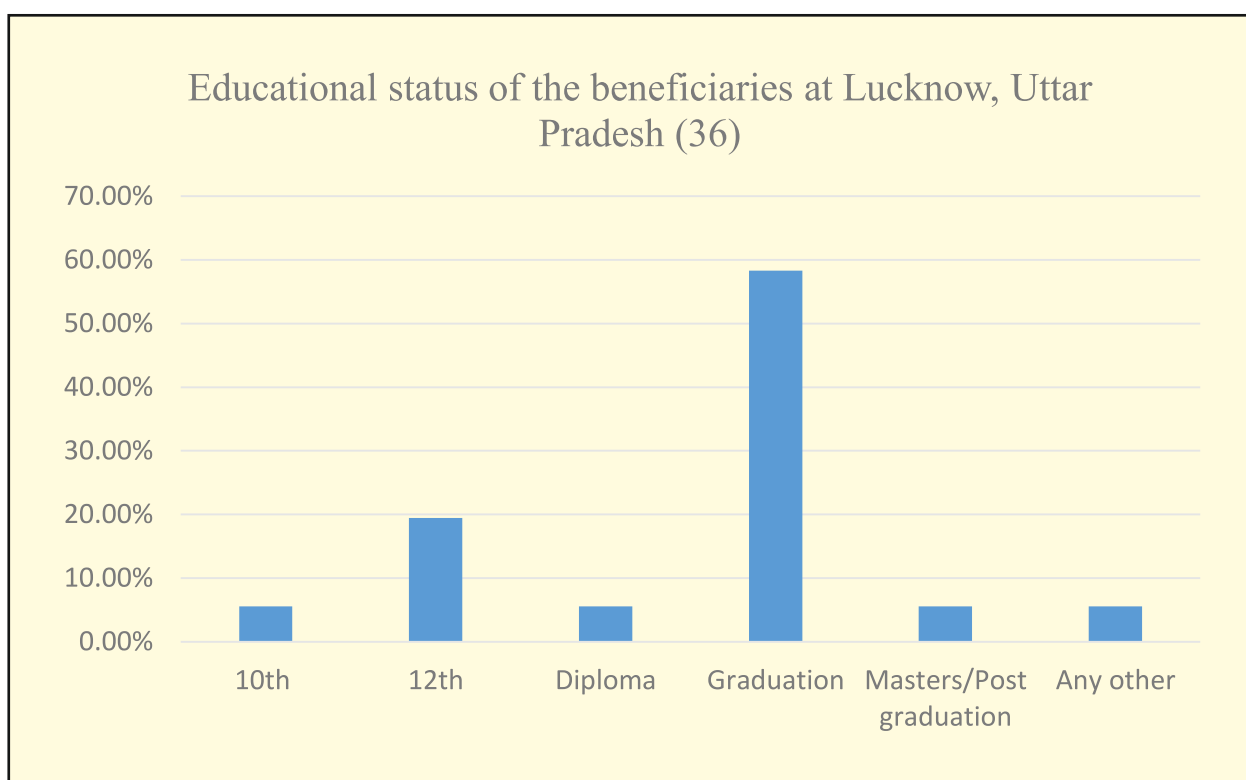
VII. Lucknow, Uttar Pradesh

Demographic profile

Gender, Age, Social Category and Nature of Location: The trainees included male (97%) and females (3%). All the trainees belonged to Other Backward Class. Their present age ranged between 19 to 30 years. A majority of them came from rural areas (75%) followed by urban areas (25%).

Educational status of the beneficiaries: As can be seen from the figure below, a majority of the respondents are graduates (58.33%) followed by 12th pass (19.44%).

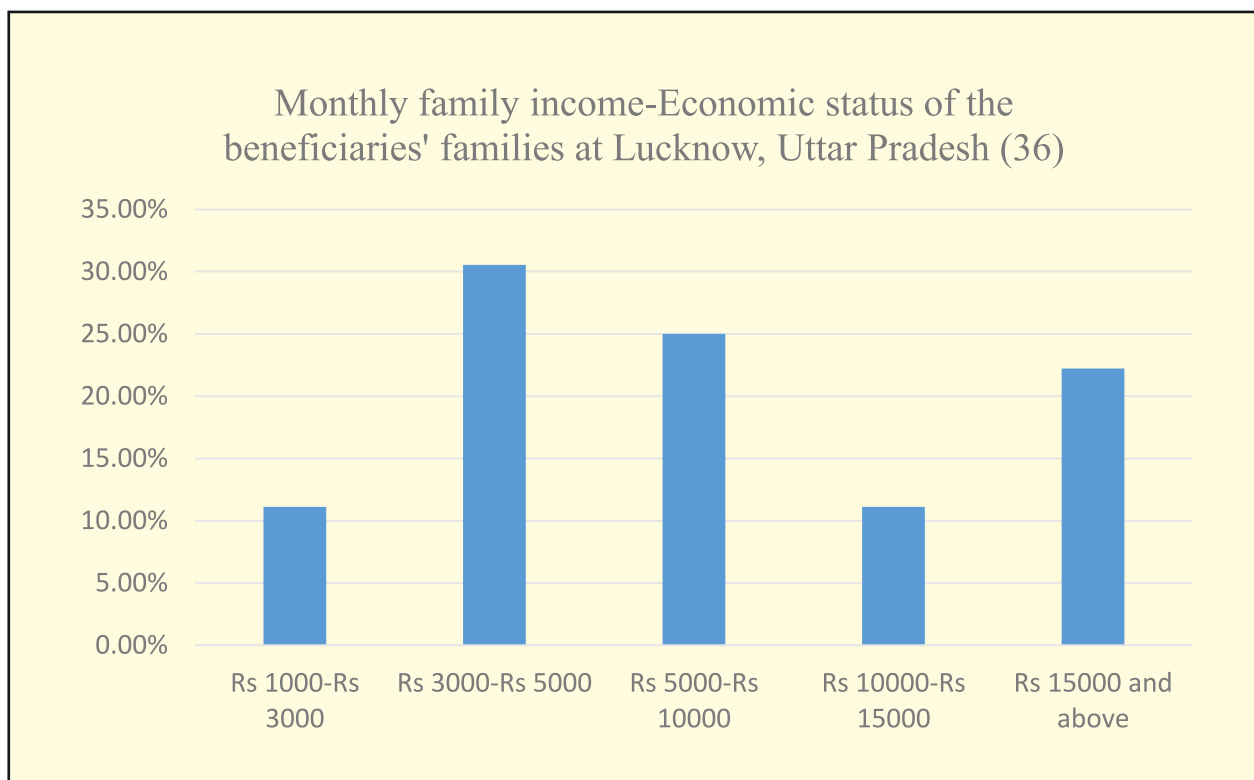
Figure 14: Educational status of the beneficiaries at Lucknow, Uttar Pradesh



Source: IICA Survey, 2022

Economic status of the beneficiaries' families at Lucknow: As can be seen from the figure below, the monthly family income of 11.11% trainees was between Rs. 1000 - Rs 3000, followed by 30.56% trainees who had a monthly family income between Rs. 3000 - Rs. 5000. Further, for 25% trainees, the monthly family income was between Rs. 5000 - Rs. 10000 and for another 11.11% trainees, the monthly family income was between Rs. 10000 - Rs. 15000. For 22.22% trainees, the monthly family income happened to be greater than Rs. 15000.

Figure 15: Economic status of the beneficiaries' families at Lucknow, Uttar Pradesh



Source: IICA Survey, 2022

Effectiveness of the skill development training

The effectiveness of the skill development training program was studied by evaluating the nature and quality of training. Various parameters were assessed such as the efficiency of the trainers, the training methodology, training delivery process, quality of study material, relevance of the training, job placement and whether the training could bring satisfaction and happiness to its beneficiaries. Also, the strengths, challenges and scope of improvement of the skill development training program was understood from the perspective of its beneficiaries.

Efficiency of the trainers

All the trainees said that the trainers knew their subject well, however, 94% trainees said that the trainers helped the students acquire good knowledge and made the learning very informative and interesting. 97% trainees said that the trainers were able to clarify their doubts. Further, 86% trainees appreciated the trainers for sharing the latest developments in the field of training.

The process, method and the quality of training delivery

94% trainees said that their classes were conducted regularly and was completed on time. There was a mix of theory and practical classes. However, only 61% trainees believed that they could get an extensive hands on training, while 31% of them could get only medium hands on training experience. Also, 8% trainees could not get enough hands on training experience. Furthermore, 83.33% trainees felt that a sufficient number of industry tour/visits were undertaken, 5.56% trainees felt that the number of industry visits were insufficient, and for 11.11% trainees, there were no industry visits. The reason behind no industrial visits for a few trainees was Covid-19 pandemic due to which many industries did not allow visits to the trainees. With respect to whether the training included sessions on facing interviews for job placement, 86% trainees agreed. Moreover, 80.56% trainees said that there were additional lectures focused on increasing the confidence of the candidates to deal with job related pressures in future.

The study found that different types of technology and aids were used in teaching such as computers, videos, power point presentation, internet, and white boards. The duration of the training varied between 3 to 4 months. Also, 78% trainees found the duration of the training to be sufficient. The medium of instruction included English, Hindi, and Local Language. While 97% trainees could understand the medium of instruction at all times, 3% trainees could understand but not at all times.

89% trainees said that the study material was easy to understand, 6% trainees said that the study material was of mediocre standard, and another 6% trainees could not understand the same. Furthermore, 92% trainees shared that the study material was supplied adequately. The infrastructure was found to be neat and orderly by majority of the trainees.

In order to ensure whether the trainees understood what was being taught to them, different methods were used to evaluate the level of their learning. As shared by the trainees, a written exam was undertaken, questions were asked orally, as well as practical exam was taken. Further, 36% trainees shared that feedback was also taken from them. The training completion certificate was provided to all the trainees.

Relevance of the training in meeting the needs of the beneficiaries

97% trainees said that the course/content taught at the CIPET Centre matched with the requirements of the market/industry. However, when asked whether the trainees perceived the training program to be relevant in meeting their needs, only 56% of them said yes. Furthermore, 5.56% trainees said that they would have been unemployed and 2.78% trainees said that they would have been working at a lower salary had they not received training at CIPET. Also, while 56% trainees said that they would have worked somewhere else, 31% trainees said that they would have pursued higher education had they not enrolled for the skill development training course.

With respect to the employment status of the trainees, 39% were employed. Out of those who were employed, 29% got a job in the same/related field in which they were trained at CIPET and believed that they got the job because of their training at the centre. Around 8% beneficiaries took self-employment, out of which 33% beneficiaries shared that CIPET facilitated them for the same.

Satisfaction and Happiness level of the beneficiaries

92% beneficiaries were satisfied with the quality of the training received and said that they would recommend the training to their friends as well. 17% of those who were employed said that they were happy in their present jobs as they could financially support their family and earn good income. Less remuneration was perceived to be the reason behind the unhappiness of the trainees who were employed but unhappy. Also, there was one trainee who was unhappy because of being employed in an area of work that was unrelated to his training.

Strengths, challenges and scope of improvement

According to the beneficiaries, there were many strengths of the skill development training program such as free of cost course, hostel, food, stationary, bag and uniform. Further, the training completion certificate helped them secure a job in any plastic company. Moreover, their communication skills improved. With respect to the challenges faced, the trainees shared that the quality of food at times was poor and due to Covid-19, the exams were conducted online. Appearing for online exam was difficult for them.

For the improvement of the skill development program, the trainees gave suggestions. 50% trainees suggested for an increase in the duration of the training, 33% trainees suggested that there should be more mock exams, 8% trainees suggested that there should be more one to one training, and 14% trainees recommended for more number of industry tour for exposure.



Image 7: Trainers at Lucknow Centre

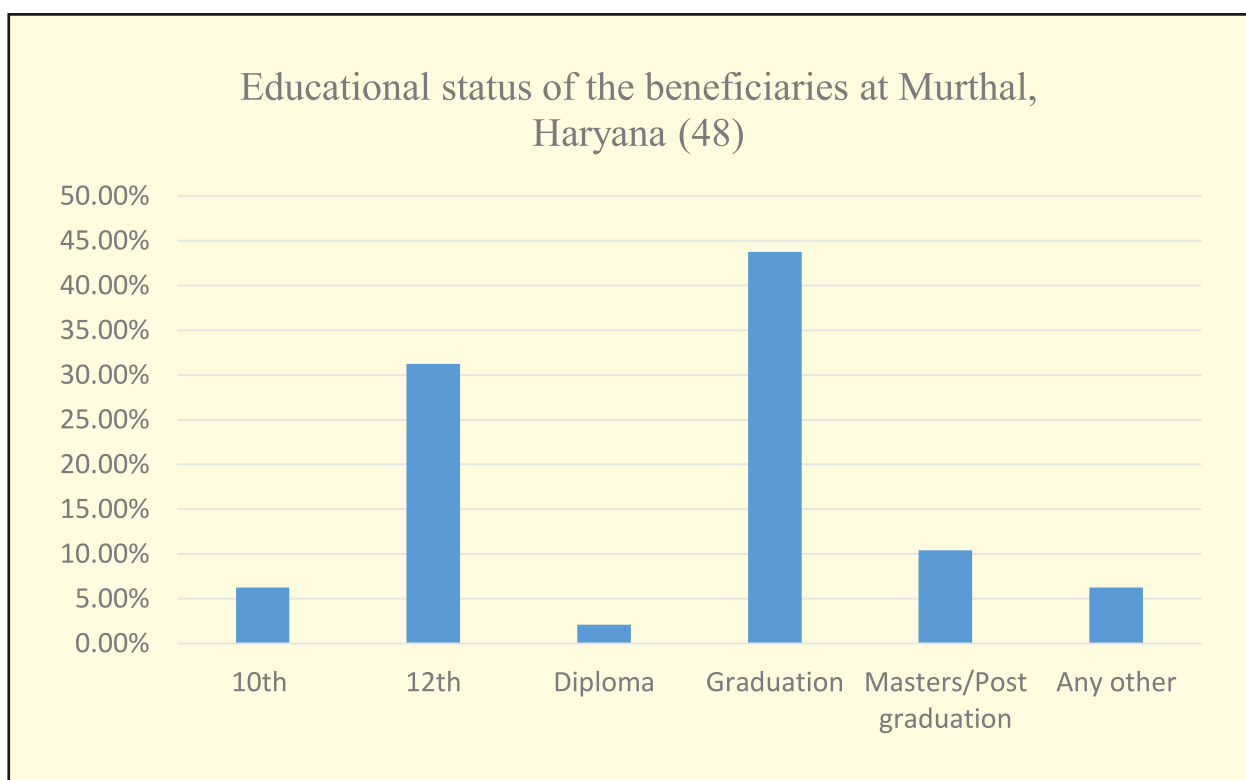
VIII. Murthal, Haryana

Demographic profile

Gender, Age, Social Category and Nature of Location: The trainees included male (96%) and females (4%). The trainees belonged to Other Backward Class (98%) and Economically Weaker Sections (2%). Their present age ranged between 19 to 32 years. A majority of them came from rural areas (81%) followed by urban areas (17%) and semi-urban (2%).

Educational status of the beneficiaries: As can be seen from the figure below, a majority of the respondents are graduates (43.75%) followed by 12th pass (31.25%).

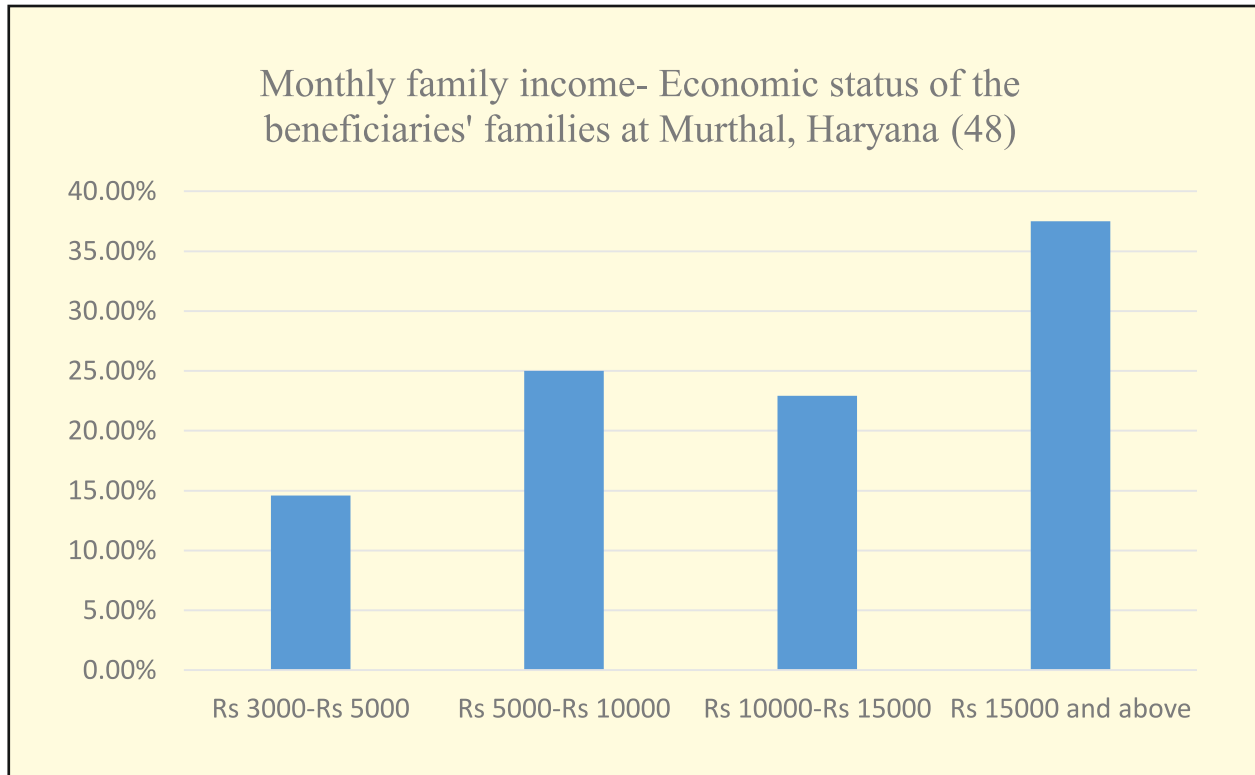
Figure 16: Educational status of the beneficiaries at Murthal, Haryana



Source: IICA Survey, 2022

Economic status of the beneficiaries' families at Murthal: As can be seen from the figure below, the monthly family income of 14.58% trainees was between Rs. 3000 - Rs 5000, for 25% trainees, the monthly family income was between Rs. 5000 - Rs. 10000. Further, for 22.92% trainees, the monthly family income was between Rs. 10000 - Rs. 15000. For a majority of the trainees (37.5%), the monthly family income happened to be greater than Rs. 15000.

Figure 17: Economic status of the beneficiaries' families at Murthal, Haryana



Source: IICA Survey, 2022

Effectiveness of the skill development training

The effectiveness of the skill development training program was studied by evaluating the nature and quality of training. Various parameters were assessed such as the efficiency of the trainers, the training methodology, training delivery process, quality of study material, relevance of the training, job placement and whether the training could bring satisfaction and happiness to its beneficiaries. Also, the strengths, challenges and scope of improvement of the skill development training program was understood from the perspective of its beneficiaries.

Efficiency of the trainers

94% trainees said that the trainers knew their subject well and helped them acquire good knowledge of their trade. 97% trainees said that the trainers were able to clarify their doubts. Further, 86% trainees appreciated the trainers for sharing the latest developments in the field of training, and 87% trainees said that the trainers made the learning process informative and interesting.

The process, method and the quality of training delivery

85% trainees said that their classes were conducted regularly and was completed on time. There was a mix of theory and practical classes. While 73% trainees believed that they could get an extensive hands on training experience, 8% trainees could get only medium hands on training experience. However, 19% trainees could not get enough hands on training experience. Furthermore, 41.67% trainees felt that a sufficient number of industry tour/visits were undertaken, 10.42% trainees felt that the number of industry visits were insufficient, and for 47.92% trainees, there were no industry visits. As with other CIPET centres, the reason behind the same was Covid-19 pandemic due to which the industries refused permission to the trainees. With respect to whether the training included sessions on facing interviews for job placement, 75% trainees agreed. Moreover, 79% trainees said that there were additional lectures focused on increasing confidence of the candidates to deal with job related pressures in future.

The study found that different types of technology and aids were used in teaching such as computers, videos, power point presentation, internet, and white boards. The duration of the training varied between 3 to 6 months. Also, 85% trainees found the duration of the training to be sufficient. The medium of instruction included English, Hindi, and Local Language. While 89.58% trainees could understand the medium of instruction at all times, 2.78% trainees could understand but not at all times. It is important to note here that 2.08% trainees said that they faced difficulty in understanding the language of instruction.

81.25% trainees said that the study material was easy to understand, 12.5% trainees said that the study material was of mediocre standard, and 6.25% trainees could not understand the study material. Furthermore, 85.42% trainees shared that the study material was supplied adequately. The infrastructure was found to be neat and orderly by majority of the trainees.

In order to ensure whether the trainees understood what was being taught to them, different methods were used to evaluate the level of their learning. As shared by the trainees, a written exam was undertaken, questions were asked orally, as well as practical exam was taken. Further, 23% trainees shared that feedback was also taken from them.

Relevance of the training in meeting the needs of the beneficiaries

81% trainees said that the course/content taught at the CIPET Centre matched with the requirements of the market/industry. However, when asked whether the trainees perceived the training program to be relevant in meeting their needs, only 36% of them said yes. Furthermore, 4.17% trainees said that they would have been unemployed and 6.25% trainees said that they would have been working at a lower salary had they not received training at CIPET. Also, while a majority of the trainees (60.42%) said that they would have worked somewhere else, 20.83% trainees said that they would have pursued higher education had they not enrolled for the skill development training course.

With respect to the employment status of the trainees, 52% were employed. Out of those who were employed, 56% got employed in the same/related field in which they were trained at CIPET. Further, only 52% trainees believed that they got the job because of their training at the centre. Around 10% beneficiaries took self-employment, out of which 33% shared that CIPET facilitated them for the same.

Satisfaction and Happiness level of the beneficiaries

85% trainees were satisfied with the quality of the training received and 83% trainees said that they would recommend the training to their friends as well. 37% of those who were employed said that they were happy in their present jobs as their financial status has increased and they could support their family. For those who were employed but unhappy in their jobs was because they perceived the salary to be less for meeting their needs.

Strengths, challenges and scope of improvement

According to the beneficiaries, there were many strengths of the skill development training program such as free of cost course, hostel, uniform, shoes, food as well as it helped them get jobs. The trainees did not face any challenge during the training period. For the improvement of the skill development program, the trainees gave suggestions. 60% trainees suggested for an increase in the duration of the training, 31% trainees suggested that there should be more mock exams, 12.5% trainees suggested that there should be more one to one training, and 16.6% trainees recommended for more number of industry tour for exposure.



Image 8: A group of students during FGD at Murthal centre

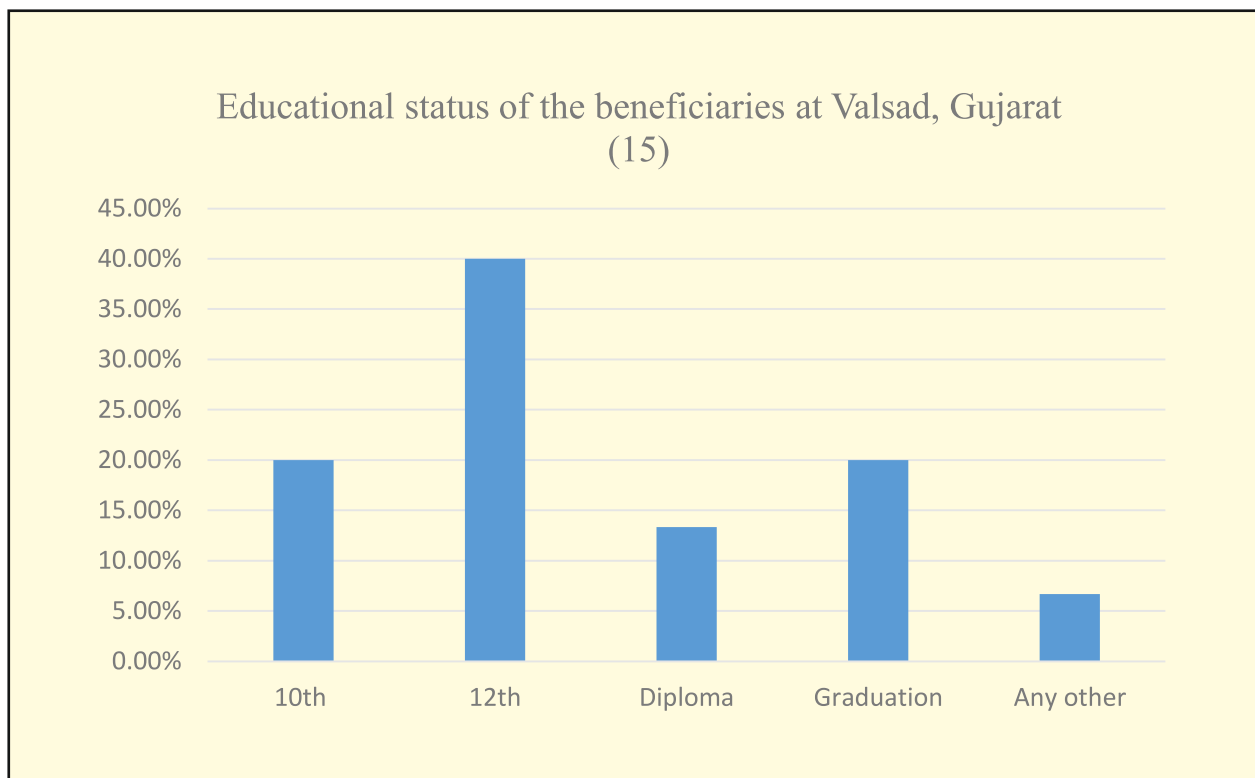
IX. Valsad, Gujarat

Demographic profile

Gender, Age, Social Category and Nature of Location: The trainees included 100% males. All the trainees belonged to the Other Backward Class. Their present age ranged between 21 to 25 years. A majority of them came from rural areas (86.7%) followed by urban areas (6.7%) and semi-urban (6.7%).

Educational status of the beneficiaries: As can be seen from the figure below, a majority of the respondents are 12th pass (40%) followed by graduates (20%) and 10th pass (20%). Around 13% trainees have also done diploma.

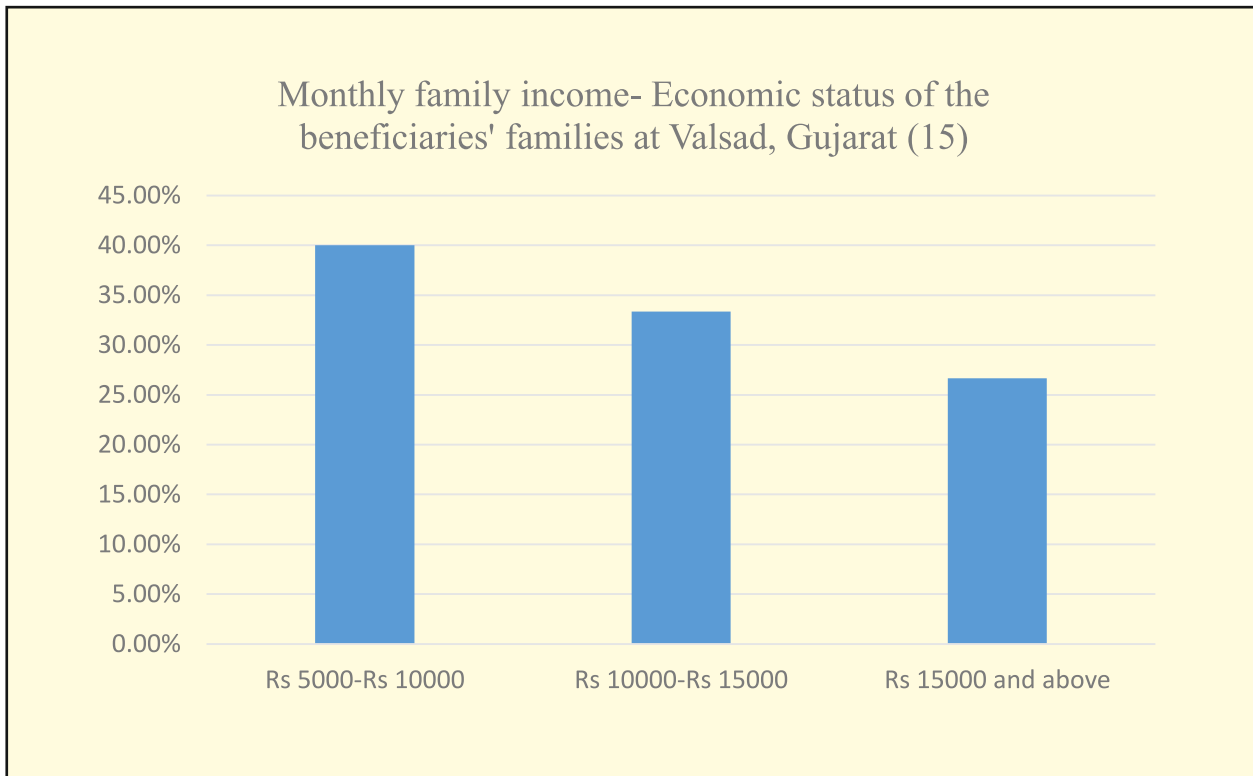
Figure 18: Educational status of the beneficiaries at Valsad, Gujarat



Source: IICA Survey, 2022

Economic status of the beneficiaries' families at Valsad: As can be seen from the figure below, a majority of the trainees (40%) have a monthly family income range between Rs. 5000 - Rs. 10000. Further, 33.33% trainees have a monthly family income between Rs. 10000 - Rs. 15000 and 26.67% trainees have a monthly family income of Rs. 15000 and above.

Figure 19: Economic status of the beneficiaries' families at Valsad, Gujarat



Source: IICA Survey, 2022

Effectiveness of the skill development training

The effectiveness of the skill development training program was studied by evaluating the nature and quality of training. Various parameters were assessed such as the efficiency of the trainers, the training methodology, training delivery process, quality of study material, relevance of the training, job placement and whether the training could bring satisfaction and happiness to its beneficiaries. Also, the strengths, challenges and scope of improvement of the skill development training program was understood from the perspective of its beneficiaries.

Efficiency of the trainers

All the trainees said that the trainers knew their subject well, helped them acquire good knowledge of their trade and were able to clarify their doubts. Further, all the trainees appreciated the trainers for sharing the latest developments in the field of training, and for making the learning process informative and interesting.

The process, method and the quality of training delivery

All the trainees said that their classes were conducted regularly and was completed on time. There was a mix of theory and practical classes. 93.33% trainees believed that they could get an extensive hands on training, 6.67% of them could get only medium hands on training experience. However, 18.75% trainees could not get enough hands on training experience. Furthermore, 86.67% of the trainees felt that a sufficient number of industry tour/visits were undertaken, 6.67% trainees felt that the number of industry visits were insufficient, and for another 6.67% trainees, there were no industry visits due to Covid-19 Pandemic. With respect to whether the training included sessions on facing interviews for job placement, all the trainees agreed. Moreover, 93% trainees said that there were additional lectures focused on increasing confidence of the candidates to deal with job related pressures in future.

The study found that different types of technology and aids were used in teaching such as computers, videos, power point presentation, internet, and white boards. The duration of the training varied between 3 to 6 months. Also, 93% trainees found the duration of the training to be sufficient. The medium of instruction included English and Local Language. All the trainees could understand the medium of instruction at all times.

All the trainees shared that the study material was supplied adequately and for 86.67% trainees, it was easy to understand the same. However, for 13.33% trainees, the study material was of mediocre standard and they faced difficulty in relating it to what was being taught. The infrastructure was found to be neat and orderly by majority of the trainees.

In order to ensure whether the trainees understood what was being taught to them, different methods were used to evaluate the level of their learning. As shared by the trainees, a written exam was undertaken, questions were asked orally, as well as practical exam was taken. It is important to note that no feedback was taken from any of the trainees regarding whether they understood the subjects properly. The training completion certificate was provided to all the trainees.

Relevance of the training in meeting the needs of the beneficiaries

All the trainees said that the course/content taught at the CIPET Centre matched with the requirements of the market/industry. However, when asked whether the trainees perceived the training program to be relevant in meeting their needs, 86.67% of them said yes. Furthermore, 7% trainees said that they would have been unemployed and 40% trainees said that they would have been working at a lower salary had they not received training at CIPET. Further, 26% trainees would have pursued higher education and 27% trainees would have worked somewhere else had they not enrolled for the skill development training course.

With respect to the employment status of the trainees, 73% were employed and all of them got a job in the same/related field in which they were trained at CIPET. Further, all the trainees believed that they got a job because of their training at the centre. None of the beneficiaries took self-employment.

Satisfaction and Happiness level of the beneficiaries

All the trainees were satisfied with the quality of the training received and said that they would recommend the training to their friends as well. 67% of those who were employed said that they were happy in their present jobs because of their good salary. For those who were employed but unhappy in their jobs was because they perceived the salary to be insufficient in meeting their needs.

Strengths, challenges and scope of improvement

According to the beneficiaries, the skill development training course is a means for survival. Personality development of the trainees was also perceived as one of the strengths of the training program. The trainees did not face any challenge during the training period. For the improvement of the skill development program, the trainees gave suggestions. 73% trainees suggested for an increase in the duration of the training, 20% trainees suggested that there should be more one to one training, and 7% trainees recommended for more number of industry tour for exposure.



Image 9: A group of trainees at Valsad centre

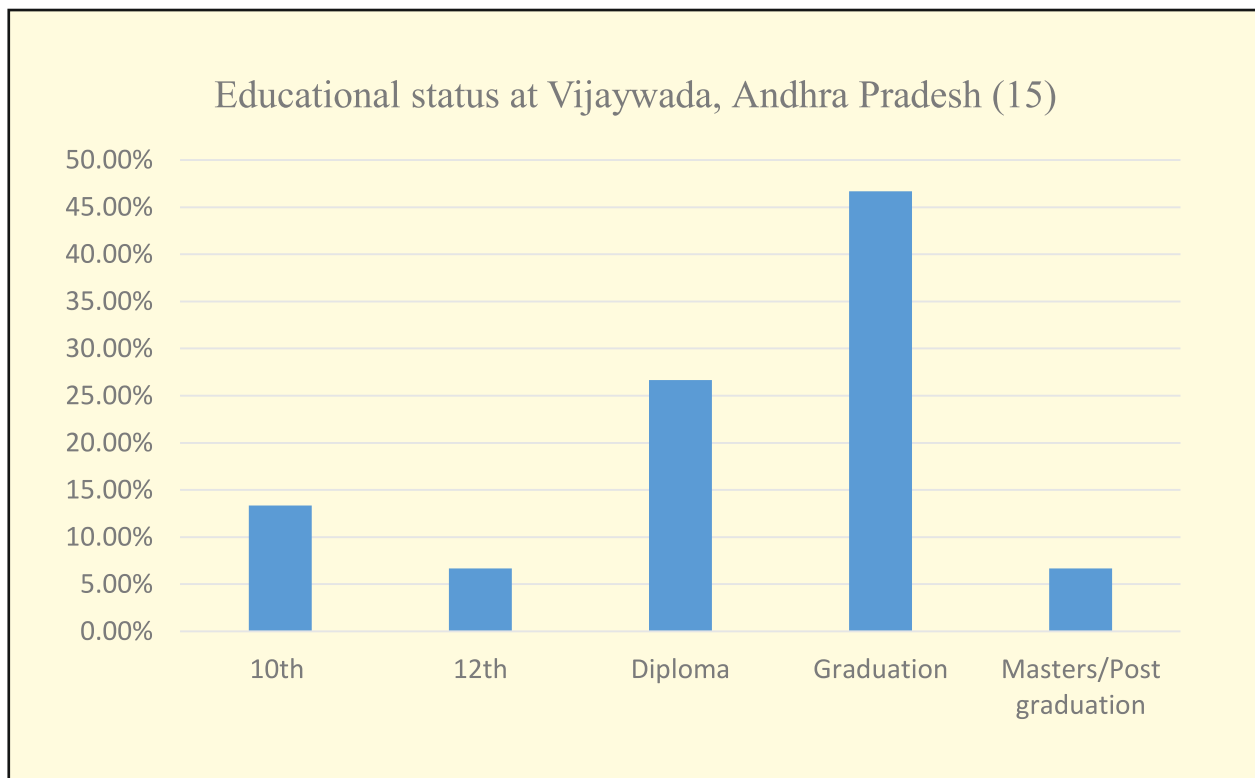
X. Vijayawada, Andhra Pradesh

Demographic profile

Gender, Age, Social Category and Nature of Location: The trainees included 100% males. The trainees belonged to Other Backward Class (73.3%) and Economically Weaker Sections (26.7%). Their present age ranged between 21 to 27 years. The trainees came from rural areas (46.67%), urban areas (46.67%), and semi-urban areas (6.67%).

Educational status of the beneficiaries: As can be seen from the figure below, a majority of the respondents are graduates (46.67%) followed by diploma holders (26.67%). Around 13.33% have passed 10th standard, while 6.67% have passed 12th standard.

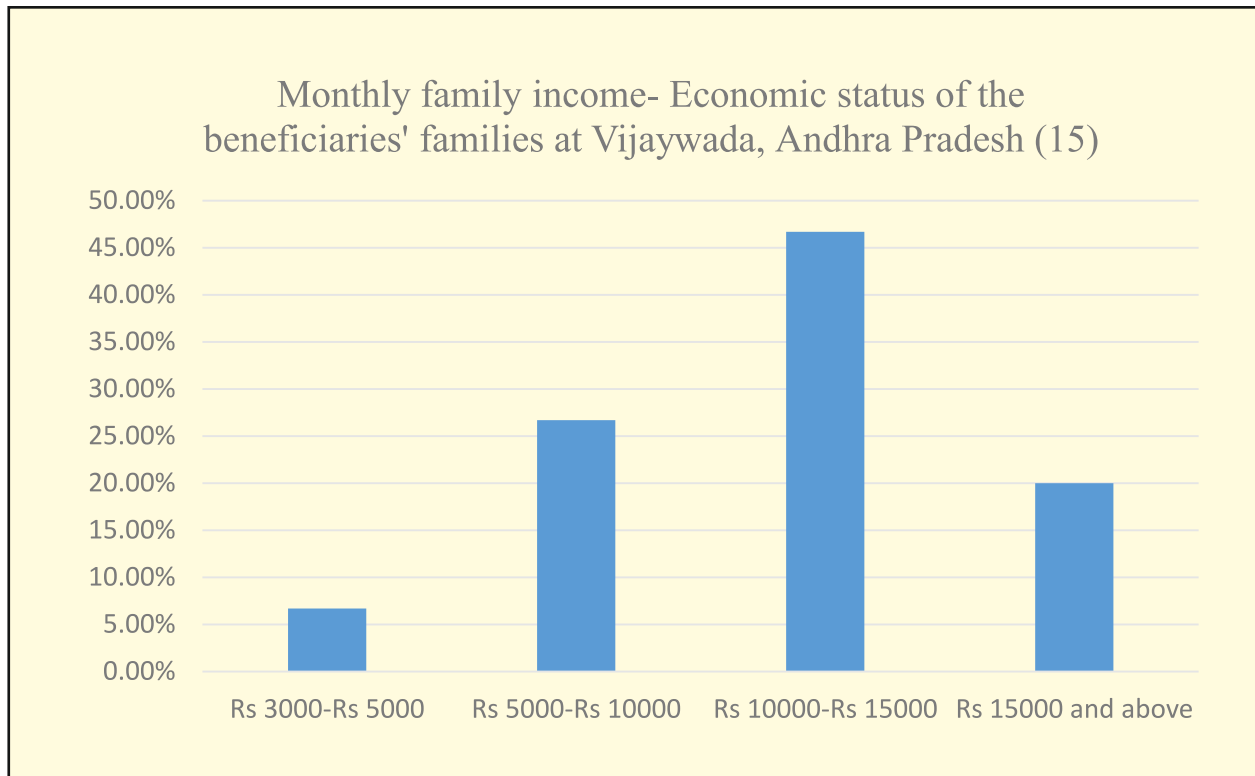
Figure 20: Educational status of the beneficiaries at Vijayawada, Andhra Pradesh



Source: IICA Survey, 2022

Economic status of the beneficiaries' families at Vijayawada: As can be seen from the figure below, the monthly family income of 6.67% trainees was between Rs. 3000 - Rs. 5000, for 26.67% trainees the monthly family income was between Rs. 5000 - Rs. 10000. For a majority of the trainees (46.66%), the family income was between Rs. 10000 - Rs. 15000 per month. Further, for 20% trainees, the monthly family income happened to be greater than Rs. 15000.

Figure 21: Economic status of the beneficiaries' families at Vijayawada, Andhra Pradesh



Source: IICA Survey, 2022

Effectiveness of the skill development training

The effectiveness of the skill development training program was studied by evaluating the nature and quality of training. Various parameters were assessed such as the efficiency of the trainers, the training methodology, training delivery process, quality of study material, relevance of the training, job placement and whether the training could bring satisfaction and happiness to its beneficiaries. Also, the strengths, challenges and scope of improvement of the skill development training program was understood from the perspective of its beneficiaries.

Efficiency of the trainers

All the trainees said that the trainers knew their subject well, helped them acquire good knowledge of their trade, were able to clarify their doubts, and made the learning very interesting and informative. Further, 86.67% trainees appreciated the trainers for sharing the latest developments in the field of training.

The process, method and the quality of training delivery

All the trainees said that their classes were conducted regularly and was completed on time. There was a mix of theory and practical classes. 73% trainees believed that they could get an extensive hands on training, 20% of them could get only medium hands on training experience. However, 7% trainees could not get enough hands on training experience. Furthermore, 60% trainees felt that a sufficient number of industry tour/visits were undertaken, 20% trainees felt that the number of industry visits were insufficient, and for another 20% trainees, there were no industry visits. The reason behind no industry visits for some trainees happened to be the Covid-19 pandemic due to which the industries did not permit the trainees to visit them. With respect to whether the training included sessions on facing interviews for job placement, 93% trainees agreed. Moreover, 80% trainees said that there were additional lectures focused on increasing confidence of the candidates to deal with job related pressures in future.

The study found that different types of technology and aids were used in teaching such as computers, videos, power point presentation, internet, and white boards. The duration of the training varied between 3 to 4 months. Also, 86.67% trainees found the duration of the training to be sufficient. The medium of instruction included English and Local Language. While 86.67% trainees could understand the medium of instruction at all times, 13.33% trainees could understand but not at all times.

80% trainees said that the study material was easy to understand. However, it is important to note here that 20% trainees were unable to understand the study material. Further more, 73.33% trainees shared that the study material was supplied adequately. The infrastructure was found to be neat and orderly by all the trainees.

In order to ensure whether the trainees understood what was being taught to them, different methods were used to evaluate the level of their learning. As shared by the trainees, a written exam was undertaken, questions were asked orally, as well as practical exam was taken. Further, only 6.6% trainees shared that feedback was also taken from them.

Relevance of the training in meeting the needs of the beneficiaries

86.67% trainees said that the course/content taught at the CIPET Centre matched with the requirements of the market/industry. However, when asked whether the trainees perceived the training program to be relevant in meeting their needs, only 46.67% of them said yes. Furthermore, 20% trainees said that they would have been working at a lower salary had they not received training at CIPET. Also, while a majority of the trainees (46.67%) said that they would have worked somewhere else, 26.67% trainees said that they would have pursued higher education had they not enrolled for the skill development training course.

With respect to the employment status of the trainees, 46.67% were employed. Out of those who were employed, 42.86% got employed in the same/related field in which they were trained at CIPET. Further, 57.14% of the employed trainees believed that they got the job because of their training at the centre. Around 6.6% beneficiaries took self-employment, however, they were not facilitated by CIPET for the same.

Satisfaction and Happiness level of the beneficiaries

93% trainees were satisfied with the quality of the training received and 86.6% trainees said that they would recommend the training to their friends as well. 47% of those who were employed said that they were happy in their present jobs because of a good salary. The trainees also believed that the training had made them capable of owning a business. For those who were employed but unhappy in their jobs was because they perceived their salary to be low.

Strengths, challenges and scope of improvement

According to the beneficiaries, the skill development training course taught them how to face interviews, communicate well and also operate the machine confidently. The trainees did not face any challenge during the training period. For the improvement of the skill development program, the trainees gave suggestions. 87% trainees suggested for an increase in the duration of the training, 13% trainees suggested that there should be more mock exams, and 6% trainees suggested that their feedback should be heard.



Image 10: Trainers and students at Vijayawada centre

5. Feedback From Centre Heads and Trainers

CIPET Centre Heads

A total of 10 Centre Heads which included the Directors, Dy. directors, Principals and Joint directors were interviewed for understanding their perspectives on the skill development training program. According to them, the skill development training program by EIL could relate with the mission and vision of CIPET. All the centres heads said that the objectives of the skill development training program has been met. The expected project outcomes have been achieved. The students were successfully trained and provided job placements. They explained the selection process which according to them was transparent in nature. The underprivileged and unemployed youth are mobilized by the CIPET centres through newspaper advertisement in vernacular language for wide mobilization of the candidates, and through the circulation of information brochures/leaflets/pamphlets to general public. There is a selection committee which verified the certificates, conducted personal interviews, and selected the suitable and needy candidates as per the eligibility criteria.

Further they informed that CIPET provided free of cost residential training to students. The package includes uniform, books, notebooks, stationary, technical manual, training kit, bag, shoes, hostel facility and food. The implementation strategy included theory and practical classes, industrial visits, hands on training on the equipment and machinery, and exams both written and practical.

They shared about the strengths and challenges of the skill development training program. According to them, the free of cost nature of the training was its biggest strength as it caters to the needs of economically disadvantaged youths. Further, they perceived the skill training provided to the candidates to be of high quality as the CIPET centres have well equipped infrastructure, labs, machinery and experienced staff. The course is designed by sector skills council and is NSQF aligned, and is updated every three years to stay relevant in the present times. Industry experts are also consulted for designing the course.

The challenges included mobilization of the students especially women for the skill development training program. Greater difficulty was faced in mobilizing the youth from rural areas. The centre head at CIPET Bihar said that they faced challenge in providing employment to the trainees because of poor industrial infrastructure in the State. Further, the centre head at CIPET Vijayawada said that they faced communication challenge with the students from rural background as the latter did not understand the technical terms.

CIPET Trainers

A total of 30 trainers across the 10 CIPET centres were interviewed to understand their perspectives on the skill development training program (STDP). By qualification, the trainers were B.Tech, M.Tech, MSc, MBA, MA, and Diploma holders. They were specialized in plastic processing, biopolymer science, mechanical, computer, and chemical engineering. Their total experience in the teaching position ranged between four to thirty years, while in their present position at CIPET centre, the majority of the trainers (79%) had an experience of five years and above, followed by 18% trainers having experience between one to two years.

The trainers shared that the trainees were regular in attending their classes and had a high motivation level for the skill development training program. According to the trainers, they kept themselves updated on the requirements of their subject by reading books, e-books, and journals and also by accessing the online content. They were satisfied with the course material and syllabus of the training program. The trainers used innovative methods of teaching such as the use of videos, workshop demonstration, practical hands on training, puzzles, and giving real projects to the trainees.

For evaluating the learning level of the students, the trainers took written exams, asked oral questions, and also took feedback from the trainees. Some trainers mentioned that they conducted surprise test, debates as well as organized competition for the students. In order to ensure the effectiveness, efficiency and the quality of training delivered, the trainers relied on theory and practical exams, as well as on the feedback taken from the trainees. According to the trainers, the objectives/project outcome of the skill development training program was met on time. However, the teachers suggested that the duration of the training program may be increased for better learning.

In the view of the trainers, the strengths of the training program included the high quality of training, free of cost nature of training, as well as personality development of the trainees. Also, the placement level of the students was better than expected. The trainers shared that the response of the students towards the course was very positive. However, there were few challenges of the program such as low female participation and mobilization of students from the rural areas. Further, it is difficult for some centres to facilitate employment of the trainees in the latter's local area due to lack of industries. The drop-out of candidates due to personal reasons was also one of the challenges as the trainers could do nothing to retain the students who were willing to leave the training program in between.

6. Social and Economic Inclusion

The skill development training program aims to cater predominantly to people belonging to the lower strata or the backward class. The IICA's Impact Assessment Study found that a majority of the trainees (93.9%) belonged to the lower socio-economic class of the society. The training empowers the marginalized youth to learn skills that help them become self-reliant and independent. Moreover, the majority of the participants (70.17%) come from rural areas which contributes in the social and economic inclusion of the rural youth.

As per the NSSO survey, the rate of joblessness among rural males in the age group of 15-29 years jumped more than three folds to 17.4% in 2017-18 versus 5% in 2011-12. In case of female youth in rural areas, unemployment rate stood at 13.6% in 2017-18 as compared to 4.8% in 2011-12⁴. The regular jobs with additional benefits are hard to come by for rural youth, who therefore start to work at an early age. Often, the rural youth are forced to work as a bonded labour under harsh conditions. Despite, being decently educated, these youngsters do not get their desired jobs. A buoyant rural economy is dependent on improved income opportunities, and to achieve this skill development plays a crucial role. Therefore, the skill development training program sponsored by EIL is playing an important role in the socio-economic development of the rural male youth of the country. This is because the training program also facilitates in the employment/self-employment of the beneficiaries thus helping them to improve their financial well-being.

However, only 3.73% trainees of the skill development training program were females. As per the World Bank, India has one of the lowest female labour force participation rates in the world. India has developed to a great extent in many fields but is still far behind in the field of gender equality. The IICA's study found that the CIPET centres faced challenges in mobilizing the females for enrolment to the skill development training program. As shared by CIPET teachers and centre heads, this was because most of the rural parents did not allow their daughters to join a residential program due to security concerns. Further, the job nature involved working at the shop-floor which was not preferred by some of the rural families. Also, there were few cases in which despite having completed the training, the girls were not permitted to do job by their families.

Moreover, as per the Senior Technical Officer at CIPET, efforts were made for enrolling women candidates in the EIL sponsored Skill Development Training Programme. However, due to heavy machinery and equipment in plastics and its allied industries, women candidates showed less interest in these training programs. Here it is important to note that despite the low participation of women in the skill development training program, EIL has been successful in changing the lives of few women trainees by sponsoring their training at CIPET and helping them become economically empowered.

⁴<https://www.businesstoday.in/latest/economy-politics/story/india-unemployment-rate-hits-four-decade-high-of-6-pct-in-2017-says-nssosurvey-162468-2019-01-31>

7. Success Stories

This section highlights the positive impact of the EIL sponsored skill development training program on the underprivileged/backward class youth. The success stories have been shared by the beneficiaries (trainees) of the project and verified through secondary sources such as official records. Through these stories, the success of EIL in improving the quality of life of its beneficiaries and their families can be understood. After getting trained at CIPET, the youth are economically empowered to financially support themselves and their families.

Success Story 1

Anuradha comes from a small village in Kasauli, Himachal Pradesh and belongs to a family of farmers. After having completed her 12th grade, she enrolled herself into a college. However, she had to drop out because of the economic hardships faced by her family. With no means of income, she had to sit at home for four months until she came to know about CIPET, Baddi (Himachal Pradesh) which was offering her a free of cost training. She took the opportunity to learn the skills so that she could support her family financially. After completing her training at CIPET, the latter employed her as MTS



Anuradha receiving award from the CM of Himachal Pradesh

and also engaged her in teaching computers to the trainees. According to Anuradha, her salary has improved the economic well-being of her family. Furthermore, alongside her job at CIPET, Baddi, she is pursuing her higher education at IGNOU. She appreciated the trainers, the free of cost nature of training as well as the quality and timely completion of the training. Anuradha also received an award from the CM of Himachal Pradesh and is happy to support her family and her education. Her life got transformed after getting the opportunity to be trained at CIPET.

Success Story 2

Mohd. Aitmar belongs to a poor family but that did not stop him from dreaming big. According to him, CIPET gave him the platform to make his dream come true. His brothers owned small shops and therefore he too was interested in starting his own business. Initially, he faced a lot of financial challenges and felt nervous but the skills learned at CIPET Lucknow gave him the confidence to keep trying despite the difficulties associated with any startup. Today his rented workshop employs five people who work on two injection moulding machines and has a turnover of Rs 1 lakh per month. Mohd. Aitmar gives the entire credit of his success to the skill development training program at CIPET sponsored by EIL.



Mohd. Aitmar owns a rented workshop having a turnover of Rs 1 lakh per month

Success Story 3

Akash and Pawan come from a poor family background. While the monthly family income of Akash happened to be less than Rs 10,000, for Pawan it was less than Rs 5000. Despite having completed his graduation, Akash did not have a job to support his family and so did Pawan who did not know what to do after his 12th grade. As they searched for opportunities, they came to know about the skill development training program offered by CIPET and sponsored by EIL. According to them, CIPET Aurangabad helped them develop appropriate skills as a result of which they were employed by Ecorea and Kuroda Electric India Pvt. Ltd. Presently, they draw a monthly salary between Rs 8000 to Rs 10000 and are able to send money to their families.



Pawan and Akash at CIPET Aurangabad Centre

They came all the way from Pune to CIPET Aurangabad (225kms) on a scooty after completing their night duty only to be interviewed by the survey team of IICA. This gesture highlights their gratitude towards CIPET and EIL. According to them, the skill development training program has improved their quality of life by helping them secure a job.

8. Stakeholder Mapping and Analysis

Freeman (1984) defines stakeholder as” *“any group or individual who can affect or is affected by the achievement of the organization's objectives”* Stakeholder mapping thereby is identification of the stakeholders and positioning them in an order of their importance and influence on the project.

The table below identifies the primary, secondary and other key stakeholders of the project under evaluation. It also explains their roles in a tabular form.

Table 5: Stakeholder mapping & Analysis

Primary Stakeholder	Secondary Stakeholder	Other Stakeholders
<p>Trainees</p> <ul style="list-style-type: none"> • Direct beneficiary of the project. • Receive training for marketable skills • Receive placement assistance on successful completion of the course. • Receive certificate on completion of course <p>High importance/High influence</p> <p>The beneficiaries of the project are highly important as the project runs for them. Their performance in the skill development training program impacts the project outcomes.</p>	<p>Prospective Employers</p> <ul style="list-style-type: none"> • They get benefits of skilled labour • They provide jobs to the trainees after the skill development training is over. <p>High Importance/Low Influence</p> <p>The employers are highly important for providing economic opportunities to the beneficiaries of the project. However, they have low influence as they are not able to employ all the trainees of the program. (As per the project completion report by NBCFDC, 83% trainees could be placed for jobs post the completion of training at CIPET in 2020. At the time of Impact Assessment Study (2022), 63.39% trainees were found to be employed).</p>	<p>State, National & International Government bodies</p> <ul style="list-style-type: none"> • Bodies like state and central skill development missions provide road map for the implementation and execution of the programme. • Supports placement through sector sector skill councils and industry engagements. • The United Nations SDG 4, Target 4.4 specifically focuses on skill development of youths. Also, the United Nations in 2014 declared 15 July as World Youth Skills Day, to celebrate the strategic importance of equipping young people with skills for employment, decent work and entrepreneurship. <p>High Importance/High Influence</p> <p>Since the project is aimed at empowering the backward class youths, the government interventions through its laws and policies becomes highly important for the economic inclusion of the marginalized youth.</p>

Primary Stakeholder	Secondary Stakeholder	Other Stakeholders
<p>EIL</p> <ul style="list-style-type: none"> • Helping many marginalised youth learn skills and earn livelihood. • Directly benefits by creating positive brand image • Supports the programme monetarily • Negotiates basic terms and condition for the implementation of the project • Conduct monitoring and evaluation of the project <p>High Importance/High Influence</p> <p>As EIL provides financial support for the skill training of 1000 youths.</p>	<p>Parents / families</p> <ul style="list-style-type: none"> • Encourage their children to attend the training • Benefit by getting additional income after employment of their children. • Discourage the girl candidates from joining the training program. <p>Low Importance/High Influence</p> <p>They do not receive any direct services from EIL or Implementing partners. However, they have a high influence for the success of the project. It is because they have to ensure regular attendance of their children at the CIPET centre during the training program. Moreover, they may encourage or discourage their children to enrol for the course.</p>	<p>Community at large</p> <ul style="list-style-type: none"> • The beneficiaries of the project are the members of larger community. • The skill development training of the marginalized youths contributes in the socio-economic upliftment of the backward communities. <p>Low Importance/ High Influence</p> <p>The mobilizers of the project have reached the target beneficiaries mainly through newspaper advertisements and pamphlets distribution. Therefore, there is a possibility that majority of community people are not yet aware of the initiative taken up by EIL for the empowerment of youth through skill training.</p> <p>However, the role of the community is highly influential in suggesting the beneficiaries about the skill training program. Also, the community is important for reinforcing the positive & socially responsible image of EIL.</p>
<p>Implementing Partners (NBCFDC & CIPET)</p> <ul style="list-style-type: none"> • Closely engage with all the components of project deliverables • Engage with the beneficiaries and closely work with them. • Provides training to the beneficiaries 	<p>Trainers/Teachers</p> <ul style="list-style-type: none"> • They have the expertise to provide skill training to the beneficiaries of the project. • They are directly responsible for the successful execution of the project. 	

Primary Stakeholder	Secondary Stakeholder	Other Stakeholders
<ul style="list-style-type: none"> • Provides job placement/self-employment support to the beneficiaries • Act as a community link for EIL • Send reports and feedback to EIL <p>High Importance/High Influence</p> <p>The implementing partners are highly important for the successful execution of the project. They provide infrastructure, material and human resources for the delivery of training program to its beneficiaries.</p>	<p>High Importance/High Influence</p> <p>The trainers/teachers at CIPET centre are highly important and influential for the success of the project. The quality of training imparted/ efficiency of the trainers will ultimately determine the progress of the beneficiaries.</p>	

9. Program Goals and Achievement

The following table gives an account of the achievement against the objectives/ goals of the programme.

Table 6: Goals and Achievement Matrix

Goals of the Project	Achievement
<p>To provide skill development training to 1000 youths.</p> <p>The youth must be from backward classes/weaker sections of society.</p>	<p>The skill development training was provided to 945 youth. 55 trainees dropped out.</p> <p>The majority of the participants of the study (93.9%) belonged to the Other Backward Class (OBC), 1.02% participants belonged to Scheduled Caste, and 5.08% participants belonged to Economically Weaker sections.</p> <p>The monthly family income of majority of the participants (35.93%) was Rs. 15000 and above (Rs. 1,80,000 per annum), followed by 19.66% participants having a monthly family income between Rs. 10,000 to Rs. 15,000, 28.81% participants having family income range between Rs. 5000 to Rs. 10000. The poorest category of participants belonged to the income range Rs. 3000 - Rs. 5000 (12.2%), Rs. 1000 - Rs. 3000 (2.37%), and less than Rs. 1000 per month (1.02%).</p>
<p>To provide quality training (lectures from experts, interactive sessions, practical exposure, hands on training experience, industry visit, personal attention, soft skills training, use of multimedia aids, training kit/material)</p>	<p>Overall, 90.51% trainees are satisfied with the quality of training. The trainers are qualified and specialized. 95.59% trainees said that the trainers helped them acquire good knowledge of their trade. 95.25% trainees said that the trainers were able to clarify their doubts. 93.22% trainees said that the trainers made the learning process interesting and informative, 75.58% trainees got an extensive hands on training experience, while 16.61% got medium hands on experience. However, 8.81% trainees got a lesser hands on training experience.</p> <p>61.36% trainees got sufficient number of industry tour/visits for exposure, 11.86% trainees got insufficient number of industry visits, and 26.78% trainees did not get any industry visits due to the COVID-19 pandemic as a result of which many industries refused permission for industrial visits.</p>

Goals of the Project	Achievement
	<p>83.05% trainees said that there were additional lectures on building their confidence, 85.42% trainees said that soft skills training for job interview was conducted. The trainees said that different types of technology and multimedia aids were used in teaching such as computers, videos, power point presentation, internet and white boards. The training material was adequately supplied to 88.14% trainees.</p>
<p>To provide course completion certificate to each trainee by CIPET upon successful completion of the course.</p>	<p>While 95.59% trainees have completed their course, 90.51% trainees were provided the training completion certificate. According to CIPET, it has informed the trainees to collect the completion certificate in person at their respective CIPET centres and assured to issue the same to the remaining eligible candidates.</p>
<p>To provide exclusive placement/job counselling</p>	<p>CIPET was expected to ensure successful employment /self-employment for at least 70% of the participants trained at a salary range Rs. 7000 to Rs. 10000 pm. NBCFDC in its project completion report mentions the placement percentage to be 83%, at an average salary of Rs. 11,500 per month.</p> <p>As per the Sr. technical officer of CIPET, 83% trainees were provided employment opportunities upon successful completion of the training program (2020). However, at the time of the impact assessment study (Sept 2022), 63.39% of the sample population (trainees) were found to be employed, out of which 68.45% were employed in the same/related field while 31.55% were working in a field different from the trade/skill in which they were trained at CIPET. The gap between the number of trainees employed in 2020 and 2022 can be attributed to the dropout of the trainees from the formal workforce.</p> <p>The salary range for a majority of trainees (53.56%) was Rs. 15000 and above, followed by 22.71% trainees having salary range between Rs. 10000 to <Rs. 15000, 21.69% trainees having a salary range between Rs. 8000 to <Rs. 10000, and 2.03% trainees having a salary range between Rs. 6000 to <Rs. 8000 per month.</p> <p>Only 7.79% trainees took self-employment, out of which 56.52% trainees said that they were facilitated by CIPET for gaining self-employment.</p>

10. SWOC Analysis

The table below looks at the Strengths, Weaknesses, Opportunities and Challenges of the programme.

Table 7: SWOC Analysis

Strength	Weakness
<ul style="list-style-type: none"> • The quality of training • Qualified and experienced staff • State of the art Infrastructure in most of the centres. • Modern equipment and machinery for practical learning • Innovative Teaching pedagogy • Course Curriculum aligned to NSQF and SSC • Free of Cost nature of the training • Provides jobs to unemployed youth, helps them earn livelihood and support their respective families. • Helps in building morale and confidence of the trainees • Helps them become self-reliant independent, and happy. 	<ul style="list-style-type: none"> • Not enough hands on training experience for few trainees (8.81%) • No Industry visits for 26.8% trainees. This was mainly because many industries refused permission for industrial visits due to Covid-19 Pandemic. • At the time of IICA's survey (2022), it was found that 31.55% of the employed trainees were working/placed in a field different from the training received. • 95.59% trainees have completed their course but only 90.51% trainees were provided the training completion certificate. For this, CIPET contacted the trainees and have asked them to collect their certificates in person from their respective CIPET centers and assured to issue the same shortly. • Only 7.79% trainees took self-employment, out of which 43.48% trainees were not facilitated by CIPET for gaining self-employment. According to CIPET, this was because the trainees being from underprivileged background urged for wage employment due to financial constraints. • 3.73% trainees could not understand the study material provided to them.

Opportunities	Challenges
<ul style="list-style-type: none"> • More number of women trainees can be enrolled for the skill development training program • A greater effort may be undertaken for community mobilization and awareness about the advantages of the program especially aimed at enrolling girls. • The duration of training may be increased as suggested by the trainees and trainers • No trainee may be left out from receiving any benefit of the program such as completion certificate, practical hands on experience, industry visits and training material. • A greater self-employment facilitation can be provided to youths who do not get placed in companies. 	<ul style="list-style-type: none"> • Mobilization of the youth from most backward areas • Mobilization of females • Drop out by students • Achieving 100% job placement of the trainees due to insufficient number of industries

11. Sustainability of the Program

The sustainability of the programme is to be evaluated against seven components- Impact, Relevance, Effectiveness, Acceptance, Financial viability, Implementation strategy and Monitoring strategy.

Table 8: Sustainability Matrix

1	Impact	<ul style="list-style-type: none"> • The program is highly impactful as it empowers 945 underprivileged/unemployed youths through skill development training. • The technical and professional skills gained by the trainees have increased their employability. • The socio-economic status of the trainees and their families have improved, as 83% trainees were provided job placement at the end of their training completion (2020). As per the IICA's impact assessment study (2022), presently 63.39% of the sample population (trainees) are found to be employed. • The program contributes to the country's economic growth by reducing the number of unemployed youths.
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		<ul style="list-style-type: none"> • The program contributes in building a skilled workforce and therefore helps in the achieving the mandate of “Skill India mission” • The program has been successful in the socio-economic inclusion of the rural youth.
2	Relevance	<ul style="list-style-type: none"> • The program is highly relevant in the present socio-economic context of India. • The program contributes in achieving the United Nations Sustainable Development Goal 4 which is 'Education for all' and the sub target 4.4 which states: “By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship” • 90.85% trainees said that the course/content of the skill development training program matches with the requirements of the market/industry, • 57.63% trainees said that the program was relevant in meeting their needs. • The program is highly relevant as it helps the trainees become skilled and secure jobs.
3	Effectiveness	<ul style="list-style-type: none"> • The program is effective in terms of the quality of the training, project strategy and approaches for the achievement of the project activities. • 90.51% trainees were satisfied with the quality of the training. • 93.22% trainees said that the classes were held regularly and was completed on time.
4	Acceptability	<ul style="list-style-type: none"> • There is no hindrance faced by the project with respect to its acceptability among the people. • Also, because the training is free and there is a link with placements so there is greater acceptability of the project. • 93.22% trainees said they would recommend the training program to their friends as well.
5	Financial Viability & Sustainability	<ul style="list-style-type: none"> • Since the project directly caters to the demand of the economy and addresses the basic need of livelihood for youth, it is financially viable. • However, it cannot sustain without the funds available from outside (the funding organization, donors) since it caters training only to the marginalised and backward classes.

6	Implementation Strategy	<ul style="list-style-type: none"> • The project has an implementation and monitoring strategy and is subject to regular checks by EIL. • The beneficiaries are mobilized and selected through a selection committee by CIPET centres as per the guidelines of EIL and NBCFDC. • The duration of the training is 640 hours (4 months) and is residential in nature. • Theory and practical classes are conducted regularly along with workshop training and hands on experience. • Exams are conducted for evaluation of the trainees. • After the completion of the course, CIPET invites the companies for campus recruitment of the trainees.
7	Monitoring Strategy	<ul style="list-style-type: none"> • The CIPET Centre Head is responsible for monitoring and smooth functioning of the centre. • Weekly meetings were conducted for monitoring the progress of the course. • A centre coordinator was nominated for monitoring the training as per schedule • Monitoring was also done through Attendance and MIS • The CIPET centres submitted reports to CIPET Head office, which then submitted the same to NBCFDC. • NBCFDC submitted the reports to EIL. • For overall monitoring, the authorities from EIL and NBCFDC make surprise inspections of the CIPET centres, meetings with the trainees, document checks, factual data checks, and reviews of the progress reports. • Expenditure of the project were verified and certified by Statutory Auditors of both implementing partners and are submitted to EIL. • EIL also obtained video testimonials from the agency, wherein the candidates narrated impact.

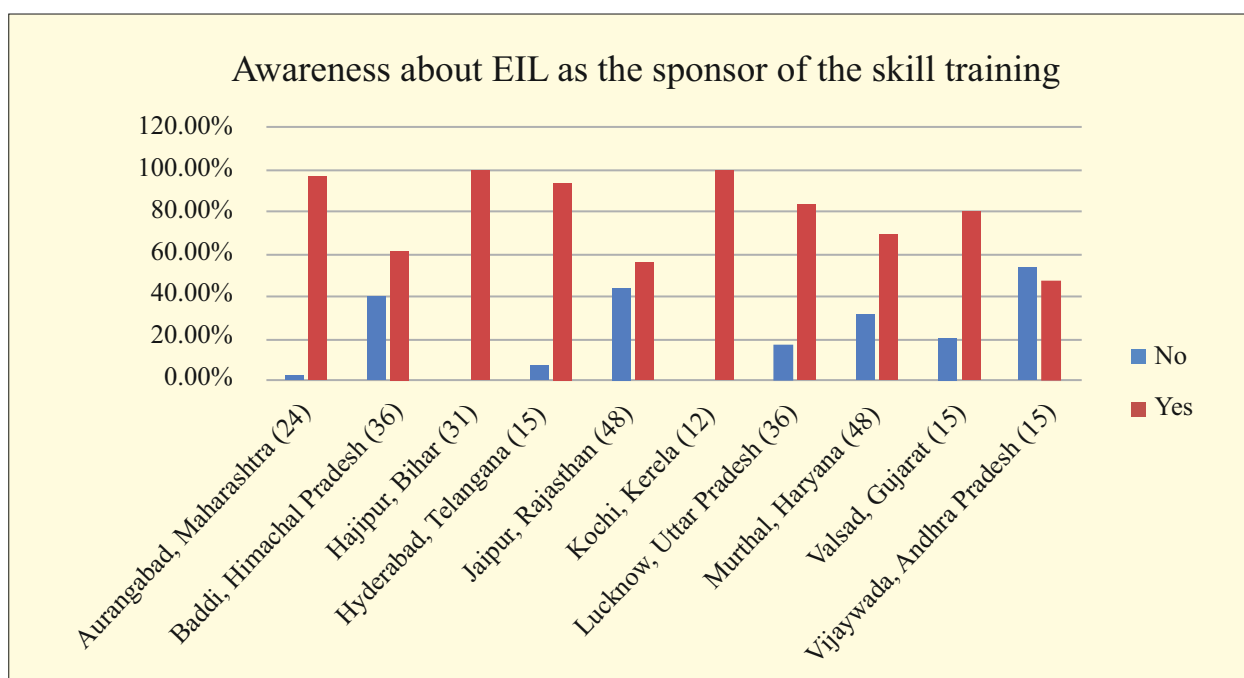
12. Branding/Visibility of EIL

All the centre heads and trainers were aware of the role of EIL in sponsoring the skill development training program for the youths from backward class. Different branding strategies were used by them as follows:

- Newspaper advertisements mentioning the name of EIL
- Uniforms, bags, training kit provided to the trainees has EIL logo
- Banners, leaflets and pamphlets has EIL logo
- Training completion certificate mentions the name of EIL. The commencement and certification programmes have EIL logos.
- Furthermore, EIL has highlighted this project on its website (CSR Page) Refer link:<https://engineersindia.com/sustainability/corporate-social-responsibility/>
- Additionally, EIL team attends the Valedictory event in which the EIL officials interact with the trainees.
- The Banners with EIL logos are displayed at various events conducted by CIPET during the course of the training program.

However, when it came to the trainees' awareness about the role of EIL as the sponsor of the training program, only 76.27% of them were aware. A centre-wise awareness of the trainees about EIL as the sponsor of the skill development training program is represented in the figure below.

Figure 22: Awareness about EIL centre-wise



Source: IICA Survey, 2022

13. Overall Conclusion for the Continuity of the Program

Based on the findings above, it can be concluded that the skill development training program has been successful in creating a positive impact on the lives of the beneficiaries and their families. The program caters to the needs of the underprivileged youths of backward communities and helps them become self-reliant and financially independent. At the same time, the program contributes towards the achievement of 'Skill India Mission' and Sustainable Development Goal 4 (Target 4.4). Therefore, the skill development training program for backward class youth may be continued.

14. Recommendations

- **Scope of Improvement in the monitoring mechanism:** While a larger majority of the beneficiaries are satisfied and happy, it is important to ensure that all the trainees receive the benefits of the training program equally such as enough hands on training experience, industry visits and timely receiving of completion certificate.
- **Awareness camps targeted at including more number of poorest of the poor communities and women candidates:** Awareness camps in coordination with the Village Chief or PRI representatives may be organized for reaching out to more vulnerable population such as the poorest of the poor. Also, community sensitization towards gender issues may be undertaken during the mobilization camps. This would promote Gender inclusion and may enhance the enrolment of girl candidates for the skill development training program.
- **Communication channels with the beneficiaries may be enhanced:** As per IICA's study, it was found that CIPET had not taken any feedback from few trainees of the skill development training program. However, according to the Sr. Technical officer at CIPET, the feedback forms are collected from the trained candidates after successful completion of the training programme as per the ISO 9001:2015 standards. As the training is sponsored by EIL, the incorporation of EIL Logo in the feedback forms shall be done in the upcoming training programmes. Furthermore, EIL has suggested to CIPET that the Course Completion Certificate must be issued to the beneficiaries only after submission of the feedback form.
- **Awareness about EIL may be further enhanced:** While a majority of the beneficiaries were aware of the contribution of EIL in sponsoring their training, few trainees were unaware. In order to make the communication more effective, the written modes of communication may be complemented with the oral modes. EIL, NBCFDC, and CIPET may organize a monthly meeting and/or video conferencing with all the beneficiaries where the role of EIL may be highlighted. Also, awareness camps may be organized in the communities where the beneficiaries live so that the positive and socially responsible image of EIL as a corporate entity is reinforced.



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