



## End-term Impact Assessment Report

Don Bosco Tech Society Project funded by Axis Bank Foundation  
August 2017

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# Table of Content

Executive summary	03
1. Introduction	07
2. Context setting	10
3. Approach and methodology	16
4. Programmatic review	22
5. Key findings	30
6. Recommendations from the model	55
Annexure I: ABF impact table	58
Annexure II: Stakeholder coverage	71

# Executive Summary

## Introduction

The five-year engagement between ABF and DBTS was formalized in December 2012. The main project objectives are detailed below:

To establish vocational training centres to provide vocational training courses for the poor and unemployed youth



To reduce unemployment and forced migration/trafficking amidst disadvantaged youths in project area



To promote sustainable livelihood through transforming unskilled labour force into skilled labour



To compete with developed nations and supply incremental labour force to existing as well as emerging demand of skilled labour



Aligned with the Government's initiatives like Skill India and Make in India



## Context setting

Providing employable skills to Indian Youth has been an ever-growing challenge owing to multiple inherent structural deficiencies in terms of education levels, income-disparity and lack of access/facilities. Matching social expectations with industrial requirements and standards is a pressing need, considering that over 250 million youth are expected to enter the workforce by 2025<sup>1</sup>.

The need of the hour is to provide 'opportunities for work'. This surge in unemployed workforce aged between 23-35 years is attributed to them being kept further away from work desks/stations due to automation and the advent of artificial intelligence that makes production faster, efficient and more environmental friendly.

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<sup>1</sup> <http://www.livemint.com/Politics/8GKq8PqpRV5G6dAji67RQL/Skilling-youth-in-a-way-that-helps-them-find-jobs-biggest-ch.html>

## Issues facing youth globally



## Methodology

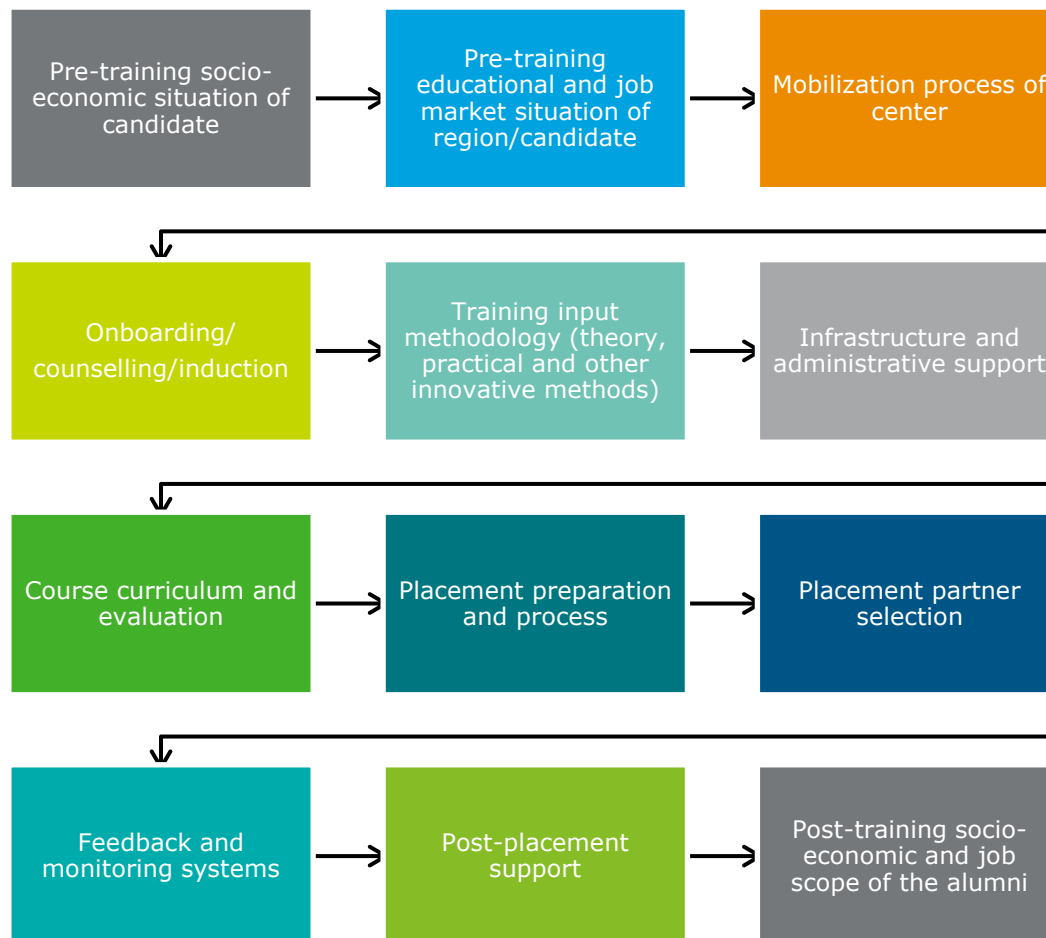
A mixed methodology research design was employed for conducting the impact assessment. The evaluation tools measured the changes in the lives of the beneficiaries and overall impact of the skilling ecosystem.

The primary field visit involved interactions with direct beneficiaries of the project from year 2012 to 2017 and the project implementation team.

The unit of analysis is the beneficiary. The engagement used simple random sampling for drawing out the representative sample giving adequate representation to each subgroup/stakeholder in alignment with relevant project specific independent variables. The centres were chosen through probability proportional to size. The team visited centres with most number of trainees trained from the 4 highest trainee count states of West Bengal, Uttar Pradesh, Tamil Nadu and Meghalaya.

The skilling lifecycle was analysed from the mobilisation to post-placement stages. The data was subsequently collated, analysed and disseminated.

## Study Design



## Key Findings

### Before after transformation

#### Baseline situation

- Majority of trainees belong to middle income families
- The average annual family income of trainees (N=238) is found to be INR 1,21,992
- None of the sample alumni had any earning prior to the training

#### Transformation post intervention

- Around 29,000 beneficiaries now in the income generating bracket.
- Out of 205 surveyed alumni, 144 (70%) had got either placed or self employed at the time of completion of course
- At the time of the study, the number of alumni earning has dropped to 108 (53%) while 97 (47%) alumni are currently neither employed nor earning.
- The average annual salary currently earned by these 108 alumni is INR 81,247
- The average annual income across all surveyed alumni comes down to INR 43,325, if we take into account non earning alumni also
- 40 trainees are able to save some amount from their salary. The average savings of these candidates was found to be INR 2,560
- 28 alumni have started sending money home to support their families. The average amount given by these trainees at home was found to be INR 4230.

## SWOT from DBTS Perspective

### Strengths

#### Organisation

- Vision, Mission and Goals aligned to skilling programme and day to day activities
- Aims to change the lives of beneficiaries through providing livelihood options and lifeskills

#### Human Resource

- 3 Years sustainability for 40 projects
- Well experienced project staff and senior leadership with knowledge about the skilling ecosystem
- Team has specialized knowledge about donors and NGO reporting & accounting requirements
- Procedures, compliances, audits, etc. are conducted on a quarterly basis and readily available for review

#### Training

- Qualified trainers
- Practical and computer lab facilities
- Good domain specific curriculum
- Extensive geographic presence of Don Bosco Tech Society

### Opportunities

#### Government

- Establishing Pradhan Mantri Kaushal Kendra (PMKK) can train 1000 candidates per centre. Operations in 24 states can potentially translate into skilling 24,000
- DBTS has model centres on 'loan model' implying buildings are DBTS owned while tools belong to PMKK and government pays the students' fees.
- Senior political leaders like Shri Rajiv Pratap Rudy, Hon. MoS for Skill Development & Entrepreneurship has appreciated work of DBTS.
- There is huge potential to scale

#### Partnerships

- Rs 60 Crore turnover earned in previous financial year can be used for different aspects
- German and Belgian funding since 2007-10 for electrical-labs
- Accenture, NSDC and Schneider Electric's assistance for long-term to benefit students

### Weaknesses

#### Processes

- Transition from manual monitoring to enterprise systems (ERP Module) is cost effective but is not time effective
- Performance of centres are monitored by a regional manager who has to travel to each centre
- The cluster manager has to visit all 10 centres in cluster, at least twice a month

#### Cost

- Cannot charge students higher fees as most of them cannot afford basic costs

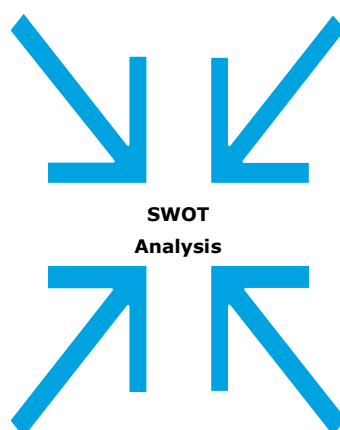
#### Training

- Short duration courses
- Limited hostel facility and no girls hostel facility at centre
- Some centres don't have enough computers and other equipment for practical sessions

### Threats

#### Sustainability

- Changes in foreign funding regulations can affect future sustainability as cap-ex funding is very rarely obtained in Indian context from Foundations and Corporates
- Government funding has uncertainty in billing and receiving. It can have a time-lag of 3 months to a year
- There are other skill training organization in the area which provide same course with longer training period
- Some institutes in the area are giving stipend during the training programme, so more trainees tend to join such institution instead of quality training provided at DBTS



## Challenges and Recommendations

Major recommendation from the study is for the Foundation to have in-house deliberations regarding the cost per beneficiary vis-à-vis most other funders and address the issue of attrition both in staff and trainees of the programme. Detailed challenges and recommendations for both management and implementation team have been provided in Chapter 6.

# 1. Introduction

## 1.1 Background

### **Axis Bank Foundation**

Axis Bank Foundation (ABF) is the Corporate Social Responsibility (CSR) arm of Axis Bank. Registered as a Public Trust in 2006, ABF has reached out to close to six lakh beneficiaries till 2014-15<sup>2</sup>. The Foundation works with the vision to become one of the most valued corporate foundations in the country contributing meaningfully to the ecosystem of sustainable development, livelihood generation, integrated rural development, skill development and education.

It supports credible skilling institutions imparting quality vocational and life skills, in line with the skilling targets of the Foundation and the country. It is in this context that the Foundation partnered with Don Bosco Tech Society (DBTS) in December 2012, with a budget of Rs. 25.74 cr. to impart vocational skill training courses to 52,464 youth over a 5 year period<sup>3</sup>.

### **Don Bosco Tech Society (DBTS): Implementing Partner of ABF<sup>4</sup>**

Don Bosco Tech Society is the Indian arm of the Don Bosco group. The Don Bosco group is set up for the service of youth, adolescents and children. The primary mandate of DB Tech is to train youth with the motto of 'learning a trade and earning a living'. Don Bosco centers are spread across 132 countries across the world and have thousands of training institutes world-wide catering to their skilling and employability needs. These trainings are conducted through state-of-the-art training facilities, equipment and infrastructure tailored to each trade including theory and practical laboratories. Most of the youth trained under DBTS are from poor socio-politico-economic settings.

In India, DBTS was set up in 2006 with an objective to provide quality vocational training to the disadvantaged youth. The training centers are spread across the poverty pockets of the country reaching out to the rural, tribal and marginalized population through formal institutions, functional vocational training centers and hundreds of smaller outreach centers within the community. DB Tech provides employment-linked, market-driven vocational courses of short duration to the economically and socially marginalized youth.

Don Bosco Tech has rightly identified the trend and opportunities and has sourced support from various sources for advancement of the concept of accelerated skill development. These formal and non-formal trainings conducted by DBTS across the country have made a huge contribution in training the youth to meet the needs in the labour market.

DBTS runs their centres on a co-funding basis with funds from various organisations. DBTS works with different partners to actualize its vision. This includes funding from foreign agencies, government agencies, corporates, and trusts to financial institutions. Axis Bank Foundation (ABF) has been one of the major funders and supporting organizations. A list of Donors and supporting institutions of DBTS can be found in the table below.

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<sup>2</sup> Axis Bank Sustainability Report, 2014-15

<sup>3</sup> Document submitted by ABF, Accessed on 03.05.2017

<sup>4</sup> Document submitted by ABF, Accessed on 03.05.2017



## Funding partners of various DBTS programmes

Sr No		FUNDING AGENCIES
<b>DEPT. OF GOVT. OF INDIA</b>		
1		Department of Tourism
2		Ministry of Labor & Employment
3		Ministry of Minority Affairs
4		Ministry of Rural Development
5		National Skill Development Corporation
<b>STATE GOVT. AGENCIES</b>		
1		Government of Andhra Pradesh
2		Government of Arunachal Pradesh
3		Government of Karnataka
4		Government of Meghalaya
5		Government of Odisha
6		Government of Rajasthan
7		Government of Uttar Pradesh
<b>CORPORATES</b>		
1		Accenture India
2		Accenture Services Pvt. Ltd
3		Axis Bank Foundation (ABF)
4		Bosch Foundation
5		Godrej
6		HSBC
7		ITC Welcome Group
8		Schneider Electrical India Foundation
9		Siemens
10		Tata Housing
11		The Hans Foundation
<b>TRUSTS/NGOs</b>		
1		Quest Alliance
2		Sir Dorabji Tata Trust

## ABF and DBTS<sup>5</sup>

The five-year engagement between ABF and DBTS was formalized in December 2012. The main project objectives are detailed below:

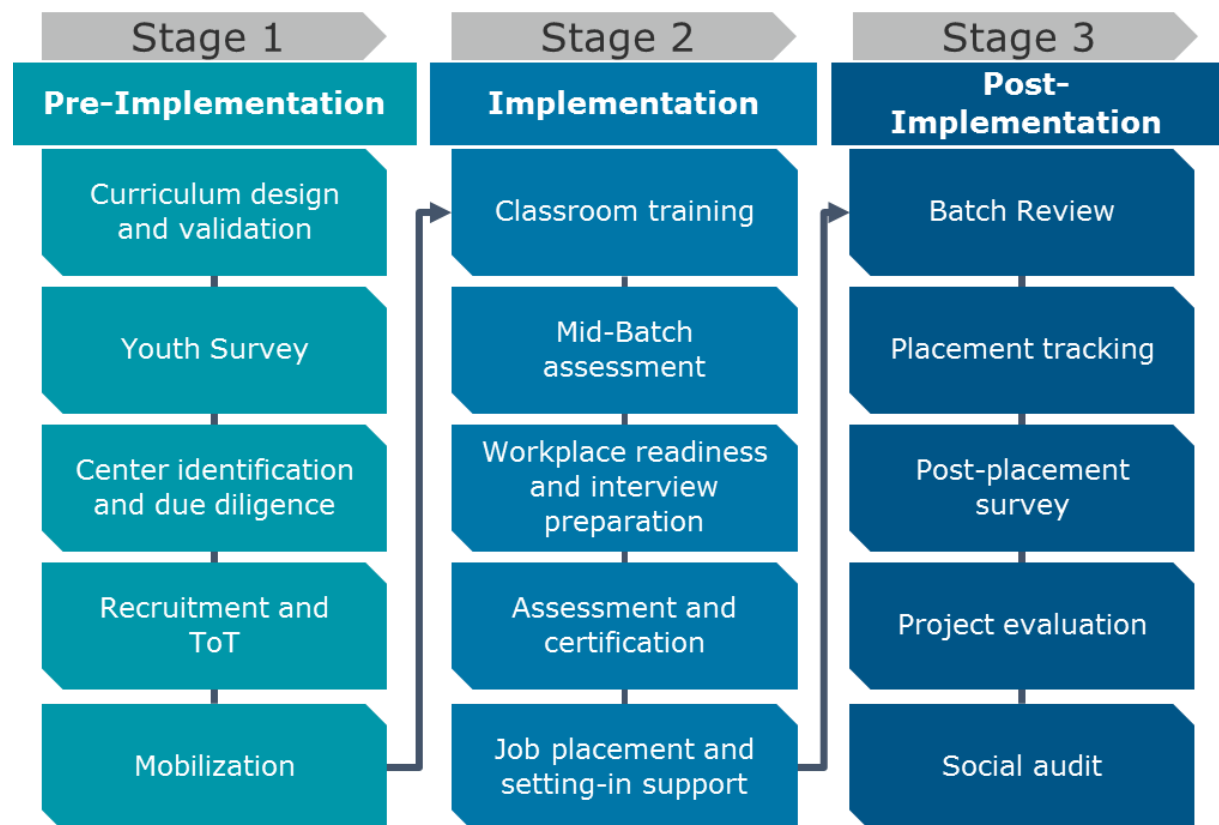
- To establish vocational training centres to provide vocational training courses for the poor and unemployed youth.
- To curb unemployment and forced migration/trafficking amidst disadvantaged youths in project area by providing employability skills and placement services.
- To promote sustainable livelihood through transforming unskilled labour into skilled labour. This includes exposing the youth to a wider choice of employability options.
- Compete with developed nations by creating a cadre of skilled labour force to meet industries increased demand.
- Aligned with the Government's initiatives like Skill India and Make in India.

<sup>5</sup> Details and documents shared by ABF

## Program Model:<sup>6</sup>

DB Tech conducts vocational training courses in the field of Hospitality Services, Industrial Sewing and Machine Operator, Automobile repair, Basic Welding, Construction, Electrical, Nursing Assistant, Retail Management, Security, etc.

Each of the training courses is run for 8 hours per day over a period of 60-70 days, depending on the training course. Average number of trainees per batch is around 20-25 trainees and approx. 3-4 batches per training course are run in a year. In each training center, around 1-3 trade specific training courses are conducted.



## 1.2 Scope of Services

The ABF-DBTS project duration is for five years from December 2012 to November 2017. ABF approached Deloitte to conduct an end-term review of the project. The scope of Deloitte's advisory services to ABF are outlined below:

- To confirm whether 70% of the trained youth have been provided job placements or self-employment opportunities after the completion of the course.
- Change in qualitative aspects such as confidence, public speaking, decision making, life skills and soft skills
- Change in income levels and savings

<sup>6</sup> Document submitted by ABF, Accessed on 03.05.2017

## 2. Context setting

*The section provides rationale for the project with a situational analysis of the employment options and employability of youth in India interspersed with a global perspective. It also frames the rationale for including life skills training and learning the English language as an intrinsic aspect of courses provided by the DBTS skilling centres.*

### 2.1 Skill Development as Global & National Character

Skill development is a strategic exercise across all organisations and societies. Workplace production possibilities are directly proportional to relevant skill capacities of available human capital. The need to have a skilled workforce is a common concern even for G20 countries who perceive skills as a nationally important characteristic for their individual growth and development prospects. Since national prosperity depends on how many citizens form the workforce and how far their relevant skills boost overall productivity, skills become a “foundation of decent work”<sup>7</sup>.

In an address to the Indian Society of Labour Economics (ISLE)<sup>8</sup>, Shri V.V Giri, former President of India, reflected as early as 1958 to say, “*the creation of a milieu wherein the small man, who has so far had little opportunities of perceiving and participating in the immense possibilities of growth through organised effort, is enabled to put his best in the interest of a higher standard of living for himself and increased prosperity for the country*”. He further stressed on the need to provide social-security schemes from the ‘womb-to-the-grave’. In his subsequent address to the ISLE, he highlighted problems of wage rates, wage policies and the need to make workers a part of the development process.

Till date, the linkages between access to education, training and opportunities for enhancing skills have been the bedrock for national economies, which in turn, affect international business through spread of new knowledge systems, information, technology and innovations. Therefore the ability to skill-up and be a future-able workforce is dependent on both policy and efforts to stimulate overall human development. Maintaining sustainability; economic, social and environmental within these uncertain periods of skilling up is a global challenge that requires out of the box thinking, especially in countries like India where resources are neither fully utilised nor equitably distributed.

Further, the gap between schooling and employability has frequently shown the need for calibrating education with industry requirements, while still inculcating basic human values, ethics and community spirit. The balance of soft skills, life skills and employable skills from the school to shop-floor effectively shapes the overall body-language of the economy. The need to rethink skill development as an interconnected human and national development effort may provide better insights as to how we plan to influence future society through deliberate efforts made today.

India’s National Skill Development Cooperation (NSDC) conducted a skill gap study during 2010-2014, to find an “additional net-requirement of 109.73 million skilled manpower by 2022 across twenty four key sectors” with additional requirements for highly skilled workforce in sectors such as financial services, IT/ITeS, Bio-technology, Healthcare, Pharmaceuticals and high-end industries<sup>9</sup>. Thereafter, National Skill Development Mission (NSDM) launched in 2015, to provide an overall institutional framework for implementation and scaling up of skill development sought institutional capacity development for training approximately 403 million people by 2022<sup>10</sup>.

<sup>7</sup> International Labour Organisation (ILO). (2010). A skilled workforce for strong, sustainable and balanced growth: a G20 training strategy.

<sup>8</sup> Growth, employment and labour markets: Perspectives in the era of globalisation in India. Eds. J. Krishnamurty, Rajendra P. Mamgain (2009). Daanish Books.

<sup>9</sup> Skill Development in India 2015 (FICCI). [http://www.kas.de/wf/doc/kas\\_42848-1522-2-30.pdf?151016072126](http://www.kas.de/wf/doc/kas_42848-1522-2-30.pdf?151016072126)

<sup>10</sup> Industry Partnership in Skill Development. Handbook for CSR Projects in Skill Development (Draft) Version 1; 2016

Recognising the ongoing efforts for Skilling India, the World Bank Board of Executive Directors approved a USD 250 million Skill India Mission Operation (SIMO)<sup>11</sup> in June 2017. The objective being, to increase market relevance of short-term skill development programs (3-12 months or up to 600 hours) at both national and state levels. The target students identified are underemployed or unemployed adults who are either illiterate or educated up to primary level, with special focus on women by providing them placement and entrepreneurship opportunities through skilling.

In another report-article<sup>12</sup>, the need to sensitise Indian industry towards skill development, by defining what individual companies mean by 'employability' was discussed with concerns about how different organisations view skill-sets for similar jobs and allow HR functions to decide 'fit-for-employment' status of candidates. An interesting thought was shared in the conclusion, and quoted verbatim:

*"For far too long, something as serious as skill development has been allowed to remain the exclusive preserve of either the HR, training or CSR cells of companies. Skill development is a CXO-level (executive-level) issue and deserves to be discussed in boardrooms. The pace at which this transition happens would determine where India would stand 20 years hence **as just another fast-growing developing country or an influential member of the First World.** CEOs have to lead and the time to act is now" (Chenoy, 2013).*

## 2.2 Need for English language skills:

Global spread of English language has its roots in both world history and philanthropic work done by American and British organizations, making it the fastest-spreading language in human history. 'Working' English is spoken by some 1.75 billion people worldwide, implying one in every four humans<sup>13</sup>. Communicating in English significantly benefits a diverse range of customers, suppliers, and other business partners by creating opportunities for growth, expansion and personal-development. Without business English, finding people who speak the same language as one's own mother tongue could be difficult in a globalised working environment. For example, the purchasing and hiring capacities of Nestlé, a Swiss company, improved significantly after enforcing English as its standard operational language<sup>14</sup>.

Often, the use of English language is treated as a threat to both culture and local languages. Yet the opportunity cost forgone by not speaking business-English weighs much higher. In a globalised world, communicating to the last mile could bring the most significant customer or employee to the organisation. Without English as a medium, additional efforts have to be made for engaging with the global citizen of tomorrow.

Blom, A., & Saeki, H. (2011)<sup>15</sup> found 'English Communication' ranked as the most important skill under Communication Skills, being attributed as "the preferred language in many economic sectors and firms". Azam, Chin, and Prakash (2013)<sup>16</sup> also found employers demanding English skills and that its knowledge had increased hourly wages of men by at least 34% in their sample study.

Ferrari and Dhingra (2009)<sup>17</sup> suggested that, increasing demand in the software and information technology-enabled service (ITES) sectors that provide services in English, to customers in the United States and the United Kingdom, may explain why there remains a higher ranking of English communications.

<sup>11</sup> New World Bank Project to Give Impetus to India's Skill's Agenda – to provide over 8 mn Youth with Market-Relevant Training. Press release on June 23, 2017, available: <http://www.worldbank.org/en/news/press-release/2017/06/23/new-world-bank-project-give-impetus-india-skills-agenda-to-provide-over-8mn-youth-with-market-relevant-training>

<sup>12</sup> Chenoy, D. (2013). Skill Development in India; A Transformation in the Making. In *India infrastructure report 2012: Private sector in education* (pp. 199-207). IDFC Foundation. Routledge India.

<sup>13</sup> Neeley, T. (2012). Global business speaks English: Why you need a language strategy now. Harvard Business Review

<sup>14</sup> *ibid*

<sup>15</sup> Blom, A., & Saeki, H. (2011). Employability and skill set of newly graduated engineers in India.

<sup>16</sup> Azam, M., Chin, A., & Prakash, N. (2013). The returns to English-language skills in India. *Economic Development and Cultural Change*, 61(2), 335-367.

<sup>17</sup> Ferrari, A., & Dhingra, I. S. (2009). *India's investment climate: voices of Indian business*. World Bank Publications.

## 2.3 Crisis of the Region: Opportunities for work

*The section provides an understanding of employability of youth with a particular focus on employable skills, followed by a brief on crisis of geography that affects them.*

Youth, besides bringing joy to their families and community, are also recognized as the most important form of labour capital since their demographic scale, level and employability determines the growth potential of any economy. An Indian Government report<sup>18</sup> recognizes youth as *"the most valuable human resource for fostering economic, cultural and political development of a nation"*. It goes on to state that, *"youth need to be harnessed, motivated, skilled and streamlined properly to bring rapid progress for a country"*.

India initially defined youth as citizens aged 15-34 years who were considered to be in their 'adolescence to middle age' period<sup>19</sup>. Following changes in the UN who adopted 15-24 years as definition of youth, India's National Youth Policy, 2003 which had defined youth as the age group 13-35 years, was revised in 2014 to define the age-group as 15-29 years. The Census of India made necessary adjustments to calibrate data and the recent Census 2011 attributes Youth (15-24 years) as one-fifth (19.1%) of India's total population. This share of population is estimated to reach 34.33% by 2020.

Providing employable skills to Indian Youth has been an ever-growing challenge owing to multiple inherent structural deficiencies in terms of education levels, income-disparity, lack of access/facilities, and so on. Matching social expectations with industrial requirements and standards is a pressing need, considering that over 250 million youth are expected to enter the workforce by 2025<sup>20</sup>.

The need of the hour is to provide 'opportunities for work'. Youth are also prone to international risk transfers highlighted by recent international policy changes, whereby a considerable educated and skilled Indian-origin workforce (especially IT sector) has been rendered unemployed and many are expected to return from overseas. This surge in unemployed workforce aged between 23-35 years is attributed to them being kept further away from work desks/stations due to automation and the advent of artificial intelligence that makes production faster, efficient and more environmental friendly. Focusing on efficiency on one hand and political decisions on the other, a larger component of this skilled-educated global-workforce has actually been placed under socio-economic uncertainty largely due to unfavourable political decisions.

Considering the aged population of western economies, India needs to reap its growing demographic dividend of a large pool of youth. In addition, pressing issues such as gender-biased wage gaps, inadequate maternal benefits and many related policy-concerns that keep a large component of the workforce at home, must be addressed immediately.

### 2.3.1 Sectoral Concerns

#### Education:

Achieving universal primary level education by 2015 as part of Millennium Development Goals has not been fully achieved in India. Although primary education showed higher enrolment, it did not result in substantive transfer to secondary education, vocational training or other forms of non-formal education. Girls and young women have been particularly left out of the education system due to a widening gender gap in education. Since many girls continue to drop out of schools prior attaining secondary levels, the consequences have inhibited overall youth development. The lack of gender sensitisation, hygiene facilities and social expectations/stigma/customs have often been cited as causes that remain unaddressed at the national level.

<sup>18</sup> Youth in India (2017). Central Statistics Office; Ministry of Statistics and Programme Implementation, Government of India (Social Statistics Division). Available:

[http://mospi.nic.in/sites/default/files/publication\\_reports/Youth\\_in\\_India-2017.pdf](http://mospi.nic.in/sites/default/files/publication_reports/Youth_in_India-2017.pdf)

<sup>19</sup> Youth in India (2017). Central Statistics Office; Ministry of Statistics and Programme Implementation, Government of India (Social Statistics Division). Available:

[http://mospi.nic.in/sites/default/files/publication\\_reports/Youth\\_in\\_India-2017.pdf](http://mospi.nic.in/sites/default/files/publication_reports/Youth_in_India-2017.pdf)

<sup>20</sup> <http://www.livemint.com/Politics/8GKq8PqpRV5G6dAji67RQL/Skilling-youth-in-a-way-that-helps-them-find-jobs-biggest-ch.html>

With social and structural deficiencies that exist in a developing nation, the concomitant lack of basic employable skills has restricted opportunities for growth and human development as young people find it difficult to seek jobs, remain employed and earn a living. Even after receiving higher education, the lack of placement in related sectors means that a lot of young students cannot repay their education loans, personal loans or fulfil their basic needs even though they are qualified professionals. Detrimental effects (starvation, migration, criminal activity, suicidal tendencies, mental disorder, etc.) have been reported amongst youth, especially from marginal sections as their particular vulnerabilities get further enhanced due to unemployment and a feeling of inability to get out of negative indicators.

Remedial steps have been initiated by both Government and Civil Society through skill development programs that are designed to provide employable skills, life skills, coaching and mentoring to youth for a better future. These programs could be in technology, manufacturing, marketing, fashion and most sectors that were previously closed to a majority of youth, and disadvantaged sections in particular.

**Labor Force Participation and Unemployment:** Determining the number of persons in labor force per 100 persons of population gives an important measure of employment, known as labor force participation rate (LFPR). The NSSO 68<sup>th</sup> round survey (2011-12) reported LFPR<sup>21</sup> as significantly lower for females than for males in both rural and urban areas. At approximate values 55% males and 18% females participated in the labor-force for rural areas while urban areas showed 56% male and 13% female participation. A key finding in NSSO 68 is that unemployment rate (number of unemployed per 100 population) amongst youth (15-29 years) is higher than overall population. While urban youth account for higher unemployment rates when compared to rural youth, gender perspectives reveal that female unemployment is further lowered in urban areas.

In the most recent report on employment for 2015-16<sup>22</sup>, it was found that approximately 131.29 million persons were employed in 58.5 million establishments, of which 51.71% were from the rural sector and only 25.17% females formed this labor-force. Employment rate grew 38.13% from 2005, with the manufacturing sector being the largest employer at 23.1%, followed by retail trade at 20.7% and livestock sector at 14.8%.

## 2.4 Overcoming Youth Unemployment

Addressing problems of unemployment is a continuous process of educating, skilling, employing and continuous learning-unlearning-relearning. However, these opportunities are not available to every youth of India. The government has introduced various schemes to assist efforts for youth employability which follow a process of placement-oriented training. The long term effect of this is the limitations in thinking processes, as youth train to work for select choice of employment and very few are able to develop cognitive skills to shift beyond the job and generate alternative avenues. Yet, considering the annual incomes, education levels and other weak indicators, the first-aid method has been to skill youth. The real opportunity within these skill development programmes is in the ability of trainers to teach life skills and boost confidence of energetic youth that has ideas but no direction, resources and opportunity to implement them.

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<sup>21</sup> Youth in India (2017). Central Statistics Office; Ministry of Statistics and Programme Implementation, Government of India (Social Statistics Division). Available:

[http://mospi.nic.in/sites/default/files/publication\\_reports/Youth\\_in\\_India-2017.pdf](http://mospi.nic.in/sites/default/files/publication_reports/Youth_in_India-2017.pdf)

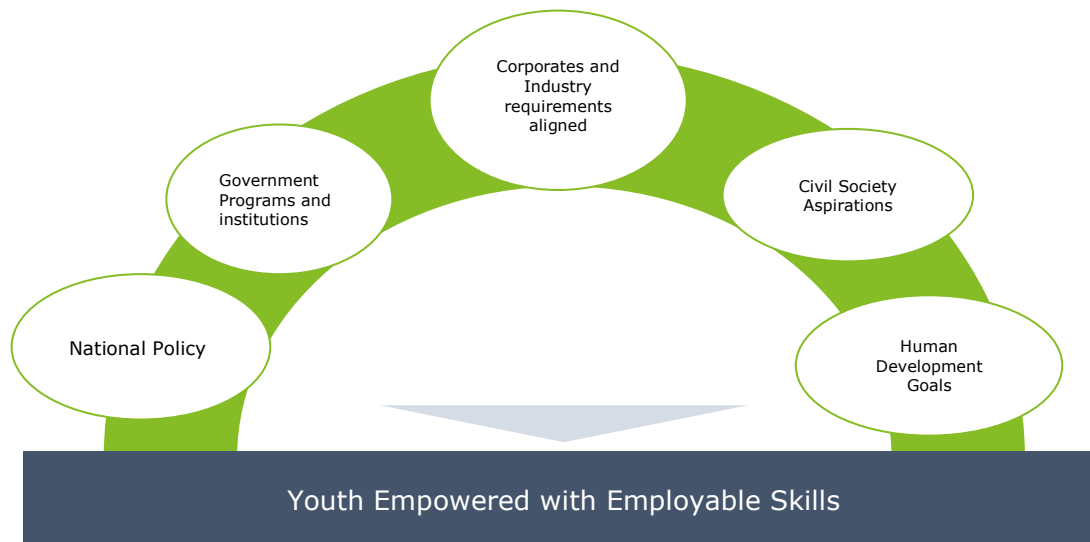
<sup>22</sup> Annual Report 2016-17: Contribution of different sectors to gross value added in 2015-16. Available: [http://mospi.nic.in/sites/default/files/publication\\_reports/mospi\\_Annual\\_Report\\_2016-17.pdf](http://mospi.nic.in/sites/default/files/publication_reports/mospi_Annual_Report_2016-17.pdf)

## 2.4.1 Welfare Schemes Addressing Youth Employment:



### National Policy for Skill Development and Entrepreneurship 2015

Initiated with an inclusive growth objective, through skill based employability leading to national productivity. Students receive recognized certifications and transferable credits that can be upgraded based on need requirements. The policy framework has outlined 11 major paradigms and enablers of skill development, namely: Aspiration and Advocacy; Capacity; Quality; Synergy; Mobilization and Engagement; Global Partnerships; Outreach; ICT Enablement; Trainers and Assessors; Inclusivity and Promotion of skilling among women.





## 2.5 Situational analysis of study areas

*This section provides an understanding of the socio-economic and demographic characteristics of the four project areas – Chennai, Jhansi, Shillong (East Khasi Hills) and Siliguri*

Population & Indices	Chennai <sup>23</sup>		Jhansi <sup>24</sup>		East Khasi Hills (Shillong) <sup>25</sup>		Siliguri <sup>26</sup>	
Geographic Area (in sq. kms)	175		5024		2748		3149	
Total Population (in lakhs)	46.47		20		8.26		18.47	
% Scheduled Tribes	0.22		1.12		80.05		21.52	
% Scheduled Castes	16.78		24.48		0.68		17.18	
% Total Literacy Rate	90.18		47.92		84.15		57.62	
% Total Unemployed	60.89		59.23		60.43		62.98	
% Female   Male	50	50	47	53	50	50	49	51
% Literate Female   Male	86.64	93.70	63.49	85.38	83.81	84.51	73.33	85.61
% Unemployed Female   Male	80.61	41.38	73.48	46.54	70.50	50.26	77.56	48.83

Source: Census of India, 2011 Data using District Profiles section

Using statistical data sourced from census of India 2011, the table above is self-explanatory and clearly substantiates the projected gaps in literacy and employment levels. Differences between literacy and employment attainment across gender indicators display the need for targeted interventions that provide access to skill training and opportunities for placement & entrepreneurship to women. Underlying socio-economic causes that have led to such indicators are layered between social formations, structures, institutions and organisation. Districts such as East Khasi Hills and Siliguri offer less opportunities owing to hilly regions, but an urban-industrialised district like Chennai has better literacy ratings, yet nearly 61% of the population remains unemployed. Similarly, Jhansi district has lowest literacy indicators when compared to tougher terrain such as East Khasi Hills and Darjiling. Located in Bundelkhand region of Uttar Pradesh is one of the main reasons for its neglect. On the other hand, the role of missionaries in spreading education in the north east of India is significantly shown in East Khasi Hills where Shillong is currently the education hub for the entire region surrounding it.

So far, skill development programmes that are placement-oriented have been successful to the extent that more citizens are moving towards employment. But, larger treatment of underlying causes get buried within these statistics. In the subsequent chapters, our field study further highlights how retaining candidates, post-placement remains a challenge especially for women. Perhaps these concerns may be addressed in future interventions and advocacy for social change as a larger social or human development interest.

<sup>23</sup> [http://www.censusindia.gov.in/2011census/dchb/3302\\_PART\\_B\\_DCHB\\_CHENNAI.pdf](http://www.censusindia.gov.in/2011census/dchb/3302_PART_B_DCHB_CHENNAI.pdf)

<sup>24</sup> [http://www.censusindia.gov.in/2011census/dchb/0935\\_PART\\_B\\_DCHB\\_JHANSI.pdf](http://www.censusindia.gov.in/2011census/dchb/0935_PART_B_DCHB_JHANSI.pdf)

<sup>25</sup> [http://www.censusindia.gov.in/2011census/dchb/1706\\_PART\\_B\\_DCHB\\_EAST%20KHASI%20HILLS.pdf](http://www.censusindia.gov.in/2011census/dchb/1706_PART_B_DCHB_EAST%20KHASI%20HILLS.pdf)

<sup>26</sup> [http://www.censusindia.gov.in/2011census/dchb/1901\\_PART\\_B\\_DCHB\\_DARJILING.pdf](http://www.censusindia.gov.in/2011census/dchb/1901_PART_B_DCHB_DARJILING.pdf)



## 3. Approach & Methodology

### 3.1 Engagement approach

The approach to this project has been designed in line with the objectives and scope of the engagement. Deloitte has adopted a consultative approach for the impact assessment. The findings have been triangulated based on interactions with key stakeholders, supplemented by primary and secondary research, and complemented by domain knowledge and field expertise.

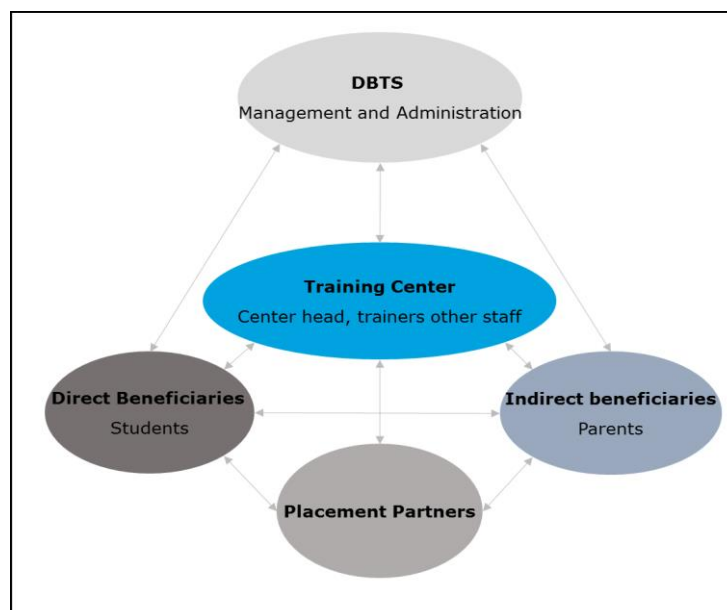
### 3.2 Engagement Methodology

The end-term review of ABF-DBTS engagement defines impact in a skill development initiative as the success rate of job placement and retention of alumni from centers at their work place. However, this review undertaken by the Deloitte team takes into account and evaluates the entire lifecycle of a trainee.

The impact assessment employed a mix of qualitative and quantitative research methods to assess the changes in the lives of beneficiaries and a thorough evaluation of the contribution of each aspect of the process on the final impact on the skilling ecosystem thus created.

The primary field visit involved interactions with direct beneficiaries of the project from year 2012 to 2017 and the project implementation team. Interactions with other stakeholders are critical to ascertain impact of the project.

#### Stakeholders in the ABF -DBTS skilling ecosystem



### 3.3 Sampling

The unit of analysis is the beneficiary. The engagement used simple random sampling for drawing out the representative sample giving adequate representation to each subgroup/stakeholder in alignment with relevant project specific independent variables. The centres were chosen based on probability proportional to size with top 4 states and top 4 centres based on beneficiary count.

Stakeholder		Location-wise distribution & data collection method
Direct Beneficiaries	All trainees will be selected using simple random sampling from clusters selected by probability proportional to size	<p>4 states with highest beneficiary coverage to be selected – West Bengal, Uttar Pradesh, Tamil Nadu and Meghalaya. The city with highest beneficiary coverage in the respective state to be selected – Darjeeling (Changed to Siliguri (second highest) because of social unrest), Jhansi, Chennai and East Khasi Hills</p> <p>Alumni Survey = 205 (50 Per district)      Current Survey = 100 (25 per district)</p> <p>Total Sample = 300</p> <p>10FGDs: Alumni 40 and current 40</p>
DBTS Skill Center	Center Head, Trainers	All four centers visited - 5 FGDs, KII
Parents	All centers	5 FGDs
Placement Partners	All centers	PP survey and KII – 8 Placement partners

The quantitative data captured on field was compared against baseline data recorded by DBTS at the inception of project. The study design can be grouped under four heads – Design/Field visit/Data analysis and Report. For alumni trainees, random selections were made of 100 trainees from each centre. Subsequently, telephone interviews were conducted for the first 50 respondents. If needed a further 100 random trainees were selected for completing the sample of 50 trainees. Any of these randomly selected students if, could be located during the field visit, then they were interviewed in person. In the sample of 205 alumni, there were 178 (87%) telephonic interviews and 27 (13%) in person interviews. Current students were also randomly selected from the centres that were visited.

### 3.4 Study design

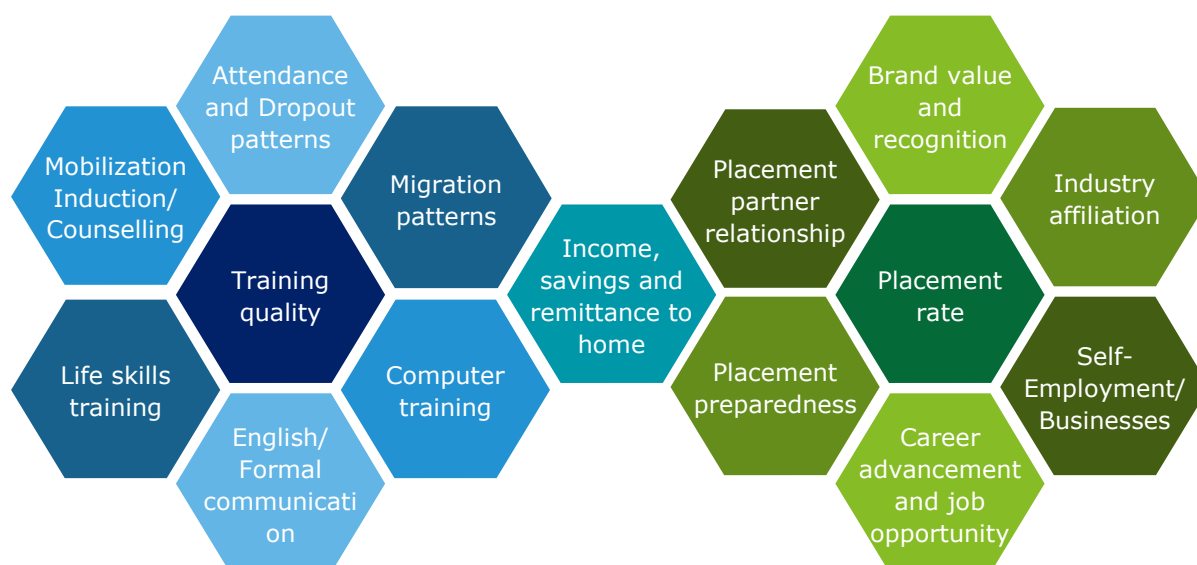
#### Field level stakeholder interactions

The field visit for the primary research component was conducted in parallel across locations by the Deloitte team.

Field visit	Chennai, Tamil Nadu	29 <sup>th</sup> June to 1 <sup>st</sup> July, 2017
Field visit	Siliguri-Jalpaiguri, West Bengal	9 <sup>th</sup> to 12 <sup>th</sup> July, 2017
Field visit	Jhansi, Uttar Pradesh	28 <sup>th</sup> to 30 <sup>th</sup> June, 2017
Field visit	East Khasi Hills, Meghalaya	9 <sup>th</sup> to 12 <sup>th</sup> July, 2017

## Indicators covered in the study tools

The progress of key performance indicators were captured with the help of a mix of qualitative and quantitative tools.



## Stakeholder tools and indicators

The following study tools were employed to gather information from all the stakeholders covered during the study:

Sr. No.	Stakeholder	Key points covered	Study tool employed
1	Direct beneficiaries (Students)	<ul style="list-style-type: none"> <li>• Level of intervention with the beneficiary (pre and post intervention status)</li> <li>• Skills and sector introduced</li> <li>• Support from DBTS (training kits, monitoring and evaluation, administration)</li> <li>• Placement support, job opportunity and post-placement tracking/monitoring</li> <li>• Feedback on the project</li> <li>• Perceived social impact (Income, savings, work and life skills, formal communication skills, placement, career management, work conditions, etc.)</li> </ul>	KII, FGD, Physical and Telephonic Student Survey form, Case study
2	Indirect beneficiaries (Parents)	<ul style="list-style-type: none"> <li>• Feedback on project</li> <li>• Perception of impact on their lives and the career of their wards</li> </ul>	KII/FGD, Case Study
3	DBTS central and regional administration	<ul style="list-style-type: none"> <li>• Functioning of the organization</li> <li>• Changes observed in structure and processes</li> <li>• Future plan</li> </ul>	KII
4	Sampled Center – Center head and trainers	<ul style="list-style-type: none"> <li>• Regional education and job market situation</li> <li>• Management across the skilling lifecycle from mobilization to post-placement support</li> <li>• Mobilization process</li> </ul>	Center head/trainer/instructor survey form, KII, FGD, SWOT analysis

		<ul style="list-style-type: none"> <li>• Induction/Counselling process</li> <li>• Infrastructure (trade wise) and administration</li> <li>• Training methodology and curriculum - including life skills, communication skills and computer training</li> <li>• Innovation and technology</li> <li>• Attendance and dropout</li> <li>• Placement partner selection and background check</li> <li>• Placement preparedness</li> <li>• Post-placement tracking</li> <li>• Documentation and reporting</li> <li>• Overall program feedback</li> </ul>	
5	Placement Partners	<ul style="list-style-type: none"> <li>• Nature of engagement with DBTS center</li> <li>• Quality of trained candidates</li> <li>• Job details for DBTS candidates</li> <li>• Selection and evaluation criteria</li> <li>• Satisfaction level with trained candidates</li> <li>• Attrition</li> <li>• Recommendations/feedback</li> </ul>	Placement partner survey form, Telephonic interview

## 3.4 Study tools

### Study tools

Desk review and secondary research	A thorough background research was undertaken to gain a situational analysis of the region and skilling programmes currently undertaken by the Govt. and other organisation. Desk analysis of project documents (milestones achieved vs set targets) was also conducted.		
Primary research tools	<b>Case study</b>	A case study is a research method used to gather detailed observations on a single person, group or event.	
	<b>Focus Group Discussions (FGD)</b>	A Focus Group Discussion (FGD) is a research technique that collects data through group interaction on a topic determined by the researcher. A group of 5-6 respondents are gathered together and the researcher acting as a facilitator guides the discussion on the basis of predetermined guidelines to explore opinions regarding the topic of discussion.	
	<b>Key Informant Interviews (KII)</b>	Key Informant Interviews (KII) are in-depth interviews with people critical to the implementation of a project.	
	<b>Survey</b>	A survey is a research method for collecting information from a selected group of people using standardized questionnaires or interview schedules.	

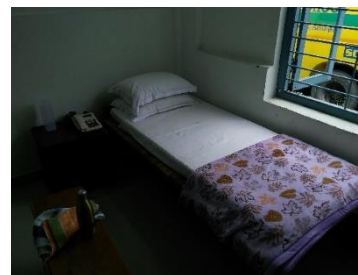
### 3.5 Pictures from the field



DBTS Siliguri Center



Trainer explaining types of glasses and its uses



Hospitality Training Lab equipment



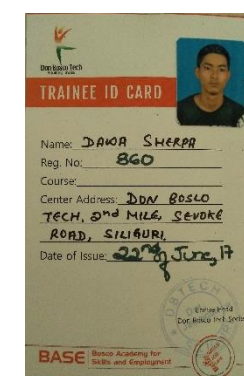
Biometric Scanner



Retail Training Lab equipment



Training activity on Creativity



Trainee ID card





Computer Lab



Interaction with Placement Partner



Practical Demonstration panels for electrician course provided by Schneider



Trainer's execution during SWOT analysis



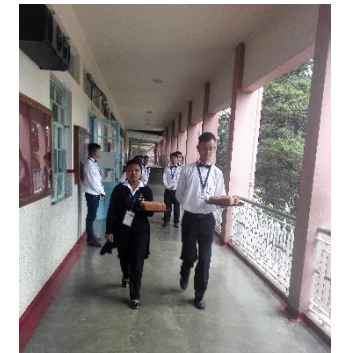
Interaction with Trainers



2 BHK layout of electrical circuitry



Interaction with Parents



Hospitality trainee's during practical training session

## 4. Programmatic review of DB Tech project

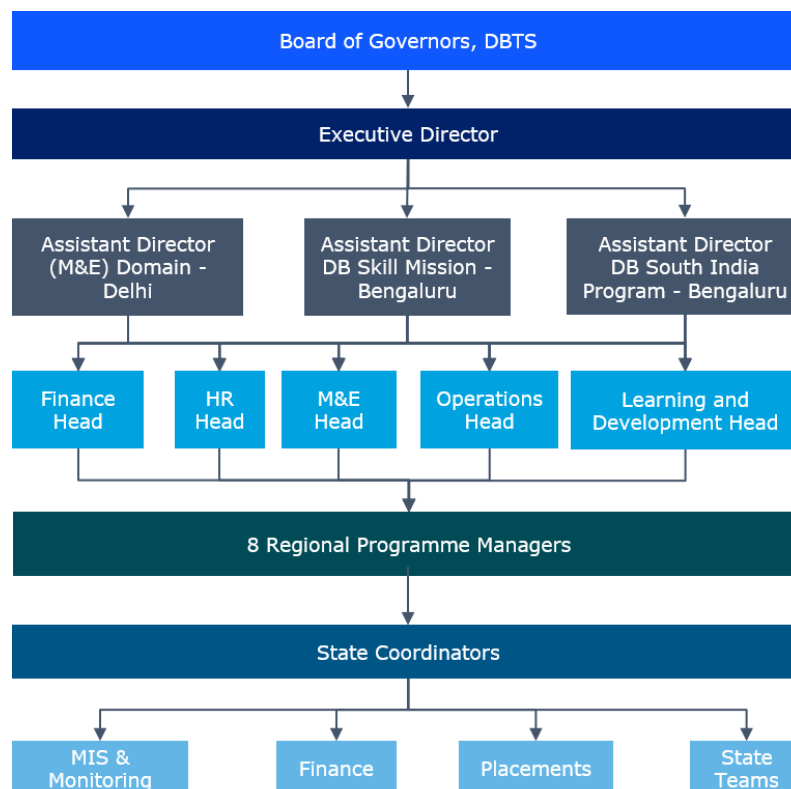
### 4.1 Programmatic review of ABF-DB Tech Project

Sub-Pillar	Parameters	Status/Findings																																															
Inputs - program design and planning	Genesis of the project	<ul style="list-style-type: none"><li>DBTS believes in providing equitable, accessible and affordable employment oriented training programs for the rural poor and economically vulnerable groups. They specifically have a presence in the least developed regions.</li><li>The youth in the community are provided opportunities to hone their communication and language skills through life skills classes. Life skills is a 20-30 hour compulsory aspect of the training in every centre. The aim is to achieve add on values such as empowerment and value-based life skills.</li></ul>																																															
	Coverage	<ul style="list-style-type: none"><li>DBTS is working in 29 States and Union Territories. It has over 1000 staff.</li><li>ABF-DBTS project has an extensive footprint covering 20 states and operating through 60+ centres.</li></ul>																																															
	<table><tr><th colspan="6">Number of youth</th></tr><tr><th>Year</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr><tr><td>Target</td><td>10,191</td><td>10,450</td><td>9,450</td><td>12,500</td><td>13,336</td></tr><tr><td>Revised target</td><td>10,191</td><td>10,450</td><td>9,523</td><td>12,500</td><td>9,800</td></tr><tr><td>Cumulative</td><td>10,191</td><td>20,641</td><td>30,164</td><td>42,664</td><td>52,464</td></tr><tr><td>Actual</td><td>10,191</td><td>10,450</td><td>9,523</td><td>12,566</td><td>-</td></tr><tr><td>Cumulative</td><td>10,191</td><td>20,641</td><td>30,164</td><td>42,730</td><td>-</td></tr><tr><td>% Achievement</td><td>100%</td><td>100%</td><td>101%</td><td>100%</td><td>-</td></tr></table>		Number of youth						Year	1	2	3	4	5	Target	10,191	10,450	9,450	12,500	13,336	Revised target	10,191	10,450	9,523	12,500	9,800	Cumulative	10,191	20,641	30,164	42,664	52,464	Actual	10,191	10,450	9,523	12,566	-	Cumulative	10,191	20,641	30,164	42,730	-	% Achievement	100%	100%	101%	100%
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% Achievement	100%	100%	101%	100%	-																																												
Grant		<ul style="list-style-type: none"><li>The ABF-DBTS project cost sharing percentage is 65:35 with 65% coming from ABF funds and 35% being raised by DBTS through co-funding and from the trainees.</li><li>In the current year, the percentage has been revised to 75:25; whereby DBTS got 75% from ABF and the project income from student registrations was another 10% with 15% as DBTS' contribution.</li></ul>																																															
Human resource - Policy		<ul style="list-style-type: none"><li>According to Mr Peter Joseph Trinidad, Head HR; the national office follows all the HR rules and laws including all major labour laws; best practices in India, etc.</li><li>A recruitment policy has been created</li><li>Advertisements, internal networks and external references are methods employed for recruiting trainers and centre-related employees. After completing three months, probationers are offered jobs based on their domain and aspirations. It is mandatory to work in the organization for at least one year.</li></ul>																																															

Human Resource - Staff Movement	<ul style="list-style-type: none"> <li>When a project ends, teams are shifted based on geographical location and staffing requirements. Sometimes, issues arise when employees don't want to shift out, example, from South India to North.</li> <li>Since DBTS works in a project mode, "Certificate of Completion" is issued to those who don't want to continue working in the new areas.</li> <li>The projects are mostly contractual in nature, valid for three months, in alignment with donor agency's requirements and lean organization focus of DBTS.</li> <li>Based on the discussions, it was understood that only contractual positions are given to project staff.</li> <li>There remain provisions for employing skilled and needy senior citizens (60+ age).</li> </ul>
Human Resource - Remuneration	<ul style="list-style-type: none"> <li>Regular CTC includes basic salary, PF, Dearness Allowance, Gratuity and Travel Policy including reimbursements.</li> <li>Due to difficulty in reimbursing small bills of trainers, a fixed per-diem policy has been recently introduced on a trial basis.</li> <li>Along with the standard leave policy, there is a move to standardize the salary structure as well. <b>This is however, subject to donor agency and DBTS being open to both developing a new policy and operating in new areas of implementation.</b></li> </ul>
Human Resource – Challenges	<ul style="list-style-type: none"> <li>Based on the discussions it was understood that DBTS agrees there is scope for improvement in attrition and retention levels.</li> <li>The overall attrition rate per year for DBTS is around <b>4%</b>.</li> <li>Attrition in trainers is slightly higher than in management and other regular staff.</li> <li><b>There was feedback from the HR management that costs will be going up as they have to relook at salaries in terms of hikes, increments, etc. in the near future.</b></li> <li>DBTS has tried to overcome this with some best practices identified as 'hooks'.</li> <li>Hooks include non-monetary benefits like training programs as part of talent management.</li> <li>If there is a need for promotion to the next level, then trainers undergo manager's training. The ToT up-skilling initiative is designed for management development, life skills and overall development aspects.</li> </ul>
Staff	<ul style="list-style-type: none"> <li>While joining DB Tech, people <b>don't consider the salary due to the brand image and name</b></li> <li>Retaining employees in skill development sector is difficult due to fierce competition in the field. Trainers leave mostly for higher salaries.</li> <li>Employees who work for a short period <b>account for 4% attrition rate</b></li> <li>Previously, HR was managed by junior level staff, now, placing the right person in the right place has become the organization's objective for optimal utilization and timely deliverables.</li> <li>The gender ratio in the organization is around 30% females and 70% males.</li> </ul>



## Organisation structure

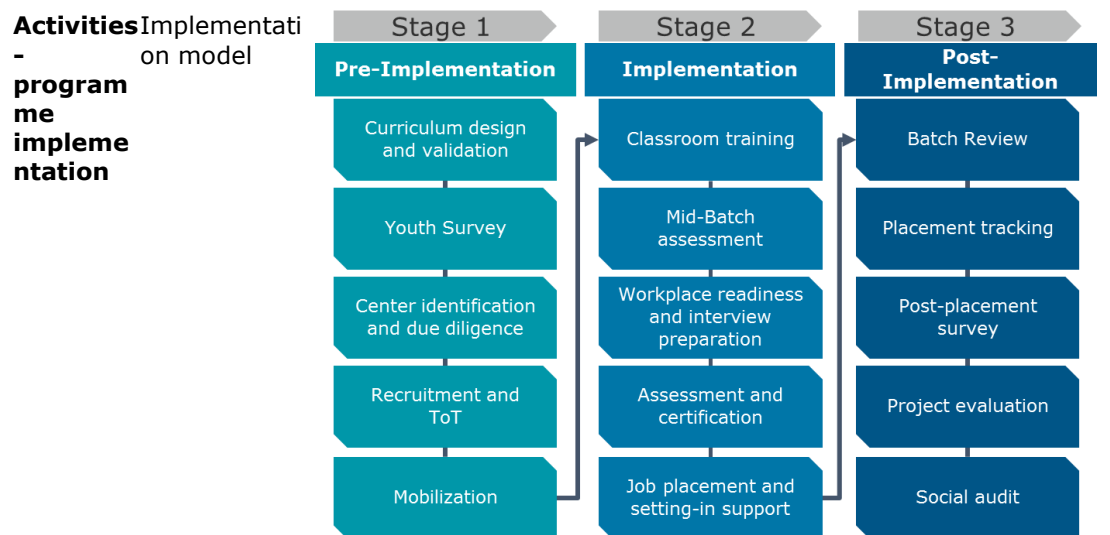


- Apart from the organization structure, a team of nuns and priests from Don Bosco are associated with driving the skill development programme.
- A typical centre includes the following staff:
  - 1 Centre Head
  - 4 to 5 Trainers
  - 1 Mobiliser (Some centres)
  - 1 MIS
  - Placement Co-ordinator is at the State level and not as staff in any centre.

## Staff training

- **DBTS has created an HR Manual and innovation programme for forecasting training of trainers (ToT).**
- Trainers are certified as per norms prescribed by NSDC.
- They attend a 100-hour course for work-readiness module that includes: working English; resume-making; basic computer knowledge; life skills; personality development; IT component basic repair for troubleshooting, etc.
- Post-recruitment process for trainers, begins with an induction session of 4-5 days followed by on-site training.
- The **regional centre Bengaluru** coordinates training and provides domain specific training on a timely basis. These include soft skills and technical competencies as well.
- **Performance management system** keeps track of all employees and new employees remain on probation for six months which is the normal industry practice. Confirmation letters are issued after feedback from various stakeholders.
- HR team believes that a trainer should attend **learning and development programmes** at least once every year. L&D programmes are designed as both domain specific and refresher trainings (behavior development).
- In addition, **quantitative tools** are being developed to test technical and administrative knowledge and capabilities. These are being designed to review behavioral patterns.

Finance - Team	<ul style="list-style-type: none"> <li>There are 35 members in the finance team and ABF project has two dedicated members for all purposes. They also see other projects such as ITC, IBM, etc. to share workload and organizational efficiency.</li> <li>A centralized accounting system has been created in New Delhi, to manage accounts, initiate fund transfers, pay salaries, etc.</li> <li>Program reports are made on a monthly basis for internal audit purposes and donors receive quarterly progress reports that are also available for institutional audits.</li> </ul>
Finance - Budget	<ul style="list-style-type: none"> <li>A typical budgeted expenditure is made in three phases.</li> <li>The first phase 'pre-implementation', includes costs for identifying centres, recruiting staff and training of trainers. The second phase 'current', includes costs of rent, uniforms, books, assessments, guest faculty, etc.</li> <li>The final phase includes costs of placements, final assessments, hosting job fairs etc. As per the feedback from the finance team, <b>the second and final phase are the most impactful expenditures.</b> Maintaining labs and equipment costs 10,000-25,000 per month per centre on an average.</li> </ul>
Finance - Cost and Challenges related to it	<ul style="list-style-type: none"> <li>While government projects provide Rs 15,000-20,000 per candidate, ABF-DBTS training cost is currently at Rs 6,000 per candidate, with Rs 5,500 being ABF contribution and Rs 500 trainee contribution.</li> <li>Retaining candidates is a challenge as food, clothes and essential materials are not provided as part of the project. Previously, these items helped retain some of the candidates.</li> <li>Accenture, DHAN Foundation and Schneider Electric provided materials which also benefitted ABF programme trainees.</li> <li>Student uniforms are required and a budget has been estimated. In addition, facilities like hostel, mess, travel allowance, etc. are not included in the ABF costing per beneficiary.</li> </ul>
Finance – Grants from other Funding Partners	<ul style="list-style-type: none"> <li>Post placement support (PPS) was provided in the Himalayan Project, J&amp;K whereby Rs 2000 per month was given for six months.</li> <li>HSBC-Swades Foundation and Indiabulls Foundation started giving TA of Rs 1000 per month for two months duration.</li> <li>Now, DBTS is exploring options through Swarnajayanti Gram Swarajgar Yojana (SGSY) to assist in providing self-employment to students in their own villages or localities, since many of them have left their placement agency to return home.</li> <li>In kind donations such as the building in Ranchi was worth Rs 15 Crore, of which 50-60% was funded by Don Bosco Society and the rest by NSDC.</li> </ul>
Co-funding	<ul style="list-style-type: none"> <li>The feedback indicated that, two years earlier, it was easier to take funds from different donors to run a project.</li> <li>But with the implementation of the Companies Act, 2013 and changes in the sector, prospective donors are focused on showcasing their CSR efforts, contribution and impact as a whole.</li> <li>The challenges with co-funded projects including sharing impact metrics, branding limitations, lack of ownership if the project does not meet its objectives. Hence the skilling ecosystem has had a leaning towards a single donor funding specific locations or trades at a DBTS centre.</li> </ul>



- Mobilisation**
- Mobilisation is carried out at the central level while community mobilisers are in charge of individual community centres.
  - Centre's mobilization process includes:

**First visit to village:** During the first visit to village, the mobilization team interacts with the village head man/block officer, provides information on skill training courses. Information on schools drop-outs and local livelihood options are mapped

**Second visit to village:** Mobilization team interacts with youth from the village, provides an overview on different kinds of courses offered and registration forms are filled by those ready to join

**Youth visits the centre:** Information about the centre attracts youth from villages and they start to visit the centre for enquiry and registration purposes

**Registration and Parents meeting:** Once the youth is interested in choosing and joining the course, the centre asks for a parent meeting if possible. The centre provide counselling to both student and parents and once parents are fine with the course and job placement, the registration process starts

- Mobilization of trainees are usually done for 2 weeks in a month. Mobilization methods such as village visits, pamphlet distribution, market area posters, newspaper ads, and referrals from friends, relatives and neighbors are used for mobilizing trainees.
- DBTS has not faced challenges in meeting its enrollment numbers and continues to attract youth across the centres. They have consistently hit 100% target achievement in the past 4 years of the programme.

- Counselling**
- The DBTS trainers do provide counselling session to students. The counselling session usually includes providing an overview of different kind of courses offered, kind of job placement trainees will be getting post training, location of placement, etc.

	<p>The centre also schedules a parents meeting before trainees are registered to provide information regarding the course and placement opportunities.</p> <ul style="list-style-type: none"> <li>• Apart from this, the centre also conduct an interest inventory exercise with all candidates where, trainees undergo an assessment and the result of this exercise helps them identify their interest area. Post this activity, trainers guide candidates on the selection of a domain/trade by providing an overview on the same.</li> <li>• During the ice-breaking sessions, activities are designed to increase awareness about time management, team work, money management and confidence building. This orients them to work as a team at the onset itself.</li> </ul>
Certification	<ul style="list-style-type: none"> <li>• The trainers take weekly, monthly and surprise tests during the training period.</li> <li>• A final assessment of the trainees is conducted at the end of the course through a third party assessment. The assessment is conducted in the centre itself while the correction of answer papers is done by the third party.</li> <li>• The results are sent to NSDC for cross-verification and then, it is forwarded to Don Bosco Tech Society.</li> <li>• Some centres provide the course certificate to trainees before they get placed. In case of delay in certification, the centre couriers their certificates to their residence or work place.</li> </ul>
Placements	<ul style="list-style-type: none"> <li>• Job placement of trainees is usually handled by the DBTS state placement team.</li> <li>• The state placement coordinator visits all centres to understand the talent levels and batch size across trades</li> <li>• The visit usually happens just before the 45th day of training. The visit is aimed at giving the students an overview on market facts such as kind of job, and salary range he/she may be getting. Apart from this, the visit also helps clearing the placement related doubts of trainees.</li> <li>• Placement preparation usually starts from the 45<sup>th</sup> day of training. Mock interview, self-introduction, FAQs, case study and CV preparation are reportedly covered during this placement preparation.</li> <li>• The placement coordinator maintains a vacancy sheet which is updated on a regular basis. The sheet is a collation of industry level vacancies across all domains, with information about employee contact details. These job openings are sourced by the placement co-ordinator through personal contacts, job portals, HR officers, etc.</li> <li>• The same sheet is forwarded to all centres for job placement purpose. Trainers also help placement coordinators to update the sheet based on local job openings.</li> <li>• The first interviews of trainees are mostly conducted on skype while the other rounds are conducted at the company.</li> <li>• Whenever interviews are conducted at the employer's office, the Centre's personnel accompanies the trainees to employer's office and their travel, food, etc. are taken care by the centre itself.</li> <li>• A second-placement mechanism is enabled through the head office and Bengaluru centre that gives calls to independent centres.</li> <li>• In some instances the trainees also approach the centre for second placement and they are supported in case there is a vacancy.</li> </ul>

Post-placement tracking	<ul style="list-style-type: none"> <li>Tracking alumni for one year is a regular practice at DB Tech.</li> <li>Objective is to monitor if the alumni is working or not.</li> <li>Rs 100 is the per-head allocation for one year tracking.</li> <li>Rs 2500 per month is the overhead allocation for organizing placement and alumni tracking &amp; meetings. Since specific manpower is not possible within the Rs 100 allocation, costs of tracking are shared amongst other heads.</li> <li>It was found that using mobile numbers was not a very successful mode of tracking especially in centres like Chennai and East Khasi Hills.</li> <li>Due to change in mobile numbers and also migration most phone numbers found in the sample centre database were found to incorrect due changing of nymbers by the trainees.</li> <li>There is around 80% achievement of placement initially in most batches, but the interactions found that many trainees leave their jobs post 3 to 6 months in the organization.</li> </ul>
Monitoring & Evaluation	<ul style="list-style-type: none"> <li>The ABF-DBTS programme is monitored by the DBTS state team.</li> <li>The MIS state team, within the first week verifies the registration documents submitted by the trainee and consolidates the information in the inception sheet.</li> <li>Documents such as Aadhar card, Pancard, Address proof and Transfer certificate were reported to be submitted.</li> <li>If trainees fail to submit all the necessary documents he/she will get deferred in joining and continuing the course. On the 9<sup>th</sup> day onwards, MIS team send the inception sheet and batch creation report to National DBTS team.</li> <li>Based on inception report, biometric Id's of trainees are created and forwarded to every centre.</li> <li>The DBTS state team also conducts Mid-batch Assessment (MBA) for every batch across all centres. Usually the MBAs are conducted on 35-40<sup>th</sup> day of training for 2 months course.</li> <li>Apart from these, centres have maintained trainees and staff attendance register, visitor register and movement register for monitoring purposes.</li> <li>Trainee details like placement percentages, incomes are recorded in the MIS and shared with funding partner.</li> </ul>
<b>Evolution of organisation</b>	<ul style="list-style-type: none"> <li>Focus is on improving overall quality standards, providing digital learning content, managing learning in weekly/quarterly/monthly formats and presenting opportunities for virtual classes. There is an assimilation of value systems based on an internal research that is an intrinsic aspect of the training.</li> </ul>
Outlook	<ul style="list-style-type: none"> <li>Curriculum, website management, reporting, data management (MIS), operations, etc. are all being decentralized with guidelines and quality assurance.</li> <li>A long term policy of having partnerships for 5 years with annual 5-10% increment flexibility to cater for innovations and shift towards particular specializations or sudden contingencies has been evolved.</li> <li>There is also a discussion on focusing on particular states instead of all states that are being covered now in the future.</li> </ul>
Learning	<ul style="list-style-type: none"> <li>Rural youth in many sectors like retail and hospitality experience socio-cultural challenges such as food, language and accommodation, resulting in attrition.</li> <li>Recognising the needs for additional hand holding, the organization is exploring innovation in trade offerings (more localized) and opportunities to generate self-employment.</li> </ul>

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**Innovati  
ons** Trainings

- DBTS has standardized curriculum with training of trainers and digital platforms enabling higher impact.
  - **A learning management system (LMS) has been developed as an online tool for both trainers and students.**
  - The system has innovative process of providing unique user-Ids and passwords for accessing refresher courses.
  - Currently, the LMS software being developed by a third party is undergoing beta-testing.
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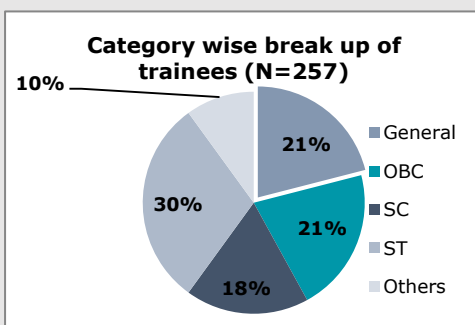
## 5. Key findings on Outputs and Outcomes

As a part of the end-term impact assessment, the survey was administered to 294 trainees comprising 205 alumni and 89 current students in 4 DBTS skill training centres across four cities - Tamil Nadu, Uttar Pradesh, West Bengal and Meghalaya. Additionally, the Deloitte team reached out to a minimum of 50 alumni per centre to evaluate the holistic impact of ABF-DBTS programme. Research tools such as FGD, KII, PRA and surveys were used for collecting data on several indicators of the skill training programme.

### 5.1 Study sample



#### Demographic details



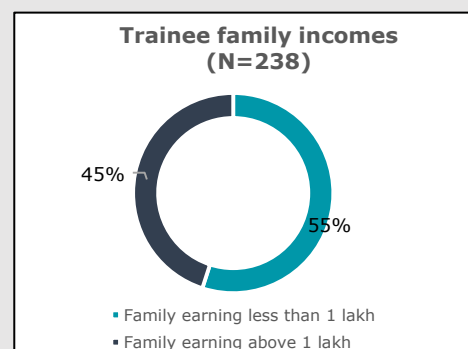
The survey covered trainees across diverse social and gender groups. An analysis of the survey revealed that 53% of surveyed candidates were male while 47% were female. The mean age group of the trainees stood at 21 years with minimum and maximum age of candidates being 16 and 40 years respectively.

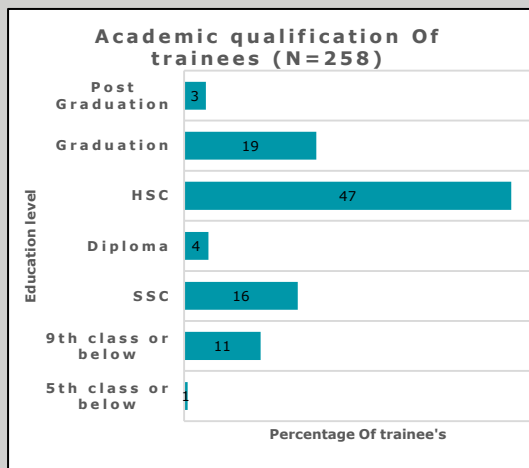
The chart shows the caste wise break up of skill trainees. Majority of the trainees (30%) belonged to ST category. This is followed by general and OBC (21% each), SC (18%) and others (10%).

Out of 294 surveyed trainees, 261 of them provided the information on their marital status. 80% of these trainees are unmarried while 20% of them were married.

#### Baseline household income:

Majority of trainees belong to middle income class families. The average annual family income of trainees who mentioned their income (N=238) is found to be INR 1,21,992 with minimum and maximum annual income reported of INR 15,000 and INR 6,00,000 respectively. The major sources of income of trainee's family members are farming, business, shops, private job and govt. job. Out of 294 surveyed trainees, 119 had provided their family's major source of income. 35% of families are earning through farming activities while 31% of families were able to earn through small business and shops.





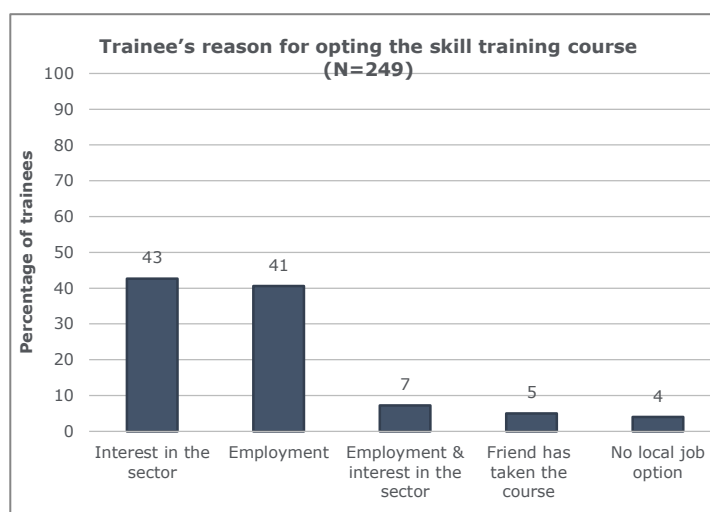
The chart shows the educational qualification held by the skill trainees. The survey indicates that most (47%) of the respondents completed their HSC. This is followed by Graduation (19%), SSC (16%), Diploma (4), and Post-graduation (3%). The survey has revealed that almost 50% of trainees had discontinued their education and the main reason was financial limitation.



## 5.2 Outputs

### Training related findings

Aspect	Findings
<b>Outputs</b>	
<b>Mobilisation</b>	<ul style="list-style-type: none"> <li>An analysis of reasons for opting for the skill training course among trainees revealed that majority (43%) of trainees had interest in the specific sector and second (41%) enrolled for the course seeking wider employment options.</li> <li>Currently many trainers are doing mobilising work in their respective domain and they may not be able to mobilise the students in the manner it is warranted without affecting their training ability.</li> </ul>



### Mobilisation & Selection Process of Trainees (N=258)

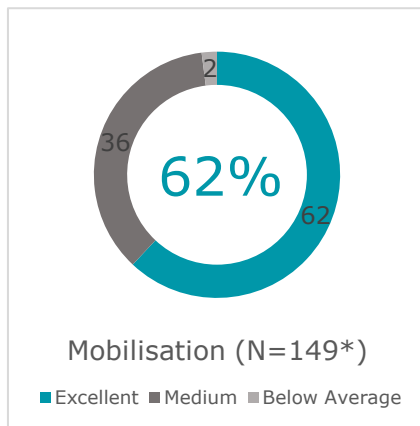
References	DBTS mobilization team	Others
<ul style="list-style-type: none"> <li>Mobilisation through references by ex-students, friends, relatives, family members, etc. are found to be the most successful methods across all 4 centres.</li> <li>Close to 67% of trainees come to know about the DBTS skill training course through references</li> </ul>	<ul style="list-style-type: none"> <li>DBTS mobilization team were able to mobilise school dropouts and unemployed youth to some extent</li> <li>15% of trainees came to know about the skill training course through the DBTS team</li> </ul>	<ul style="list-style-type: none"> <li>Others methods include mobilization through newspaper &amp; television ads, church, youth groups, job fairs, etc.</li> <li>17% trainees came to know about the skill training course through these mobilization methods.</li> </ul>



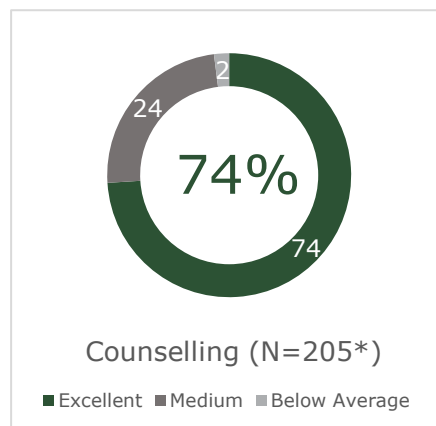
## Trainee's rating on different training outputs

An analysis of trainee feedback on various aspects of the skill training components revealed that placement preparation and industry exposure was limited. Other areas such as counselling, quality of training and soft skills lessons were rated highly by the trainees, reporting excellent to medium ratings.

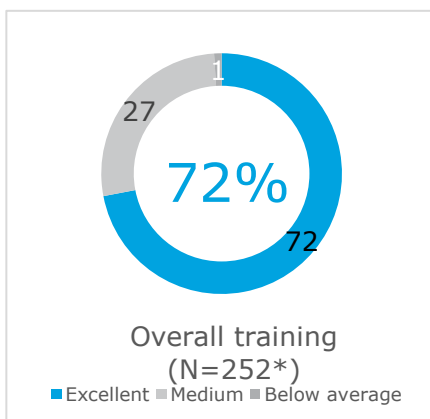
### Mobilization



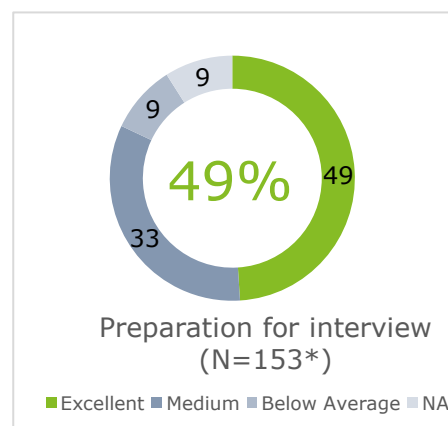
### Counselling



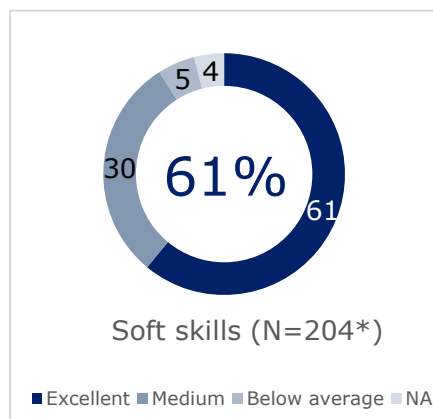
### Training



### Preparation for Interview



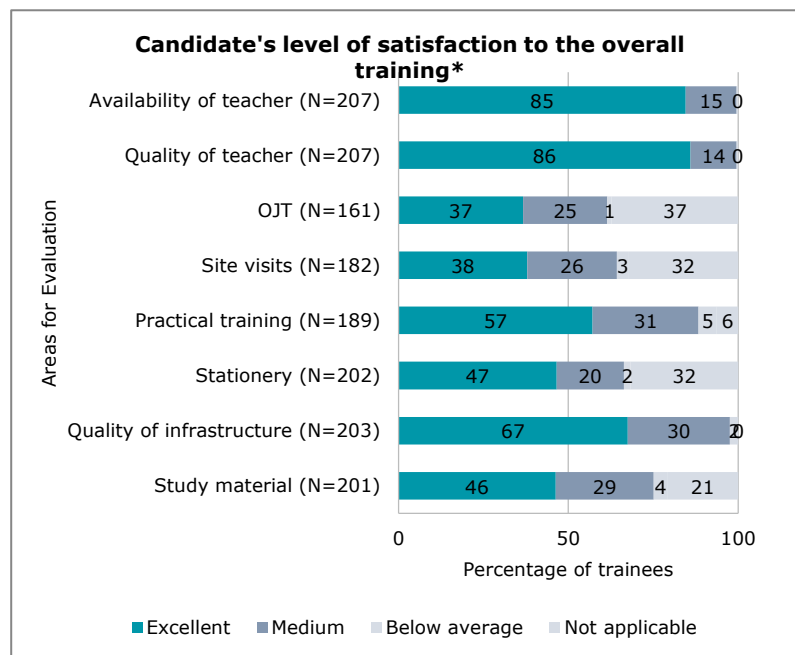
### Soft Skills



\*The 'n' is the calculated based on number of responses received through the survey forms/interviews for the respective aspects from both alumni and current trainees

## Overall Training

- The research team as a part of the impact assessment survey also attempted to assess the trainee's feedback on the quality of training delivered to them.
- It can be seen from the chart that majority (86% & 85%) of the trainees has rated quality and availability of trainers as excellent.
- This is followed by quality of infrastructure (67%) and practical training (57%) available at centre. Few trainee's rated practical training, study material and site visits provided by the centre as below average as they feel that there is a scope of improvement in those areas at centre.
- Few trainees rated some areas such as OJT, site visits, stationery and study materials as not applicable in the survey. The reason for this was non availability of such facilities in some centres.



## Placement Preparation

- Trainees across all surveyed centres got some training on preparation for job interviews.
- An analysis of the same revealed that 92 (57%) of these alumni reported that they got some lecture based training, 54 (34%) of them mentioned that they were trained through mock interviews and 9% of trainees were trained with both lecture and mock interviews as preparation for job interviews.

**128 of 205  
(62%)** surveyed alumni's attended interviews that were facilitated as a part of the placement process

\*The 'n' is the calculated based on number of respnses received through the survey forms/interviews for the respective aspects



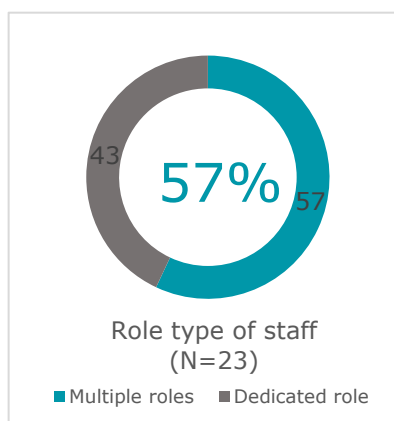
## Trainer's rating on different training outputs

### Basic Information

- The research team from Deloitte interacted with 23 staff members in 4 centers across 4 states namely Meghalaya, Tamil Nadu, Uttar Pradesh and West Bengal. An analysis of the same is given below.

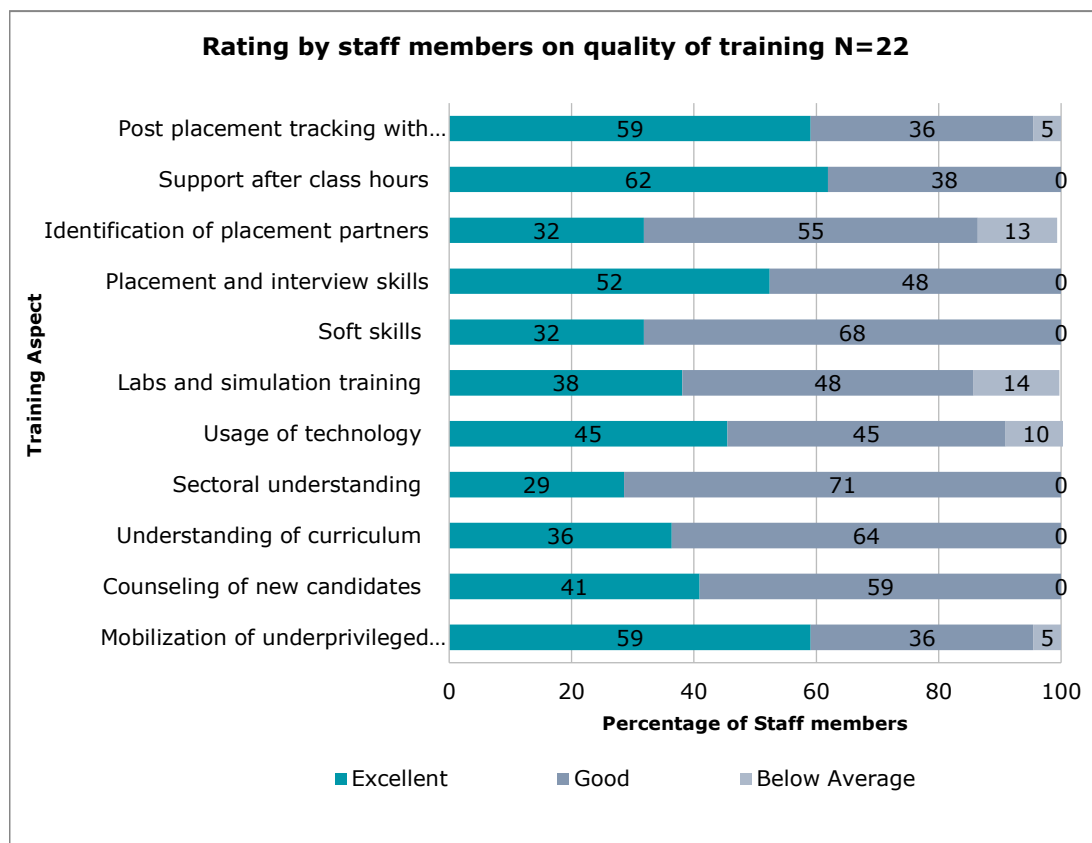
### Trainer perspective on outputs

- The research team from Deloitte were able to meet almost all staff members across all 4 centres.
- An analysis of the data revealed that 52% of staff members were male while 48% were female.
- All surveyed staff members were adequately qualified with sector specific certifications/qualifications.
- The minimum educational qualification held by the staff was found to be Diploma & Higher secondary while the highest qualification was post-graduation/MBA. 52% of staff members are graduates, followed by 26% post-graduates and 22% Diploma & HSC passed.
- The chart below shows the designation/role of staff members at their respective skill training centers. 57% of staff members were assigned with multiple roles, while only 43% of them were working with dedicated role at their respected skill training centres.
- Staff members which are designated with multiple roles are taking care of several responsibilities such as training, mobilization, counseling and placement work of centre.



- Majority of staff members were new. Out of all the surveyed trainers, 52% of trainers have been with the organization for 2-3 years while 47% of them had completed less than a year.
- Survey analysis showed that 70% of centre staff underwent a training of trainers (ToT) from DBTS while rest were about to undergo training.

## Trainer's rating on quality of training



- The chart above explains the assessment of quality of training provided to the skill trainees across 4 centres.
- It can be seen from the chart that most staff members have rated almost all training aspects of course as excellent and good.
- Only Labs and simulation training, usage of technology, identification of placement partners, mobilization of underprivileged and post placement tracking of students got few rating as below average.
- 62% of surveyed staff members reported that support after class hours provided to new candidates was excellent.

## 5.3 Outcomes

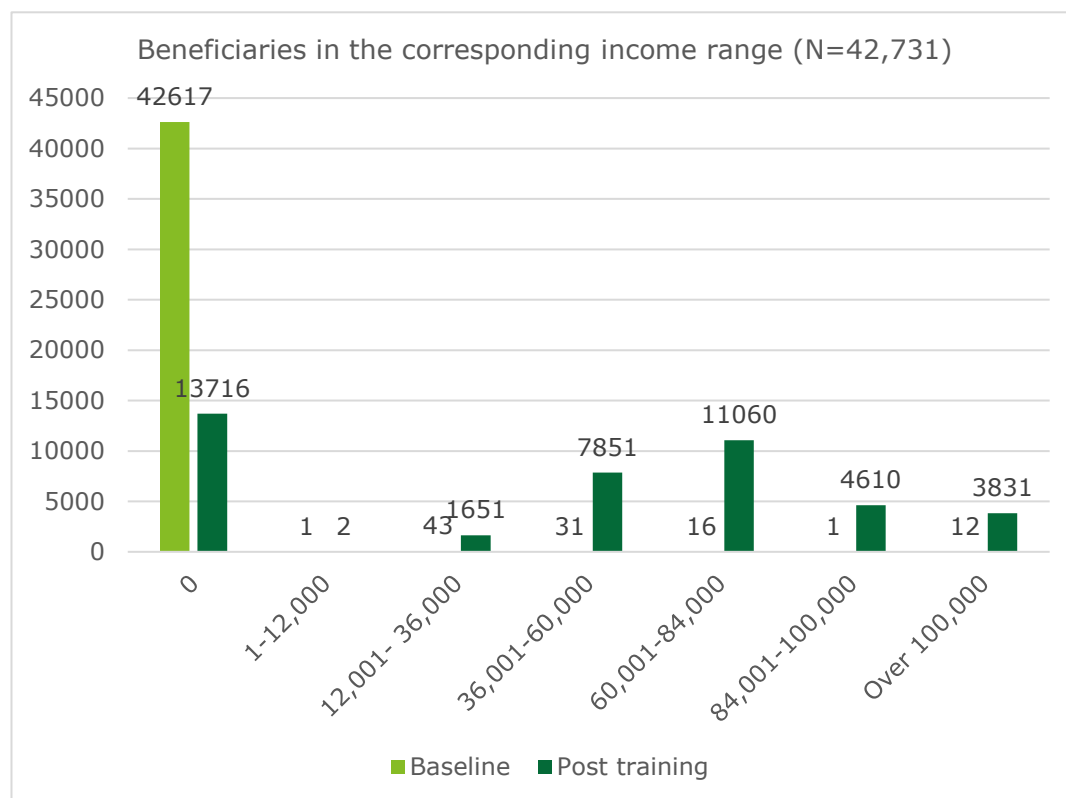


### Analysis of Alumni Trainees

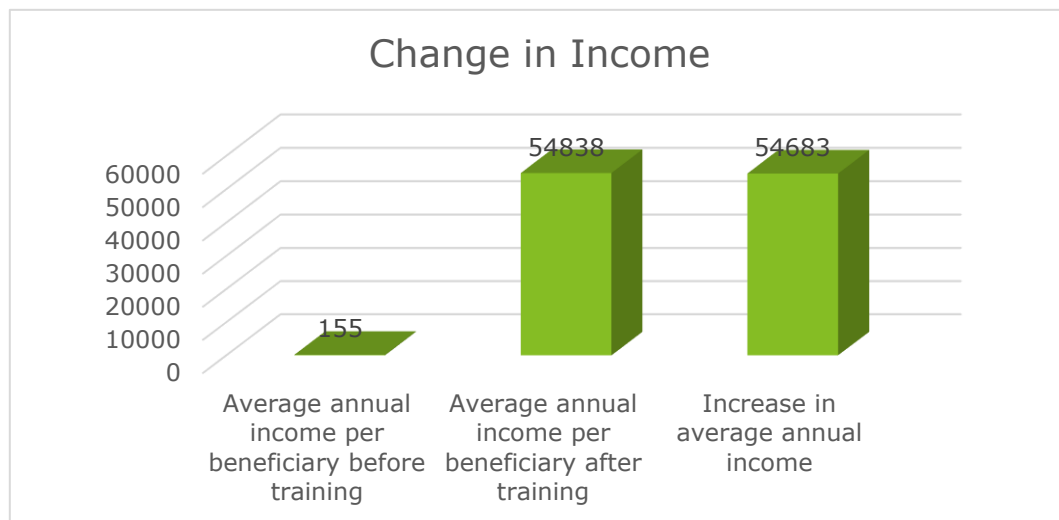
#### Portfolio Level Outcomes

Aspect	Findings
<b>Outcomes</b>	
<b>Income</b>	<ul style="list-style-type: none"> <li>At the portfolio level, DBTS achieved a significant change by supporting the induction of around 28,900 trainees who were previously not earning anything into the income earning bracket</li> <li>The drop in unemployed, non-earning youth is around 67%</li> <li>As majority of the trainees at baseline level were not earning anything, the average annual income at the portfolio level was a mere INR 155/- which increased to INR 54,838.</li> <li>An increase of INR 54,683 on an average per beneficiary</li> <li>Only 13,716 (32%) youth of the total 42,617 are currently not working.</li> </ul>

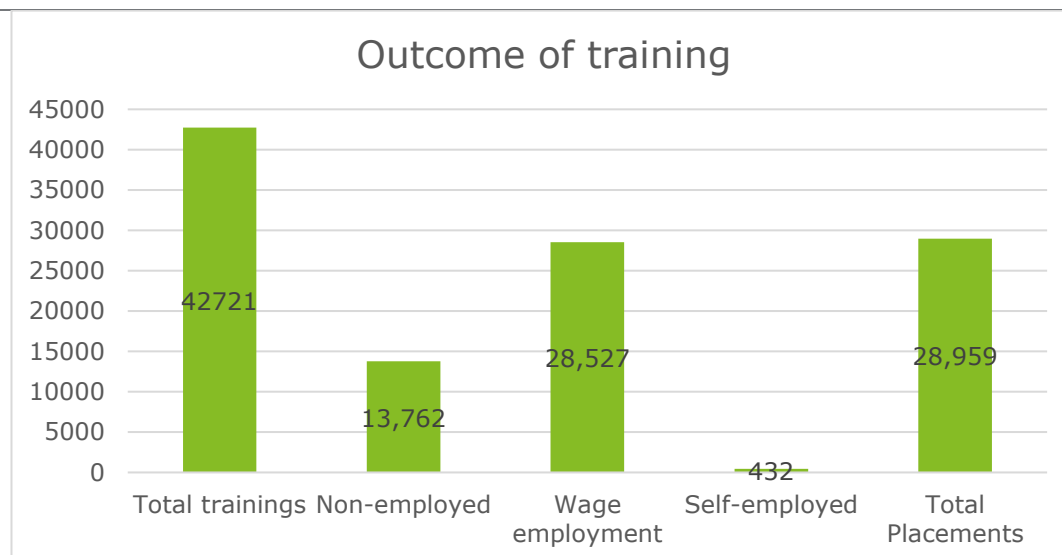
#### Income range transformation



## Average Annual Income

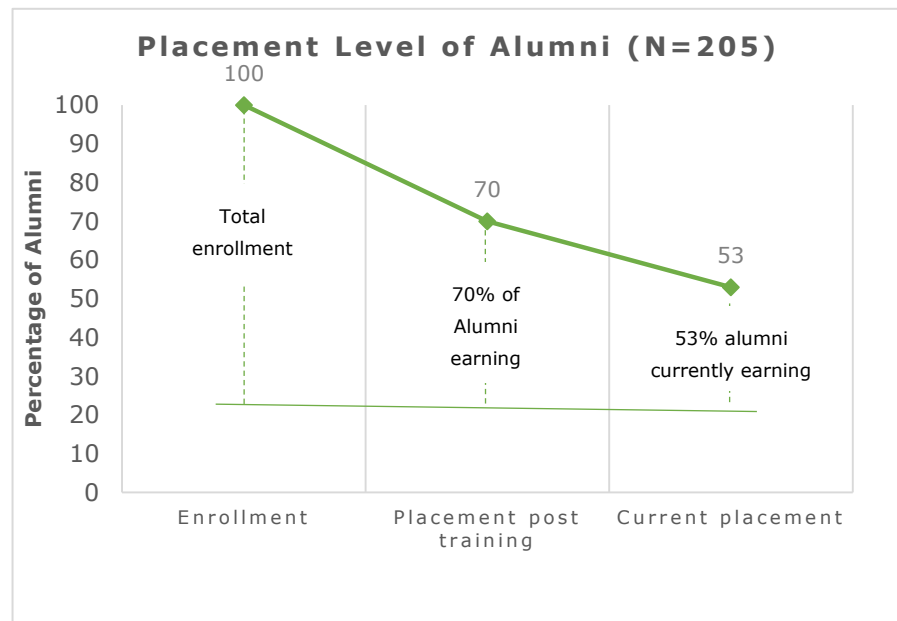


## Training Outcome



## Study Sample Findings

Aspect	Findings
<b>Outcomes</b>	
<b>Placements</b>	<ul style="list-style-type: none"> <li>The placement percentage in the sample size was found to be <b>70%</b> at the time of completion of the respective courses from the centre.</li> <li>This percentage drops to <b>53%</b> currently earning alumni from the sample due to attrition of the trainees due to reasons like pursuing another vocation, dissatisfaction with job, migration, marriage, etc.</li> </ul>



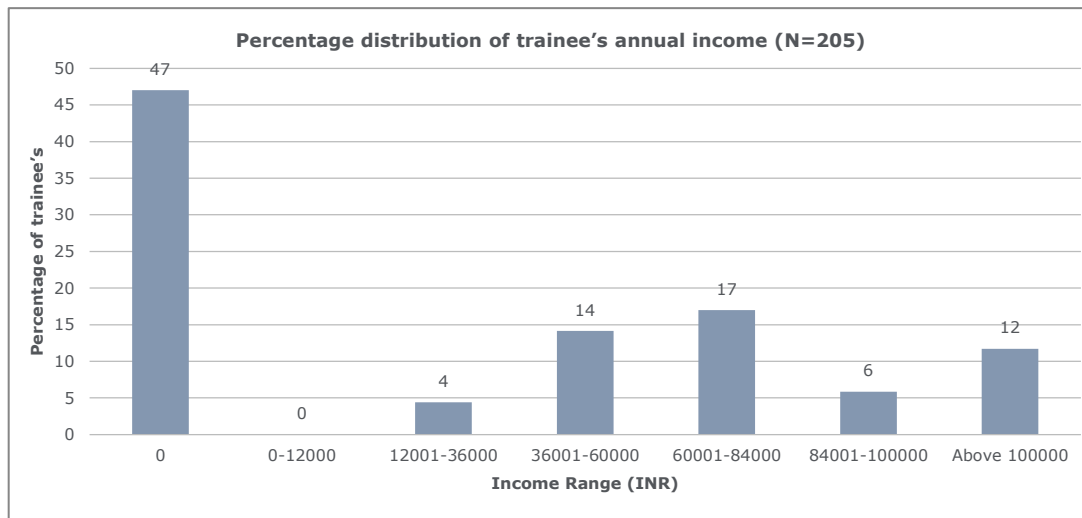
- Out of 205 surveyed alumni, 144 (70%) had got either placed or self-employed at the time of completion of course, while 61 (30%) neither got placed or self-employed
- Out of these 144 alumni's, 121 (59%) had got placed through the DBTS centres while 14 (7%) got self-placed and 9 (4%) got into self-employment/home business.
- At the time of the study, the number of alumni earning has dropped to 108 (53%) while 97 (47%) alumni are currently neither employed nor earning.
- The average annual salary currently earned by these 108 alumni is INR 81,247 with minimum and maximum income earned being INR 18,000 and INR 3,00,000 respectively.
- The average annual income across all surveyed alumni comes down to INR 43,325 if we take in to account non earning alumni also.
- Only 32 (26%) out of 121 of the placed alumni are currently working with the first employer they were placed with.



## Aspect Findings

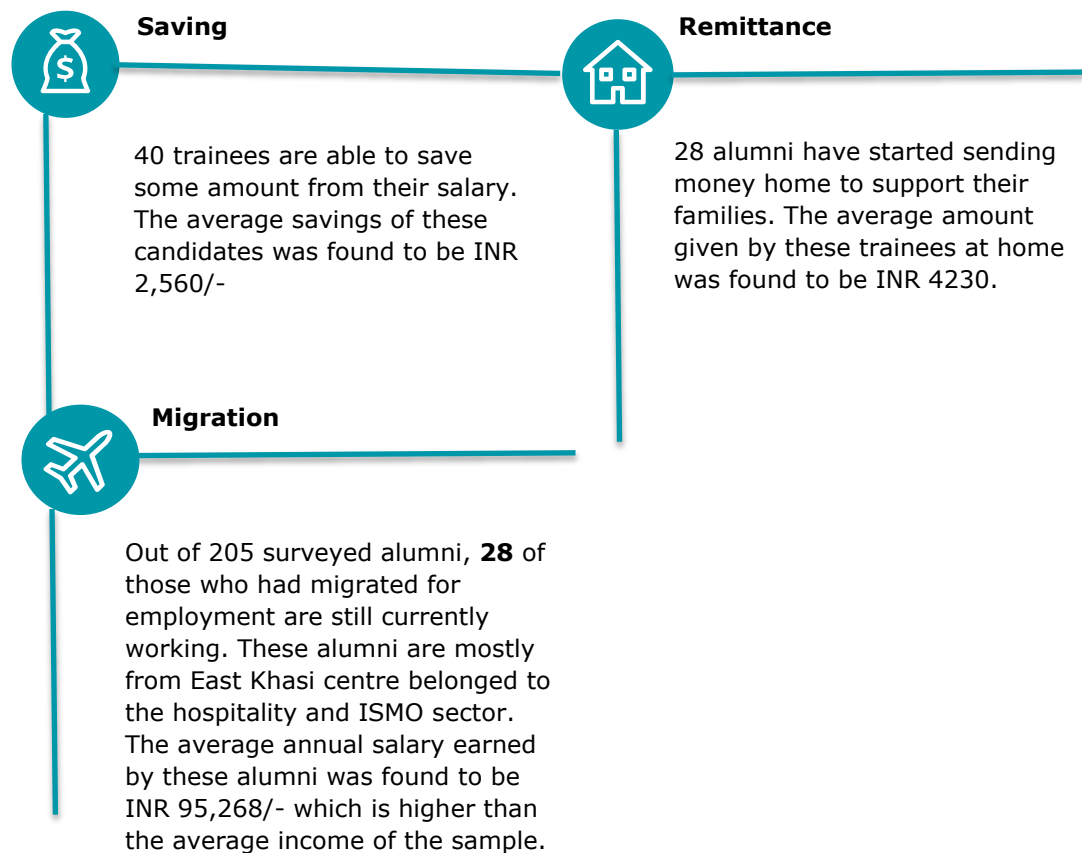
### Outcomes

#### Annual Income Distribution



- Majority of the placed trainees (30%) were earning in the range of INR 60,000 to 84,000 annually followed by 28% in the Rs 36,000 to 60,000 range.

#### Salient Features



Aspect	Findings		
Outcomes			
<b>Self Employment</b>  9 out of 205 (5%) surveyed alumni were self-employed. Majority of them are from the tailoring/ISMO sector while few are from the beautician course.	Type of Business	No. of trainees	Profit per month
	Beautician work from home	2	3,000-6,000
	Retail Shop-Patanjali	1	8,000
	Tailoring work	5	1,000-6,500
	Handicraft	1	8,000-12,000
	Total	9	



### Domain-wise break-up of placed trainees

Aspect	Findings
<b>Outcomes</b>	
<b>Sector-wise Distribution</b>	<ul style="list-style-type: none"> <li>An analysis of sector wise placed trainees indicated that majority of them were placed in hospitality sector (close to 30%) followed by ISMO (21%), and electrical (close to 19%).</li> </ul>



<b>Sector-wise Income</b>	<ul style="list-style-type: none"> <li>An analysis of sector wise income earned by the alumni's indicated that retail, hospitality and electrical sector have a higher monthly salary than other sectors.</li> <li>Few trainees who migrated to other places for employment, got subsidised or free food and hostel facility in addition to their salary.</li> </ul>
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Sector	No. of candidates	Income range
Retail	21	4,500-18,000
Hospitality	63	3,000-10,000+
Electrical	38	3,500-16,000
Beautician	21	1,500-5,000
ISMO	42	3,000-9,000
Refer. & AC	17	8,500-10,000
<b>Total</b>	<b>202</b>	

**Placement partner perspective**

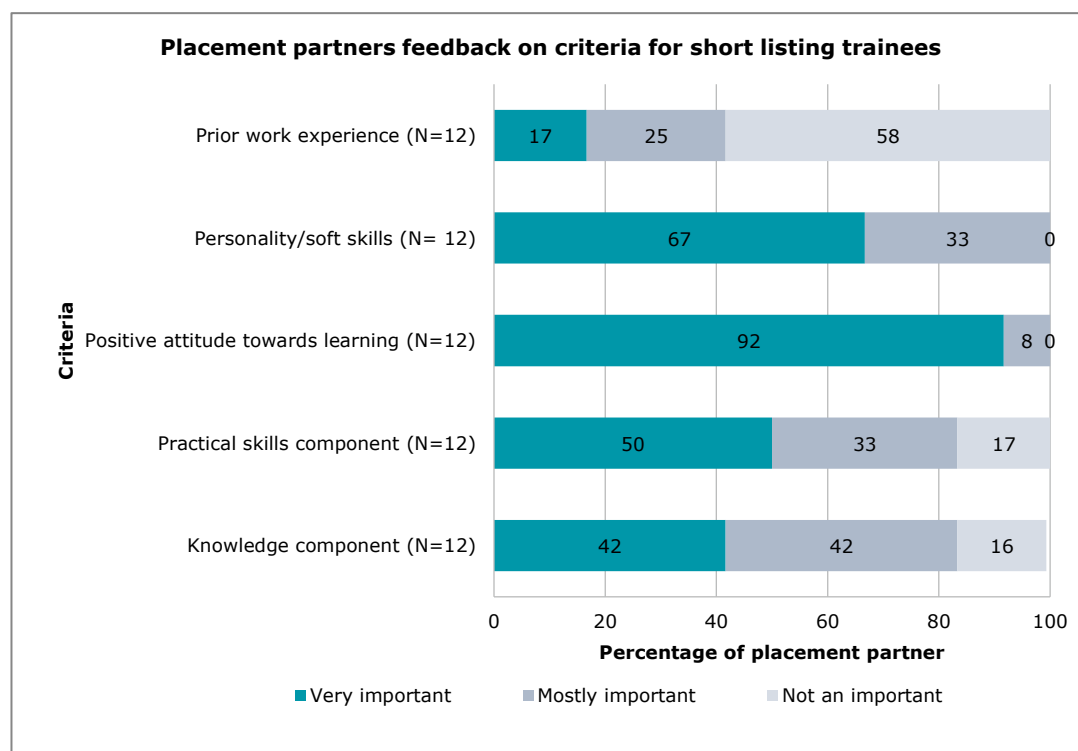
- The research team from Deloitte interacted with 14 placement partner across 4 locations in West Bengal, Meghalaya, Uttar Pradesh and Tamil Nadu.

**Employer information**

- The Don Bosco skill training centres have good tie-ups with prominent companies.
- The research team was able to meet 14 placement partners.
- Companies such as Grace Garments, Bundeli sweets and foods, Laxmi Enterprises, Grand Resort and Spa, Travel for Heritage, The Fern and Yarlem Resorts were covered.
- The commencement of association with these placement partners was for over 5 years while some are more recent tie-ups with others (2 months).
- The recruitment process mainly includes formal interview.

#### Placement partner rating

- The chart below explains the feedback given by placement partners on criteria for making an offer to trainees. Placement partners place importance on selection criteria like a positive attitude towards learning and growth.
- 58% of placement partners reported that prior work experience of trainees is not an important criteria for selection process while 67% of surveyed placement partners mentioned that personality/soft skills is very important criteria.
- This is followed by practical skill component (50%) and knowledge of the sector (42%) among trainees as very important criteria for selecting candidates.



#### Company-wise Remuneration

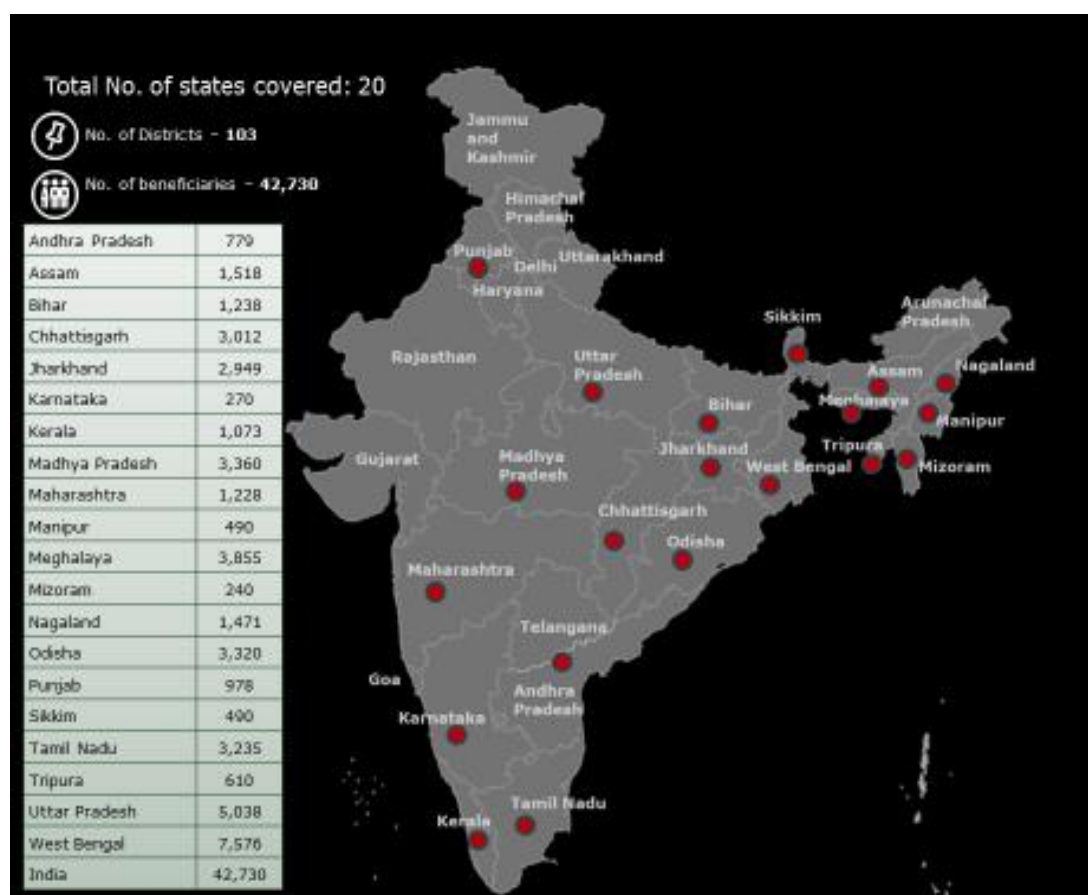
- Few placement partners were able to share the detail on number of trainees employed by them from their respective skill training centres.
- However, average remuneration offered by the placement partners are provided below. Out of 14 surveyed placement partners, 12 of them had mentioned the kind of remuneration provided by them to trainees.
- The average monthly salary offered by these companies was INR 6000/-. The monthly salary was within a range of INR 5,000 to INR 7,000. It was mentioned by few employers, especially from the hospitality sector, that they also provide hostel and food facilities to their employees exclusive of their salary.
- Positions offered by the placement partners to trainees are reported to be associates, trainee, computer operator, etc. The analysis highlighted that placement partner hire trainees on both permanent & contract basis depending upon the demand and type of job.

Name of company	Designation of candidate	Remuneration of candidate
Grace Garments	Trainee	5,000-6,000
Jee Pee Fashion	Trainee Tailor	4,000
Regina's Parlour	Junior Beautician	5,000
Bundeli Sweets and Foods, Restaurant	Sales Accountant; Counter Attendant and Cashier	4,500-6,000
V Mart	CSA (Customer Sales Associate)	6,500 plus PF & Medical
Raju Departmental Store	Computer Operator	5,000
Applyalytics Global Solutions	Data Analyst	6,000-7,000 +Hostel & travel allowance

<b>Laxmi Enterprises (Contractor)</b>	Trainee	8,000-9,000
<b>Grande Resort and Spa</b>	Trainee	7,000 +Food & hostel
<b>Esona Decoco Ayurvedic Beach Resort</b>	Trainee	6,000 + Food and hostel
<b>Travel for Heritage</b>	Captain of Restaurant/Trainee/ /Technician	6,000
<b>The Fern</b>	Job trainee	5,500

## 5.4 Impact

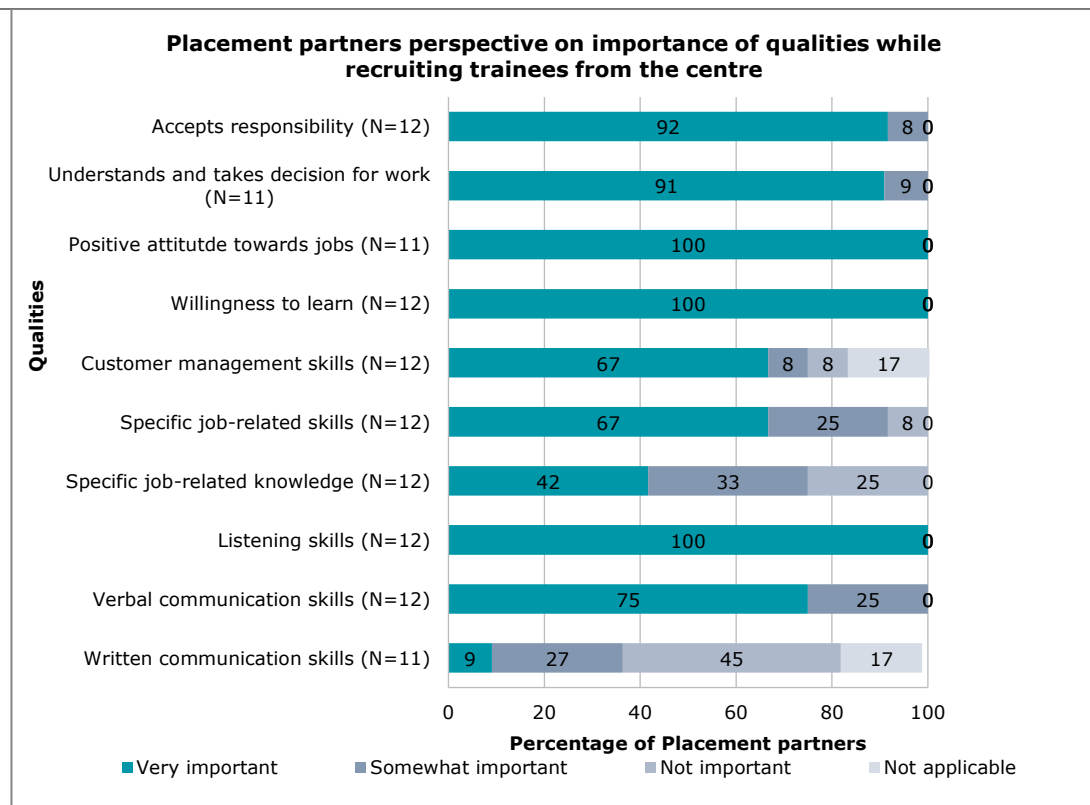
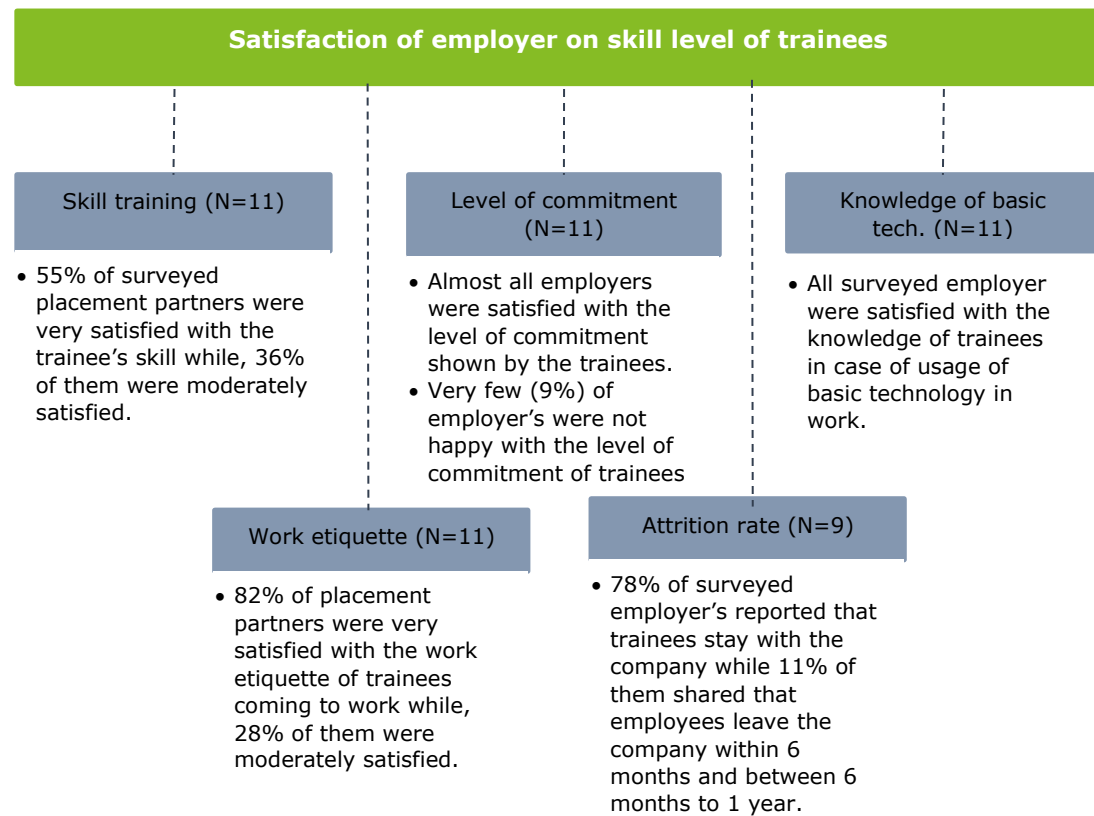
Aspect	Findings
<b>Impact</b>	
<b>Geographic coverage</b>	<ul style="list-style-type: none"> <li>One of the biggest USPs of the DBTS programme is that it has given the Axis Bank Foundation a pan India reach with its huge span of centres across the country covering almost all major states</li> <li>It has enabled ABF to tap into the sustainable livelihood intervention area through skill development domains across the country and being a major player among Corporate Foundations in fulfilling the Skilled India vision</li> <li>The ABF-DBTS programme stretches across 20 states and its centres are situated in around 103 districts.</li> <li>The total number of its trainees trained so far till its 4<sup>th</sup> year are 42,730, which includes many types of urban and rural communities including many tribal and ethnic and diverse groups</li> </ul>



<b>Element of soft skill</b>	<ul style="list-style-type: none"> <li>Soft skill development is an important aspect of skilling at DBTS</li> <li>The programme reaches out to rural poor and economically vulnerable groups through mobilization in least developed regions.</li> <li>Attending life skills classes results in personality development and confidence building</li> <li>Life skills is a 20-30 hour compulsory training in every centre. Add on values are more respectability, empowerment and value-based life skills.</li> </ul>
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<b>Life Skill Session</b>	<ul style="list-style-type: none"> <li>• <b>In Basic English and life skills class</b> - DBTS places much importance on life skills and English communication skills as expressed by the center head and the trainers. The following are the major topics taken up by the life skills trainer: <ul style="list-style-type: none"> <li>• Ice breakers</li> <li>• Introduction and casual conversation</li> <li>• Team work</li> <li>• Motivation</li> <li>• Goal setting</li> <li>• Planning</li> <li>• Money management</li> <li>• Perception</li> <li>• Values</li> <li>• Work place adjustment</li> <li>• Conversational English</li> <li>• Formal communication</li> <li>• Managing workplace behavior</li> <li>• CV preparation and interview</li> </ul> </li> <li>• The trainers mentioned that the first criteria that any HR looks for in the candidates from the center is the communication skills and the attitude of the candidate. The trainer uses audio visual material developed by DBTS, Tata Strive and self-procured material for the life skills training. The trainer also uses extempore debates extensively for confidence building. The trainer initiates energizer sessions including games and dance classess to reduce boredom and mental fatigue. A previous day report and recap is presented by two candidates from the batch to aid in recall and to improve their speaking and communication. Sessions on mindfulness helps in framing powerful questions according to the situation. The life skills courses are considered a major career enabler and boosts the professional growth prospects.</li> </ul>
<b>Computer knowledge</b>	<ul style="list-style-type: none"> <li>• Another impact of these courses has been introduction and awareness generation about general computer operations, internet and basic software like MS Office.</li> </ul>

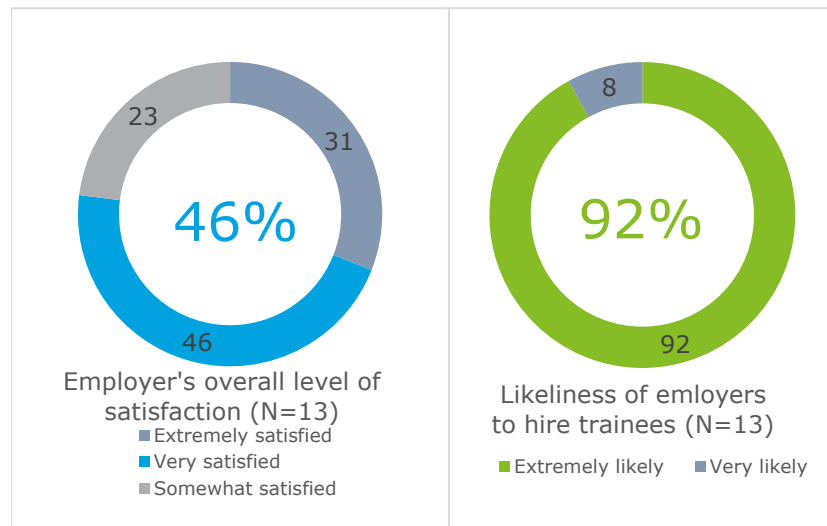
## Placement partner's satisfaction from the skill training centres





**Impact on placement partner experience**

- All surveyed placement partners mentioned that the DBTS trainees have a positive attitude, willingness to learn and good listening skills towards their job when coming to work.
- Apart from these qualities, placement partners stated that it is very important that trainees in future have enhanced acceptance of responsibility and have the ability to make decisions.



- An analysis of placement partner survey revealed that 46% of employer's are happy and very satisfied with the work of trainees. Whereas, 92% of surveyed employers shared that they are extremely likely to hire more trainees in the future from the centre.

## 5.5 Success Stories

### Case Study 1: Setting Shop

Mrs Gita Sharma graduated from the DBTS beautician course in March 2017. A mother and working lady since the past 17 years, she said that she didn't possess a formal diploma as a beautician even though she had a B.Ed degree. Due to domestic compulsions, she began working as a beautician and struggled between various parlours where she trained on the job and earned low salaries.

Her friends referred DBTS to her. "I had been doing a beautician's job for 17 years, but learnt theories about what we do and why, for the very first time in DBTS. I knew how to do facials very well, so that helped me during the course. The instructor taught everything in great detail, whereas my previous employers hid their trade-secrets and didn't allow us to get too much experience. At DBTS, I was able to understand the mix of theory with the practical classes and my previous experience found meaning".

She explained that practical classes were divided in groups of 4 members each and every one participated equally to share the work load and give results. She stated that, "Initially I thought I would do a job in teaching beautician's courses as I had a B.Ed also, but then business is better than a salaried job. I got motivation from our teacher who said, 'If you don't want a job, start your own businesses'. I invested INR 80,000 by adding my meagre savings and borrowing from my husband who works in the private sector. Now I earn a per day daily income. The recent Bridal season was very good for my initial investment, although I am just short of nearing breaking-even point after 2 months. There is less knowledge about a beautician's work in this area so I get more clients. Initially, my clients don't like to spend too much, but when they saw the results and quality of services, I stating getting repeat business. Now, I share catalogue pictures and WhatsApp videos with them to show my skills and they can customize what they want done".

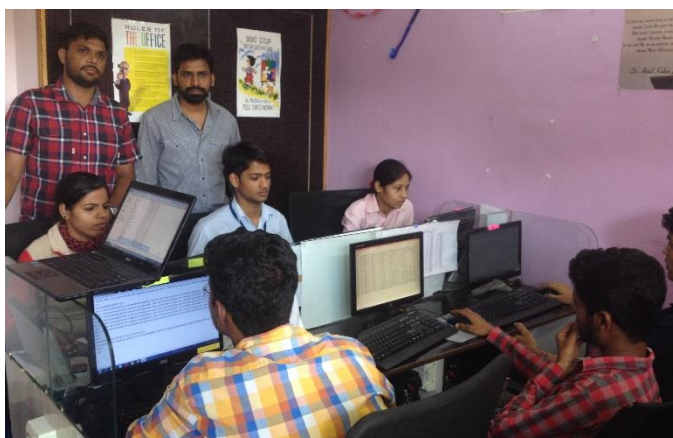
When asked about her investment, she added that funding a start-up business is full of procedures such as registering with the Nagar Nigam and other government agencies that take a lot of time. So she applied under the 'Swarojana Scheme' under the PM Fund and got some support. Now, she looks forward to receiving her certificate of completion in the first week of July so that she can apply for loans and expand her business offering. When asked about what her family thought about her work, she reflected upon the days when she was questioned by all about her whereabouts and why she was attending the training. Today, her husband takes her on his scooter whenever she has a late home visit and he waits for her outside until she finishes. He even waited for her outside Ambience Hotel where she had a client for casual makeup during an engagement function, recently. "The response was good", she adds smiling. She proudly shares her business card and hopes to expand her business, a great example of female empowerment.



## Case Study 2: Treading the Manager's Path

Praphulla Sharma works as the HR Manager for Appcalyitics Global Solutions Pvt. Ltd. ([www.appcalyitics.com](http://www.appcalyitics.com)) a BPO for clients based in USA. He graduated from the DBTS "Sales & Marketing" course on 2 August, 2015 and was placed in a local company. Working there for some time, he joined Appcalyitics Global Solutions Pvt. Ltd., and worked his way up to his current designation, where his current profile is to supervise all the work, training, compensation and talent acquisition.

Most of their client service includes PDF to Word conversion, duplicating foreign language texts and any computer related data entry work that is contracted online. At DBTS, his typing speed was around 30-35 words per minute which was the minimum requirement of Appcalyitics. After much practice and training his speed has crossed the ideal threshold of 35-40 words per minute.



Saving time by increased typing speed is a critical requirement for his employer. Command over English language especially vocabulary was considered essential for his line of business, especially in dealing with DBTS graduates who are his preferred choice for hiring nowadays.

Personality development and peer group training is another concern. He spends 15 days in training fresh-hires. They are

not paid during this time. Problems arise out of their Hindi medium education which has to be switched to English for all functions. Praphulla recalls his own struggle with the language and understands the benefits accrued with English language for his business. The second issue was that computer training was not a part of the course with DBTS then. There was a problem with electricity supply which was mostly unavailable. He learnt computer operations on the job.

Another feedback was the need to teach accented typing (attached picture) for converting foreign language pdf to word documents. "To increase typing speed, we had to learn shortcut keys especially the ones with ALT + Enter keys". These shortcut keys are downloaded via Google and trainees are given 5 days typing practice and 10 days of re-typing previously completed work as practice exercises. Praphulla felt the need for emphasis on English language and Computer operations training as the best way of improving DBTS course. He expressed gratitude to DBTS teachers for giving him all the opportunities and is keenly pushing for hiring more DBTS graduates in his organization.

### ALT + NOTEPAD CODES

CHAR	KEY	CHAR	KEY	CHAR	KEY
À	0192	à	0224	Ö	0213
Á	0193	á	0225	Õ	0214
Â	0194	â	0226	Ů	0217
Ã	0195	ã	0227	Ű	0218
Ä	0196	ä	0228	Ū	0219
È	0200	è	0232	Ŭ	0220
É	0201	é	0233	ō	0245
Ê	0202	ê	0234	ö	0246
Ë	0203	ë	0235	ù	0249
Ī	0204	ī	0236	ú	0250
Ĭ	0205	î	0237	û	0251
Ĩ	0206	ï	0238	ü	0252
Ĵ	0207	ī	0239	Ç	0199
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Ö	0212	ô	0244		

### Case Study 3: Changing track

Ramnaresh Chakravarty attended the Refrigeration and Air-conditioning (RAC) course under DBTS during Jan-March 2016. He was placed in Tileco Automobiles for AC wire-fitting and repairs in cars and earned monthly INR 4,000-4,500 for 3-4 months. Upset with his low monthly income and designation, his uncle encouraged him to start his own Patanjali Shop where he earns INR 15,000 per month. He didn't receive any loan to start the shop.

"At DBTS the training was really good, my teacher Sunil Sir taught us everything and I was able to use those skills on the job including my current business. The only problem I had was the salary I earned. So I quit everything and started this business. Otherwise, there are many who are still working in RAC jobs secured through DBTS".



### Case Study 4: The Success of Panjab Singh Rajpoot

Nikhil Verma introduced himself as having completed DBTS course in Sep 2016. He is placed with JMK Motors as a computer operator for preparing documents and earns INR 4,500 per month. He is also looking for a job in the private sector. Pawan Kumar works as a salesman for Jai Mata Di Emporium, a showroom where he earns INR 3000 per month. He had completed the electrician's course with DBTS in September 2016. They wanted to share the success story of their friend and course-mate, Mr. Panjab Singh Rajpoot (2016; B4-P4) who is now undergoing training in Malaysia.

Panjab belonged to Raksa Village and underwent DBTS training for 3 months, during which time he applied for a job in the merchant navy. Previously, he had worked as a helper in a shop followed by an assistant's job for a local doctor where he worked for 3-4 months. He had already completed another course with DBTS and was familiar with their curriculum. He applied for a test, succeeded and went to Delhi where he underwent 2 months training in a government run center. Now (as on 29 June 2017) he has been in Malaysia for a month. The cost of training was INR 2,00,000 which his parents paid for. He had saved INR 15,000 by freelancing as a photographer. His father is a farmer and mother a housewife, their combined annual income is INR 1,80,000. His brother owned a cyber café from where he learnt about the vacancy.



### Case Study 5: Case study: From Student to Entrepreneur

M Lavanya is a bright 23 years old girl from Chennai. She has 5 members in her family. She attended the Industrial Sewing Machine Operation (ISMO) course from DBTS centre during November-December 2016. She was placed in GPN Fashion garments as a trainee tailor and earned a monthly salary of INR 5,000 for 3 months. She left her job as she was planning to get married and her family wanted her to work nearby.

After few days when she contacted the centre back, she came to know that the centre is looking for one ISMO trainer on probation basis. She applied for the post of trainer in the centre and got selected. She was very happy with her second employment, she said, 'I become trainer of the same institute where I completed my training'. She was able to earn close to INR 12,000 as a trainer at centre. While working with centre and under her trainer's guidance, she came up with an idea of opening a training centre where, she can train students as well as run a ladies tailoring shop.

Recently, Lavanya and her batch mate Gautami, has opened an ISMO training centre jointly. The place for work is taken on rental basis and sewing machines are sponsored by the ISMO trainer. The centre has 3 sewing machine, 1 table and 3 sitting tools currently. It was informed by Lavanya that she already got 5 students for her 1<sup>st</sup> batch of sewing class and she will be starting the training in coming week. When asked on how much she is planning to charge their students for course, she replied with INR 500 per person per month. In case of shop, she is planning to start stitching work of chudidhar dress, blouse and school uniform of kids. She is planning to charge INR 250-500 for chudidhar dress, INR 150-300 for blouse and INR 350 for school uniform set.

When asked about what her family thought about her now, She revealed that earlier they used to question me on why she is undergoing this training but now Lavanya's parents are very happy, they said that her daughter is now supporting the family and doing very good in her career. Her family is currently supporting her for the decision of running a sewing training centre.



M Lavanya at her newly opened training centre, Madhavaram-Chennai



### Case study 6: A new beginning

Lakshmi Rai is a 26 year old girl from Pedong in Kalimpong, West Bengal. She grew up with her parents and younger brother. Her father is a farmer and main earning member of the family. He mainly grows rice, ginger, *elichi*, etc. to sustain the family and earned approximately INR 5000/Month. Lakshmi left her education after HSC as she did not like to ask her father every now and then for money as the household financial situation was precarious. She wanted to earn for herself and the family however her village and surrounding had very limited employment options. Most people in the village were subsistence farmers, while some practiced horticulture including production of country liquor and/or floriculture, cattle



Lakshmi Rai (Left) at the reception desk of Rajdarbar Hotel

and poultry farming. There were some shops and small scale businesses. One of her friends recommended the Don Bosco Tech center in Kalimpong and she went and enrolled herself into the Hospitality management course as she was looking to get employed and the hotel industry was doing well in the area. The trainers from Don Bosco Kalimpong center were very understanding and supportive and explained everything very clearly. At first she was a little scared of the trainers but she gradually felt more comfortable after the initial few sessions. She mentioned that the 1 week induction was very helpful as it cleared her doubts about the Hospitality industry. She also mentioned that the center head – Fr. Nobel is very active in all activities and insists on the 75 day training period followed by MoHRD even though it is a 2 month course. She was placed in Taj – Jodhpur along with 16 candidates from the center as a trainee for a period of 1 year and she earned INR 7,500/month with added facilities. She was very happy with the training and exposure to the work environment that she received there. The cluster coordinator – Mr. Romden mentioned that Taj – Jodhpur has the agreement with DBTECH that they will recruit candidates, train them for a year and then place them at other Taj properties. While most out of the 16 candidates placed there migrated abroad, Lakshmi wanted to come back closer to home. So she searched and got selected at Hotel Rajdarbar in Siliguri where she now has been working for 1 year 6 months as a receptionist for INR 6500/month. She is able to save INR 4,000/month and send back INR 3,000/month to her family. She mentions that before joining DBTS she was unsure of her future but after joining she felt confident that she will be able to do something. According to Lakshmi, F&B practical training is the most important component of the training along with soft skills and communication skills. Her parents are very proud of her and supported her when she moved to Jodhpur for the training. The trainers counselled her parents with regard to the same and they also run a background check on the recruiter and on the provision of accommodation. Lakshmi and her parents are very happy of the training, OJT and placement support provided by the Don Bosco Kalimpong center.

## 5.6 Voices from Field

The only obstacle during training was the lack of girls' hostel facility which meant that girls coming from remote areas and those who had no relatives in Shillong, would rent accommodation which was difficult to afford and manage.

Whatever the difficulties, we will continue with our programme, because our mission is to make youth better citizens of India. Money not only changes hands, it changes people. Yet, let us try to make the world a better place ~ Father Augustian, Manager, DB Tech School, Shillong Centre

"HR is not just about salary and processing employee files, it is also about making a plan of action while developing the organization", Peter Joseph Trinidad, Head HR, DBTS New Delhi

There's a problem of opportunities even for graduates who earn 15,000-20,000. So how can DBTS alumni get higher salaries within two months training? There exists an issue of becoming labour-force instead of an educated force. "Should our alumni work with their hands and not their minds? The idea of mindfulness has to be created, are we working in the present, will our work impact the future, how best can we improve and change the normal situation?" ~ Father Philip Vergio, Director, DB Tech School, Shillong Centre

## 6. Recommendations for ABF from the DB Tech Society Model

The recommendations from the model have been classified into two broad categories.

### Categorization\*:

**Management:** The learning under this category is ideally for advisory support in the management of the project.

**Implementation:** The learning under this category is ideally for advisory support in implementation of the project at grassroots level.

\* The below action points are not in any order of prioritization or preference. Deloitte team advises that finalization of action points be done by client after due consultation and discussion based on the perceived community needs, implementing partner's inputs and client project team's internal priority setting analysis.

Aspect	Findings	Recommendation
<b>Management</b>		
<b>Grant per beneficiary</b>	<p>It was found that ABF programme grant per beneficiary was one of the lowest in all the funded projects of DBTS</p> <p>The current cost per beneficiary of ABF skill programme is about Rs 5,500 of which Rs 1000 was increased just last year.</p> <p>Other programmes do provide amenities like TA/DA, post placement support for a duration of 3 to 6 months and even residential facility, none of these would be affordable at the cost per beneficiary of ABF programmes</p>	<p>At the time when Govt. skilling programmes are spending upto INR 12,000 to 15,000 per beneficiary and even corporates like HSBC-Swades Foundation and others spending around 8,000 per beneficiary, mobilization and quality of training may get hampered in future of ABF programmes</p> <p>Co-funding with like minded partners should be encouraged along with in-house discussion of meeting industry standards atleast up to the level of similar Corporate Foundations can be initiated</p>
<b>HR costs</b>	<p>Payment to staff was found to be below industry standards, especially with advent of PMKY and other state skilling initiatives</p> <p>Since the programme relies completely on ABF funding, the salary component under the grant is low. This translates into lower CTC and salary packages for the project staff.</p>	<p>It has a potential to trigger attrition of better qualified staff</p> <p>An in-house discussion regarding same can be initiated</p>



## Implementation

<b>Life skill sessions</b>	<p>It was found that life skill sessions are an integral part of the DBTS pedagogy. But the two month duration of the ABF courses makes it difficult to balance both technical and life skill sessions.</p> <p>The life skills training was structured into the existing 2 month period to contain per beneficiary cost and in an attempt to optimally utilize the available grant.</p>	<p>The ready availability of Fathers and sisters at most DBTS centres adds to the HR availability for training of English speaking and other life skills</p> <p>This availability which is quite unique to the DBTS set-up should be tapped more and an improved element of English speaking and life skill development should be added to the current curriculum</p>
<b>Trainers as mobilizers</b>	<p>Most DBTS centres do not have a dedicated mobilization team and usually trainers take on the additional responsibility of mobilizing.</p> <p>This is done to contain the per beneficiary cost and optimally utilize the available grant</p> <p>Trainers find difficulty in mobilization sometimes, as the new batch of skilling starts immediately after the previous ends</p> <p>Also mobilizing students with appropriate age bracket is challenging in some areas</p>	<p>There is a need to have one dedicated and experienced mobilizer for the centre/zone.</p> <p>Though the mobilization process and sample rating from alumni shows the success in mobilization, dual roles for trainers may affect both quality of mobilization and training with increased saturation and need to cover more ground</p>
<b>Tracking of alumni</b>	<p>In most of the centres it was found that tracking of alumni was a very big challenge due to constant change in phone numbers and in many cases wrong numbers or in few cases duplicate numbers were listed in records</p> <p>Even the random sampling for the study had to call almost 200 to 300 numbers at each centre to get the required 50 alumni for the survey</p> <p>Tracking of alumni especially at the Chennai centre was a challenge due to lot of change in numbers and few errors in the database</p>	<p>With advent of newer phone services and migration of alumni, phone numbers are bound to change</p> <p>Use of social media like Whatsapp group and Facebook pages need to be initiated so that even if contact numbers change there is some way to track the alumni to stay connected</p> <p>These technological aids that are available now are cost effective and do not require any new capital intensive investment</p>
<b>Provision of certificates</b>	<p>In Meghalaya centre, it was found that a holding period of up to 3 to 6 months was practiced in giving certificates to ensure retention and prevent initial attrition of trainees</p>	<p>Although this practice yielded successful results, it should be discussed internally if it is viable to continue as there is threat of negative word of mouth and also over reach in genuine cases of attrition</p>
<b>Lack of placement partners in hilly regions</b>	<p>Centres in states of North East and some other regions face localized problems such as of lack of local employment opportunities and mass migration of trainees especially from hospitality sector</p> <p>It also gives rise to attrition due to socio-culture challenges such customs, food and language barriers</p>	<p>Counselling regarding migration and better preparation for life in cities need to be stressed more in these regions to make the initial months of the trainees a bit more comfortable due to awareness and preparation</p>

<b>Placements</b>	It was also reported in some of the alumni interactions that at the Chennai centre, Beautician trainees found it very difficult to get either placed or self-employed	As the sample was randomly selected, this may either be an issue with just one batch or multiple batches of beautician course  There needs to be a review of supply versus demand assessment while introducing courses at any of the centres
<b>Training</b>	There is a scope to add better equipped practical lab at many centres. Safety training is important for all trainees. Only students who pass the test for safety are allowed to do the practical training. This practice was found in the centres visited by the team, but it should be ensured in all the centres. Language is an issue in many areas. Majority of the students are from vernacular mediums and find it difficult to understand the course when taught in English.	Current English language improvement is focused on preparing for the interviews and developing better interview skills. Developing post-training audio-visual material to improve their language skills can address post placement attrition, it also positions them for self-development and growth at their place of employment through continued learning.
<b>Mobilisation</b>	The challenges during mobilisation was mainly due to geographical location. Most of the villagers are very far away from the main town and to commute to these areas is the most challenging.  Mobilisation was found to be a challenge for ISMO students in Meghalaya at the East Khasi Hills centre	Provision of transport facility atleast for the duration of mobilization visits especially in hilly areas in Meghalaya, etc. can be considered in case mobilization numbers fall consistently.
<b>Monitoring</b>	Performance of centres are monitored by a regional manager who has to travel to each one of them.  While cluster manager has to visit all 10 centres in cluster, at least twice a month.	Use of technology and conferencing can reduce effort and cost of visits from 2 per month to 1 so that majority time is not spent in travelling of managers

# Annexure I:

## ABF impact template

Details required from the sample study

**(Table 1)**

### Beneficiaries in the corresponding income range

Income range	Baseline Data*			After training**			Change in average annual income	
	No	Share (%)	Average Income p.a	No	Share (%)	Average Income p.a.	No	%
0	205	100	0	97	47	0	0	-
1-12,000	0	0	0	0	0	0	-	-
12,001- 36,000	0	0	0	9	4	32,000	32,000	-
36,001-60,000	0	0	0	29	14	53,214	53,214	-
60,001-84,000	0	0	0	34	17	77,453	77,453	-
84,001-100,000	0	0	0	12	6	93,052	93,052	-
Over 100,000	0	0	0	24	12	1,37,520	1,37,520	-
Total	205	100	0	205	100	43,325	43,325	-

\*Based on retrospective baseline collected during survey

\*\* As most beneficiaries covered during the study are yet to complete one full year post placement, Income after training is indicative of annual income based on current monthly earning assuming candidate will remain in position for remaining year

**(Table 2)**

Average annual income per beneficiary before training	0
Average annual income per beneficiary after training	43,325
Increase in average annual income	43,325
Increase in average income (in %)	-

**(Table 3)**

### Sample Beneficiaries in the corresponding interventions

Income range	Baseline Data			After intervention			Increase in average annual income	
	No	%	Average Income	No	%	Average Income	Amount	%
Wage employment	-	-	-	100	49	84,101	-	-
Self-employed	-	-	-	2	1	57,000	-	-
Both	-	-	-	6	3	59,600	-	-
Total Placements	-	-	-	108	53	81,247	-	-

Data as per NGO partners records

**(Table 4)**

**Beneficiaries in the corresponding income range**

Income range	Baseline data			After training			Change in average annual income	
	No	Share (%)	Average Income p.a.	No	Share (%)	Average Income p.a.	No	%
0	42,617	99.8%	0	13,716	32%	0	0	-
1-12,000	1	0%	12,000	2	0%	12,000	0	-
12,001- 36,000	43	0.1%	30,781	1,651	4%	35,003	4,222	-
36,001-60,000	31	0.1%	52,374	7,851	18%	52,296	-78	-
60,001-84,000	16	0%	73,875	11,060	26%	73,745	-121	-
84,001-100,000	1	0%	90,000	4,610	11%	91,152	1,152	-
Over 100,000	12	0%	2,00,000	3,831	9%	1,19,667	-80,333	-
Total	42,721	100%	155	42,721	100%	54,838	54,683	-

**(Table 5)**

Average annual income per beneficiary before training	155
Average annual income per beneficiary after training	54,838
Increase in average annual income	54,683
Increase in average income (in %)	-

**(Table 6)**

**Total Beneficiaries in the corresponding interventions**

Income range	Baseline Data			After intervention			Increase in average annual income	
	No	%	Average Income	No	%	Average Income	Amount	%
Wage employment	0	0	0	28,527	98.5	74,681	74,681	-
Self-employed	104	100	65,576	432	1.49	67,967	2,391	4
Both	-	-	-	-	-	-	-	-
Total Placements	104	100	65,576	28,959	100	71,324	5,748	9

**(Table 7)**

Sr. No.	Name of the Person	Placement/Enterprise	Name of the Organization	Sector	Baseline Income	Current Income	Increase in income	
							Amount	%
1	Aarti	Placed	JEE Garments	ISMO	0	48000	48000	-
2	Abhinay Pradhan	Placed	Atmanthan Resort	Hospitality	0	162000	162000	-
3	Adar Gurung	Not placed	NA	Hospitality	0	0	0	-
4	Aftab Khan	Placed	Bangalore	Retail	0	216000	216000	-
5	Aikmenlang Lamin	Not placed	NA	ISMO	0	0	0	-
6	Ajoy Sandip Soren	Placed	NA- Continuing education	Hospitality	0	0	0	-
7	Akash Kumar	Placed	NA- Rejected the job offered	Electrical	0	0	0	-
8	Akash Kushwaha	Not placed	NA	Retail	0	0	0	-
9	Akash Raikwar	Placed	NA- Rejected the job offered	Retail	0	0	0	-
10	Akmal Khan	Placed	NA-Left the job in one week	Refrigeration & Air Conditioning	0	0	0	-
11	Akwirinus Nongrum	Placed	Casino Pride, Goa	Hospitality	0	84000	84000	-
12	Alder Rickson	Not placed	NA	Hospitality	0	0	0	-
13	Anandhi M	Self employed	Tailoring work from home	ISMO	0	78000	78000	-
14	Anitha	Placed	Shri Raghav Indra Garments	ISMO	0	36000	36000	-
15	Anjana Xess	Placed	NA- Continuing education	Nursing	0	0	0	-
16	Anwar Khan	Placed	Thread making work	Refrigeration & Air Conditioning	0	0	0	-

17	Aparup Maity	Placed	Aroma Hotel	Hospitality	0	78000	78000	-
18	Arivalagan A	Placed	Vee Kay Industries	Electrical	0	84000	84000	-
19	Arti	Not placed	NA	Beautician	0	0	0	-
20	Ashish Mukhia	Not placed	NA	Retail	0	0	0	-
21	Babita Nishad	Placed	NA- Rejected the job offered	Retail	0	0	0	-
22	Baiengskhem Disai	Placed	NA- Left the job	Electrical	0	84000	84000	-
23	Balaji	Placed	Map Enterprises	Electrical	0	99600	99600	-
24	Baniaiphrnai Kharsahnoh	Self placed	Shahi Exports, Bangalore	ISMO	0	72000	72000	-
25	Banlang Syiemlieh	Self placed	Part time Job	Hospitality	0	36000	36000	-
26	Banpynshailang Wahlang	Self placed	Vilum Offset Printing House	Electrical	0	78000	78000	-
27	Barnarisha Pdahkasij	Not placed	NA	ISMO	0	0	0	-
28	Bestar Kongsit	Placed	Pride Casino, Goa	Hospitality	0	84000	84000	-
29	Bharti Yogi	Placed & self employed	Beautician work from home	Beautician	0	43200	43200	-
30	Biru Kishan	Placed	Yarlem Resort	Hospitality	0	54000	54000	-
31	C. Nayomi	Self employed	Tailoring work from home	ISMO	0	36000	36000	-
32	Dapynhunlang Sawian	Placed	The Travanco Hotel, Kerala	Hospitality	0	60000	60000	-
33	Darimihiwot Siangbud	Placed & self employed	Handicraft & Sculpture making	Electrical	0	96000	96000	-
34	Debika Jha	Placed	NA- Continuing education	Hospitality	0	0	0	-
35	Deepa L	Not placed	NA	ISMO	0	0	0	-
36	Deepa Lawrence A	Not placed	NA	Beautician	0	0	0	-

37	Deepansu Pakhriya	Placed	NA- Rejected the job offered	Refrigeration & Air Conditioning	0	0	0	-
38	Dipankar Adhikarey	Not placed	NA	Hospitality	0	0	0	-
39	Dipankar Rai	Placed	Hotel sarovar	Hospitality	0	108000	108000	-
40	Dipendar Gurang	Placed	Shevaroy's Hotel	Hospitality	0	60000	60000	-
41	Divakar Vishkarma	Placed & self employed	Retail shop-Patanjali	Retail	0	96000	96000	-
42	Divya M	Placed	Garments	ISMO	0	72000	72000	-
43	Divya Subba	Placed	NA- Continuing education	Beautician	0	0	0	-
44	Dony John Dkhar	Not placed	NA	Electrical	0	0	0	-
45	Ederwell Wanniang	Placed	NA- Left the job	Electrical	0	72000	72000	-
46	Eshak Xalxo	Placed	NA- Continuing education	Hospitality	0	0	0	-
47	Firdous Khan	Not placed	NA	Beautician	0	0	0	-
48	Gandhimathi K	Not placed	NA	ISMO	0	0	0	-
49	Gaurav Khare	Placed	Left the job in 15 days	Retail	0	0	0	-
50	Goldi Zuzanie Kharmuti	Placed	Travancore Heritage Resorts	Hospitality	0	84000	84000	-
51	Gopi M	Placed	Schneider Electricals	Electrical	0	108000	108000	-
52	Guna Sundari	Placed	GPN fashion	ISMO	0	48000	48000	-
53	Gyalbu Sherpa	Placed	Groove bar and restaurant, Hyderabad	Hospitality	0	102000	102000	-
54	H Divya	Placed & self employed	Garments	ISMO	0	36000	36000	-
55	H R Vidhya	Placed & self employed	Garments	ISMO	0	36000	36000	-

56	Happiness Sumer	Not placed	NA	ISMO	0	0	0	-
57	Harendra Kumar	Not placed	NA	Refrigeration & Air Conditioning	0	0	0	-
58	Helperson Khongtiang	Not placed	NA	Electrical	0	0	0	-
59	Idarisha Khongknaw	Placed	Travanco Hotel, Kerala	Hospitality	0	60000	60000	-
60	Indumati	Placed	GPN fashion	ISMO	0	42000	42000	-
61	Janshu Lepcha	Placed	NA- Currently not working	Hospitality	0	0	0	-
62	Jayachandran	Placed	Map Enterprises	Electrical	0	138000	138000	-
63	Jestin Paul	Not placed	NA	Electrical	0	0	0	-
64	Jhansi Rani	Placed	Great Exports	ISMO	0	57600	57600	-
65	Jitendra Kumar	Placed	Voltas	Refrigeration	0	102000	102000	-
66	John Benson Diengdoh	Placed	Zone by the park Resort, chennai	Hospitality	0	54000	54000	-
67	Joshina Baines	Not placed	NA	Retail	0	0	0	-
68	Jothilakshmi N	Placed	Vee Exports	ISMO	0	79200	79200	-
69	Julie	Placed	NA- Currently not working	ISMO	0	0	0	-
70	Kajal	Not placed	NA	Beautician	0	0	0	-
71	Kalpana R	Placed	NA- Rejected the job offered	Beautician	0	0	0	-
72	Kamala	Placed	Garments	ISMO	0	72000	72000	-
73	Kampher Manner	Not placed	NA	ISMO	0	0	0	-
74	Karan Singh	Not placed	NA	Retail	0	0	0	-



75	Karthik	Placed	NA- Currently not working	ISMO	0	0	0	-
76	Kartik Kumar	Placed	Ginger Hotel	Electrical	0	120000	120000	-
77	Kasparlin lawphniaw	Placed	Travanco Hotel, Kerala	Hospitality	0	72000	72000	-
78	Kaushalya	Placed	GPN fashion	ISMO	0	48000	48000	-
79	Kavitha	Placed	GPN fashion	ISMO	0	48000	48000	-
80	Kelsang Bhutia	Placed	Krishna Departmental store	Retail	0	66000	66000	-
81	Komlis Khyreim	Placed	Shahi Export Bangalore	ISMO	0	84912	84912	-
82	Krithika Devi V	Self placed	Kasa Institute Studio	Electrical	0	300000	300000	-
83	Kunal Halder	Placed	Rive beach resort	Hospitality	0	96000	96000	-
84	Kunjuh Tariang	Not placed	NA	Electrical	0	0	0	-
85	Kyrshanmi Lyngdoh	Placed	Minda Company	Electrical	0	84000	84000	-
86	Ladki Chullet	Not placed	NA	Electrical	0	0	0	-
87	Lakshmi Rai	Placed	Rajdarbar	Hospitality	0	78000	78000	-
88	Lakshmoni Murmu	Not placed	NA	Hospitality	0	72000	72000	-
89	Lamshai Rongin	Placed	Aqua Enco, Goa	Hospitality	0	96000	96000	-
90	Lumborlang Lawphniaw	Placed	Travancore Heritage Resorts	Hospitality	0	60000	60000	-
91	M. Lavanya	Placed	GPN fashion	ISMO	0	60000	60000	-
92	M. Revathi	Not placed	NA	ISMO	0	0	0	-
93	Manish Yadav	Self placed	Yogya Enterprises, Jhansi	Electrical	0	42000	42000	-
94	Manorama	Placed	Beautician shop	Beautician	0	18000	18000	-

95	Marcia Ann Jacob	Placed	GPN fashion	ISMO	0	48000	48000	-
96	Mary Selvaram	Placed	Shri Raghav Indra Garments	ISMO	0	36000	36000	-
97	Maxcy Mary Syiem	Placed & self employed	Tailoring work	ISMO	0	50400	50400	-
98	Mebaaihun Nongrum	Placed	Pride Casino, Goa	Hospitality	0	84000	84000	-
99	Mehbanshngainlang Khongani	Placed	Pride Casino, Goa	Hospitality	0	84000	84000	-
100	Mhd. Saquib	Not placed	NA	Refrigeration	0	0	0	-
101	Mubarik Rayeen	Not placed	NA	Refrigeration	0	0	0	-
102	Munjunika Kurbah	Placed	Hotel, Chennai	Hospitality	0	72000	72000	-
103	Munna Mohammad	Not placed	NA		0	0	0	-
104	Murtaza Beg	Not placed	NA	Retail	0	0	0	-
105	Neelam	Not placed	NA	Beautician	0	0	0	-
106	Neshel Khongpha	Placed	Hotel	Hospitality	0	84000	84000	-
107	Nithisha	Not placed	NA	Beautician	0	0	0	-
108	P. Deepika	Placed	GPN fashion	ISMO	0	48000	48000	-
109	Pankaj Rai	Placed	Sipri Bazar, Near Kargil Park	Retail	0	54000	54000	-
110	Pemela Tamang	Placed	The grand serena hotel	hospitality	0	102000	102000	-
111	Philip Alestair	Placed	Polo Towers Shillong	Hospitality	0	72000	72000	-
112	Pooja	Not placed	NA	Electrical	0	0	0	-
113	Prashant Ahirwar	Not placed	NA	Electrical	0	0	0	-
114	Prasonjit Roy	Placed	Fulbari wine shop	Hospitality	0	120000	120000	-

115	Preeti	Placed	Beautician shop	Beautician	0	36000	36000	-
116	Prerna Sharma	Not placed	NA	Beautician	0	0	0	-
117	Presstar Nongrang	Self placed	Primary School, Mizoram	Hospitality	0	108000	108000	-
118	Pritam Kushal	Placed	Kargil Vanaspati	Retail	0	96000	96000	-
119	Priti Beng	Placed	Not provided	Retail	0	60000	60000	-
120	Priti Chauhan	Placed	NA- Rejected the job offered	Retail	0	0	0	-
121	Rabi Munda	Placed	Shyam Suppliers	Electrical	0	78000	78000	-
122	Raja Bhaiya	Not placed	NA	ITES	0	0	0	-
123	Rajat Das	Not placed	NA	Hospitality	0	0	0	-
124	Rajendra Singh	Not placed	NA	Electrical	0	0	0	-
125	Rakesh Halder	Placed	Pagoda Resort	Hospitality	0	72000	72000	-
126	Rakhi	Placed	NA- Rejected the job offered	Refrigeration	0	0	0	-
127	Ranajit	Placed	Swagat Caterers pv. Ltd.	Hospitality	0	72000	72000	-
128	Ranjit Singh	Not placed	NA	Hospitality	0	0	0	-
129	Ravindra Kumar	Not placed	NA	Refrigeration	0	0	0	-
130	Ravindra Rajak	Placed	NA- Rejected the job offered	Retail	0	0	0	-
131	Rekha C	Not placed	NA	ISMO	0	0	0	-
132	Reshma	Placed	Beautician shop	Beautician	0	18000	18000	-
133	Ribisha Nongrum	Placed	Shahi Export Banglore	ISMO	0	84912	84912	-
134	Rihana Begum	Not placed	NA	Beautician	0	0	0	-

135	Rinessius Kurkalang	Not placed	NA	Construction	0	0	0	-
136	Rinjan Mondal	Placed	Maple leaf hospitality	Hospitality	0	102000	102000	-
137	Rinosha Syiemlieh	Not placed	NA	ISMO	0	0	0	-
138	Riphio Kyndait	Placed	Garments, Tamil Nadu	ISMO	0	108240	108240	-
139	Rita Roy	Placed	Rajkot Regency lagoon resort	Hospitality	0	60000	60000	-
140	Robelson Lyngdoh Sangriang	Not placed	NA	Electrical	0	0	0	-
141	Robester Shabong	Placed	Pride Casino, Goa	Hospitality	0	92400	92400	-
142	Rony Saha	Placed	NA- Continuing education	Hospitality	0	0	0	-
143	Roshni Chauhan	Placed	NA- Continuing education	Hospitality	0	0	0	-
144	Safira Tirkey	Self placed	Residency girls hostel	Retail	0	72000	72000	-
145	Sainkudar Kurbah	Placed	Sealco, Laxmi Enterprise, Pune	Electrical	0	144000	144000	-
146	Sajivan Ram	Not placed	NA	Electrical	0	0	0	-
147	Saling Tamang	Placed	Taj Ginger	Hospitality	0	72000	72000	-
148	Salman	Not placed	NA	Refrigeration & Air Conditioning	0	0	0	-
149	Sampyrta Kharthangmaw	Placed	Garments, Tamil Nadu	ISMO	0	108240	108240	-
150	Samrat Sk	Placed & self employed	Trading shop (Just started)	Hospitality	0	0	0	-
151	Sandip Pradhan	Placed	Yarlem Resort	Retail	0	54000	54000	-
152	Sangadharan	Self placed	Godrej Securities	Electrical	0	120000	120000	-
153	Sanjeev Shrivastava	Not placed	NA	Refrigeration	0	0	0	-

154	Santu Jain	Placed	KFC restaunt	Hospitality	0	0	0	-
155	Saroj	Not placed	NA	Retail	0	0	0	-
156	Sarukh Khan	Placed	Bangalore	Refrigeration & Air Conditioning	0	216000	216000	-
157	Sathya A	Placed	Garments	ITES	0	48000	48000	-
158	Sathya P.	Placed	GPN fashion	ISMO	0	48000	48000	-
159	Satya Gyan	Not placed	Didn't sit for placement, studied only for interest	Electrical	0	0	0	-
160	Satya Gyan Shah	Not placed	NA	Electrical	0	0	0	-
161	Seema	Not placed	NA	Beautician	0	0	0	-
162	Seema Verma	Placed	See Cave/Care	Beautician	0	0	0	-
163	Shalmanles Dkher	Placed	SG Nigrimis Hospital	Electrical	0	60000	60000	-
164	Shanmuga Priya	Placed	Garments	ISMO	0	72000	72000	-
165	Sharukh Shaik	Placed	NA- Currently not working	Hospitality	0	0	0	-
166	Shradha Moktan	Placed	NA- Currently not working	Beautician	0	0	0	-
167	Skhemborlang Nongkynrih	Not placed	NA	Electrical	0	0	0	-
168	Smita Ramudemu	Placed	Bajaj Capital	Hospitality	0	120000	120000	-
169	Soma Debnath	Placed	The wind flower	Hospitality	0	0	0	-
170	Spailin Lyngkhai	Not placed	NA	Electrical	0	0	0	-
171	Sr. Rakhi Mallik	Placed	SMA Generalate Computer course	ISMO	0	0	0	-
172	Subhas Hembrom	Not placed	NA	Electrical	0	0	0	-

173	Sudhira Xaxa	Not placed	NA	Security	0	0	0	-
174	Sudip Majumdar	Placed	NA- Currently not working	Hospitality	0	0	0	-
175	Suman Devi Raikwar	Placed	Beautician shop	Beautician	0	0	0	-
176	Suman Koirala	Self placed	Red Bubbles café	Hospitality	0	144000	144000	-
177	Sumer Biswakarma	Placed	NA- Currently not working	Hospitality	0	0	0	-
178	Sunita Roy	Placed	Sri Krishna	Retail	0	60000	60000	-
179	Susitra T	Placed	NA- Currently not working	Beautician	0	0	0	-
180	Susma Sohtum	Self placed	Private shop	Hospitality	0	48000	48000	-
181	Swarnim Rai	Placed	Mahabalipuram Travel agency	Hospitality	0	120000	120000	-
182	Swathi	Placed	Schneider Electricals	Electrical	0	93600	93600	-
183	Talmon Liting	Placed	Pride Casino, Goa	Hospitality	0	92400	92400	-
184	Tapan Singha	Placed	Neha Associates	Electrical	0	0	0	-
185	Terrance Fragance	Placed	Schneider Electricals	Electrical	0	120000	120000	-
186	Tesparlance Turnia	Placed	Pride Casino, Goa	Hospitality	0	84000	84000	-
187	Testar Nongrang	Placed	Pride Casino, Goa	Hospitality	0	84000	84000	-
188	Tinku Biswas	Placed	NA- Currently not working	Hospitality	0	0	0	-
189	Trisha Mondal	Placed	NA- Currently not working	Hospitality	0	0	0	-
190	Usha S	Not placed	NA	Beautician	0	0	0	-
191	Veerendra	Not placed	NA	Refrigeration	0	0	0	-
192	Veru Ahirwar	Not placed	NA	Refrigeration	0	0	0	-

193	Vicky Andrew Tiewsoh	Placed	Travanco Hotel, Kerala	Hospitality	0	120000	120000	-
194	Vicky Saini	Placed	NA- Rejected the job offered	Refrigeration	0	0	0	-
195	Victoria J	Self placed	Jaina Parlour	Beautician	0	60000	60000	-
196	Vijay Kumar	Self placed	Johnson's	Electrical	0	192000	192000	-
197	Vijayalakshmi	Placed	Garments	ISMO	0	72000	72000	-
198	Vikas	Placed	NA- Rejected the job offered	Refrigeration	0	0	0	-
199	Vinitha	Self placed	Data entry	ISMO	0	84000	84000	-
200	Vinnarasi G	Placed	Map Enterprises	Electrical	0	82200	82200	-
201	Vishal Tiwari	Not placed	NA	Retail	0	0	0	-
202	Vishnu Priya	Placed	Schneider Electricals	Electrical	0	88800	88800	-
203	Wandashisha Nongwa	Self placed	Some company in Tamil Nadu	ISMO	0	60000	60000	-
204	Wilky Syngki	Not placed	NA	Hospitality	0	0	0	-
205	Zuber Quershi	Not placed	NA	Refrigeration	0	0	0	-

# Annexure II: Stakeholder coverage

## List of Staff interactions

Sr. No.	Location	Name	Designation	Type of interaction
1	Delhi	Father A. M. Joseph	Executive Director	KII
2	Delhi	Peter Joseph Trinidad	Head HR	KII
3	Delhi	Ujjal Paramanik	Head Finance	KII
4	Delhi	Abhishek Verma	Senior Manager	KII
5	Delhi	Kunal Shaw	Project Manager	KII
6	Chennai	A. Dhanalakshmi	Trainer & Mobiliser	KII & Survey
7	Chennai	Mary Frowlin VF	Trainer, Mobiliser & Support/Admin	KII & Survey
8	Chennai	Yuganya J	Trainer, Mobiliser & Placement	KII & Survey
9	Chennai	Issac Desalas J	Trainer, Mobiliser & Counselling	KII & Survey
10	Chennai	Sr. Francisca Mary	Centre Head	KII & Survey
11	Shillong	Beronika Lila Rai	Trainer, Mobiliser & Counselling	KII & Survey
12	Shillong	Grecia Blan	Trainer, Mobiliser & Counselling	KII & Survey
13	Shillong	Donboklang Suchen	Trainer, Mobiliser & Counselling	KII & Survey
14	Shillong	Dhiedoly Diergdoh	Centre Head	KII & Survey
15	Shillong	Rubolf Nongrom	Trainer, Mobiliser & Counselling	KII & Survey
16	Shillong	Aibankiew Kharkongor	Trainer	KII & Survey
17	Shillong	Euciplela Laloo	Mobiliser, Counselling & Support/Admin	KII & Survey
18	Shillong	Subedar Major Gunja Gurung	Trainer	KII & Survey
19	Jhansi	Baby Saluja	Trainer, Mobiliser	KII & Survey
20	Jhansi	Gaurav Sahu	Trainer, Mobiliser	KII & Survey
21	Jhansi	Bhanu Pratap Singh	Mobiliser	KII & Survey
22	Jhansi	Izhar Ulkh Khan	Trainer	KII & Survey
23	Jhansi	Deepak Omhare	Trainer	KII & Survey
24	Oodlabari	Richard Lepcha	Support/Admin	KII & Survey
25	Siliguri	Merina Lepcha	Trainer	KII & Survey
26	Siliguri	Lawrence Gelay	Trainer	KII & Survey



27	Siliguri	Namrata Yonzon	Trainer	KII & Survey
28	Siliguri	Fr. Davis Veliyan	Centre Head	KII & Survey

#### List of Placement Partner covered during the study

Sr. No.	Name	Location	Company	Designation
1	A. Singmar Corera	Chennai	Grace Garments	Proprietor
2	Gopinath	Chennai	Jee Pee Fashion	Owner
3	S. Ambika	Chennai	Regina's Parlour	Beautician
4	Mukesh Tiwari	Jhansi	Bundeli Sweets And Foods, Restaurant	Shop Owner
5	Rajesh Singh	Jhansi	V Mart	Store Manager
6	Sanjiv Sahu	Jhansi	Raju Departmental Store	Store Owner
7	Bhim Singh Khushwaha	Jhansi	Applicalytics Global Solutions	Manager
8	Prasanta Dhole	Pune	Laxmi Enterprises (Contractor)	Proprietor
9	Chindi Varadarajulu	Mamalapuram	Grande Resort And Spa	Director
10	Niseedh	Trivandrum	Esona Decoco Ayurvedic Beach Resort	General Manager
11	Soman Nair	Trivandrum	Travel For Heritage	Personnel Manager, Head (Hr)
12	Rupal	Rajkot	The Fern	Training And Development Manager
13	Dimshun Sherpa	Siliguri	Yarlem Resorts	General Manager
14	Bhavin	Siliguri	Bakers Village	

#### List of current students covered by survey during the study

Sr. no.	Centre	Name of student	Course taken
1	Chennai	M Mary Gracey	ISMO
2	Chennai	S. Dhanalakshmi	ISMO
3	Chennai	Sridevi R	ISMO
4	Chennai	Aarthi B	ISMO
5	Chennai	A. Vaitreshwari	ISMO
6	Chennai	Kowsalya M	ISMO
7	Chennai	Nandhini S	ISMO
8	Chennai	R. Pavithra	ISMO
9	Chennai	M Rexlin	ISMO

10	Chennai	S Dhanalakshmi	ISMO
11	Chennai	V Pretha	ISMO
12	Chennai	K Geervani	ISMO
13	Chennai	G Lalitha	ISMO
14	Chennai	Sujatha S	ISMO
15	Chennai	V D Vaidheeswari	ISMO
16	Chennai	Divya B	ISMO
17	Chennai	Anitha	ISMO
18	Jhansi	Asha	Beautician
19	Jhansi	Badam Singh	Electrical
20	Jhansi	Chandrapal	Electrical
21	Jhansi	Elvina Williana	Beautician
22	Jhansi	Mansingh	Sales & Marketing
23	Jhansi	Mohammad Salim Khan	Electrical
24	Jhansi	Muskan Ahirwar	Beautician
25	Jhansi	Neelesh Viskarma	Electrical
26	Jhansi	Neeetesh Vishvkarma	Electrical
27	Jhansi	Neha Parihar	Sales & Marketing
28	Jhansi	Nisha	Sales & Marketing
29	Jhansi	Preeti Ahirwar	
30	Jhansi	Priya Balmik	Sales & Marketing
31	Jhansi	Rakhi Ahirwar	Beautician
32	Jhansi	Sahil Vishwakarma	Electrical
33	Jhansi	Satendra Parihar	Electrical
34	Jhansi	Majboot Singh	Electrician
35	Jhansi	Satyendra	Electrician
36	Jhansi	Satish Vanshkar	Electrician
37	Jhansi	Amir Khan	Electrician
38	Jhansi	Sonam Bathri	Retail
39	Jhansi	Geetha Jha	Beautician
40	Siliguri	Kewal Pradhan	Retail
41	Siliguri	Puja Tamang	Hospitality
42	Siliguri	Sulochana Rai	Retail

43	Siliguri	Binita Rai	Retail
44	Siliguri	Pratima Subba	Retail
45	Siliguri	Purnima Subba	Retail
46	Siliguri	Sushmi Subba	Hospitality
47	Siliguri	Pratigya Rai	Retail
48	Siliguri	Neha Rai	Retail
49	Siliguri	Alodia Lakra	Retail
50	Siliguri	Sabita Kachhap	Hospitality
51	Siliguri	Nilima Ekka	Retail
52	Siliguri	Durga Kumari	Retail
53	Siliguri	Rabina Barwa	Retail
54	Siliguri	Sushma Rai	Retail
55	Siliguri	Sujan Chhetri	Hospitality
56	Siliguri	Kiran Oraon	Hospitality
57	Siliguri	Priyanka Mothay	Hospitality
58	Siliguri	Sonia Rai	Retail
59	Siliguri	Srija Rana	Retail
60	Siliguri	Ashish Subba	
61	Siliguri	Anim Tamang	Retail
62	Siliguri	Meelan Chhetri	Retail
63	Siliguri	Abhishek Biswas	Hospitality
64	Siliguri	Alosh Gurung	Retail
65	Siliguri	Abhishek Tamanag	Retail
66	Siliguri	Dawa Sherpa	Retail
67	Siliguri	Subash Tamanag	Hospitality
68	Siliguri	Subham Tamang	Hospitality
69	Siliguri	Bikram Subba	Hospitality
70	Siliguri	Sudarshan Chhetri	Retail
71	Siliguri	Prabha Khariya	Retail
72	Siliguri	Yogen Lama	Hospitality
73	Siliguri	Tshri Doma Lama	Hospitality
74	Siliguri	Benoy Nirola	Hospitality
75	Siliguri	Amar Kumar Das	Hospitality

76	Siliguri	Kausal Subba	Retail
77	Siliguri	Sherab Yonter	Retail
78	Siliguri	Riwaj Subba	Retail
79	Siliguri	Jotish Baglari	Retail
80	Siliguri	Chogal Lama	Hospitality
81	Siliguri	Sarban Subba	Hospitality
82	Siliguri	Yograj Bakshi	Hospitality
83	Siliguri	Rojit Rai	Hospitality
84	Siliguri	Resaf Kami	Retail
85	Siliguri	Neha Gurung	Hospitality
86	Siliguri	Kewal Sinchury	Retail
87	Siliguri	Anju Rai	Retail
88	Siliguri	Pradeep Sarki	Retail
89	Siliguri	Kunal Rai	Retail

## Engagement team



**Mr. Kumar K.**  
Senior Director

- Engagement partner
- Project supervisory role
- Expert inputs on report



**Ms. Shubha Srinivasan**  
Director

- Engagement manager
- Project supervisory role
- Report editing



**Dr. Ashishraj Jayseela**  
Senior Consultant

- Field team lead: AP
- Research & Final report submission
- Engagement coordinator for ABF and Youth4Jobs Foundation



**Mr Sagat Shaunik**  
Consultant

- Field team member
- Data entry and analysis
- Desk review on data pertaining to situational analysis of the region



**Mr. Rinku Shrivastav**  
Analyst

- Field team member
- Data entry and analysis
- Report writing: Sections on field observations



**Mr Elton Merwyn Vaz**  
Analyst

- Field team member
- Approach and methodology
- Data entry
- Report writing: Sections on field observations



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