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Don Bosco Tech
Skilling India

IMPACT ASSESSMENT

State Wise Impact Assessment of The Skill Training Programme

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Introduction

India, with its 62% of population in the working age group, grapples with a formidable challenge: the scarcity of well-trained and skilled workers. Statistics reveal that merely 4.69% of India's workforce has undergone formal skill training, trailing significantly behind nations like the UK (68%), Germany (75%), the USA (52%), Japan (80%), and South Korea (96%). Despite annually producing over five million graduates, a mere 34% are considered employable due to a dearth of requisite skills for various roles. Notably, a substantial portion of the educated workforce lacks occupation-specific skills, exacerbating their employability woes. The youthful demographic landscape, with over 54% of the population under 25 and more than 62% within the working age bracket (15-59 years), further accentuates this challenge. As the nation's population pyramid is poised to swell in the 15-59 age group over the next decade, the imperative for India to bolster its skill training initiatives intensifies. This pressing need is underscored by the pivotal role of skills and information in driving economic development and social progress. Moreover, India's multidisciplinary skilling conundrum necessitates the collaborative engagement of diverse stakeholders, including governmental bodies, private training providers, educational institutions, employers, and industry associations, among others. Harmonizing these efforts cohesively is paramount to realizing the overarching objective of 'Skill India.' With ever-evolving technologies and a burgeoning demand for diverse skills, the imperative for jobs across various skill levels becomes apparent. Bridging the skill gap, particularly in higher-level cognitive and soft skills, is crucial, as employers increasingly value attributes such as communication, adaptability, leadership, and learning agility. Skill training, thus, emerges as a linchpin for enhancing job opportunities, productivity, and livelihoods, ensuring the continued employability of the youth in a dynamic job market.

Skill Training Programme

Don Bosco Tech Society, a skill training non-profit organisation works to empower the young people in the nation by focusing on skill training committed to equipping them with valuable skills and new age jobs. Being partnered with NSDC, Don Bosco Tech Society works in 23 sectors having over 100 job roles and courses, has skilled 4.5 lakh marginalised youth while providing them with decent employment and opportunity for brighter future.

Key Features

Standardized Skill Training Program consisting of Pre-implementation, implementation, and post-implementation stages.

Pre-Implementation:

- Mobilization: Reaching out to potential candidates.
- Pre-training assessment and counseling: Identifying interests and recommending suitable courses.
- Center due diligence, recruitment & training of trainers (ToT): Ensuring quality infrastructure and trainers.

Implementation:

- Balanced theoretical and practical training: Preparing youth for the job market.
- Soft skills development: Communication, computer literacy, etc.
- Mid-batch assessments: Maintaining quality control.
- Workplace readiness training: Mock interviews, interaction with company officials.
- Final assessments and certifications: Industry-recognized certificates.
- Job placements and settling-in support: Extensive employer network and minimum wage focus.

Post-Implementation:

- Tracking and post-placement surveys: Monitoring progress and success.
- Project evaluation and closure reports: Continuous improvement through data analysis.
- Alumni meets: Building a supportive community.
- Digital platforms: Ongoing support and resource sharing.

APPROACH AND METHODOLOGY

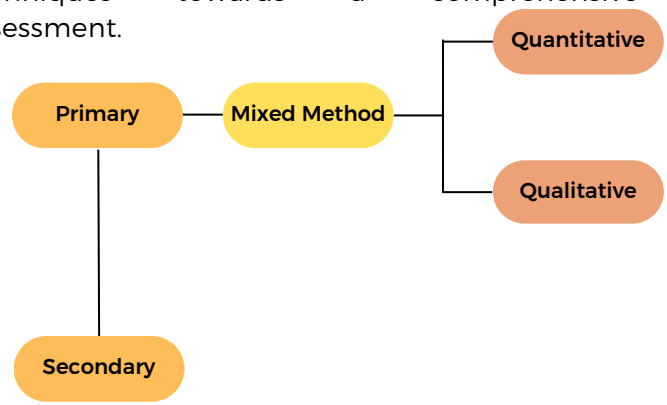
OBJECTIVE OF THE PROJECT

To bring the improvement in the training input, processes and output, understanding the beneficiaries, employment opportunities to make informed decisions the following objectives were assessed for the impact evaluation:

- To evaluate the effectiveness and impact of organization's program across different geographies
- To assess region-wise impact of programs vis-à-vis job roles, targets, achievements, needs, challenges and opportunities
- To map potential job roles under different sector for new market
- To assess the need for up-skilling for better job opportunities
- To assess the training center infrastructure, manpower, regularity and functionality and monitoring and evaluation systems

METHODOLOGY USED

A **mixed methods approach** was followed for the purpose of the impact assessment, utilizing a combination of both quantitative and qualitative techniques towards a comprehensive assessment.



SAMPLE ESTIMATION

A two- sample formula was used to calculate the sample size for the impact assessment study. The study took **% of marginalised youth having low family income as the key indicator** to base the sample size calculations. A minimum sample size required for the quantitative component of the study was approx. **500 respondents from each region/zones** after accounting for a 20% non-response rate.

QUANTITATIVE RESEARCH METHOD

A proportionate sampling was used to allocate samples to each region/zone corresponding to trade/ domain representation in the Skill Training Programme. The sampling frame for trainees available from the 2018 to 2024 which was spread across 6 geographical region pan India was used to select an overall sample size of 3000 (500 respondents per zone). Across each trade/domain a proportionate sample of respondents were chosen randomly to saturate a sample size of 500 from each zone. A simple random sampling was used to select eligible respondents from the list of trainees provided by Don Bosco Tech.

QUANLITATIVE RESEARCH METHOD

In-Depth Interviews (IDI) with trainees, trainers, employers, local in-charges and Focus Group Discussion with the project implementation team were conducted. The data collected through qualitative tools enriched the quantitative findings by providing perceptions and opinions.

Key Findings

SOCIO- ECONOMIC PROFILE

GENDER

A total of 3103 trainees across the six zones of India viz., Central, Northern, North East, South and West. Of these (59%, n= 1832) were male respondents while 41% (n=1271) were female respondents

EDUCATION

A majority of trainees completed their graduation in the Central (52%) and North zones (51%). Additionally, 44% and 40% of respondents completed higher secondary education in the East and West zones, respectively. The North East zone had a higher proportion of ITI qualification holders (12%), with 10% completing a technical graduate degree.

CASTE

The majority of respondents across all zones identified themselves as belonging to the General caste category, with the highest proportion in the West zone (n=489 respondents, 95%). The OBC category of trainees were in highest proportion in the Central zone (n=192, 36%) followed by the SC (Scheduled Caste) category common in the North zone with 140 trainees (28%).

RELIGION

The majority of respondents across all zones identified themselves as Hindu, with the highest proportion in the Central zone (n=519 respondents, 96%). The second most common religion reported by the trainees was 12% of Muslims residing in the North zone followed by West Zone.

TYPE OF FAMILY

The respondents across all zones reported belonging to joint families (including parents, self/spouse, and kids), with the 83% (n= 426) belonging from East zone and lowest in North East Zone where majority (n=264, 51%) lived in Nuclear families.

RATION CARD AND FAMILY OCCUPATION

The majority of respondents across all zones reported having a ration card, with the highest proportion in the North East zone (n=511 respondents, 99.4%) while most of them were agricultural workers hailing from North East (

₹ 19,814.47

Average Monthly household income

37%

About 1/3rd of the trainess were married

EXPERIENCE OF SKILL TRAINING PROGRAMME

REACTION TO TRAINING PROGRAMME

Source of Information

54%

indicated that they learned about the skill training program from **friends and relatives,** with the highest proportion from the North region (n=394, 79%), followed by the Central zone (n=343, 64%)

Reasons for opting Skill Training

32%

primary motivation across all zones was the potential for the course or training **to lead to job opportunities,**notable among respondents from the **West zone**, where **half of them (n=254)** expressed a desire to obtain a job after completing the training.

Selection Process

53%

The selection process involved **application, screening followed by counselling** was commonly reported. This process was notably common in courses such as Security Guard (n=49, 81%), Agriculture (n=49, 53%), Beauty and Fashion (n=277, 67%), Customer Relationship Management (n=225, 59%)

Quality of training components

Training Material — 62% satisfied with Training Materials. This was more common in South region and North East region

Instructors/Trainers — 50% satisfied with Trainers or instructors during the course duration. This was more common in South and North East Zone.

Practical Session — 59% satisfied with Practical session received during the course duration. This was more common in South and North East Zone.

Technology and Tools — 58% satisfied with Tools and technology used during the course duration. This was more common in South and North East Zone.

Placement Support — 54% satisfied with support provided for placement during the course. The highest statisfied respondents were from South and North East Zone.

Trainees Likelihood to Recommend the programme

98%

Reported suggesting the Skill Training Programme to others

EXPERIENCE OF SKILL TRAINING PROGRAMME

REACTION TO TRAINING PROGRAMME

Quality of the trainer/facilitators

Technical Skills

50% were highly satisfied with technical skills of the trainers in the East Zone followed by 45% in teh North zone. Highest satisfaction among those who were trained for Security guard (n=59, 95%).

Operational Skills

59% were satisfied with operational skills such as communication, problem solving and time management, with the highest satisfaction rates observed in the South (72%) and North East zone (71%) . Security Guard and Agriculture trainees had the highest leevel of satisfaction

Areas of improvement

39%

Increased interaction with industry professionals with highest observation in West region. This was reported among the Driver (n=70, 69%), Food, Beverage and Hospitality trainees (n= 181, 42%) and Technician (n=410, 46%).

37%

Better alignment with industry standards with highest observation in Eastern region. This trend was particularly pronounced in the Beauty and Fashion wellness industry (n=180, 44%) and the IT sector (n=164, 48%), both of which are experiencing rapid evolution with the introduction of numerous technical advancements

LEARNING FROM TRAINING PROGRAMME

Hands-on-practical experience

55%

Hands-on practical experience. This was most commonly observed in Beauty and Fashion , PDOT, and Customer relationship manager.

Challenges faced during the training

28%

28% (N=3103) faced odds in the delivery of sessions by trainers, this issue was mostly faced by IT trainees, 39% (n=134). Apart from this, 25% (N=3103) revealed that the training duration was inadequate, this issue was also mostly raised by IT trainees, 38% (n=128).

EXPERIENCE OF SKILL TRAINING PROGRAMME

BEHAVIOUR CHANGE IN SKILL TRAINING

Skills set acquired and Skills set improvement

53%

Of those in agriculture possessed technical skills in operating farm machinery and maintenance

73%

Beauty and Wellness trainees had knowledge of skincare and body treatments while over one third wished to enhance skills such as Communication skills (verbal and written) Problem-solving skills Leadership skills

42%

Customer relationship manager possessed communication skills, with 42% having client management skills while still about one third aims to improve their time management skills

RESULTS OF THE TRAINING PROGRAMME

Successful Completion of the skill training programme

trainees across different programs successfully passed their final assessments or certifications on the first attempt,

92.9% to 98.1%

The North East zone achieved a 100% success rate, passing their final assessments on the first attempt. The Central and East zones had slightly lower pass rates at 91% and 93%, respectively, while other zones ranged from 94% to 100%.

Increased Employment

The effectiveness of skill development training program was highlighted when a significant proportion of trainees, 92% (N=3103) had revealed that their employability has increased due to this training.

92%

Those who did not seek employment after the training cited reasons such as not completing the course, lack of interest in the field, aspirations for higher wages, pursuing further studies, seeking technical advancement, geographical constraints, and lack of experience.

EXPERIENCE OF SKILL TRAINING PROGRAMME

78%

the majority of trainees from the Associate, IT, and Food Beverage and Hospitality service courses secured placement (ranging from 79.9% to 91.9%)
the North East zone stands out with a remarkably high placement rate of 99.2%, followed by Western and Southern zone

Job Placement through Don Bosco Tech Society

success rates ranging from 62.8% to 91.9%. of the Trainees received placement through Don Bosco Tech Society

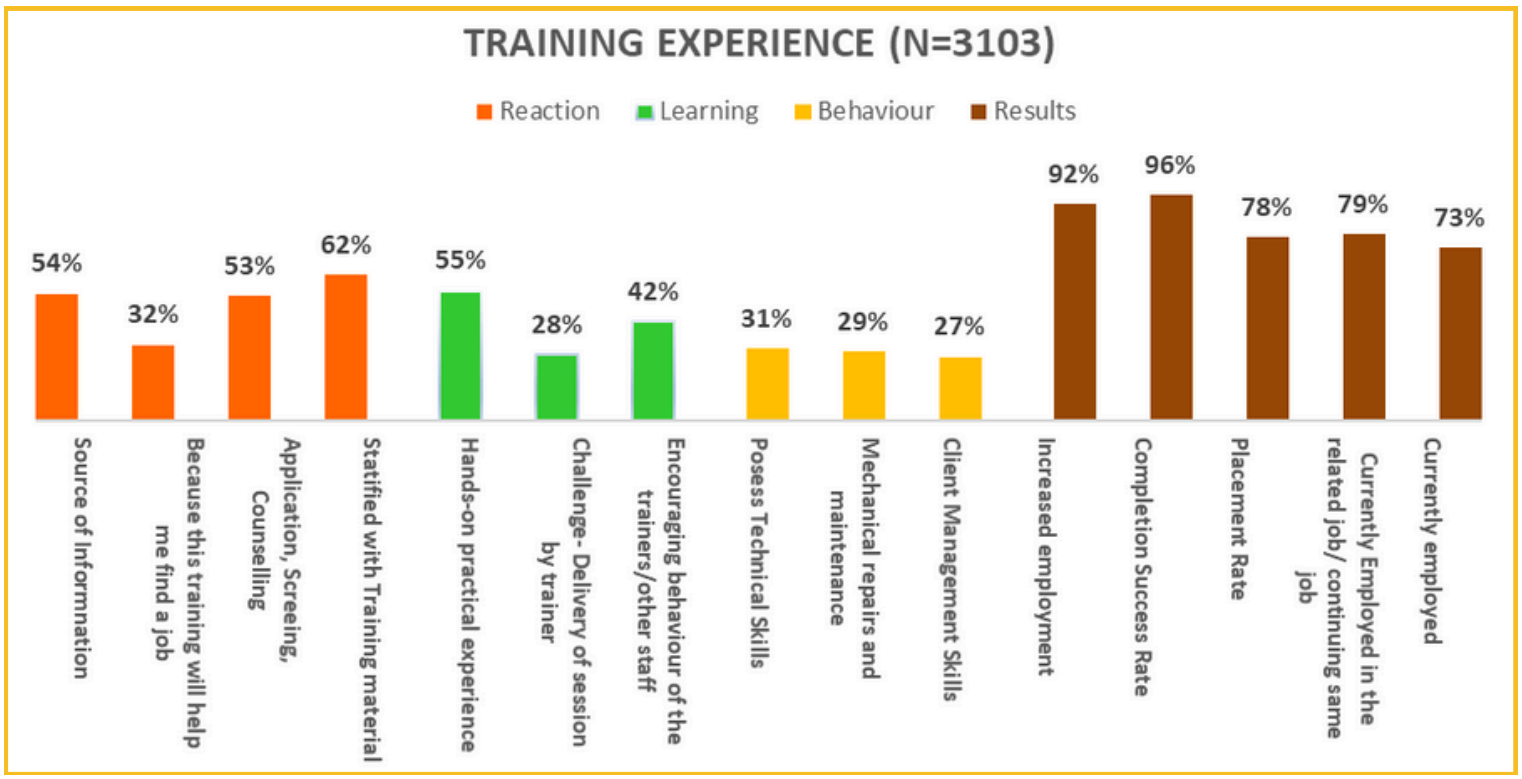
25%

secured job within less than 1 month of completing the training. This included Customer relationship management,Food, Beverage and Hospitality associates.
In the Central zone, the majority secured employment within 1 to 3 months, while in the East, a large percentage found jobs within less than 1 month.

Duration to Secure Employment After Training Program

The majority of trainees secured employment within the first year after completing the program.

OVERALL TRAINING EXPERIENCE



Chapter-1: Introduction

1.1 Background and Context of the study

1.1.1 Current Scenario of Skill Development in India

India with 62% of the population in the working age group is confronted with a significant challenge regarding the availability of well-trained and skilled workers. Statistics indicate that only 4.69% of the workforce in India has undergone formal skill training, in contrast to countries like the UK (68%), Germany (75%), the USA (52%), Japan (80%), and South Korea (96%). [1]Despite producing over five million graduates annually, only 34% of them are deemed employable due to their lack of adequate skills for various roles within the workforce. A substantial portion of the educated workforce lacks occupation-specific skills, rendering them largely unemployable. India's demographic landscape adds another dimension to this challenge. As one of the world's youngest nations, with more than 54% of its population below 25 years of age and over 62% within the working age bracket (15-59 years), the nation's population pyramid is anticipated to swell in the 15-59 age group over the forthcoming decade[2].

Skills and information are the main thrusts of economy development and social advancement of the nation. Consequently, it becomes imperative for India to intensify its efforts in expanding skill training initiatives, aiming to both meet employer demands and stimulate economic growth.

Furthermore, India's skilling predicament is compounded by its inherently multidisciplinary nature, necessitating the active participation of a diverse array of stakeholders. These include various governmental departments at both central and state levels, private training providers, educational and training institutions, employers, industry associations, assessment and certification bodies, as well as the trainees themselves. It is imperative for these stakeholders to harmonize their efforts cohesively to realize the overarching objective of 'Skill India.'

With ever evolving technologies and a significant demand for diverse skills, there comes a need for jobs at various skill levels. The skill gap is particularly evident in higher-level cognitive and soft skills. Besides technical skills, employers value communication, adaptability, leadership and learning agility. Skill training aims to improve job opportunities, productivity, and wages improving the livelihood. To stay employable in a changing job market, youth must constantly learn and develop their skills. The development of skills serves to broaden an individual's horizons and heighten their employability prospects through the cultivation of talents and the refinement of knowledge and competencies. Skill training is centred around delivering essential expertise to empower individuals in the desired sectors, encompassing the development of employability skills, personality traits, personality enhancement abilities, management proficiencies, positive thinking aptitude, conflict resolution capabilities, and critical thinking skills.

1.2 Policy Landscape of Skill Development Programme in India[3]

The Government of India recognizes the importance of a skilled workforce in driving economic growth and fostering innovation, and thus having a long-standing origin in *Skilling India*. The section below describes the policies and initiatives launched in India and adopted skill development as a national need throughout the years.

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[1] Ministry of Skill Development and Entrepreneurship, Government of India. (2019). National Skill Development Mission. https://www.msde.gov.in/sites/default/files/2019-09/National%20Skill%20Development%20Mission.pdf

[2] Roy, Pinaki & Rani, Anshu. (2019). Skill Development Programmes in India.

[3] https://www.britishcouncil.in/sites/default/files/overview_of_indias_evolving_skill_development_landscape.pdf

The origin and evolution of skill development initiatives in India can be traced back to the early post-independence years, where the focus was primarily on basic education rather than vocational skills. The Ministry of Human Resource Development is responsible for primary, secondary, and tertiary education in India. The National Council on Educational Research and Training (NCERT) is the nodal agency for elementary education responsible to undertake, promote and coordinate research in areas related to school education; prepare and publish model textbooks. The Technical education, including engineering and polytechnic programs, is a subset of tertiary education. The University Grants Commission (UGC) is responsible for allocating funds, grants, and establishing standards for teaching, examinations, and research in universities. On the other hand, the All India Council for Technical Education (AICTE) serves as the regulatory authority for technical education across the country. However, the enactment of the Apprentices Act in 1961 marked a significant step towards promoting apprenticeship training in industries, aiming to enhance practical skills and employability. Subsequently, the establishment of Industrial Training Institutes (ITIs) across the country in the 1950s and 1960s provided technical training in various trades, contributing to skill development efforts.

The formulation of the National Policy on Skill Development and Entrepreneurship in 2009 provided a comprehensive framework for skill development, emphasizing collaboration between government, industry, and educational institutions. The establishment of the National Skill Development Corporation (NSDC) as a public-private partnership in the same year further catalyzed skill development initiatives by funding and implementing programs across different sectors with employers being suggested to be formally engaged through Sector Skill Councils.

The National Skill Development Policy of 2015 and the launch of Skill India Mission under the Ministry of Skill Development and Entrepreneurship marked a renewed focus on demand-driven skill development, industry collaboration, and enhancing employability. These initiatives, including flagship schemes like Pradhan Mantri Kaushal Vikas Yojana (PMKVY), have played a crucial role in shaping India's skill development landscape, addressing the evolving needs of the economy and promoting inclusive growth[4] [5].

1.1.2 Government Initiatives for Skill Development

- Ministry of Skill Development and Entrepreneurship[6]

The Ministry oversees all national skill development endeavours, aiming to bridge the gap between skilled workforce demand and supply, enhance vocational and technical training frameworks, upgrade existing skills, and foster innovation for both current and future job markets. With a vision of achieving a 'Skilled India,' the Ministry focuses on scaling up skill development efforts rapidly while maintaining high standards. It collaborates with various functional bodies like the Directorate General of Training (DGT), National Council for Vocational Education and Training (NCVET), National Skill Development Corporation (NSDC), Sector Skill Councils (SSCs), and training institutes to achieve its goals. Additionally, partnerships with central ministries, state governments, international organizations, industries, and NGOs aim to enhance the impact and reach of skill development initiatives. The Ministry's Vision 2025 aims to unlock human capital, promote economic gains and social mobility, create demand-driven skills markets, and facilitate aspirational employment and entrepreneurship, ultimately driving economic growth and productivity.

[4] Roy, Pinaki & Rani, Anshu. (2019). Skill Development Programmes in India.
[5] British Council. (n.d.). Overview of India's evolving skill development landscape. Retrieved from https://www.britishcouncil.in/sites/default/files/overview_of_indias_evolving_skill_development_landscape.pdf
[6] https://msde.gov.in/en/about-msde

- National Skill Development Corporation

The National Skill Development Corporation (NSDC) is a public-private partnership organization in India that aims to promote skill development across various sectors. Its vision is to skill India's workforce with high-quality training programs to meet the demands of the rapidly evolving economy. NSDC's mission is to facilitate the creation and scaling up of vocational training initiatives in collaboration with different stakeholders including government, private sector, and industry bodies. It aims to bridge the gap between demand and supply of skilled manpower, enhance employability, and foster entrepreneurship. Through strategic partnerships and innovative programs, NSDC works towards building a skilled workforce capable of contributing effectively to the country's socio-economic growth.

- Pradhan Mantri Kaushal Vikas Yojana (PMKVY)[7]

The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is a flagship scheme under the Ministry of Skill Development and Entrepreneurship launched by the Government of India aimed at providing skill development training to youth across the country. The main objective of the scheme is to enable and mobilise a large number of Indian Youth to take up outcome-based skill training, become employable and earn their livelihood. The key features of the scheme include: skill certification through standardized assessment and certification processes, emphasizes on inclusivity by targeting marginalized and disadvantaged groups such as women, minorities, and persons with disabilities, ensuring that they have equal access to skill development opportunities, monetary reward would be provided to trainees who are successfully trained, assessed and certified in skill courses run by affiliated training providers

- Pandit Deen Dayal Upadhyay Grameen Kaushalya Yojana (DDUGKY)[8]:

The Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is a skill development scheme under the Ministry of Rural Development initiated by the Government of India to provide employment opportunities to rural youth. The scheme focuses on enhancing the employability of rural youth by providing them with market-oriented training. Through skill development programs, DDU-GKY aims to address the dual challenge of rural poverty and urban migration by enabling rural youth to access better livelihood opportunities within their own communities. By equipping them with relevant skills, DDU-GKY aims to empower rural youth to contribute to the economic growth and development of their regions. DDU-GKY utilizes rural training centers, collaborating with training providers, industries, and placement agencies. It tailors training programs to industry needs, offering financial support and stipends for trainees. Rigorous monitoring ensures quality training. Upon completion, DDU-GKY assists in job placements, empowering candidates to enhance their socio-economic standing.

- Jan Shikshan Sansthan[9]

The Jan Shikshan Sansthan (JSS) scheme is an initiative launched by the Government of India under the Ministry of Skill Development and Entrepreneurship (MSDE) aimed at providing vocational training and skill development to marginalized and underprivileged sections of society. The objective of the scheme is to empower individuals from rural and urban areas with relevant skills and knowledge, enabling them to enhance their employability and contribute to socio-economic development. By providing vocational skills in non-formal mode to non-literate, neo-literates, persons with rudimentary level of education upto 8th and school drop-outs upto 12th standard in the age group of 15-45 years. The priority groups are women, SC, ST, minorities and other backward sections of the society. JSSs are reaching to the unreached areas to cater the needs of the poorest of the poor. They work at the door

[7] https://www.mofpi.gov.in/sites/default/files/PMKVY.pdf
[8] http://www.ijsred.com/volume3/issue6/IJSRED-V3I6P23.pdf
[9] https://msde.gov.in/en/schemes-initiatives/Other-Schemes-and-Initiatives/Jan-Shikshan-Sansthan-JSS

step of the beneficiaries with a minimum infrastructure and resources. Additionally, JSS centers collaborate with local communities, NGOs, and government agencies to ensure effective implementation and outreach, thereby enabling holistic development and empowerment of beneficiaries

1.1.3 Background about The Skill Training Programme

Don Bosco Tech Society, a skill training non-profit organisation works to empower the young people in the nation by focusing on skill training committed to equipping them with valuable skills and new age jobs. Being partnered with NSDC, Don Bosco Tech Society works in 23 sectors having over 100 job roles and courses. With a broader objective of closing the gaps in digital, social, and economic access in India and making a substantial impact on the development of underprivileged youth by enhancing their employability and life management capabilities, Don Bosco has skilled 4.5 lakh marginalised youth while providing them with decent employment and opportunity for brighter future.

Don Bosco Tech aims to empower the marginalised youth population by imparting market-driven skills linked to employment. This is done through a multi-pronged approach of skilling the youth, making them employable, placing them in jobs, and ultimately transforming the youth and their family's socio-economic status. This is achieved through skill training centers, theoretical classes and sector specific practical lesson to gain first-hand experience in the job-market.

- Stages of The Skill Training Programme[10]

Don Bosco Tech implements its projects through its designed, tested, and standardised model developed over the years, covering pre-implementation, implementation, and post-implementation stages of a skill-training programme

Pre-Implementation Phase-

- Mobilisation - Reaching out to disadvantaged youth interested in acquiring skills and livelihoods. This involves various approaches such as door-to-door campaigns, engagement with local leaders, community members, alumni, and organizing outreach camps at public venues with distribution of informational pamphlets.
- Pre-Training Assessment and Counselling Process- Utilizing scientifically developed interest inventory tools to gauge the aptitude and preferences of youth for better outcomes, retention, and progression. Trainers conduct counseling sessions based on these assessments and the candidates' backgrounds, informing them about available courses and recommending the most suitable options.
- Centre Due Diligence, Recruitment & ToT - Ensuring centers are adequately equipped with necessary infrastructure and materials for upcoming batches. This includes hiring trainers, preferably from local areas, who possess an understanding of trainees' contexts and challenges.

Implementation Phase-

Theoretical and Practical training- Providing a balanced blend of theoretical knowledge and hands-on experience tailored to the backgrounds of the youth to make them job-ready after a short-term training. Soft skills modules like Communicative English and basic computer knowledge are also included, with dedicated hours and trainers

[10] https://dbtech.in/PDF/Annual_Report/AnnualReport2021-22.pdf

- Mid-batch Assessments- Conducting assessments mid-way through the training program to ensure stringent quality checks for the trainees.
- Workplace Readiness and Interview preparation- Offering dedicated modules for preparing trainees for the workplace environment, including mock interviews and interactions with company officials to boost confidence and adaptability.
- Final Assessments and Certifications- Conducting final assessments, either internally or through third-party evaluation, and issuing certificates to candidates based on their performance, often in affiliation with Sector Skills Councils (SSCs) aligned with NSQF/SSC.
- Job Placements and settling in support- Focusing on placing trainees according to their interests and preferences through an extensive network of employers who value candidates trained by Don Bosco Tech. Don Bosco ensures minimum wages are allotted to the trainees, with atleast 60% of being employed within their state.

Post Implementation-

- Tracking and Post placement survey- Maintaining contact with trainees through phone calls, workplace visits, and home visits for those who are not easily traceable.
- Project Evaluation and closure report- State teams of Don Bosco Tech conduct reviews of completed batches, presenting data on trained, placed, and dropout candidates, as well as sharing challenges and best practices for training delivery. This facilitates reflection, review, and cross-sharing of experiences among centers and state teams.
- Alumni Meet- Organizing periodic alumni meet-ups to foster a sense of community and networking among past graduates.
- Digital Connect through- May I help You- Student Portal and My Horizon App- These digital tools serve as avenues for ongoing support, guidance, and resource sharing beyond the training period. Trainees can access valuable resources, connect with mentors, and explore further learning opportunities through these user-friendly platforms.

Chapter-2: Overview of the Study Design and Methodology

2.1 Approach for the Impact Assessment

The approach and methodology adopted by DI in assessing the impact of The Skill Training Programme by Don Bosco Tech Society is discussed in the following sections.

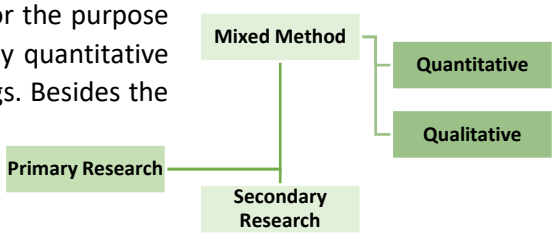
2.1.1 Objectives of the study

To bring the improvement in the training input, processes and output, understanding the beneficiaries, employment opportunities and market demand to make informed decisions the following objectives were assessed for the impact evaluation:

- To evaluate the effectiveness and impact of organization's program across different geographies
- To assess region-wise impact of programs vis-à-vis job roles, targets, achievements, needs, challenges and opportunities
- To map potential job roles under different sector for new market
- To assess the need for up-skilling for better job opportunities
- To assess the training center infrastructure, manpower, regularity and functionality and monitoring and evaluation systems

2.1.2 Evaluation Design

The study adopted a **cross-sectional mixed-method approach** for the purpose of data collection and analysis. The mixed design was essentially quantitative with qualitative interviews to triangulate the quantitative findings. Besides the primary research component, secondary research was also performed, which was helpful in triangulations at the time of data analysis.



- Primary Research

Within the primary research component, while applying the mixed-method approach, both quantitative and qualitative tools were brought in to ensure that the information leading towards the fulfilment of research objectives is effectively captured. Essentially these were structured interview schedules, in-depth interviews and focus group discussions.

- Secondary research / Desk Review

As an integral element of the secondary research, an intensive and critical desk review will be carried out by the research team. The desk review will constitute review of existing literature viz. economic survey reports, periodic labour force surveys and reports on skill development, policies and initiatives by the Indian government on Skill India Mission.

2.1.3 Target Respondents

Figure 1 Target respondents for the Impact Assessment of the Skill Training Programme

2.2 Sampling Design and Sample Size

The study adopted a simple random sampling approach wherein representative samples were selected proportionately from each region viz Central, North, South, East, West and North-East which covered structured interview schedules with the trainees and trainers. The trades offered under the Skill Training Programme were categorised into ten different domains of trade viz., Agriculture, Associate, Beauty and Fashion, Customer Relationship Management, Driver, Food Beverage and Hospitality service, IT, PDOT, Security Guard and Technician.

- Quantitative sample

A two- sample formula was used to calculate the sample size for the impact assessment study. The study took ***% of marginalised youth having low family income*** as the key indicator to base the sample size calculations. A minimum sample size required for the quantitative component of the study was approx. 500 respondents from each region/zones after accounting for a 20% non-response rate.

Two-Sample Formula

The following formula has been used to arrive at the sample size:

$$N = D[Z_{1-\alpha}\sqrt{2}P(1-P) + Z_{1-\beta}\sqrt{P_1}(1-P_1) + P_2(1-P_2)]^2 \div (P_2 - P_1)^2$$

Here,

N = the required sample size;
D = Design effect (1.0);
P_1 = marginalized youth having low family income estimated at 50%= 0.50
P_2 = trainees having improved livelihood after receiving skilled training from Don Bosco (We expect at least a 10-percentage point change in the key indicator in the intervention clusters = 0.60)
$Z_{1-\alpha}$ = the z-score corresponding to a significance level (1.96);
$Z_{1-\beta}$ = the z-score corresponding to the power (0.84);
E^2 = Margin of Error = 5%

2.2.1 Selection of samples

A proportionate sampling was used to select the samples to each region corresponding to trade/ domain representation in the Skill Training Programme. The sampling frame provided by DB Tech for trainees available from the 2018 to 2024 which was spread across 6 geographical region pan India was used to select an overall sample size of 3000 (500 respondents per zone). Across each categorised trade/domain a proportionate sample of respondents were chosen randomly to saturate a sample size of 500 from each zone. A simple random sampling was used to select eligible respondents from the list of trainees and telephonic interviews were conducted.

The region wise proposed sample size for the impact assessment was 3000, however the samples were covered during the data collection period is given in the table below.

Table 1 Quantitative sample size covered in the study

Skill Category	Central	East	North East	North	South	West	total
Agriculture	9	23	4	56	N/A	N/A	92
Associate	20	13	55	1	116	83	288
Beauty and Fashion	108	22	88	77	42	75	412
Customer Relationship Management	79	75	54	25	70	78	381
Driver	38	13	5	5	N/A	40	101
Food Beverage and Hospitality service	N/A	145	47	121	34	81	428
IT	42	13	61	25	164	38	343
PDOT	49	19	14	7	N/A	20	109
Security Guard	N/A	7	N/A	52	N/A	N/A	59
Technician	195	182	172	145	98	98	890
Grand Total	540	512	500	514	524	513	3103

- Qualitative Participant Estimation

In order to gain insights into the effectiveness of the programme, in-depth interviews with trainees, trainers, employers and Center Heads along with focus group discussion with the programme team was conducted to understand the "whys" and the "how's" and assessing the viability of the sustaining the intervention. A random selection of employers and trainers from each zone was conducted after obtaining the sampling frame. The interviews with Center Heads were coordinated by the Don Bosco Team, based on the availability of the Center Heads. For the in-depth interviews with trainees, a simple random sampling technique was employed, targeting respondents who were previously interviewed during the structured interview in each zone. Moreover, the key informant interviews with Sector Skill Council officials were conducted to obtain comprehensive and in-depth information who possess specialized knowledge or expertise relevant to the program, allowing for a deeper understanding of specific aspects. A total of 10 high impact officials from Sector Skill Councils, one from each of the aforementioned skill categories such as Agriculture, Sales Associate, Beauty and Fashion, Customer Relationship Management etc were chosen as key informants.

Table 2 Qualitative Research Design

Respondent Group	Tools administered	Per Region	Total Sample
Trainees	In-depth Interviews	2*	11
Trainers	In-depth Interviews	2+1 (South)	13
Employers	In-depth Interviews	2	12
Program team at Don Bosco Tech	Focus Group Discussion	-	1
Sector Skill Council Officials	Key informant Interview	-	1
Center Head	In-depth Interviews	2	12
		Total	50
		***one IDI from South region**	

2.3 Pilot study and Training of the investigators

A three-day pilot study was conducted aimed at refining the efficiency and efficacy of the tools. The objective of the pilot study was to evaluate the quantitative tool, determine the average time in administration of the tool and extract valuable insights. Based on the observations from the pilot study the tool was modified to avoid the inefficiencies in recording the response from the respondents.

Prior to data collection, one-day training was held for the enumerators by the DevInsights team wherein the enumerators were oriented on the objectives of evaluation of Don Bosco Tech- Skill Training Progarmme. They were trained on the aspects of the research design, the rationale and use of each of the study instruments along with the critical aspects of collection of quality data, observations techniques and how to verify and scrutinise the data. The training for the team was held in-house at DevInsights Head Office in Noida. The training schedule was designed such that the first half of the day was devoted to classroom training to provide a conceptual understanding of the study and study tools. The second half of the day was dedicated to mock practise (virtual) and hands-on experience of digital assisted personal interviewing (CAPI) application.

2.4 Data Management and Analysis

2.4.1 Quantitative Data Analysis

The evaluation team used *SPSS* for analysing the quantitative components in the data collected from the field. An in-house analytical division provided continuous support to the evaluation team during data collection and reporting. Some of the analysis performed are as follows:

- ***Descriptive and distribution analysis*** – Basic descriptive analysis was done to check the distribution of data. Histograms and frequency runs are done to understand trends in data and check for any potential anomalies. It helped us categorise out data and help us analyse various existing patterns.
- ***Disaggregated and comparative analysis*** - Following the basic descriptive analysis, the research team conducted disaggregated and comparative analysis on key indicators of interest. Disaggregation and comparison across trades and region-wise analysis was done.

2.4.2 Qualitative Data Analysis

The qualitative data collected was transcribed and translated into English. Each transcription was read to get familiar with the data and generate codes. The codes were then generated into categories to create themes based on the objective of the assessments.

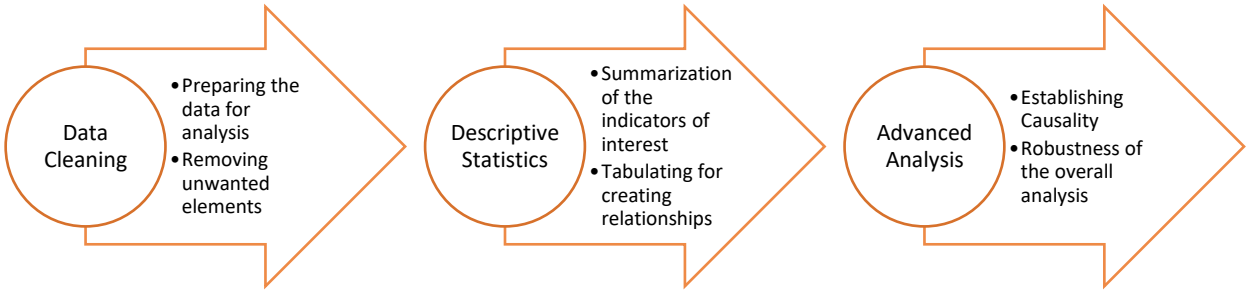


Figure 2 Process for analysing the qualitative analysis- Thematic analysis

Chapter 3: Findings from the study

3.1 Socio-demographic profile of the respondents

The profiling of the respondents in a study is a salient task that helps to understand the sample population in terms of their existing socio-economic and demographic status. This profiling provides us with a glimpse into the target group for whom the results follow and future interventions can be accordingly planned. This section presents findings related to the profile of the study respondents from various region of India.

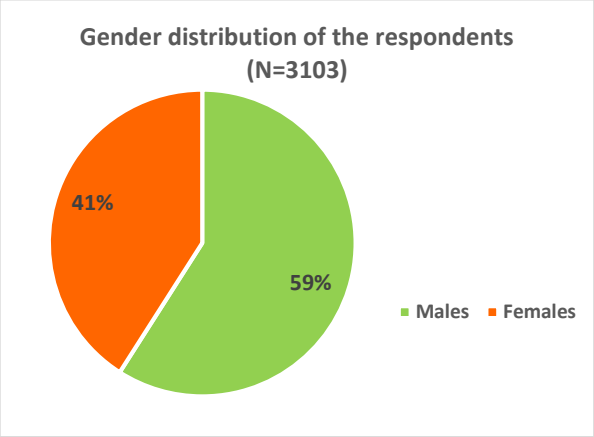


Figure 3 Gender distribution of the respondents

The structured interview tool was administered to a total of 3103 trainees across the six zones of India viz., Central, Northern, North East, South and West. Of these (59%, n= 1832) were male respondents while 41% (n=1271) were female respondents. The average age of the target respondents was 26 years, with males having an average age of 27 years while females had an average age of 26 years. The median age for both genders was reported as 25 years.

The education level of the trainees varied among the six zones. The majority of trainees reported having completed their Graduation with highest proportion of them hailing from Central zone (n=280, 52%) and North Zone (n=287, 51%). This was followed by 44% (n=223) and 40% (n=206) of respondents completing their higher secondary education in East and West zone respectively. There was higher proportion of ITI (Industrial Training Institute) qualification holders in the North East zone (n=61, 12%) with about 10% (n=50) completed their Technical graduate degree.

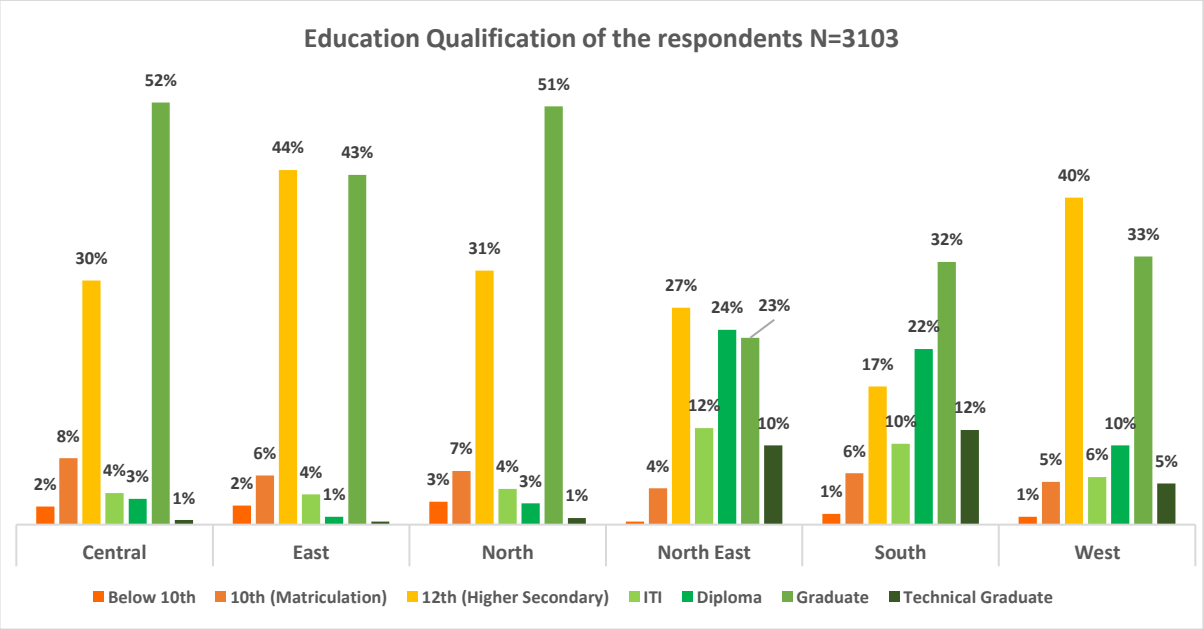


Figure 4 Education qualification of the respondents

The majority of respondents across all zones identified themselves as belonging to the General caste category, with the highest proportion in the West zone (n=489 respondents, 95%). The OBC category of trainees were in highest proportion in the Central zone (n=192, 36%). This was followed by the SC (Scheduled Caste) category which was most common in the North zone, comprising of 140 trainees

(28%). ST (Scheduled Tribe) was another common caste observed during the study with majority in Central and East zone.

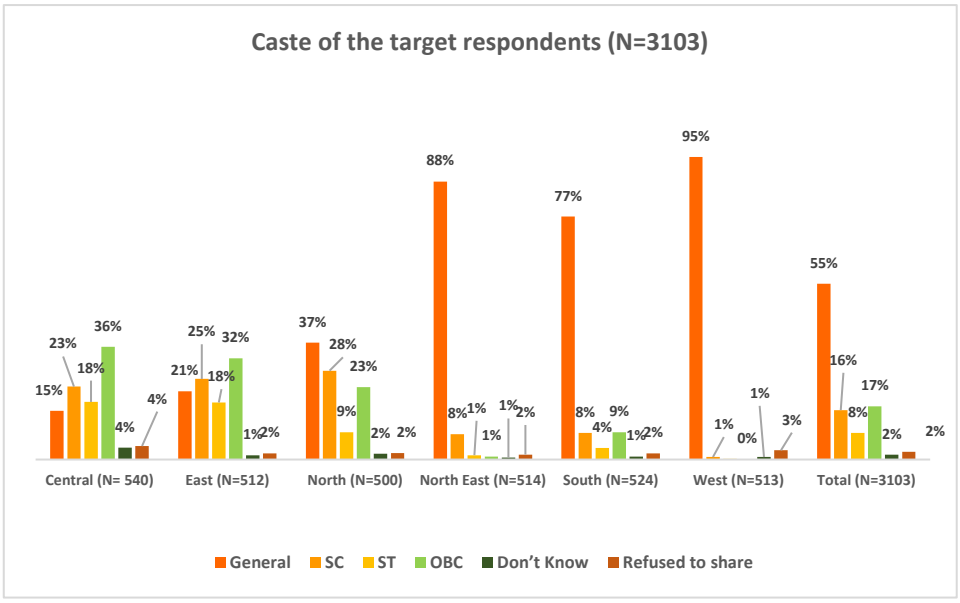


Figure 5 Caste category of the study participants

This graph illustrates the distribution of respondents' religious affiliations across different zones (Central, East, North, Northeast, South, and West). The majority of respondents across all zones identified themselves as Hindu, with the highest proportion in the Central zone (n=519 respondents, 96%). The second most common religion reported by the trainees was 12% of Muslims residing in the North zone followed by West Zone. A miniscule proportion of the population also reported belonging to Jainism (n= 14, 1%) and Buddhism (n=2, <1%).

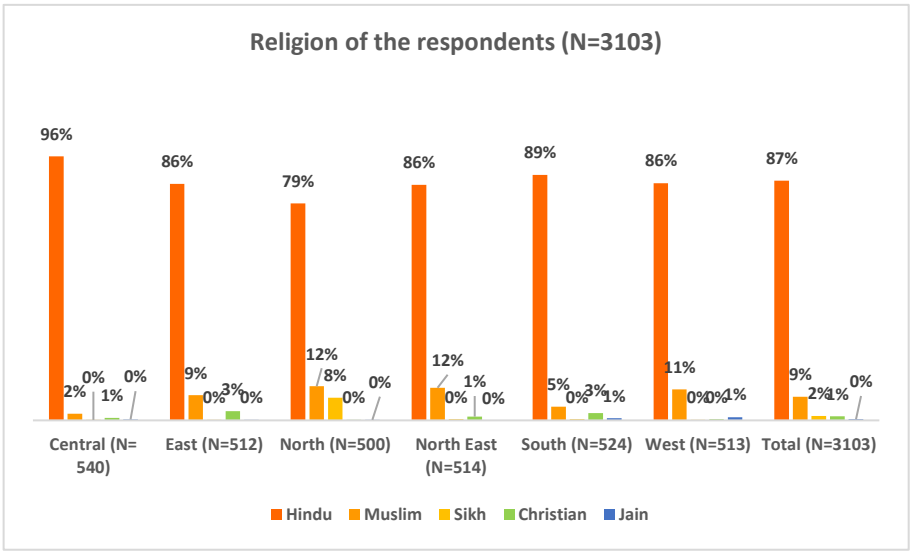


Figure 6 Religion of the study participants

About two third of the trainees were unmarried.

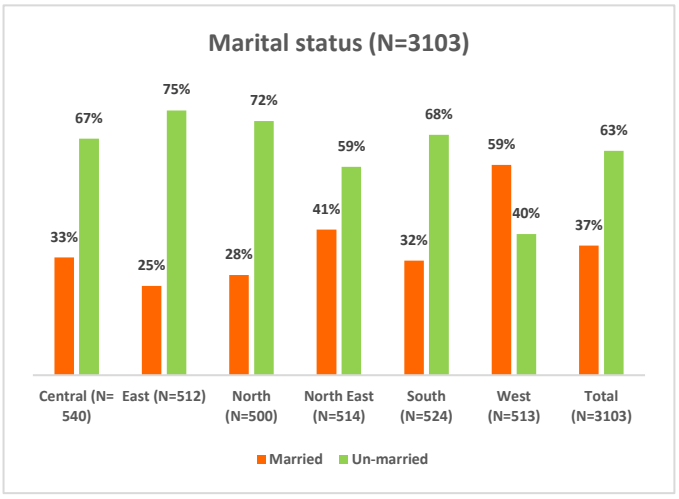


Figure 7 Marital status of the study participants

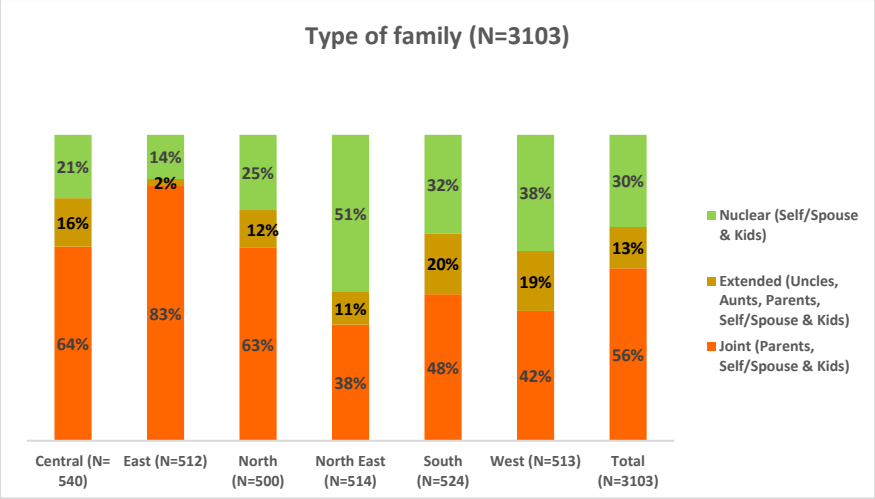


Figure 8 Type of family of the study participants

The majority of respondents across all zones reported belonging to joint families (including parents, self/spouse, and kids), with the 83% (n= 426) belonging from East zone and lowest in North East Zone where majority (n=264, 51%) lived in Nuclear families. Less than 15% of the trainees reported living with extended families which included uncles, aunts, parents, self/spouse, and kids having highest proportion in South Zone (n=104, 20%).

The majority of respondents across all zones reported having a ration card, with the highest proportion in the North East zone (n=511 respondents, 99.4%).

The most common family occupation among respondents across all zones was Private service with the highest percentage in the North zone (n= 309, 62%). Agricultural laborers were most common in the North East zone, comprising of 37% (n= 192). Business-related occupations had significant representation in the West zone, with 146 respondents (28.5%). Government service occupations were sparsely represented across all zones, comprising only 3% of the total sample.

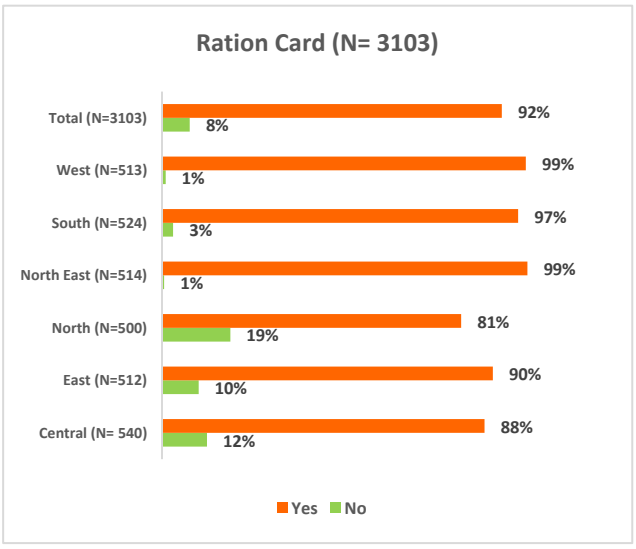


Figure 10 Ration card holder in the study

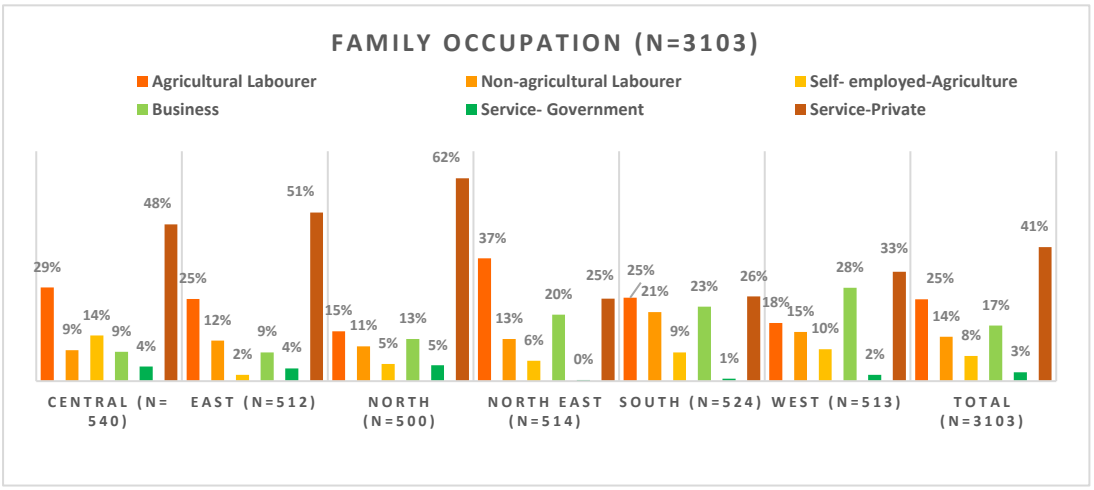


Figure 9 Family occupation of the study participants

In terms of monthly household income, the average stood at Rs. 19,814.47/- with an average household size of 5.16 individuals. The median income, earned by a family of 5, amounted to Rs. 15,000/- per month.

3.2 Experience of Training received from Don Bosco Tech Society

The experience in a training program is a critical aspect to evaluate when assessing its impact. Understanding participants' experiences provides valuable insights into the effectiveness of the program, its relevance to their needs, and the extent to which it meets their expectations. This section, delves into the past experience of the trainees who have underwent skill training programme offered by Don Bosco Tech Society aiming to uncover their journey, challenges encountered, skill acquisition, and overall satisfaction. To understand the experiences of the Skill Training Programme the upcoming sections will follow the Kirkpatrick Model of Training Evaluation which assess the training at 4 levels viz., Reaction, Learning, Behaviour and Results of the training programme

3.2.1 Reaction to the Skill Training Programme

Assessing the reaction encompasses gauging the trainees' satisfaction levels and impressions regarding the training program, reflecting their thoughts and feelings. Evaluating these reactions holds significance as they directly impact the trainees' learning process. Positive feedback or reactions from trainees serve as motivational factors, stimulating further engagement and learning. Consequently, heightened levels of learning contribute to enhanced knowledge, skills, and a favourable disposition towards the innovative concepts introduced during the training. This dimension of evaluation aims to measure the participants' responses to the training program.[11] In this study, the assessment of reactions is conducted at the organizational level. This includes evaluating the selection of skill development courses, satisfaction with various training components, likelihood of recommending the skill training program to others, and providing an overall analysis of the experience, disaggregated by region.

- Source of Information for the training programme

The majority of trainees were students before joining the Skill Training program, with the highest proportion from the Central zone (n=420, 78%). More than half of the respondents indicated that they learned about the Skill Training Program from friends and relatives, with the highest proportion from the North region (n=394, 79%), followed by the Central region (n=343, 64%), and the East region (n=328, 64%). About one-ninth of the trainees reported Course mobilisers and Poster/ Banners as source of information for training programme.

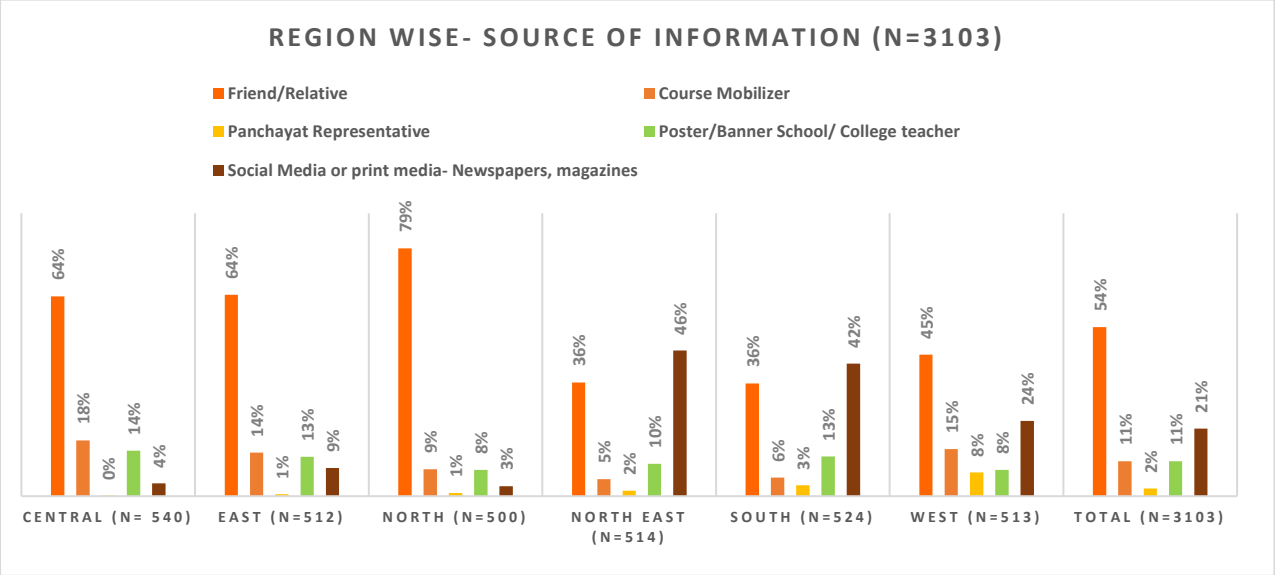


Figure 11 Source of information of The Skill Training Programme by Don Bosco- Region/Zone Wise

[11] Nik Nazli, Nik Nadian Nisa & Hizam, Sheikh Muhamad & Abu Hasan, Nurul Nadirah & Abdullah, A,hmad Shakani. (2022). THEORY OF TRAINING EFFECTIVENESS EVALUATION BY KIRKPATRICK Background of theory.

- Reason for Selecting the Skill Training Programme

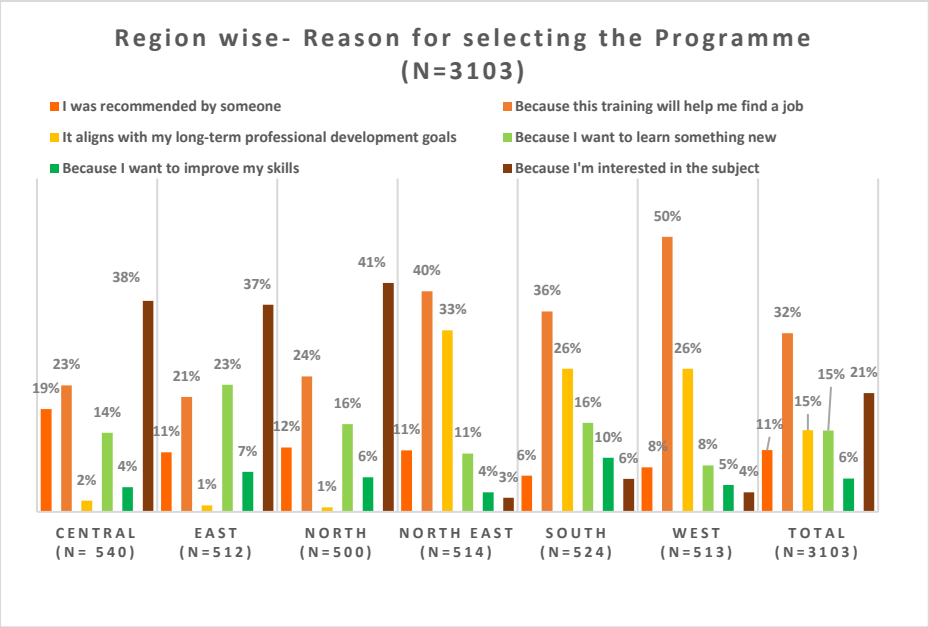


Figure 12 Reasons for selecting the programme- Region/ Zone wise

When asked about their reasons for choosing the specific domain for their training, it was evident that the primary motivation across all zones was the potential for the course or training to lead to job opportunities, with 32% (n=998) of respondents indicating this. This reflects a strong desire among youth to secure employment and establish a livelihood. This trend was particularly notable among respondents from the West zone, where half of them (n=254) expressed a desire to obtain a job after completing the training. Similarly, two-fifths of respondents from the North East zone (n=204, 40%) and the South zone (n=189, 36%) shared this aspiration, with more than two-thirds of them aiming for employment post-training. In contrast, respondents from the Central zone (n=205, 38%), East zone (n=191, 37%), and North zone (n=206, 41%) showed a keen interest in the subject matter, indicating genuine enthusiasm for the domain in which they received training. Interestingly, some respondents mentioned that the training program aligned with their long-term goals. While the overall proportion of such trainees was lower (15%, n=454), about one-third of trainees from the North East zone (n=168) stated that the training program aligned with their long-term goals.

The trainees were surveyed about the selection process for their training, revealing a varied step such as application submission, screening, counselling, interviews, and written test assessments. Across all zones, the application process followed by screening and counselling was commonly reported. However, interviews were notably common as a selection method in the Central zone (n=317, 59%) and the West zone (n=307, 60%). In contrast, written assessments were more common among trainees from the North East zone and the South zone, with 56% (n=288) and 52% (n=272) respectively.(Figure 13)

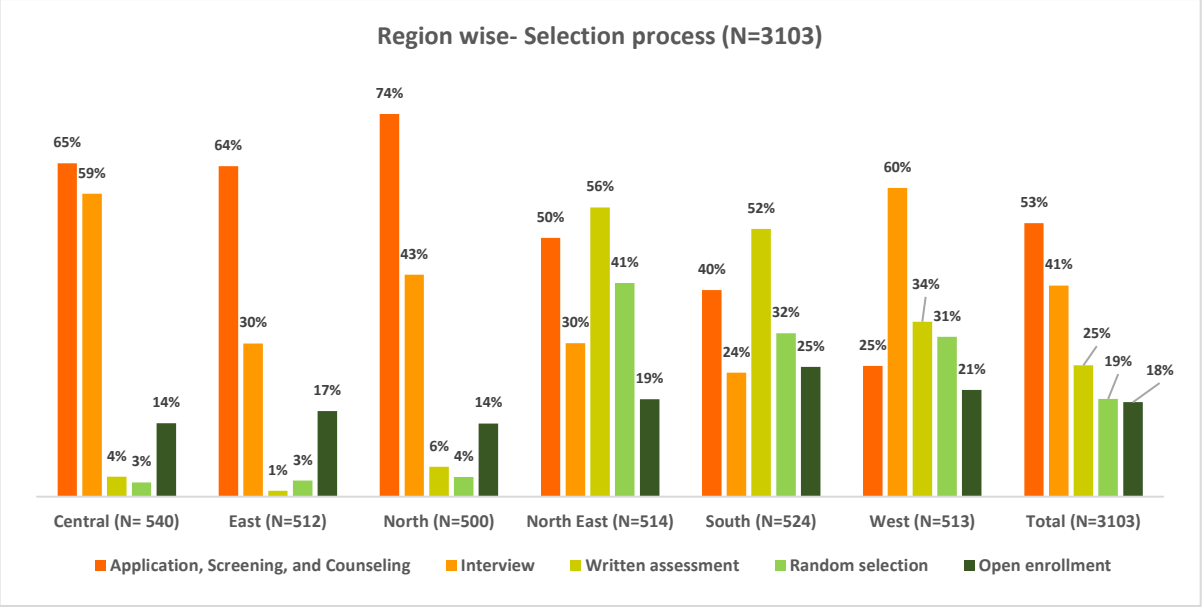


Figure 14 Process of selection into The Skill Training Programme - Region/Zone Wise

The predominant selection process reported across all the training programmes was "Application, Screening, and Counselling," with a majority of respondents in most courses endorsing this method. This process was notably common in courses such as Agriculture (n=49, 53%), Beauty and Fashion (n=277, 67%), Customer Relationship Management (n=225, 59%), Food Beverage and Hospitality service (n=213, 50%), IT (n=199, 58%), Security Guard (n=49, 81%), and Technician (n= 494, 56%).Following this, interviews were commonly conducted for training courses such as Associates (n=202, 70%), Food Beverage and Hospitality (n= 200, 47%) and Driver (n=77, 76%), while being relatively less frequent among Agriculture trainees (n=19, 21%) and Security Guard (n=8, 14%). The method of written assessment was observed in sectors involving IT (n=155, 45%) and Security Guard (n=26, 44%). Additionally, domains such as Agriculture (n= 30, 33%), Beauty and Fashion (n=119, 29%), CRM (n=105, 28%), IT (n= 105, 31%), and Security Guard (n=24, 41%) also reported the use of random selection in their selection process.

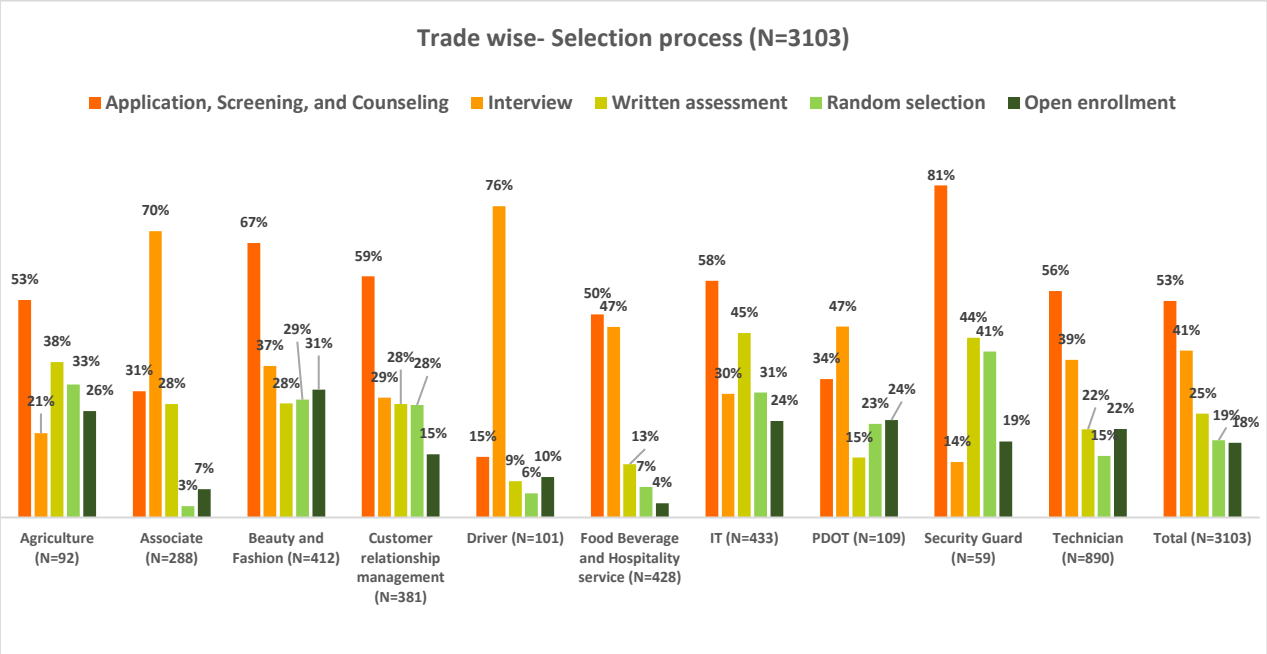


Figure 13 Process of selection into the skill training programme - Trade Wise

- Quality of training components

Assessing the impact of a skill training program requires a meticulous examination of various components, with the quality of training being a fundamental aspect. The quality of training components encompasses a range of factors, including the relevance of course content, effectiveness of instructional methods, adequacy of resources, and the competence of trainers. In the context of the Kirkpatrick model of training assessment, focusing on the quality of training components primarily addresses the reaction level. This level emphasizes participants' immediate reactions and perceptions regarding the training experience. By evaluating the quality of training components, the current assessment gauged into the participants' satisfaction, engagement, and perceived value of the training program offered by the organisation disaggregated by regions.

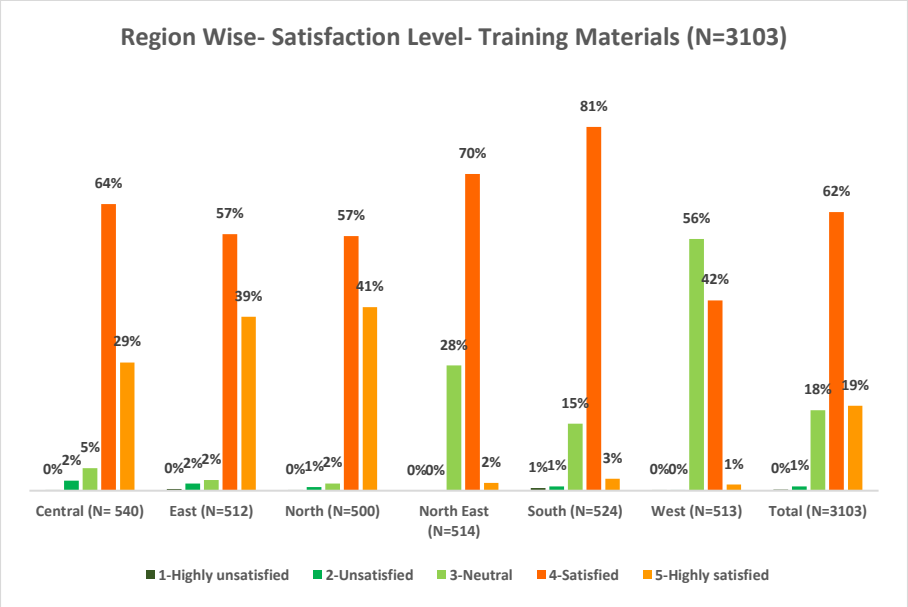


Figure 15 Satisfaction Level on training materials- Region wise

In terms of assessing the training components, the satisfaction on the training material provided to the trainees during their respective training were asked for their satisfaction. There was a significant level of satisfaction (n=1922, 62%) across all the zones with only (n=586, 18%) who had a neutral perception regarding the training materials. Overall, while satisfaction levels fluctuate across regions, the data suggests a generally positive perception of the training material. The Northeast and South regions demonstrate particularly high satisfaction levels, while the West region shows more varied responses.

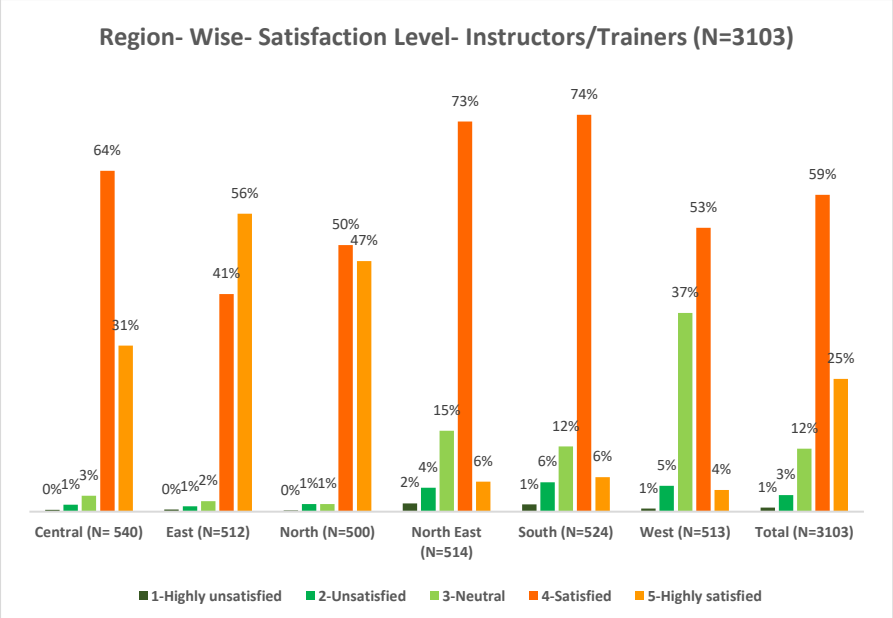


Figure 16 Satisfaction Level with trainers/instructors - Region wise

Across all regions, a negligible percentage of respondents, ranging from 0.4% to 6%, reported being highly unsatisfied or unsatisfied with instructors, facilitators, or trainers. The South region had the highest percentage of unsatisfied respondents at 6% (n=29), followed closely by the Northeast region at 4% (n=23). However, despite these

small percentages of dissatisfaction, satisfaction levels with instructors/facilitators/trainers are generally high across all regions, ranging from 41% to 74%. Even in regions where a small portion of respondents were unsatisfied, approximately 74% of the trainees expressed satisfaction with the trainers or instructors particularly in South zone (n= 390, 74%) and Northeast zone (n=376, 73%).

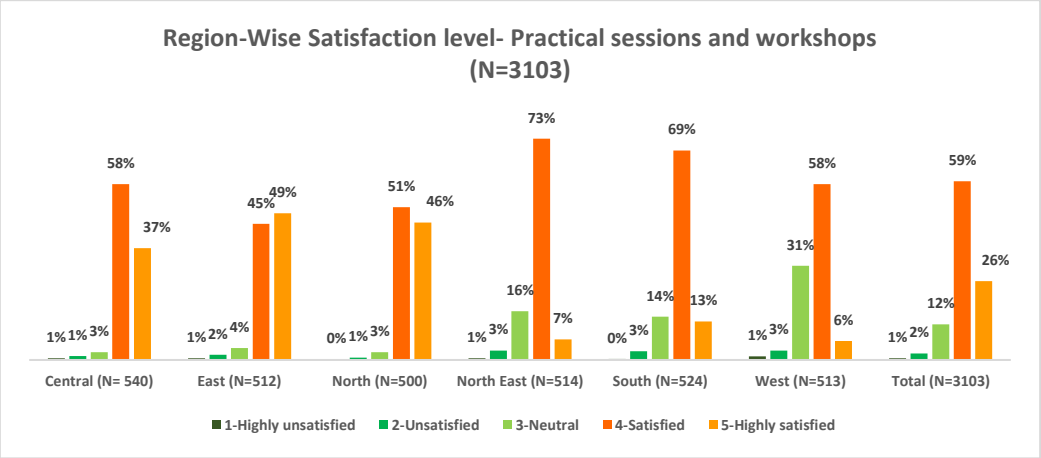


Figure 17 Satisfaction Level with Practical sessions and workshops - Region wise

A skill training programme without practical workshops/ experience holds negligible value to the training programme. Thus, to assess the impact of DB tech training programme, the perception of satisfaction on the practical training for the Skill was asked to the trainees. Out of the 3103 respondents, majority of trainees (n=1839, 59%) across all the zones reported being satisfied with the practical sessions. Overall, while there are variations in satisfaction levels across regions, the data indicates a generally positive perception of practical sessions and workshops among respondents.

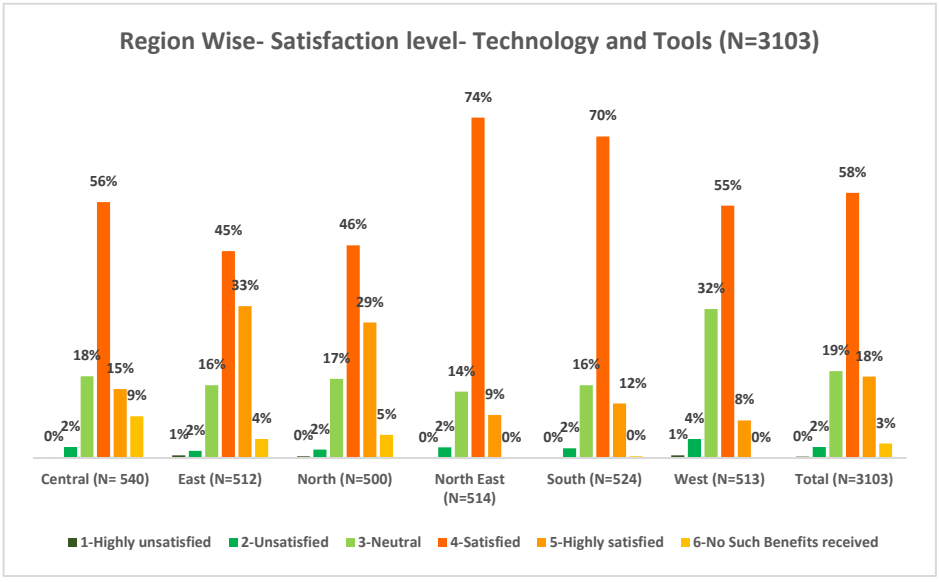


Figure 18 Satisfaction Level with Technology and Tools - Region wise

A significant portion of respondents reported being satisfied with the technology and tools utilized in their training programs. Specifically, 56% (n=300) in the Central zone, 45% (n=230) in the East zone, 46% (n=231) in the North zone, 74% (n=380) in the Northeast zone, 70% (n=366) in the South zone, and 55% (n=281) in the West zone expressed satisfaction. Regarding dissatisfaction, only a small proportion of respondents expressed being unsatisfied or highly unsatisfied with the technology and tools, with percentages ranging from 0.2% to 4% across different zones. Some respondents also mentioned not receiving any benefits from the technology and tools, with a higher proportion from the Central zone (n=49, 9%).

The majority of respondents across all zones reported being satisfied with the placement support they received. Specifically, more than 70% of the North east and South zone trainees reported satisfaction. However, a notable proportion of from Central zone (n=118, 22%) and North zone (n=82, 16%) reported being unsatisfied with the placement support provided. Additionally, one fifth (n=663, 21%) of the trainees had neutral perception regarding the placement support.

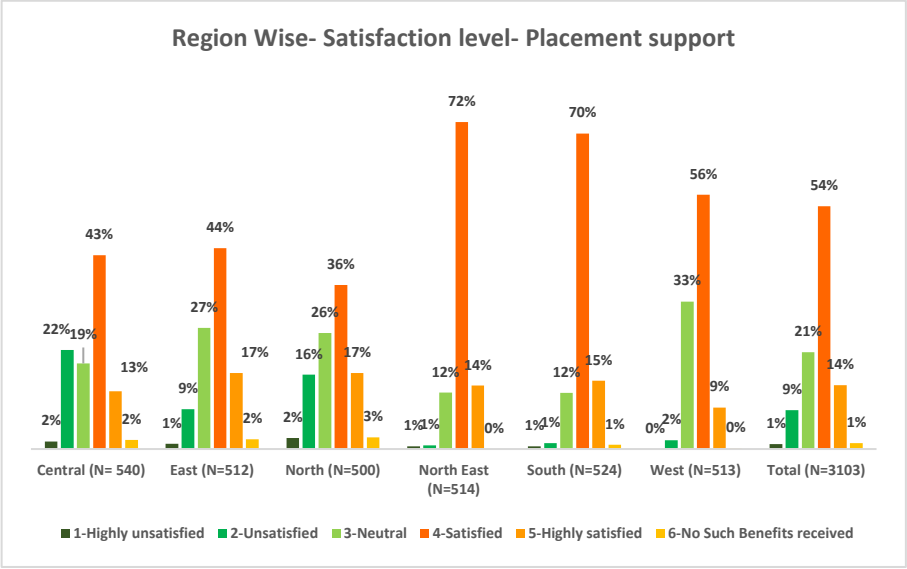


Figure 19 Satisfaction Level with Placement support - Region wise

- Quality of the trainers/ facilitators

Evaluating the quality of trainers who deliver skill development courses is paramount in ensuring the effectiveness and success of such programs. Trainers play a pivotal role in shaping the learning experience of participants, imparting knowledge, refining skills, and fostering an environment conducive to growth. Their expertise, teaching methods, communication skills, and ability to engage learners directly influence the outcomes of the training. Therefore, conducting a thorough assessment of trainers' qualifications, competencies, and instructional practices is essential for identifying strengths, addressing areas for improvement, and ultimately enhancing the overall quality of skill development initiatives. In this regard, this report aims to delve into various aspects of trainer quality assessment, exploring knowledge levels, operational skills such as communications and problem solving, and additional support.

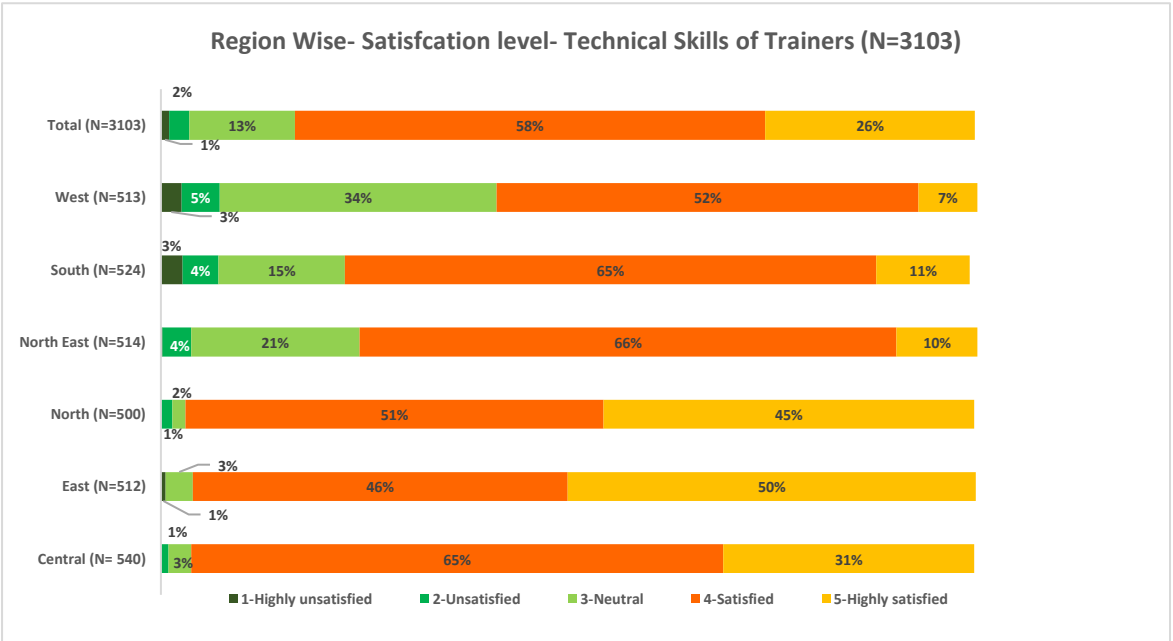


Figure 20 Satisfaction Level with Technical Skills of the trainers- Region Wise

Based on the overall satisfaction levels, the majority of trainees across all zones reported being satisfied with the knowledge level or technical skills of the trainers. Specifically, the highest level of satisfaction was observed in the Central zone and, South Zone with 65% (n=352) and (n=341, 65%) of respondents expressing satisfaction respectively and one third in Central zone (n= 166, 31%) and 11% in South zone reported being highly satisfied. In the North East zone, while a two-third of the respondents (n=338, 66%) expressed satisfaction, about 10% (n=51) reported being highly satisfied, indicating slightly lower overall satisfaction compared to the Central zone which also corroborated with overall satisfaction level with the trainers. There was an equal proportion of the trainees from Eastern zone who were satisfied and highly satisfied with the technical skills of the trainers with 46% (n=235) and 50% (n=256) respectively. In terms of being unsatisfied with the technical skills of the trainers, less than 5% (n= 24) from the West zone reported being unsatisfied by the technical skills of the trainers.

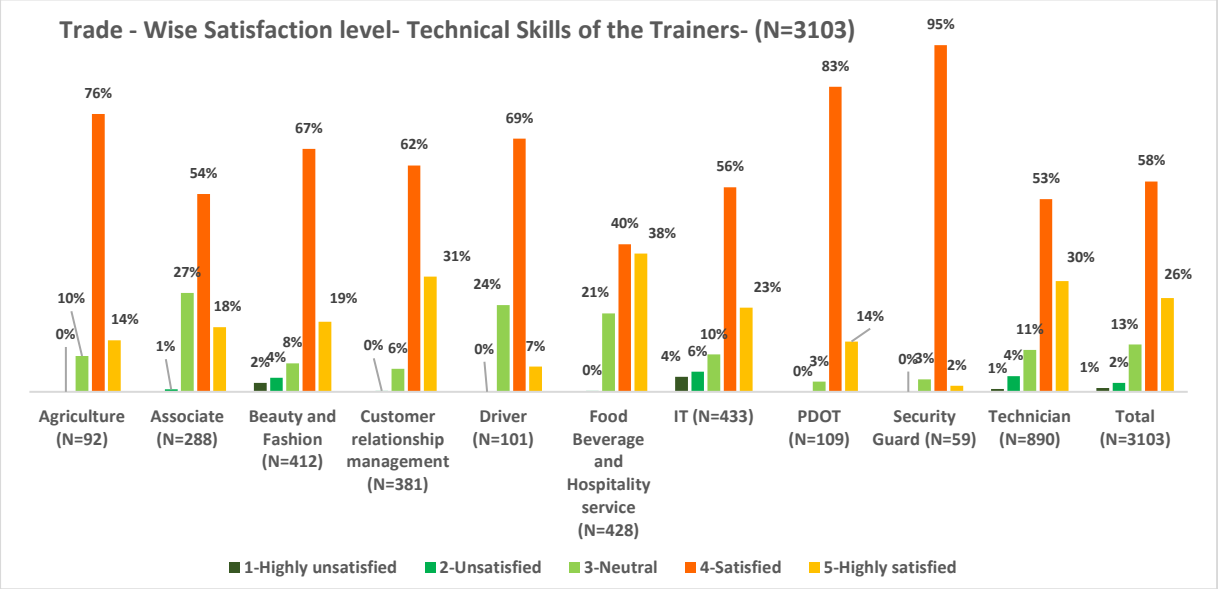


Figure 21 Satisfaction Level with Technical Skills of the trainers- Trade Wise

This graph above provides an overview of respondents' perceptions regarding the knowledge level or technical skills of trainers across from various training programs or skill development courses. Majority of the trainees were satisfied by technical skills of the trainers with respect to their training domain with highest satisfaction among those who were trained for Security guard (n=59, 95%). There was miniscule of trainees with less than 5% who were unsatisfied with most of them being in the IT domain. Additionally, a considerable proportion of respondents reported being highly satisfied, with courses such as Customer Relationship Management (31.5%) and IT (23.0%).

The graph below presents data on respondents' perceptions of trainers' operational skills, including communication, problem-solving, and time management, across different zones.

"Electronics and computer classes were also taken but it was very basic, the centre was very good but the teachers were not able to make us understand the basics things."

Excerpts from IDI with Trainees- North Zone

The majority of respondents reported satisfaction with their operational skills, with the highest satisfaction rates observed in the North East zone (70.6%) and South zone (71.9%). Conversely, the Central zone had the lowest percentage of highly satisfied respondents (35.2%). A notable proportion of respondents across all zones expressed a neutral stance regarding their operational skills, with the highest percentage recorded in the West zone (25.7%). The percentages of respondents indicating dissatisfaction with their operational skills were relatively low across all zones. Overall, the findings suggest a generally positive perception of operational skills among the respondents, with variations observed across different geographical zones.

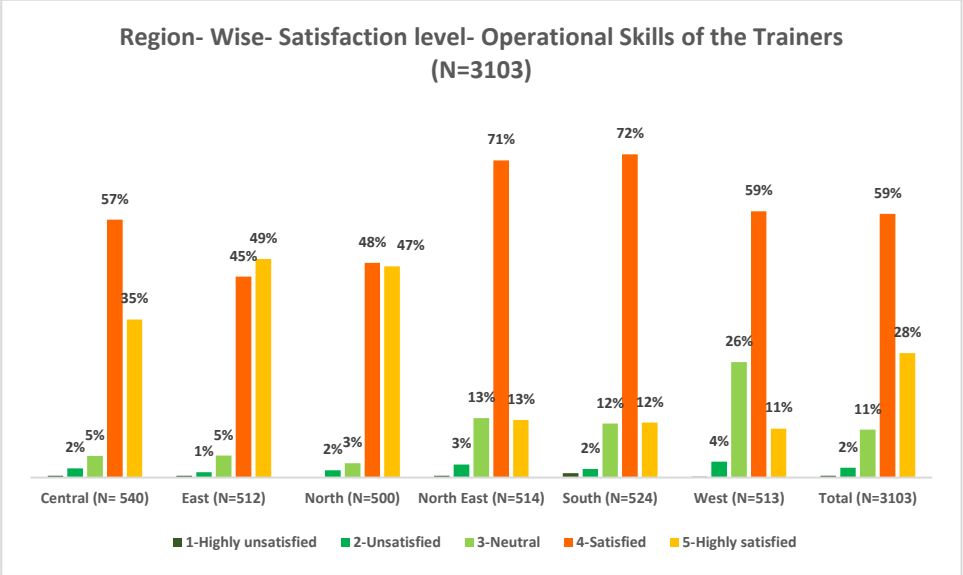


Figure 22 Satisfaction Level with Operational Skills of the trainers- Region Wise

> ***"I try to mix theoretical and practical knowledge, create ice break sessions as it is tough to make students sit for longer period of time."***
>
> Excerpts from IDI with Trainer- Central Zone

Across all training programs, the majority of respondents reported satisfaction with the operational skills acquired. Particularly satisfaction rates were observed in the trainees undergoing security guard training (n=59, 100%) having satisfied with the operational skills such as communication skills, problem solving skills, time management. Closely following this 87% of the Agriculture trainees and 83% of one-day trainees of the PDOT skills were satisfied with the operational skills of the trainers. Additionally, the a miniscule population of the trainees from Beauty and Fashion (n=15, 4%), IT sector (n=14, 4%) and Technicians (n=35, 4%) were unsatisfied with the operational skills of the trainers.

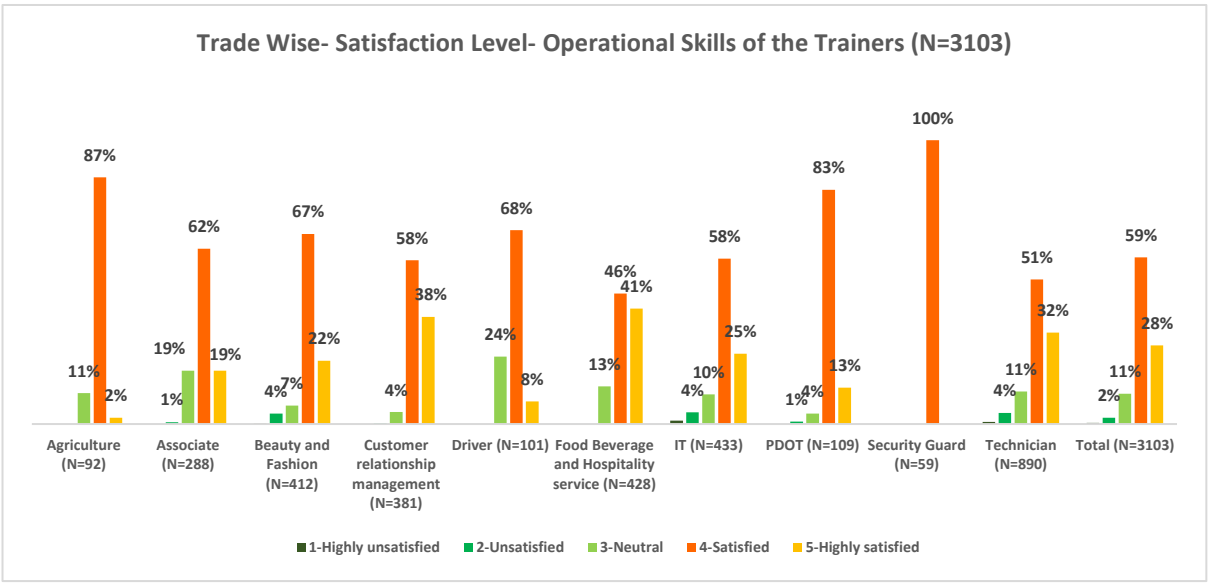


Figure 23 Satisfaction Level with Operational Skills of the trainers- Trade Wise

The graph illustrates the distribution of responses regarding the additional support provided by trainers to trainees across various zones. The majority of respondents reported satisfaction with the additional support, in the South Zone (n=317, 71%) followed by North East (n=354, 69%) zone. Notably, an average of 6% of trainees reported not receiving any benefits from the trainers during their course period.

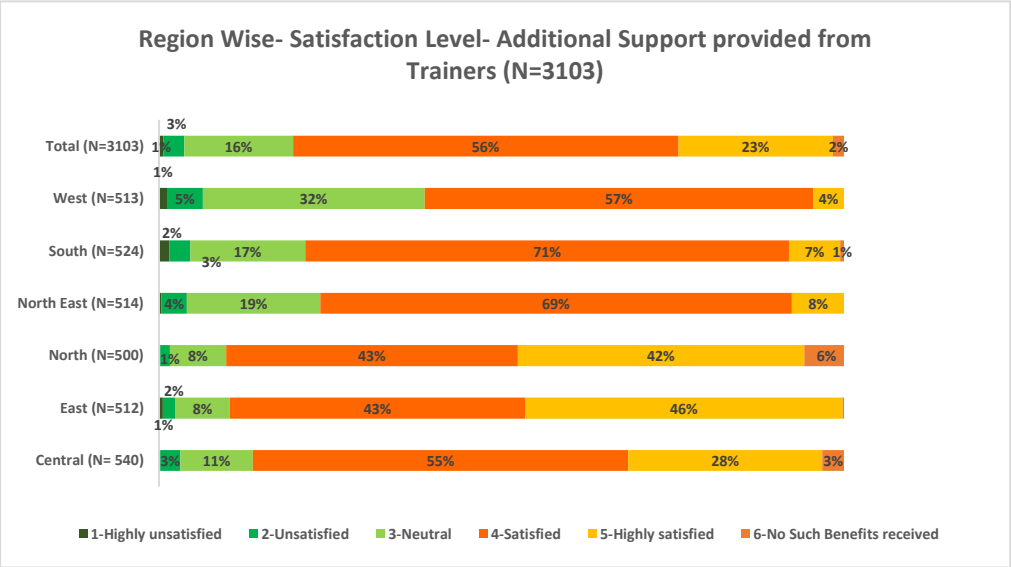


Figure 24 Satisfaction Level in regard with additional support- Region Wise

The graph below presents data on the additional support provided to trainees across different skill development courses. It shows the level of satisfaction among trainees regarding extra assistance such as additional classes and query resolution. Overall, a significant majority of trainees reported satisfaction with the additional support received. Particularly high levels of satisfaction were observed in programs such as Security Guard (n=53, 90%), Agriculture (n=77, 84%). Among the Food Beverage and Hospitality trainees about one third of the respondents (n=143) were highly satisfied by the support provided in terms of extra classes, query resolutions.

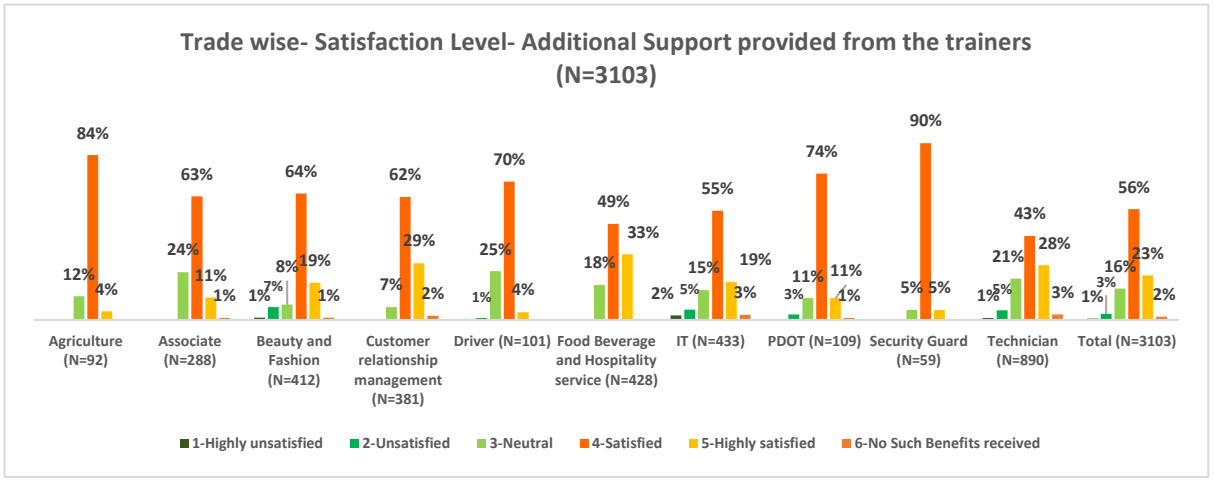


Figure 25 Satisfaction Level in regard with additional support- Trade Wise

- Trainee's Likelihood to Recommend the Training Program

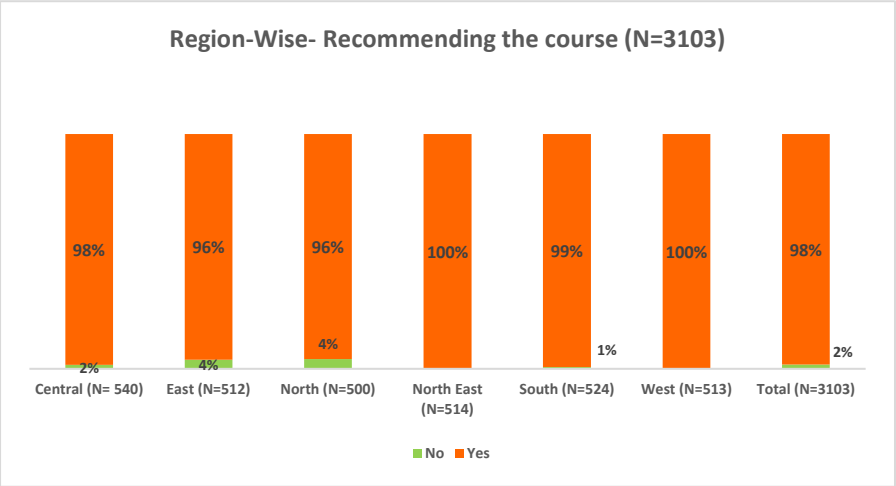


Figure 26 Trainee's likelihood of recommending the course- Region Wise

Capturing feedback from trainees regarding their willingness to recommend the training to others and suggestions for improvement is essential for evaluating the effectiveness and quality of skill development programs. Understanding trainees' perspectives on the strengths and weaknesses of the training helps program coordinators make informed decisions to enhance program delivery and maximize impact. Furthermore, positive recommendations from satisfied trainees can serve as powerful endorsements, attracting more participants to the program and fostering a positive reputation within the community.

In the present study, about 98% of the respondents reported suggesting the Skill Training Programme to others suggesting that the trainees were overall satisfied by the training course under various aspects such as the training material components including training material, instructors, practical sessions, technology, level of knowledge of trainers, their technical and operational skills and additional support provided in terms of extra classes, queries resolutions etc. The 2% (n=56) of those who weren't satisfied by the training programme cited reasons for having bad experiences such as not getting certificate upon completion of the training, being placed in low paying job, job being far from their native place. Majority of them were trainees from Technician trade including electricians, plumbers, solar PV installers, automotive technicians.

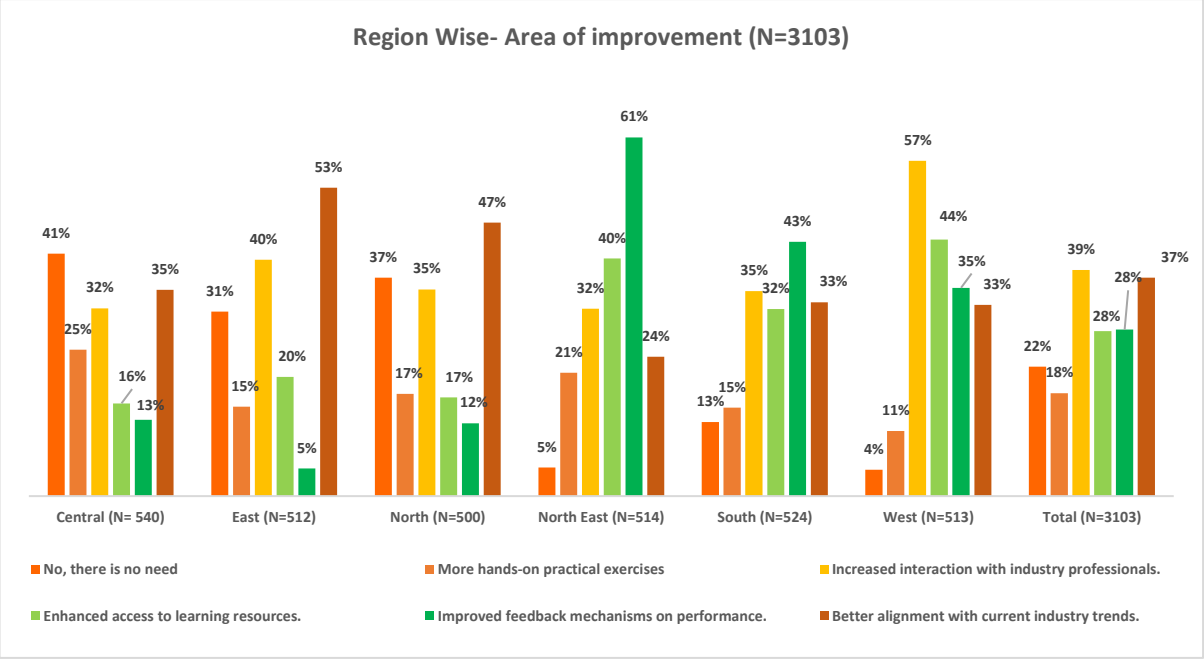


Figure 27 Suggested areas for improvement in The Skill Training programme- Region Wise

However, when asked about areas for improvement, a significant majority (37%, n=1153) highlighted the need for alignment with industry standards with majority of them being in the Eastern region (n=269, 53%). This trend was particularly pronounced in the Beauty and Fashion wellness industry (n=180, 44%) and the IT sector (n=164, 48%), both of which are experiencing rapid evolution with the introduction of numerous technical advancements. Whilst 39% (n=1195) emphasized the importance of increased interaction with industry professionals with highest trainees being from the West zone (n= 293, 57%). This was reported among the Driver (n=70, 69%), Food, Beverage and Hospitality trainees (n= 181, 42%) and Technician (n=410, 46%). The desire for greater interaction with professionals and training that aligns with current market demands suggests a preference for more hands-on training, preparing participants more effectively for the marketplace.

> ***"Students insist for other courses as well such as accounting or tally but problem is that we do not have that course with us but students want to learn and they demand for this course. This is because the job opportunity is very high in this courses so we must include this domain in the training."***
>
> Excerpts from IDI with Trainers in Central Zone

> ***"I won't say the current training is sufficient considering the advancements in the industries. We also have to take in consideration the placement part. We also have to ensure that the students get job after the completion of course. No not all got the placements. Not all students are same".***
>
> Excerpts from IDI with Trainers- West Zone

In addition to this, the trainees from North East (n= 322, 61%) suggested having improved feedback mechanism on performances which might include regular tests and assessments, more interaction of the trainers with the trainees. This improved feedback was noted among the participants from the Agricultural domain (n=57, 62%).

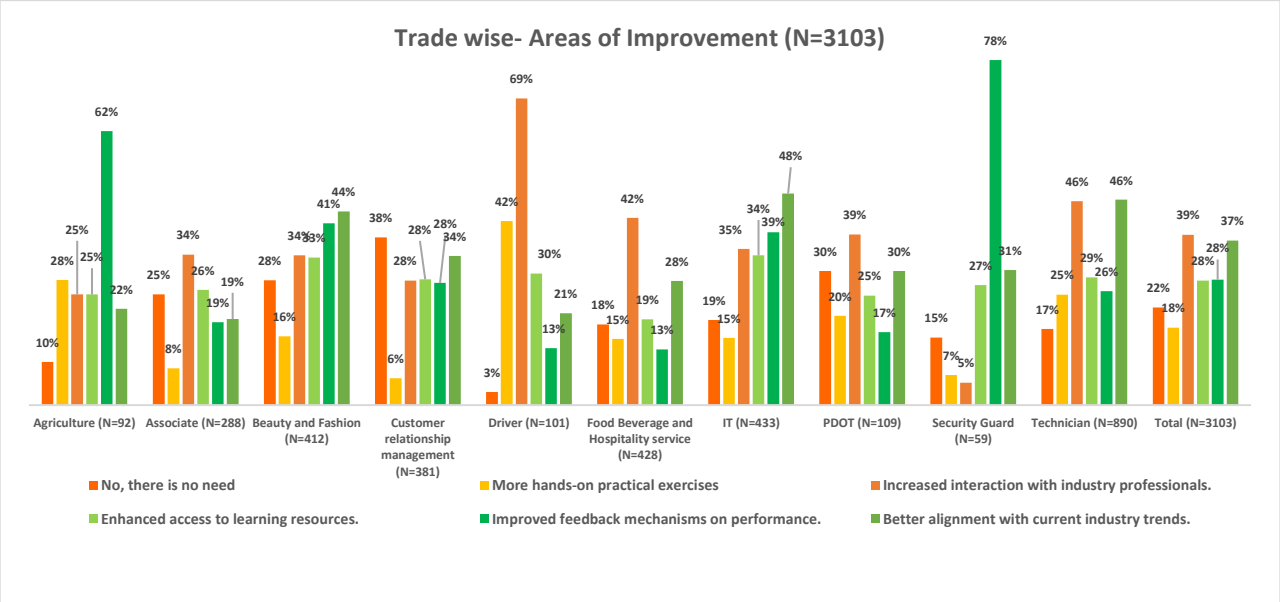


Figure 28 Suggested areas for improvement in The Skill Training programme- Trade wise

3.2.2 Learning from the Skill Training Programme

The evaluation of learning in Training programme assesses the extent to which trainees acquire knowledge, enhance skills, and alter their attitudes subsequent to participating in the course. Through the concept of learning or training transfer, participants can subsequently apply the acquired knowledge and skills within their workplace, thereby manifesting behavioural changes[12]. Level 2 of the training model evaluates the knowledge gained during the training program through pre and post-test assessments, workplace observations, and feedback from managers or employers. However, this study was restricted to telephonic interviews with respondents, which prevented the evaluation of knowledge levels prior to training. Nonetheless, the interviews covered learning through practical session, challenges faced during the training, and motivation for continuing the skill training programme.

- **Practical Learning Received during the programme**

Having practical experience in performing career-specific skills and tasks served to increase confidence and a sense of responsibility and accountability in students[13]. On this note, in order to assess the readiness of Don Bosco trainees for labour market, trainees were enquired on receiving relevant practical experience during their course. The data on ways in which the trainees were exposed to practical experience, reveals significant variation in the exposure levels of participants across different skill training programs to various aspects of the training curriculum. Notably, while the overall exposure to workplace scenarios stands at 24% (N=3103), individual programs demonstrate wide-ranging levels of emphasis on workplace experiences, with Associates (n=21, 7%) having lowest level of interaction at the workplace while the Security Guard program exhibiting the highest exposure at 66% (n=39). Expert lectures constitute a common feature across all programs, with an overall exposure of 40% (N=3103), though there exists considerable variation, such as 61% of the Driver trainees (n=62), received expert lectures followed by the Agriculture trainees (n= 52, 57%) with least interaction in the Security Guard programme. Interaction with HR professionals and Internships with companies, however, appears to be less emphasized with overall exposure of 28%

> ***"They understand the theory, but our focus here is on practical classes, such as how to interact with guests. We are continuously working on this, holding daily classes to improve their skills"***
>
> Excerpts from IDI with Employers- North Zone

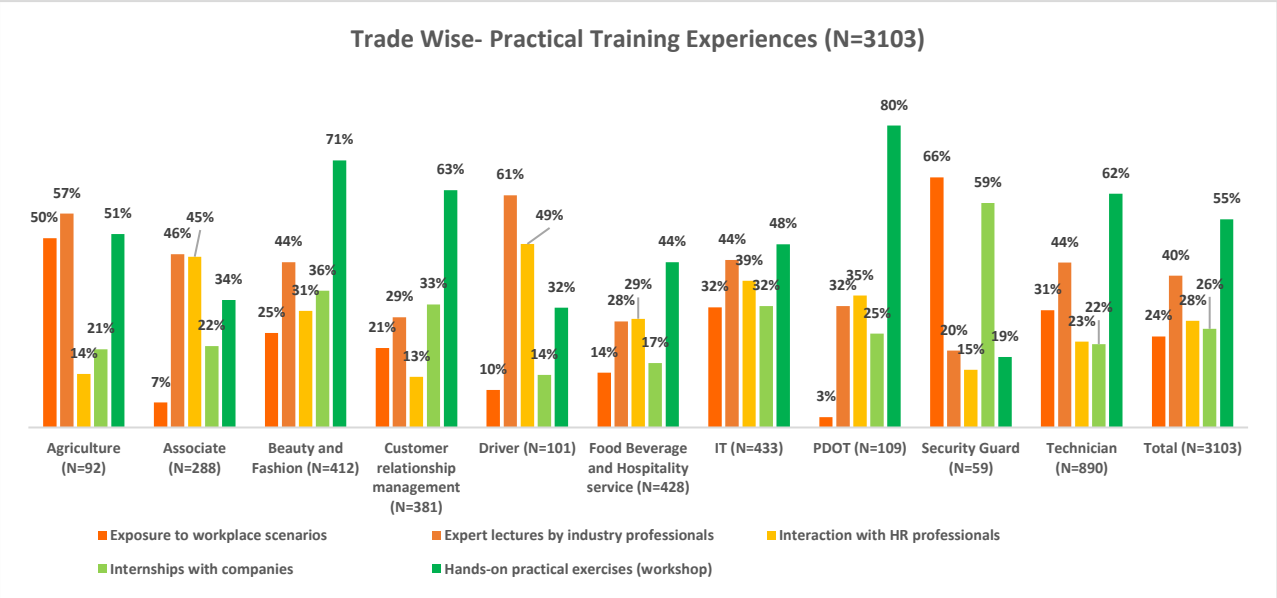


Figure 29 Type of Practical training Experiences- Trade wise

[12] Adetule, P.A. (2011). Theory of training effectiveness evaluation by Kirkpatrick. The Handbook on Management Theories. United States of America: Author House.
[13] Employability skill development in work-integrated learning: Barriers and best practice

and 26% (N=3103) respectively. Interaction with the HR for trainees under the Customer relationship management(n=51, 13%) and Agriculture (n=13, 14%) had the least exposure. While internships with companies are crucial for real-world application, less than one third having being exposed to internships with the Security Guard trainees at 59% (n=35) and the Driver program at 14% (n=13). Workshops to get Hands-on practical exercises, which are pivotal for skill development, exhibit highest practical experiences received by the Trainees an overall exposure of 55% (N=3103). This was less common among the driver, food and beverage sector and IT sector.

- Challenges faced during the training

The data provides insights into participant feedback on various aspects of the training program across different skill categories. It is significant to note that overall more that 50% (N=3103) of trainees had not faced any challenge during their training course. However broadly only 28% (N=3103) faced odds in the delivery of sessions by trainers, this issue was mostly faced by IT trainees, 39% (n=134). Apart from this, 25% (N=3103) revealed that the training duration was inadequate, this issue was also mostly raised by IT trainees, 38% (n=128). Other concerns such as timing of the training and language in which training was delivered were a big challenge, as this was revealed by 63% (n=37) and 41% (n=24) Security Guard trainees respectively.

> ***"There was nothing which the training centre lacked and we got everything we needed."***
>
> Excerpts from IDI with Trainees- North Zone

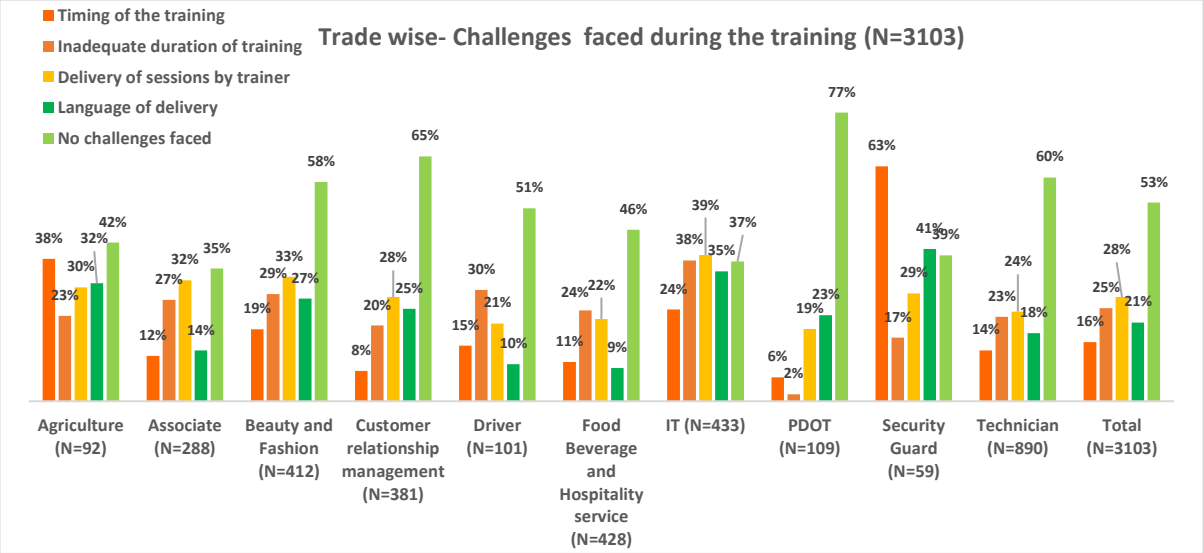


Figure 30 Challenges faced during the training- Trade wise

- Benefits and Motivation to continue Skill Training Programme

Assessing the motivation of trainees is crucial for improving the outcome and impact of the program. As skill development training programs provide a learning environment, it's essential to ensure that participants not only benefit from the program but also remain motivated to complete the course with optimal focus. The insights gained during the course equip individuals with the skills necessary to excel in their chosen field. Therefore, evaluating the motivation levels of trainees throughout the training program will highlight areas for improvement, particularly for those beneficiaries currently undergoing the skill training program. This assessment can help program teams tailor their approach to better meet the needs and expectations of the trainees, ultimately enhancing the effectiveness and impact of the program.

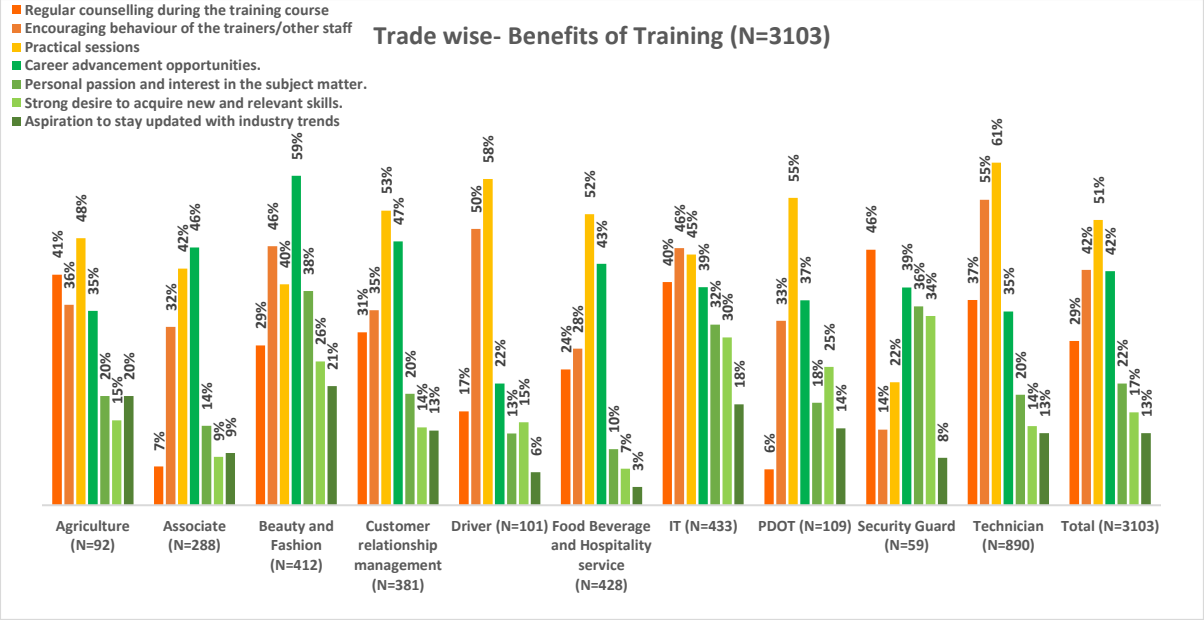


Figure 31 Benefits of the training programme as perceived by the trainees- Trade wise

As the data reveals, more than half of the respondent, i.e., 51% (N= 3103) trainees were motivated to complete their course due to practical sessions-oriented training delivery. The same trend was followed for all domains expect for security guard, as here, 46% (n=27) trainees confirmed that regular counselling during the training course was the major driving force for them while only 22% (n=13) were motivated to continue due to practical sessions. Some other benefits which kept the trainees moving forward were encouraging behaviour of the trainers/other staff, (42%, N=3103), career advancement opportunities (42%, N=3103), personal passion and interest in the subject matter (22%, N=3103), strong desire to acquire new and relevant skills (17%, N=3103) and aspiration to stay updated with industry trends (13%, N=3103). It's noteworthy that the majority of trainees were extrinsically motivated, finding practical sessions and regular counseling from trainers instrumental in maintaining their focus. Conversely, intrinsic motivation factors, such as the desire to stay updated with industry standards or the interest in acquiring new skills, were observed among less than one-third of the respondents. This suggests that the training curriculum effectively assisted them in completing the skill development course.

3.2.3 Behaviour change in Skill Training Programme

Assessments conducted at this level aim to ascertain whether the skills and knowledge acquired during training have been effectively applied in the trainees' work settings. This evaluation entails inquiries such as whether the newly acquired knowledge, skills, or attitudes are actively utilized in the learner's environment. This evaluation seeks to measure the transfer of learned concepts and abilities back into the workplace, a phenomenon often referred to as training transfer[14]. In this study, the behaviour of the trainees was assessed in terms of skill set acquired during the training, desire to enhance the skillset[15]. Level 3 evaluation, therefore, serves to pinpoint the specific job-related changes that have occurred as a direct outcome of the training program.

- Skill set acquired

The evaluation of skilled workers encompasses both technical and non-technical skills. While technical skills are crucial, they alone may not suffice to meet the demands of a rapidly advancing global industry[16]. Hence, in addition to assessing technical proficiency within their respective domains, trainees were also asked to evaluate their soft skills such as communication, leadership, and problem-solving abilities.

Table 3 Skill set acquired by the trainees after the completion of training- Trade wise

	Agriculture % (N=92)	Associate % (N=288)	Beauty and Fashion % (N=412)	Customer relationship management % (N=381)	Driver % (N=101)	Food Beverage and Hospitality service % (N=428)	IT % (N=433)	PDOT % (N=109)	Security Guard % (N=59)	Technician % (N=890)	Total % (N=3103)
Electrical and electronic troubleshooting	20%	8%	12%	12%	50%	11%	37%	3%	10%	65%	31%
Mechanical repairs and maintenance	16%	31%	24%	5%	77%	26%	18%	11%	8%	48%	29%
Knowledge of skincare and body treatments	8%	32%	73%	18%	17%	19%	21%	11%	5%	16%	26%
Surveillance system operation	25%	26%	24%	17%	13%	12%	29%	14%	34%	15%	19%
Quality control and assurance	24%	13%	29%	20%	5%	40%	32%	19%	27%	13%	22%
Farm machinery operation and maintenance	53%	9%	22%	17%	5%	10%	24%	7%	19%	14%	16%
Communication skills (verbal and written)	27%	25%	25%	50%	29%	19%	39%	36%	25%	18%	27%
Problem-solving skills	14%	19%	22%	19%	8%	15%	27%	17%	42%	13%	18%
Leadership skills	11%	28%	23%	17%	12%	14%	30%	17%	39%	14%	19%
Critical thinking	16%	13%	21%	15%	7%	9%	27%	14%	25%	13%	15%
Time management	27%	15%	26%	22%	21%	22%	31%	47%	22%	15%	22%
Conflict resolution skills	29%	6%	27%	19%	9%	8%	26%	22%	8%	13%	16%
Client management	13%	12%	34%	42%	16%	38%	31%	44%	14%	17%	27%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

[14] Adetule, P.A. (2011). Theory of training effectiveness evaluation by Kirkpatrick. The Handbook on Management Theories. United States of America: Aurthor House.

[15] Nik Nazli, Nik Nadian Nisa & Hizam, Sheikh Muhamad & Abu Hasan, Nurul Nadirah & Abdullah, A,hmad Shakani. (2022). THEORY OF TRAINING EFFECTIVENESS EVALUATION BY KIRKPATRICK Background of theory.

[16] Nasir, A. N. M., Ali, D. F., Noordin, M. K. B., & Nordin, M. S. B. (2011, January). Technical skills and non-technical skills: predefinition concept. In Proceedings of the IETEC'11 Conference, Kuala Lumpur, Malaysia (pp. 01-p17).

It's notable that trainees demonstrated proficiency in technical skills within their respective fields. For instance, 53% (n=49) of those in agriculture possessed technical skills in operating farm machinery and maintenance, while 73% of Beauty and Wellness trainees had knowledge of skincare and body treatments. Nearly half of the respondents in Customer relationship manager possessed communication skills, with 42% having client management skills. However, in terms of soft skills, only a few trades that require them seem to have trainees with these skills. For example, only 18% of Technicians possessed communication skills. Trainees in Food and Beverage Hospitality, Driver, Security Guard, and Associates trades lacked conflict resolution skills. Likewise, time management, a crucial soft skill known to enhance productivity across various sectors and bolster organizational efficiency, was possessed by an average of 22% of the trainees.

Table 4 Skill set trainees wish to enhance- Trade wise

	Agriculture (N=92)	Associate (N=288)	Beauty and Fashion (N=412)	Customer relationship management (N=381)	Driver (N=101)	Food Beverage and Hospitality service (N=428)	IT (N=433)	PDOT (N=109)	Security Guard (N=59)	Technician (N=890)	Total (N=3103)
Electrical and electronic troubleshooting	13%	12%	10%	12%	29%	16%	21%	2%	5%	23%	17%
Mechanical repairs and maintenance	15%	25%	15%	6%	48%	25%	21%	7%	3%	36%	24%
Knowledge of skincare and body treatments	10%	24%	30%	5%	16%	12%	17%	9%	0%	15%	16%
Surveillance system operation	22%	22%	33%	18%	14%	16%	26%	26%	22%	25%	23%
Quality control and assurance	28%	12%	39%	18%	16%	8%	26%	26%	20%	23%	22%
Farm machinery operation and maintenance	26%	6%	24%	13%	4%	7%	23%	5%	8%	12%	14%
Communication skills (verbal and written)	33%	14%	33%	19%	38%	18%	28%	37%	27%	27%	25%
Problem-solving skills	22%	10%	31%	23%	17%	15%	23%	22%	37%	18%	20%
Leadership skills	21%	26%	30%	20%	20%	18%	29%	25%	41%	21%	24%
Critical thinking	22%	13%	22%	18%	15%	12%	27%	17%	27%	15%	17%
Time management	29%	16%	31%	31%	18%	17%	38%	28%	37%	19%	24%
Conflict resolution skills	27%	9%	28%	24%	13%	8%	25%	15%	37%	18%	19%
Client management	23%	11%	31%	16%	25%	10%	33%	24%	24%	19%	20%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

"Skill development training is crucial and highly beneficial for us. Students usually come with basic knowledge, and we provide them with practical skills. The training course is short, but industry training is very important. The students who work for me gain valuable experience here and earn a good income. Their salary depends entirely on their skill level"

Excerpts from IDI with Employers from-West Zone

Moreover, the trainees expressed a keen interest in enhancing their skill sets, particularly in soft skills. For example, over one-third of Driver trainees sought to improve their communication skills, while Customer Relationship Management associates aimed to enhance their time management abilities. Similarly, approximately 37% of Security Guard trainees expressed a desire to improve their problem-solving, time management, and conflict resolution skills. In terms of the improving their Technical skills, 48% of the drivers and 36% of the Technicians wanted to improve their Mechnical repairs and maintenance skills.

"Students don't lack anything fundamentally, but with experience, they will excel. They need time to deepen their knowledge of the food and hospitality industry. The three boys we currently have are doing well, but there's still a lot for them to learn"

Excerpts from IDI with Employers from-North Zone

3.2.4 Results of the Skill Training Programme

The assessment gauges the effectiveness of the training program using metrics that executives and managers can easily comprehend, such as heightened production levels, boosted sales figures, cost reduction, enhanced quality standards, decreased accident rates, improved profitability or return on investment, positive shifts in management practices or overall behaviour, elevated levels of employee engagement, and positive feedback from customers, peers, and subordinates.[17] The impact evaluation of the Don Bosco's Skill training programme assessed passing the training course and attainment of the certificate, placement achieved through DB Tech Placement cell, increased employability, average time in securing a job after the skill training programme and satisfaction in the current job role.

- Increased Employment

Skill training serves as a catalyst for enhancing employability by imparting specialized knowledge, practical abilities, and soft skills that are highly valued by employers. According to a report by the World Economic Forum, The Future of Jobs Report 2020 an estimated 50% of all employees will need reskilling by 2025, underscoring the importance of continuous learning and skill development in remaining competitive in the workforce[18]. Additionally, research conducted by the Organization for Economic Co-operation and Development (OECD) reveals that individuals with higher levels of education and skill proficiency are more likely to secure employment and earn higher wages compared to their less-skilled counterparts[19].

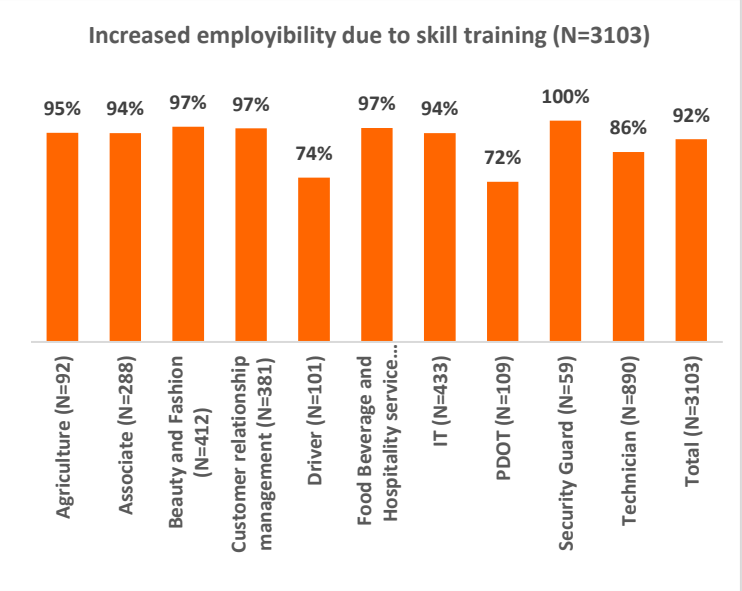


Figure 32 Increased chances of employment due to The Skill Training Programme- Trade wise

Thus, in the current study, the effectiveness of skill development training program was highlighted when a significant proportion of trainees, 92% (N=3103) had revealed that their employability has increased due to this training. However, a slightly smaller number of trainees from the Driver and PDOT domains were able to secure a job after completing the skill training program. Those who did not seek employment after the training cited reasons such as not completing the course, lack of interest in the field, aspirations for higher wages, pursuing further studies, seeking technical advancement, geographical constraints, and lack of experience.

"I completed a 6-month electrician course and received a job offer through the placement program, but I turned it down because I wanted a government job. Now, I run my own business."

Excerpts from IDI with Trainee in North Zone

"We get jobs which are far from our native places like Delhi and they are only giving 12000 as salary which is not enough for living in a city like Delhi."

Excerpts from IDI with Trainees- East Zone

[17] https://www.youth.ie/sites/youth.ie/files/Kirkpatrick%20Evaluation.pdf
[18] World Economic Forum. (2020). The future of jobs report 2020. Retrieved from (https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf)
[19] OECD. (n.d.). Vocational education and training (VET). Retrieved from https://www.oecd.org/education/innovation-education/vet.htm

- Successful Completion of the skill training programme

Overall, the majority of trainees across different programs successfully passed their final assessments or certifications on the first attempt, with success rates ranging from 92.9% to 98.1% indicating a high level of proficiency and preparedness among the trainees completing their respective skill development courses. Interestingly, the Security Guard program stands out with a 100% success rate, indicating that all trainees in this program passed their final assessments on their first attempt. In contrast, while the overall pass rates are high, there are some programs where a small percentage of trainees did not pass on their first attempt. For example, in the Agriculture program, 6.5% of trainees did not pass on the first attempt, and in the PDOT program, 6.4% of trainees faced a similar outcome.

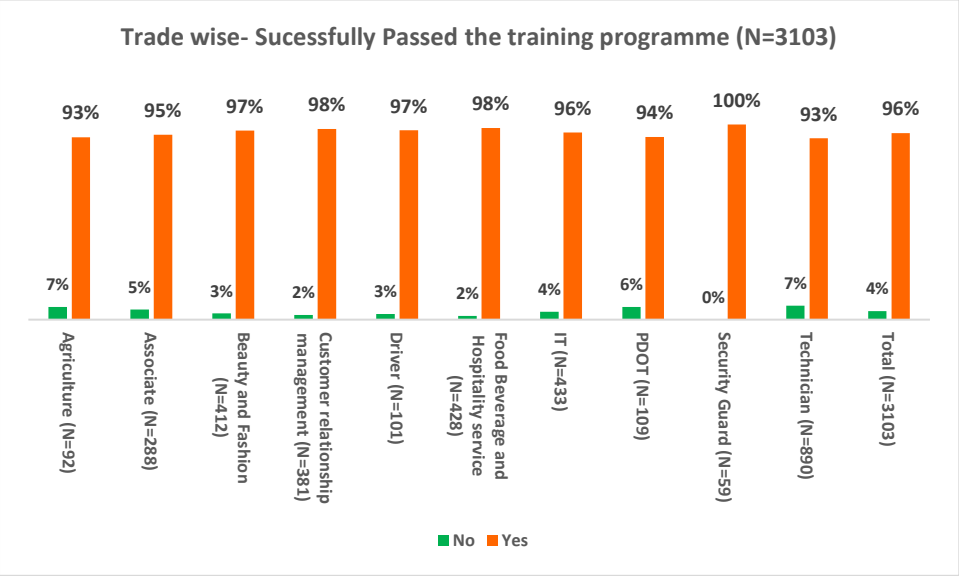


Figure 33 Successfully pass the final assessment/ certification- Trade wise

Across all zones, the majority of trainees successfully passed their final assessments or certifications on the first attempt, with success rates ranging from 91% to 100%. Interestingly, the North East zone stands out with a 100% success rate, indicating that all trainees in this zone passed their final assessments on their first attempt. The Central and East zones have slightly lower pass rates at 91% and 93% respectively, compared to other zones where the pass rates range from 94% to 100%. However, these differences are relatively minor and still indicate a high level of success overall.

Additionally, a chi-square test was performed with between education level and passing certification exam in first attempt. The chi-square test reveals a significant association X^2 (7, N = 3103) = 25.65, p <.01 suggesting students with higher education level are more likely to pass the certification exam in their first attempt compared to individuals with lower levels of education.

Table 5 Successfully pass the final assessment/ certification- Region wise

	Central		East		North		North East		South		West		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No	49	9%	37	7%	28	6%	1	0%	21	4%	2	0%	138	4%
Yes	491	91%	475	93%	472	94%	513	100%	503	96%	511	100%	2965	96%
Total	540	100%	512	100%	500	100%	514	100%	524	100%	513	100%	3103	100%

- Job Placement through Don Bosco Tech Society

Across all training programs, the majority of trainees secured placement through the Don Bosco training partner, with success rates ranging from 62.8% to 91.9%. Notably, there are variations in placement rates among different training programs. For example, while the majority of trainees from the Associate, IT, and Food Beverage and Hospitality service courses secured placement (ranging from 79.9% to 91.9%), a lower proportion of trainees from courses such as Driver and Technician found placement opportunities (62.8% and 77.6% respectively). For instance, among trainees from the Driver program, a relatively high percentage did not secure placement through the Don Bosco training partner (38.8%).

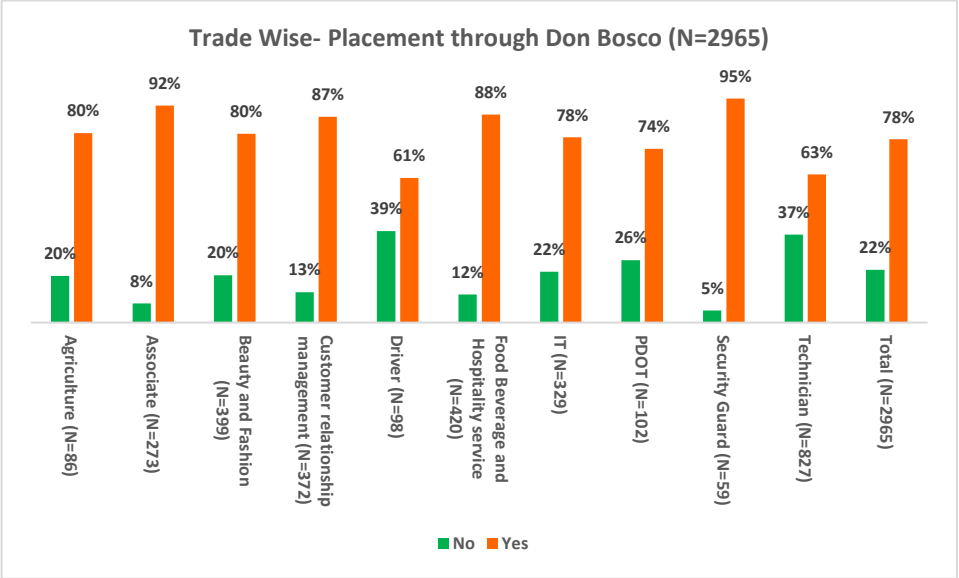


Figure 34 Receiving placements through Don Bosco Placement support- Trade wise

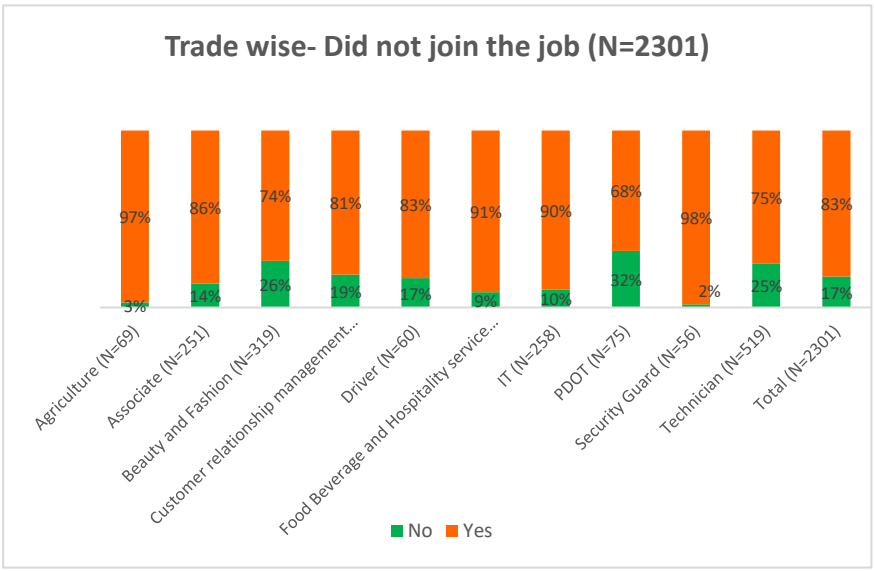


Figure 35 Trainees who did not join the placement offer- Trade wise

With an overall 78% of the respondents receiving placement, 82.5% of them (n=1899) of them joined their respective jobs, while 17.5% (n=402) did not join cited reasons such as distance, less salary, family problems, wanted pursue further education. This was highest among the PDOT trainees where 32% (n=24) did not join the job that was offered.

In terms of region wise estimates for the placement, there appears variation among different zones. the North East zone stands out with a remarkably high placement rate of 99.2%, followed by Western and Southern zone while the Central zone and North zone has a relatively lower placement rate of 49.7%. and 53.1%. These variations could be attributed to factors such as regional demand for skills, job market dynamics, and the effectiveness of placement assistance programs in different areas. Amongst these, only 82.5% (n=1899) reported joining the respective jobs while 17.5% (n=402) did not join due to various reasons. The non-joining rate was highest in Central zone (51.8%, n=128) followed by Northern Zone (49%, n=123).

Table 6 Receiving placements through Don Bosco Placement support- Region wise

	Central		East		North		North East		South		West		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No	244	50%	144	30%	221	47%	4	1%	33	7%	18	4%	664	22%
Yes	247	50%	331	70%	251	53%	509	99%	470	93%	493	96%	2301	78%
Total	491	100%	475	100%	472	100%	513	100%	503	100%	511	100%	2965	100%

Table 7 Trainees who did not join the placement offer- Region Wise

	Central		East		North		North East		South		West		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No	128	51.8%	148	44.7%	123	49.0%	1	0.2%	1	0.2%	1	0.2%	402	17.5%
Yes	119	48.2%	183	55.3%	128	51.0%	508	99.8%	469	99.8%	492	99.8%	1899	82.5%
Total	247	100.0%	331	100.0%	251	100.0%	509	100.0%	470	100.0%	493	100.0%	2301	100.0%

The trainees were further interviewed with their current status of employment which revealed that 73.4% of them are currently engaged in self- employment, employed in related job under which they took the training or continuing the same job as offered and government job. Majority of them were engaged in self-employment highest from the Western zone (87%, n=444) followed by North East zone (83%, n=428).

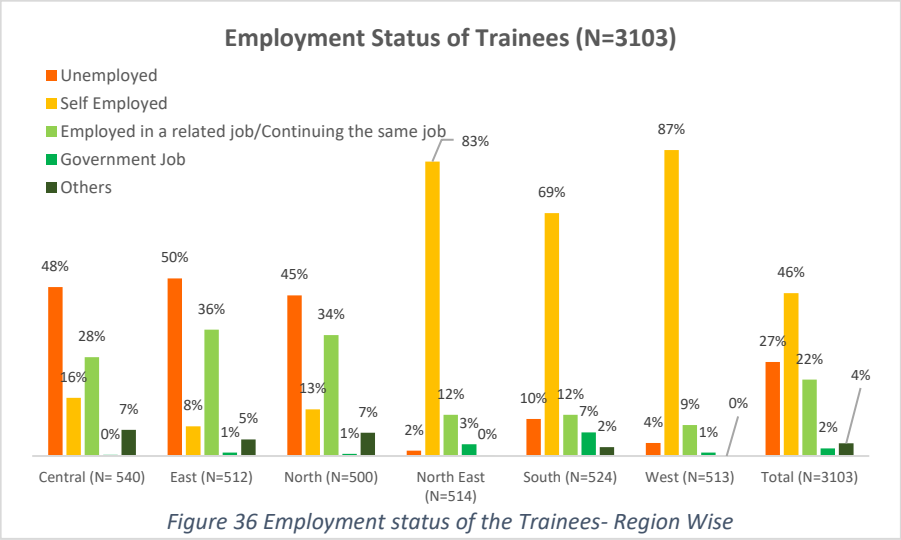


Figure 36 Employment status of the Trainees- Region Wise

A cross tabulation was performed to analyse the current status of employment amongst those receiving the placement offer through Don Bosco Tech Society. It was observed that 79% (n=512) of those who received placement offer through Don Bosco are currently employed in a related job or continuing the same job.

Furthermore, 91% of the people are self-employed who received the placement offer through DB Tech Society.

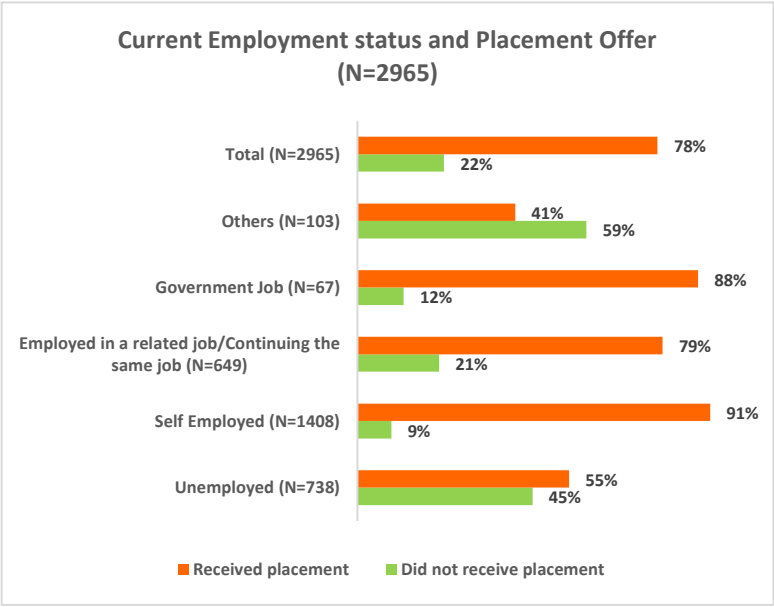


Figure 37 Current employment status of those who received/not received placement offer

- Duration to Secure Employment After Training Program

The graph presents the duration it took for trainees to secure placement from Don Bosco or find employment independently after completing their skill development programs. Across all training programs, the majority of trainees secured employment within the first year after completing the program. The majority of Security Guard trainees (73%) took 6 to 12 months to secure employment while in the Agriculture program, 51.4% of trainees got a job after 12 months of completing the training programme, whist the Associate program, only 2.1% took more than 12 months. Additionally, only a negligible percentage of trainees, specifically those in Agriculture, Beauty and Wellness, or IT, secured jobs during the training program, accounting for just 1% of the total.

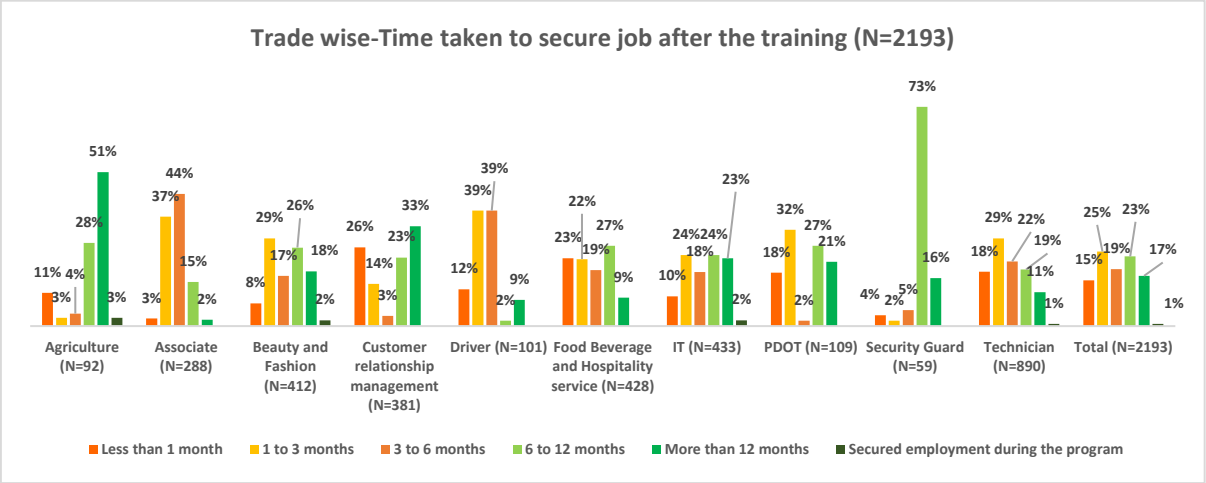


Figure 38 Duration of time taken in seeking job after completion of the training programme- Trade Wise

Out the total 2193 who secured a job in the role they wanted to work, the timing of employment varied significantly among trainees among the different zones. In the Central zone, the majority secured employment within 1 to 3 months, while in the East, a large percentage found jobs within less than 1 month. Similarly, in the North, most trainees secured employment within 1 to 3 months, contrasting with the North East where a notable portion found jobs within 6 to 12 months. In the South, the highest percentage secured employment within 1 to 3 months, with a significant proportion in the West finding jobs within 3 to 6 months.

Table 8 Duration of time taken in seeking job after completion of the training programme- Region Wise

	Central		East		North		North East		South		West		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Less than 1 month	50	23%	194	65%	69	30%	5	1%	9	2%	9	2%	336	15%
1 to 3 months	120	56%	73	24%	121	53%	43	9%	130	27%	59	12%	546	25%
3 to 6 months	39	18%	28	9%	27	12%	52	11%	98	20%	173	37%	417	19%
6 to 12 months	5	2%	1	0%	8	4%	223	46%	119	24%	154	33%	510	23%
More than 12 months	1	0%	1	0%	2	1%	164	33%	130	27%	70	15%	368	17%
Secured employment during the program	0	0%	2	1%	1	0%	3	1%	2	0%	8	2%	16	1%
Total	215	100%	299	100%	228	100%	490	100%	488	100%	473	100%	2193	100%

- Full Engagement at the current job

Employee engagement is a critical factor influencing organizational success, directly impacting productivity, sales performance, and overall business outcomes. According to Gallup's State of the Global Workplace report engaged employees show a 21% increase in profitability and a 41% reduction in absenteeism compared to disengaged counterparts[20]. Moreover, engaged employees exhibit higher levels of discretionary effort, leading to improved customer satisfaction and loyalty (Gallup, 2021). As per a study by Towers Watson (2012), organizations with high levels of employee engagement experience a 19% increase in operating income and a 28% increase in earnings per share[21]. Thus, fostering a culture of full engagement among employees is essential for achieving sustainable growth and competitive advantage in today's dynamic business environment.

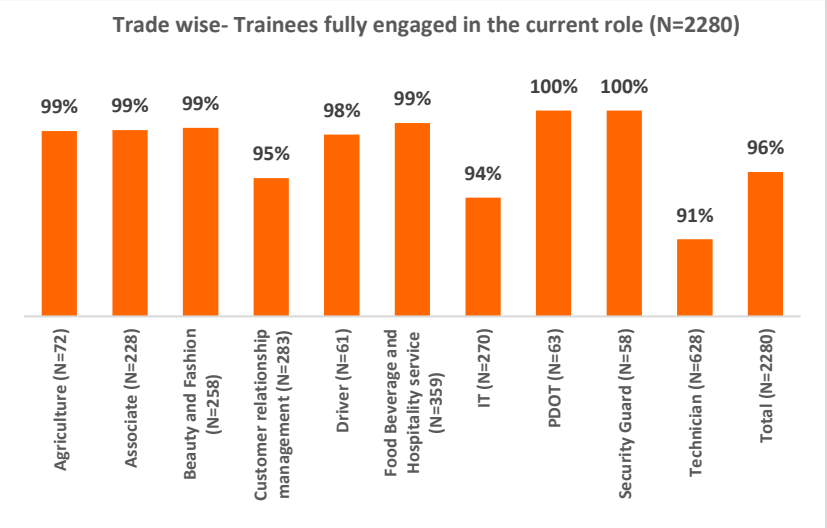


Figure 39 Trainees being fully engaged with their current job- Trade Wise

Out of the total cohort of population 2280 trainees, i.e. 96% were fully reported having a job which included being self-employed, a government job, employed in related field enjoyed and felt fully engaged in their current role. Interestingly, this was consistent among all the trades with slight variation in Customer Relationship Management, IT and Technician courses.

3.2.5 Training Center Resources and Operations

In this report, an evaluation of the training center resources and operations of the Don Bosco Tech Society was assessed through in-depth interviews with the trainers and Center Head . The interviews were assessed on the infrastructure, manpower, regularity, functionality, and monitoring and evaluation systems in place, shedding light on continuous improvement and development.

- Infrastructure

As per the Guidelines for setting up a training center, it must meet several key requirements: it should be ideally located near major roads and public transport, and in well-lit areas with adequate public movement, subject to NSDC approval. The center must be equipped with the latest training tools and equipment as per SSC specifications, including smart classrooms and biometric attendance systems. Hostel facilities should comply with PMKVY or other NSDC/MSDE guidelines. Additionally, the center should have a dedicated room for counseling, mobilization, and placement activities, and at least one smart classroom with audio-visual facilities for virtual training and interactive sessions[22].

In the current study Don Bosco Center Head and trainers were interviewed to understand the ground process to assess the infrastructure. The following testimonials from the Center Head and trainers sheds light on challenges faced by them in terms of infrastructure. The challenges encountered by a

[20] Gallup. (2021). State of the global workplace: 2021 report. Retrieved from https://www.gallup.com/workplace/313313/state-global-workplace-2021-report.aspx

[21] Towers Watson. (2012). Global workforce study: Engagement at risk - Driving strong performance in a volatile global environment. Retrieved from https://www.towerswatson.com/en/Insights/IC-Types/Survey-Research-Results/2012/10/2012-Towers-Watson-Global-Workforce-Study

[22] https://nsdcindia.org/sites/default/files/files/Guidelines_for_PMKK_2017.pdf#page=13&zoom=100,120,354

training center located in a remote area, where accessibility is a significant issue for prospective trainees. Additionally, it highlights the complexities of availability of infrastructure. In this context, the Center Heads mentioned that trainings are being conducted in a government school faces a sense of alienation compared to other regular employees. This perception creates confusion regarding roles and objectives, exacerbated by a lack of clear communication with the principal. Consequently, there is a struggle in navigating respective responsibilities effectively, underscoring the need for improved integration and communication strategies to address these challenges comprehensively.

"There are many challenges we face. Essentially, we selected an external agency to collaborate with government institutes and schools. As a result, most of the staff are regular government employees, while we, from the external agency, feel like outsiders. This creates a sense of us being extra personnel, only present for our specific classes and tasks. The principal does provide us with services, but there is a lack of clear understanding regarding our roles and objectives. This confusion among both the principal and ourselves is the primary challenge we are encountering".

Excerpts from IDI with Center Head , South Zone, Nagaran

"Due to our centre's remote location, many individuals struggle to access our facility. This issue of reachability poses a significant challenge for us."

Excerpts from IDI with Center Head - South Zone, Trichy

"Since we provide in-hand training, we have all types of equipment needed right from the computer lab to the kitchen"

Excerpts from IDI with Center Head - West Zone, Trombay

- Monitoring and Evaluation System

A robust Monitoring and Evaluation (M&E) system is essential for the success of any programme. It systematically collects, analyses, and uses data to improve training quality and effectiveness. By continuously assessing training activities and outcomes, an M&E system ensures that the center meets its objectives, follows best practices, and adapts to changing needs. It shall include tracking trainee progress, evaluating instructor performance, and assessing the impact of the curriculum. Regular feedback from trainees, trainers, and industry partners is also incorporated for continuous improvement**.**

From the qualitative interviews, several key insights emerge regarding the training center's operations and strategies. Firstly, the center prioritizes a comprehensive approach to learning, blending practical and theoretical sessions in each batch, supplemented by hands-on training and access to top-notch laboratory facilities. This approach is bolstered by regular assessments throughout the course, allowing instructors to pinpoint areas of weakness and provide tailored training to address them. Moreover, the center emphasizes personalized support, with a team of skilled counselors guiding students through IQ and aptitude tests to ensure they are placed in suitable courses. In cases of hesitation or uncertainty, dedicated student counselors offer guidance and assistance, ensuring each student finds their optimal career path. Additionally, the center adopts a proactive approach to post-course support, conducting regular assessments and revisions even after course completion to ensure continued progress. Furthermore, the quotes underscores the broader challenge of job retention, particularly among female trainees, which the center addresses through parent meetings and ongoing progress tracking for up to six months.

"This problem of not continuing job occurs not only in Bihar but almost everywhere. It commonly affects females. To address this, we hold parent meetings after the completion of the training. We don't just forget about the students once they finish the training; we continue to track their progress. We monitor them for six months, checking in weekly, monthly, or every 15 days" Excerpts from IDI with Center Head , East Zone

"After the course completion, we asked questions on the subjects and also conducted weekly-monthly exams and also provided revisions"
Excerpts from IDI with Center Head, North Zone

"We have a team of highly skilled counsellors adept at administering IQ and aptitude tests to our students. Based on the test results, students are carefully matched with their desired courses. In cases where students hesitate to accept their assigned courses, our dedicated student counsellors step in to provide guidance and support, ensuring each student finds their best-fit program. Excerpts from IDI with Center Head, West Zone

"We incorporate practical and theory sessions in every batch, complemented by hands-on training (TT) sessions. Our center boasts excellent laboratory facilities to enhance the learning experience. Regular assessments are conducted throughout the course, enabling us to identify any weaknesses or areas for improvement. Upon recognizing these areas, we provide specialized training to students, equipping them with the skills needed to confidently navigate interviews and pursue their desired careers."
Excerpts from IDI with Trainers, South Zone

"We have a comprehensive tracking system in place to monitor students for at least one year after placement. Every month, we personally call them to check on their progress and well-being. We also gather feedback from their employers, which we report through our portal. This process helps us determine if our students are excelling in their jobs, enabling us to advocate for their potential salary increments. Additionally, the tracking system helps us identify students who have left their jobs, allowing us to understand and address any issues they may have faced"
Excerpts from IDI with Center Head - North Zone

- Manpower and functionality

To gain deeper insights into the system processes and the effectiveness of our manpower, we conducted interviews with Center Head s. These discussions helped in understanding the roles and responsibilities of each team member and how they contribute to the centre's overall functioning.

The training center operates through a well-coordinated system involving multiple teams and roles to ensure effective delivery and successful outcomes for trainees. The mobilization team plays a critical role by visiting villages to discuss available courses, identify interested individuals, and facilitate their enrollment in the programs. This grassroots approach helps to reach potential trainees directly.

"The mobilization team, visit villages to discuss our courses. We identify individuals who are interested and ready to work, and we facilitate their enrolment in our programs"
Excerpts from IDI with Center Head , East Zone

"We have national and state-level deputies who identify market requirements and establish partnerships with companies. These requirements are then communicated to the states, which provide students accordingly. It is a collaborative effort between the national and state teams, working together to address issues and allocate resources based on identified needs"

Excerpts from IDI with Center Head , North Zone

At the higher levels, national and state-level deputies identify market requirements and establish partnerships with companies. These requirements are then communicated to the states, which match students to these opportunities accordingly. This collaborative effort between national and state teams ensures that issues are addressed, and resources are allocated effectively.

Effective coordination within and between the state, central, and national teams is essential for the smooth execution of programs. By planning well in advance, a comprehensive annual plan is created, allowing the center to receive information promptly and prepare accordingly. However, financial planning remains a crucial challenge, as delays in payments to staff and funding to the center have led to maintenance issues, highlighting the need for timely financial management.

"Effective coordination needs to be established within the state team and between the state, central, and national teams. By planning well in advance, we can create a comprehensive annual plan that ensures smooth execution of each program. This will enable the center to receive information promptly, facilitating better preparation and implementation. Additionally, financial planning is crucial. Currently, staff have not been paid for 3-4 months, and the center has not received funding for 6-7 months, leading to maintenance issues. Timely financial management is essential to address these problems and ensure the centre's smooth operation"

Excerpts from IDI with Center Head , East Zone

"Before the COVID-19 pandemic, we received regular financial support from sources like the SSA and the state government. However, since the pandemic began, funding from the SSA has ceased. As a result, the principal has had to manage the funds independently, and financial issues remain unresolved"
Excerpts from IDI with Center Head , South Zone

The trainers appointed at the center are TOT certified, ensuring a high standard of instruction. If a trainer is hired without certification, they are required to complete it, and ongoing training and orientation programs are provided to maintain these high standards. This ensures that trainees receive quality education from well-trained professionals.

> ***"The trainers we appoint here are TOT certified, as we do not hire anyone without this certification. If we ever need to hire someone who isn't yet certified, we ensure they complete the TOT certification. Additionally, we provide ongoing training and hold orientation programs to maintain high standards. The majority of our trainers are already well-trained and certified when they join us"*** Excerpts from IDI with Center Head , East Zone, Katihar

> ***"In every state, we have a dedicated placement coordinator. Their sole focus is on facilitating placements by communicating with various companies to understand their specific candidate requirements. This ongoing communication between placement cells across the country ensures that when companies express a need for certain types of candidates, we can promptly inform them once our trainees complete their training"*** Excerpts from IDI with Center Head , East Zone

Each state has a dedicated placement coordinator focused solely on facilitating placements. These coordinators communicate with various companies to understand their candidate requirements and ensure that trainees are matched with suitable job opportunities upon completing their training. This nationwide network of placement cells enables prompt communication and efficient placement of trainees.

Additionally, a job placement officer tracks each student after they are placed, maintaining a connection between the students and their teachers and trainers. This ongoing support helps address any problems or issues the students may encounter in their new roles, ensuring a smoother transition into the workforce.

> ***"We have a job placement officer who tracks each student after they are placed. Additionally, the students remain connected with their teachers and trainers to seek support if they encounter any problems or issues"*** Excerpts from IDI with Center Head , North Zone

Overall, the training center's system is a cohesive and collaborative effort involving mobilization, coordination, training, placement, and ongoing support to ensure the successful integration of trainees into the job market.

Chapter-4: Conclusion and Recommendations

4.1 Conclusion

The profiling of respondents in this study serves as a crucial step in understanding the socio-economic and demographic characteristics of the sample population. Across six zones in India, comprising Central, Northern, North East, South, and West regions, a structured interview was conducted with 3103 trainees. Of these, 59% were male and 41% were female, with an average age of 26 years. The education level varied across zones, with the majority having completed graduation, particularly in the Central and North zones. The distribution of caste categories varied, with the General category being predominant, especially in the West zone, while the OBC category had a higher representation in the Central zone. Hinduism was the dominant religion, with Muslims being the second-largest religious group, primarily in the North zone. The majority lived in joint families, except in the North East zone where nuclear families were more common. Most respondents possessed a ration card, and private service was the most common family occupation, particularly in the North zone. Agricultural labor was prevalent in the North East zone, while business-related occupations were prominent in the West zone. Government service occupations were relatively sparse. The average monthly household income was Rs. 19,814.47, with a median income of Rs. 15,000 per month for a family of five.

Following the Kirkpatrick Model of Training Evaluation, which assesses training at four levels, in this study reactions to the program, learning and behaviour due to the training programme and results received after the training programme was assessed. The findings indicate that the primary motivation for trainees across all zones was the potential for the program to lead to job opportunities, reflecting a strong desire among youth to secure employment. This trend was particularly notable in regions such as the West zone, where a significant proportion of trainees expressed a desire to obtain employment after completing the training. Conversely, in regions like the Central and North East zones, trainees showed a keen interest in the subject matter of the training, indicating genuine enthusiasm for the domain in which they received training.

Furthermore, trainees expressed satisfaction with various aspects of the program, including the training material, instructors, practical sessions, technology, and additional support provided. Satisfaction levels varied across regions and domains, with some regions showing particularly high levels of satisfaction in certain areas. For example, trainees in the South zone reported high levels of satisfaction with additional support, while those in the North East zone expressed high levels of satisfaction with the knowledge level of trainers. While the majority of trainees reported being satisfied with the program, areas for improvement were also identified. Suggestions included aligning the training with industry standards, increasing interaction with industry professionals, and implementing an improved feedback mechanism.

The learning experiences of trainees across different regions and domains assessed the knowledge gained, practical experiences received, challenges faced, and the motivation to continue the skill training program. Region-wise findings highlights significant variations in the exposure levels of participants to practical experiences across different skill training programs. While Security Guard trainees exhibited the highest exposure to workplace scenarios, Drivers had the lowest level of interaction at the workplace. Similarly, challenges faced during the training varied across domains, with IT trainees reporting issues with the delivery of sessions by trainers and the adequacy of training duration. Additionally, benefits and motivations to continue the program varied, with practical sessions-oriented training delivery being a major motivating factor for most domains, except for Security Guard trainees who were driven by regular counseling.

The assessment of behaviour changes due to the skill training program provide insights into the application of acquired knowledge and skills in the trainees' work settings. Through level 3 evaluation, which focuses on training transfer and job-related changes, the study aimed to pinpoint specific behavioral changes resulting from the training program. Region and trade-wise findings reveals significant variations in the skill sets acquired and the desire to enhance them among trainees. For instance, trainees in Agriculture trade exhibited proficiency in technical skills related to farm machinery operation and maintenance, while those in Beauty and Fashion demonstrated expertise in skincare and body treatments. However, soft skills such as communication, leadership, and problem-solving were lacking among many trainees, especially in trades like Food and Beverage Hospitality, Driver, Security Guard, and Associates. Furthermore, the data highlights the trainees' keen interest in enhancing their skill sets, particularly in soft skills. For example, Driver trainees expressed a desire to improve communication skills, while Customer Relationship Management and Associates aimed to enhance time management abilities. Additionally, security guard trainees sought improvement in problem-solving, time management, and conflict resolution skills.

The results of the skill training program offered by Don Bosco Tech Society demonstrate significant achievements in terms of increased employment, successful completion of the training program, job placement through Don Bosco Tech Society, duration to secure employment after training, and full engagement at the current job. Across different trades, the effectiveness of the skill development training program is evident, with a notable increase in employability reported by 92% of the trainees. However, some trades, such as Driver and PDOT, had lower job placement rates, possibly due to various reasons cited by the trainees, including lack of interest in the field or aspirations for higher wages. Successful completion of the skill training program is observed across all trades, with high pass rates ranging from 92.9% to 98.1%. Notably, the Security Guard program achieved a 100% success rate, indicating the proficiency and preparedness of the trainees. However, small percentages of trainees in certain programs did not pass on their first attempt, suggesting areas for improvement in training delivery. Job placement through Don Bosco Tech Society varied among trades and regions, with the North East zone standing out with a remarkably high placement rate of 99.2%. The duration to secure employment after training also varied, with the majority of trainees finding jobs within the first year, but notable differences were observed among trades and regions. Finally, full engagement at the current job was reported by 96% of the trainees, indicating satisfaction and commitment to their roles. This level of engagement is crucial for organizational success and reflects positively on the effectiveness of the skill training program.

The evaluation of the Don Bosco Tech Society's training centers reveals both strengths and challenges across infrastructure, monitoring and evaluation, and manpower functionality. The infrastructure of the centers, though aligned with guidelines, faces significant hurdles, especially in remote areas where accessibility is limited, and integration with existing facilities like government schools is complex. Addressing these issues requires improved communication and clearer role definitions to enhance the training environment. The robust Monitoring and Evaluation (M&E) system in place effectively supports the center's objectives by integrating regular assessments and personalized support, ensuring continuous improvement and adaptation to changing needs. This system's emphasis on feedback and post-course support, particularly in tracking job retention among female trainees, demonstrates a commitment to long-term trainee success. Manpower functionality is a critical component of the center's operations, with a coordinated effort across mobilization, training, and placement teams. The system's grassroots approach to mobilization and the alignment of national and state-level efforts ensure that market needs are met and resources are efficiently allocated. However, timely financial management remains a crucial area for improvement to prevent disruptions in staff payments and center maintenance. The dedicated placement coordinators and job placement officers

play a pivotal role in facilitating successful job placements and providing continued support to graduates, aiding their transition into the workforce.

4.2 Recommendations

Based on the findings from the data and interpretations, here are recommendations to upscale the training program:

1. **Tailored Soft Skills Training**: Recognizing the importance of soft skills in the workforce, incorporate tailored soft skills training modules into all training programs. This should include communication, problem-solving, leadership, time management, and conflict resolution skills. Practical exercises, role-plays, and real-world scenarios can enhance the effectiveness of these modules.

2. **Enhanced Practical Exposure**: Increasing the emphasis on practical exposure and hands-on training across all trade through implementing workshops, internships, and on-the-job training will provide opportunities to real-world experience to trainees. Collaboration with industry partners to facilitate access to workplace environments and ensure alignment with industry standards and practices will enhance the practical exposure.

3. **Customized Support for Job Placement**: Develop customized support mechanisms for job placement based on the specific needs and challenges of each trade and region. This could involve establishing dedicated placement cells, strengthening partnerships with employers, and offering career counseling and mentorship programs to assist trainees in securing employment.

4. **Continuous Monitoring and Evaluation**: Implement a robust system for continuous monitoring and evaluation of the training program's effectiveness. This should include regular feedback mechanisms from trainees, employers, and industry experts to identify areas for improvement and ensure ongoing quality assurance.

5. **Strengthen Regional Partnerships**: Strengthening partnerships with local stakeholders, including government agencies, educational institutions, NGOs, and community organizations, to leverage resources, expertise, and networks for more comprehensive and sustainable skill development initiatives. This collaborative approach can enhance program reach, effectiveness, and sustainability.

6. **Focus on Career Advancement Opportunities**: Providing trainees with clear pathways for career advancement and skill upgrading with additional certification programs, advanced training modules, and opportunities for specialization within each trade to enable trainees to progress in their careers and stay competitive in the evolving job market.

7. **Peer-to-Peer Learning Network:** Establishing a peer-to-peer learning networks within each trade would facilitate knowledge sharing, collaboration, and mentorship among trainees. DB Tech may encourage experienced trainees to mentor newcomers, exchange best practices, and provide support and guidance throughout the training journey. This peer-driven approach fosters a sense of community and promotes continuous learning and improvement.

8. **Community-Based Projects**: Trainees can be engaged in community-based projects or service-learning initiatives that align with their training goals and contribute to local development needs. Collaborate with community organizations, businesses, and government agencies to identify meaningful projects where trainees can apply their skills, gain practical experience, and make a positive impact in their communities. This hands-on, real-world application enhances learning outcomes and fosters civic engagement and social responsibility.