

DB Tech's Skill Training in India

An Impact Assessment Study

Submitted to
Don Bosco Tech Society

Study conducted by
Formal Skill Training Program

Bosco Institute of Social Sciences, Bangalore and
Catalyst Management Services Private Limited

Short-term skill training program
Don Bosco Animation Research Kendra (DB ARK)



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Message from Executive Director

Dear Friends,

Saint John Bosco was a true pioneer of Technical and Vocational education. In 1853 he started a 'workshop' in the backyard of his Oratory, where he personally began to train a small number of unemployed youth and school dropouts in certain simple skills. In doing so, he was pioneering the concept of 'Trade Schools' in Italy. Without doubt, technical and vocational training has been a high priority area of the Salesians of Don Bosco (Don Bosco) mission in the world. We could very well say that a passion for technical education is deeply ingrained in the Don Bosco DNA.

Don Bosco have created an excellent tradition of technical education in India. Right from the start, the Don Bosco launched out into the field. In fact, the very first initiative they launched in Thanjavur, soon after their arrival in 1906, was an Industrial School, which was quite a novelty in those days. It began in a small way with just two trades -- weaving and carpentry. Printing was added in 1924.

Sir K. V. Reddy, Minister for Development, Government of Madras, wrote at the end of his visit to Don Bosco Technical Institute in Tanjore in 1920: "The more I see, the more I feel convinced that these should form the nucleus of our scheme of Industrial and Technical education in this country. These missionaries have placed us under a deep debt of obligation."

In 1921, after a visit to the school, the Governor of Madras Presidency wrote thus: "The Salesian Mission does its best in every way possible to impart to Indian youth an education proper to the vocation of each one. An education imparted according to individual inclination and vocation is of utmost importance in the formation of young India. It is necessary to make young people grow up with the idea not so much of becoming government employees, advocates or secretaries as of taking up a trade that will render them all really useful and productive citizens."

In November 1950, the Governor of Assam, Shri Jairamdas Doulatram, who opened the industrial exhibition at Don Bosco (Shillong) had this to say: "Now I understand how a boy can be taken from the streets or from the jungle and transformed into an active young man, useful to himself and to society. The educative method of Don Bosco does these marvels. My dear boys, your Rector told me that you are 250 in the boarding. But now I tell you that from today onwards you will be 251, because I too want to remain here with you, to receive the benefit of the education of Don Bosco." Later, the governor asked for a life of Don Bosco, and after glancing through it, he said, "India needs a man like him."

Don Bosco skill training programs are designed to meet the requirements of the neediest youth, especially from poor families, who

have been forced to drop out of schools largely by circumstances beyond their own control. These training programs provided opportunities for obtaining income-generation skills, basic computer literacy, life skills and an entry level opportunity for every youth who enters to any Don Bosco skill training centre across the country. These courses are offered in 230 Don Bosco skill training centres in the form of formal, non-formal and short term courses.

Over a century, Don Bosco has been involved in skill training in the country. But this contribution to the most needy youth are often sidelined in the euphoria of academic education and other social works. The present focus of the government on 'Skilling India' calls for preparing youth for the future jobs. In this context, Salesians want to look at the training programmes and make it relevant to the changing trends in the market. So it was decided to conduct an impact assessment of Don Bosco skill training programs.

The specific objective of the evaluation is to assess the development impact of the skill training and the extent to which the Don Bosco objectives and targets have been achieved. This report includes an assessment of the lessons that can be drawn from implementation of various projects and to serve as a guide for future projects.

The assessment was undertaken in a two-fold approach by independent agencies. The impact assessment formal and non-formal skill training programs conducted by Bosco Institute of Social Science (BISS) and Catalyst Management Services Pvt. Ltd. The impact study of short term programs is done by Don Bosco Animation Research Kendra (DB Ark). The summary includes sections covering the main findings including impact assessment, lessons learned and major recommendations. The study also tried to capture the essence of project impacts. This report is the outcome of the studies conducted by BISS, Catalyst Management Services and DB Ark.

We express our gratitude to BISS and DB Ark for their sincere efforts in conducting the study and providing us with insights into the programmes which can help us to be more effective in the service of the young.

A handwritten signature in blue ink, likely belonging to Fr. A. M. Joseph, SDB.

Fr. A. M. Joseph, SDB

Executive Director

Don Bosco Tech Society



Impact Assessment of

DB Tech's Formal Skill Training

Impact Assessment of DB Tech's Formal Skill Training

**Submitted to
Don Bosco Tech Society**

**Submitted by
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And

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ABBREVIATIONS

BISS	Bosco Institute of Social Sciences
CMS	Catalyst Management Services Pvt. Ltd
DB	Don Bosco
FGD	Focussed Group Discussion
GEN	General Category
ITC	Industrial Training Centre
ITI	Industrial Training Institute
MoRD	Ministry of Rural Development
NREGA	National Rural Employment Guarantee Act
OBC	Other Backward Category
SC	Scheduled Caste
ST	Scheduled Tribe

Impact Assessment of Technical Education Initiatives of Don Bosco Technical / Skill Training Centres in India

SUMMARY

Abstract

Knowledge and skills are the driving forces of economic growth and social development of any country. They have become even more important given the increasing pace of globalization and technological changes taking place in the world. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization.

DB Tech India, is a network of Don Bosco (DB) skill training centres in India, that targets marginalized youth. They are provided both hard and soft skills in a supportive environment of learning and mentoring that is responsive to the individual's emotional and developmental needs.

DB Tech commissioned a study to understand the impact of DB Tech institutes in India over their 100 years of service to vulnerable and marginalized youth through technical education. This is an overview of the study process, the key findings and recommendations for way forward.

1. DB Tech Institutions - An Introduction:

DB Tech India is a network of 117 Don Bosco skill-training institutes spread across 25 states, making it the largest network of institutes engaged in skill training in India. Both the centres that run formal and non-formal training programmes¹ (hereinafter formal and non-formal), provide employment-linked and market-oriented vocational training for a short or long duration to economically and socially marginalized youth.

The DB Tech is a coordinating unit formed as an umbrella organization of Don Bosco Technical Institutes in India and has been in operation for the past three years and more.

2. The Study:

With over 100 years of implementing technical education in India and with the changing scenario and need for skill development across the country, DB Tech desired to evaluate the impact, the scale and the quality of technical education provided through Salesian Technical Institutes and this is a summary report of the study.

¹ DB Formal Institutes – Provide Government ITI courses (formal) as well as several certificate course which are non-formal. DB Non-Formal Institutes provide only short term or long term non-formal certificate courses

The **key objectives** of the study were:

- To understand and assess the **impact of various initiatives** of DB Tech institutes
- To understand the **strengths and weaknesses** of the DB institutes and the **opportunities** available for positioning DB Tech as the **largest skill development player** in the country.

3. Methodology:

Twenty of the Don Bosco Technical Institutes (10 Formal and 10 Non-formal) from across the 10 provinces in the country were selected using stratified sampling technique for the study. The process of impact assessment included individual/group interviews with the Director/Principal and key personnel as well as primary data collection from a sample of 900 beneficiaries of the sampled institutes. Respondents for the study were sampled from among the beneficiary students who had completed the training in these formal and non-formal institutes within the past five years (2005-06 to 2009-10). The sample consisted of 60 students from each of the formal training institutes (30 from the formal and 30 from the non-formal training streams) as well as 30 students from each of the sampled non-formal training institutes. The focus of the primary data collection was to measure the impact of the skill training provided by the Don Bosco Technical Institutes.

4. Summary of Key Findings:

- i) **Highly relevant and appropriate training**, given the context of education and skill training in the country, particularly for the most vulnerable youth from poorest areas.*

Don Bosco technical institutes have been established across the country with a focus on improving socio-economic well-being of young people from poverty stricken families and geographies. Over several years of service, through skill building initiatives for the poor youth, Don Bosco institutes have contributed to reduction in poverty and improvement in quality of life of youth and their families from poor and backward communities. Reaching out into geographies with lower socio-economic status, the Salesian Society is contributing to improved access to education and technical skills for the poorer segment in the society, whether it be tribal youth, dalits, street children, slum dwellers and migrants. The study shows that the occupational profile of the households from which the students come from is mostly farmers, fishermen, coolies and casual labourers. At least in eight out of the twenty centres, parents of the students depend on agriculture with reportedly very little return, pushing the family into abject poverty and deprivation.

81% of the respondents of the study appreciated the fee charged, boarding facilities offered and the care for spiritual well-being provided by the institutes. The fee charged by

these institutes is comparatively low and affordable to the poor and vulnerable students. In addition to its focus on the marginalized in terms of its location and targeted beneficiaries, the institutes also provide flexible payment options to needy students, e.g., fee waiver or deferred payment of fees until the student is employed.

ii) Significant achievements in terms of coverage of beneficiaries.

Currently there are close to 117 DB Technical Institutes in the country providing skill training in over 77 different types of trades. These institutes are currently reaching out to around 14,500 youth annually through both formal and non-formal training. In addition, with the support of Ministry of Rural Development, the institutes have an increased capacity to train close to 30,000 young people through short-term three month courses. The choice of trades and training methodology are relatively uniform and well conceptualised across the institutes. However, some institutes have reached saturation level with limited scope for expansion and increased coverage due to limited resources.

The formal stream has mostly traditional trades like welding, fitter, electrician, electronics, carpentry, printing etc. The target industries are mostly the local manufacturing companies. Several students also have initiated self-employment particularly in fabrication, welding and other engineering services. The trades offered by the formal institutes are mostly government recognized. Over a period of time, trades have been added, updated or dropped in some centres depending on student need and market demand. Income generation by undertaking external job contracts has been weaning in most of the institutes. With the changing environment and plethora of emerging opportunities both at national and local levels, DB Industrial Training Centres need to improve their program review processes to grab these opportunities so as to stay relevant to their objectives.

iii) Outcomes at the grassroots level (youth, communities) are evident and recognised by stakeholders. Visible changes in the overall development of the youth is seen, which was indicated by the beneficiaries themselves and corroborated by employers and parents of the students

More than 75% of the beneficiary respondents, reported gaining employment immediately after completing their training from DB technical institutes. Some, mostly from the southern India, have been placed in several foreign companies particularly from the Middle East countries. The beneficiaries of the Don Bosco institutes see all round development in their life and they consider it as a privilege to have been trained by a DB institute. Over 80% of the study respondents not only appreciated the improvement in their skills but also in their confidence in life as association with a Don Bosco institute has provided them with a positive outlook on life. They are quite happy with their earnings and

recognition from their family and society. 65% of the respondents said that they are involved in community development activities, which is an influence of the educational approaches of Don Bosco institutes. The industry also appreciates Don Bosco institutes as they see difference in the Don Bosco trained employees from other employees in terms of their skill, work culture and commitment.

iv) Educational approach of Don Bosco Institutes.

Don Bosco's system of education, which is called the "Preventive System", is based on the principles of Reason, Religion and Loving Kindness. What it means is – "a total commitment on the part of the educator to becoming friends with the young and treating them as equals, not patronizing them or trivializing their concerns and ideas; opening up options for growth, learning; working for physical, emotional, psychological, intellectual and, more importantly, spiritual development- a practice for the home as well as the school."² The Preventive System is the foundation on which Don Bosco has built his spirituality and defines the core characteristics of Salesian way of life.

Close to 80% of the respondents from the formal institutes and 87% from the non-formal institutes confirmed that they had experienced the helpful and caring presence of the Salesians and tutors at the DB institute. Close to 8% in formal institutes and less than 2% in non-formal institutes felt the absence of this caring presence. This points to the fact that the spirituality that defines Don Bosco's educational approach is still relevant and continues to make an impact. This also reflects that the Salesian commitment to the founder, Don Bosco's philosophy and spirituality is intact and therefore able to achieve an impact in the lives of thousands of young people that pass through these institutes.

v) Adequate and appropriate infrastructure combined with adequate institutional capacity and commitment to deliver the results seen in majority of the centres.

The hallmarks of the Don Bosco skill training centres are their adequate infrastructure, competent staff and the value based education and training offered in these institutes. The Don Bosco institutes have built a brand for themselves in skill training. It is not only the largest skill-training provider in India but also provides quality training, which is being recognized by the industry. The infrastructure in the Don Bosco institutes is seen as adequate and better than the market average especially in the traditional trades. 90% of the beneficiaries of the trainings in Don Bosco institutes appreciate the adequacy of labs, classrooms, capacity of instructors, learning environment and the recreation facilities.

vi) Sustainability of results and benefits emerging from the initiative

² http://www.donboscowest.org/salesian_family/salesian_bulletin/199707/reason.htm (Accessed on 2nd April 2012)

The Don Bosco institutes have been built on a strong foundation of values and institutional structures that have been sustained for a long time. However, the style of functioning is not uniform across the institutes and there is variation in vibrancy of individual institutes and their relevance in addressing emerging needs.

The Salesian Society's approach to management of the skill training centres is largely guided by the constitution of the Salesian Congregation. Each technical institute operates within the administrative jurisdiction of the provinces in the country and the Provincial Council assume varying degrees of control over strategic direction of the institutes. Day to day operations and administration are managed by the designated Principal/Rector as the case may be. The institutes have operational freedom and autonomy within the larger constitutional framework of the Salesian Congregations and the guidance issued at the provincial level. As a result, Don Bosco institutes can vary widely in character and quality of their programs but in terms of the basic philosophy and educational system, they still follow the Salesian method of education – the 'Preventive System'. The DB Tech had been formed as an umbrella organization of Don Bosco Technical Institutes in the country and has been in operation for over three years. This body does not have supervisory control over the institutes but only a coordinating role.

The institutes are free to chart their own courses, focusing on strengths and developing niche areas. As a result, they are able to provide a choice of trades and streams for the students. Yet, given the current style of functioning, there is limited scope for cross learning and projecting DB Tech as a major skill training provider in India.

Benchmarking quality of technical training is just emerging in India and is being made mandatory in a few states. Not all the DB technical institutes have accreditation status. However, the industry rates the quality of training provided by Don Bosco very high. This cannot be construed as standard quality performance across all institutes as there is variation of style of functioning between the institutes.

The planning processes in the institutes: Annual plans are prepared by the head of the institute and in some cases, with the involvement of some or all the staff members. While the review process at the provincial level provides the DB institutes with a very useful forum for sharing their experiences, it does not delve into the detailed performance of individual institutes.

Within the institutional setting of Don Bosco, strategic planning differs from routine and annual planning activities in three ways:

- *The broad involvement of a large stakeholder group, some of whom may not participate in routine institutional planning.*

- *The use of a self-study to assess the institute's environment along a number of dimensions.*
- *The focus on the development of major, long-range goals and the identification of the gap between those goals and the current status.*

5. Major Strengths and Concerns:

The major strengths of the Don Bosco institutes are:

- i) Worldwide recognition of DB institutes
- ii) Quality of training with adequate infrastructure and a qualified and experienced staff
- iii) Value based education with organisational and individual commitment to the values.

The key areas that the DB institutes need to look into immediately are:

- i) Strategic planning and actions
- ii) Market scanning and introduction of new trades and updating training infrastructure
- iii) Addressing the staff turnover issue by reviewing and strengthening the human resource systems

Impact Assessment of Technical Education Initiatives of Don Bosco Technical / Skill Training Centres in India

Detailed Report

1. Background

1.1 Don Bosco Society

The Don Bosco Society is an international organization dedicated to the service of young people, especially those who are poor and disadvantaged. Founded in 1859 by St. John Bosco, an Italian saint-educator, the Don Bosco society is spread across 130 countries. The Salesians of Don Bosco are recognized by the Economic and Social Council of the United Nations (ECOSOC) as an official NGO with consultative status at the UN.

The prime objective of the Salesian Congregation is to promote integral growth and all-round development of young people; particularly those who are poor and abandoned. Hence, the Salesian Congregation runs schools, colleges, technical institutes, youth centres, and the like. A variety of educational and developmental activities such as media education, psychological counselling, life-skills training, career guidance, job placement services, entrepreneurial skill development and a lot more are offered. The Salesians join hands with all people of goodwill and network with other like-minded organizations, governments and international bodies for the cause of the young, especially those 'at risk' such as street children, school dropouts, child workers, rag pickers, victims of war and violence, etc. who are in need of special concern.

1.2 Don Bosco Society in India

The Salesian Congregation started their apostolic mission in India in 1906. Currently there are 344 *canonically erected houses and presences*³ of the Salesians in India. These centres have under them 279 schools, 226 centres for the young at risk and 117 technical institutes forming a total of 622 sub-institutions spread across 27 States and 3 Union Territories in India. Salesians in India are involved in variety of work that include running schools, colleges, university, technical education, youth centres, orphanages, catholic parishes etc. and are divided into 11 administrative units called Provinces. These provinces are headquartered at Bangalore, Chennai, Dimapur, Guwahati, Silchar, Hyderabad, Kolkata, Mumbai, New Delhi, Panjim and Tiruchy.

³ Officially established under Canon Law of the Catholic Church

1.3 Don Bosco Society in India and Community Development

Every province of the Salesian Society in India has a Social Development Wing that coordinates the developmental programmes carried out by that Province. The developmental programmes of Salesian Society are oriented towards empowering people so that they become the driver of their own development and progress in society.

Don Bosco Technical Institutes have been engaged in technical education in India for more than a 100 years. DB Tech India is a network of 117 Don Bosco skill training institutes spread across 25 states in the country making it the largest network of institutes engaged in skill training in India. This network trains close to 14,500 youth through formal or non-formal programmes each year through the eleven provinces. All the centres provide employment-linked and market-oriented vocational training for short or long durations to economically and socially marginalized youth.

The DB Tech is a coordinating unit formed as an umbrella organization of Don Bosco Technical Institutes in the country and has been in operation for over three years.

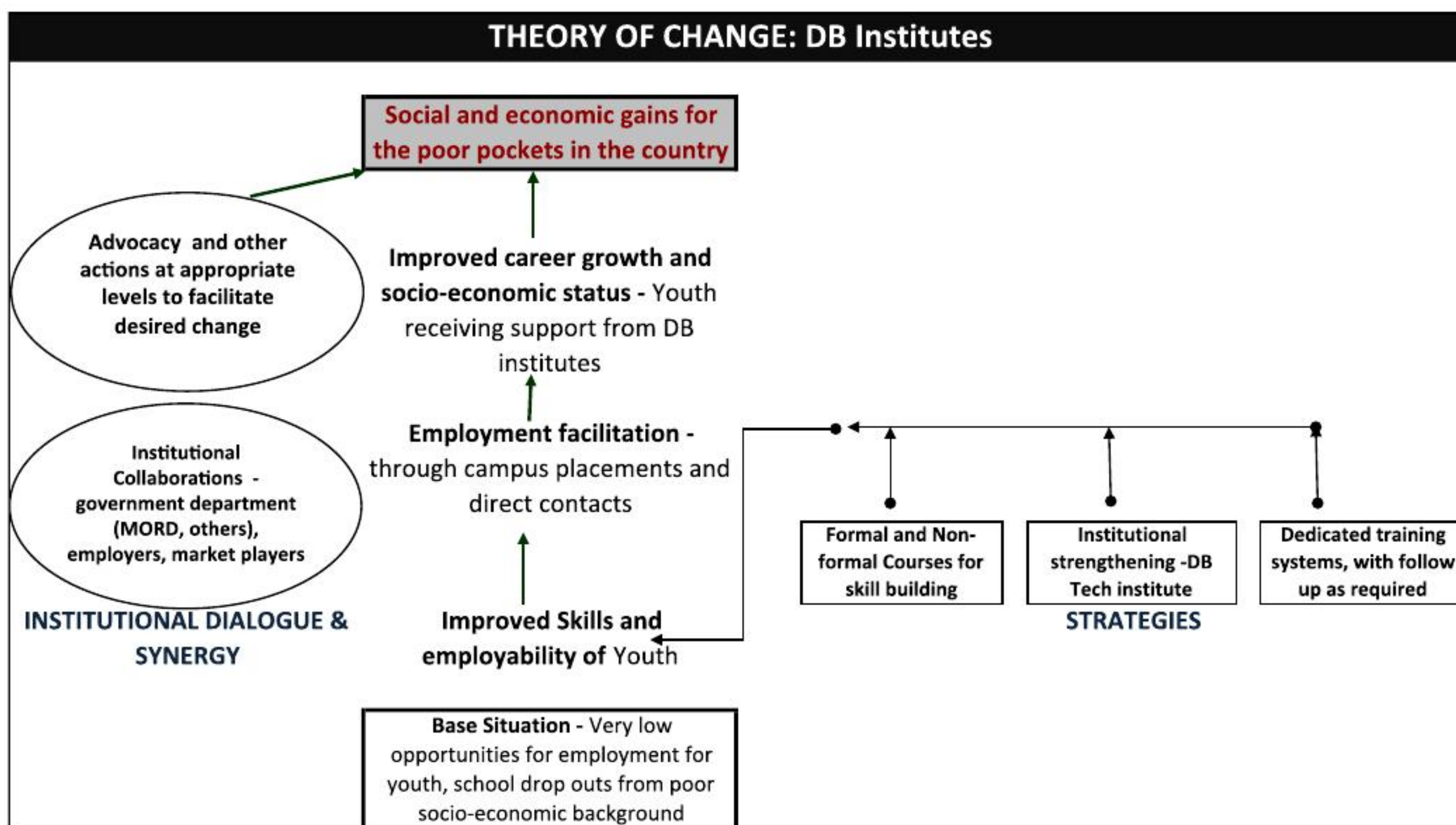
2. Research Design

Having been implementing technical education across the country for over a 100 years, DB Tech desired to evaluate the impact, the scale and the quality of technical education provided through the Salesian Technical Institutes. It also desired to assess the impact of this on larger community development processes and explore the scope for being the largest skill development organization across the country.

Bosco Institute of Social Sciences (BISS), Bangalore, along with Catalyst Management Services (CMS), Bangalore, did a study to understand the impact of skill development initiatives by DB institutes across India and this is the detailed report of the study.

Theory of Change

The DB institutes contribute to the socio-economic development of the region they operate in. It was essential to understand and track the change process in operation. The impact assessment, therefore, visualized a certain theory of change and measured whether this is working or not. The diagram below captures the theory of Change envisioned within Don Bosco Institutes which guided the study analysis:



The Don Bosco institutes are working towards changing the situation of very low employment opportunities for youth and school drop outs from backward communities

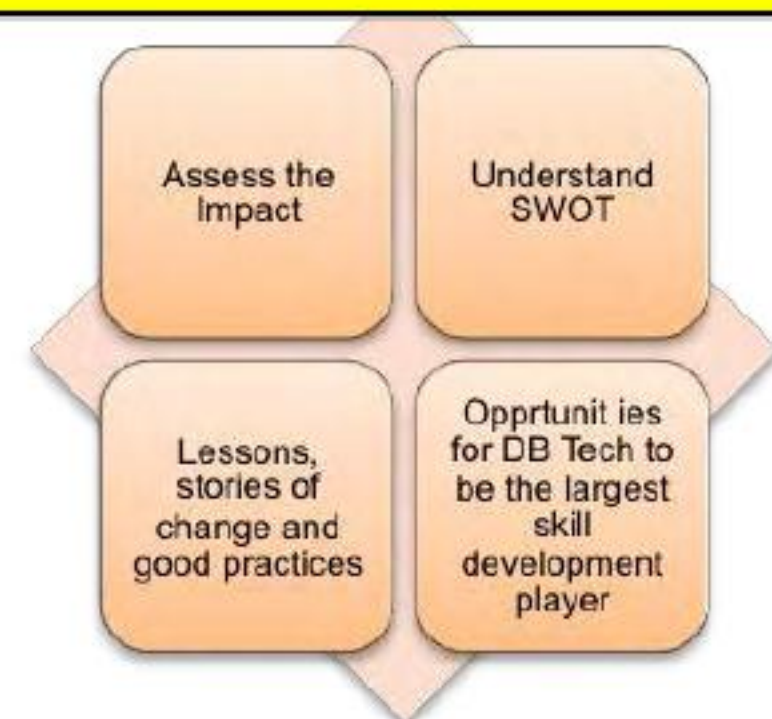
and areas. It was expected that a process of interventions related to skill building and job placements will lead to better income and better status of youth and their families. The institutes provide formal and non-formal training programmes to achieve this. The quality of these programmes largely depend on the training system that the institute follows and its institutional strengths. It is possible that achievements are different at different nodes of this results chain. It is also recognised that DB Tech institutes face many challenges in this journey at various points. All of these are analysed and reflected back to arrive at the quantum of impacts, factors responsible and lessons from the experience discussed in this report.

2.1 Study Objectives

The **key objectives** of the study were:

- To understand and assess the impact of various initiatives of DB Tech institutes:
 - i. Skill building and job placement
 - ii. Enhanced personality growth for the individual through the educational value system of Don Bosco and spiritual insights
 - iii. Better career prospects and progression for trained youth
 - iv. Income enhancement of the family
 - v. Contributions towards community development and socio-economic gains in their geographic area.
- To understand the strengths and weaknesses of the DB Tech institutes and identify opportunities for growth and potential threats.
- To capture lessons, stories of change and good practices.
- To assess the scope/factors that will contribute to developing the organization as the largest skill development player in the country.

Figure No. 1 Key Objectives



2.2 Study Framework

To achieve the objectives of the study, the impact assessment was carried out at different levels such as:

- **At the level of young beneficiaries:** assessment of change in skills, enhancement of incomes, job prospects, career progression etc.

- **At the level of institute:** institutional profile, assessment of training system, SWOT analysis, analysis of significant changes due to the institute and analysis of context and future avenues.
- **At the family /community level:** opportunity scan for Don Bosco, contributions of DB institute etc.
- **At the level of employers:** performance of alumni, SWOT assessment of the institute.

The study impact assessment framework included the following key components as given in the diagram below:

DB Tech Institutes Impact Assessment Framework	
Aspects of Evaluation	Key Indicators <i>Sample: 20 institutes in 5 regions (10 Formal and 10 Non-Formal)</i>
Socio-economic and Poverty Profile of the target Youth segment	- Sources of income and dependence on various livelihoods options - Educational status - Assets and endowments - Vulnerability factors
Improved skills and employability	- Number of youths receiving skill courses, by type and length of course - % of youth gaining employment on completion of course - % of youth getting better remuneration than what they were getting before the course - Number of employers and industries linked with - % of youth expressing satisfaction with various services and support received from the institute
Strengthened institutes and its training system	- Status of the institution - infrastructure, facilities, courses, coverage - SWOT analysis of the institution - Feedback of various stakeholders about the institution - Assessment of the training model followed by the institution - Assessment of market requirements and extent to which institute is able to cater to those
Improved career growth and socio-economic status	- % of youth achieving steady progression in career after passing out from the institute - Current economic status of institute alumni and how it has improved over the years - Confidence level/proactive/ability to look for opportunities of career growth
Social and economic gains for the poor pockets of the country	- Number and % of youth catered by the institute in the region - Contribution of the institutions in improving socio-economic profile of beneficiaries - Other impacts as perceived by the beneficiary youth - Overall contributions to the economy of the area
Different analysis possibilities	- Socio economic profile of youth - before receiving the course and now - Formal and non-formal stream - Social groups (SC/ST/OBC/Gen) - Income groups
Other Areas	- Attributability of changes - Best Practices, Experiences and Lessons Learnt

2.3 Emperical Design

2.3.1 Sampling

Impact Assessment of Technical Education Initiatives of Don Bosco Institutions in India				
Sampling Framework for the Study				
Universe - All the youth who have undergone training (both formal and non-formal) under the Don Bosco Technical Institutes across the country, (2005-06 to 2009- 5 batches)				
Primary Analysis and Sampling Unit The youth who have undergone training in DB Technical Institutes in the last 5 years (2005-06 to 2009- 5 batches)				
Primary Level of Heterogeneity Required in the Sample Regional Differences, Type of Stream,				
Method of Sampling - Multi-Stage, Stratified and Random Sampling				
Number of Samples to be Covered Minimum 383, if selected purely at random to achieve the accuracy of results at programme level with 95% confidence level and 5% confidence interval, for a large population As we need heterogeneity and stratifying, we add a design effect of 1.5 and therefore minimum of about 600 samples required. In the same way a minimum of 300 sample from Non-formal institutes				
Stage	Level	Criteria for Selecting the Sample	Selection of Entities at each Level	Nos. covered at the Level
Stage 1	Zone Selection	Salesian India has 10 administrative regions in the country spread across the 5 Zones (South East, South West, West, North, East/North East) In order to understand the heterogeneity of culture, geography, socio economic condition, all the 5 Zones will be selected for this study	5 Zones and Regions under it Selected: South East - Chennai, Hyderabad, Tiruchy South West - Bangalore North - Delhi, East/North East - Kolkata, Guwahati, Dimapur, West - Mumbai and Konkan	5
Stage 2	Institutions Selection	Within each of the zone based on maximum number of students trained in the last one academic year institutes were selected for assessment. In case of a tie between two institutes, maximum number of streams offered was considered to prioritize	Formal Institutes Selected: (10) DB Krishnagar DB Shillong DB Guntur DB Lalgudi DB Vaduthala DB Hassan DB Okhla DB Kokar DB Kurla DB Chinchuwad	Non-formal Institutes: (10) DB Mallgaon DB Mirpara DB Dindugul DB Sagayathottam DB Ramanthapur DB Vennala DB Hospet DB Najafgarh DB Lucknow DB Borivill
Stage 3	Streams Selection	In the Formal training institute two broader streams were selected - formal and non-formal In the institutes that offer only Non-formal training - beneficiaries who have completed non-formal courses were selected	Formal Non-Formal (Short term and Long term)	2 +1
Stage 4	Students Selection	Students selected from each sampled institutes from the list of students passed out from the center in the last 5 years. Students were segmented into last 1 year to 2 years and 3 years to 5 years. Further segmentation into formal and non-formal stream within Formal Centre. In Non-Formal Centre similar segmentation done - 1 to 2 years and 3 to 5 years.	In each Formal Training Institute: 60 samples Year 1-2 (Formal) = 12 Year 3-5 (Formal) = 18 Year 1-2 (Non-Formal) = 12 Year 3-5 (Non-Formal) = 18 In each Non-Formal Training Institute: 30 samples Year 1-2 (Non-Formal) = 12 Year 3-5 (Non-Formal) = 18	60 Students from 10 Formal institutes = 600 30 Students from 10 Non- Formal Institutes = 300

The impact assessment was carried out through in-depth interviews with students who have gone through courses from the sampled DB Tech institutes. Respondents were selected randomly from a list of students who passed out of the institutes between the years 2005-06 and 2009-10, From each of the sampled Formal Centres, total of 60 students were selected for the study. Equal number of students (30 each) were selected from formal as well as non-formal streams being offered in the Formal Institutes. 30 sample was further segmented into year of passing out. For both formal and non-formal stream, 12 students from the last 2 years (2008-09 to 2009-10) and 18 students from first three years (2005-06 to 2008-09) were selected.

Similarly approach for sampling was followed for the Non-formal Institutes, where 30 students were sampled from each selected institute. Also here, 12 students from the last 2 years (2008-09 to 2009-10) and 18 students from first three years (2005-06 to 2008-09) were sampled for the study.

Besides primary data collection from the beneficiaries, interviews were done with their families, their communities, employers, donors, government and other stakeholders.

The sample of youth were selected from the two streams offered by the DB Tech institutes. Samples were drawn from the training institutes that offer formal and non-formal trainings:

- Formal courses are the two year industrial training institutes (ITI) courses
- Non-formal courses are the short term and long term courses offered other than the ITI trainings.
- Short term Non-Formal courses refers to all courses that are 6 months or less in duration.
- Long term Non-Formal courses refers to all courses that are more than 6 months in duration.

A total of 600 beneficiaries were selected from the 10 formal training institutes and 300 beneficiaries from the 10 non-formal training centres that were sampled across the 10 provinces. The total sample selected for the impact assessment was 900. This was a tracer study of students who had graduated from the DB technical institutes. Many of the sampled beneficiaries were not available at their given address and several of the respondents had gone abroad. Even after 10% of oversampling done, only total of 803 beneficiaries could be finally traced and interviewed which is about 89% of the total sample of beneficiaries selected. Most of the interviews had to be done over the phone, since the students were not available in the geographical locality where the study was carried out.

2.3.2 Selection of the region and institutes

Don Bosco Institutes are spread across 10 Salesian Provinces which are Bangalore, Chennai, Trichy, Hyderabad, Mumbai, Konkan, Delhi, Kolkata, Guwahati and Dimapur. For the purpose of sampling, these 10 regions were divided into 5 geographical zones as shown in the table below:

From each of the 5 zones, two institutes were selected from a list of DB ITIs that topped the list of maximum number of students passed out in the previous academic year. Where there was a tie, the number of trades offered was considered to determine the final sample from the shortlisted institutes. The adjoining table summarizes the final list of institutes selected for the study.

As the Western region has a lesser number of institutes and the South Eastern region has a larger number of institutes, to provide proportionate representation, three formal institutes and three non-formal institutes were selected from the South Eastern region and only one formal institute and one non-formal institute were selected from the Western region.

Table No. 1			
List of Don Bosco Institutions Studied			
Zone	Regions	Institution - Formal	Purely Non-formal
East/NE	Guwahati/ Kolkata	DB Shillong	Maligaon
		Krishnagar	Mirpara
South East	Tiruchy	Lalgudi	Dindugal
	Chennai	Basin Bridge, Chennai.	Sagayathottam
	Hyderabad	Guntur	Ramanthapur, Hyd
South West	Bangalore	DB Vaduthala	Vennala
		Hassan	Hospet
North	Delhi	Okhla	Najafgarh, N D
		Kokar	Lucknow
West	Mumbai	DB Kurla	Borivili

2.3.3 Tools and Respondents

The study used the following tools for assement:

- Individual Interviews with past students, centre staff, directors, employers and government officials
- Focus group discussions with parents and staff
- Observation visit to the facilities
- Case studies of students

2.4 Limitations of the Study:

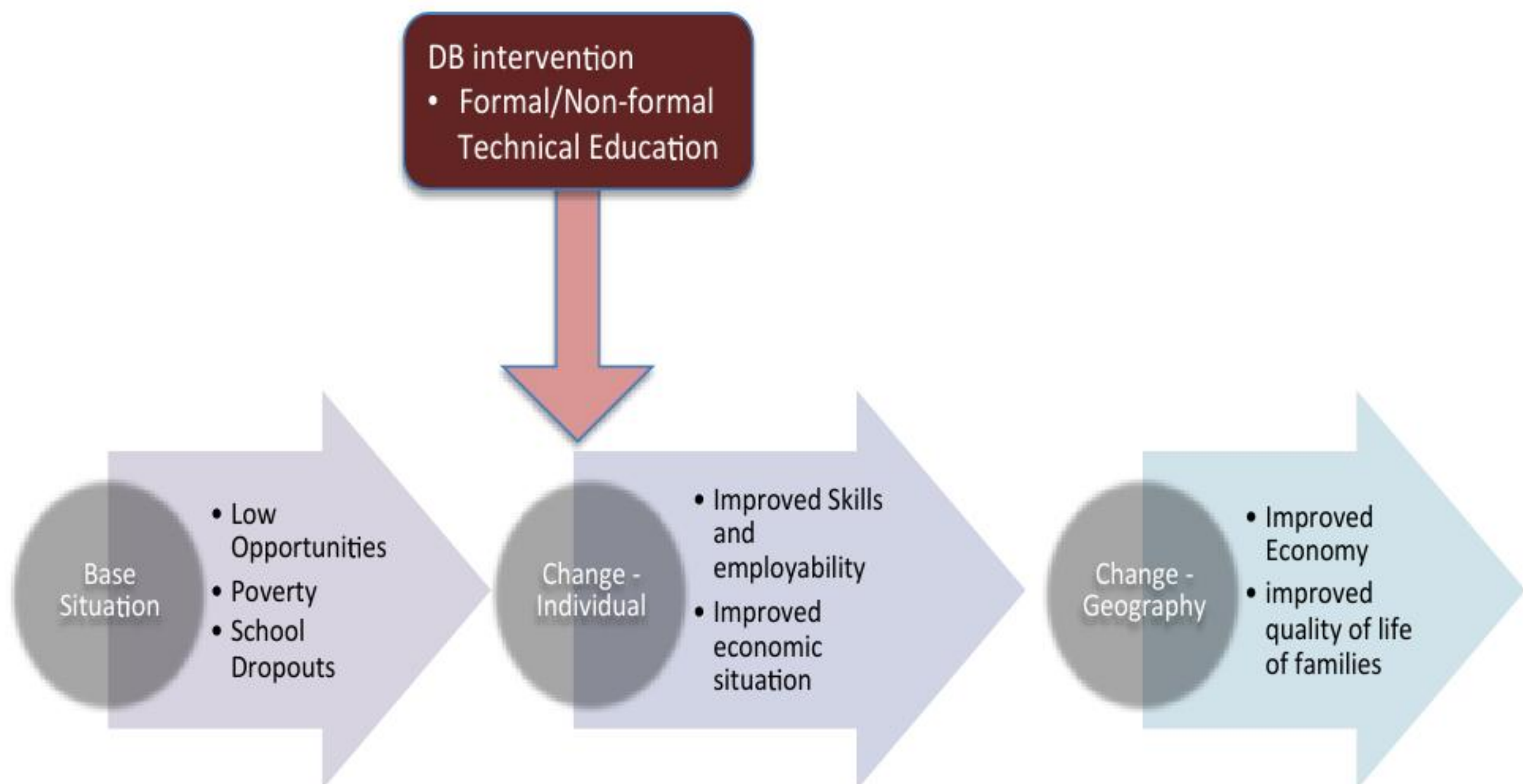
The study was designed scientifically and sampling procedure was clearly defined. However, at the field there were limitations that posed challenges to the study. Key issues are listed below:

1. Most of the students who had graduated from these institutes had either left the locality for better job opportunities or they were not available at the address provided by the institute. This made it difficult for the institute and the research agency to trace the sample of students selected. This considerably affected the data collection process as per the sampling guidance. The final samples collected from most of the institutes were not according to sampling segmentation that was drawn up at the start based on students' list provided by the institute.
2. Most of the respondents were not physically available in the locality of the institute for a direct interview and most of the data collection was over the phone. This had considerable limitations related to holding an effective and sustained conversation with a respondent for over a period of 30 minutes. Since some of the respondents were abroad, even international calls had to be made to collect the data.
3. Difficulties in locating the sample students delayed the overall process of data collection. This happened since address of most of the past pupils available in the register of the institute had changed and it was difficult to trace them. Besides, beyond a point, the institute themselves were not able to trace the sampled students.
4. The availability of the head of the institutions and participation by institute staff members in the study was not uniform across the sample of institutes. Hence, there is a variation in the quality and depth of information that has been collected from the institutes.

3. Key Findings

Don Bosco technical institutes have been established across the country with a focus on improving socio-economic well-being of young people from poverty affected families. Over several years of service, through skill building initiatives for the poor youth, Don Bosco centres have contributed to reduction in poverty and improvements in quality of life of youth from poor and backward communities and their families..

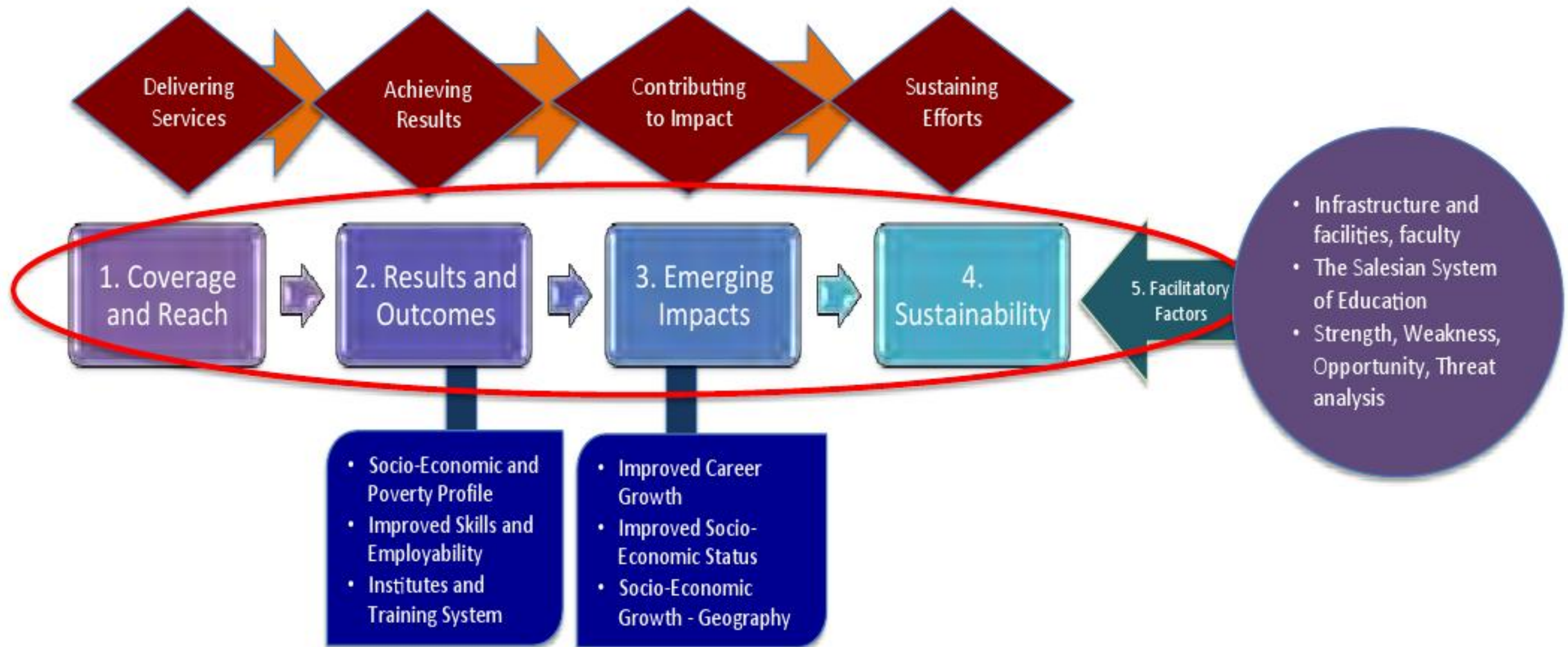
Figure No. 3: DB Intervention through technical education – outcomes and impacts



The above diagram summarizes the theory of change envisioned by the Don Bosco Technical Institutes towards changing the poor availability of employment opportunities and poverty situation of youth and school dropouts from poor communities and geographies. Through interventions leading to skill building and job placement, these institutes have been contributing to improved income levels and better social status of youth and their families. In order to better understand the extent of change achieved by the institutes and challenges faced while facilitating this change, the impact assessment study was carried out in selected 20 Don Bosco Technical Institutes and the key findings of the study are described in this section.

Key study findings are analysed and organized broadly as highlighted in the diagram below:

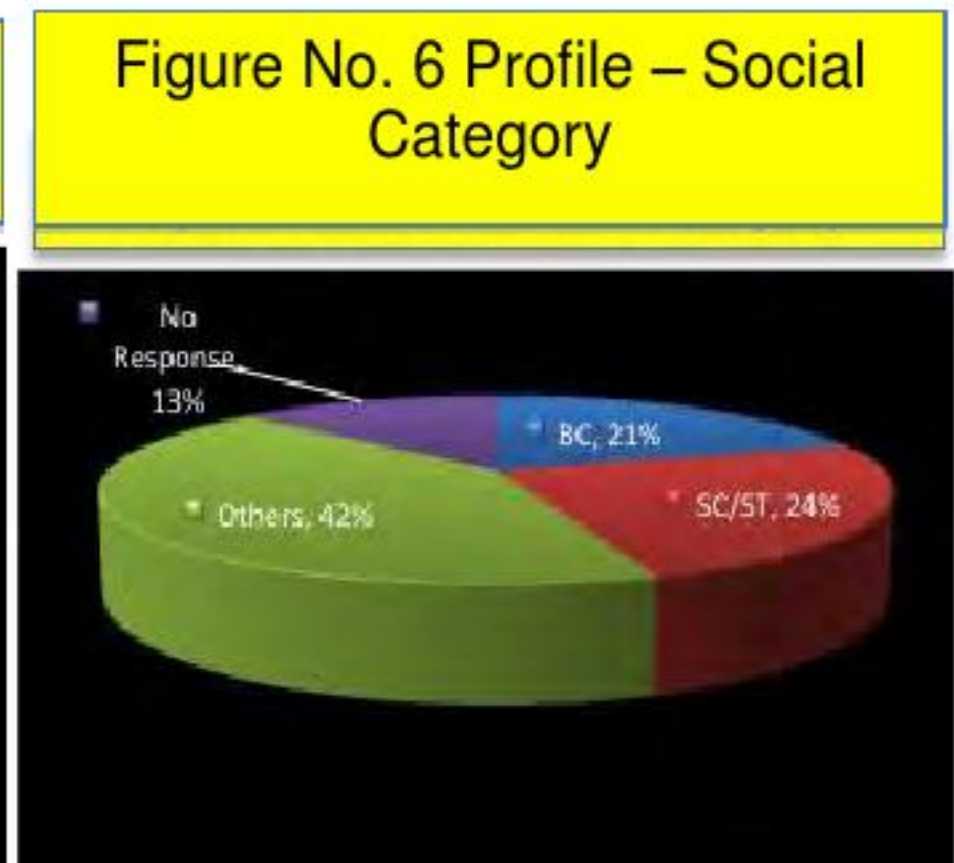
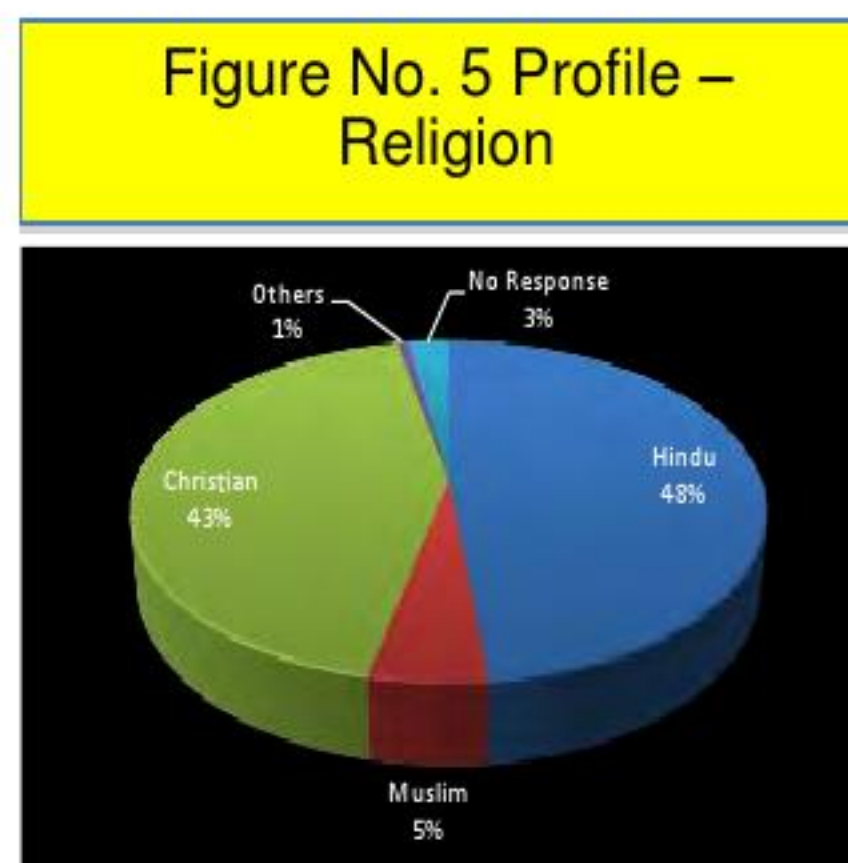
Figure 4: Study Analysis Framework



Key assessment areas include first, the coverage and reach of the poorer segment in society; second, the results and outcomes achieved by the skill building centres; third, emerging impacts and fourth, sustainability of these efforts and impacts. The fifth factor that was assessed was the facilitatory environment that has resulted in these outcomes and impacts. The study findings were largely gathered through a survey method using a standard tool. Findings of the study are described below.

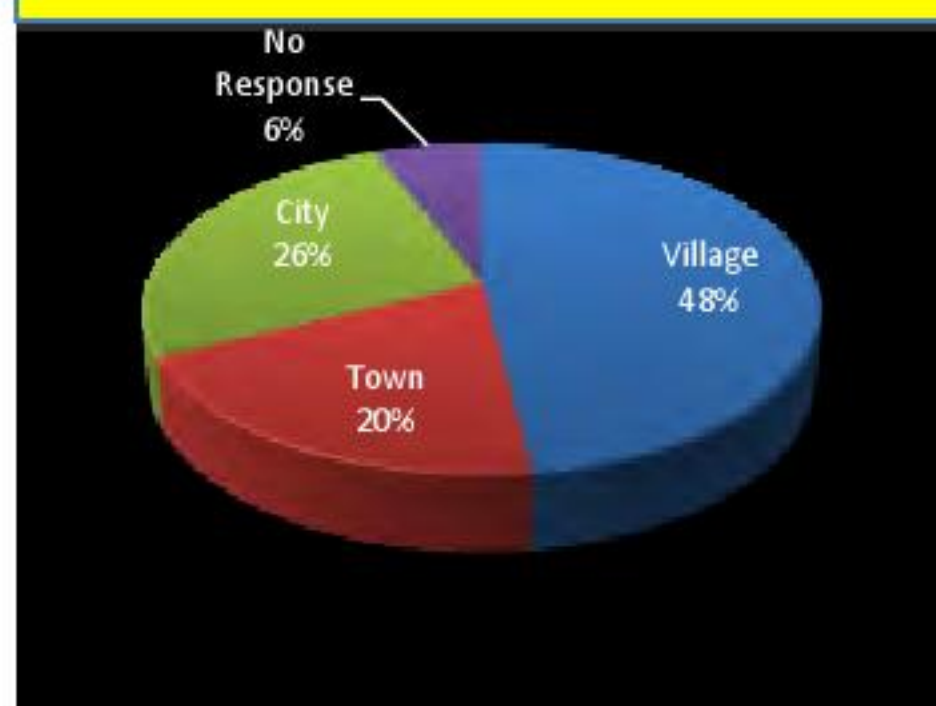
3.1 Profile of the Respondents

In order to ensure a 360 degree perspective on emerging impacts and effectiveness of the Don Bosco skill training institutes, a wide range of stakeholders were interviewed as part of the study. Among the students who were sampled for the study, 48% were Hindus, 5% Muslims and 43% Christians.



While 24% of the respondents belonged to SC/ST

Figure No. 7 Domicile-wise Distribution



communities and 21% belonged to other backward communities. The study also had 2% differently abled respondents. 48% of the respondents were from villages, 20% of the respondents from towns and 26% were from cities.

The primary occupation of 28% of the respondents was reported to be in the service of private company, while 19% of the respondents reported that at least one of their family members were working in the government. 18% of the respondents in the study were wage workers on a long term

contract, 9% self-employed and 2% were skilled workers earning a daily wage without a long term commitment with any agency. 21% of the respondents reported to be engaged in agriculture and allied activities and 5% of the respondents were involved in trades and business that do not have any link to the skill training they received.

3.2 Coverage and Reach

The Preamble to the National Skill Development Policy Paper starts with the statement – “Skills and knowledge are the driving forces of economic growth and social development of any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work.”⁴ Acquiring adequate skills and knowledge have become even more important given the increasing speed of globalization and technological advancement. Annually about 12.8 million new workers enter the labour market in India, yet availability and adequacy of skilled workers still remains a major challenge.

Over the past years, emphasis in the educational system has been on general rather than vocational education. This has led to educated unemployment increasing at an unprecedented rate. Recognizing this fact, planners and policy makers in the country are giving greater emphasis on skill training. The current training capacity of the skill development programs in India is to reach about 3.1 million and the country has set a target of skilling 500 million people by 2022.⁵ India can potentially achieve this target within the stipulated timeframe, but only with effective partnerships between public and private institutions and introduction of flexible training curricula to suit the needs of the industry as well as the aspirations of the potential workforce.

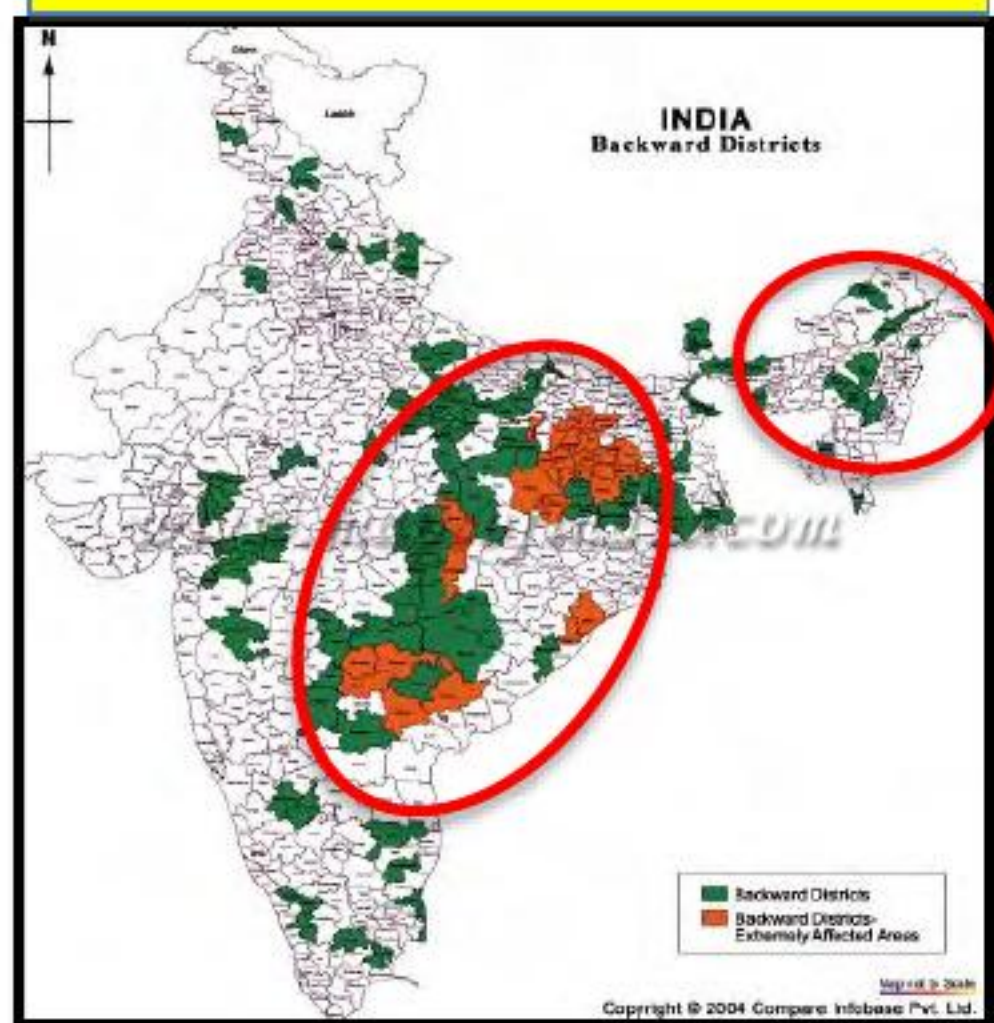
⁴ <http://www.psscive.nic.in/pdf/National%20Skill%20Development%20Policy.pdf>

⁵ Ibid

The Don Bosco Technical Institutes, over the years, have added a large number of skilled personnel to the labour market. In recent years, there have been a major thrust on non-formal training in the labour market and Don Bosco Institutes have responded effectively to these emerging needs. Various Don Bosco Institutes have identified opportunities for non-formal training as per the needs and employment prospects in their localities.

3.2.1 Geographical Focus and Coverage

Figure No. 8 Poverty pockets in the country



Salesians of Don Bosco have been implementing technical education in India for the past 100 years and more and currently cover 25 states in the country providing technical training and skill building to the poorer segment of the youth . In India, most backward states and districts are mostly concentrated in the central and eastern parts, as well as some parts of northeast India. These states include Andhra Pradesh, Madhya Pradesh, Orissa, Chhattisgarh, Maharashtra, Jharkhand, Bihar, Uttar Pradesh and several of the North Eastern States.⁶ These poverty pockets have long been the focus of Don Bosco Institutes, particularly for technical education. In these states alone there are close to 35 technical institutes established by Don Bosco. Even in other more

developed states, Don Bosco has set up institutes in particular locations to ensure access to poor communities.

There are close to 117 technical training institutes run by Don Bosco fathers in the country spread across 10 administrative provinces. Out of these Institutes, close to 70 centres are located in non-metros and in smaller towns and several of these centres are in rural locations. This further shows the commitment of Don Bosco Society to reach out to the most marginalized communities.

In the recent past, with the support of the Ministry of Rural Development (MoRD), Don Bosco Institutes have tried to penetrate into the most backward geographies to provide short term skill training to improve the employability of young people belonging to backward communities and poor households. This project is being implemented in 66 locations offering a variety of job-oriented courses.

⁶ http://planningcommission.nic.in/plans/planrel/12appdrft/approach_12plan.pdf

Focus and Coverage of Young People from Poor Communities

Skill building initiatives have a direct link to increased industrial production and economic growth of the country. A focus on skill building or development in India is to be looked at in light of the changing demographic profile of the country which indicates that India has a unique 20 to 25 year window of opportunity called the '*demographic dividend*' which puts India at an advantage vis-à-vis China, Western Europe and North America⁷ with regard to its labour force. This essentially means that due to the declining birth rate and improvement in life expectancy, there will be a smaller proportion of the population in the dependent age groups and relatively larger share in the productive age group and who can participate in the labour force. Thus, the '*demographic dividend*' would result in India having the world's youngest workforce with a median age way below that of China and Organization for Economic Co-operation and Development (OECD) countries. This means there will be millions of youth coming into the labour market, throwing up a greater challenge to the country to ensure that they have the right skill for the employment market. As stated earlier, India has already set a target of skilling 500 million by 2022 and the resources currently available in the country are inadequate to achieve this target in practical terms.

Don Bosco Institutes have been a forerunner in implementing skill building initiatives and are currently reaching out to around 14,500 youth annually through both formal and non-formal training. Don Bosco Institutes that are spread across the country also have the capacity to additionally train around 30,000 young people annually through short 3 month courses support MoRD. If utilized adequately, Don Bosco institutes spread across the country have the potential to train close to 35,000 to 40,000 youth annually in total.

To reach the country's target of skilling 500 million people by 2022, close to 50 million people would need to be trained each year for the next 10 years. Don Bosco Technical Institutes, even if they reach, 40,000 in a year, this will hardly cover .08% of the annual target of 50 million. This offers a greater opportunity for DB Tech to invest in resources and evolve appropriate strategies to achieve greater scale in order to skill India.

⁷ http://12thplan.gov.in/12fyp_docs/9.pdf

Don Bosco Society already has several advantages that can position it to be the largest player in skill development in the country. Don Bosco is already present in 27 states and 3 Union Territories and has adequate social capital to reach other states and Union territories. Don Bosco has a century-old history of providing education and youth related activities in India. It currently has 344 *canonically erected houses and presences*⁸ in India. These centres have under them 279 schools, 226 centres for the young at risk and 117 technical institutes forming a total of 622 sub-institutions. These centres have a wide-reaching geographical presence, most of them targeting poverty pockets in the country. These existing centres could become a launch pad for skill training. All these centres already have minimum infrastructure required to quickly initiate skill trainings with a small investment in additional technically qualified human resource. There are close to 2,421 Salesians who are members of the Don Bosco Society in the country and who are directly involved in the youth ministry. Besides, through the past pupils of the schools and colleges, there is well placed, strong human capital across the country which could be leveraged to build a strong network to generate demand for skilling and job placements.

Tragedy to triumph....story of a girl from a very poor family

Pushpa Chouhan, 23 years, joined Don Bosco Technical Institute at Lucknow during the academic year 2007-08 in the Secretarial Practices course. Pushpa has never seen her father and his whereabouts are not known after he abandoned them following a family dispute. After her mother's death which occurred while she was completing her matriculation, Pushpa lived with her maternal grandmother. **Pushpa's mother served as a 4th grade employee in Barabanki Anand Bhawan High School [a high school managed by a church]. Using her mother's savings, Pushpa** continued her education, graduating from Pre-university Science course with a first class. After that, with the help of the Sisters from the Anand Bhawan High School, she sought admission at a Don Bosco Technical Institute. After successful completion of a Secretarial Practices course, she was employed at Bishop Conrad Memorial Hospital, Khairabad, Sitapur as a data entry operator, with a salary of Rs. 3,500/- per month. **Seeing Pushpa's capacity and performance,** the hospital increased her salary to Rs. 5,000/- per month within the first three months of taking up the job. After a brief break due to family commitments in 2011, she re-joined the workforce, obtaining a job at Fatima Hospital, Mohanlalganj, Lucknow with a salary package of Rs.7,500/-. She is aspiring for a job in the banking sector. Though tragedy struck Pushpa early in life, with hard work and the training and support provided by the Don Bosco Institute, she now has a job and a happy life.

⁸ Officially established under Canon Law of the Catholic Church

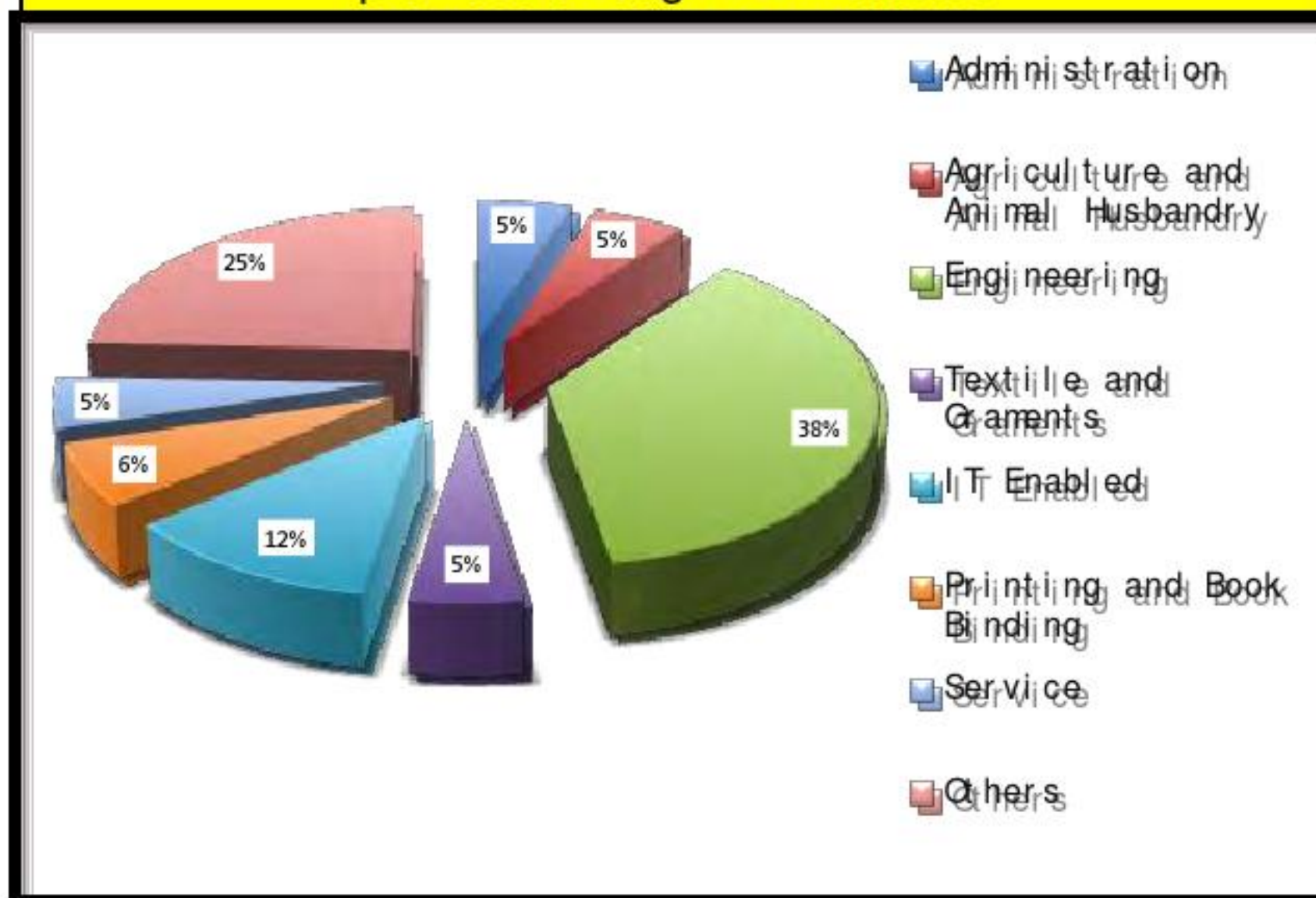
3.2.2 Focus and Coverage on Type of Trades/Sectors

The job market in the country is fast evolving and often unable to cope with the increasing demand for skilled human resources. There are some industrial sectors that are doing extremely well currently such as the auto industry, pharmaceuticals, IT enabled services. There are sectors that will have huge employment opportunities - these include textile garments, leather and footwear, gems and jewellery, food processing, handloom and handicrafts. Other emerging sectors include energy security (solar, wind, clean coal technologies) and infrastructure due to increased growth, requiring increased heavy electrical equipment, heavy transport, earth moving and mining equipment, roads, bridges, housing etc).⁹

Don Bosco technical institutes are currently focused on formal and non-formal skill building, with the latter having long and short term courses. Currently, there are close to 77 different types of skill trainings being provided by Don Bosco through 117 Technical Institutes (including MoRD supported centres) in the country. Most of the skill building courses are engineering and manufacturing related

(civil, automobile, electrical, mechanical, welding etc) followed by IT enabled services and printing. Emerging industries in the country as listed above shows that engineering and manufacturing as well as IT enabled services will continue to be priority sectors for the country. The textile industry will be one of the sectors that will generate maximum number of job opportunities. While Don Bosco Institutes are largely focused on this emerging trend in the country, moving forward, there are newer opportunities that need to be considered, particularly those sectors which will not require heavy investment such as leather industry, food processing, handloom and handicrafts, infrastructure development etc. Currently the DB Institutes are not providing training in these areas in a major way.

Figure No. 9 Industrial/Sectoral focus of the training provided through DB Institutes



⁹ http://planningcommission.nic.in/plans/planrel/12appdrft/approach_12plan.pdf

3.3 Results and Outcomes

The Constitution of the Society of St. Francis the De Sales, founded by St. John Bosco, clearly says that there is a, "...preference for the **young who are poor, abandoned and in danger**, those who have greater need of love and evangelization, and **we work especially in areas of greatest poverty**". The vision and mission of the Don Bosco Society is guided by this fundamental preference for the "poor and abandoned youth" from geographies with lower socio-economic status. Every activity therefore is directed towards accomplishing this mission. The constitution itself has laid down the results and outcomes of every endeavour undertaken by the Salesians. Under section IV, paragraph 32 says "as educators we work together with our young people to bring all their talents and aptitudes to full maturity. According to circumstances we share our food with them and further their trade skills and cultural advancement". Mandated by the Constitution of the Society, Don Bosco priests and brothers are focused on achieving and transforming the lives of poor youth so that they become responsible citizens ready to serve the society, country and the church (the latter in the case of Christian youth).

Reduction in poverty has been recognized as one of the critical factor in life advancement for poor young people through which their transformation in society is facilitated. Skill training and technical education has been one of the ways in which Salesian Society has been achieving this critical outcome. This study tried to assess the focus of the Don Bosco Technical Institutes in reaching out to the youth in poorer pockets of the country and facilitating their economic transformation.

3.3.1 Socio Economic and Poverty Profile of the Target Youth Segment:

a. Poverty profile of target youth segment

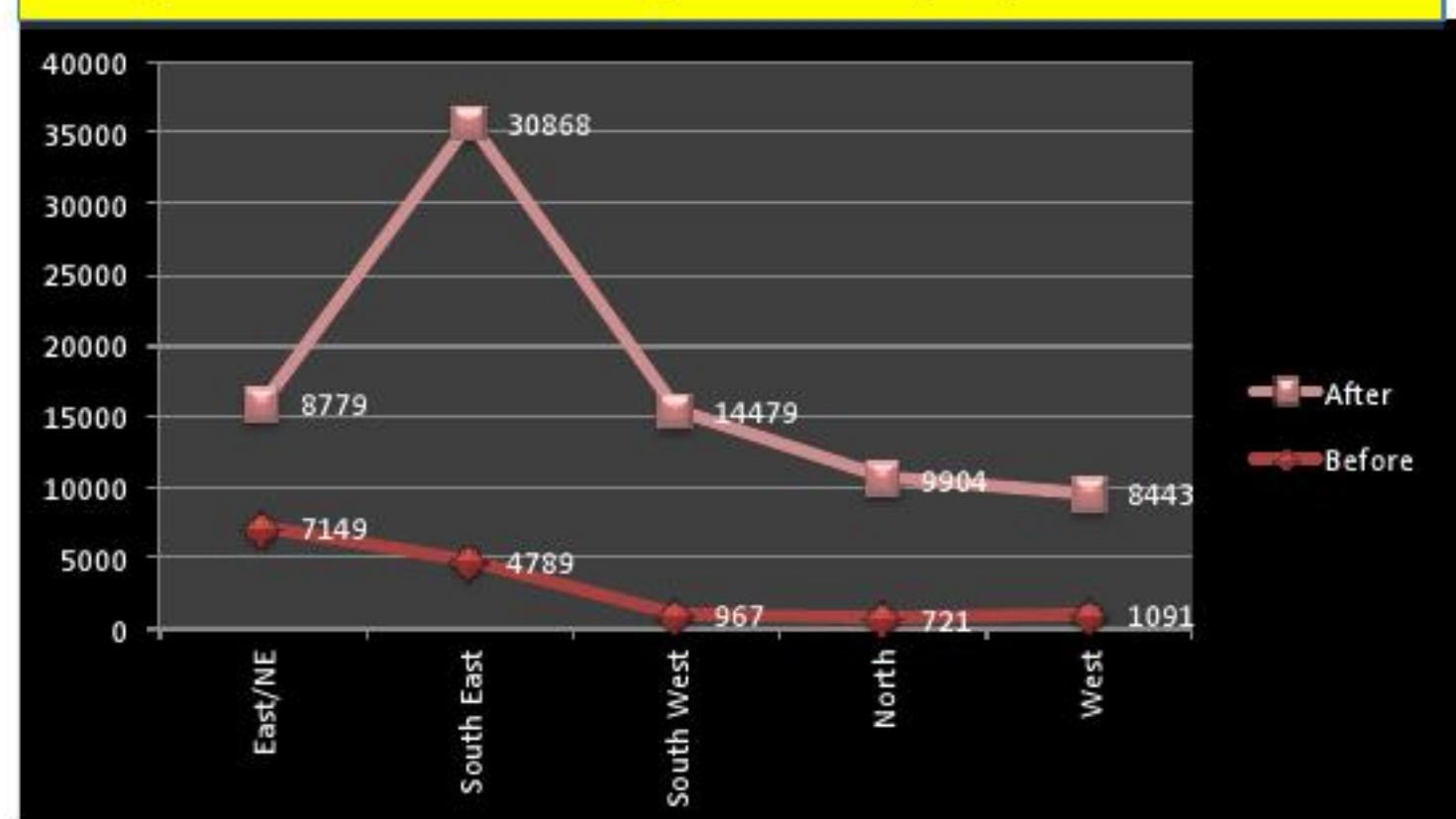
The Salesian Society is contributing to improved access to education and technical skills for poorer segments of society, whether it be tribal people, dalits, street children, slum dwellers and migrants. The study shows that the occupational profile of the households from which the students come from is farmers, fishermen, coolies and casual labourers. At least in eight out of the twenty centres, parents of the students depend on agriculture with reportedly very little return, pushing the family into abject poverty and deprivation.

Close to 45% of the respondents belonged to either SC/ST or other Backward communities (24% and 21% respectively). Though sampling criteria did not include social strata, majority of the respondents chosen randomly are from the backward communities. This demonstrates the focus of Don Bosco Technical Institutes on the poorer segments in the society.

b. Improved Income

One of the critical outcomes that was reported by the students who have graduated from Don Bosco Institutes is a marked improvement in their income levels. From 128 Don Bosco graduates respondents across the five zones (who reported on earnings from employment before joining Don Bosco), it was found that there is an increase of close to four times in monthly earnings as compared to what they were getting before receiving the training from Don Bosco institutes. The maximum increase in monthly earnings was close to 14 times more than the pre-Don Bosco training and was reported in South West Zone.

Figure No. 10 Monthly Income (Rs) – Zone wise



In terms of hard cash, the maximum increase was reported in South East Zone - an average of Rs. 4,789 to Rs. 30,868. The enhancement of skills through training in various trades offered by the Don Bosco institutes has a marked impact on the income of the trainees, which in turn has contributed to improved income for their families. The maximum improvement is seen in southern India, where many of the trainees have reportedly moved to higher earning countries in the Gulf. Those who have moved out of the country had a much higher monthly income than those who stayed back in India.

The data also showed that the increase in monthly earnings was more than six times among the respondents from backward communities. Respondents from Scheduled Castes/Scheduled Tribes (SC/ST) as well as the general community have reported close to 4 times the increase in monthly incomes. Similarly, respondents from the cities reported six-fold increase in their monthly earnings compared to pre-training income, which was higher than those from village and smaller towns who reported a four times increase in income. This was obviously due to the fact that cities offer much better pay packages in line with their costs of living which is higher.

Another critical finding from the study was seen while comparing the data from formal and non-formal respondents. The average monthly income increase among respondents who completed their non-formal courses was close to 5 times as compared to respondent from formal courses which was only 4 times. In terms of hard cash, the monthly income of respondents from non-formal courses increased on average from Rs. 9,564 to Rs. 51,145, whereas the

increase reported by the respondents from the formal courses was from Rs. 5,154 to Rs. 21,328. This is mainly because of the fact that non-formal courses are often designed by the Don Bosco institutes responding to the current market requirements. Many of the courses like ITeS, or advanced engineering or manufacturing related courses address the immediate needs of the company or job market. Formal courses, still depend on the curriculum set by the government with limited scope for changes and many of the courses like electronics (at a diploma level) has less opportunities, as compared to advanced engineering degree in electronics. Therefore, diploma holders through the formal stream often do not get well paying jobs. Whereas, a person who completes a non-formal course in web designing or graphic designing gets much better pay as there is a growing demand for such skills.

c. Educational Status

Most of the Don Bosco Technical Institutes have been started in smaller towns or rural areas targeting youth who have not been able to go to school or dropped out due to poverty or other reasons. The objective was to provide employment opportunities for school dropouts through skill training and upgradation. However, over the years the areas surrounding the institutes have experienced progress and development and today the institutes are mostly in thickly populated areas with industries and commercial establishments in the vicinity. Though the institutes were originally targeting school drop outs, over the years, there has been an overall improvement for

Figure No. 11 Monthly Income (Rs) – Formal and Non-Formal

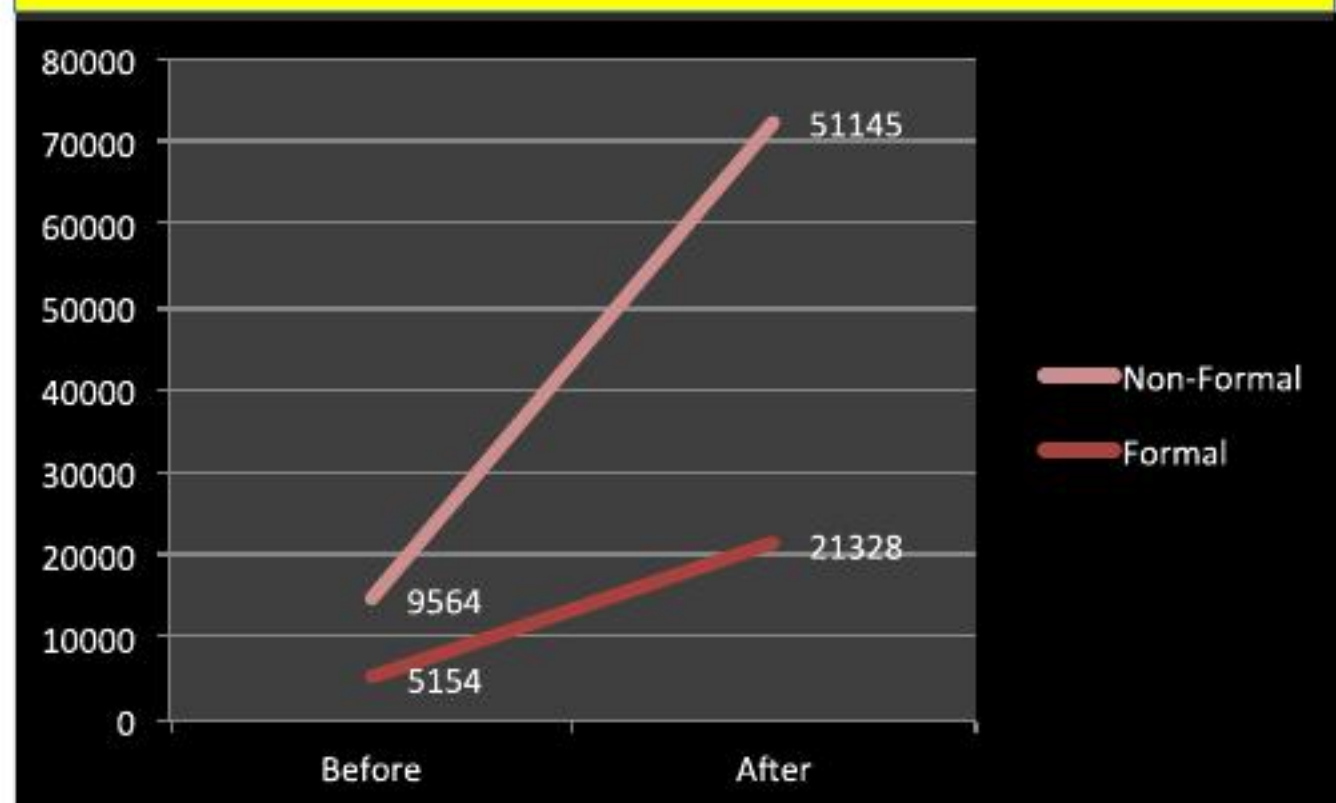
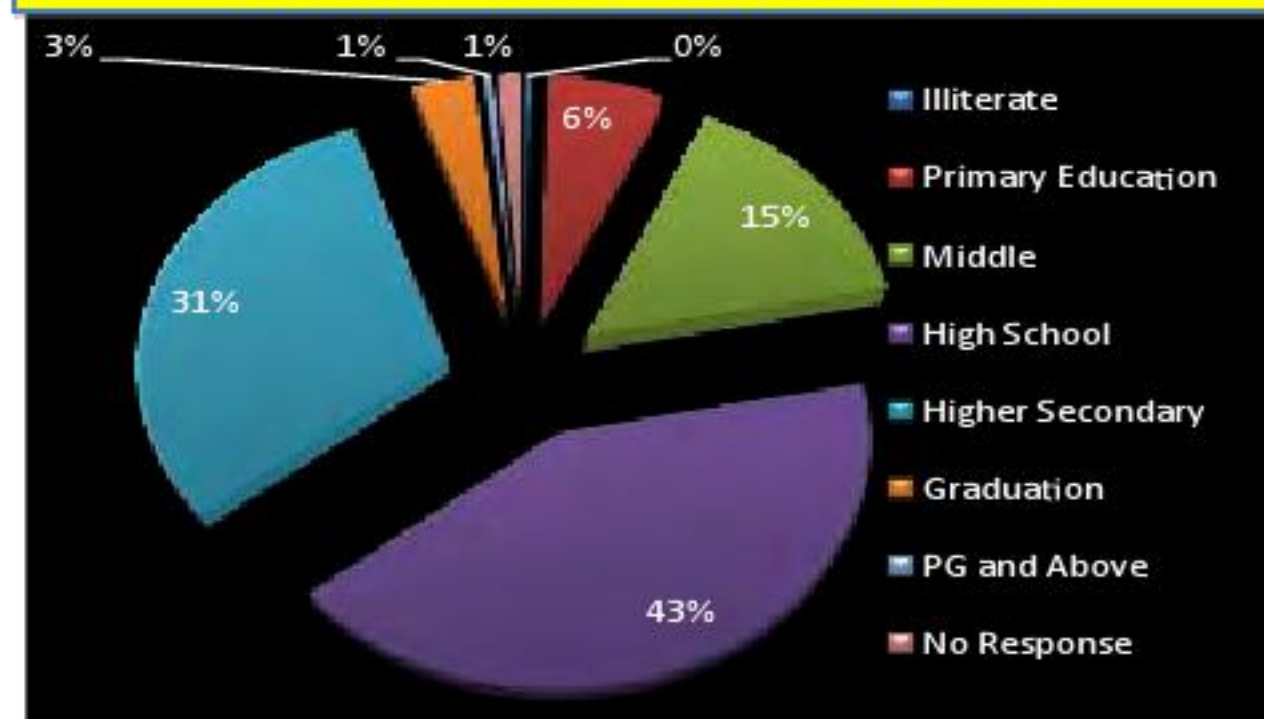


Figure No. 12 Educational Status



primary education in the country, and as a result school dropouts have reduced considerably. Hence, at the time this study was conducted, majority of the respondents enrolled in the Don Bosco Institutes reportedly opted for this skill training after completing their secondary school education. 74% of the respondents have reported joining Don Bosco Institutes after completing their Secondary School education or Higher Secondary School Education. 15% of the respondents had joined the training institutes after completing middle school 6% after primary school. Thus, the vast majority of the respondents had a basic level of education and the training provided by the institutes helped improve their skill levels and employability. Given that the trainees already possessed a basic level of education, the training institutes had an advantage, as imparting training was much easier, particularly for the non-formal training streams.

The number of respondents who continued their education after completing their skills training at DB institutes is around 26%, of which 17% were motivated to complete secondary and higher secondary education and 7% even up to graduation. 74% had no response, probably indicative of them not pursuing further education after the skill training, as they were able to settle down with a job that provided them a regular income.

d. Improvement in Spending Capacity

With their increased incomes, respondents reported much improved spending capacity on food, festivals, clothes, relatives etc. The average spending reported by respondents from South East Zone on clothes in a year was Rs. 2,697 before attending the course in Don Bosco Institute, which increased to Rs. 6,810 post the training. Similar patterns were seen across other zones. Among the respondents from other backward communities as well as SC/ST, the average spending on the needs of relatives increased from Rs. 1,074 to Rs. 3,216 and Rs. 976 to Rs. 2,048 respectively. Thus, the emerging data from the study points to the critical fact that skill training from DB Technical Institutes has led to improvements in job opportunities for several thousands of poor and marginalized youth, in turn improving their income levels and contributing to improvements in their spending capacity.

3.3.2 Improved Skills and Employability of Target Youth Segment:

a. Improved Skills

Don Bosco Institutes have constantly tried to evolve to cater to the emerging skill requirements of the market by offering skill training that responds to the current job requirements of youth. The formal stream in these institutes, due to the need to follow curriculum set by government norms mostly offer traditional trades like welder, fitter, electrician, electronics, carpentry, printing etc. A Non-Formal stream has been added at most of the formal training institutes to cater to the emerging career opportunities and

provide additional skills. In several centres, along with the traditional trades, IT-enabled services, advanced welding technology, CNC lathe, printing technology etc. have been introduced. High cost investments on machineries, running into crores of rupees, have been reported from some of the institutes to ensure most advanced technology is available to students in whichever trade that is being taught. Besides this large scale investments in infrastructure, Don Bosco as an organization has been investing in training their members in advanced skills in different trades so as to ensure quality training is imparted through the centres. Several of the Salesian priests and brothers who are involved with these skill training centres have advanced degrees in engineering, printing technology, multimedia, management etc.

Most of the respondents report high levels of satisfaction with the skills advancement offered by Don Bosco Institutes, reporting that their skills are adequate to respond to the requirements of the job market through the

Table No. 2 Skill Advancement – Satisfaction Level - Zonewise					
Particulars/ Indicators	East/NE	South East	South West	North	West
Very Good	4%	49%	25%	14%	52%
Good	56%	31%	50%	57%	28%
Average	23%	17%	4%	24%	14%
Poor	7%	1%	1%	2%	0%
Very Poor	0%	0%	1%	1%	3%
No Response	11%	2%	19%	2%	2%

training received from Don Bosco Institutes. As seen in the adjoining table, 81% of the respondents from West Zone, 80% from the South East, 75% from the South West, 71% from the North and 60% from the East/North East expressed good or very good satisfaction on improvement in their skill levels. Respondents who expressed poor or very poor satisfaction levels is less than 3% in West, North, South West and South East Zones and around 7% in the North/North East. This demonstrates that most of the institutes provide quality training according to emerging market requirements. Slight slump (60%) in satisfaction level of respondents from East/North East could be due to two major reasons: firstly, the job opportunities and new career openings are comparatively much less in these parts of the country compared to the other zones in south, north and west of the country. Besides, looking at the skill training offered in centres sampled from East/North East, it is evident that the focus is still on traditional trades like electrician, electronics, mechanics, welding, carpentry, tailoring, fitter, turner etc. Only Don Bosco Shillong is reported to have introduced courses like hospitality and mobile repairing. In comparison, in Southern zones, the sampled institutes offer several emerging career skills like web designing, graphic designing, multimedia, TV production, CNC lathe, advanced welding technology, food craft, leather craft etc.

No major difference in satisfaction levels from the skills training was evident between the respondents from the village and small towns and those from the cities. 74% of the respondents from the villages and small towns reported a satisfaction level rated good or very good, while 73% of the city respondents had the same response. Similarly, respondents from formal and non-formal streams also did not exhibit any major variation in satisfaction levels, with 79% of the respondents from the formal stream and 71% from the non-formal stream saying that their skill levels are good or very good in meeting the requirements of the market.

As stated earlier, with close to 77 different types of skill training being provided by Don Bosco through 117 technical institutes (including MoRD supported centres) in the country, the kinds of skills provided are varied and dynamic. Each centre has made efforts in its own way to respond to market requirements while designing the training courses. Don Bosco organization has been investing in infrastructure with modern equipment and providing hands on exposure to the students in operating these machines. This in fact has contributed to quick career start up for students graduating from Don Bosco Institutes, as they not only have adequate theoretical knowledge but also lengthy practical exposure to operating these machines. In several of these centres, along with skill training, production units also function. This has enabled students to work on actual production in whichever trade they are being trained, under the supervision of experienced workmanship. Having higher levels of skill and expertise to operate machines was confirmed during the in-depth interviews with managers of the companies where many of these students are placed after completing the course, conducted as part of the study. There was very positive feedback, particularly on the skills and dedication of the graduates from Don Bosco Institutes.

Don Bosco Vennala: has the most advanced Printing Machinery with the facility of single and double colour offset printing and four colour SM74 Speedmaster. They have multiple sheet fed printing machines. The high-speed, high-tech equipment provides fast turnaround.

Don Bosco Vaduthala: has advanced internationally accepted welding technology equipment and CNC lathe.

The quality of training and skill enhancement is further proved by the fact that several of the students, mostly from southern India, have obtained placements in multinationals or other companies abroad. This also point to the fact that the skills training and transfer in many of these centres is of an international standard.

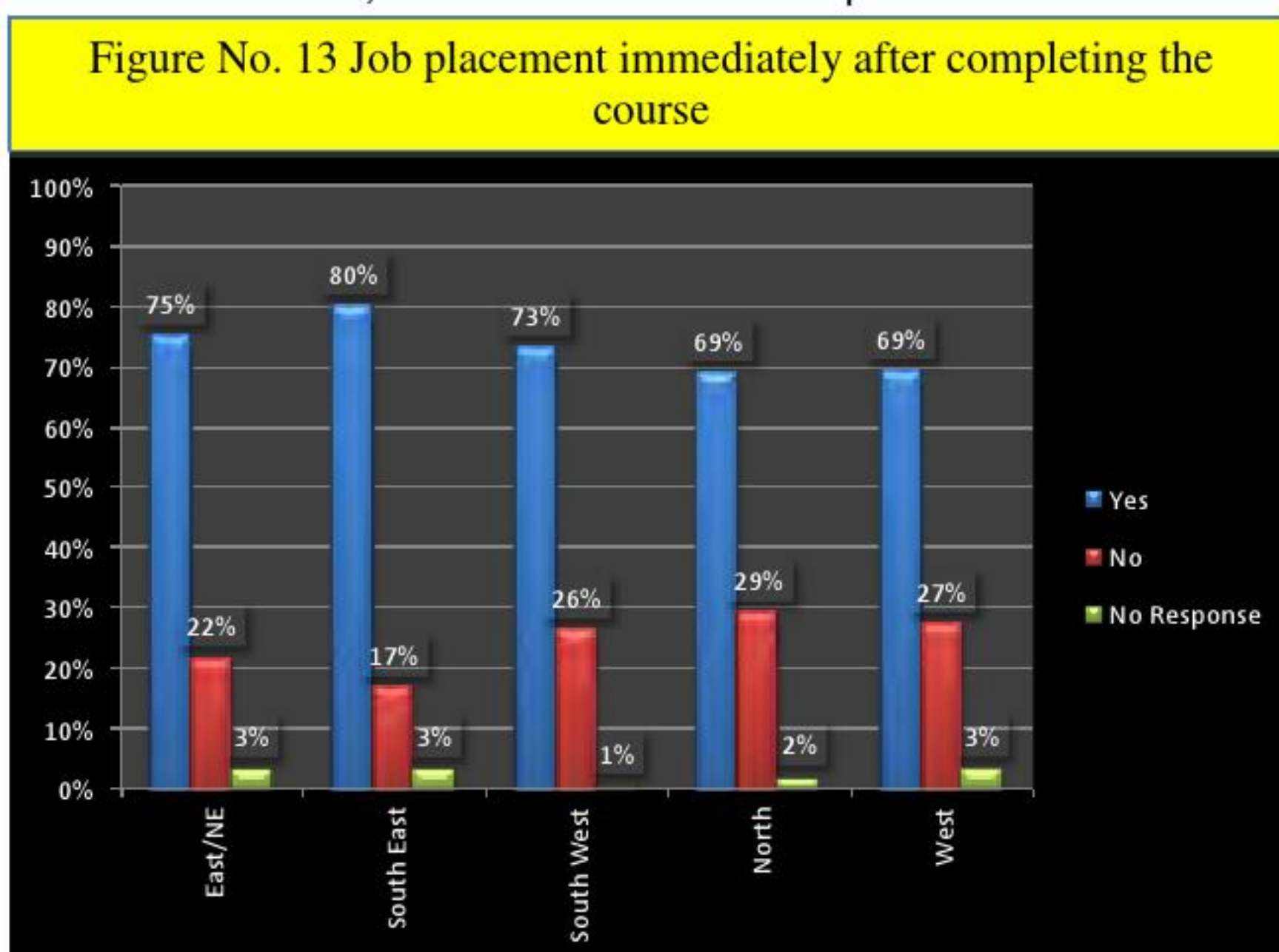
b. Gaining Employment on Completion of Course

Ensuring placement of the students after completion of the course is given top priority by most of the Don Bosco Institutes that were sampled for the study. Different systems of support is established in these centres to facilitate job placements. It was reported that

the Provincial level placement cell is operational in four of the Don Bosco provinces - Guwahati, Delhi, Tiruchy and Hyderabad. Out of the 20 Institutes that were sampled for the study, seven reported having its own placement cell to coordinate and support the student placement. 14 centres reported having very strong direct tie ups with companies, some of whom also conduct campus interviews for direct recruitment from the centre. These companies include: Taj Hotels, Voltas, Eureka Forbes, Toyota, Rasi Seeds Pvt Ltd, SV Sugar Mill, Carrier, Siemens, Brizen Group, Jindal, Hindujas, Tata Motors, Railways and several of the local small scale industries. Besides, in some of the centres, the staff is actively involved in scanning newspapers and providing information to the students on available opportunities. In many of the institutes, past pupils also provide information on vacancies in the company or sector they are working. Thus, very active efforts are made within the centre to support student placement. One of the critical gaps in this effort is the absence of a systematic student tracking system to ensure follow up of each student and support in job placement. Besides industrial linkages, some of the institutes also facilitate access to credit through banks for interested students to help them start their own enterprise.

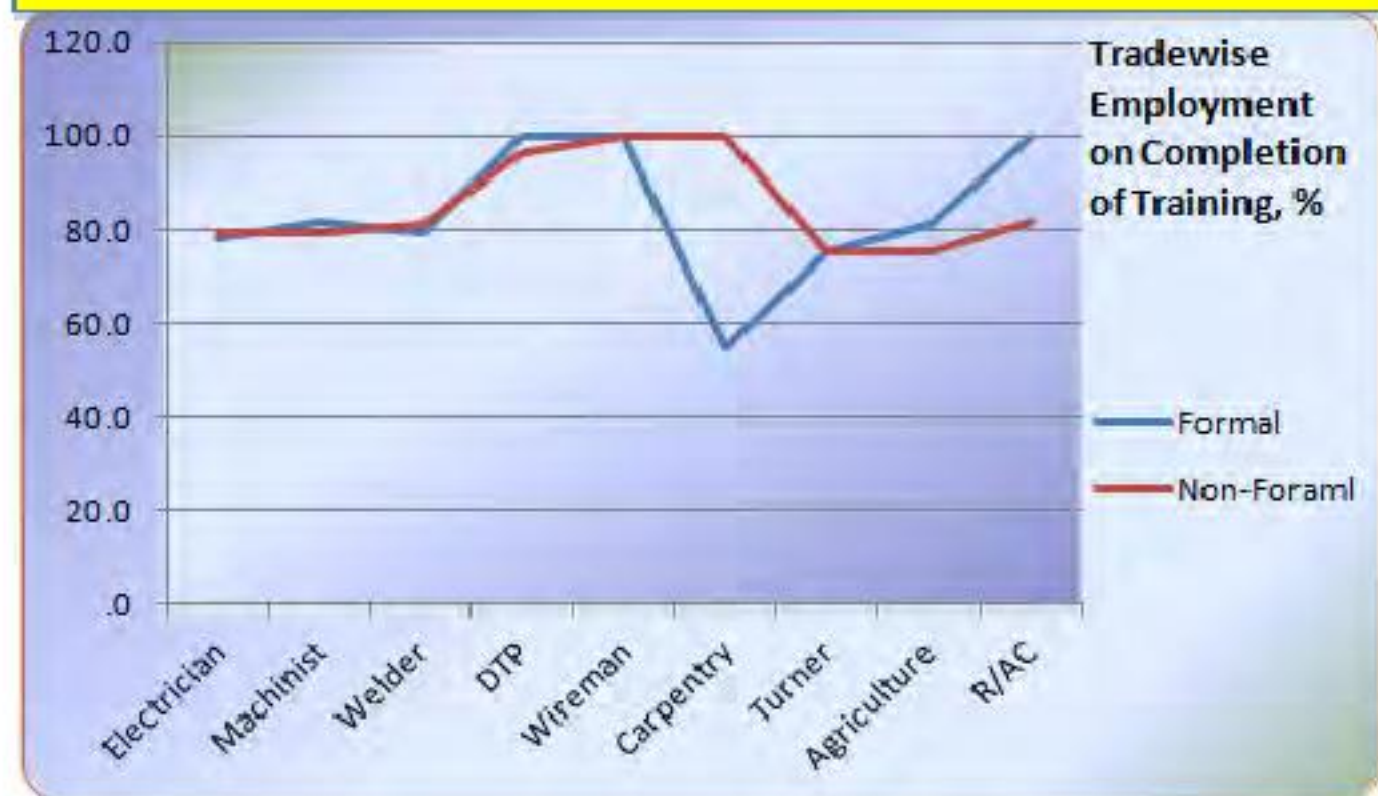
Due to the established rapport with companies and employment agencies, as well as the renowned reputation of Don Bosco Institutes, three fourth of the respondents in all the

zones reported that they obtained a job placement immediately after completing their course, this figure for the South East zone was as high as 80%. 79% of the SC/ST respondents, 76% of backward communities reported immediate placement which was higher than the general category (71%). 69% of the respondents from cities, 79% of the respondents from the villages and 76% of the respondents from the smaller towns received placement immediately after completing their course. The pattern of support to the most disadvantaged youth from poor communities, particularly those in villages is evident.



The diagram below gives comparison of the tradewise employability of students across the streams. The data suggests that except for those students taking the refrigeration and air conditioning course, the other non formal stream students have equal or better chances of getting employment immediately after the training than those in formal stream. It is important to note here that in the traditional trades like electrician, machinist, welding and turner, the students of non formal trades have equal chances as that of the students from the formal trades. No significant difference was reported between the formal and non formal courses in terms of placement for employment immediately after completing the course. 75% of the formal and 74% of the non-formal respondents had reported that they received a job placement immediately after completing the course. This point to the conclusion that the students of non-formal training stream also have equal opportunities in the market in securing an employment though the courses in the non-formal stream are of a lesser duration.

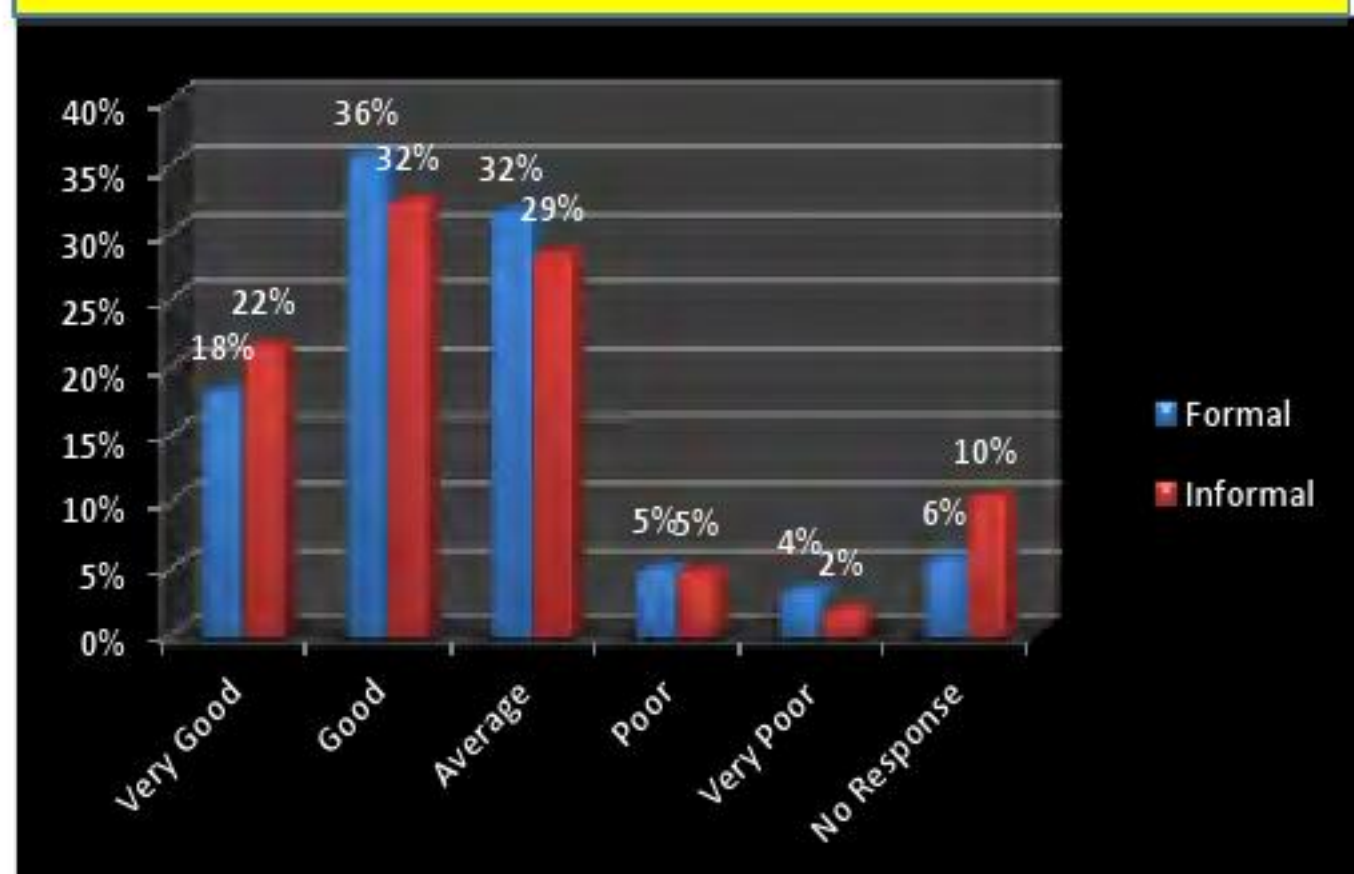
Figure No. 14 Employment on completion of training



There are various factors that enhances the employability of the student, however the study finds that all the institutes where the placement for students is high have either job placement efforts or have strong industry linkages. The Diploma in Agriculture offered by the Sagayathottam centre has high uptake in the government's agriculture department. Students join this course thinking there is a guarantee of a government job when they complete the course.

c. Improved Earnings

Figure No. 15 Improved Earnings – Stream wise



Don Bosco technical institutes by providing skill training have facilitated improved earnings for young people from backward and poor segments of the community. 56% of the respondents from backward communities, 59% from SC/T and 49% from the 'other' category reported a good or very good improvement in their earnings. There is no difference in improved earnings by respondents from formal or non-formal streams. 54% of the respondents from both the streams reported an improvement in earnings. Only 7%

Don Bosco Training saved my family from a major financial crisis...

Lijo Joseph from Kalady, Kerala, completed his training in Graphic Designing from Don Bosco Vennala, Kochi. Hailing from a middle class family, Lijo's family faced a major financial crisis, when his father lost the job. The family fell into a serious debt trap. Meanwhile, Lijo joined Don Bosco Vennala, completed 12th standard and then did a course in Graphic Designing. Don Bosco Fathers supported him financially for his studies. Lijo at first had chosen printing, but seeing his talent in graphic designing, one of the fathers guided him to take up this profession. After the training he worked with different organizations. Currently, he is with TCS, an IT giant in India and is earning around Rs. 80,000 per month. His improved earnings helped him to save his family from a debt trap and improve the quality of their lives.

of the respondents from non-formal stream and 9% from the formal stream responded that the improvement in earnings was poor or very poor. These findings again reiterate the fact that there is no major difference in advantage between formal and non-formal streams as far as job openings or improvement earnings are concerned.

Looking at the improvement in earnings according to geographical zone, it was found that nearly 18% of the respondents from East/North East region reported that their improvement in earnings was poor or very poor and only 43% said it was good to very good. Compared to South East zone where 66% of the respondents reported good to very good improvement in earnings, the scenario in East/North East is poor. This could be because of the lack of earning opportunities which is comparatively low particularly in the North East with very little industrial growth. This also points to the fact that, institutes in these region, need to carefully analyse the job opportunities and introduce skill trainings to cater to these needs. In addition, they need to establish linkages with companies in the mainland India or in other countries for placement and employment opportunities for the trainees.

d. Linkages with Employers and Industry

Most of the training institutes that were visited as part of the study have made efforts to build linkages with companies and organization with three primary objectives: 1. To facilitate job placement of the students after completion of the course. 2. To place the students as interns during the course. 3. To help some centres mobilise production

orders, providing them with additional monetary support and other resources (E.g. trainers).

Out of the 20 institutes that were sampled, only 9 institutes have tried to build linkages with government departments. Lot more efforts have been made to build linkages with private companies. In fact 17 institutes have built active linkages with small scale industries and 12 institutes have reported linkages with large scale industries. In most cases the linkages have been built for student job placements as well as internships. Large scale industries with which linkages have been established include: Taj hotels, Voltas, Eureka Forbes, Toyota, Hyundai, Navneet Motors, Grohe industry, Sahara Industries, Usha Martine, Tata Motors, Jindal, Carrier, Siemens etc. Small scale industrial linkages include: several engineering workshops in the locality of the institutes, printing presses, garment factories etc. Government linkages include: railways, Bombay Electrical Suburban Transport (BEST), Maharashtra State electricity Board (MSEB), Naval Dock Yard etc.

The past pupils of the institutes have played a crucial role in building many of the industrial linkages. Many centres have benefited from having production units as it has helped them mobilise additional earnings, which they have used to reinvest in infrastructure and other facilities of the training institute.

3.4 Strengthened Institutes and Training System

3.4.1 Infrastructure and other facilities:

All the centres have a sufficient number of classrooms, equipped with an adequate number of furnishings and electrical fittings. Most of the centres have a spacious auditorium, seminar hall, library, sanitation facilities and well-equipped workshops for different trades offered in the respective institute. The environmental hygiene is good and well maintained in most centres.



The equipment/instruments in the workshops are as per the government norms and in some cases more than prescribed. All the equipment and tools are properly maintained. There is one workshop and a tool

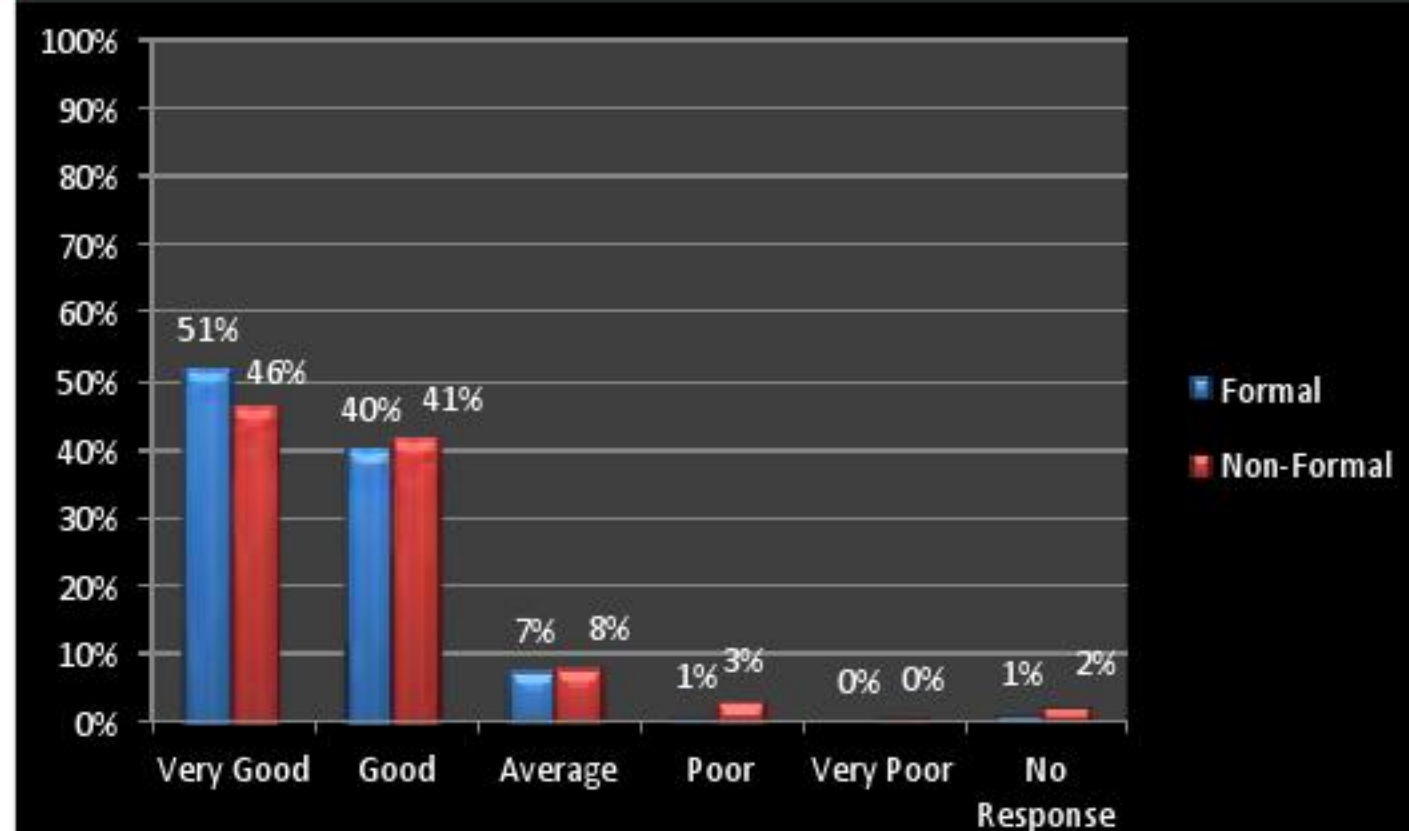
room for each trade in almost all the centres. In most centres, the staff team responsible for each trade is in charge of overall maintenance, stock and supplies.

Most centres have sufficient numbers of toilets, with running water facilities. The centres which offer computer courses have sufficient number of computers and other infrastructure facilities. Few centres have well equipped language labs for improving the English communication skills of the students. The maintenance of classrooms, workshops and tool rooms was found to be good in most centres, but the investment on up gradation of the facilities is not adequately attended to in most centres due to financial constraints.

a. Adequacy of lab and equipment

The satisfaction level of respondents in terms of adequacy of laboratories and equipment in both formal and non-formal institutes was reported to be high. 91% of the respondents from formal centres and 87% of the respondents from non-formal centres reported that the quality of lab and equipment as good to very good. The centres have reported detailed planning of infrastructure to ensure the best of facilities required for the training are made available to the students. This has contributed to high levels of satisfaction among the students in relation to the various centre facilities available for training.

Figure No. 16 Adequacy of lab and equipment – Stream wise



Though in some centres, there is a need to update machinery and equipment. For



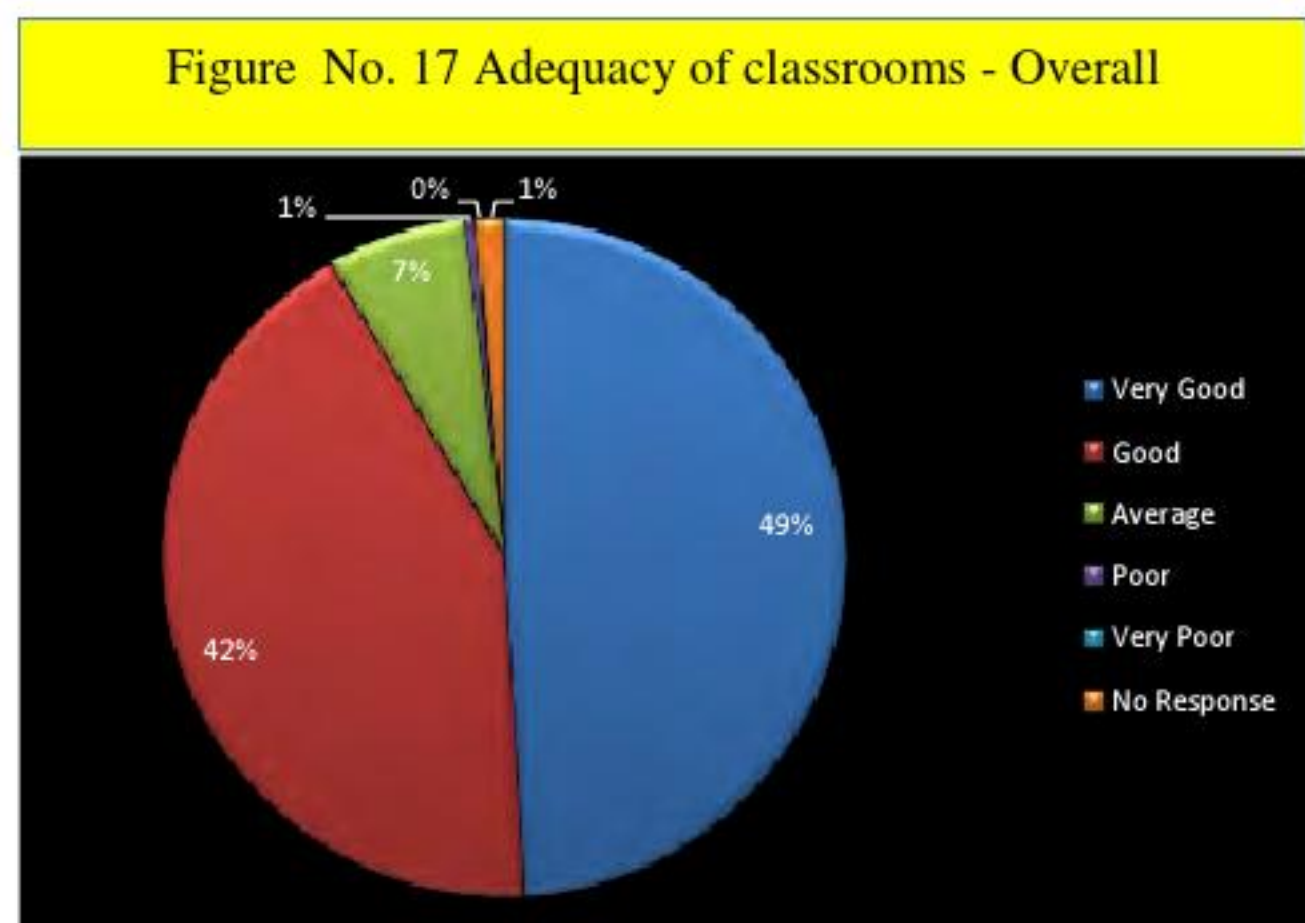
example in Don Bosco Maligaon, several of the machineries and welding sets were reported to be old and inadequate, leading to requiring more time in operation and low production capacity. In Don Bosco Shillong, it was reported by some of the past pupils that the printing and computer facilities were excellent

and upgraded, but there was a suggestion to upgrade the equipment in the motor mechanic department to include training in computerization of motor mechanic as automation has progressed much in automobile industry. Similar suggestions also came up in Don Bosco Okhla, where the standard and curriculum of teaching were reported to be excellent and in line with industrial standards but past pupils reported that there are certain machines available in the industry that are not available in the institute and they had problems in operating them in the company they were working for. These machineries will require huge investment and therefore are difficult for the institute to afford. Alternatively, the institute could provide exposure to this machinery to the students through industrial tie ups and exposure sessions in the companies, which is a strategy successfully undertaken by some of the institutes.

b. Classroom Adequacy and Furnishings

Overall 92% of the respondents have shown high levels of satisfaction on the classroom facilities offered in DB Technical Institutes across the sampled 20 centres (95% of the respondents from formal stream and 90% from non-formal stream). Classrooms are spacious, with adequate lighting and ventilation, fans, comfortable chairs and tables. Some of the institutes have reported having classrooms with audio visual

facilities including LCD projection, television sets, computers etc. In most institutes, no overcrowding in classrooms is reported. Computer classrooms in centres are well equipped. In some of the centres, it was reported that one computer was shared between two students, helping ensure adequate exposure and experience in using the computer system.



c. Fees charged for the training and financial support

The fees charged by most of the Don Bosco technical institutes is reported to be nominal compared to many other private institutes. This study did not attempt to compare fee structure across different centres in the sampled locality, but this conclusion is based on the feedback received from the student respondents and what was gathered during the interactions with different DB institutes.

Most of the respondents interviewed were satisfied with the fee structure of Don Bosco

- Fee Structure in Don Bosco, Lucknow was reported to be Rs. 29,000 (includes course fee, hostel and mess)
- Fee Structure in Don Bosco Okhla – Rs. 16,000 to 19,000 for two years
- Fee Structure of Don Bosco Vennala - Rs. 21,700 for 2 years for printing, Rs. 22,800 for a 2 year graphic design course and Rs. 24,450 for a 2 year web design course.

institutes. 81% of the respondents overall have expressed high levels of satisfaction with fee structure of sampled Don Bosco institutes.

With an investment of Rs. 20,000 to Rs. 30,000 for the skill training, many of the students are able to get a job for an average monthly income of Rs. 8,000 to 14,000. This is a good bargain compared to the investment being made by the student on his or her training.

Besides offering comparatively lower fee, most of these institutes also try to arrange scholarships for deserving poor students who cannot afford to pay the fees.

d. Other facilities – recreation, games, entertainment

Recreation, games and entertainment are integral part of the educational system of Don Bosco. Every institute visited as part of the study reported having activities related to sports, games, theatre and other forms of wholesome entertainment activities that contribute to wellbeing and growth of individuals. Almost all the centres have spacious auditoriums as well as play grounds. Cultural activities are integral part of the scholastic year.

The student interviewed expressed high levels of satisfaction with the facilities offered by the institutes for co-curricular activities. More than three fourth (85%) of the respondents expressed satisfaction with the facilities for recreation, sports and games and entertainment available at the centre. These opportunities have contributed to improving the skill of the students in arts and sports. This in turn has contributed to strengthening their personalities, improve their social skills and provide them with teamwork skills. All of these are critical elements that help in shaping the career and improving the work related performance of many of these students. Across geographical zones, social categories, and course streams, respondents have affirmed high levels of satisfaction (80% to 90%) at the facility for recreation and sports offered in these centres. While adequate space (playgrounds) and play materials are available across all DB institutions, physical education teachers are not available in most centres visited.

e. Boarding facilities at Don Bosco Institutes

52% of the respondents overall said that they are satisfied with the boarding facilities offered by Don Bosco institutes. 39% had no response to this question and only 9% had expressed dissatisfaction with the boarding facility. Some of the respondents had not used the boarding facility as not all the centres offer boarding facilities as they cater to day students in the local area

3.4.2 Courses Offered:

The courses offered in the formal stream are mostly traditional trades like welding, fitting, electrical, electronics, carpentry, motor mechanic, diesel mechanic and printing. The courses offered in the non-formal stream are mostly computer education, welding, driving etc. Most of these trades were selected at the inception of Don Bosco Institutes, based on an informal needs assessment and have been taught ever since. Periodical job market scanning and introduction of new courses appears to be limited in the formal centres, largely due to the fact that formal centres had to follow the National Council for Vocational Training (NCVT) curriculum with limited scope for any modification. However, few centres have responded well to the emerging needs and introduced new courses within the non-formal stream. For instance, Don Bosco Lalgudi has introduced a certificate course for the Sri Lankan refugees who have been displaced and lost all their belongings (including identity certificates) because of the civil war. Don Bosco, Vaduthala has introduced a CNC lathe and an internationally recognized advanced course in welding



The teaching curriculum of all trades both in formal and non-formal stream is in order with government and/ or the affiliated university' norms. In most centres, the staff periodically update their knowledge and teach students the latest information available. Apart from theoretical sessions set in classrooms, adequate practical sessions are also conducted to impart necessary skills. Most centres have established rapport with nearby industries and government departments such as the electricity board, railways, transport department etc. and take students for exposure visits to these institutions/companies.

Apart from technical education, moral classes for the students are conducted on a regular basis (at least twice in a week) by almost all centres. While Catholic students are taught Catechism, the students belong to other region are taught moral science. Few DB institutions walk an extra mile by offering English speaking classes to enhance the employable skills of students. Regular seminars and workshops have also been conducted by the centres on leadership qualities, entrepreneurial skills, improving self-esteem etc. These additional inputs, along with the personal care shown by the 'fathers' or 'brothers', have been highly appreciated and recognized by all the students.

3.4.3 System of Education

a. Preventive System

Preventive System, which is the hallmark of Salesian system of education, is built on the principles of Reason, Religion and Loving Kindness. Through an educative presence, the Salesian tries to inculcate in the students, spiritual, moral and social values and help to maintain the emotional well-being of the individual.

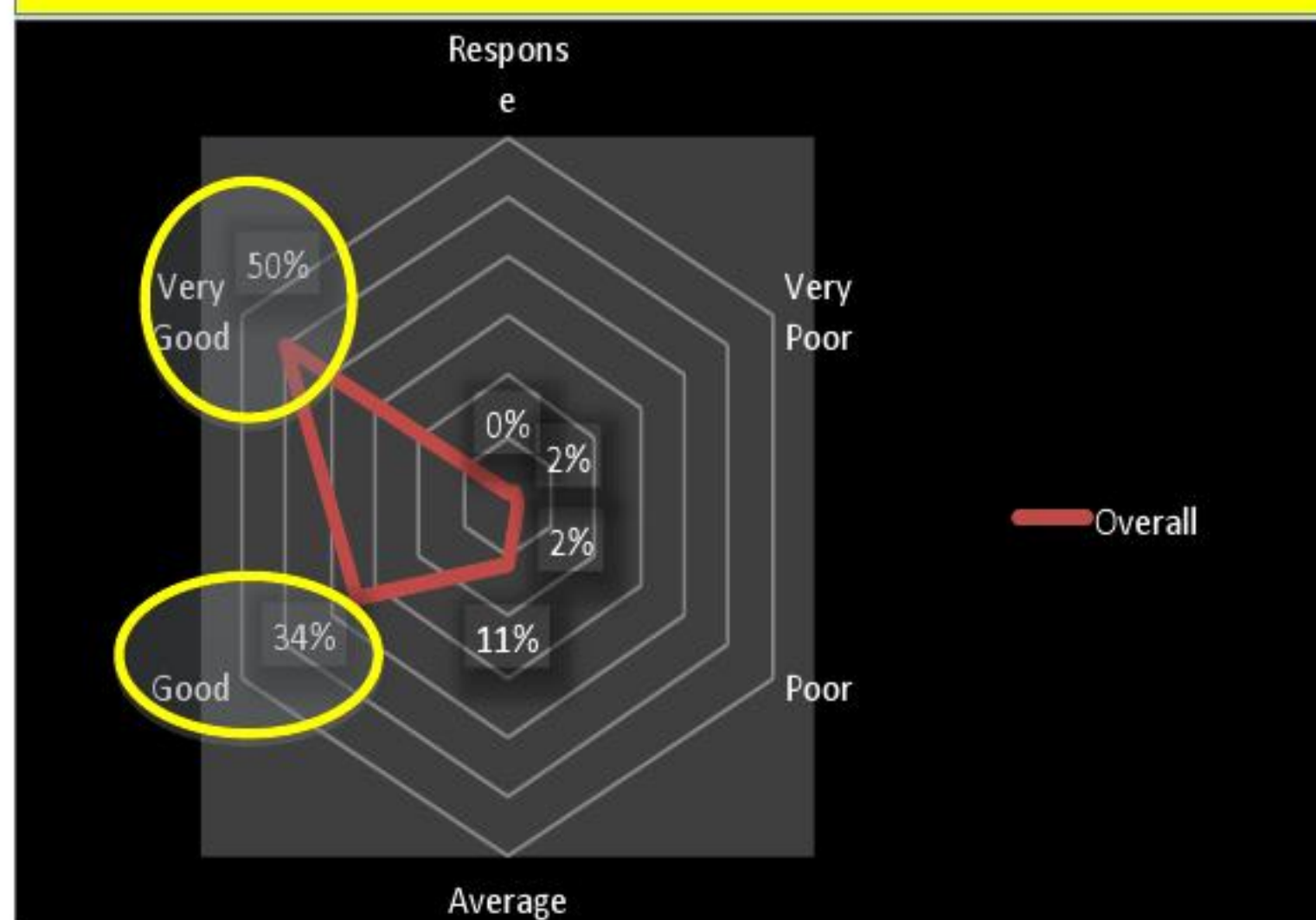
Loving and Caring Presence

Preventive System is seen in practice in almost all the institutes that were studied. Study findings showed that most of the respondents - close to 80% in the formal and 87% in the non-formal institutes, have rated the experience of caring presence of the Salesians as good or very good. This points to the fact that the spirit and charisma of Don Bosco and is given high importance by the Salesians and is still relevant for the youth and appreciated them.

Only 8% of the respondents in the formal and 2% in the non-formal centres have rated this indicator as poor or very poor. Though this percentage is small, given the fact that the entire edifice of the educational system is built around the caring presence of the educator, it will be important to understand the reason for displeasure among this small percentage. The number of Salesian fathers and brothers in these institutes are on an average around 3 to 5, with the remaining staff and tutors being non-Salesians, who are not necessarily trained formally in preventive system of education. Therefore, it is possible that many of the non-Salesian teaching staff could behave and treat the students not keeping in mind the preventive system of education.

Analysing the response on “experience of caring presence” across zones, it was found that, 26% of the respondents from East/North East and 19% of the respondents from North had rated this as average. The least number of respondents who had rated their experience of caring presence as average were from the South East zone (4%). But poor or very poor rating given for this criterion was 1% in East/North East, whereas it was 7% in South East and North Zones. It will be worth the effort to understand the critical

Figure No. 18 Experienced loving and caring presence - Overall



reasons behind the average to very poor rating on experience of caring presence reported by some, as an effort to ensure 100% commitment to the principles of preventive system and Don Bosco's philosophy of education. Factors like satisfaction and motivation level of all the teaching staff of the centres, their own understanding and commitment to preventive system are areas that require further exploration and reflection.

Supportive presence of the educator

The purpose of the preventive system of education is to help the students to grow spiritually, morally, intellectually and socially. More than 82% of the respondents from the formal and 84% from the non-formal centres have responded in the affirmative on supportive presence of the educator proving the fact that the "educative presence" of the Salesians in these centres have had a positive spin off, leading to all round wellbeing of the students. "The Presence" has reportedly helped them to improve their value systems in life and in turn improve productivity and growth in their professional lives. Most of the secondary stakeholders (particularly the managers of the companies where the students are being placed) who were interviewed as part of the assessment, expressed the view that students from Don Bosco showed an exceptional level of commitment and they were more dependable as compared with students from other institutes.

Experience of educational system of Don Bosco Institutes different from other educational institutes where the respondents studied

While comparing the system of education of Don Bosco Institutes with that of other educational centres, 86% of respondents from formal centres and 85% from non-formal centres reiterated the fact that their experience in DB institutes was good and very good in providing a helpful life orientation. When analysing the data across different zones, it was found that 96% of the respondents from South West zone had rated their satisfaction level on the system of education in Don Bosco as good or very good in comparison with other centres that they had studied at.

Thus, the data is consistent (between 80% and 85%) across different indicators showing high levels of satisfaction among the students on the preventive system and caring presence, which are the foundations on which the Don Bosco's system of education is built. Don Bosco, a 19th century educator saint had visualized an educational system that was futuristic and more than relevant for the youth of today.

b. Capacity and attitude of instructors

The quality of skill building training largely depends on the capacity and quality of the instructors and tutors at the institute. Efforts towards identifying highly skilled staff and

investing in regularly updating their skills and knowledge in response to changing technology is critical to ensure the right kind of skill training is given to the students. In all the 10 formal and 10 non-formal institutes, which were assessed, it was reported that the staff is adequately qualified and experienced and three fourth of the centres reported to have an adequate number of staff available to provide the training.

Almost all the respondents interviewed had expressed the view that they had found the instructors having the best capacities to train them. 95% of the respondents from the formal stream and 90% from the non-formal stream expressed their satisfaction level with the capacity of the instructors as being good or very good.

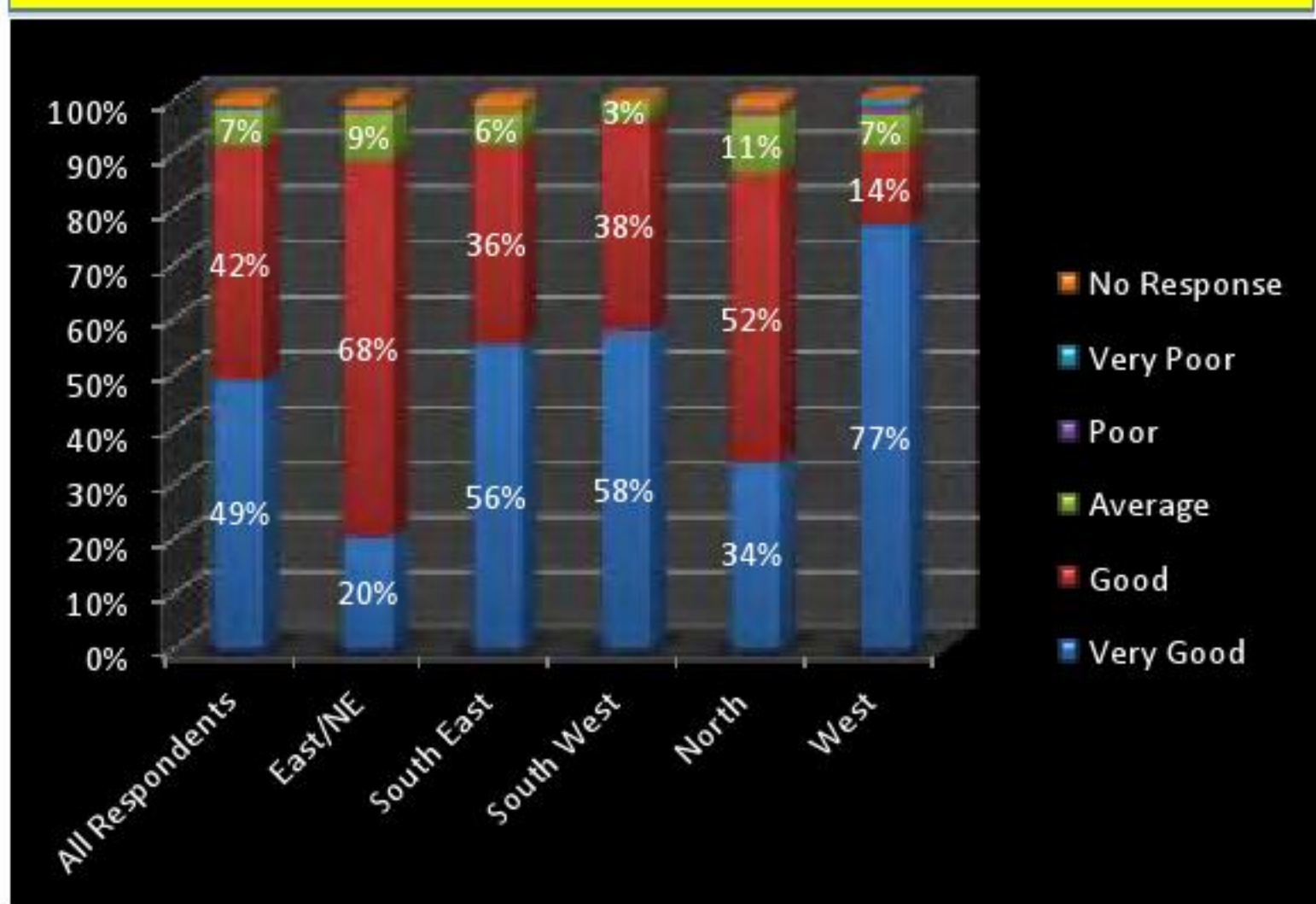
In the west zone, 77% of the respondents expressed highest satisfaction level on the capacity of the instructors. For example, in Don Bosco Borivali, all the 15 staff members were reported as being qualified and experienced and their commitment levels were

very high. In all the other zones, satisfaction levels on capacity of the instructors being either good or very good has been around 90%. All pointing to the fact the institutes make the at most care to select qualified instructors and ensure adequate training and guidance to provide the best skill training. In some of the institutes visited, the staff reported a low satisfaction on account of an inadequate salary scale, yet the staff were motivated to provide the best of instruction and skill building training. Don Bosco congregation also has been investing in the trainings of the fathers and brothers in various skill areas and they exhibit total commitment and quality in the way training curriculum is developed and the instructors are equipped to provide the best training.

c. Study materials/books/manuals

The training curriculum in all the formal institutes follows the National Council for Vocational Training (NCVT) standards. The materials and text books used were as prescribed by the government norms through NCVT. Students were provided with notes prepared by the tutors based on the prescribed textbooks. Students in many centres are regularly followed up to ensure that they have the notes written down or at least

Figure No. 19 Satisfaction level – Capacity of instructors



photocopied. The teaching staff prepares the demonstration plan and lesson plan well in advance for approval from their supervisors or the Principal. Most of the institutes develop their own instruction manuals for the non-formal courses, in line with an existing curriculum or a new curriculum developed to adequately address the skill requirements of the market. Two of the non-formal centres follow the curriculum of the National Institute of Open Schooling and one of the institutes - Sagayathottam Institute of Agriculture and Rural development is affiliated to the Tamil Nadu Agricultural University. Thus, it is evident that every effort is made by the institutes to ensure that the best curriculum is developed and where possible, formalized through affiliations.

90% of the respondents from the formal stream expressed their satisfaction levels as good or very good with course textbooks and materials and a similar response was reported by the non-formal respondents which was close to 80%.

d. Learning environment – methodology, attitude of instructors, discipline

The centres studied make the best effort to provide the right learning environment to the students. The most critical contributory factor to the learning environment in the Don Bosco institutes was reported to be the preventive system itself. The loving and helpful presence of the educator created an environment of familial and informal atmosphere which facilitated much better learning. It is the “educative presence” which is the hallmark of the educational system of Don Bosco which defined the relationship between the educator and the students. It is in this relationship, the transfer of knowledge, skills, values, positive attitude to life all happens. This unique approach of Don Bosco institutes and its effectiveness is confirmed by the responses of the students as described in the following paragraph.

93% of all respondents reported very good or good level of satisfaction with the learning environment and methodology practiced in Don Bosco institutes. In the south east and south west zones, the response was close to 100% (96% reporting it as good and 98% reporting it as very good). A similar trend in response was also found among respondents from backward communities, SC/ST and others.

Most of the 20 institutes that were assessed reported that efforts are being made to provide the right learning environment and comprehensive formation for the students. The focus is not just on classrooms. The right balance is maintained between theory, practice and actual exposure to industrial settings. Tie ups with companies and manufacturing units have been established by most of the formal centres visited. This has enabled study exposure visits and internships for the students, providing them with onsite and hands on exposure to using various complicated machineries. In many of the institutes, investment is made to set up production units with large machineries for this purpose, enabling them to take up commercial work. The students get an opportunity to

work on various machines under the supervision of experts. This first hand experience in a supportive learning environment contributes to sharpening their skills and in turn gives them an edge over students trained in other centres when searching for a job.

The learning is not just limited to skill development but also developing the personality and other soft skills of the students. Their skills in arts and sports are also encouraged through sporting and art festivals organized by the institutes. In addition, regular sessions on character formation and personality development are also introduced.

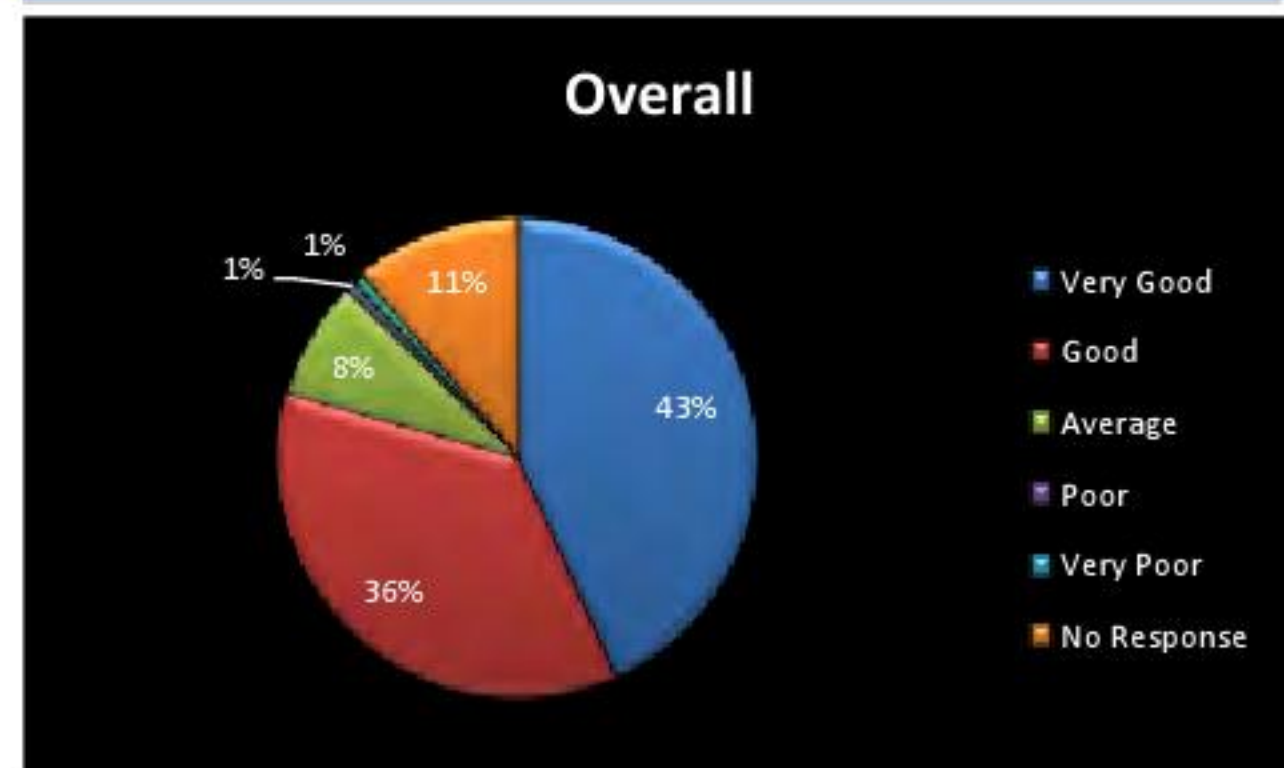
Given this support provide by the Don Bosco centres, students have experienced all round development and progress in technical skills as well as in people skills to effectively manage teams and people.

Besides, respondents had a high regard for the discipline, values and the preventive system followed in these institutes. 95% of the respondents from formal centres and 94% of the respondents from non-formal centres expressed high levels of satisfaction with the approaches to discipline in the Don Bosco institutes. The disciplining approach combined with loving kindness and reason was much appreciated by almost all the respondents.

e. Spiritual wellbeing catechism / moral science

Beyond the technical education and skill building provided through these institutes, all the centres also provide moral science classes or catechism class (for the catholic students). This has helped the students to mould their character as good humans and responsible citizens as well as grow in their religious faith. Overall 79% of the respondents are highly satisfied with the moral and catechism classes provided in the centre.

Figure No. 20 Satisfaction level – Spiritual wellbeing



3.4.4 Feedback of stakeholders about the institution

The feedback on the functioning of the institutes from the stakeholders such as parents, employers and other service providers in the region has been very positive. Almost all centres have received awards and or recognitions from government, civil society, corporate and communities. Strong work discipline, punctuality, productivity and integrity are some of the characteristics that employers find in Don Bosco students. Many private companies have established a good relationship with the institutes and regularly conduct

campus recruitment. A few industries opined that the Don Bosco institutes can be improved by introduction of new courses and up-gradation of its infrastructure facilities to meet the market standards. Parents are also very happy with the disciplined lifestyle led by their children, abstinence from bad habits such as smoking and alcohol and the helping tendency (for their family, relatives and village communities) changes which are attributed to the training received from their education at a DB institute. All student respondents acknowledged the add on values they gained through the DB institutions such as employable skills, leadership qualities, interview skills, ability to withstand stress and spiritual values.

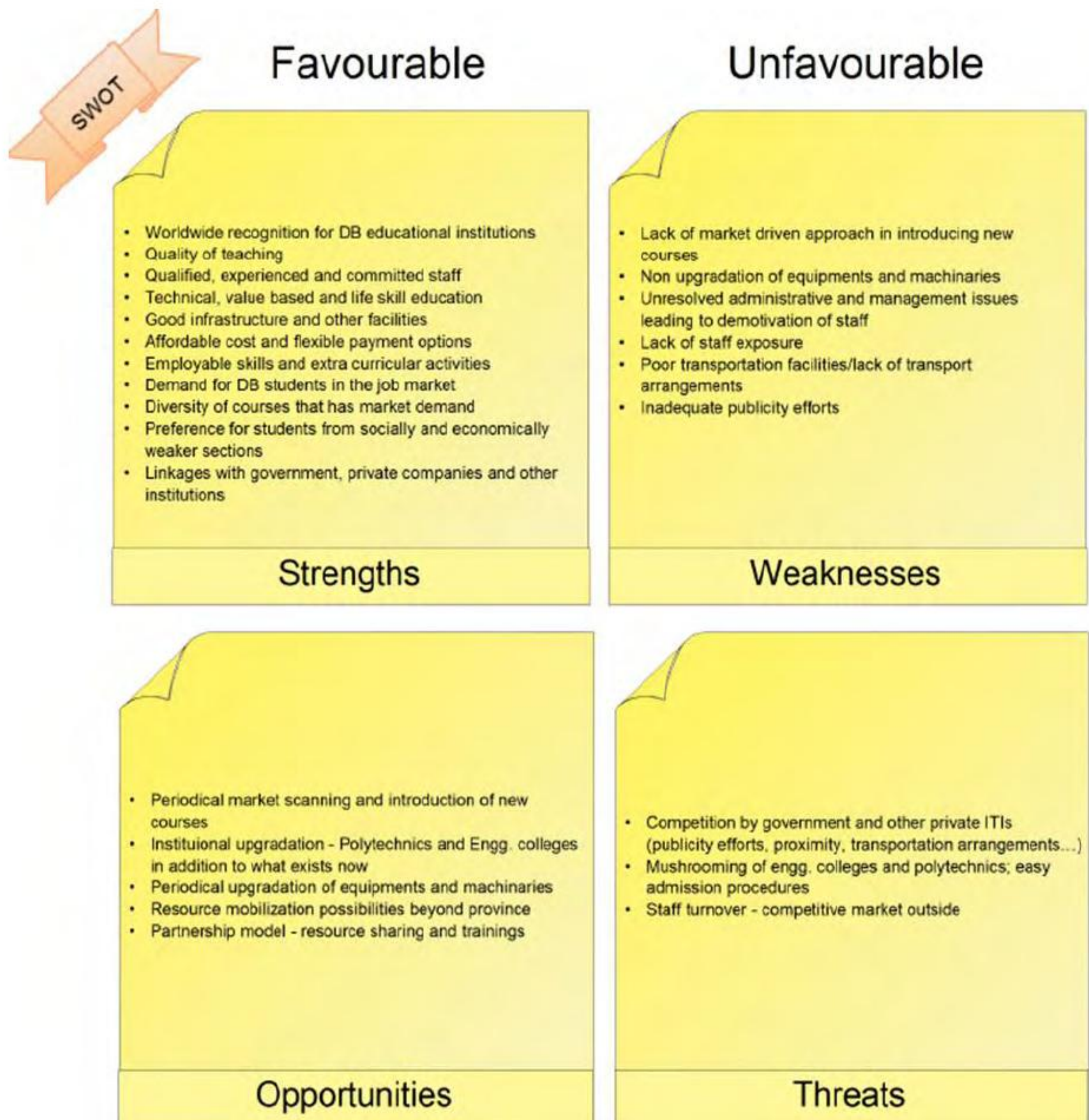
3.4.5 Assessment of market requirements and extent to which the demand is met

Though informal assessments on market requirements are made by the centres, a more systematic job market study to understand the market needs, analyse the skill gaps, customization of courses etc., are not done on a regular basis by most institutes. While the capacities and resources exist to certain extent within the institutes, these have not been optimally utilized. The job placement for the students is largely done in four ways. 1) There is a placement unit functioning at the province level, which periodically scans the market and informs all centres within the province of vacant positions. Subsequently, the list is displayed on the notice board and communicated to the students by the teachers. 2) Information on vacancies in their companies or departments is passed on by ex-students to the teachers, who in turn communicate them to the students. 3) The information on placement opportunities from newspaper advertisements is shared by the teachers to the students and 4) Student selection through campus interviews conducted by the industries linked up with the centre.

Adequate and appropriate infrastructure combined with adequate institutional capacity and commitment to deliver the results is seen in majority of the centres. However, investment on upgradation and maintenance are inadequate in most of the institutes.

3.4.6 SWOT Analysis:

One of the objectives of this study was to understand the strengths and weaknesses of DB institutes and identify their opportunities and threats. The aim of this SWOT analysis was to improve the performance by identifying and working on both internal and external factors that are favourable or unfavourable to achieve the stated objectives. This analysis was done with active participation of key staff members, facilitated by CMS consultants in all of the 20 centres assessed.



The factors that are seen frequently across most centres are grouped and presented here in the above diagram. It is evident from the diagram that the favourable factors outweigh the unfavourable factors. However, it is important to focus on eliminating the weaknesses that are identified as critical and grab the available opportunities. One of the key opportunities that exist for Don Bosco institutes is working in partnership mode e.g. working with the government through the National Skills Commission, leveraging schemes from Ministry of Rural Development and working with corporate both through their associations and individual companies. Using these opportunities will provide adequate resources to sustain and scale up operations. While competition is seen as one of the major threats, this can be effectively managed by the introduction of market driven products at an affordable cost, adequate publicity efforts and placement support. An important weakness as identified by the study across many centres has been unresolved staff salary issues, which affects teaching quality. This could be addressed through adequate cash flow generation by the centres from taking up job-contracts with industries nearby.

3.5 Emerging Impacts

Critical potential impacts envisaged through the technical education by Don Bosco institutes are to improve the employable skill of poor and abandoned youth which would contribute to advancement in their careers, improve economic status of the individual youth and their households and contributing to socio-economic gains for the poor pockets in the country. In addition, the centres aim to ensure that these young people have a quality life which will make them good humans and responsible citizens. The current study focused on gathering information to assess the extent of impact the institutes have had and the key findings are summarized below.

3.5.1 Career Advancement

a. Growth potential in career:

By providing enhanced technical skills and other opportunities to develop soft skills, young people who have graduated from these centres have reported high potential in career growth. Close to three fourth of the respondents reported a good or very good level of satisfaction with the improvements in skill and improved confidence to take up skilled work, as a result of the training received from Don Bosco institutes. Overall 75% of the respondents confirmed that training from the Don Bosco institutes has improved their potential for gaining employment, which they see as the highest gain from the Don Bosco skill training intervention. Close to three fourth of the respondents from the East/North East, South East, South West and North zones reported that the most critical benefit of the training received from Don Bosco has been gaining an employment that provided them with a regular income. While only 41% respondents from West zone said that most

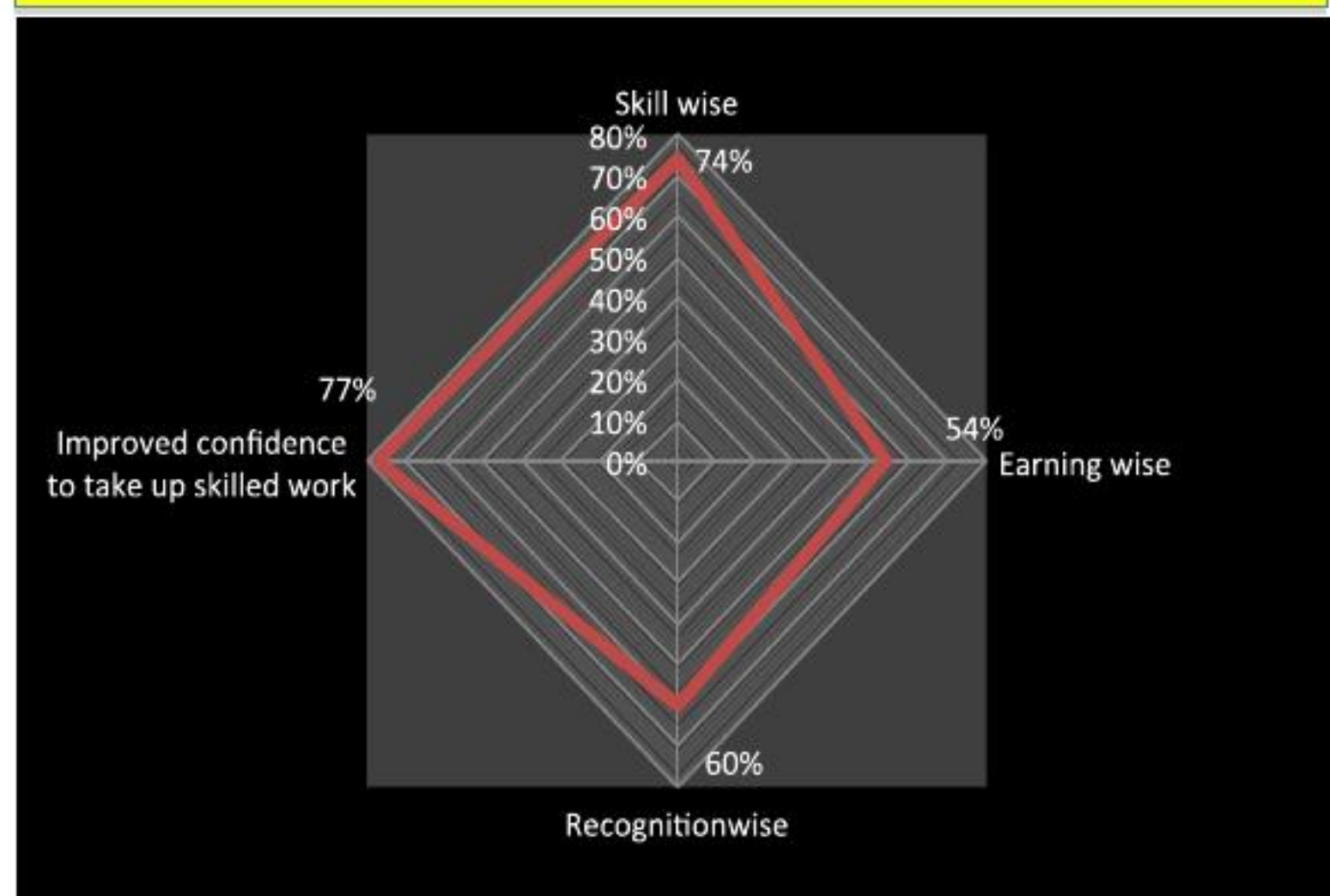
important benefit was gaining employment, followed by improved earning potential (33%). Only 4% of the respondents overall stated that they did not have any value appreciation in market terms of having been trained at a Don Bosco institute. Therefore, what is evident from this is the fact that the Don Bosco training is providing a gainful career growth potential to majority of the students who pass through the Don Bosco training institutes. The small percentage which is dissatisfied with the training outcome can be minimized probably through a systematic career counselling and aptitude test prior to choosing the trade.

Respondents were also asked on their satisfaction level on how they are placed in the job market following their training from Don Bosco Technical Institutes. As shown in the adjoining diagram, 77% felt their confidence to take up skilled work improved and 74% responded that they were highly satisfied with the skill improvement in keeping with market needs. 60% of the respondents reported that they received better recognition in society after learning a skill training at DB technical

Institutes. At the same time, only half of the respondents felt that they had some edge, earning wise. This is partly linked to the fact that most of the trainees particularly, those who had completed formal diploma courses had limitations on the kind of job they could apply for. Though the training provided them with a job and an income, the earning levels were not reported to be very high, since the market pays much higher to those who have an engineering degree than a diploma.

78% of the respondents from Backward communities and 64% of the respondents from SC/ST communities reported good to very good satisfaction on improvement in skill, which potentially contributed to their career growth. 18% and 23% respondents respectively felt that, skill improvement was just average in keeping with market requirement. Similarly, 17% of the respondents from formal stream and 19% from the non-formal stream responded either average or below average level of satisfaction with the improvement in their skill in response to market needs. While majority of the respondents were satisfied with the training, it would be critical to assess the market

Figure No. 21 Satisfaction level (Good and Very Good) – Place in Job Market



potential of all the skill building courses being offered through both formal and non-formal streams to ensure close to 100% satisfaction level.

In terms of satisfaction with improvements in earning potential, 56% of the respondents from Backward Communities, 59% from SC/ST and 49% from general category reported good to very good satisfaction level. Close to 40% of the respondents from each of the three economic categories reported average, poor or very poor satisfaction level on earning potential. This shows that while the training received from the centre provided the trainees from lower economic group and other backward classes with an earning potential and a career, it did have a certain perceived limitation in terms of salary levels.

Impact of the Don Bosco Institutes on career growth trajectory and earning potential of disadvantaged youth is evident, but in terms of advancement in salary levels is reported to be a major challenge depending on the kind of courses the students are trained in. While some of the courses like Web Designing, Graphic Designing and other IT enables services which are provided through non-formal stream have

provided students with higher salary levels, traditional trades like fitter, turner, carpentry etc, have not provided good remuneration in the long run. Every institute will need to be introspective in assessing the market requirement and updating syllabus and upgrading the centre facility and infrastructure on a regular basis. One of the major challenges for up-gradation of infrastructure was reported as the high cost of investment required for the machinery and inadequate revenue collected from school fees. Most of the students

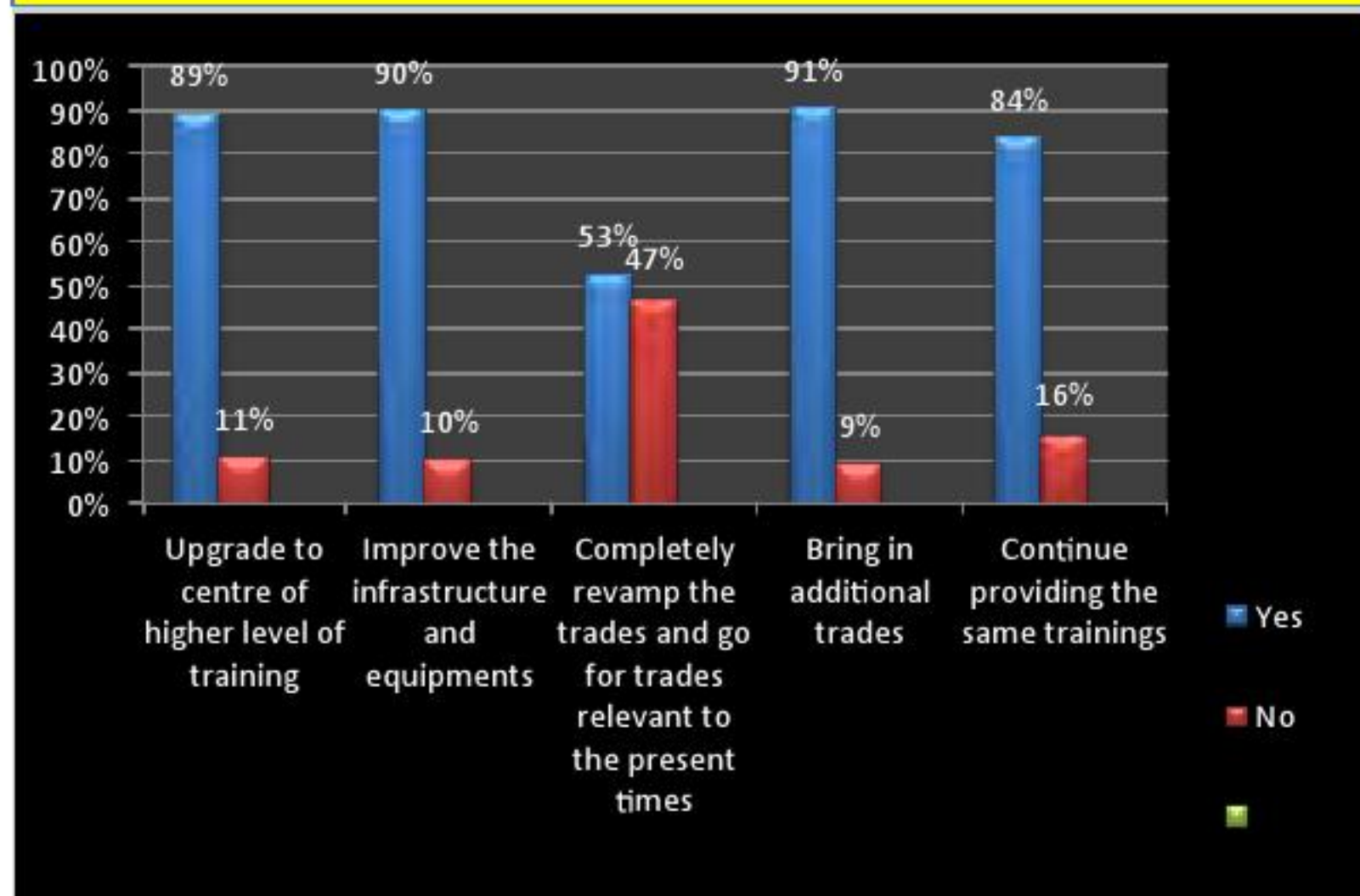
On the Forward Gear

Chandresh Pujari is an employee of Toyota Lykoji. Chandresh's educational qualification is just completion of 6th standard and he was not good in studies, with Mathematics being his most difficult subject. He also comes from a middle class family with financial difficulties. After his father's retirement from the Indian Railways, the financial situation in the family had worsened. Not having any hopes in life, he used to work in a workshop till 2001. Some friends suggested he get a certificate which will increase the value of his service. Introduced to Don Bosco by a well-wisher and with support from an instructor at the Don Bosco Institute, he secured admission for a non-formal 1 year course in 2001. After getting his certificate, he joined a private Automobiles Sales and Service centre with a salary of Rs. 8,500/- per month, a huge increase from his previous salary of Rs.2,500/- per month. The Don Bosco certificate added value and recognition to his experience which was not there earlier. Over time, he perfected his skills and this combined with hard work, led to him joining Maruti Automobiles and in 2008, shifting to Toyota, with a salary of Rs.18,000/- per month plus around Rs. 1 lakh commission every month. Today, he is receiving Rs 25,000 as salary with around Rs. 40 to 50 thousands as commission every month. Totally, he earns around Rs 8-9 lakhs an year, despite being only a 6th standard graduate. He gives credit to Don Bosco which has changed his life totally; otherwise he would be in a garage working a low-paid job. He also mentioned that whenever he visits the Don Bosco campus, he is recharged. He financed his father's bypass surgery, which incurred an expense of around Rs. 3 lakhs. He has a vision to start his own Authorised 4 Wheelers Service Centre which needs a start-up capital of Rs. 2 Crores. He is married with two kids and leads a satisfied life.

being trained are from poor section of the community and therefore, increasing fees will be counter productivity. Each institute need to look at its growth avenues through careful strategic visioning and understanding growth potential. This involves planning for effective utilization of the centre facility and infrastructure, introducing production units and where there is already production happening, improve marketing strategies and profitability, providing an additional source of revenue which can be reinvested in strengthening the facility and infrastructure.

Respondents were asked to provide suggestions on the steps needed to improve the

Figure No. 22 Suggested Changes to Strengthen Skill Training - Overall

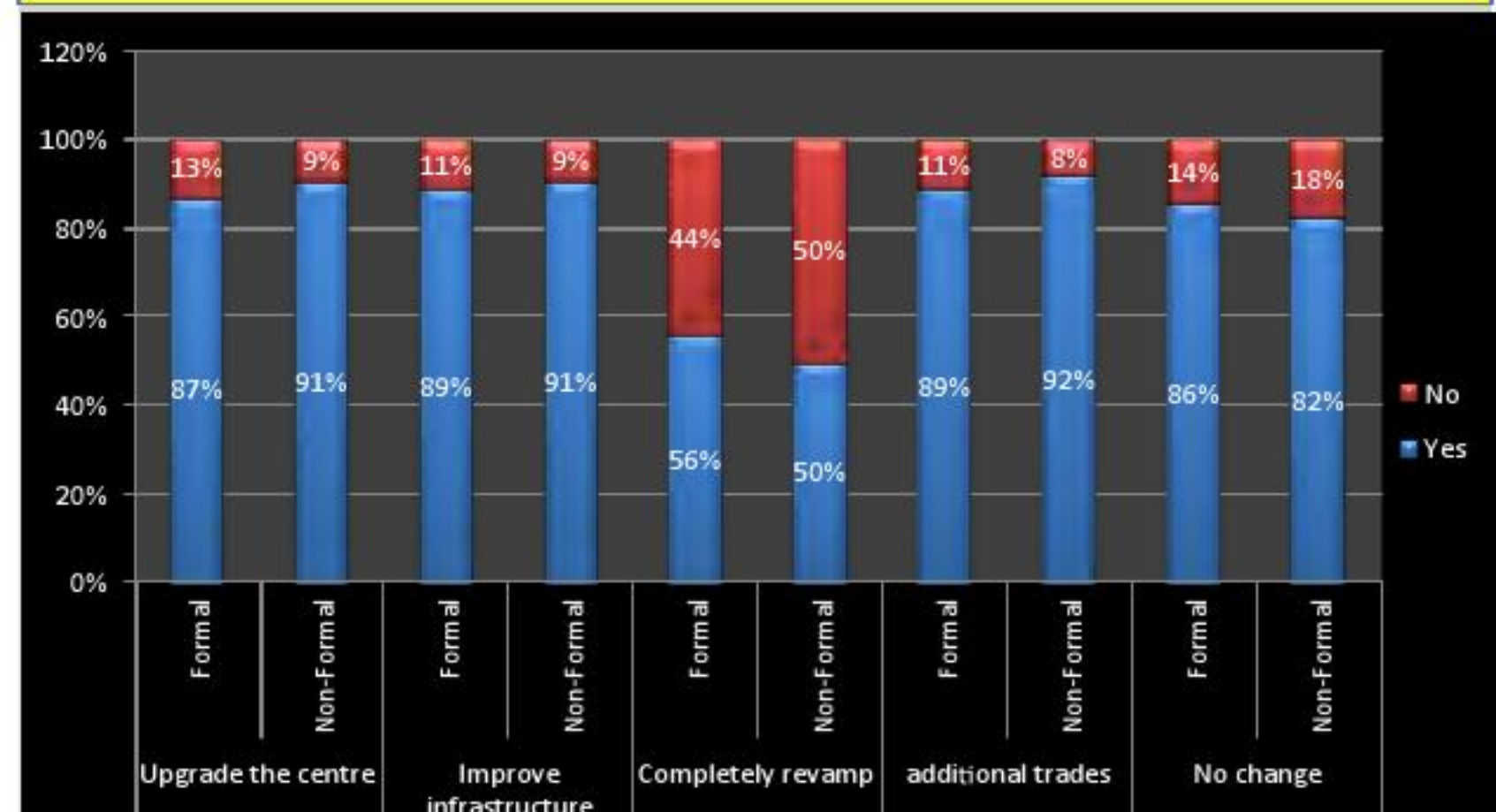


quality of skill training in the Don Bosco institute. Close to half of the respondents of the study did not respond to this question. Among those who responded, 84% suggested that the institutes should continue to provide the same training and 91% suggested to include additional trades. Of those responded to the question on 'completely revamping the trades and

to go for trades more relevant to the market', 53% said yes and 47% said no to revamping the trades. Similar trend in response was reported, when the data was analysed across formal, non-formal streams as seen in the adjoining diagram.

Close to 90% of the respondents said yes to the questions on the need to improve infrastructure and equipment and upgrade the centre to a higher level of training. Though most of the respondents were

Figure No. 23 Suggested Changes to Strengthen Skill Training – Formal and Non-Formal



generally satisfied with the training facilities in most centres, but after having been exposed to advancements in technology at the workplace, they have suggested upgrading the machinery and training facility at the centres.

Though, most of the respondents have reported satisfaction with the curriculum and trades being offered currently, there is a suggestion to bring in additional trades as well as to invest in infrastructure and technologically advanced equipment and upgrade the institute into a centre that offers a higher level of learning. This will facilitate enhancement in quality of training, which will contribute to strengthening the career growth potential of the students graduating from the institutes.

The beneficiaries of the Don Bosco skill training interventions say that after receiving the training from the Don Bosco Institutes, they are better positioned to manage the forces in the market and are in commanding position to take on an issues that may work against their interest, be it technological advancement which can make their skills obsolete or people who potentially have a higher level of skills as they are trained in other institutes with more sophisticated equipment. The learning styles picked up in the Don Bosco Institute and regular interactions with the fathers and brothers even after leaving the institute, help them to find ways to update, learn about the latest advancements and keep themselves up to date. When asked specifically about their threat perceptions, around 50% of the respondents opined that their threat perception is either low or very low in each of the areas mentioned as follows i) people trained in other training institutes using sophisticated equipment/ infrastructure and ii) Workmen association / trade unions.

b. Attitude of employers towards students of Don Bosco Institutes.

The positive frame of mind, high levels of commitment and motivation of the students trained in Don Bosco Institutes are well appreciated by their places of work. The employers say that their employees who were trained by the Don Bosco Institutes have a positive outlook in life and their knowledge and

I am in touch with the Don Bosco ITC for hiring of human resources. Out of my 16 employees, 4 are DB trained. I prefer employees trained by DB because of their knowledge of the basics. They require less handholding support and their conduct and attitude are good.

Sharad Bawri, Proprietor of Lifeline Enterprises, Shillong.

skill are also very high when compared with the other employees trained by other institutes. This positive attitude towards their vocation combined with their better knowledge and skills puts them at an advantage in the job market.

One of the employers in Kochi said the following about the students from the printing department in Don Bosco Vennala: "Their behaviour (compared to others) is much better. Their attitude and approach is really good....and if Don Bosco has not done what it did, these boys and girls will not have reached where they are". Though the employers are

extremely happy with the students coming from Don Bosco, one piece of the feedback received was that, they do not stick as they are good at their work and they get better jobs and move on. Several of the employers also commented that it is easy to train the students from DB in advanced skills as they are already know the basics very well prior to joining.

Another employer in Kochi said that through the training being provided through Don Bosco Technical Institute, “several poor students are helped...they get a skill, get an earning and are able to support their families”.

3.5.2 Improved Socio-Economic Status

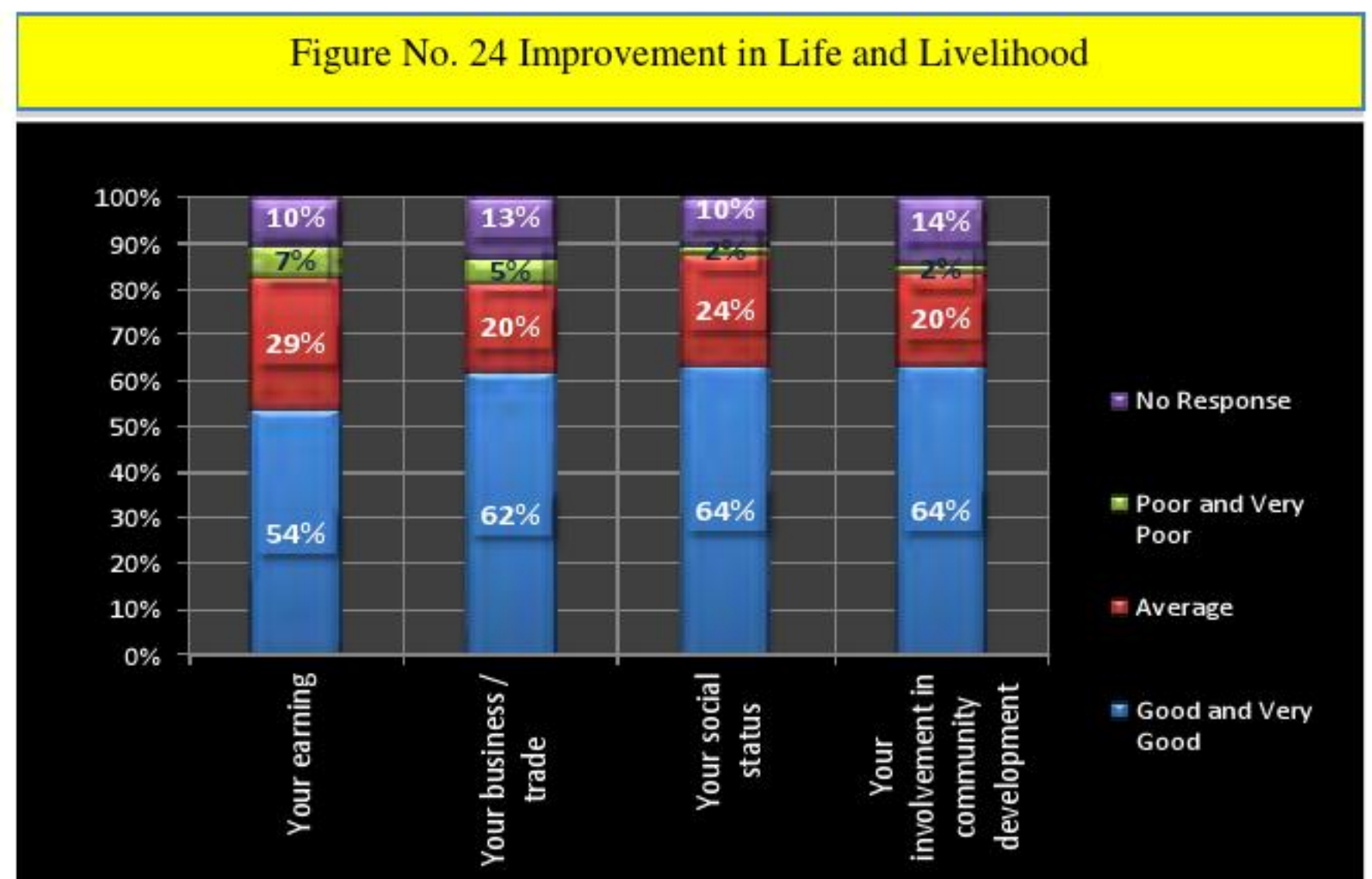
Socio-economic status is often measured as a combination of factors such as education, income and occupation. Improper planning and lack of sensitivity to socio-economic inequality that exists in present society is behind several of the social evils that affect the quality of life of people. Don Bosco Institutes through its skill building effort has been contributing to improving skills and employment prospects of ‘poor and abandoned youth’, thereby improving economic wellbeing of the individual and their family and facilitating a certain social standing in the society. This, in turn, contributes to achieving what Don Bosco congregation stands for: to create ‘responsible citizens’.

a. Improvement in life and livelihood

Young people who have passed through the skill training in Don Bosco Institutes have reported improvement not only in their career prospects or economic gain but also in their ability to manage their personal, social and family life.

More than half of the respondents reported that an increase in their earnings is good or very good and is contributing to improvements in their life. 29% of the respondents reported that an ‘average’ improvement in their earnings. Similarly, 62% of the respondents reported that their business/trade is

good or very good and is contributing to improvement in their life and livelihood. Most of



the respondents also reported that the social status and their involvement in community development improved after completing the training in Don Bosco. The value system they are trained in prepares them better to effectively adapt to the society they live.

Respondents reporting an improvement in social status across various zones is somewhat varying. Only 37% of the respondents from East and North East felt that social status is good or very good where as close to three fourths of the respondents from South East, West and North zones and 62% from the South West zones reported that the improvement in social status is good or very good. Similarly, more than half the respondents from backward classes, SC/ST as well as other categories expressed improvement in social status.

Less than half of the respondents from backward communities and SC/ST communities (48% and 47% respectively) felt that their involvement in community development is good whereas overall 64% of the respondents reported their involvement in community development after completing a course at a Don Bosco Institute as good or very good.

Thus indicators related to improvement in lives and livelihood such as improved earning potential, improved social status or involvement in community development were reported as being good or very good and at the same time close to one fourth reported this as being just average. While the socio economic impact of the students graduating from Don Bosco Institutes is good or very good for more than half of the respondents, there is a need to focus on the one fourth who have reported average improvements as well as those who have reported (less than 7%) poor or very poor improvements.

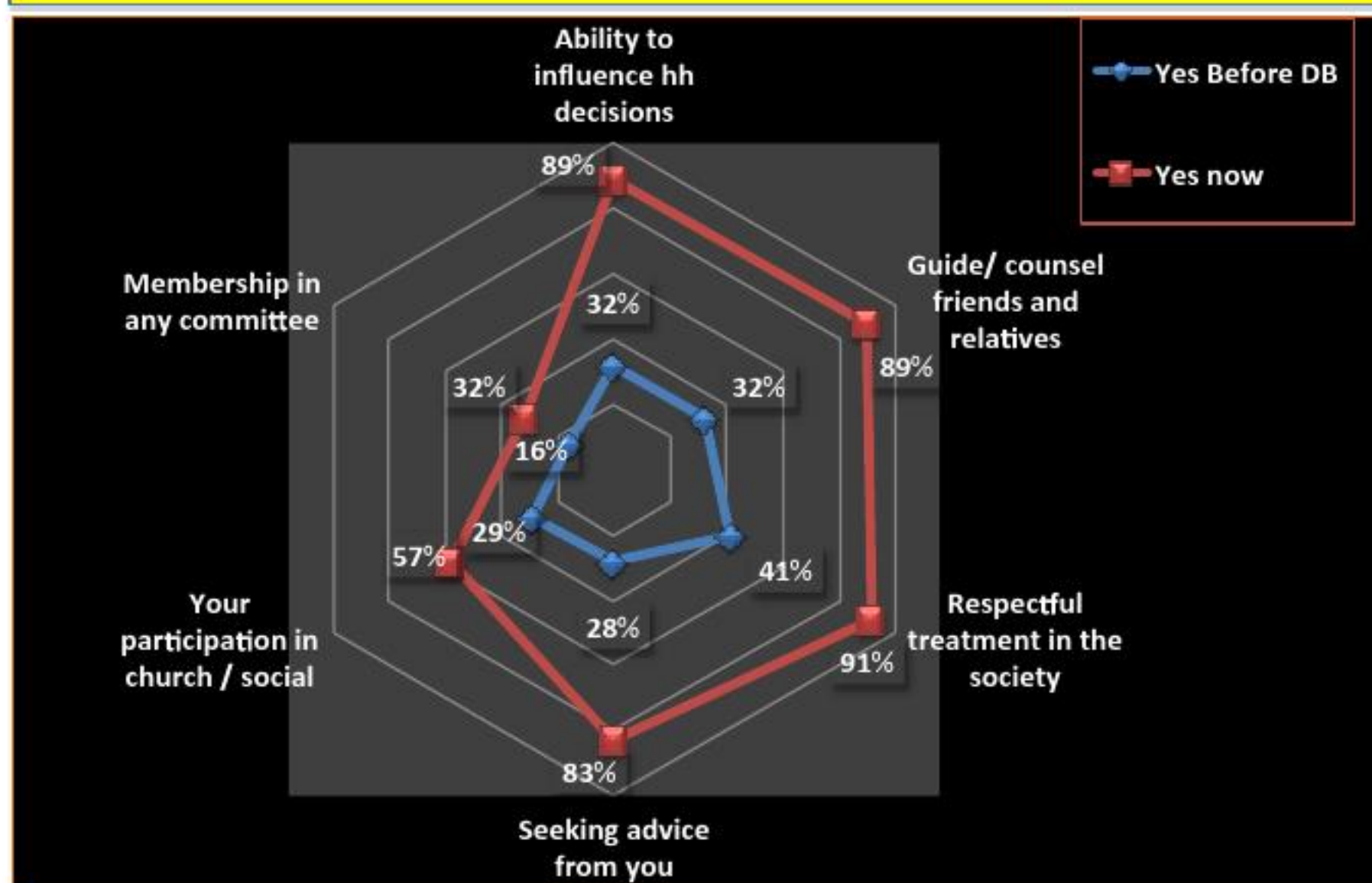
Success on the Entrepreneur Route

Vinod Bharadwaj (31 yrs.) did a one year electrical course in 2003 in DB Najafgarh. He had completed his graduation in 2000 and had shifted to Najafgarh in 2001. Before joining DB, he had worked at a CNG pump unit for a year and half and earned around Rs.4,000 per month. His father worked at Delhi Transport Corporation (DTC) and earned sufficient to provide for a decent but ordinary living standard. After graduation, Vinod was looking for a government job but was unable to get one. During this period, he was advised by someone in Najafgarh to take up a course at the local DB centre. In the meantime, he had already started doing small repair work on his own. The course helped him to get a good theoretical background. After completing his course he started his own business, earning around Rs. 5,000 per month. Today, he employs around 20 people and pays them between Rs.3,000 to 10,000 per month. He is earning around Rs 35,000 per month. He also trained 6-7 students from Don Bosco and they are now employed and earning around Rs.10,000. He has purchased a house worth Rs.35 lakh. He is also running a centre to help children seek admission into different courses i.e. Diploma in Education after completing 12th standard. His vision is to start a college and run different correspondence courses like BA, MA.

b. Impact on individual influence on family and society – before and after the training in Don Bosco Institutes

A marked improvement in individual influence of the students on their family and society is reported after being trained at the Don Bosco Institute. As shown in the adjoining diagram for most indicators more than half the respondents have reported marked improvement. This finding strengthens the fact that the Don

Figure No. 25 Individual influence on family and society – before and after DB training



Bosco training had very strong influence on developing the individual's personality and respectability in the society and family. Therefore, the skill training not only has economic gain but the institute's additional focus on developing the personality and value system of the students have positively contributed to improving their overall status in the society. In fact more than 80% of the respondents have reported their ability to influence household decisions or guide and counsel friends as well as advise people who approach them for advice. Close to 91% of the respondents have reported experiencing high levels of respect in the society after completing Don Bosco training.

Similarly, 90% of the respondents from backward communities and 83% from SC/ST communities reported an improvement in their ability to influence household decisions. Also, close to 90% of the respondents from the village, towns and cities have reported an improvement in their ability to influence household decisions.

More than 80 to 90% of the respondents from both backward communities and SC/ST communities have reported being more respectfully treated by their friends and society, with people around them seeking their advice. Only around 20% of the respondents from these communities had reported experiencing respect from others prior to the Don Bosco training. In several geographical pockets in India, where the caste system is still rampant, penetration of Don Bosco's influence in improving the status of the young people from these communities is a significant contribution.

c. Other individual benefits or impact

Overall, 89% of the respondents reported an improvement in proactiveness and self confidence after attending Don Bosco Institutes. Similarly, more than 80% of the respondents from backward communities and SC/ST communities as well as around 90% of the respondents from villages, towns and cities reported an improved self-confidence. There was no major difference in responses to this criteria from respondents in both formal and non-formal streams (91% and 88% respectively)

An improvement in leadership qualities and communication skills was reported by close to 83% of overall respondents. Similar improvements were reported by respondents from backward communities (85%) and SC/ST communities (72%).

Thus overall, Don Bosco technical institutes not only focused on impacting lives and livelihoods but also influencing other critical elements that influence the personalities and values of the individual students which are crucial for the long term development and career growth of a person. Almost all the institutes visited as part of the study have reported organizing Catechism and moral classes for the students. The co-curricular activities related to sports and arts also help the students to improve their soft skills required for their career advancement.

3.5.3 Socio-economic Gains of the Poor Pockets

The Salesian Society has started most of their technical educational institutes in localities that are largely poor and most backward. All the 20 centres (10 formal and 10 non-formal) that were assessed were found to be located in the poor pockets of the cities or towns in which they were established. These centres cater to the urban poor, rural poor, tribal communities, migrants and slum populations. All the institutes address issues such as school dropouts, unemployment and poverty. But there are some centres that focus on certain target groups. For example, at least two of the centres address the issues of street children, another two centres cater to dalits and another two centres look after tribal youth. In line with the Salesian constitutional requirements, technical institutes are found to be set up in localities of “greatest poverty” and reach out to the poor and vulnerable youth.

This study also revealed that there is a very good balance between reaching to the urban and rural poor. In fact 50% of the

Sow an Act of Love, Reap a Relationship!

Uttarkumar is from Holagundha Village in Kurnool district, Andhra Pradesh. He has five siblings - two elder brothers, two elder sisters and one younger sister. His father passed away due to AIDS at a young age. Uttarkumar completed his 3rd standard and started working in iron-ore mines. A teacher from the nearby Don Bosco visited the mines and motivated the young boys working there to join the institute. With the teacher's persistent motivation, Uttarkumar joined Don Bosco ITC, Hospet and completed 1 year training programme in Carpentry. At present he is working as a carpenter in Don Bosco institute at Hospet. He earns Rs. 4,500 per month and is saving up to construct a house in his native village. When he was younger he did not have adequate food to eat every day. Now he has improved his knowledge and can speak English. He can read newspapers and is helping his sister to pursue her higher education. When he was younger, he had the habit of cigarette smoking and drinking alcohol but he has been able to leave all these habits after joining Don Bosco. He says, “I cannot forget Sahaya Mary teacher till my last breathe” with a thankful heart, he recalls how she supported him to join the Don Bosco institute. He continues to visit Ms. Sahaya Mary at the mines school.

centres which were randomly picked up for the study, focus on poor youth from rural areas and 50% on the poor youth from urban locations. Two of the institutes - Don Bosco Professional Academy- Hospet, Karnataka and Don Bosco Navjeevan centre, Hyderabad, Andhra Pradesh, are involved in providing technical skill building training to street children, many of whom are orphans. This has contributed to preventing them from being further pushed into poverty as well as getting into anti-social activities.

As mentioned earlier, DB Skill training centres were started in rural areas where there was a felt need for intervening with the youth. These areas have seen development because of the availability of skilled resources and the skilled personnel from the locality trained in DB institutes, who have secured an employment in local industries or abroad. A number of Don Bosco graduates from the south, especially Kerala have secured either wage employment or self-employment overseas. These young people remit part of their earnings home, resulting in improved spending by their households and contributing towards community development. Asset creation by the trained youth also generates employment in their localities. As about 50% of the trainees are from the geographies where the DB institutes are located, most of the spending happens in these areas, further fuelling economic growth in those areas.

3.6 Sustainability

Don Bosco Institutes have been engaged in education and community development in the country for over 100 years. The institutes have qualified staff members that have been in service for a long period. The institutes over the years have developed systems and procedures for management of the institutions. These institutes are part of the larger body of the Salesian Society which also runs many schools and colleges. Under the direct supervision of the leadership of the Provincial, these institutes function with annual plans worked out and approved by the Province. The Provinces have established mechanisms for governance and administration, however, the institutes have the flexibility and freedom to work out their own internal systems for management and approaches. Though there are well established systems, analysis of data and review of operational efficiencies requires improvement. An assessment of the functioning of the provinces and their interaction with the skill training institutes was beyond the scope of this study and hence the study did not get into assessing how best these could be improved. However, the study finds that there is scope for sustainability of results and benefits emerging from these initiatives; given that the institutes have been built on a strong foundation of values and institutional structures that have been sustained for a long time. However, the style of functioning is not uniform across and there is variation in vibrancy of individual institutes and their relevance in addressing the emerging needs.

4. Recommendations and Ways Forward

Even though India has one of the largest manpower resources in the world, the skilled workers comprise only 5% of the total industrial workforce as compared to 85% in other South East Asian countries. More than 90% of Indian students drop out of the education system at one point or another, adding to the 300 million strong unemployed and ill-educated populations. In a recent study, the National Skills Development Commission indicates that under the current system India will produce only 3 million **skilled workers** against a total skilled manpower demand of 83 million by 2015. In order to fully utilize the manpower resource in the country and to ensure that this key advantage is not thrown away, the only solution is to produce the needed number of **highly skilled manpower** at an accelerated pace.

Various studies conducted in the recent past suggest **Vocational Skills Training** can turn around this situation and empower this unskilled pool of youth with a better future and career prospects. Traditionally, ITIs represented **vocational training in India**. The country went on a high growth path, which has opened up career opportunities in various new sectors. These industries need trained manpower to cater to their growth and their requirements are beyond the capabilities of a formal ITI system. These industries are retail, banking & financial services, hospitality, security, hair & beauty care, English learning etc.

Don Bosco Tech has rightly identified the trend and opportunities and has sourced support from the MoRD and other sources for advancement of this concept of accelerated skill development. These non-formal trainings conducted across the country has made a big contribution in training youth for the emerging needs in the labour market.

1. Recommendations and Way Forward:

a) The Big Picture

The country is facing the challenge of inequitable development, despite a growing GDP. There are pockets of areas and communities who are left out of the economic and social development currently underway and there is a need to find ways to make these communities benefit from the economic growth. The country's agenda for development in the coming decade is about "Inclusive Development", so the macro strategy is being put in to address this agenda.

- i) Social Protection Scheme through NREGA
- ii) Food Security Measures to improve Agriculture and Nutrition

- iii) National Skills Mission to improve employment
- iv) Small and Medium Enterprise Development

Of these strategies, the enterprise oriented strategies are highly risky and need enormous efforts to make them work at scale. Given the guaranteed returns; low risk and the opportunities emerging from the corporate segment, skills development seems to be a scalable and an impactful initiative for the country to address its inclusive growth agenda. So DB technical institutes, with over a 100 years of presence across the country and relevant expertise can make a substantial contribution in nation building through its “Skilling India” initiative. The recent experiences of working with the Ministry of Rural Development substantiate these thoughts.

We suggest that the initiative of DB Tech be scaled up, made relevant to the local changing context and made more sustainable in the coming years.

The key opportunities available are:

- i) Working with the government through the National Skills Mission
- ii) Schemes with the Ministry of Rural Development
- iii) Working with Corporates both through their associations and individual companies
- iv) Working with the communities directly in addressing their needs and priorities.

Each of these provide resources to sustain and scale up operations of DB Tech India.

Thus, DB Tech institutes in India need to bring in an institutional framework covering all the individual organizations. To undertake this type of a large scale agenda, the DB institutes need to synergize their efforts, cross learn and comply with a certain quality and coverage standards to ensure that large scale coverage and impacts are created. Each of the individual institutes while maintaining their independence need also to come into a large institutional framework to achieve this objective. This is extremely crucial to leverage all the opportunities available from the government and sector and make a significant impact in poverty alleviation.

b) The operationalization of these could be through:

1. Investing in the Institutional Development process - working out long term plans, and bringing in structured periodic interactions.
2. Ensuring process quality by way of introducing quality assurance processes.
3. Improving the program focus by adding new courses and removing out-dated courses.

4. Improving the functional review and introducing systems for monitoring compliance and teams with clear roles.
5. Aiming at infrastructure development with a focus on capacity building at all levels.
6. Introducing standards of governance within the institutes.
7. Innovating income earning options so as to be able to invest on improving the infrastructure and institutional capacities.
8. Investing in setting up a potential centre of excellence; starting with one centre per province.
9. Subjecting the institutes to periodic program reviews, involving outside experts.

Overall, the coverage of Don Bosco has been enormous; its focus on the marginalized is appreciated; the results and impacts of its work are encouraging; opportunities and need in the country is highly appropriate – there is need to leverage these through consolidating internal experiences and synergizing strengths of Don Bosco institutes through an integrated institutional framework.

Annex

4.1 Summary Report of the Assessment of 10 Formal and 10 Non-Formal Centres



Impact Assessment of

Short-term Skill Training

**Impact Assessment
of
DB Tech's Short-Term Skill Training**

**Submitted to
Don Bosco Tech Society**

**Submitted by
Don Bosco Animation Research Kendra
Okhla, Jamia Nagar P.O, New Delhi - 110025**

PREFACE

By 2020, India is set to become the world's youngest country with 64 per cent of its population in the working age group. As the Indian economy grows, a large number of skilled persons will be required to sustain this growth. Current studies indicate that net enrolment in vocational courses in India is about 5.5 million per year. Significantly, about 93 % of the bulk of the labour force in India, employed in the unorganized sector, is largely untouched by any kind of formal training.

Skill building is a powerful instrument to improve the effectiveness of labour force in India. It also enhances growth rate of economy, while simultaneously empowering the individual and improving his/her social acceptance or value.

The need for skill based training for the disadvantaged youth has always been the focus and the priority of the Don Bosco Organizations. A national forum was created in 2006 to strengthen the vocational training program in India. Thus DB Tech India came into being to network all the Don Bosco skill training centres in the country.

The concern of DB Tech Skilling Program is not only to ensure that the poor and the unemployed youth get skilled and get a decent job and settle down in life, but also that they are formed into honest citizens, and well motivated, enthusiastic and spiritually inspired individuals.

Reviewing the literature on Impact Studies, one could take a narrow view of it and say that it is too early to make an Impact Study on DB Tech Skilling Program. However, there are others who feel that an Impact Study can be done also while it is going on, and only a short period of its functioning has lapsed.

We were happy to place this study along the model presented by Donald Kirkpatrick who presented a Four-Level Training Evaluation Model. This model is used to analyze the effectiveness and impact of the training given by DB Tech Skilling Program. Kirkpatrick's four levels of training evaluation is one of the major evaluation models. The four levels include:

reaction, knowledge, behavior, and results. Later a fifth level was thought of, namely, Return On Investment, as well as Monitor and Adjust.

This report is divided into four parts: one, DB Tech Skilling Program in Retrospect, which deals with the origin of DB Tech, and how it took up Short Skilling Program for the Poor youth as a challenge and got it organized; two, Methodology of the study and the theoretical frame work for the same; third, DB Tech Skilling Program in Introspect, where the current Scenario of the program is portrayed and the achievements, the blind spots and the weaknesses are identified, and main findings are summarized; and four, DB Tech Skilling Program in Prospect, where high leverage interventions are recommended, and the conclusion, where further challenges are proposed to take such initiatives of NGOs and the collaboration with the Governments, as well as the networking of the NGOs are highlighted.

This Impact Study was a real challenge for the DB ARK team since we decided that the data collection will be done by our own team. This demanded that a small team of 11 persons had to visit the training centers in the twelve states of India covering the North, North East, Central, and Southern parts of the country. Since some of the beneficiaries were not adequately qualified, and to ensure that the data was objective, Interview Questionnaires were used. This meant meeting most of the respondents in person. Besides the urgency of the Study demanded that data collection was done in the winter months when some parts like Jammu and Kashmir, as well as the North Eastern belt was very cold. The staff had to sacrifice their Christmas holidays as well.

I like to place on record our appreciation for Fr. A. M. Jose, sdb, the National Director of DB TECH, India, who is playing a wonderful role as the leader of this new venture. Had it not been for the prophetic role he is playing this initiative would not have reached this level of success. He has shown to be a creative, dynamic, committed and a visionary leader taking this initiative forward.

The study was completed successfully only due to the sincere and committed and dedicated work of the DB ARK team. They cheerfully got involved into the work, and spent long hours beyond the duty schedule to complete the study. Particular mention must be made of the core team of Ms Ashly Abraham, Ms Mareena Thomas, and Mr. Abi Jose. While Ms Ashly played the role of the

Team Leader for the initial part of the study, Ms. Mareena and Mr. Abi took up a joined leadership role in completing the analysis and the reporting.

The difficult task of the data collection was done by the DB ARK team together with two staff from DB Tech team. They were Ashly Abraham, Mareena Thomas, Abi Jose, Bijaya Hembrum, Assise Thankappan, Mukesh George, Sophy Philip, Arpana Menghi, Neeraj Kumar, Vinay, and Brijil. Their dedication and hard work ensured that the data was collected genuinely and from the respondents who were difficult to reach both due to the distances, as well as the season.

The research team cannot ignore the wonderful cooperation and hospitality provided by those at the DB Tech national centre, at the regional and local centers. The state level coordinators and the trainers themselves went out of their way to identify the right respondents and made it possible for the data collection team to reach them.

I like to place on record the timely help extended to us in making sure our report is presented well with the critical reading of the report by Mr. M.O. Peter, and Fr. K.U. Mathew.

At the end of it all, what gives the greatest satisfaction to the whole research team is the thought that this study will promote the new venture started by DB Tech in collaboration with the Governments, and other NGOs will benefit thousands of poor and marginalized youth. It is very gratifying to realize that these youth will not only get an employment and a decent income, but more especially they are helped to live an honest and a God-oriented life.

Dr. Joe Arimpoor, sdb
Director
Don Bosco Animation and Research Kendra,
New Delhi

April 15th, 2014

EXECUTIVE SUMMARY

Don Bosco Organization is an international body which works for the young people, especially for the poor and the marginalized all over the world in more than 130 countries. Don Bosco Skilling Program is a short term skilling program initiated by DB Tech India in 20 states across the country. Don Bosco Tech (DB Tech) is the national organization, networking all the Don Bosco Technical Institutes of India. In 2008 the Salesians of Don Bosco set up DB Tech India to address the issues of unemployment and lack of skilled manpower with a market-based approach that is sensitive to the socio-economic needs of the marginalized youth in the age group of 18-35 years old. Presently DB Tech Skilling Program has 176 centers across India. Through these centers and social mobilization process they reach out to thousands of poor youth, economically and socially marginalized, who get trained in a particular skill which provides them with decent employment.

It is envisioned, that by 2020 India is set to be the world's youngest country with the majority of its population being in the working age group. India will witness a demographic dividend vis-à-vis other developed countries, where the relatively larger proportion of the population in India will be a productive workforce. This offers India and its growing economy a significant increase of 2% in the GDP growth rate, as believed by the economists.

DB Tech with its twin objectives of reaching out to the poor and the marginalized youth on the one side, and skilling them with an adequate skill on the other side is reaching out to thousands of youth. The uniqueness of its approach is in the system of pedagogy used in the formation of the youth. This system is known as the Preventive System, which is based on Reason, Love, and God.

The National Skill Development Mission has the vision for India to create 500 million skilled youth by 2022 through skill systems. This resulted in DB Tech aiming to empower the youth from below poverty line through the Bosco Academy for Skills and Employment (BASE) project started in partnership with Ministry of Rural Development (Govt. of India). The **BASE** process is a series of carefully executed steps that take a livelihood program from conception to completion in a structured manner.

Since its inception, DB Tech Skilling Program has trained around 82000 youth and made them employable. From the totally trained youth, around 73% of them have been placed on a job in different parts of the country. The major attempt of DB Tech was to make the new economy jobs accessible even to those who are marginalized, and incompetent because of lack of proper education and thus vulnerable to different deviant forms of life.

Now DB Tech wanted to critically assess itself, if it was able to skill the target youth to make them sustainable enough to meet the future demands for skill ready workforce.

The Impact Study of DB Tech Skilling Program was taken up to review its effectiveness on the different stakeholders. The main four objectives of the study were: To assess the quality of the skill training program; To assess the level of employment of the trainees after the training; To assess the quality of life enhanced due to the training program. The respondents were chosen from 12 states, categorizing them into five regions of specific nature like extremist violence affected area of Jammu & Kashmir; Naxalite-Maoist insurgency areas including the states of Jharkhand, Chhattisgarh, Orissa, and West Bengal; economically backward state of Uttar Pradesh; North Eastern states of Meghalaya, Nagaland and Assam, and Poor and Marginalized pockets of Tamil Nadu, Karnataka and Kerala. Samples were chosen from the trainees, trainers, employers and parents. The respondents also included the State Coordinator and Province Coordinators. The sampling method used for this study was stratified, purposive, and simple random sampling. The major tool for the study was interview schedule.

The findings reflected that the short term training provided by DB Tech Skilling Program was quite effective in skilling the youth in various domains and helped them to perform at their workplace, meeting the industrial standards. The working skilled youth found the training conducive enough to attain a good understanding of the skill they wanted to be trained in, where trainers played a pivotal role of being a good mentor guiding them throughout the training. After the training majority were placed on a decent job.

The skilled youth expressed their satisfaction in terms of their performance in their job and the qualitative change they experienced in their personality in terms of self-esteem, confidence and their hopes and aspirations, after they underwent the training at DB Tech. The employers

recruiting DB Tech skilled youth were quite satisfied with their performance. However they suggested that attention should be paid in making the youth more professional and ready to meet the demands of the work culture. Nevertheless majority of the employers remarked that they would prefer to recruit DB Tech skilled youth in their organizations rather than any other skilled youth trained from other agencies. They appreciated in these trainees their sense of belonging, good character and conduct, eagerness to learn more, and an attitude to take up any job without any hesitation.

The youth trained at DB Tech had a feeling of confidence and competency to get out and venture into different arenas of the industrial and service sectors. The short term Skilling Program at DB Tech gave the skilled youth an edge above the others in the job market, giving them enough prospects to even migrate and seize for job opportunities outside their hometown. The salary of the skilled youth had a wide range between Rs.3000 to Rs.18000. This variation depended on the kind of the job, experience, location and performance. Majority of the skilled youth remarked that they would have joined some low paying jobs if it were not for DB Tech Skilling Program. The working skilled youth were able to cope better with the work environment, and maintain good relationship with superiors and co-workers.

The parents of the skilled youth on the other side were very happy with the improvement they saw in their child. They appreciated most the sense of responsibility and the focused life they displayed after the training. The youth felt better recognized and accepted in the family as they started contributing to the family expenses. Majority of the parents were thankful to DB Tech for bringing about quality change in their children who prior to the training would have been without a job, wasting time, or engaged in unhealthy and antisocial activities.

The assurance and the accompaniment of the DB Tech staff instilled lot of confidence in the parents. As a result the parents were ready to send their children, especially girls for jobs outside their home towns.

The trainers were found to be quite confident and committed in their job. However, they felt the pressure of work due to the multiple responsibilities they were entrusted with. Hence it was recommended to have a separate team to take of some its functions other than technical and soft skill training. The trainers should have training programs to ensure their continuous

improvement to enhance the quality of the training to meet the present requirements. Their competency to impart soft skills was found inadequate. Hence attention should be paid to train them better in soft skills. Understanding the new pedagogy of the Preventive System needs intense training both in the new mind-set, and the skill-set. Hence appropriate, competent trainers should be identified and deployed to train the trainers.

While infrastructure is quite adequate in most of the centers some centers need better infrastructure and more specifically appropriate facilities and consumables. Standard Operation Procedures should be set in place particularly in the area of communication between DB Tech personnel at different levels of operation. A systematic protocol for supervisory visits along with reports, and prompt responses to requested needs should be set in place.

A proper orientation program, which includes the focuses on responding to work culture and ethics, demands of the work, and realistic expectations of salary and other benefits should be given to the trainees and their parents. A more rigorous screening process should be followed that ensures that right and deserving candidates are enrolled into the skilling program.

In a nutshell, DB Tech is such an innovative and creative program which gives hopes and aspirations, not only to the unemployed poor youth, but also to their parents, families, and society as a whole. Hence every effort must be made to promote this model of skilling program to reach to many more youth in different parts of our country.

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Part I

**DB TECH SKILLING PROGRAM
IN RETROSPECT**

CHAPTER 1

INTRODUCTION

1.1 'Don Bosco Tech Skilling Program' At a Glance

Don Bosco Skilling Program was started by DB Tech India, which is the national organization, networking all the Don Bosco Technical Institutes in India. Don Bosco Organization is an international body which works for the young people, especially for the poor and the marginalized, all over the world in more than 130 countries. They have a variety of services offered to the young through schools, colleges, universities, technical institutes, youth centres, and centres for the young at risk, like the street children, child workers, school drop-outs, etc.

While the Don Bosco Organization started its work in Italy in 1859, they came to India in 1906 and started their work for the youth of India. At present they have eleven provinces spread across the country. In India alone, they have about 220 Academic Schools, 40 Higher Education Institutes, One University, 125 Technical Institutes, Youth Centres and more than 100 YAR (Young at Risk) Centres where they take care and educate street children and other children at high risk. In 2008 the Salesians of Don Bosco set up DB Tech India to address the issues of unemployment and lack of skilled manpower with a market-based approach that is sensitive to the socio-economic needs of marginalized youth in the age group 18-35 years.

Now Don Bosco Tech Skilling Program has 176 centres spread out in 20 states of India. Through these centres, they reach out to thousands of poor youth, economically and socially marginalized, who get trained in a particular skill which provides employment-linked and market-driven short duration vocational courses. With funding from the Ministry of Rural Development, Government of India, under the Swarnajayanti Gram Swarozgar Yojana (SGSY), DB Tech aims at empowering youth from Below Poverty Line through the Bosco Academy for Skills and Employment (BASE) project.

The **BASE** process involves a series of carefully executed steps that take a livelihood program from conception to completion in a structured manner. The process begins with a youth survey exercise, which is an assessment procedure to identify the BPL youth and the mainstream options available to them through short term skill development programs. The study involves a series of interviews with youth from BPL category to understand the choices made by young adults as they make decisions related to interests, aspirations, skill-sets desired, preferred employment and location.

DB Tech process reaches out to the marginalized youth with the concept of sustainable development at the personal and professional levels. Through its social mobilization process DB Tech reaches out to people at the grassroots level specially those in the pockets of poverty. The deserving candidates are administered an 'interest inventory', which is designed to assess the category (realistic/investigative/artistic/social/enterprising/conventional) they fit into, so that they can be enrolled into appropriate courses.

DB Tech facilitates self-exploration by the trainee of her/his inner potential through life skill sessions including self-evaluation exercises and group/industry interactions that aims at equipping the trainees to face the practical aspect.

DB Tech at a glance

Number of Projects Sanctioned	8
Total Outlay of the Projects Sanctioned	<i>INR 11850.85 Lakhs</i>
Total Contribution of MoRD	<i>INR 8831.66 Lakhs</i>
Number of Beneficiaries covered for training under Projects sanctioned	<i>61520</i>
States Covered under all the projects	<i>Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Uttar Pradesh, Chhattisgarh, Jammu & Kashmir, Jharkhand, Punjab, Orissa, Madhya Pradesh, Manipur, Karnataka, Kerala, Goa, Gujarat,</i>

	<i>Maharashtra, Tamil Nadu, Tripura, West Bengal</i>
Number of Completed Projects	<i>4</i>
Beneficiaries Covered under Completed Projects	<i>36541</i>
Total Outlay of Completed Projects	<i>INR 2976.35 Lakhs</i>
States in which Projects have been completed	<i>Andhra Pradesh, Arunachal Pradesh, Assam, Manipur, Karnataka, Kerala, Goa, Gujarat, Maharashtra, Tamil Nadu, Tripura, West Bengal, Bihar, Chhattisgarh, Haryana, Himachal Pradesh, Madhya Pradesh, Punjab, Orissa, Uttar Pradesh</i>
Number of Ongoing Projects	<i>4</i>
Beneficiaries Covered under Ongoing Projects	<i>24720</i>
Total Outlay of Ongoing Projects	<i>INR 7378.37 Lakhs</i>

DB Tech's objective is to impart skills, which will provide the youth with a means of employment through short term training program. So far with the 'right people in the right bus' (Jim Collins), well developed systems and procedures are in place. Batch reviews are systematically done, documented, reviewed and followed up. There is a well developed organizational chart for the set up to ensure the implementation, monitoring and evaluation at different levels of DB Tech Skilling Program.

What is Skill Development - Meaning and Focus?

The objective of Skill Development is to create a workforce, empowered with the necessary and continuously upgraded skills, knowledge and internationally recognized qualifications to gain access to decent employment. It aims at increasing the productivity and employability of workforce (wage and self-employed) both in the organized and the unorganized sectors. It seeks increased participation of youth, women, disabled and other disadvantaged sections and to

synergize efforts of various sectors and reform the present system with the enhanced capability to adapt to changing technologies and labour market demands.

According to the International Labour Organization (ILO), “Skill development is of key importance in stimulating a sustainable development process, and can make a contribution in facilitating the transition from an informal to a formal economy. It is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization.”

Skills development can help build a “virtuous circle” in which the quality and relevance of education and training for women and men fuels the innovation, investment, technological change, enterprise development, economic diversification and competitiveness that economies need to accelerate the creation of more jobs.

Need of Skill Development in India

By 2020, India is set to become the world’s youngest country with 64 per cent of its population in the working age group. As the Indian economy grows, a large number of skilled persons will be required to sustain this growth. Current studies indicate that net enrolment in vocational courses in India is about 5.5 million per year compared to 90 million in China and 11.3 million in the United States. A mere 2% of Indian workers are formally skilled. Significantly, about 93 % of the bulk of the labour force in India, employed in the unorganized sector, is largely untouched by any kind of formal training. By way of comparison, 96 % of the workers in South Korea receive formal skills training. This figure is 80% in Japan, 75% in Germany and 68% in the United Kingdom.

Skill building is the instrument to improve the effectiveness of labour, increase contribution to overall production and thereby increase growth rate of economy, while simultaneously empowering the individual and improving his/her social acceptance or value.

The contemporary focus on skill building or skill development in India is a result of the changing demographic profiles in India vis-à-vis China, Western Europe, and North America. These changing demographic profiles indicate that India has a unique 20 to 25 years’ window of opportunity called “demographic dividend”. The demographic dividend is essentially due to two

factors (a) declining birth rates and (b) improvement in life expectancy. The declining birth rate reduces the population in the dependent ages in place for a relatively larger proportion in the productive labour force. The result is a low dependency ratio, which can provide comparative cost advantage and competitiveness to the economy. The “demographic dividend” accounts for India having the world’s youngest work force with a median age way below that of China and OECD Countries. Alongside this window of opportunity for India, the global economy is expected to witness a skilled man-power shortage to the extent of around 56 million by 2020. Thus, the “demographic dividend” in India needs to be exploited not only to expand the production possibility frontier but also to meet the skilled manpower requirements in India and abroad.

However, leveraging this ‘demographic dividend’ (the average age of an Indian would be 29 by 2020 compared to 37 in China and the US, and 45 in western Europe [GoI 2012]) is easier said than done on account of the poor level of skills possessed by the vast majority of those joining the workforce each year — a situation that has arisen owing to high rates of school dropouts, inadequate skills training capacity, a negative perception around skilling, and low employability of even those holding professional qualifications, such as degrees in different engineering disciplines. An additional issue is that these outcomes vary from state to state.

To reap the benefits of “demographic dividend”, the Eleventh Five Year Plan had favoured the creation of a comprehensive National Skill Development Mission. As a result, a “Coordinated Action on Skill Development” with three-tier institutional structure consisting of (i) PM’s National Council (ii) National Skill Development Coordination Board (NSDCB), (iii) National Skill Development Corporation (NSDC) was created in early 2008. Whereas the Prime Minister’s National Council on Skill Development has a Vision to create 500 million skilled people by 2022 through skill systems with a high degree of inclusivity, NSDCB has taken upon itself the task of coordinating the skill development efforts of a large number of Central Ministries/Departments and States. The three-tier structure has laid the institutional foundations for a more proactive role of public (Centre plus States) and private and third sector interactions for harnessing the benefits of demographic dividend. With the West, Japan and even China aging, this demographic potential offers India and its growing economy an unprecedented edge that economists believe could add a significant 2 per cent to the GDP growth rate.

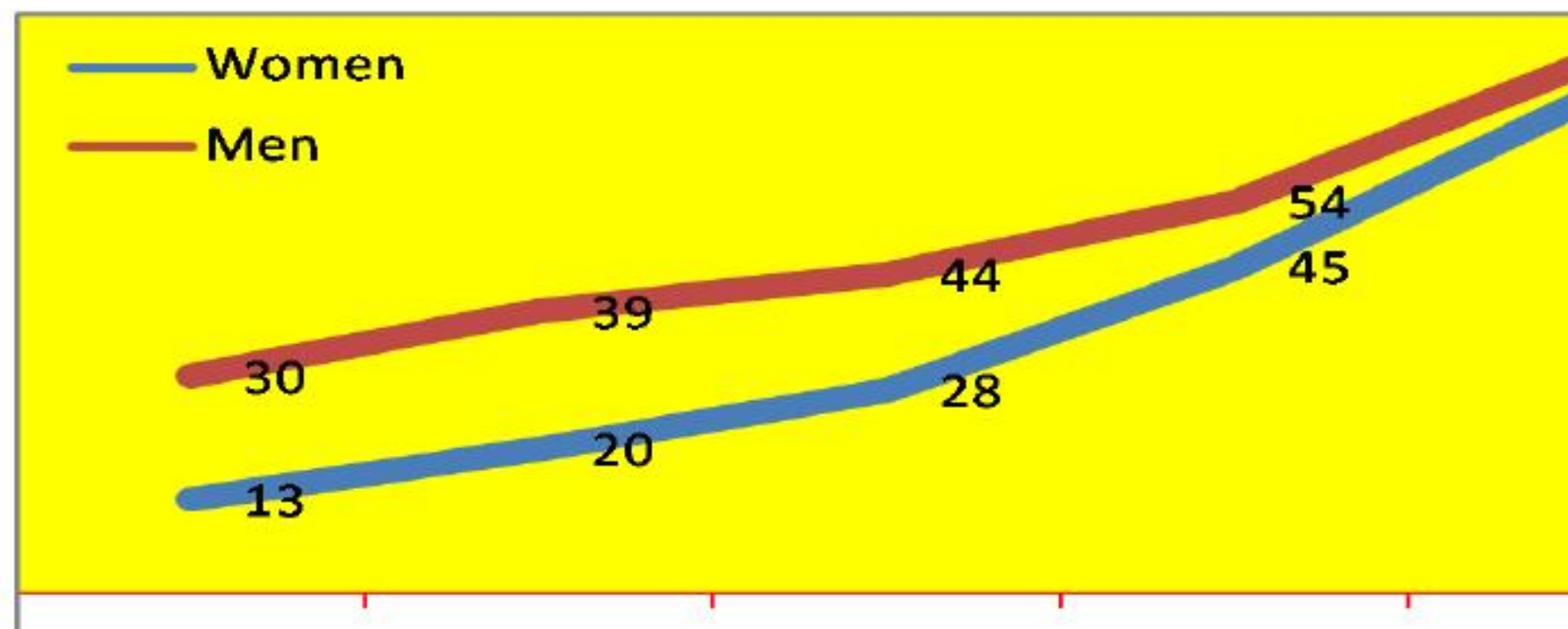
With the purpose of capacity and capability building, the skill development initiatives are geared to harness inclusivity and reduce divisions such as male/female, rural/urban, organized/unorganized employment and traditional/contemporary workplace.

The Constraint: Though India is set to experience a dynamic transformation as the population burden of the past turns into a demographic dividend, the benefits will be tempered with social and spatial inequalities. Findings of the 'State of the Urban Youth, India 2012: Employment, Livelihoods, Skills,' a report published by IRIS Knowledge Foundation in collaboration with UN-HABITAT indicate that the problem is not urbanization per se but the inequalities that demographic dividend seems to accentuate.

Inefficient educational programs for the poor

Below is a figure based on the statistical report released by the National Family Health Survey, 2009.

School enrolment among the youth in the year 2004-2005



Despite the policies like Sarva Siksha Abhyas, whose main target group are poor, clearly the enrolment rate has been found to be the lowest among them. The unaddressed/uneducated youth fall into the category of YAR i.e. the Young at Risk who are vulnerable to be anti-social elements (including armed violence) and pick up bad habits like substance abuse.

While India is undergoing a demographic transition, regional disparities in education lead to uneven spread of the benefits across the country. The report says the Southern and Western States will be the first to experience a growth dividend as they account for 63 per cent of all

formally trained people. The largest share of youth with formal skills was found in Kerala, followed by Maharashtra, Tamil Nadu, Himachal Pradesh and Gujarat. Among those undergoing training, Maharashtra had the highest share, Bihar the lowest.

The unequal access to opportunity and the lack of emphasis on education remains a persistent problem. The report finds that a person in an urban area has a 93 per cent greater chance of acquiring training than someone in a rural area.

Youth — easy targets for extremist groups

States like Chhattisgarh, Jharkhand, Orissa, West Bengal, and a few parts of Uttar Pradesh and North Eastern states have high prevalence of Naxals. In the case of Jammu Kashmir it is the prevailing civilian unrest. For extremist groups, the youth are the easiest targets of being its members.

What are the main reasons for the youth to be easily inducted into such groups? Youth is a time when they are searching for an identity to define themselves. They look to answer the question “Who am I?” *“The personal pathway model suggests that terrorists come from a selected, at risk population, who has suffered from early damage to their self-esteem,”* said psychologist Eric D. Shaw in a 1986 paper. Terrorist organizations often grow their ranks by recruiting youths who have a need for a sense of belonging. Randy Borum, a professor at the University of South Florida, argued in a 2004 paper that future terrorists find “not only a sense of meaning, but also a sense of belonging, connectedness and affiliation” in terrorist organizations.

Since terrorists often attempt to recruit the most vulnerable in society, becoming involved in terrorist activities, whether as a passive or an active supporter, may represent the first true meaning of sense of belonging. Borum added in his 2004 paper that for some, this strong sense of belonging for the first time in one’s life is the main reason for staying in the terrorist organization and become an active supporter engaging in terrorism rather than a passive one simply sympathizing with the cause. Though the new and worrying turn is where the educated people are joining violent organizations the probability of youth with little education to join at the same time increases.

The root causes of terrorism are poverty, unemployment and personal failures of individuals. Along with these, some antisocial elements brainwash these people in the name of religion or in the name of revenge over society.

Adding on to the above, sheer neglect by the Government in the Red Corridor states regarding even the basic necessities of life, has made the people pick up weapons and righteously claim their rights through a war which 'we' call terrorism. It is very important to bring them to the mainstream economy. Our Government is seen as exploiting the natural resources in these areas and ultimately depriving these people of their livelihood. Thus the growth of Naxals and Maoist groups is not surprising.

"There have been no provisions for the unemployed since Jharkhand became an independent state and their pleas have been neglected. Jharkhand government has failed in 13 years to do justice for the unemployed. Despite a lot of empty vacancies, the government so far has failed to fill those vacancies and a majority of youth still remains unemployed. Because of this, the youth of the state either leave or take to illicit means." -said a youth from Hazaribarg district in a telephonic interview to a news channel. The caller also stated that unemployment and extreme poverty are the major causes of growing Naxalism in the state.

In a news report, after interviewing 157 cadres from the Naxals affected areas, it was revealed that 50 youths said that they went to the Naxals because of revolutionary songs by squads during their tours to villages. As many as 27 said they were instigated by the squads to join the party and 18 said that it was economic problems, including unemployment in villages that drove them close to Naxalites. Rest of the surrendered said that family disputes, illiteracy, land disputes and unsuccessful love affairs were the reasons why they joined the revolutionary parties. The recruitment into the Maoist party was more, as they had almost 50 per cent of total recruitments into the revolutionary parties. The average age of recruits is 16 to 25 years. A majority of the cadre, while surrendering to the police, said that they are disillusioned by the ideology.

In recognition of the need to curb the intake of the youth into such groups , address the needs of the marginalized youth and to meet the future demands for skilled labour, the Government of India has adopted skill development as a national priority over the next 10 years.

DB Tech and Skilling Program

Making a departure from the past, the 2009 Skill Development Policy clearly specified that skills-related training should become outcome-focused and linked to jobs and employability.

The Policy stated that access to training should be available to all, particularly those at the bottom of the socio-economic pyramid. It said that the government should complement private sector initiatives in skill development and emphasized the need for short-term, industry-relevant courses. It will also include, training providers, professional societies, Self-Help Groups, Cooperatives and NGOs/civil society institutions.

The need for skill based training for the disadvantaged youth is always felt by the Don Bosco Organizations. A forum was created to strengthen the vocational training program in India, which was approved by the Salesian Provincial Conference of South Asia (SPCSA), the apex body of the Don Bosco in India. DB Tech, a network of Don Bosco skill training centres, was set up in 2006 with an objective to provide quality vocational training to the disadvantaged youth and bring to the mainstream the economically marginalized.

A strong and balanced education system with equal weightage on morality and technicality can also help the youth to adopt a better coping mechanism rather than violence, and help them find practical as well as spiritual solutions to their problems so as to retain their mental balance.

On the other hand a quality technical education will help to get employment, which prevents taking to dubious means of making money. An employment also helps a person to create an identity of his/her own. Improving the self-esteem and the self worth of the trainees is what DB Tech aspires. Its curriculum focuses on holistic development of an individual in terms of personality and a professional being.

The government was troubled to find that youngsters are proving to be steady supply of cadres for Naxals. It is felt that youngsters would prefer employment-driven peaceful life to a life of armed violence. Additionally, availability of options would encourage them to resist the pressure from Maoists and to join them. That is when DB Tech joined hands with government to target youth in the 18-35 age brackets who are either school dropouts or jobless.

DB Tech established itself in areas affected by violent extremist group and other economically backward pockets of the country to help the youth generate employment opportunities and

become self-reliant, especially the tribal youth. DB Tech has been one of the implementing partners of Himayat programme initiated by the MoRD. Himayat was launched to address the aspirations of youth in Jammu & Kashmir. The program intends to cover all rural and urban districts of the state of J&K. Placement-linked, market-driven, skills training were to be provided in various fields such as tailoring, nursing and retail, with special focus on districts marked by abject poverty.

Skill is seen as an instrument to empower the individual and improve their social acceptance or value. With this view DB Tech has been established with 176 skilling centres across the country.

DB Tech Skilling India: Journey so far

Since its inception total number of youth trained is 82,000 out of which 73% have been helped to get placement, as shown below:

Skilled youth trained and placed project wise

Project	Trained	Placed	Project	Trained	Placed
MoRD-SGSY	42110	33663	Accenture - Project 10 – Retail	148	51
Accenture	9351	7598	Accenture - Project 11 – BPO	357	175
Schneider	5767	3639	Accenture - Project 12 – Hospitality	450	259
Tata Housing	285	107	Axis Bank Foundation (ABF)	10191	5967
SEE J&K Base-Hospitality	1931	1130	DRDA – Thane	58	0
SEE J&K Base-Retail	1568	887	ITC	101	0
SEE J&K Base-Technical	1932	1100	Orissa Livelihood Mission (OLM)	1704	920
BOSCH	1048	759	QUEST Alliance	1338	964
LIST	3660	2519	Accenture - Project 10 – Retail	148	51
Total Trained: 81999, Total Placed: 59738					

The major funding partners of DB Tech Skilling Program are State Urban Development Agency (H&UD Department, Government of Orissa), ORMAS (Panchayat Raj Department, Government of Orissa), Ministry of Rural Development, and Government of India. Among the corporate

partners the major funding partners that we have are Tata Housing Project, BOSCH India Foundation and Axis Bank Foundation.

Among the Corporates there have been both knowledge partners and funding partners to DB Tech Skilling Program. A few of them include QUEST Alliance, Accenture Services Pvt. Ltd and ITC Welcome Group, Schneider Electric India Foundation (SEIF).

Few of the major recruiters of DB Tech skilled youth are Big Bazaar, O2 Spa, Chandigarh, Competent Synergy, Subway, Café Coffee Day, Vivanta by Taj, Moti Mahal, Vishal Mega Mart, Madurai Sangam Hotel, Pizza Hut, Little Italy Hotel, and Café Oromo.

1.2 Methodology of DB Tech skilling India

Holistic Education

Don Bosco (1815-1888) was a talented educator and animator. He was particularly concerned with the needs of young people. His work initially looked to encourage work with children and young people in the sorts of settings familiar to youth workers. His educational system is often described as the 'preventive system'. It was an approach built on love and the character of the educator. The concern, in Don Bosco's words, was for learners 'to obey not from fear or compulsion, but from persuasion. He taught that educators should act like caring parents; always be gentle and prudent; allow for the thoughtlessness of youth; be alert for hidden motives; speak kindly; give timely advice; and 'correct often'. Alongside love, Don Bosco stressed the importance of reason. The purpose of the preventive system of education is to help the students to grow spiritually, morally, intellectually and socially.

Don Bosco Tech inspired by this principle of education, has based its skilling program on the ideal of holistic education. Holistic education is based on the principle that students find identity and purpose in life by connecting to the community, nature, and humanitarian values. The purpose of holistic education is not only to prepare students for academic success, but to also enable them to learn the challenges of living as a whole person (learning about themselves, about healthy relationships, about social responsibility, compassion).

The concern of DB Tech Skilling Program is not only to ensure that the poor and the unemployed youth get skilled and get a decent job and settle down in life, but also that they are

formed into honest citizens, and well motivated, enthusiastic and spiritually inspired individuals. Unlike the usual academic program where the focus is on knowledge, DB Tech gives importance to skill acquisition that enables youth to meet the industrial needs at the job market.

Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning. This is the definition given by Ron Miller, founder of the journal *Encounter: Education for Meaning and Social Justice*. The term holistic education is often used to refer to the more democratic and humanistic types of alternative education. Robin Ann Martin (2003) describes this further by stating, “At its most general level, what distinguishes holistic education from other forms of education are its goals, its attention to experiential learning, and the significance that it places on relationships and primary human values within the learning environment.

DB Tech believes in holistic development of an individual inculcating different dimension. Holistic education in DB Tech includes constructing and developing four dimensions in its trainees i.e. Physical Quotient, Social Quotient, Emotional Quotient and Spiritual Quotient.

Physical Quotient: DB Tech through its skilling program helps the trainees to achieve self-mastery over their physical attributes and how to maintain the same through self discipline. It conducts periodic outdoor game activities not only to build up the spirit of team element but also to inculcate the importance of a balanced physical life.

Intelligence Quotient: Intelligence Quotient is the assessment of the problem solving abilities, spatial imagery, memory, general knowledge, and other factors. Through the skilling program the trainees are encouraged to continue their learning process and not to stop it when they have learned the skill. What the trainees learn in the 3 months program is like just the tip of an iceberg. When they get out in the real world outside they are made aware of the treasure of knowledge which if they use appropriately will form them as a person and a professional.

Spiritual Quotient: In contrast to organized religion, spirituality pertains to living an enlightened daily life full of spirit and love and creating a conscious, personal connection with your higher power, whether you choose to call it Universe, God, Source, Spirit, Life Force Energy, Creator, or another name. Spirituality is an essential component of a holistic approach to life, its finds expression in creativity and all art forms and is the bit that adheres together our conscious

intellect and our intelligent action. At the DB Tech the individual is helped to resonate spirituality with their personality, attributes, natural talents and interests, and spiritual tradition preference.

Emotional Quotient: Emotional intelligence is the ability to perceive, control and evaluates emotions - in oneself and others - and to use that information appropriately. Thus is the curriculum of DB Tech focuses on building soft skills like social & interpersonal relationships, handling emotions, building self esteem and decision making. Recognizing emotional intelligence in oneself can help you regulate and manage your emotions, while recognizing emotions in others can lead to empathy and success in your relationships, both personal and professional.

Circle time, personal, social & emotional sessions (PSE) and class discussions are used as mode providing the trainees to introspect and reflect about themselves. The importance is seen in nurturing the youth in order that they are well-balanced and happy human beings.

The great Nelson Mandela, in his 1994 Inaugural speech, as the 1st President of the new South Africa said: *'Who am I to be brilliant, gorgeous, talented, fabulous? Actually who are you not to be? Your playing small does not serve the World.'*

The trainers are advised to adopt an attitude of love and compassion towards the youth. The youth needs to know that they are loved. Every individual has a vulnerable spot for good. The education system of Don Bosco asks the advocate the trainers to track that spot and use it to bring out the best in that individual.

The trainers are asked to be facilitators not only in the class room but also outside the classroom as a guide and as friends helping them resolve the turbulence in their life. There are a lot of so called friends for the youth, if they are not caught young and soon they can be easily manipulated fall into dreadful influences.

The DB Tech trainers are asked to see the youth as treasure who needs to be cherished, whose confidence and love should be won. Punishments if at all necessary should be more of a learning process in such a way that they are perceived to be reasonable by the trainees.

The Salesian presence in DB Tech is of an animator that is of a life giving presence. They solidify the emotional quotient through a personal contact and friendly relationship. The confidence thus produced has a lasting impact.

The teaching method at DB Tech is just not of rote learning. It's more interactive, understanding where the trainers are personally connected to the youth. Be their companions in their growth.

Course Identification & Curriculum Development

After detailed Focus Group Discussions (FGDs) and interactions with industry professionals, the training courses are designed. The help of experts from the respective fields is taken for developing the relevant curriculum, which includes life skill modules as well as technical skill-sets and competencies. Effort is made to prepare the curriculum in a manner to enable customization based on local requirement, inclusion of innovative approaches and best practices.

Bringing in industry networking is an essential part of establishing feasibility and developing the curriculum. Contribution of the industry mentors ranges from defining selection criteria for the enrolling candidates and designing the training curriculum to complete involvement in imparting the entire skill development program and arranging placements post training.

Programs are selected ensuring they are sustainable and provide the youth with opportunity for growth in the industry sector. Dead end entry-level jobs that provide a short-term income but no long term potential are not considered a suitable livelihood option. The curriculum when designed always incorporates, besides the other job skill training, components like communication skills and life skill education. This ensures that the full training meets the sustainable livelihood objective.

The Skill Development Programs are market / demand driven and tailored to serve the different groups, literacy levels and aptitudes of the youth. The training offered is dictated by the current resource needs of the market. Some of the programs which have been conducted in Service Sector are Hardware & Networking , Ites, Nursing (Patient Care), Sales & Marketing, Retail Sales, Hospitality (F & B Service), Housekeeping, Security Service, Cookery. While to mention few in Technical Sector are Electrician, Multi-Skilled Technician, Auto Mechanic, Driving, Welding, AC & Refrigeration, Construction, Plumbing, ISMO

Outreach / Mobilization

These are conducted with a view to mobilize and short-list deserving candidates for the BASE (Bosco Academy for Skills and Employment) training programs from the bottom 15% of the financial segment, who do not have access and opportunity to get mainstreamed. To ensure that the program reaches those who actually need it, the mobilization is generally done with the assistance of local partners / communities.

Interest inventory

After a candidate has been screened, they are put through an ‘interest inventory’, which checks out his / her aptitude and inclination. This is designed to assess which category the candidate fits into, so that his / her special talents are honed to maximum advantage by administering an appropriate training course.

Counselling

After being evaluated on the basis of his / her performance in the ‘interest inventory’, the candidate is counselled by the facilitator concerned. As the assessment is made in accordance with market demands and requirements, the components of the screening tests and the scoring methods employed also undergo frequent, need-based refinement.

Induction

At the beginning of the training, a five day module is administered to orient and induct the students into the program. The students are divided into groups based on the course in which they are enrolled and guided through discussions and exercises. During induction, they are trained in various life skills. This is done in an interactive learning environment with the help of activities / stories / discussions. These sessions help them to accustom to the classroom learning environment and know each other better. During this phase, the students’ transformation takes place in two ways: One, in dealing with self; and the other, in dealing with others. The induction module is designed with the following aims:

1. To introduce the trainees to participative teaching-learning methodology, the foundation of the entire training program.

2. To provide a safe environment for youth that serves to enhance their self-confidence and personal development
3. To lower drop-out rates and enhance attendance among participants
4. To increase participation rates among participants
5. To inculcate the trainees about an ethical code of conduct vital in a professional life
6. To provide the initial industry exposure which sets the pace for industry involvement in the training program
7. To exercise team building in an informal environment to enhance receptivity to peer assessment.
8. Start the youth on a self-mentored process of individual development.
9. The youth become comfortable with DB Tech and the trainers thus enabling honest dialogue among trainees and the DB Tech staff

The induction program has been found to offer the following benefits:

1. Team Building: the youth get to know each other in an informal environment.
2. Comfort: the youth become comfortable with DB Tech and its staff.
3. Knowledge of Youth: the facilitators come to know the students.
4. Learning: the youth gain understanding of the topics covered
5. First Assessment of Youth for the Performance Evaluation Plan

Technical Training Process / Approach

After the induction-cum-orientation program, the formal course module is commenced, which includes on-the-job training, assignments, projects and field visits. The trainees are assessed regularly on various parameters.

The inputs are facilitated by facilitators in a way that creates an environment to help the students learn by themselves. Since different students learn in different ways, the facilitators are to use

different approaches towards individual facilitation of the students. Quite often, feedback from employers is also integrated. Integration of life skills in the curriculum assures an interactive process of teaching and learning that enables learners to acquire knowledge and develop attitudes and skills that support the adoption of healthy behaviours to join the job market.

Over the training period the Facilitators need to use different training methodologies, a way where knowledge, skills and attitudes are imparted to the trainees. Few of them are listed below:

- a) Lecture: Ideas expressed orally. It is a one-way communication from trainer to trainee.
- b) Assignments: The students are sent on field assignments with a particular task and then asked to submit their report. Through their Field and Classroom assignments their knowledge about the assigned task is evaluated and addresses the areas for improvement.
- c) Demonstration: Used for skill training where a trainer actually does a skill activity while the trainees watch. Later the students are encouraged to demonstrate the particular task and then assessed, based on their communication skills, knowledge of the topic, presentation skills etc.
- d) Practice: A chance for the trainees to do, under simulated conditions, what they are taught in a lecture or demonstration.
- e) Case Study: A theoretical experience of actual situations. A case is a written explanation of a true situation, which is solved in a classroom only.
- a) Role-play: A simulated experience of actual situations. Here the trainees approach a situation in a class involved in role-plays where they enact the role of the principal characters in the situation.
- f) Counselling: Used for attitude training. A personal meeting when a trainee is made to see the benefits of correct attitude.
- g) On-the-job: The best form of training where the trainees come to grips with actual situations. Students are often placed in on-the-job training in organizations and their performance is evaluated by the immediate supervisor.

- h) Sample Exhibits: Some of the actual items that are being lectured on are brought for trainees to actually feel and see.
- i) Assessments: Trainees are periodically assessed on their technical & attitudinal performance through testing methods like theory, practical, viva and soft-skills as per the available assessment tools.
- j) Handouts: In addition, some training aids like handouts, etc., can also be used.

The approaches followed in imparting technical training at DB Tech are: Industry mentored skill acquisition, Training curriculums ratified by the industry, Training by industry professionals, Participative teaching, Correlation of theoretical inputs and practical exposure through hands-on assignments, Constant monitoring in conjunction with reinforcement education, Supplementing classroom training with apprenticeships aimed at on-the-job training.

A. Participative Teaching

DB Tech subscribes to the philosophy of the participative teaching approach. The role of the teacher asks questions designed to give confidence and encourage the youth to share their ideas and help them to discover answers themselves. Participative teaching allows youth to understand or experience an idea first, through questions, analogies, anecdotes or activities, then learn the formal concept or definition with this base in mind. This teaching method is based on a cooperative process, where everyone respects others ideas and contributions, as opposed to a competitive format where the participants attempt to answer a question first.

The use of participative teaching is based on the philosophy that enables a mindset where youth is given equal opportunity to express themselves and explore their potential. It shows respect for youth's backgrounds, differences and dreams.

Assessments: To evaluate and assess how much of the course content the students have assimilated, they are regularly tested through various theoretical and practical means. They are assessed on the basis of assignments, demonstrations, role plays and on-the-job training.

Performance Evaluation Plan (PEP): Students' improvement in soft skills is assessed through the 'Performance Evaluation Plan'. This tool helps the facilitators to identify the emotional and psychological levels of the students and assist him / her in developing the necessary social and

livelihood skills. It is based on the belief that every individual has a unique set of strengths, weaknesses and personal aspirations, all of which is taken into account to help the student work towards their ambitions.

Workplace Readiness Module (WRM): Through different case studies WRM aims to introduce the students to orient the students to various types of work culture, coping with workplace-related stress, and balancing personal and professional life. They are also taught how to prepare their resumes, face mock interview sessions and workplace expectations, dressing and grooming, migration issues, etc. This is the final and crucial stage of the skill development program where skills are fine tuned to cope with any work setting. All of which enable them to gain enough confidence to join the workforce.

The combination of emotional readiness and academic abilities will be considered when looking at job readiness. Only those students who are considered ready for job, in terms of skill and emotional maturity are sent for placement opportunities. Students who need extra skill training or face difficulty in emotional level are offered extra time and support in that specific area.

This ensures that the right candidates are placed in the industry and post-placement difficulties of adjustment to the job environment are minimized. By sending out graduates who are deemed job ready, DB Tech ensures that its reputation as a quality training institution is maintained.

Positive Classroom: DB Tech gives umpteen importances in creating a positive classroom atmosphere. It strongly believes that a positive trainer who is motivated enough to teach the trainees, will only be able to give the best during the short term training. The trainers are given tips to build and maintain a positive class, a perfect ambience for the trainees to study.

In the initial days of the training the trainer and the trainees are provided a platform where they share their expectations about themselves and the program. There have been instances where the trainees thought they would be getting government job or a very high salary after the training. The trainer is supposed to clarify all the unrealistic expectations of the trainees and also motivate and encourage them to get the maximum they can from the training program.

Break-Up of the 90 Day Training Program – Service Sector And Mechanical Sector

Sl. No.	Break-up of the activities	: No. of days/Hrs
1	No. of working days in a month	: 26 days
2	Total no. of days in 3 months	: $26 \times 3 = 78$ working days
3	Total no. of class hours per day	: 7.5 hours per day
4	Total no. of working hrs in 3 months	: $78 \times 7.5 = 585$ Hrs
5	Total hrs. on soft skills	: 230 Hrs.
5.1	Communicative English	: 90 Hrs.
5.2	IT applications	: 80 Hrs.
5.3	Life Skill and work Readiness Module	: 60 Hrs.
6	Total Hrs for technical and practical training	: 359 Hrs.
	(No.-4 and No.-5)	
6.1	Technical training	: 272 Hrs
6.2	Assignments/ assessments/ guest lectures	: 78 Hrs

Soft Skills

Soft skills are usually identified in the advertising process by phrases such as, "must be able to work well under pressure," or, "must work well in a team environment." While many applicants consider such statements to be nothing more than an indication of the work environment, it is in fact a statement of the soft skills being sought. Most employers use soft skills to differentiate one candidate from another. Soft skills are an integral part of the curriculum for the DB Tech trainees. They are cultivated in the trainees through various activities. The trainees are encouraged to actively participate, in them where they themselves get the crux of the value being given. The soft skills module at DB Tech comprises the following:

Communicative English: English is a language that, by default, is considered to be known by anyone who is applying for any kind of job. Basic skills in conversing and understanding English are always sought by any employer. English would be the common language amongst the clientele that one would serve in many of the industries.

Basic IT at Workplace: Presently there is hardly any workplace where computers are not used. In every job profile, one can see that a basic knowledge in computers is expected by any

employer. Computers have the entire data base related to the workplace. So any job profile expects one to know how to operate the computer, minimum how to work on excel, MS word etc. Thus the DB Tech trainees are taught basic IT skills to deal with the basic tasks related to computers.

Workplace readiness module: They are oriented on how to maintain a balance between their professional and personal life.

Life Skills: According to 'WHO', Life skills education is designed to facilitate the practice and reinforcement of psycho-social skills in a culturally and developmentally appropriate way. Life skills contribute to the promotion of personal and social development, prevent health and social problems and protect human rights. Skills are special abilities a person has. The aim of the life skills given by DB Tech is that the trainees should be able to inculcate the life skills as their abilities. Self-esteem, sociability and tolerance are taught as abilities and qualities facilitated by learning and practicing life skills, such as self-awareness, problem solving, critical thinking, and interpersonal skills. Such skills are required by any individual both in their professional and personal life.

Communication skills: Prior to DB Tech the trainees would have never thought that the way they communicate can make a difference in their professional life. During the training they are encouraged to communicate freely, honestly and openly. Until the training at DB Tech the trainees wouldn't even know how to communicate with someone in authority without being apprehensive. They are trained on how to communicate their thoughts appropriately with good communication skills. Two communication skills of prime importance are good listening skills and body language. Being a good listener is very important while good body language emanates confidence and conveys a lot more of how one feels about oneself. The trainees are also given examples of poor communication skills so they can avoid the same at their workplace or even at home. The trainers discuss communication both in a work environment and in more casual settings.

Time Management: In the training the concept of time management is linked to the concept of responsibility. This is to make them understand that they themselves are in-charge of prioritizing on what they should be doing, not only at their workplace but also at home. The trainees are also facilitated on how to say NO, especially if it comes to task assigned from an authority, if there is

no time to fulfill it. For instance offering an alternative time is a good option which ensures that the task would be completed at a more appropriate time. Learning to say no and prioritizing the work to be done is essential so that they don't become overwhelmed in their workplace. At their workplace the trainees are expected to manage their time and also work efficiently.

Decision Making: The trainees might have never taken any decision for themselves in their life or wouldn't have given much importance to decision-making. The trainees are given opportunities to understand on how to go about the process of decision-making. They are provided with situations to solve realistic problems in the best way possible. To be able to take correct decisions at the correct time is a skill indeed.

Self Esteem/ Attitude: The trainees require right kind of attitude and self esteem to venture into unexplored avenues where they would be working. During the training the trainer tries to identify the strengths and weaknesses of the trainees and helps to enhance the former, and reduce or eliminate the latter. The trainees are encouraged to realize their self worth with their capabilities rather than their weaknesses. The need for self esteem at work is emphasized. They realize that a good self-esteem makes a better impression on the employers and co-workers. Through activities the trainees are helped to gain confidence to be able to face challenges and recognize their qualities that would help to develop their self esteem.

Managing Money: For majority of the trainees it would be the first job and first income they earned after the training at DB Tech. In the sessions of managing money the trainees are helped to understand the difference between want and need. Most of the trainees tend to get placed in the city, and amidst the flashy city life they would want to spend money on things they always wanted to buy. Many would also have responsibilities towards their family thus leaving with hardly any disposable money. During the sessions the trainers discuss various techniques to manage to contribute to the family and also save some for themselves. For many even the concept of saving money will be new. The activities help them to understand how they can manage their living cost and their other expenditures.

Perception and Values: The trainees are encouraged to respect the differences in culture, values, beliefs and assumptions, but at the same time stand up for one's values. They are encouraged to question the foundation of the values and perception, if they believe in it or they

derived it from family and friends. The trainees are motivated to question values around them rather than simply accepting them as their own.

Goal Setting: Before the life at DB Tech nobody would have expected much out of them in terms of achieving goals or target. At DB Tech trainees are oriented to set a goal in their life. At the workplace they would be given targets which they are to achieve no matter how.

Johari Window: The Johari Window is a communication model that is used to improve understanding between individuals. It is based on two principles. One, Individuals can build trust between themselves by disclosing information about themselves. Second, they can learn about themselves and come to terms with personal issues with the help of feedback from others.

The main aim in this exercise is to develop the Open Area for every person. The Open Area is the 'space' where good communications and cooperation occur, free from confusion, conflict and misunderstanding. Self-disclosure is the process by which people expand the Open Area vertically. Feedback is the process by which people can expand this area horizontally. By encouraging healthy self-disclosure and sensitive feedback, trainees are encouraged to be a stronger and more effective team

Team building: The trainees are encouraged to see themselves as a part of a team during the training program. Team building is a very important aspect for any kind of group work and instills a sense of equality and unity within the group. In the future when the trainees are placed somewhere, they will be working in a team and should be able to deal with all kinds of group dynamics. The trainees are motivated to support and encourage each other and are made to realize that success of a team relies on cooperation, helping those who are lagging behind and seek help whenever necessary. The trainees are encouraged to believe in the power of oneness rather than only one.

Handling Emotions: To manage emotions one must be aware of how does one feel in different situations. If one is feeling angry or sad they aren't supposed to express the same at their workplace. The trainees are trained on how to ventilate their emotions in the right place, at the right time and the right way.

Debrief and Evaluation

At the end of every week the trainer is to facilitate the trainees to imbibe and recapitulate the intensive learning that has taken place in the entire one week. This is done to allow the youth to see the sessions objectively and provide them with a sense of closure. This will provide the trainees with an opportunity to reflect on what all they learned.

After the debriefing the trainees fill in an evaluation about themselves and the sessions. The trainers ensure the trainees that the evaluation will be anonymous and encourage honesty. By taking the feedback of the trainees, they would feel that their views are also taken into consideration and will be used for modules for future batches. This allows the participants to feel that they are part of a process.

Training Of Trainers (TOT)

DB Tech provides TOTs on an average once a year. In the TOTs the trainers are expected to experience the sessions and activities as participants. They are encouraged to reflect on how they can improvise on the activities. A basic 4 level structure is followed for the TOTs from the various domains:

1. Motivation
2. Information and Skill building
3. Practice
4. Application

The trainer is supposed to start the program by *motivating* the trainees to learn, helping them to understand the need for the sessions. The majority of the trainees are from poor socio economic backgrounds who don't understand the value of skilling. The trainer is expected to make the trainees aware of the various job opportunities available if they excel in their respective domain if they perform well. The second level is of *providing the required information*, technical, according to the curriculum and also soft skills.

In the third level the trainees are made to practice whatever they learned. This is done either in the form of group discussions or role plays that would act out a situation that are discussed. It is done with the intention to help the trainees to acquire and develop soft skills. Finally the trainees are made to apply whatever they have learned through open group discussions, peer education sessions, action planning and affirmation and closing.

Story Centered Curriculum

This is one of the methods that DB Tech tries to follow while formulating the curriculum. The idea behind story-centered curriculum is that it should be able to tell a story. A story where the trainees would do role play on situations that they are likely to encounter after they graduate from the training. The roles should be something they might do in their real life or might need to know about (possibly because he is likely to manage or work together with someone who performs that)

CHAPTER 2

A MODEL FOR IMPACT STUDY

2.1 Impact Assessment

Impact assessment is the process of identifying the anticipated or actual impacts of a development intervention, on those social, economic and environmental factors which the intervention is designed to affect or may inadvertently affect. It may take place before approval of an intervention, after completion, or at any stage in between. Before implementation of an intervention, assessment is done forecasting potential impacts. This is done as part of the planning, design, and approval of an intervention. Assessment identifies actual impacts during and after implementation, to enable corrective action to be taken if necessary, and to provide information for improving the design of future interventions.

An effective impact must have indicators of success that are measurable. 'A good indicator has to be based on a very strong relationship between the indicator and the ultimate impact we want to measure. Indicators should not have biases or confusions. Some of the indicators for this study may be the change in the personality of the trainees after the training, the job satisfaction of the trainees and their employers, and quality of the training program.

The sampling should be carefully developed to avoid bias in impact assessments. It is recommended that it includes; remote and rural communities, poorest and most disadvantaged people and pay attention to the use of language.

The methodology chosen should be able to provide information that is credible enough for what it will be used for. Chris Roche says 'Impact practitioners do not need information that is 99.9% accurate. They can accept a margin of error, provided the information is credible and can assist with management decisions and product design'. Thus the main strong point of this study is that one can vouch for the credibility of this study. The data has been personally collected by the team itself.

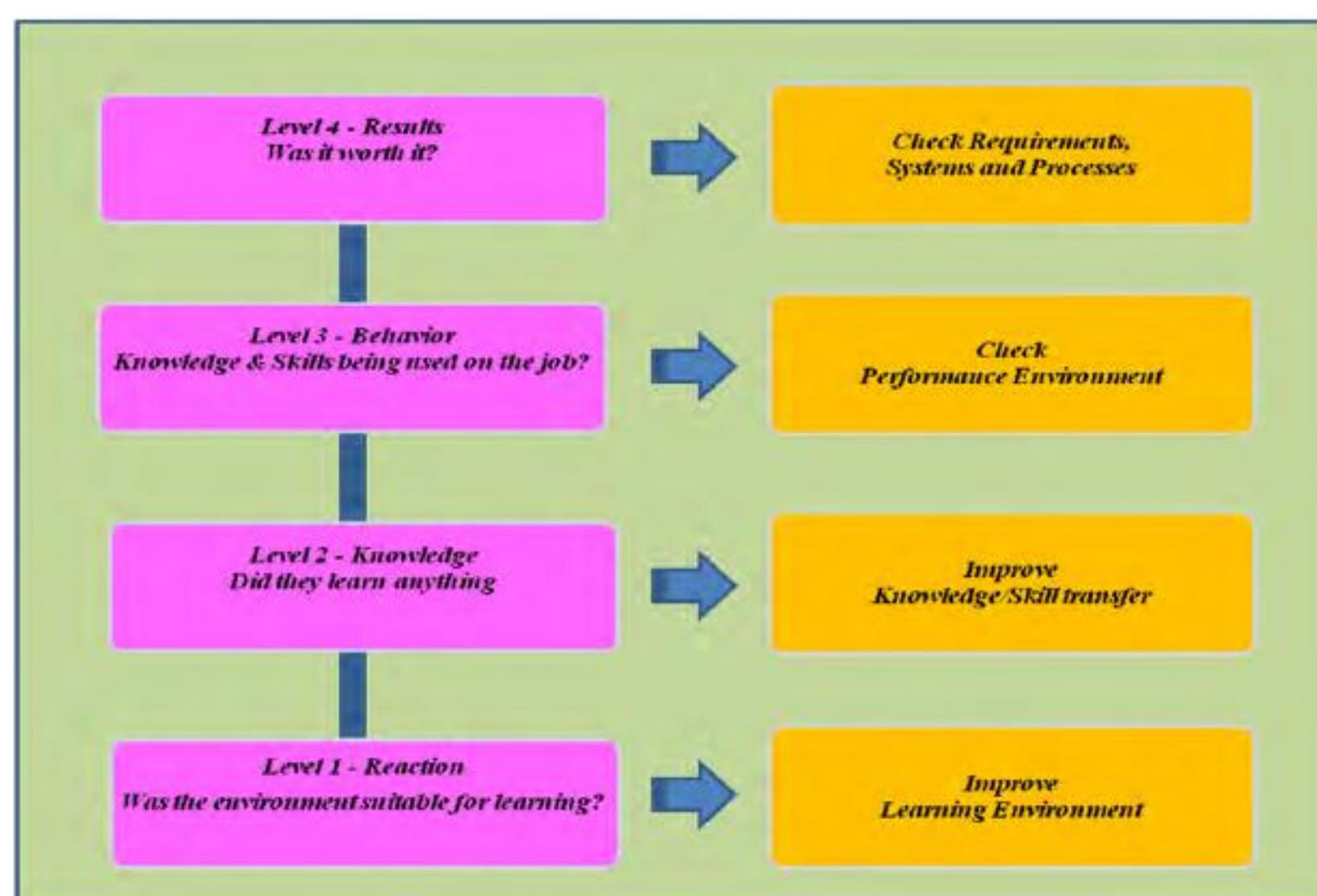
The information from most sources indicates that the methodology of an impact assessment is determined by 'what the impact results will be utilized for'. In cases where a high degree of confidence is needed, a more complex approach to the assessment is recommended. But where the Impact assessment is needed to strengthen aspects of implementation, then a simple approach is recommended. A simple approach normally involves a 'small scale survey'. An effective impact assessment process should include determining the organizational needs and the context of the study, determining specific objectives of the assessment and designing a methodology and sample suitable to the project's objectives.

2.2 Kirkpatrick's Four-Level Training Evaluation Model

Measuring the effectiveness of a training program is important to assess the outcome of the intervention, as well as to make the necessary changes in the future interventions to make such training program more effective.

Donald Kirkpatrick has presented a Four-Level Training Evaluation Model. This model is used to analyze the effectiveness and impact of the training given by DB Tech Skilling Program. Kirkpatrick's four levels of training evaluation is one of the major evaluation models. This evaluation model has been around since the 1980s and is still widely used. In 2011, he updated the model to "New World Evaluation Model", which has one more level.

The four levels are:



Level 1: Reaction

Evaluation at this level measures how participants in a training program react to it. It attempts to answer questions regarding the participants' perceptions: Did they like it? Was the material relevant to their work? According to Kirkpatrick, every program should at least be evaluated at this level to provide for the improvement of a training program. In addition, the participants' reactions have important consequences for learning. It helps one to understand how well the training was received by the target group. This can be used to help DB Tech improve the training for future trainees, including identifying important areas or topics that are missing from the training.

For the training to be a success, trainee needs to be engaged and receptive to learning. Receptivity might be enhanced by some pre-training activities such as advance reading, or a motivational presentation by an influential stakeholder who promotes the training.

Evaluation questions at this level can be:

- How many trainees enrolled?
- How many completed the course?
- Were they satisfied with the instructor?
- Were the location and facilities satisfactory?
- Would trainees recommend the course to a colleague?

Level 2: Learning

At the second level the extent to which the trainees have advanced in skills, knowledge, or attitude is assessed. From the mindset of “return on expectations,” it would be important to measure and confirm that trainees did indeed leave with the skills and knowledge. DB Tech tries to understand the same by providing them with practical experience at the institute itself and through ‘On the Job Performance’.

The main twin objective of DB Tech Skilling Program was to enhance the employability of the youth, as well as meeting the industrial requirement. Hence to measure this objective the views of the employers were essential. Their feedback gave a clear picture of the level of learning that the trainees had gone through. It also gave direction to bring about the necessary changes in the

training program. The New World Evaluation Model recognizes that through the training they may learn to integrate their existing knowledge, or learn to apply their knowledge in a new way.

Level 3: Behaviour

This level measures the transfer that has occurred in learners' behaviour due to the training program. Evaluating at this level attempts to answer the question: 'Are the newly acquired skills, knowledge, or attitude being used in the everyday environment of the learner? Specifically, this looks at how the trainees apply the knowledge and skills to their on-the-job performance. The present study has assessed this through the perspectives of both the trainees and the employers.

Sometimes there is an increase in confidence amongst trainees in their abilities and strengthened commitment to change. In the best case, trainees return to work with the skills and knowledge needed to perform the desired action expected out of them at their work place.

Level 4: Results

At this level, one analyzes the final results of the training. This includes outcomes that the organization has determined. In the case of DB Tech it would be employability of the trainees after the training, satisfaction of the family and the employers in terms of the training provided to these youth.

Results of a training program may be viewed differently by different people. As an evaluator, one may raise the question "if there was an improvement in the personality of the trainee"; or "if there was any improvement in the family's standard of living". Having clarity about expectations helps the evaluator determine what to measure. If the 'results' are not as expected, an adjustment to the strategy is likely to be needed. This might mean an addition to the strategy in the training.

Level 5: Monitor and Adjust, or Return On Investment

A fifth level impact was added in the Kirkpatrick model, namely "monitor and adjust." This level parallels quality improvement cycles. If the problem still exists after a successful training is conducted and people are performing differently on the job, it's time to ask what else might be needed. Monitoring is also done on the basis of "return on investments". Training can be changed or modified if the returns are not up to the expectations in proportion to the investments.

The modification is done to the training program on the basis of the feedback from the customers.

2.3 Social Impact Assessment (SIA)

Social Impact Assessment (SIA) is predicated on the notion that development interventions have social ramifications. It is imperative that decision-makers understand the consequences of their decisions before they act and the stakeholders get the opportunity to participate in designing their future. Social assessment helps to make the project responsive to social development concerns. Developmental initiatives based on social assessment alleviate poverty, enhance inclusion and build ownership while minimizing and compensating for adverse social impacts on the vulnerable and the poor. It is very similar to the objectives of DB Tech where it wants to transform the marginalized youth to be independent, skilled and employable personnel.

The Impact Study assesses the performance of the projects and programmes focusing on the following evaluation issues:

- a) Effectiveness: *have the goals been attained?*
- b) Efficiency: *what is the return of investment?*
- c) Impacts: *what has happened as a consequence of the project outputs?*
- d) Addition: *what has happened which wouldn't have happened otherwise?*
- e) Relevance: *how important are these impacts for all parties and audiences concerned?*
- f) Progress factors: *which factors have affected the progress of the projects?*

“Social impacts” refer to the consequences to human populations of any public or private actions - that alter the ways in which people live, work, play, relate to one another, organize to meet their needs and generally cope as members of society. The term also includes cultural impacts involving changes to the norms, values, and beliefs that guide and rationalize their cognition of themselves and their society. In the case of DB Tech the adverse social impact that could have been altered to mention few could be; many youth who could never imagine earning and saving are doing so now, many were rescued from being absorbed by social evils of the society and many apart from helping their family have also found a way to be independent and be focused in their life.

Use of social impact assessment is not just to forecast impacts - it should identify means to mitigate adverse impacts. This includes the possibility of avoiding the impact by not considering the project at all, if the felt impact is likely to be too severe. Alternately if the predicted impact is minimal and can be managed, mitigation measures must be put in place. This could be in the form of:

1. Modification of the specific event in the project;
2. Operation and redesign of the project or policy;
3. Compensation for the impact by providing substitute facilities, resources and opportunities.

CHAPTER 3

METHODOLOGY

3.1 Why this study?

DB Tech started its short term (three months) skilling program in 2010 with the launch of Bosco Academy for Skill and Employment (BASE) in partnership with Ministry of Rural Development (Govt. of India). Since its inception 81999 youth have been trained with the aim of making them employable. From the totally trained youth, around 73% have been placed in different parts of the country. The majority of the youth were financially disadvantaged school dropouts who were largely unfit for mainstream employment. The reason could be ineffective education setup in the rural area which puts them at a disadvantage position as compared to the youth educated in the urban areas. Inefficient educational and livelihood programs of the government along with the prevalence of poverty and illiteracy exacerbated the situation. In majority of such cases the boys might find some low paying jobs and the girls would be engaged in the household duties, and then eventually get married. Statistics show that such youth easily fall a prey into the hands of the anti-social groups, especially in the states like Jammu & Kashmir, Orissa, Jharkhand and Chhattisgarh. In such areas there are higher risks of uneducated and unemployed youth to be lured into terrorism/militancy through flawed influential sources.

Presently DB Tech is at a stage where it has successfully trained and placed thousands of youth from different socio-cultural and economical backgrounds. It was set up with an objective to provide quality vocational training to the disadvantaged youth. DB Tech provides employment-linked, market-driven vocational courses of short duration to the economically and socially marginalized youth. The major attempt of DB Tech was to bridge the widening divide between those who have access to opportunities and those who are increasingly being marginalized from the 'new economy' jobs. DB Tech addresses this endemic problem with a market-based approach that is sensitive to the socio-economic needs of the marginalized youth in the 18-35 years age group. It aims to bridge digital, social and economic divide in India by significantly

contributing to the development of the marginalized youth by enhancing the employability and life management skills.

The competency of DB Tech was already established with its 125 technical schools in the country. It still wants to assure and ensure that the training is able to meet the prime objectives on which DB Tech was founded. The personnel of the DB Tech are committed to the cause of the young especially the poor and the marginalized. The main clientele of the DB Tech organization are the youth specially those who haven't been addressed by the various government policies and schemes aiming at making them employable. The various stakeholders of DB Tech skilling program include the trained youth, their parents, trainers, employers, state coordinators and province coordinators.

Now DB Tech wants to study how successfully it has been able to address the target group and trained them to be sustainable enough to meet the future demands for skilled labourers. It wanted critical evaluation of its skilling program.

Hence DB Tech invited **Don Bosco Animation and Research Kendra, Delhi** to conduct this impact study of the effectiveness of Don Bosco Tech Skilling Program.

3.2 Objectives of the Study

The study intends to assess the impact of the short term skilling program provided by the DB Tech since **2010**. The objectives of the study were the following:

1. To assess the quality of the skill-training
2. To assess the level of employment of the trainees after the training
3. To assess the level of satisfaction of the trainees, employees and parents
4. To assess the quality of life enhanced due to the training program

To attain a better understanding, assessment was done in the following distinct areas:

- Happiness and satisfaction level of the trainees towards their job.
- Quality of the skilling program
- Impact of skilling program on society, family and individual

- Performance of trainees in their workplace
- Employability level of the trainees after the skilling training
- Migrated trainees and the associated cultural factors
- Parents' attitude towards skilling program
- Skilling Program reaches to the marginalized

3.3 Field of Study

The universe of the study comprised of the 20 states of the country where the DB Tech Short Term Skilling Program had started. There were 176 centres where skills were imparted. A total of 19 different skills were provided for the youth to be trained in. In all, 81999 youth were trained. The trainers in these centres and the parents of the trainees as well the employers where theses skilled youth were employed, formed a part of the field of the study.

3.4 The Design for Impact Study

Impact Study is part of Evaluative Design in social research. Evaluation may be considered as the determination of the results attained by some activity designed to accomplish some valued goal or objective. Evaluative research designs are extremely beneficial in providing rich feedback of the intervention. Evaluators must consider using such feedback to make essential changes in further interventions.

In this Impact Study assessment is done on the Short Term Skilling Program of DB Tech to determine its effect on the stakeholders of this program primarily on the trainees and their life. Data for this study is collected from different sources. The data supporting this study is primarily quantitative in nature. It ensured that a significant group of the clientele participated in the study.

Samples were chosen from the trainees, trainers, employers and parents. This design places a significant importance to participation of the various stakeholders of this project. They were actively involved in identifying the major challenges, and setting the priorities that emerged from these challenges.

This process provides adequate data to critically assess the impact of the quality of the skilling program, its reach out and make necessary modification in its intervention to fully attain its vision and mission.

3.5 Sample Design

The sampling method used for this study was stratified, purposive, and simple random sampling. Geographically from the 20 states 12 states were chosen, considering the five regions of specific nature like extremist violence affected area of J&K, Naxalite–Maoist insurgency area, economically backward state of U.P., Tribal belt, and the Poor and Marginalized pockets of Southern States. Once again from each state three centres were selected. Different skills were selected from each centre. When it came to stakeholders, availability was also one of the criteria used in selecting the sample. Thus the samples represented the overall population of the study.

3.6 Research Tools

The major tool for the study was interview questionnaire. In some cases when it was not possible to administer the interview schedule, telephonic interviews were conducted. This primary data was corroborated with the secondary data from the DB Tech national centre.

The respondents included the trainees, their parents, trainers, employers, and state and province coordinators.

Present status of the states in this study

State	Skills Taught State Wise	Number Of Trainees Trained Since Inception	Number Of Trainees Placed Since Inception	Number Of Trainees Trained Since The Last Batch Of 2011- First Batch Of 2013	Number Of Trainees Placed Since The Last Batch Of 2011- First Batch Of 2013
Jammu & Kashmir	BPO, Computer Hardware, Electrical, Hospitality, Nursing-Patient Care, Retail Sales, Hospitality-F&B Service, Hospitality-House Keeping	6461	3861	2935	2221
West Bengal	Automobile Repair, Basic Welding, Electrician, Hospitality - General, Hospitality-Cookery, Hospitality-F&B Service,	6668	4608	4136	3223

	Hospitality- Housekeeping, Machinist, Nursing Assistant - Patient Care, Retail Management, Security				
Nagaland	Hospitality-F&B Service, Hospitality- Housekeeping, Hospitality-Spa, Industrial Sewing Machine Operator, Nursing Assistant - Patient Care, Sales & Marketing	2777	2137	1665	1290
Karnataka	BPO, Hospitality, Hospitality, Hospitality- F&B Service, Hospitality-House Keeping, Sales & Marketing, ISMO, Electrician , ITES,	11461	9031	7761	6393
Jharkhand	Automobile Repair, Basic Welding, Electrician, Hospitality - General, Hospitality- Beautician, Hospitality- F&B Service, Industrial Sewing Machine Operator, Sales & Marketing, Security	4149	2876	2519	2033
Orissa	Basic Welding, Electrician, Hospitality - General, Industrial Sewing Machine Operator, ITeS - Data Entry Operator, Nursing Assistant - Patient Care, Sales & Marketing	5852	4340	3077	2631
Tamil Nadu	Electrician, BPO, Hospitality, Hospitality- F&B Service, Hospitality-F&B Service, Hospitality- House Keeping, Retail Sales, Sales &	6976	5999	4437	3870

	Marketing				
Assam	Automobile Repair, Basic Welding, Electrician, Industrial Sewing Machine Operator, Sales & Marketing	3492	2586	2582	2111
Kerala	Hospitality, Hospitality- F&B Service, Hospitality-House Keeping, Retail Sales, Sales & Marketing	5087	4100	3471	2871
Meghalaya	Automobile Repair, Basic Welding, Electrician, Hospitality - General, Hospitality- Housekeeping, Industrial Sewing Machine Operator, Security,	6007	3939	2915	2045
Uttar Pradesh	Electrician, Hospitality - General, Hospitality- Beautician, ITeS - Data Entry Operator, Nursing Assistant - Patient Care, Refrigeration & Air Conditioning, Sales & Marketing	3215	2266	1502	1117
Chhattisgarh	Automobile Repair, Basic Welding, Construction, Electrician, Hospitality - General, Masonry Assistant, Nursing Assistant - Patient Care, Sales & Marketing, Security, Hospitality- F&B Service	4248	3314	2543	2099
Total		66393	49057	39543	31904

Table 3: States included for the present study

1.	Jammu Kashmir	5.	Uttar Pradesh	9.	Jharkhand
2.	Meghalaya	6.	Assam	10.	Karnataka
3.	Nagaland	7.	Kerala	11.	West Bengal
4.	Chhattisgarh	8.	Orissa	12.	Tamil Nadu

The states have been divided into further areas for a better in-depth study and to understand what difference the DB Tech program was able to make in these areas. The areas according to which the states have been divided are:

J&K: Jammu & Kashmir has been the state that is always in the news for the frequent armed violence which seems to have affected the youth there to a great extent. The youth in this state is highly vulnerable to be influenced by militant groups for whom youth seem to be an easy target.

Uttar Pradesh: Uttar Pradesh comes in the once used category of BIMARU states that included Bihar, Madhya Pradesh, Rajasthan, and Uttar Pradesh. *BIMARU* has a resemblance to a Hindi word "Bimar" which means 'sick' and was used to describe the bad state of economy in the mentioned states. Few parts of Uttar Pradesh also have prevalence of naxal activities.

Red Corridor: The Red Corridor is a region in the east of India that experiences considerable Naxalite–Maoist insurgency. These are also areas that suffer from the greatest illiteracy, poverty and overpopulation in modern India, and span parts of Andhra Pradesh, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Orissa, Uttar Pradesh and West Bengal states. For the study the states Chhattisgarh, Jharkhand and West Bengal have been selected under this category.

Tribal Belt: The states under this category for the study are Meghalaya, Assam, Nagaland and Orissa. These are the states which are very rich resource-wise but at the same time are backward in terms of economy. The North Eastern states also have high prevalence of militancy and insurgency. It is very important to mainstream people from these areas.

Poor and Marginalized pockets of Southern States: No state in the country is free from the clutches of poverty. To get a panoramic understanding of the impact of DB Tech Skilling Program backward areas of few states have been included. Those states are Kerala, Karnataka and Tamil Nadu.

States and Centres in the study

Jammu	R S Pura, Bishnah, Budgam, Srinagar	Orissa	Bhubaneswar, Sonepur, Munniguada, Phulbani
West Bengal	Bandel, SERI, NIRMET, JOTI	Chhattisgarh	Raipur, Jumaikela, Sonarpal, Jagdalpur
Nagaland	AIDA, 3rd Mile, WWC, Wokha	Tamil Nadu	Kancheepuram, Madhavaram, Tiruchy, Madurai
Karnataka	Breads, Aashalaya, Mysore, KGF	Assam	Maligaon, Tinsukia, Golaghat
Jharkhand	Chaibasa, Kokar, Hatia, Dumka	Meghalaya	West Garo Hills-Tura, Garobhada
Kerala	Sulthan Bathery, Aluva, Thrissur, Kasargod	Uttar Pradesh	Mauranipur, Jhansi, Mohanlalganj

Domains studied

ITES Communicative English	Hospitality/Hospitality General	Retail Sales	BPO	Security Guard
Nursing Assistant	Industrial Welding	Beautician	Hospitality-Housekeeping	Automobile Repair
Electrician	ISMO	Hospitality-F&B	Sales and Marketing	

Skilled Youth: A total of 845 skilled youth have been interviewed. On an average 10 skilled youth were interviewed from every domain that were further categorized into three groups: 6 of those who were presently working, and 2 each from those who left their job after getting placed on a job, and those who never took up a job after the training at DB Tech Skilling Program. The

skilled youth who have completed their training in this period would have completed a period of four to twelve months after the completion of the training. This ensured that the impact of the training could be studied across different time frames. One who is working for six months or more will have a different experience compared to one who completed the training four months ago and is placed.

Trainers: A total of 135 trainers were interviewed, taking 3 trainers per centre.

Parents: A total of 139 parents were interviewed, taking 3 parents per centre.

Employers: A total of 134 employers were interviewed, taking 3 employers per centre.

State Coordinator: Technically for 12 states there should have been 1 coordinator each. But the study has 11 because Meghalaya and Nagaland have one common state coordinator.

Province Coordinator: The study interviewed 4 province coordinators. A province coordinator has around 3-4 states under its area of monitoring.

Thus a total of 1252 respondents were interviewed from 12 states.

3.7 Operational Definition of Terms

Skilled Youth: All the youth who have completed the DB Tech Skilling Program from the last batch of 2011 to the first batch of 2013. To ensure that all the types of skilled youth of DB Tech were represented in this study, they were divided into three categories:

Working skilled youth: The youth who belonged to the above mentioned batch and are presently working.

Dropout skilled youth: The youth who had completed their training at DB Tech, got placed on a job, and left their job, and now they are not working.

Unemployed skilled youth: The youth who after completion of the training never got placed on any job.

Parents: Father or mother or both of the skilled youth who belonged to the batches from the last of 2011 to the first batch of 2013.

Trainers: Personnel who are presently employed at the DB Tech Skilling Program imparting skills.

Employers: Those who have recruited DB Tech skilled youth in their organization.

3.8 Limitations of the Study

To have a scientific impact assessment, it is always desirable to have a baseline study made in order to understand the situation before the intervention was introduced. For this assessment since a formal baseline study was not done the research team had access to the secondary data available from the DB Tech national center on one side, and on the other side, care was taken in the interview to study the changes brought about in the stakeholders due to this skilling program.

The researchers could not identify and have access to the respondents selected for the study due to lack of tracking. In some centres the skilling operation in some domains was stopped due to insufficient funding, while in other cases, the trainers had left their job. Such situation denied access to updated details about the skilled youth that were required for the study.

At times the researchers faced a lack of cooperation from the part of the parents or the employers. In places like Orissa it was extremely difficult to get to the parents where accessibility was hard as they lived in the remote rural areas or the hilly areas. Some centres had less than three trainers at a time, and hence it was not possible to get the stipulated numbers.

In spite of all the limitations, the research team did everything possible to collect the required data. Telephonic interviews were the alternative used to fulfill the requirements of the sample quota.

Part II

**DB TECH SKILLING PROGRAM
IN INTROSPECT**

CHAPTER 4

CURRENT SCENARIO

Analysis and interpretation are the two major parts of a research. This is the primary step to finding facts. The collected data is analyzed and interpreted to reach conclusions. Often this process is used to test hypotheses, if any. This is a significant part of the research. The actual data collected will be portrayed also in tables or figures to understand the reality more clearly. Depending on the objectives of the study, items are selected and analyzed in this chapter. This analysis aims to understand the existing scenario, and assess the impact of DB Tech Skilling Program.

This part of the analysis of the data is done in three stages. First there is the simple analysis of frequency and percentages of the independent and the dependent variables. The second stage will focus on Multi-Varied Analysis, where more than two variables are correlated to see if there is any significant insight into the reality. The third stage looks at the significance of variation between the responses of different groups, whenever it is suspected. This significance is established through the application of tests like the T-test, or F-test.

The tools used for this study are Interview Questionnaires, Interview Guides and Telephonic Interviews.

The respondents were DB Tech skilled youth, the trainers, the employers, the parents, the state coordinators and the province coordinators. They were the stake holders of DB Tech skilling Program.

4.1 Profile of the Respondents

The DB Tech Skilling Program mainly focused on empowering the marginalized and the vulnerable youth by providing skill training which enable them to increase their income through wage based employment. The main stakeholders involved in this Skilling Program are skilled youth, employers, parents, trainers, management, etc. The data for this study was collected from

these stake holders. The total number of respondents was 1252 from 12 states consisting of 845 skilled youth who completed DB Tech Skilling Program (The last batch of 2011, full batches of 2012 and the first batch of 2013), 139 parents, 134 employers, 134 trainers, state coordinators and province in-charges. The data were collected through personal interview method using structured questionnaire, and wherever this was not possible, telephonic interviews were conducted.

DB Tech Skilled Youth

The primary beneficiaries of the DB Tech Skilling program are marginalized and vulnerable youth in India. They are trained in different skills according to the demands and needs of the job market. The unemployed and school dropout youth may not have big dreams. DB Tech Skilling Program offered opportunities for the youth to dream beyond their usual expectations.

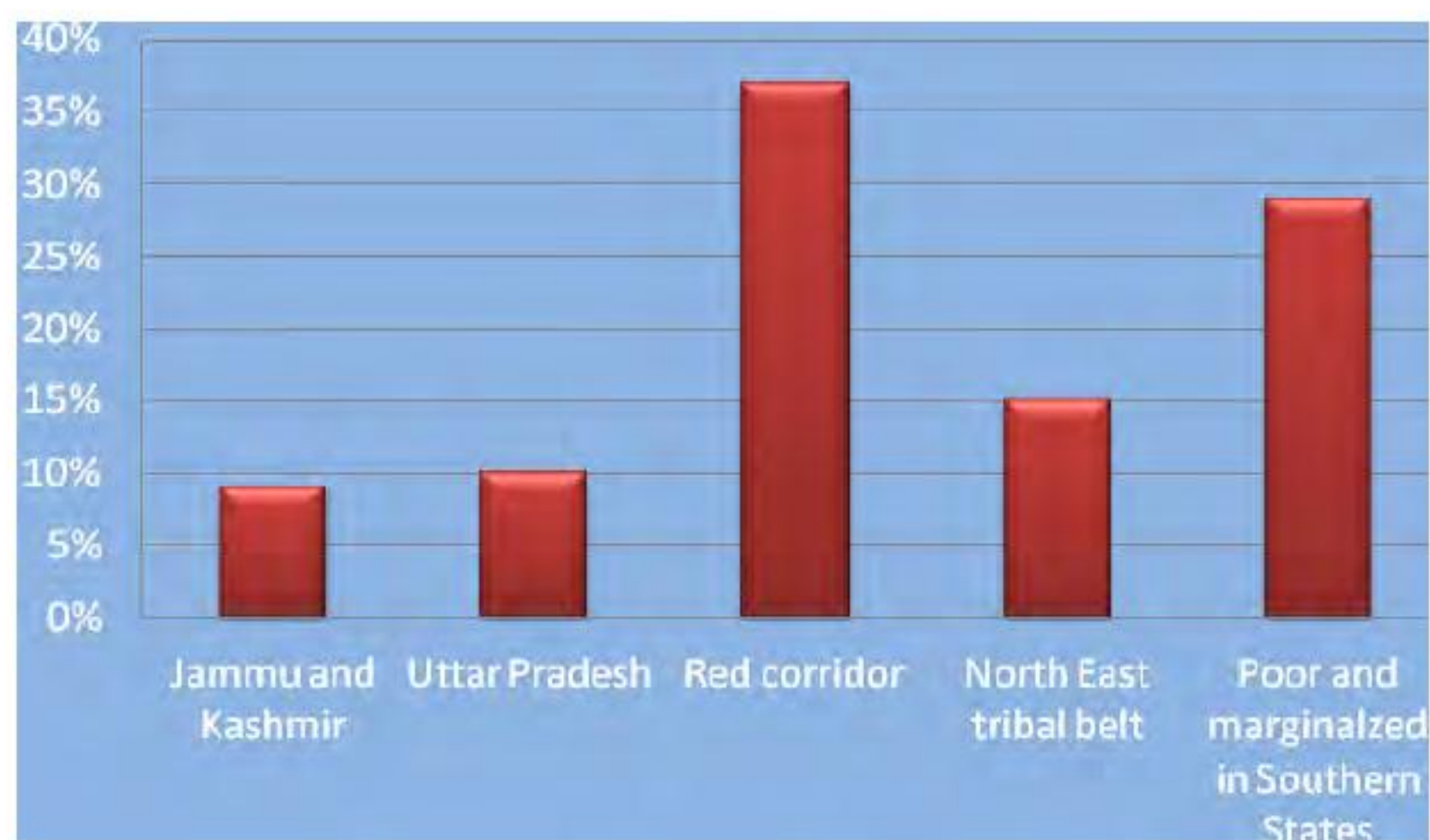


Figure 1: Distribution of trainees in the areas of different vulnerabilities

The figure1 demonstrates the distribution of respondents (skilled youth) in five areas of different vulnerabilities. The data of 845 skilled youths were collected from 12 states from the five regions of different vulnerabilities that included Jammu Kashmir, Uttar Pradesh, Naxals and Maoist affected areas, North East tribal belt, and Poor and Marginalized in Southern states. Among them, 9% were from Jammu and Kashmir, 10% were from Uttar Pradesh, 37% were from Naxals and Maoist affected areas (Jharkhand, Chhattisgarh, Orissa, and West Bengal), 15% were from North East tribal belt (Nagaland, Meghalaya, and Assam), and 29% were from

Southern states (Karnataka, Tamil Nadu, and Kerala). The maximum number of data was collected from states Karnataka, Kerala, Chhattisgarh and Uttar Pradesh.

The Two-way analysis was applied for the combination of Gender and States. The analysis showed, 64% of the skilled youth was male and 36% was female. From Jammu and Kashmir, 68% was male and 32% was female; from Uttar Pradesh 71% and 29% were male and female respectively, from Naxals affected areas 68% male and 32% female. From North East tribal belt 56% and 44% were male and female respectively. Similarly among the Poor and Marginalized in Southern States 58% and 42% were male and female respectively. The analysis revealed the number of female was more than male in Nagaland (61%), and in Kerala (59%). The least number of female are from Tamil Nadu (12%).

The economic status of the skilled youth showed that DB Tech Skilling Program reached out in a significant way to the poor and the marginalized youth. Among them, 75% belonged to BPL category, and 25% belonged to APL category. The highest number of skilled youth from BPL category was seen in Naxals affected area (84%), and in North East (80%). The least number was from Jammu & Kashmir (36%). In many cases BPL cards seem to have been issued without adequate verification. So the DB Tech staffs needs to be alert in identifying the real deserving poor.

The profile of social category showed 20% of the skilled youth were from SC, 29% was from ST, 24% was from OBC, and 27% was from the General category. The Highest percentage of SC, ST, and OBC is from Naxals affected areas (85%), and North East (87%). The lowest percentage SC, ST, and OBC was found in Uttar Pradesh.

The profile of religion showed that 62% of the skilled youth was Hindus, 7% was Muslims, 2% was Christians, and 2% was other religions. It is to be noted that the beneficiaries were taken from the poor irrespective of their religious affiliations.

Figure 2 demonstrates the distribution of skilled youth according to the current status of their jobs. It shows that 73% of the respondents are employed in different organizations and companies, 17% of the skilled youth were Dropouts. They left their job because of various reasons like less salary, unsatisfactory working conditions, far away from home, marriage, medical problems, personal problems, etc. The remaining 10% of the skilled youth are unemployed. They have not got job after passing out from DB Tech Skilling program.

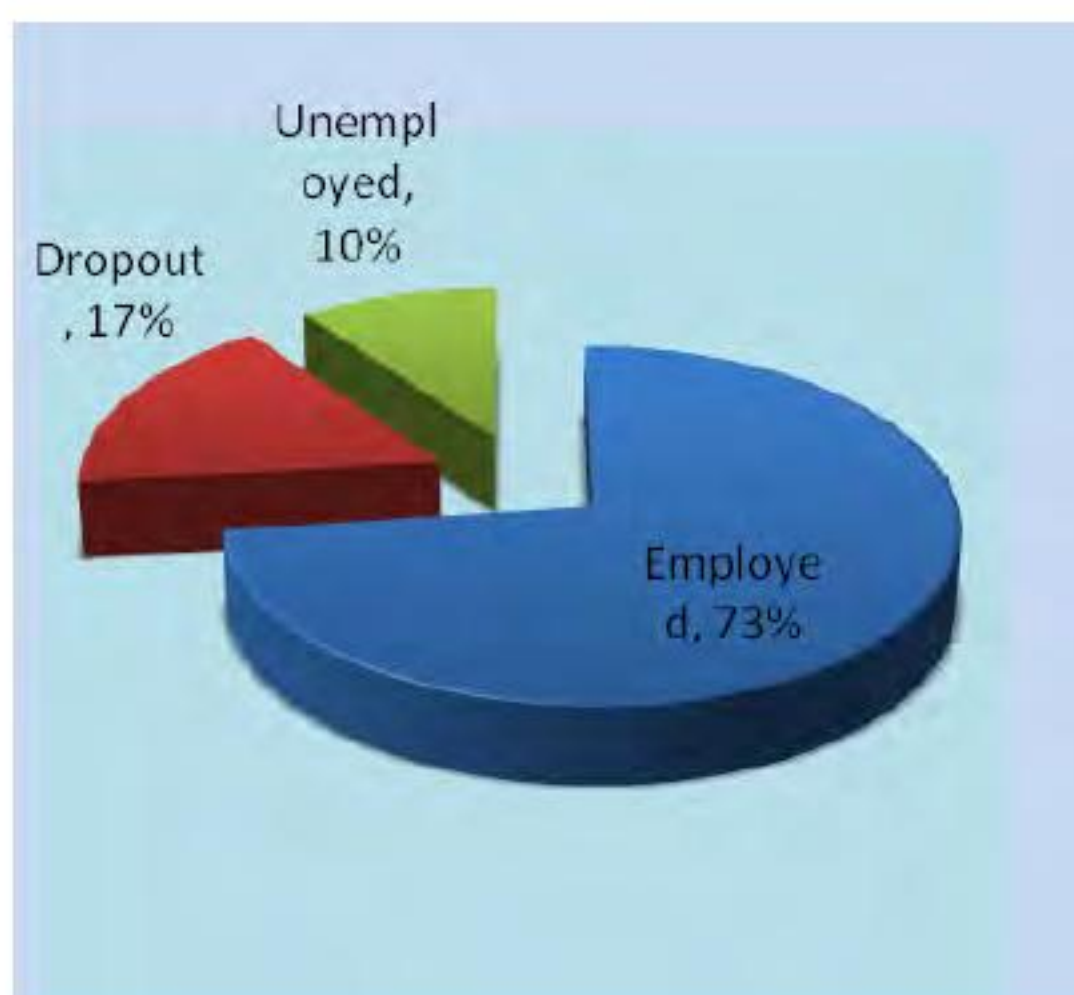


Figure 2: Distribution of skilled youth according to their current status of job

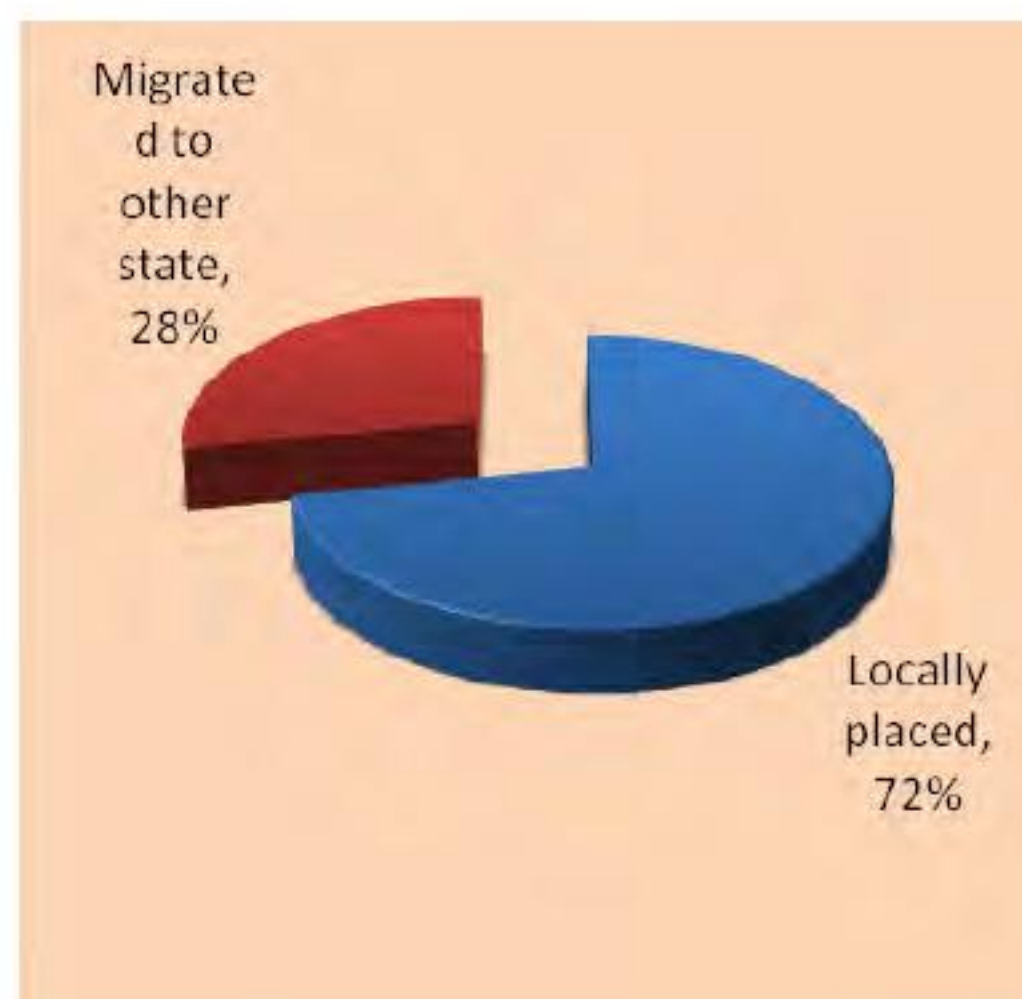


Figure 3: Distribution of the skilled youth according place of their job

Figure 3 shows the distribution of skilled youth who were working according to the placement. It shows 72% of the skilled youth were locally placed (in the same district). And 28% of the skilled youth had migrated to other districts or outside the state.

Parents

This Impact Study wanted to assess the benefits that the families of the trainees have been enjoying. Hence the parents of these trainees were interviewed.

The 139 parents interviewed belonged to the 12 states of our study: 6% of parents were from Jammu & Kashmir; 6% of parents were from Uttar Pradesh; 44% of parents were from Naxals and Maoist affected areas; 16% of the parents were from North East, and 27% of parents were from Southern states. The maximum number of parents belonged to West Bengal.

Employers

Employers are good judges of the quality of the training program, since the training is aimed at enhancing the employability of the candidates. If their expectations were met by the skilled youth they enjoy good favour with them. Altogether 134 employers were interviewed from the 12 states: 10% from Jammu & Kashmir; 7% from Uttar Pradesh, 41% from Naxals and Maoist affected areas, 20% from North East, and 22% from Southern states.

Trainers

Trainers are best qualified to assess the quality of the training. They understand the candidates and their interests, as well as their involvement in the program. They are also able to assess the changes in the candidates due to this training program. Right from the beginning of mobilization, through the intake, the training, and placement, to the present state they follow up the trainees.

Among the trainers, 8% was from Jammu & Kashmir, 7% from Uttar Pradesh, 38% from the Naxals and Maoist affected areas, 14% from North East, and 29% from Southern states. Qualification of majority of the trainers ranged from graduates to post graduates. The presence of such quality trainers enhanced the whole Skilling Program.

4.2 Happiness and Satisfaction of the DB Tech skilled youth in their jobs

Every person wants to be happy and satisfied in their job. Those who enjoy job satisfaction also contribute more to the organization. In most cases when people are satisfied and happy with their job, they like to continue the same job. The factors that contribute to one's job satisfaction range from acceptance, recognition, to remuneration and the working conditions. It is further enhanced when the employees get the opportunities for personal and professional growth in the organization.

DB Tech skilled youth were placed on a job after three months of training. The trainees were largely from low-socio economic background. After the rigorous training they were put to work in a place they would have never thought of before joining DB Tech. Some were very happy because of new experience in a big company, others due to the salary and the possibility of helping their families, and still others because of the opportunities for their personality growth.

There were some who were not happy with their jobs. In some cases it was due to low salary; in others it was due to distance from their homes, or the unsatisfactory working conditions. This impact evaluation took stock of the job satisfaction level of the skilled youth, the constraints in their jobs, and other factors that led to the job satisfaction.

The youth from the 12 states trained in different domains through DB Tech Skilling Program got employed locally or outside their districts or states. In the figure below, the satisfaction level of the skilled youth is shown.

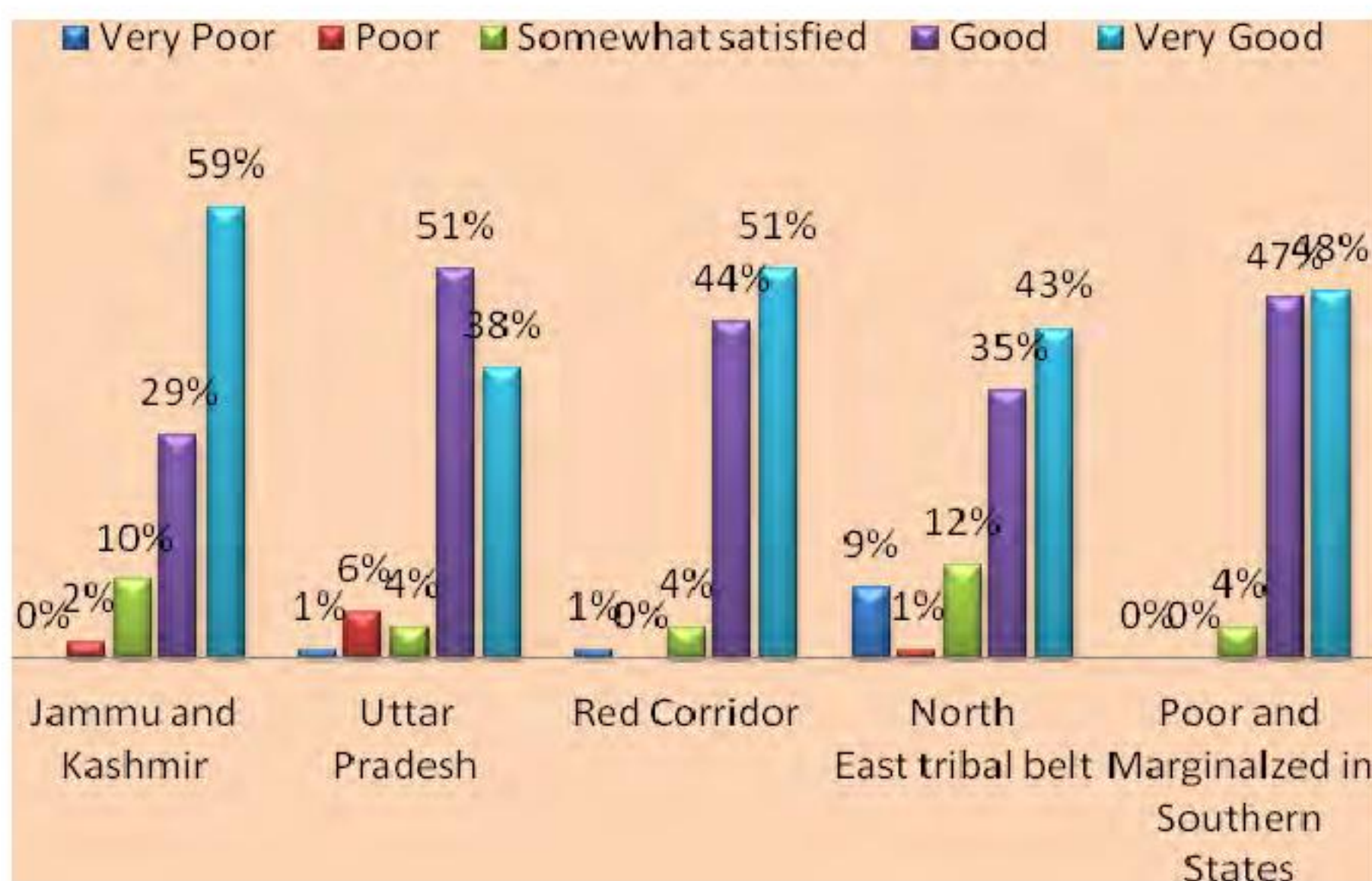


Figure 4: Satisfaction of the skilled youth in their job

Majority (86%) of the respondents reported that their level of satisfaction towards the job was Very High or High. As seen in the above figure, 100% of the skilled youth from Jammu Kashmir, 79% from Uttar Pradesh, 88% from Naxals and Maoist affected areas (Jharkhand, Chhattisgarh, Orissa, and West Bengal), 63% from North East areas (Nagaland, Assam, and Meghalaya), and 95% among Poor and Marginalized in Southern States (Karnataka, Kerala and Tamil Nadu) responded that their satisfaction levels were High or Very High. The success of the DB Tech Skilling Program was not only due to the imparting of the skills, but also due to the holistic approach in this program.

However there was 4% (21) of the skilled youth who were not satisfied with their job. Majority of them belonged to Uttar Pradesh and Nagaland. The main reason for the dissatisfaction was the low salary.

Job Satisfaction in Relation to Skills

The job satisfaction may vary according to the skill and its scope. DB Tech has chosen the courses according to the job market and focus group discussions. By the end of training the trainees get acquainted with the skill and the work they will be expected to do when they enter

the job market. By understanding the job satisfaction of skilled youth the real impact of each skill can be analyzed.

According to the analysis 100% of the respondents (skilled youth) from BPO and Automobile Repair domains were highly satisfied in their job. More than 90% of the skilled youth from the Hospitality domain, Retail Sales, Industrial Welding responded the same. Close to 85% of the skilled youth from Electrician, and Beautician domains also responded that they were highly satisfied. DB Tech curriculum mainly focused on giving practical orientation in different domains. However, there was a significant component of the basic techniques related to the particular skill, acquaintance to basic manners and etiquette. It is such a comprehensive training that makes the DB Tech Skill Program a success.

There was only a small group of 3% of the total skilled youth who were not satisfied with their job. The group was mainly from ISMO domain from Nagaland. The reasons for the same mentioned were low salary as well as great demands and pressure of work.

Job Satisfaction and Financial Incentives

Salary plays a significant role in the level of job satisfaction. Often when the employees are paid a good salary they are well motivated in their work. The quality of service too gets enhanced when they are happy with the financial remuneration. In addition, this can help reduce turnover, as employees will often be more satisfied when paid competitive wages as opposed to being underpaid.

The study revealed that there was a correlation between increase in the salary and job satisfaction. However it was found even when the salary was low (5000) many were very happy because they were locally employed which in turn reduced their expenses of food and lodging. This is substantiated by following data where 81% of those earning less than 5000 were happy with their job, 90% of those earning between 5000-10000, 90% earning between 10000-15000 and 100% of those earning between 15000-20000 were highly satisfied with their job. The skilled youth earning between 15000-20000 were all locally placed and belonged to the domains of Hospitality, Retail and Electrician Skills.

Only a few (3%) of the skilled youth have rather low satisfaction with their job.

Emotional Factors and Job Satisfaction

Emotional factors play an important role in the job satisfaction of the employees. These factors include the nature of job, achievements in work, possibilities of personal growth and recognition and promotion opportunities. When such motivating factors are met the workers are satisfied, and this often leads to better performance. The study revealed that 86% of them are highly satisfied in their job. Further analysis showed 81% of the skilled youth felt that there was a significant increase in the level of their hopes and aspirations, and 86% felt that there was improvement in their self-esteem and confidence level after the training program. They also felt that they were able to perform better in their jobs due to the knowledge, skill, and the formation that they received during the training. There was a spiralling effect between their performance on the one side and the appreciation and recognition on the other side.

Job Retention and Job Satisfaction

The job retention and employee satisfaction are closely related. The factors like work place support, job quality, individual variability, job demand, earnings and benefits are to be influential in ensuring the job satisfaction of employees. The Two-way analysis was used to find out the interaction between number of jobs changed and reasons for the same. It showed that 15% of the total skilled youth (working) changed their jobs after the first placement. Among them 46% of the skilled youth changed their jobs because of low salary, and 24% because of unsatisfactory working conditions. Others mentioned distance from their homes, and other personal problems as reasons for changing their job.

It is to be noted that even though many of the skilled youth changed their jobs due to low salary, or unsatisfactory working conditions, 85% of them said that they were able to get jobs with higher salary and better working conditions.

Dropouts

Dropouts constitute of those skilled youth who got employed after their training, but left their job due to various reasons. These numbered 145 (17%) of the total skilled youth interviewed. Of these, 97 (67%) were male, and 48 (33%) were female. The same ratio was seen among the general samples selected for the study.

When the level of satisfaction and the reasons for dropping out were analyzed it was found that 37 (25%) left the job because of low salary, even though they were satisfied with the working conditions, and treatment by the employers. Another 35 (24%) dropped out due to unsatisfactory working conditions. There were 18 (14%) who dropped out for further studies. There were a few who dropped out due to reasons like marriage, family responsibilities, medical problems, lack of support from the families, and the closure of the organization.

Better Acceptance of the DB Tech Skilled Youth in the Family

The skilled youth felt accepted better in the family when they took up responsibilities and made financial contributions to the family. Prior to the training the skilled youth were depended on the family for all their expenses. Now, they have not only become independent, but also started to assist the family with financial support. In fact, 68% of the skilled youth felt that they were better accepted by the families when they started earning and supporting the family.

As the level of income increased the level of recognition and acceptance in the family also went up. Among those who earned below Rs. 5000 per month only 24% of the skilled youth felt accepted well in the family. It is to be further noted that majority of these skilled youth were locally placed. As a result their expenses were low since accommodation and food were from their family.

As the income increased to Rs. 10000 and more, the skilled youth felt that they were better accepted by the family. More than 55% of the skilled youth with higher income felt highly accepted and respected in the family. At the same time it is to be noted that majority of them were placed outside the district or the state. The few who earned more than of Rs. 15000 per month enjoyed a much higher level of acceptance and recognition in the family.

Among those who earned below Rs.5000 per month (55%) and those who earned 5000-10000 (41%) though they were happy in their job they felt that that their acceptance and recognition in the family was rather low. One wonders if this is due to that they don't make significant contribution to their family. Hence it may be concluded that when the trainees earned more their acceptance and recognition in the family also went up.

In conclusion, majority of the trainees were satisfied with their job. They were able to cope with the work environment and maintain good relationship with superiors and co-workers. Higher

sense of job satisfaction was mainly found among the skilled youth from the domains like BPO, Hospitality, Retail, Beautician, Automobile Repair etc. the average income of the skilled youth was 6500 rupees per month and a few trainees were also able to earn more than 15000 rupees per month. In majority of the domains there were chances of the skilled youth to have upward mobility in the future in terms of job position or salary if they become competent in their job.

4.3 Quality of Skill Training Program

DB Tech has made studies to understand the trends in the job market. Accordingly the youth are directed and trained through different courses in service and technical sectors. The courses are designed after detailed Focus Group Discussions and interactions with professionals in industry. DB Tech Skilling Program imparts not only the mere skill, but ensures the training program is more holistic. Skills to cope with life are an essential part of this training program. The trainees acquire relational skills, problem solving and decision making skills, communication skills, and the like. They learn to be polite and positive in their life. To top it all God-dimension brings in peace, joy and serenity into lives.

The quality of the training was further assessed from two more perspectives, namely, the feedback from the trainers and the employers. The trainers had insights on the level of participation of the trainees and the interests shown by them. They were able to suggest appropriate changes that have to be brought about in the training program. On the other side the employers were able to appreciate the good performance of the DB Tech skilled youth on the job, and at the same time suggest ways and means to improve the quality of the training program.

The skill training and job performance

DB Tech strongly believes in the concept of learning through practice. Thus in its skill training institutes DB Tech has the facilities to provide a practical experience of the domains they are trained in. For example, in the hospitality sector some DB Tech centres have set up models of hotel rooms, restaurants, reception, etc. Besides, the trainees are provided with opportunities to visit hotels and observe the staff in action. Some centres have gone to the extent of providing the opportunity for the trainees to work for a few days in the particular settings as part of their training. Through OJTs they not only apply the knowledge they learned from the centres but are

also guided by the employers who could be their prospective employers. Thus DB Tech ensures that the trainees are well prepared for the job market

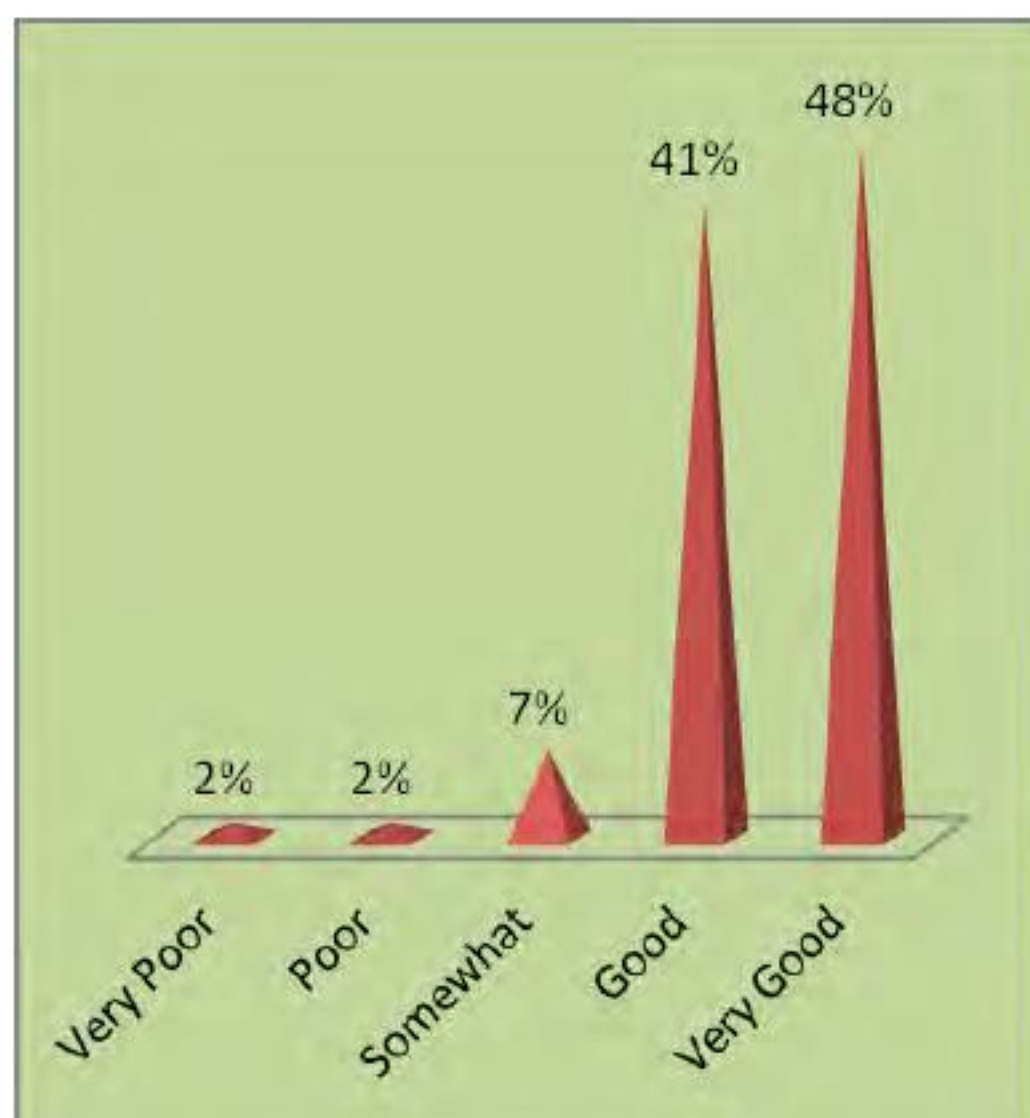


Table 1: The application of Skill training in the work (Area wise assessment)

Areas	Very Poor	Poor	Some what	Good	Very Good
(J&K)	0%	2%	10%	29%	59%
Uttar Pradesh	1%	6%	4%	51%	38%
Red corridor	1%	0%	4%	44%	51%
North East tribal belt	9%	1%	12%	35%	43%
Southern states	0%	0%	5%	47%	48%

Figure 5: The application of Skill training in the work

Figure 5 shows that majority of the working and dropout skilled youth found the knowledge they had gained through DB Tech Skilling Program was very helpful in their job. 88% of the skilled youth from Jammu and Kashmir, 89% from Uttar Pradesh, 95% from Naxals affected areas (Chhattisgarh, Jharkhand, Orissa, and West Bengal), 78% from North East tribal belt (Nagaland, Assam, and Meghalaya), and 95% among Poor and Marginalized in Southern states (Karnataka, Tamil Nadu, and Kerala) responded that they were very well able to apply the knowledge and skill they had acquired during the training to their job situations. It shows that the training program of DB Tech Skilling Program is quite up to date according to the changes in the respective domains. The knowledge and learning from DB Tech Skilling Program equipped the trainees and made competent in their fields.

As seen in the figure, very few skilled youth (4%) felt that the application of the fruits of their training to the work situation was not satisfactory. Most of them belong to Hospitality and Electrician domain from Uttar Pradesh and ISMO domain from Nagaland.

Effectiveness of the trainers

An effective trainer in the DB Tech Skilling Program is expected to be a good communicator, effective at transferring of the skills, a mentor who accompanies the trainees with love and understanding, and committed to the cause of the young, especially the poor and the marginalized.

The effectiveness of the trainers was assessed from the feedback of the trainees as well as from the responses of the trainers themselves. The interviews of the state coordinators and the management personnel also shed light on the topic.

The DB Tech skilled youth, in general, appreciated the trainers very highly. Nearly all the skilled youth (97%) found the training provided by the trainers to be very effective. The skilled youth had great respect for their trainers and considered them as effective agents who brought about significant changes in their personality, showed them the right path, and moulded them to be thorough professionals in the area of the skills they were trained in.

DB Tech training centres

The DB Tech skilled youth considered the training centres to be very conducive for acquiring the skills needed to get employed in good organizations. They particularly commented on the daily timings of the training, the ambience of the training institute in terms of adequate infrastructure, facilities provided, and opportunities for enhancing personality through extracurricular activities, availability of uniforms, trainer's attitude towards the trainees, and the decorum of the institute. They appreciated, in particular, the availability of books, tables, adequate space in the building, sanitation facilities, and cleanliness in general. In short, the trainees appreciated the great love, concern and the commitment of the management shown in so many details of the program.

Majority of the skilled youth (88%), both working and dropouts, found the environment of DB Tech institutes very conducive to acquire the skills they had enrolled in. What the skilled youth appreciated most were the helping and understanding approach of the trainers, the extracurricular activities, and the practical training that they received.

Improvement in self-esteem and confidence

While skills are the essential element in this training program, the performance on the job is very much enhanced when the trainees develop a good self-esteem and self-confidence. Hence every

effort is made in the training program to provide opportunities for the candidates to understand their level of self esteem and work on themselves to improve it.

The study showed that 86% of the DB Tech skilled youth felt that they had improved in their self-esteem and confidence level due to the training program. They mentioned that they acquired more confidence and skills in dealing with persons, take initiatives, and be more pleasant and serene in their dealings with the customers. Above all, they felt good about being more confident. A particular girl trainee remarked: *“I belong to a village area, and I never thought I could earn money, walk so confidently or even wear pants”* – a girl from Jammu working in the silver team of Dominoes.

Improvement in general knowledge

General Knowledge is important today in everybody's life. A skilled youth in particular should be well informed about the job or the skill he or she is involved in. Knowledge is power. It enhances one's self confidence as well. The skilled youth has to be up-to date about the knowledge at least in one's field. Changes are so rapid and complex today that one has to get into a 'life-long learning mode' to be able to perform well in their respective field according to the changes in the sector.

The study reviewed the opportunities provided in the training program to enhance one's general knowledge particularly in the domain chosen by the trainee. The skilled youth were asked how far they had improved in general knowledge after joining the training program.

The analysis revealed that 73% of the skilled youth felt that their general knowledge had significantly improved since the training. It had helped them to take right decisions, to deal with customers with more confidence, and overall provide a better performance.

Higher hopes and aspirations

When young people do not have hopes and aspirations they tend to be discouraged and frustrated. Such a mood, often leads them to self destructive and anti-social activities. When they find no reason to live, they search for ways and means to die. The increase in the suicides among the young is a clear indication of this fact.

DB Tech Training Program has provided many a youth a reason to live, and their hopes are aroused. They are able to set goals in their lives and work towards them. When appropriate means are provided to attain their goals they get further encouraged setting higher goals, and working towards them. If it is true that a nation/people without a vision shall perish, it is equally true that an individual without a vision or a dream shall be listless and frustrated.

A big majority of the skilled youth (81%) mentioned that since the training their hopes and aspirations have risen. They could never think of earning money for themselves and supporting the family. As their self confidence has increased they are able to set higher goals and aspirations.

Other major improvements

The DB Tech skilled youth had identified certain areas in their lives where improvements had taken place. They noted that their communication skills had improved. They have acquired certain computer skills and they were much more disciplined and focused in their life. Ability to speak in English gave them an added advantage in dealing with people, especially with their customers. Time management was yet another skill that they appreciated in the training program. Prior to the training, many trainees, especially, boys would waste a lot of time. Even when they were not earning, they would demand money from the parents and spend it on friends. But now when they started earning money they became more responsible and accountable to themselves.

Relationship between the skills and income

DB Tech provides variety of courses according to the need of the job market. All these courses are designed by professionals after studying the current job market scenarios. The demand for the various courses differs according to the nature of the domain, salary, and other similar factors. On the other hand income of the skilled youth differs according to the domains in which they are working, experience, talent, work knowledge, and overall performance on the job.

The study revealed that the Hospitality domain has more demand among the skilled youth (31%). It is further seen that domains like Hospitality, Sales and Marketing, provide more income (Rs.15000-20000) to the skilled youth. Majority of the skilled youth, who earned more than Rs. 15000, are coming under Hospitality domain. Among those who earned between Rs.10000-

15000, the majority of the skilled youth are from service sector domains like Hospitality (27%), Retail (23%), and Beautician (17%), and from the technical sector domain like Electrician (17%). It clearly shows the skilled youth from service sector are able to get more income compared to technical sector.

Through the short term Skill Training Program, the DB Tech is able to provide job with minimum decent salary. According to the respondents domains like Hospitality, Retail, Beautician and Electrician are best paid and most demanded courses, and through these domains the skilled youth are able to get good salary. It also revealed that whenever the trainees performed well and developed their competency they had the advantage of a higher salary.

Qualification and experience of the trainers

Any job today requires adequate job specification to meet the requirements of the job description. Professional mind set has entered into skill training too. When experience is added to qualification we get a good trainer. Further, to be a trainer in a DB Tech Skilling Program one needs a different mind-set, and corresponding skill-set. They need to have a special love and concern for the poor and the marginalized. Commitment of the staff is seen by being present among the trainees beyond the class rooms.

The study revealed that in DB Tech, 38% of the trainers were Post Graduates, and 56% of the trainers were Graduates. It is gratifying to note that even for this short term training program (three months duration) DB Tech provided well qualified trainers.

DB Tech institutions were enriched with qualified and experienced trainers. 39% of the trainers had more than 2 years of experience in DB Tech itself. 21% of the trainers had one to two years of experience in DB Tech, and 40% of the trainers had experience of less than one year.

Weak areas of DB Tech Skilling Program

Trainers Perspective: As the trainers were involved in the entire process from mobilization to enrolment, training, placement and follow up of DB Tech Skilled Youth, they were the best to identify the ground weak areas on DB Tech Skilling Program. Among the trainers, 36% indicated that the duration of the short term skilling program was insufficient to cover the syllabus. 17% trainers from the states of Assam, Karnataka, and Tamil Nadu responded that

there was communication gap among local, state and national levels. While 5% responded there is lack of manpower thus increasing the work pressure. This was more significant in Chhattisgarh and Uttar Pradesh. 8% of the total trainers responded that they are not getting adequate funds for the office thus at times spending from their own pockets. This point was significantly raised from the trainers of Uttar Pradesh, Assam and Tamil Nadu. Another major weak area indicated by nearly 21% of the trainers were the inadequacy of the infrastructure and insufficiency of the study materials. Some of the trainers mainly from of Jharkhand, Chhattisgarh, and Orissa remarked that the study materials provided by DB Tech centres were not upto the present industrial standards.

State coordinators: A few state coordinators conveyed that there was communication gap between national and the state centres in terms of allocation of fund, updating data and there is delay in the process of decision making. According to them the visit by national teams to the state centres was not up to their expectation which also affected the process of reviewing, monitoring and evaluation. The state coordinators added that some trainers also showed concern of low support they received from the higher management which adversely affected their sense of belonging towards DB Tech, thus curbing their motivation to take initiatives for better training.

They also mentioned that many times skilled youth from their state quit their job after getting placed. Some of the reasons were insufficient salary, work place being away from home, marriage and family responsibilities. The parents and trainees expected higher salary and better working condition.

Province in-charges: Couple of province-in-charges responded that the fund from corporate projects was less compared to government project. This at times reflected in recruitment of trainers and led to lower rate of retention of the qualified and experienced ones. They felt that more adequate and appropriate TOTs should be given to the trainers

One of the province-in-charges responded that there have been situations where courses were stopped in a centre due to insufficient funds, though it was much in demand among the youth in that area and had the probability of providing more jobs locally.

In a nutshell, the knowledge and learning from DB Tech Skilling Program equipped the trainees to be competent to work in their fields. Majority of the working and dropout skilled youth found the knowledge they gained through DB Tech Skilling Program to be very helpful in their job. The skill training programs were upto date according to the present industrial needs in the respective domains. However suggestions to improve more were also given by the trainers. Through this program the skilled youth developed a better image about themselves, which in turn, raised their higher hopes and aspirations about their personal and professional life. The study revealed that domains like Hospitality, Retail, Beautician and Electrician were in greater demand and also with better remuneration.

4.4 Performance of the Skilled Youth at their Work place

Any training institute will always want its training to be fruitful. The main objective of the DB Tech skilling program was to make the dropouts and the unemployed youth employable. The quality of any training program can be assessed best by the performance of these trainees on their jobs. The display of their knowledge and the practice of the skills on their job will prove their quality.

The performance of the DB Tech skilled youth on their jobs can be best assessed by interviewing the employers and the supervisory staff in the places where the trainees were placed. Hence employers were interviewed. The skilled youth were also asked questions related to their performance and the relationship to the training.

Soft skills in the training program

DB Tech is keen to make its training program more holistic. Hence they have introduced certain soft skills as part of the program. It comprises of Communication skills in English, Basic Computer skills, Etiquette, Good Manners, and other life-coping skills. The life-coping skills include Relationship skills, Positive Thinking, Building Self- Esteem, Team Building, Decision Making, Goal Setting, Time Management and Money Management. This is done in an interactive learning environment through group activities, role plays, stories, etc.

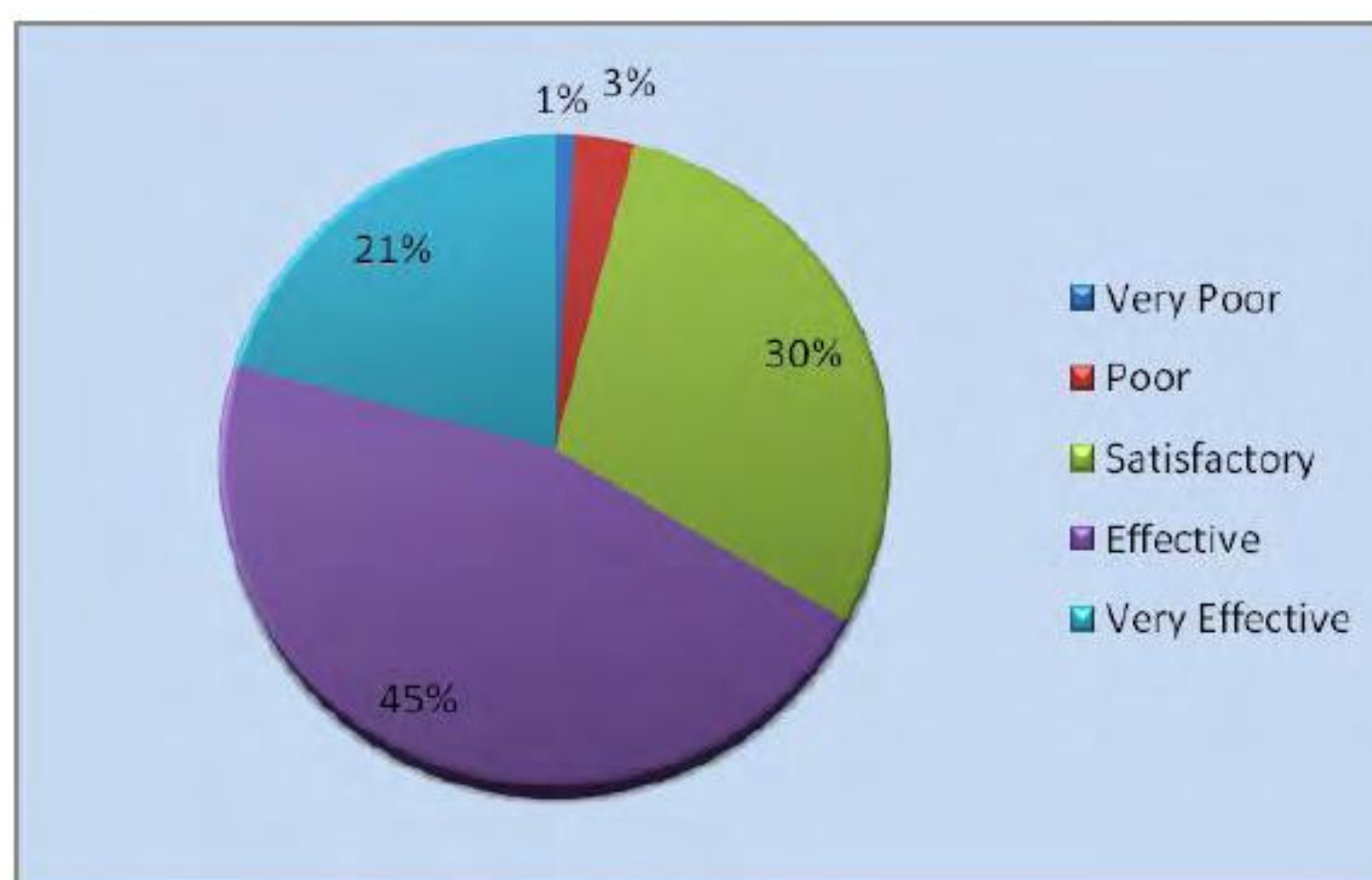


Figure 6: Effectiveness of the soft skills/life skills as rated by the employers

The employers were asked to rate their satisfaction level in terms of the soft skills of the DB Tech skilled youth on a 5 point scale. Majority of the employers (66%) stated that the soft skills of the DB Tech skilled youth were highly effective. Considering the background of these trainees, their performance was very much appreciated.

When it was analyzed state-wise it was seen that employers from Jammu & Kashmir was happy with the performance of the skilled youth. They belonged to Retail sales, Hospitality, Electrician, and BPO domains. Employers from Uttar Pradesh (20%) said that they were very much satisfied with the display of the soft skills by the trainees on their job. These employers belonged to Sales Marketing, and Hospitality. Others (30%) who said that the trainees were effective belonged to Retail Sales, Hospitality, and Electrician domains. Another 50% who belonged to Nursing Assistant and Electrician domains said that they were just satisfactory.

Employers from Jharkhand, Chhattisgarh, Orissa, and West Bengal (Naxals and Maoist affected area) (71%) reported that the DB Tech skilled youth are highly effective in the exercise of the soft skills. These employers belonged to Hospitality, Electrician, Auto mobile, Sales and Marketing domains. Some of the employers remarked that the DB Tech skilled youth need to improve in the exercise of soft skills especially in the domains of Beautician, Spa, Sales and Marketing, and Electrician.

In Nagaland, Assam, and Meghalaya 48% of the employers reported that they considered the skilled youth to be effective with regard to the soft skills. Some of the employers remarked that the trainees had to improve in their soft skills.

Employers from Kerala, Karnataka, and Tamil Nadu (71%) reported that the skilled youth were quite effective in the exercise of the soft skills. They belonged to the domains of Hospitality and Electrician.

The employers (4%) from Electrician (Chhattisgarh), Beauty & Spa (Jharkhand), ISMO (Meghalaya), and Sale and Marketing (Chhattisgarh) remarked that the skilled youth had to improve in their soft skills.

Other positive traits observed by the employers in the DB Tech skilled youth

When the employers and supervisors were asked about the performance of the skilled youth, they were asked to rank the traits that they have observed in the trainees. The result of the compilation is shown below:

Table 2: Positive traits of DB Tech Skilled Youth

Responses	Rank	Responses	Rank
Good character and conduct of the trainee	1	Sense of belonging	4
Professionalism	2	Good working knowledge about the skill	5
Good Personality	3	Good communication Skills	6

Good character and conduct are very much appreciated. On the other hand the employers expect better communication skills, and specific knowledge about the skill they are trained in.

Expectations of the employers from the DB Tech skilled youth

The responses of the employers were listed and ranked according to priorities:

Table 3: Areas where DB Tech Skilled Youth should improve

Improvements mentioned by employers	Rank	Improvements mentioned by employers	Rank
Maintaining etiquette in professional life	1	In depth theoretical knowledge about the skill	5
Enhancement in life skills	2	Improvement in English language	6
Practical knowledge about the skill	3	Enhancement of soft skills	7
Personality development	4		

The major area of improvement which the employers pointed out was that the DB Tech skilled youth need to maintain professional etiquette and enhance soft skills like communication skill, time management, self esteem/attitude, handling emotions, etc. This was mentioned because there was a very high attrition in some domains, like Hospitality. Often DB Tech skilled youth would resign without any prior notice. The skilled youth sometimes succumbed easily to the work pressure and the employers expected them to know how to deal with such pressures. They also expect the trainees to have a deeper knowledge in terms of theory and practice. To achieve the same, the employers suggested increasing the duration of the training.

Performance of the DB Tech skilled youth

When the employers reviewed the performance of the skilled youth they were quite satisfied with the knowledge and skills of the trainees. More importantly, they appreciated the good character and conduct of the skilled youth. The zeal and the commitment displayed by the trainees were very much appreciated by the employers.

The responses of the employers were analyzed regions-wise which is seen below:

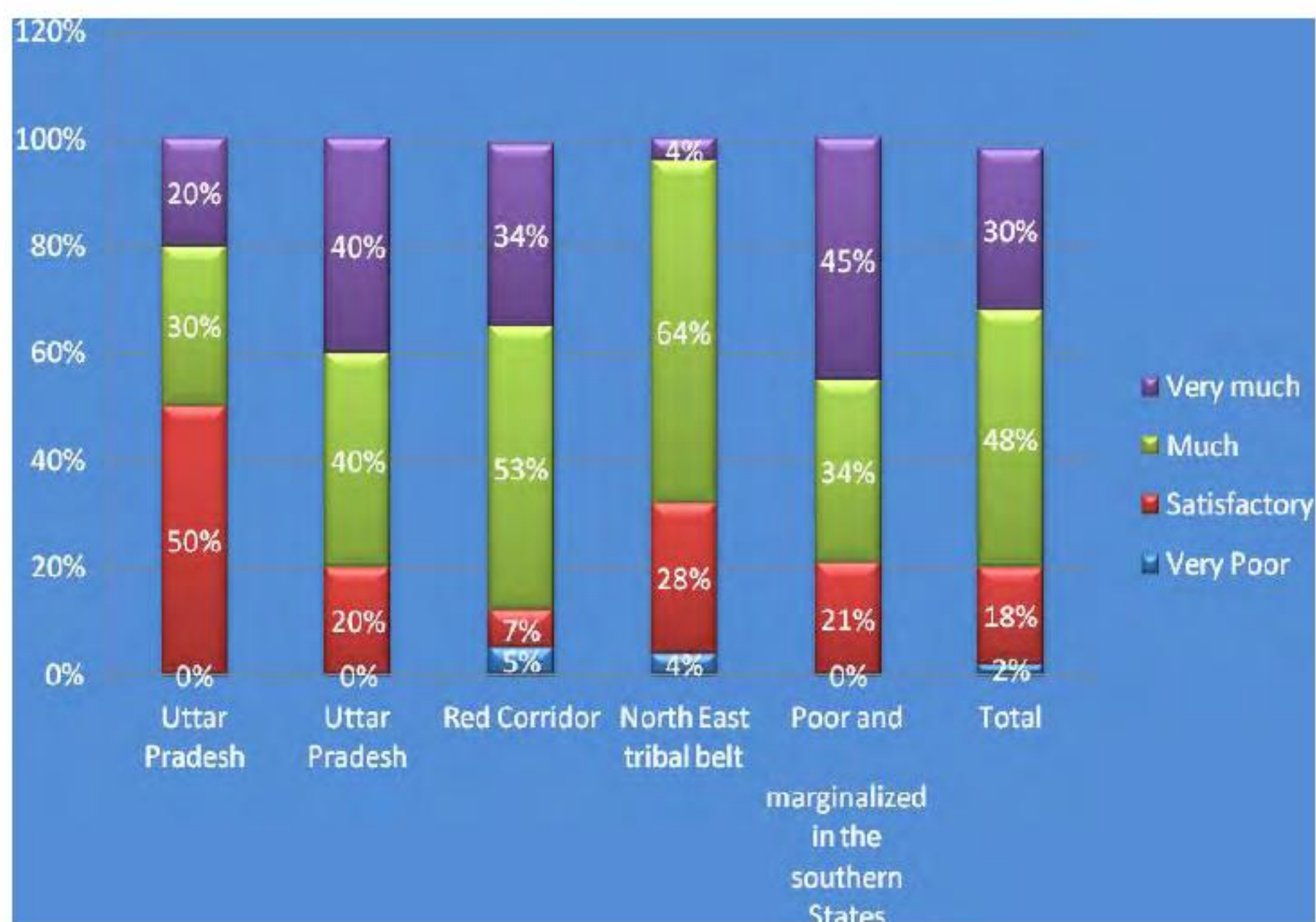


Figure 7: Satisfaction of employers towards trainees' performance at the workplace

Figure 7 shows that 78% of the employers were highly satisfied with the performance of the DB Tech skilled youth. They were satisfied with the knowledge they had about the skill, their good character and conduct; they also appreciated the zeal the DB Tech skilled youth showed to learn more. Many of the employers were considerate to keep in mind that the majority of the skilled youth were dropouts and from a marginalized or poor socio-economic background. The employers appreciated the skilled youth whenever they made some serious efforts to learn more or showed signs of belonging to the organization.

Some of the employers (3%) were dissatisfied with the way the skilled youth left the organization without prior communication. These were mainly from the Hospitality domain in West Bengal, Beauty, and Spa domains from Jharkhand, and Electrician domain from Chhattisgarh.

View of the skilled youth of the employers

While skilled youth assessed their own performance, they also reviewed the performance of the employers, particularly the way they appreciated and treated the skilled youth.

The study revealed that 86% of the skilled youth felt that the employers were quite happy with their performance. They felt that the factors that the employers appreciated were the professional approach in their work, good working knowledge, good character and conduct, good communication skill, sense of belonging, and good personality.

Very few (2%) of the skilled youth said that their employers were not happy with their performance. They were, at the same time, aware of the reason for the poor performance. It was due to their lack of punctuality, and of reliability.

DB Tech training brand

The employers were asked if they gave any preference to the DB Tech skilled youth at the time of recruitment. Majority of the employers (66%) said that they preferred DB Tech skilled youth for their reliability, sense of belonging, and good knowledge about the skill proper. Some of them preferred DB Tech skilled youth because of their appreciation for Don Bosco. Some preferred these trainees because of the trainers who followed them up. The employers also appreciated the fact that DB Tech Skilling Program provided well prepared skilled workers to their organizations.

Some of the employers (34%) said that they did not look for the source from where the trainees come, but instead, they looked for quality in the skilled youth.

Suggestions from the employers to improve DB Tech Skilling Program

To improve DB Tech Skilling Program the employers had made certain suggestions, which were ranked according to the number of the respondents for each suggestion, and the same is given below:

- The skilled youth should have more in-depth and up-to-date knowledge about the particular skill.
- Skilled youth should be prepared to do a lot of hard work and be more professional in their dealings.

- The duration of the training period should be increased to make the training more effective
- Give more opportunities to candidates from rural background.

Concluding this session it may be stated that most of the employers were happy with the DB Tech Skilling Program. Many of them appreciated these skilled youth for their good character and contact, their reliability, their knowledge about their skill, and above all their readiness to learn more. Their appreciation was even more when they recognise their socio economic background of these candidates. However they pointed out that better and in depth practical knowledge should be imparted about the particular domain in which the candidates were trained. Some of the employers were unhappy about the way the youth left the job without any prior notice.

4.5 Employability of the DB Tech Skilled Youth

One of the main objectives of DB Tech was to skill the poor and the marginalized youth, and prepares them for a decent job. In addition to the imparting of the skill, DB Tech provided a holistic formation which enhanced not only the skill-training but also quality of their life. The success of the Skilling Program was seen from the way the employers appreciated the skilled youth from DB Tech and wanted to recruit them in their organizations. From another angle the success of the training program may be assessed from the fact that the skilled youth had more options for jobs to choose from.

Placement after the training

DB Tech Skilling Program assures its trainees that they will be placed on the jobs within three months of the completion of their training. However, the period between the completion of the training and the placement varies according to the domain, the performance of the skilled youth at the interviews, and the willingness of the youth to migrate to other places.

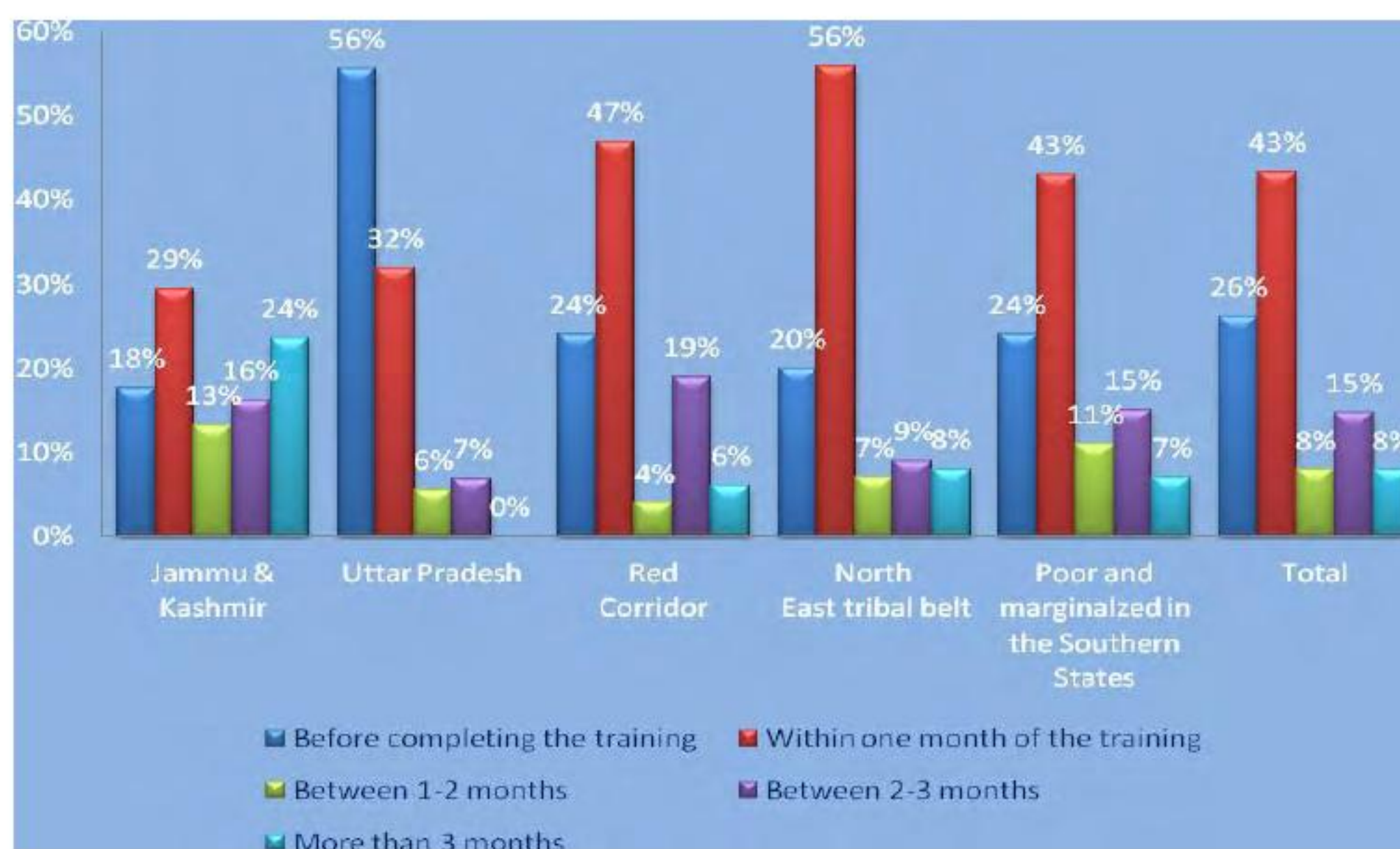


Figure 8: Region-Wise distribution of placement of the skilled youth

Figure 8 shows that 76% from J&K, 100% from Uttar Pradesh, 94% from Red Corridor, 92% from North East tribal belt, and 93% from the Poor and Marginalized in the Southern states were placed within three months of the completion of the training. Success of the Skilling Program is evident from the short gap of time in which the trainees were placed.

The trainers were very happy with the success rate of the placement of the skilled youth. Among them, 62 % said, they were able to place around 80% of skilled youth before the completion of the training. It also indicated the success of the training program and the relevancy of the trades which were taught by DB Tech. Apart from the good quality of the training program, it was the good network maintained by the DB Tech staff with the employers that expedited the process of placement of the skilled youth. DB Tech centres have established rapport with organizations like Taj Hotels, Voltas, Eureka Forbes, Toyota, Siemens, Brizen Group, Jindal, Hindujas, Tata Motors, and Carrier. Also they are in contact with certain small scale industries, retail shops, employment agencies, etc.

It can be said that the DB Tech trainers were able to introduce at least one job opportunity to the majority (95%) of the skilled youth. 47% of the them were offered more than one job. This clearly indicates the employability of the skilled youth after their course completion.

Change of jobs

The analysis revealed that 78% of the skilled youth continued in their jobs where they were placed. Overall these youth were satisfied with the placements provided by DB Tech. Even when they had some difficulties at the workplace, they adjusted and continued with the job.

According to the analysis, out of the total working youth, 15% changed their job after the first placement. Among them 46% of the trainees moved to a new job because of low salary; and 24% changed because of unsatisfactory working conditions. The remaining 30% gave reasons such as distance from home, and personal problems..

Reasons for dropping out

The major reason cited by the working youth to dropout from their job was unsatisfactory working conditions. Majority were not happy with the environment of their workplace. The second important reason was low salary. The skilled youth felt the salary was not enough even to support themselves, and therefore they could not think of supporting their families. Some left their jobs to pursue their further studies. Since these youth were not from such a poor economic background, they could afford to go for further studies.

DB Tech follow-up of dropouts

Continuous follow up (tracking and reporting) of the skilled youth was required once their training was over. However when the reports were not demanded by the agency concern there was a slackening in the process. Follow up helps to place candidates on a job when they do not get a job placement. In some cases, when they leave a job they may be accompanied with adequate support and encouragement.

Even if a skilled youth leaves the job, follow up is done by the DB Tech trainers to understand the reason for leaving and also to help them to find out a better alternative or a more suitable job.

The study revealed that the trainers follow up the skilled youth who are either placed or not yet placed on a job. The youth feel understood and supported by the trainers. This again proves the fact that DB Tech ensures that the training bears fruit. However, it is seen that a closer and continued follow up of the skilled youth will bear greater fruits.

In conclusion, majority of the skilled youth got placed within two to three months of the completion of the training. This implies that the skilled youth were competent enough to be

employed. Many times they were offered a job in those organizations where they were doing ‘On the Job Training’. Along with the trainers’ familiarity with the employers the skilled youth could be rapidly placed wherever they were in demand.

4.6 Migration and Cultural Factors

The DB Tech skilled youth were trained in those domains that had great demand for skilled manpower within the state and outside the state. The major aim was that youth should have the option to work wherever they wanted to. Majority of them got placed locally in their districts, while many migrated to different districts or states when they saw better opportunities. In this section, analysis is done to see the rate of migration and the reason for the same.

The study revealed that 73 % of the total skilled youth were locally placed, and 27% of them migrated to other districts or states for job. Some migrated for a better job, others for better growth opportunities, and still others who wanted to specialize in their particular skill. There were youth who did not want to migrate due to gender or family constraints.

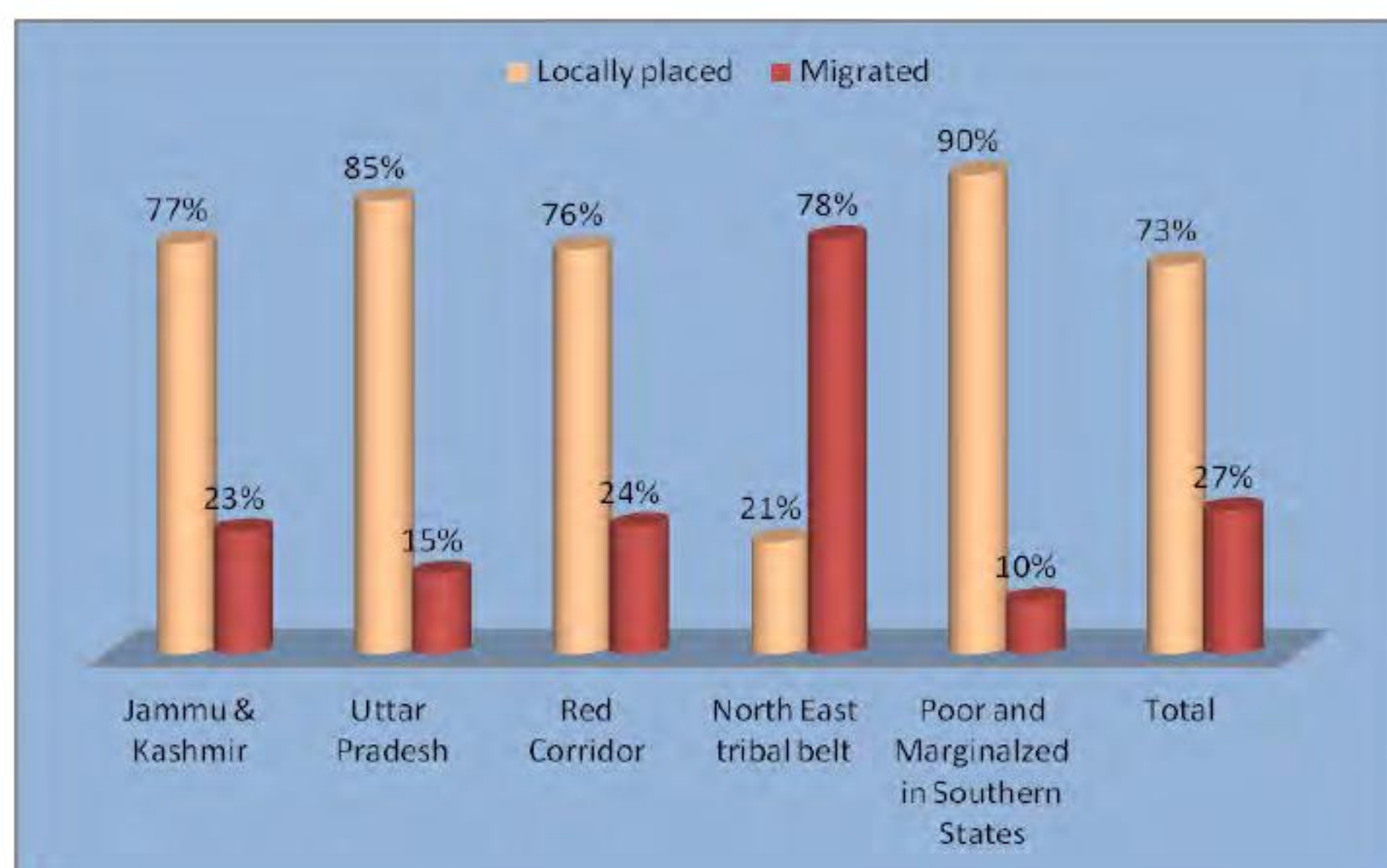


Figure 9: Distribution of skilled youth according to their placement

It is seen in the above figure that the highest migration is in the North East tribal belt. 100% of trainees in Meghalaya migrated to other states, while in the case of Nagaland and Assam the migration had been nearly 80%. The skills that were taught in these areas were mainly Hospitality House keeping, Hospitality F&B, Beautician and Spa, ISMO, and Retail Sales which have a good job market outside these states.

Little has been done in terms of development to give the region its due, in spite of its strategic location and abundance of natural resources. That is one of the major reasons for migration from North East tribal belt to other states which offered them lucrative jobs. Most of the employers of these North Eastern skilled youth mentioned that they were flexible and adaptive to the system.

The trainees from the North East have an attitude of readiness to move out for better job. This coupled with their spontaneous nature and better command on English communication skill they have a higher demand in the tourism and hospitality sector in South India, which provides them with plenty of job opportunities not available in their own state.

The migration is the least in the state of Tamil Nadu. The rural people of Tamil Nadu prefer to stay within the comfortable environment where they lived, even if they were offered less money.

Gender differences in migration

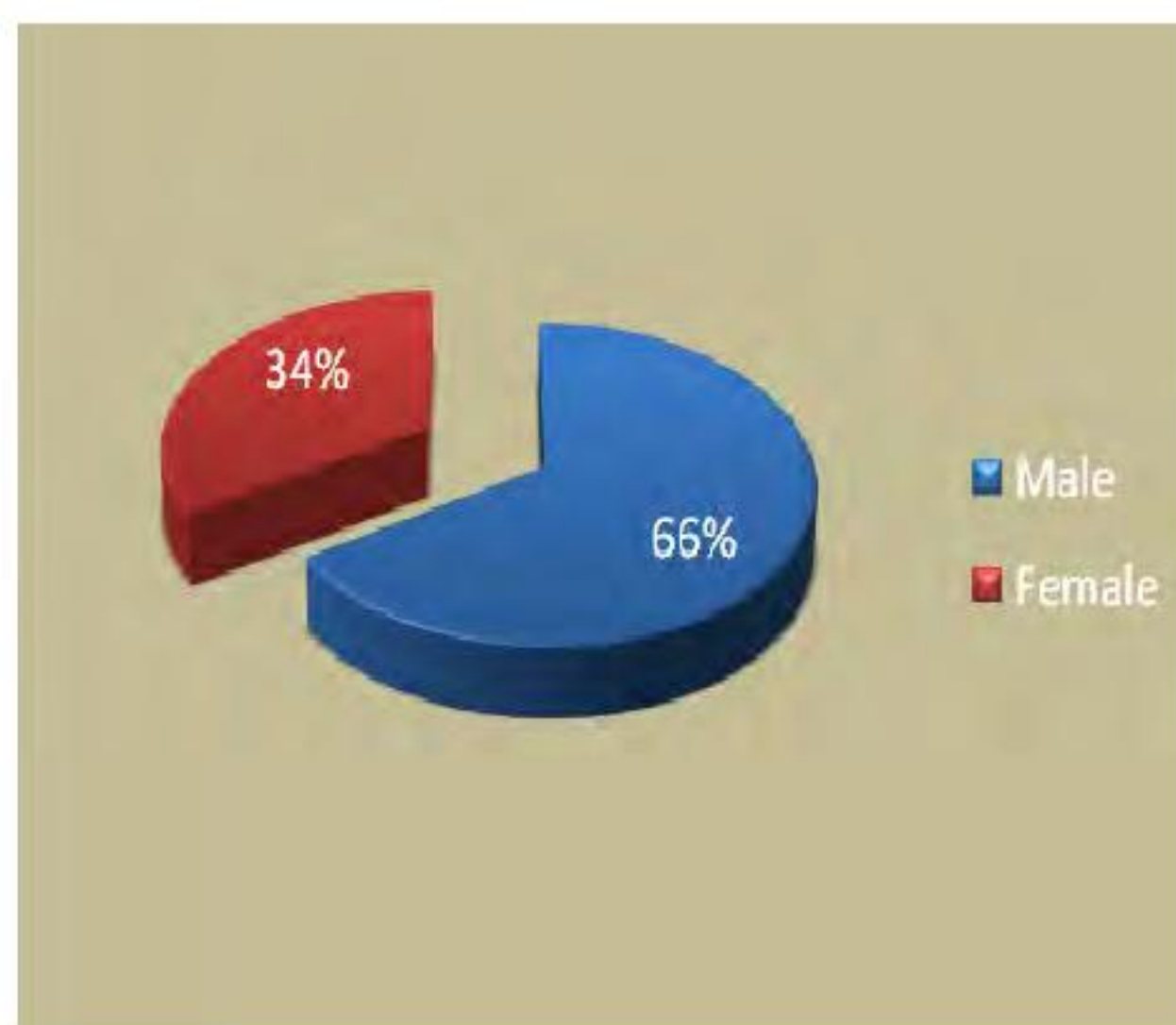


Figure 10: Gender distribution of migrated skilled youth

Figure 10 shows that 66% of the migrated skilled youth were male and the remaining 34% female. This composition of male and female is the same as the gender distribution seen among the respondents (skilled youth only). Although the percentage of women migrants was half as compared to men, this can be seen in a positive light. The women were sometimes ready to break the barriers to come out and try different avenues to develop themselves as professionals. Among the female, the highest migration was from Nagaland, and the second highest was seen from the state of Karnataka. The migration in Nagaland was mostly inter-state, whereas in the case of Karnataka, it was observed there was inter district migration.

In Jammu & Kashmir the highest number of migration among women in the domain of Hospitality. One would think that women from this sensitive area might be very timid and shy. But unlike the popular belief, the women from Jammu & Kashmir showed confidence.

Many women, especially in the South didn't opt for a job outside their district or state because their parents didn't support them. One of the data collectors had an opportunity to attend an Orientation program. This was conducted for the parents of female trainees who were being sent to Mohali, Punjab for a job. It was observed the parents were worried, but they agreed to send their daughters to another state. The parents were ensured that they were going as a group under the assistance of a trainer and will be able to maintain regular contact. Thus the parents also played a very important role in instilling confidence among their daughters. The concern and interest shown by the DB Tech trainers encouraged and motivated the parents to send their daughters to others states for jobs.

The migration among male youth was found highest in West Bengal, Assam and Nagaland from the domains of Security, Electrical, and Hospitality respectively.

The skill and location of placement

Different skills have varying levels of demands in different part of the country. There are chances that the skills provided by the centres may be based on the local demands or the potential of the people in that area.

Table 4: Distribution of Skilled Youth According to the Skill and Location of Placement

Skills	Locally placed	Migrated	Total	Skills	Locally placed	Migrated	Total
Hospitality/Hospitality General	78%	22%	100%	Retail Sales	73%	27%	100%
ITES Communicative English	100%	0%	100%	Sales and Marketing	89%	11%	100%
ISMO	19%	81%	100%	Hospitality-F&B	75%	25%	100%
Electrician	89%	11%	100%	Hospitality-Housekeeping	37%	63%	100%
Nursing Assistant	96%	4%	100%	Beautician	72%	28%	100%
Industrial Welding	53%	47%	100%	Automobile Repair	100%	0%	100%
Security Guard	15%	85%	100%	BPO	75%	25%	100%

From the above table it can be observed that most of the skills have local demand and only a few have higher demand outside the district or state.

The skill that had led to maximum migration was Hospitality Housekeeping and Security Guard. Other skills that follow suit were ISMO, Retail Sales / Sales and Marketing and Beautician.

As mentioned earlier, the skilled youth from North East tribal belt had an advantage for certain things. They had good communication skills and a confident attitude. So the courses like Hospitality, Beautician and Spa, Retail Sales, were more apt for them and by getting trained in these courses the youth were able to use their talents and abilities very fruitfully and able to find out decent livelihood.

The income level differences among migrated and locally placed skilled youth

Most of the people seek for a job in their home towns or nearby places. Usually when people get better job, salary, or good working conditions they are ready to migrate. This is seen also among the DB Tech skilled youth.

Table 5: The income level differences among migrated and locally placed skilled youth

Income per month (Rs.)	Locally placed	Migrated to other state
Below 5000	42%	32%
5000-10000	53%	62%
10000-15000	4%	6%
15000-20000	1%	0%
Total	100%	100%

The table shows 32% of the migrated skilled youth were earning below Rs. 5000; 62% of the skilled youth were getting paid Rs.5000-10000; and 6% were paid between Rs.10000-15000. Among locally placed, 42% had an income below Rs.5000; 53% earned between Rs.5000-10000; 4% was getting in between Rs.10000-15000; and 1% was getting in between Rs.15000-20000.

Further analysis showed that the locally placed skilled youth from North East tribal belt and the Red Corridor were getting low salary as compared to other states. But in states like Karnataka, Kerala and Uttar Pradesh the salary was high, especially if the workplace was located in the urban areas.

Majority of migrated skilled youth had been earning in the range of Rs.5000-10000. This category of migrated skilled youth belonged to different skills in Hospitality and Electrical domain from the states of Karnataka and Assam respectively. Migrated skilled youth from Nagaland (trained in Beautician and Spa) are earning Rs.10000 - 15000. Hospitality sector had the highest number of migrants across the country. This just reinforced the fact that Hospitality was the booming sector of the country. Most of the migrated skilled workers, who were earning below Rs.5000 belonged to the Sales and Marketing.

In conclusion, the migration was seen the highest in the North Eastern states, almost equal among male and female. This is the result of lack of job opportunities in these areas. The highest level of migration was seen in the domains of Hospitality, ISMO, Security Guard Retail Sales / Sales and Marketing, and Beautician and Spa. Majority of the migrated skilled youth were able to earn between rupees Rs.5000 and 10000 per month. Many employers also said that the

candidates from North Eastern region were much more effective in using soft skills in their work. The candidates from Southern region had a low retention rate as compared to North Eastern candidates. Skilled youth from these regions were also more adaptive than others. The highest migration among the skilled women was from Nagaland while the lowest was from Tamilnadu.

4.7 Attitude of the Parents Towards Skilling Program

The parents seemed to have understood the real objective of the DB Tech skilling program. The parents were very positive in their outlook towards the skilling program. The parents were happy to see the changes taking place in their children.

The study showed that the acceptance and recognition had increased when the youth started working and bringing in some financial help to the family.

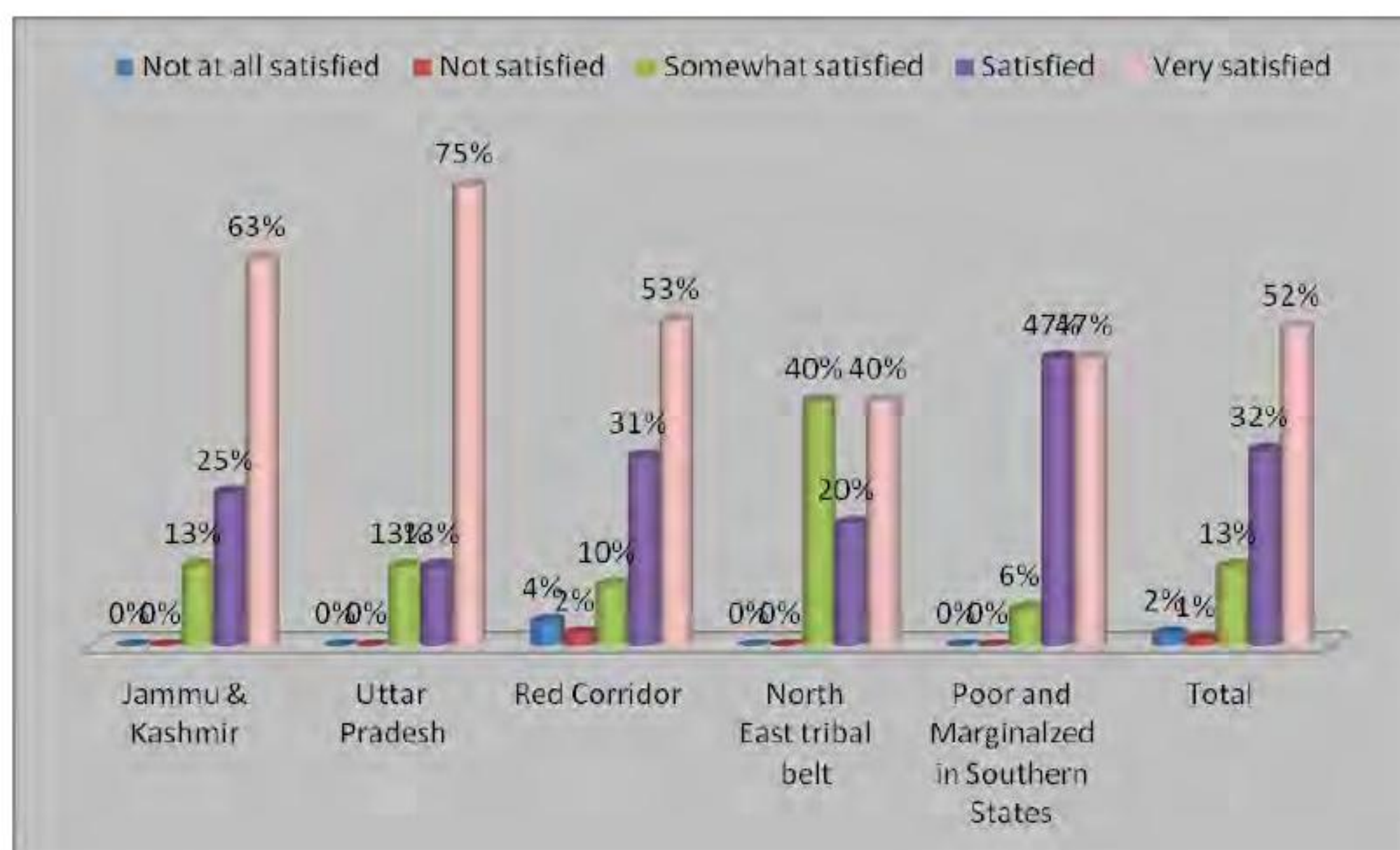


Figure 11: The satisfaction of the parents with regard to the job of their son/daughter

Figure 11 shows 81% of the parents were highly satisfied with the job of their son/daughter. Close to 50% of the parents were getting regular monetary help from their children. Majority of the parents of the skilled youth from Uttar Pradesh, and Red Corridor areas revealed that they were highly satisfied with their children's jobs.

Most of the parents were able to understand their children and were happy with what they contributed to the family. According to the parents, the children were able to manage their personal expenses from their income. They were no more asking money for their expenses. At the same time the parents were happy when their children were able to make some small contribution towards the family expenses.

Impact on the family

DB Tech Skilling Program was beneficial not only to the youth but also to their parents and family. The parents saw it as a blessing.

Most of the parents (82%) were highly appreciative of the skilling program. They recognized the changes in their children's life style. Once the youth were skilled they became more responsible, and also started helping the family.

Another 11% of the parents responded that they were somewhat satisfied. However very few (7%) parents felt that their children had not benefitted much.

Contribution of the skilled youth to the family

The contribution of the skilled youth to the family varied according to the salary, personal expenses, status of placement (Locally or Migrated), and also their attachment to the family. The study revealed that 43% of the parents felt happy that their children were able to support the family in its expenses in quite a significant way. While 33% of the parents responded that their children were somewhat able to meet the expenses, other 25% of the parents felt that the skilled had relatively low capacity to assist the family. About 25% of the parents said that the contribution of their children to the family was less than Rs. 1000, and they expected more help from them. However, the parents felt that beyond the financial support, there were other benefits to the family because of the DB Tech Skilling Program. About 75% of the families were happy that their children were now employed and had become more positive in their lives. They have become more responsible and polite in their behaviour. Some of the youth had given up their bad habits like drugs, irritable and impolite behaviour, and wasting of time.

Improvement in standard of life

Access to material resources is often closely associated to a higher pursuit of ambitions, investment in one's future, and a more secure and comfortable life.

The study showed that 75% of the parents of the skilled youth felt that the standard of living of the family had improved due to the income of the family that has been enhanced due to the employment of their children. The changes in the way of living improved in the family. The parents (26%) were able to buy various household articles; about 3% said that they had better food; 2 % said that they were able to meet their medical expenses; and 14% of the parents were able to save a little more due to the contribution made by their children.

However, 25% of the parents said that there was no significant change in their standard of living after their children got skilled and employed.

Skilled and not employed

This study made an effort to understand why the skilled youth were not employed. While the skilled youth themselves had given their reasons why they were not employed, here the analysis revealed what the parents felt about the unemployment of their children even after undergoing the skilling program.

About one-third of the parents (35%) said that their children wanted to study further, and hence did not look for a job placement. It could be that they got motivated to go for further studies during the skilling program. It could also be that they wanted to optimize their free time by acquiring one more skill in their life. One may wonder if the selection procedure to the skilling program should be reviewed so that the limited resources of the skilling program may reach the real target group, who most need such a training to get into a job.

Why dropouts? Parents' view

Some of the skilled youth dropped out from their work due to a variety of reasons. Here the analysis focused on what the parents thought was the reasons.

About 30% of parents of dropped out skilled youth stated that their children suffered from health problems; 30% said that their children left the job due to unsatisfactory working conditions at the

workplace. About 10% of such parents opined that their workplace was very far from their homes, and another 10% stated that low salary was the reason.

Thus the parents were the real witness of the changes that had taken place in their children since the training. Most of them had a sense of satisfaction with these changes in their children. They emphasized the importance of DB Tech Skilling Program among the rural and the marginalized youth. When their children were able to contribute towards the expenses of the family and saw them capable enough to take their own decisions they just wished that DB Tech skilling program spreads to different parts of the country to meet the aspirations of a greater number of youth.

4.8 Impact on Society

The changes taking place in an individual has an immediate effect on the family first, and then it will lead to changes in the society as well. In order to bring a transformation in the society, the development programs should be designed in a '*Person-Oriented*' style. This would further lead to the betterment of the society.

The development in a society can be measured through various means. One of the most evident ways is the income level of families. Hence it becomes essential that individuals are provided with a job. They in return have the responsibility of contributing to the society. For this, it becomes essential, that they are aware of their duties and responsibilities. Once the individual becomes aware, drastic changes can be seen in every society.

The unemployed can be categorized into many groups like, dropout from the school, those who idle away the time, those who are involved in antisocial activities. The unemployed youth is a possible danger to the society. They have a lot of untapped energy which can either be a *boon* or *bane*. Such youth can create problems in the society in different ways. Unemployed youth may become a burden to the family as well as to the society. It is usually said that, '*Idle mind is the devil's workshop*', and when they have no work, there is a tendency to involve in substance abuse and antisocial group/activities.

Usually the unemployed youth are from economically backward group, due to which they may be engaged in theft, eve-teasing, gambling, gang war, etc. The youth from the terrorist affected or sensitive areas, are most vulnerable to join Terrorist, Maoist or Naxalite groups.

Table 6: What these youth would have done in the absence of DB Tech Skilling Program

Significant areas	Not answered	Would have been jobless	Would have joined in some low paying job	Would have been in some unhealthy or anti-social activity/	Further studies	Don't know	Would be engaged in family business
Jammu & Kashmir	3%	56%	27%	7%	2%	3%	2%
Uttar Pradesh	5%	18%	64%	0%	12%	0%	2%
Red Corridor	6%	36%	41%	4%	4%	1%	3%
North East tribal belt	1%	50%	45%	2%	0%	1%	0%
Poor and Marginalized in Southern States	4%	33%	56%	2%	4%	1%	0%
Total	4%	35%	51%	3%	4%	3%	0%

The table 11 shows responses what would have been the status of the skilled youth if they had not attended the DB Tech Skilling program. 51% of them responded that they would have taken up some low paying jobs; 35% of them responded that they would have been jobless; others responded that they would have gone for further studies, or would have joined their family business. It has to be noted that, three percent of the trainees responded they would have been involved in anti social activities, more specifically, 7% of the total trainees from Jammu and Kashmir, 4% from Red Corridor, 2% from North East tribal belt, and 2% from Poor and Marginalized in Southern States. Further analysis showed that this category was all male youth.

Out of the total working skilled youth 23 (4%) mentioned that if they had not attended the DB Tech Skilling Program, they would have gone for further studies. Of these 4% the highest were from Uttar Pradesh and Kerala.

4.9 Skilling Program Reaches to the Marginalized

DB Tech Skilling Program was started with the aim of mainstreaming and ensuring economic security for youth who would otherwise be victims of poverty. The youth enrolled in the DB Tech Skilling Program were from rural, semi rural and poor pockets of urban areas. This study covered 44 DB Tech centres located in rural, semi rural and other poor pockets of the different states.

This study revealed the DB Tech centres were accessible for the poor and the marginalized. They were marginalized not only economically, and socially, but also geographically. The distribution of centres across the state showed that 37% of the centres were located in rural area; 27% was located in semirural area; and 36% was located in pockets of poverty in the urban area. The skilled youth from these centres were mainly school drop outs, unemployed from poor families, youth from tribal communities, youth from backward communities, and youth from the slums.

Table 7: Distribution of skilled youth according to the economic status and social group

Significant Areas	Economic status		Social group	
	BPL	APL	SC, ST, & OBC	General
Jammu and Kashmir	36%	64%	51%	49%
Uttar Pradesh	47%	53%	33%	67%
Red Corridor	82%	18%	65%	35%
North East tribal belt	80%	20%	95%	5%
Poor and Marginalized in Southern States	74%	26%	69%	31%

The centres from North East tribal belt and Red Corridor were able to reach out to the poor youth belonging to tribal communities, backward castes and poor families of the interior villages. Among the sixteen centres from these areas, six were located in rural area; seven were located in semi rural area; and five were located in the poor, urban areas. And the above table shows that majority of the skilled youth from these centres belonged to both BPL and ST category.

From Jammu and Kashmir, four centres were selected. Two centres were located in rural areas and another two centres were selected from urban areas. When the distribution of skilled youth according to the social group and economic category was reviewed, it was found that 51% of the

total youth belonged to SC, ST and OBC categories; and in economic category 36% belonged to BPL category. From Uttar Pradesh, three centres were selected for this study. Among them two were located in rural area, and one was located in urban area. The above table shows, half of the skilled youth belonged to BPL category, and in social group 1/3 of the skilled youth belonged to SC, ST and OBC. According to the table 12, the number of poor and marginalized youth enrolled from Jammu & Kashmir, and Uttar Pradesh seemed to be less.

Among the 12 centres, selected for this study, from Southern states, six are located in poor pockets of the cities, four were located in semi rural area, and two were located in rural areas. The table 12 shows that the majority of the skilled youth belonged to BPL and SC, ST, and OBC categories. Even though majority of the centres were located in semi rural and urban areas, the centres were able to reach out to rural, and poor and marginalized youth in the poor pockets of the cities.

In conclusion, it may be said that the poor youth had easy access to the Skilling Program of DB Tech, whether they belonged to rural or semirural areas. The skilled youth were able to send home at least a small portion of their earnings. It resulted in raising the standard of life of the families at least in a small way.

CHAPTER 5

MAIN FINDINGS

The Impact Study of DB Tech skilling program was undertaken as an evaluative study of the interventions carried out by DB Tech. The main aim of the DB Tech was to make the poor and marginalized skilled enough to make them employable after the short term skilling program. The respondents were the skilled youth, the trainers, the employers, the parents, the state coordinator and the province-in-charge. The skilled youth were selected from those who had completed the course in last batch of 2011, full batches of 2012 and first batch of 2013.

Majority of the skilled youth belonged to the economic category of BPL and from backwards castes, thus assuring that DB Tech was meeting the target of addressing the poor and the marginalized. The beneficiaries were chosen irrespective of their religious affiliation. This shows that Don Bosco Tech was firm in its objective of addressing the needy youth in order to make them skilled according to the market driven needs. In terms of location of the centres, 37% of the centres were located in rural area; 27% was located in semirural area; and 36% was located in pockets of poverty in the urban area. Majority of the interviewed youth were working, out of which 73% of them were locally placed.

To understand the impact it would be beneficial if the assessment is carried on the lines of objectives outlined for the study. **The first objective of the study was to assess the quality of the skill training program.** Only through a quality training program can the knowledge, skills, and in particular, the fine personality of the individual can be formed.

Majority of the skilled youth (93%) found the training provided by the trainers to be very effective and up to date according to their domain. This made the skilled youth competent enough in their job. The skilled youth had great respect for their trainers and considered them as powerful agents who catalyzed the changes in their personality, showed them the right path, and moulded them to be professionals in their respective skills.

According to the (94%) skilled youth the ambience of the training centres were very conducive to acquire the skills. Apart from the material support, the skilled youth appreciated the sense of commitment, understanding and support of the trainers. They felt that their personality was significantly enhanced due to the various extra-curricular activities. Such an all around training stood them in good stead when they were on the job.

Majority of the skilled youth (86%) felt that they had improved in their self-esteem and confidence level since they underwent the training. Many mentioned that they could talk to people confidently and feel good about themselves. *“I belong to a village area and I never thought I could earn money, walk so confidently or even wear pants”* – a girl from Jammu working in the silver team of Dominoes.

With the skill that they had acquired through the DB Tech Skilling Program the youth were able to earn money to support themselves as well as to support the family. Now, as they are much more confident about themselves, they aspire to achieve more in life, which they had never thought of prior to the training.

Professional knowledge and experience equipped the trainers to deal with the trainees adequately and provide better training by understanding the trainees on the one side, and assist them with the latest changes in the job market on the other. From this analysis it was seen that even though the duration of the training was short, DB Tech had well qualified and experienced trainers. The level of self esteem and confidence, hopes and aspirations of the skilled youth were significantly increased after getting trained through Skilling Program. The same was also reflected in their work place and their performance. Few of the skilled youth (4%) from Uttar Pradesh and Meghalaya from the domains of Electrician and Hospitality, and ISMO respectively remarked that they were incapable to apply the knowledge they acquired from the skilling program at their workplace.

The skilled youth had acquired various skills such as communication, customer relations, time management, team building, etc., and as a result, they have become more disciplined and focused in their life and were much more responsible. When compared to other youth who did not have such opportunities, they had great advantage in the job market. Some of the skilled youth

remarked, that had it not been for the Skilling Program, they would have taken up some anti-social activities.

The second objective was to assess the level of enhancement in the employability of the skilled youth after the Skilling Program. After this short skilling program DB Tech was able to place the skilled youth on a decent job where they performed well to the satisfaction of most of the employers and got a salary not only to support themselves and but also to help their families in a considerable way. Domains like Hospitality, Retail, Beautician, and Electrician are the most demanded courses. Better salary is one of the reasons for such a demand.

It is remarkable that 69% of the skilled youth got placed on a job within one month of completion of the training. This implies that the skilled youth are quite employable. In addition to the quality of the training, the brand name of DB Tech also plays its role in the speedy placement of the skilled youth. It is also to be noted that the trainers and placement staff keep good contacts with the employers. Some of the trainers, in certain domains, state that 80% of the skilled youth get placed immediately after the training. This proves the employability of the DB Tech skilled youth. Many a time they were offered a job in the organizations where they were doing 'On the Job Training'.

The short term training program made the skilled youth employable so that they are able to get job not only locally but also provided them with the option to migrate and get a better job. The migration was seen highest in the North Eastern states, which may be also due to the fact that job opportunities are poor in these areas. Few of the employers from South appreciated the reliability of the skilled youth from the North Eastern region because retention was higher among them.

Migration was seen highest in the domains of Hospitality, ISMO, Security Guard, Retail Sales / Sales & Marketing, and Beautician & Spa. The migrated youth get better salary. Majority of them earned salary between Rs.5000 and Rs.10000. They were mainly from the domains of Hospitality and Electrical and from the states of Karnataka, Nagaland and Assam. Migrated skilled youth from Nagaland trained in the Beautician domain earned even Rs.10000 to Rs.15000. However, among the migrated skilled youth of the domain of Sales & Marketing majority of them earned below 5000. Hospitality is the sector having the highest number of migrants on an average from across the country.

The third objective of this study was **to assess the satisfaction level of the skilled youth, parents and the employers.** Majority of the skilled youth (95%) were satisfied with their job. They were able to cope with the work environment, and maintain good relationship with superiors and co-workers. Higher level of satisfaction was noticed among the skilled youth of the domains of Automobile Repair, Electrician, BPO, Hospitality, Retail, and Beautician & Spa.

There were few skilled youth from Uttar Pradesh and Nagaland who were not happy with their jobs due to low salary. However, it was only around 3 % of the skilled youth from the ISMO domain from Nagaland who was not satisfied with job due to low salary, as well as great demands and pressure of work. In their case the employers said that their work was not up to the mark, and they had unreasonable demands too.

The salary of the skilled youth had a wide range between Rs.3000 to Rs.18000. This variation was due to factors like the place of the job (locally or migrated), the particular domain, experience of the skilled youth, and the performance level. There were a few exceptional cases where five of the skilled youth were getting a salary between Rs.15000 to Rs.18000 per month.

Majority of the working and dropout skilled youth never changed their job. Those who changed mainly did so due to less income or unsatisfactory working conditions. This was corroborated by data provided by state and province in charge that mentioned, that at times the pressure on the trainers to fill up the seats for the next batch lead canvassing of the youth with information arousing higher expectations on salary and good job. This reason is also very debatable from the perspective of both the skilled youth and the employer. The employers would claim that income is highly based on the performance. And as for the working conditions, the perceptions may vary. The employers may consider that they are acceptable, while the employees may consider them inadequate and hence dissatisfied.

Of the 15% of the working skilled youth who changed their job did so due to low salary. It was also found that though in many domains the initial salary was low. But once the youth became competent in their job, within a short period, they got a better salary. However, where the working conditions are favourable the candidates continued to work.

The percentage of the locally placed skilled youth is much higher than the migrated skilled youth. This pattern is very prominent in the Southern states and mostly amongst the female. There seems to be a cultural link. In the Southern states, young women of the marriageable age were not usually permitted by the parents to go and work outside their home town/village. While in the Northern Eastern states, in addition to the freedom that the girls enjoy, there is also the fact of less job opportunities in their local areas. Hence, in this region the migration level is high. The development of tourism and hospitality sector in South India provided plenty of job opportunities for them. In Jammu & Kashmir the highest number of migration amongst female was in the domain of Hospitality. One would think that female from this sensitive area might be very timid and shy. But, contrary to the popular beliefs, the young women from Jammu & Kashmir showed confidence. Migration level was the least in the state of Tamil Nadu, where the rural youth preferred to stay in their familiar surroundings.

Maximum migration was from the domains of Hospitality and Security Guard. Other skills that follow suit are ISMO, Retail Sales / Sales and Marketing, and Beautician & Spa. Further analysis showed that the locally placed skilled youth from North East tribal belt and the Red Corridor were getting low salary as compared to other states. But in the states of Karnataka, Kerala, and Uttar Pradesh the salary was high, especially if the workplace was located in the urban areas.

Majority of migrated skilled youth had earnings in the range of Rs.5000 to Rs.10000. This category of migrated skilled youth belonged to different skills in Hospitality and Electrical domain from the states of Karnataka and Assam respectively. Majority of the migrated skilled youth from Nagaland trained in Beautician & Spa (80%) were earning Rs.10000 to Rs.15000. Hospitality sector has the highest number of migrants across the country. This further reinforces the fact that Hospitality is the booming sector of the country.

Majority of the employers found that the soft skills and life skills in the Skilling Program had helped the youth to enhance their self esteem, a sense of belonging, and their job performance. They were very appreciative of the good character and conduct of the skilled youth. They were considerate enough to look at the qualitative change in the skilled youth. The employers mentioned that the skilled youth from Nagaland are very effective in applying the soft skills and life skills in their work. Although 4% of the employers also found the soft skills inadequate of

the skilled youth from the states of Chhattisgarh, Jharkhand and Meghalaya from the domains of Electrician and Sales & Marketing, Beautician and Spa, and ISMO respectively.

Majority of the employers preferred DB Tech skilled youth over skilled youth from other institutes. They were known for their good character and conduct, their reliability, adequate basic knowledge about the skill and above all, their eagerness to learn more. Whereas a few employers (3%) also expressed their displeasure over DB Tech skilled youth leaving their organization on the one side and in some cases without prior notice on the other. This incurs additional induction training cost as well disturbance of their work schedule. These skilled youth were mainly from the domains of Hospitality from West Bengal, Beauty & Spa from Jharkhand and Electricals from Chhattisgarh. In the states of Chhattisgarh and Jharkhand, majority of the skilled youth who left their job expressed low salary which was insufficient to sustain themselves outside their hometowns.

Majority of the working skilled youth (86%) felt that their employers were happy with their performance at work. This also correlated with the satisfaction of majority of the employers (78%) with the performance of DB Tech skilled youth. The major reason according to the skilled youth for the employers satisfaction was their professionalism; their attitude to take up any job without any ego issues.

The study **assessed the impact of the Skilling Program on the quality and the standard of life of the trainees and their families.** Majority of the working skilled youth (51%) responded that they would have joined some low paying job if it wasn't for DB Tech Skilling Program. Few working skilled youth (3%) responded that if it was not for DB Tech Skilling Program they would have taken up some unhealthy or anti-social activity. They all were male.

The parents of the working skilled youth were happy that their children were able to manage their expenses, and they were not asking money from home. Some of them were even happier when their children were able to contribute their share towards the family expenses. This sense of responsibility shown by the children, gave the parents a sense of satisfaction. It was also seen as the salary of the skilled youth increased and the contribution towards the expenses of the family got enhanced their acceptance and recognition in the family improved relatively.

Majority of the parents were thankful to DB Tech for bringing about quality change in their children who prior to the training would have been without a job, wasting time, engaged in unhealthy/ antisocial activities. But now they had some sense of responsibility, and are more focused in life. Parents also played a very important role in instilling confidence among their children, particularly in their daughters. Some of the parents felt confident to send their daughters to other districts or states for job, because of the involvement of the DB Tech.

The parents are real witnesses of the changes that took place in their children. They are really happy with the change DB Tech was able to make in their children and want it to spread further in the country.

Part III
DB TECH SKILLING PROGRAM
IN PROSPECT

CHAPTER 6

RECOMMENDATIONS

While formulating the recommendations the research team took utmost care to ensure that only practical and logical interventions are recommended. The recommendations are formulated incorporating views from all the stakeholders interviewed and from the observations made by the research team. Following are few suggestions put forward to help formulate a strategy to enhance the effectiveness of the DB Tech Skilling Program.

The success of the DB Tech Skilling Program greatly depends on the pivotal points of the Trainers, Curriculum, Infrastructure and Facilities, Method of training, and the Standard Operating Procedures.

Trainers

A very significant factor that needs to be looked into by DB Tech is the **trainers and their performance**. The effective functioning of trainers is the fulcrum of DB Tech program which gets accelerated according to the intensity and quality of the performance of the trainers. When competency and commitment converge in a trainer, we have an effective trainer. To ensure the making of an effective trainer the first step is to have a good selection procedure where the ‘right people are in the right bus’.

In any organization, the staff is committed when their personal vision and values are in alignment with the vision and the values of the organization. Hence programs should be conducted to clarify and develop the personal vision and the values of the trainers, on the one side, and to ensure they understand and accept the vision and the values of the organization, on the other. The right alignment enables the trainers to accelerate the DB Tech Skilling Program towards its goals. This should be fuelled with right quantity and quality of motivating factors through well designed and well developed induction programs.

Continuous improvement is the order of the day in every sphere of human activity today. Hence trainers should be provided with opportunities to update their knowledge, and skills on a regular basis. Such programs should bring forth both **synergy and senergy** (additional energy released as a result of extra ordinary motivating factors) in the trainers. Synergy oriented workshops and staff development activities help to build cohesive team work where all the trainers cooperate with each other to facilitate the training.

Self actualization activities, adequate response from the state and the national centres and recognition, involving the trainers in participatory planning and decision making and acknowledging and giving due recognition brings out the synergistic output and synergetic results.

The trainers seem to be paid on a par with the staff in the same domains and in similar institutions. However, there is a wide spread feeling of dissatisfaction with the salary. This could be not only because of the salary, but also due to the fact that demands made by DB Tech on the trainers are very high. Often they have to fulfil multiple responsibilities of mobilization and enrolment of candidates, provide the trainees with both hard and soft skills, placement, and follow-up with timely tracking, and keep the communication with the state level coordinators. Hence the research team recommends to the DB Tech to study the possibility of setting up an additional team (appointing staff) who will take up some of the functions of the trainers, like mobilization, placement, follow-up including tracking. This team will be responsible for the whole centre with all the domains functioning there.

Curriculum

The technical part of the curriculum seems to be quite adequate, both in its content and the way the skills are transferred. The area where improvement is needed is that of the soft and life skills. The emotional and the spiritual elements are not strong enough. In addition to making the curriculum strong in these areas, care must be taken to build up the competence of the providing these skills to the trainees.

DB Tech is making an effort to develop soft skills and life skills in the trainees. The few TOT (Training of Trainers) programs conducted for the trainers are not adequate to equip them to provide these skills to the trainees. Hence DB Tech needs to find ways and means to build up a resource team that will train the trainers on a continuous and regular basis.

The Don Bosco Tech has a wonderful heritage of dealing with the young especially the poor and the marginalized in their powerful, time tested, up to date pedagogical approach called the Preventive System which is based on the three pivotal pillars of Reason, Love and God. The very motivating factor of this system is the love for the young, especially for the poor and the disadvantaged. When the trainer gets imbibed with this spirit, he commits himself to ensure that the young trainee is on his way of emerging from his cocoon towards his development.

This new Pedagogy places great emphasis on the spiritual dimension in the Holistic approach of dealing with the young. The addition of this God dimension in the training program makes the young experience peace, love, and enthusiasm in their lives.

All these recommendations mentioned above, to make the Skilling Program more effective, demand that DB Tech searches for ways and means to build up a competent resource team that will train the trainers on a continuous and regular basis. Such a resource team should also be competent in the New Pedagogy of the Preventive System, which is based on Reason, Love, and God.

The impact of such training programs in soft skills and life skills, both at the trainers, and the trainees' levels, should be assessed on a regular and periodical basis. Such an assessment should focus not only on the 'reactive' level, which focuses on the feedback immediately at the end of the program, but it should cover also the changes brought about in the trainers and the trainees at the 'learning', and the 'behavioural' levels. Finally, it should review the effects of such training programs on the 'organization' and the customer satisfaction.

The very novelty and the success of the DB Tech Skilling Program is in its twin-objectives of reaching out to the 'poor and the marginalized', and equipping them with both technical and soft skills to become employable and live a value-based, and God-oriented life.

The research team appreciates very much these two novel objectives of this project. However, it recommends to the DB Tech to study the possibility of extending the Skilling Program to four months to make it effective enough to face the challenges of the job market. This was suggested by some of the skilled youth, and more emphatically the employers, and the trainers who stated that to make this category of youth really employable, they need a longer training period.

Infrastructure facilities

The research team found that when centres are well equipped, and facilities are adequately provided with appropriate consumables, the trainers were well motivated, and the quality of the

training was better. Hence DB Tech should demand while entering into a MoU with any centre, that the respective centre has sufficient infrastructure and adequate facilities to carry out the training program more effectively.

Standard Operation Procedures

DB Tech should develop common Standard Operation Procedures in their dealing with the regional, state, local centres and the personnel, be it government or corporate bodies.

The research team found that when tracking was in place the local, regional and national centres were well informed, and were able to take adequate steps to improve the job placement procedures, and attend specially to those who were displaced or drop outs. Hence it is strongly recommended that monthly tracking is made mandatory, followed by due reporting in all the corporate and government funded projects across the DB Tech centres.

A protocol of systematic visit to the centres by the state and the national team, a standardized reporting system, and timely remedial measures must be included to ensure that smooth and effective communication system is maintained between the regional, state and national centres. This would facilitate an efficient monitoring system ensuring a timely self check for DB Tech itself about its functioning to reach its stipulated goals.

A well designed orientation program should be developed and conducted for the trainees as well as for their parents before the placement of these trainees on the job.. It should include topics like, realistic expectations from the Skilling Training and the job thereafter, a better understanding of the professional ethics and the work culture, the challenges one has to face when migrating to a new place and culture.

The research team feels that DB Tech Skilling Program will rise to higher heights with the implementation of the recommendations made. The target clientele and the unique methodology followed by DB Tech will prove a real boon to the poor youth, as well as the country itself. It has every scope to play a vital role in the development of a globalised world.

CHAPTER 7

CONCLUSION

DB Tech Skilling Program has proved its credibility and effectiveness within a short period of five years. It was an eye-opener for many service-providers in the area of technical training.

The traditional assumption was that all those who get technically trained require long term training which aims at imparting a whole set of skills related to a trade. As a result huge investments, limited number of beneficiaries, long term training, and only few who could afford the expenses benefitted from this service. It was out of reach for most of the poor and the marginalized, and especially for the school drop outs, and those who did not have an academic interest.

When this assumption was challenged and proved wrong, a radical paradigm shift is taking place.

This program enables some significant non-governmental skilling agencies to fulfil their specific mission of reaching out to their target clientele – the poor and the marginalized youth.

Thousands of youth who had lost their hopes and were taking to self-destructive, or anti-social activities, have found a reason to live, and have become hopeful of a better future.

The unique feature of DB Tech Skilling Program is seen in its ‘Holistic Approach’. It is not merely a skilling program, but also a formative program for the young. The young were able to build up their self esteem, become more responsible to the family and the society, learn to live an honest life and above all attain an enhanced spiritual life, where they have a God-oriented life.

Looking at the national scenario, both from the demographic and education perspective there are millions of young people who are not able to complete the academic program of education. At the same time it is also seen that there are opportunities for millions of youth to get employed and earn a decent salary and live respectfully in society. But these youth had to be made

employable with an adequate skill and sufficient knowledge to fulfil a task that would be entrusted to them in their work, with confidence and responsibility.

With more than one billion people in India, both India and the world considered the huge Indian population as a curse and obstacle for the growth and development of the country. But today we have found a way to make these poor people employable, honest, God-oriented, and productive. As a result the outlook is changing. Soon India will have enough manpower not only for itself, but also for the rest of the world, where the young workforce will be insufficient.

India had been at the losing end in the process of colonization. Foreign powers had always conquered India, subjugated and plundered in the past. There are some religious groups wanting to conquer other countries by their sheer strength of numbers. Should not India consider building up its workforce, qualify them, and make them competent and share this human capital with the rest of the world. At the same time, if care is taken to strengthen our people in the spiritual heritage of our country, we shall dream of a new world – *“Another World Is Possible!”*

Many NGOs in India with various resources especially committed and qualified personnel, infrastructure, and specific mission for the poor and the marginalized reach out only to a limited number of beneficiaries, and often to those who can pay for such services. When governments, at the centre and the states, supplied financial support DB Tech began to reach out to many more youth, that too, who were poor and marginalized. This experience should make both the government and the NGOs to look at the possibilities of extending this venture further.

DB Tech Skilling Program also proved that one particular NGO, the DB Tech,

NGOs, with various resources of committed personnel, infrastructure, and specific mission reach out to limited beneficiaries, and often to those who can pay for such services. When the governments, at the centre and the states, supplied financial support to DB Tech and worked in collaboration they were able to reach out to many more youth, and that too, those who were poor and marginalized. This experience should make both the governments and the NGOs look at the possibilities of extending this venture further on a bigger scale.

DB Tech Skilling Program also proved that one strongly committed NGO could take the initiative, and net work with other NGOs with similar goals and objectives to reach out to many

more deserving youth with this service. DB Tech is planning already to enrol many more NGOs, even more than its own centres.

As DB Tech Skilling Program expands to more centres, domains, and the youth networking with other NGOs becomes inevitable. But it is important for the DB Tech to focus on the originality of its approach, its specific identity, and the quality. In short, DB Tech should preserve the brand of DB Tech and promote its special character. To this effect it is vital to set up a good, quality training centre, and a team that will ensure the specific quality of its brand is reflected through the well planned and designed training programs that reach out to all the centres and the trainers.

The success of DB Tech Skilling Program lies on reaching out to the marginalized youth, and make them skilled to be market-ready, to meet the future demands of the work force. Such youth should be well balanced both personally and professionally.

A large, horizontal, orange rounded rectangle with a thin black border, centered on the page. The word "APPENDICES" is written in bold, black, uppercase letters in the center of this rectangle.

APPENDICES

APPENDIX-A

Table 1: Distribution of trainees according to the Level of satisfaction with their job and Name of the skill

Name of the skill	Level of satisfaction with the job					Total
	Not at all happy	Not Happy	Somewhat	Much	Very Much	
Hospitality/Hospitality General	2	2	9	84	55	152
	1.3%	1.3%	5.9%	55.3%	36.2%	100.0%
ITES Communicative English	0	0	0	0	1	1
	.0%	.0%	.0%	.0%	100.0%	100.0%
ISMO	0	6	11	5	4	26
	.0%	23.1%	42.3%	19.2%	15.4%	100.0%
Electrician	2	4	11	36	57	110
	1.8%	3.6%	10.0%	32.7%	51.8%	100.0%
Nursing Assistant	0	1	5	6	13	25
	.0%	4.0%	20.0%	24.0%	52.0%	100.0%
Industrial Welding	1	0	0	5	11	17
	5.9%	.0%	.0%	29.4%	64.7%	100.0%
Security Guard	0	0	6	7	0	13
	.0%	.0%	46.2%	53.8%	.0%	100.0%
BPO	0	0	0	2	10	12
	.0%	.0%	.0%	16.7%	83.3%	100.0%
Retail Sales	1	0	5	29	24	59
	1.7%	.0%	8.5%	49.2%	40.7%	100.0%
Sales and Marketing	1	1	5	42	49	98
	1.0%	1.0%	5.1%	42.9%	50.0%	100.0%
Hospitality- F&B	0	0	4	16	24	44
	.0%	.0%	9.1%	36.4%	54.5%	100.0%
Hospitality- Housekeeping	0	0	1	5	13	19
	.0%	.0%	5.3%	26.3%	68.4%	100.0%
Beautician	0	1	5	14	16	36
	.0%	2.8%	13.9%	38.9%	44.4%	100.0%
Automobile Repair	0	0	0	2	4	6
	.0%	.0%	.0%	33.3%	66.7%	100.0%
Total	7	15	62	253	281	618
	1.1%	2.4%	10.0%	40.9%	45.5%	100.0%

Table 2: Distribution of trainees according to the level of satisfaction of working trainees towards their job, and Income per month

Level of satisfaction with the job (Working trainees)	Income per month				Total
	below 5000	5001-10000	10001-15000	15001-20000	
Not at all happy	4	2	1	0	7
	2%	0%	4%	0%	100.0%
Not Happy	10	4	1	0	15
	4%	1%	4%	0%	100.0%
Somewhat	33	27	2	0	62
	13%	9%	8%	0%	100.0%
Much	93	155	5	0	253
	38%	45%	18%	0%	100.0%
Very Much	104	154	18	5	281
	43%	45%	66%	100%	100.0%
Total	244	342	27	5	618
	100%	100%	100%	100%	100%

Table 3: Distribution of the trainees according to the Number of jobs changed after the training with the Level of satisfaction with the job

Number of jobs changed after the training	Level of satisfaction with the job					Total
	Not at all happy	Not Happy	Somewhat	Much	Very Much	
Once	0	3	6	32	24	65
	.0%	4.6%	9.2%	49.2%	36.9%	100.0%
Twice	0	0	3	3	10	16
	.0%	.0%	18.8%	18.8%	62.5%	100.0%
More than twice	0	0	2	4	5	11
	.0%	.0%	18.2%	36.4%	45.5%	100.0%

Table 4: Distribution of trainees according to the Number of jobs changed after training and Reasons for changing the job

Number of jobs changed after the first placement	Reason for changing the job							Total
	Any other reason-personal problems	Not the right job for me	Unsatisfactory working condition	More Income/Salary	Not Answered	Very far from home	Not Applicable	
Never changed the job	0	0	0	0	0	0	526	526
	0%	0%	0%	0%	0%	0%	100%	100.0%
Once	9	7	17	29	1	0	2	65
	13.8%	10.8%	26.2%	44.6%	1.5%	.0%	3.1%	100.0%
Twice	1	0	4	9	1	1	0	16
	6.2%	.0%	25.0%	56.2%	6.2%	6.2%	.0%	100.0%
More than twice	0	1	2	6	1	1	0	11
	.0%	9.1%	18.2%	54.5%	9.1%	9.1%	.0%	100.0%
Total	15	12	34	60	12	2	483	618
	2.4%	1.9%	5.5%	9.7%	1.9%	.3%	78.2%	100.0%

Table 5: Distribution of trainees according to their Level of satisfaction towards job assessed in state wise

States	Level of satisfaction with the job					Total
	Not at all happy	Not Happy	Somewhat	Much	Very Much	
Jammu Kashmir	0	0	0	23	36	59
	0.0%	0.0%	0.0%	39.0%	61.0%	100.0%
Uttar Pradesh	3	4	6	29	19	61
	4.9%	6.6%	9.8%	47.5%	31.1%	100.0%
Jharkhand	0	0	3	8	21	32
	0.0%	0.0%	9.4%	25.0%	65.6%	100.0%
Chhattisgarh	0	1	7	24	12	44
	0.0%	2.3%	15.9%	54.5%	27.3%	100.0%
Orissa	1	0	3	10	61	75
	1.3%	0.0%	4.0%	13.3%	81.3%	100.0%
Nagaland	1	8	8	14	20	51
	2.0%	15.7%	15.7%	27.5%	39.2%	100.0%
Meghalaya	0	1	7	1	0	9
	0.0%	11.1%	77.8%	11.1%	0.0%	100.0%
Assam	0	0	9	18	6	33
	0.0%	0.0%	27.3%	54.5%	18.2%	100.0%
Karnataka	0	0	5	32	30	67
	0.0%	0.0%	7.5%	47.8%	44.8%	100.0%
Tamil Nadu	0	0	3	14	37	54
	0.0%	0%	5.6%	25.9%	68.5%	100.0%
West Bengal	2	1	10	27	27	67
	3.0%	1.5%	14.9%	40.3%	40.3%	100.0%
Kerala	0	0	1	53	12	66
	0.0%	0.0%	1.5%	80.3%	18.2%	100.0%
Total	7	15	62	253	281	618
	1.1%	2.4%	10.0%	40.9%	45.5%	100.0%

Table 6: Increase in the level of acceptance in the family after getting job in relation with income per month (Working and Dropped out)

Income per month	Increase in level of acceptance of the trainee in the family					Total
	Very Low	Low	Somewhat	Much	Very Much	
Below 5000	25	29	44	127	102	327
	59.5%	51.8%	49.4%	45.4%	34.5%	42.9%
5001-10000	16	25	43	139	176	399
	38.1%	44.6%	48.3%	49.6%	59.5%	52.3%
10001-15000	1	2	1	13	13	30
	2.4%	3.6%	1.1%	4.6%	4.4%	3.9%
15001-20000	0	0	1	1	5	7
	.0%	.0%	1.1%	.4%	1.7%	.9%
Total	42	56	89	280	296	763
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 7: Distribution of trainees according to the Name of the skill which they completed and Income per month

Name of the skill	Income per month				Total
	Below 5000	5001-10000	10001-15000	15001-20000	
Hospitality/Hospitality General	68	107	5	3	183
ITES Communicative English	0	1	0	0	1
ISMO	16	12	0	0	28
Electrician	40	83	5	0	128
Nursing Assistant	16	12	0	0	28
Industrial Welding	11	10	1	0	22
Security Guard	7	17	0	0	24
BPO	4	10	2	0	16
Retail Sales	41	28	2	0	71
Sales and Marketing	54	65	5	1	125
Hospitality- F&B	18	30	2	3	53
Hospitality- Housekeeping	7	12	1	0	20
Beautician	37	9	5	0	51
Automobile Repair	8	3	2	0	13
Total	327	399	30	7	763

Table 8: Distribution of trainers according to their qualification and skills they are teaching

Skill/s you are teaching	Qualification				Total
	+2	Graduates	Post Graduates	+10 and below	
Hospitality	0	11	5	0	16
ITES communicative English	1	18	20	0	39
Beautician	0	3	1	0	4
Electrician	0	15	3	2	20
Nursing Assistant	0	2	0	0	2
Welding	1	4	0	0	5
Security	0	2	1	2	5
BPO	0	1	2	0	3
Retail Sales	0	1	9	0	10
Sales & Marketing	0	5	7	0	12
Hospitality F&B	0	3	2	0	5
Hospitality Housekeeping	0	4	0	0	4
Automobile repair	0	4	0	1	5
ISMO	0	3	1	0	4
Total	2	76	51	5	134

Table 9: Distribution of trainers according to the Experience in DB Tech

Skill/s you are teaching	Experience ¹					Total
	Below 12	12-24	25-37	38-50	51 and above	
Hospitality	6	3	7	0	0	16
ITES communicative English	15	7	13	4	0	39
Beautician	2	0	2	0	0	4
Electrician	9	2	8	1	0	20
Nursing Assistant	1	1	0	0	0	2
Welding	3	2	0	0	0	5
Security	0	3	2	0	0	5
BPO	2	1	0	0	0	3
Retail Sales	4	2	4	0	0	10
Sales & Marketing	6	3	2	1	0	12
Hospitality F&B	3	1	0	1	0	5
Hospitality Housekeeping	1	1	2	0	0	4
Automobile repair	2	1	0	1	1	5
ISMO	1	1	1	1	0	4
Total	55	28	41	9	1	134

Table 10: Distribution of trainees according to the income per month and their placement

Income per month	Locally placed	Migrated to other state	Total
Below 5000	190	54	244
	77%	23%	100%
5001-10000	239	103	342
	70%	30%	100%
10001-15000	17	10	27
	63%	37%	100%
15001-20000	5	0	7
	100%	0%	100%
Total	451	167	763

Table 11: Distribution of trainees according to their placement (working and dropout)

States	Status		Total	States	Status		Total
	Locally placed	Migrated to other state			Locally placed	Migrated to other state	
Jammu Kashmir	46	14	60	Meghalaya	0	9	9
	77%	23%	100%		0%	100%	100%
Uttar Pradesh	52	9	61	Assam	6	27	33
	85%	15%	100%		18%	82%	100%
Jharkhand	26	6	32	Karnataka	49	18	67
	81%	19%	100%		73%	27%	100%
Chattisgarh	36	7	43	Tamil Nadu	54	0	54
	84%	16%	100%		100%	0%	100%
Orissa	69	6	75	West Bengal	34	33	67
	92%	8%	100%		51%	49%	100%
Nagaland	14	37	51	Kerala	65	1	66
	27%	78%	100%		98%	2%	100%

Table 12: Satisfaction of the employers with the performance of DB Tech trainees

States	Satisfaction with the performance of DB Tech trainees				Total	States	Satisfaction with the performance of DB Tech trainees				Total
	Very Poor	Satisfactory	Much	Very much			Very Poor	Satisfactory	Much	Very much	
Jammu Kashmir	0	5	3	2	10	Meghalaya	1	1	3	0	5
	.0%	50.0%	30.0%	20.0%	100%		20%	20.0%	60.0%	.0%	100%
Uttar Pradesh	0	2	4	4	10	Assam	0	2	9	0	11
	.0%	20.0%	40.0%	40.0%	100%		.0%	18.2%	81.8%	.0%	100%
Jharkhand	1	0	7	4	12	Karnataka	0	6	3	4	13
	8.3%	.0%	58.3%	33.3%	100%		.0%	46.2%	23.1%	30.8%	100%
Chhatisgarh	1	2	12	3	18	Tamil Nadu	0	0	2	8	10
	5.6%	11.1%	66.7%	16.7%	100%		.0%	.0%	20.0%	80.0%	100%
Orissa	0	1	2	8	11	West Bengal	1	1	8	4	14
	.0%	9.1%	18.2%	72.7%	100%		7.1%	7.1%	57.1%	28.6%	100%
Nagaland	1	4	4	1	9	Kerala	0	0	5	1	6
	.0%	44.4%	44.4%	11.1%	100%		.0%	.0%	83.3%	16.7%	100%
						Total	3	24	62	39	129
							2.3%	18.6%	48.1%	30.2%	100%

APPENDIX- B**(a) (1)**

STATE/CENTRE/OWNERSHIP/SKILL/BATCH/L.P (for locally placed)
 STATE/CENTRE/ OWNERSHIP/SKILL/BATCH/MG (for those who have been migrated and placed)

IMPACT OF DB TECH SKILLING PROGRAM
INTERVIEW QUESTIONNAIRE FOR THE SKILLED YOUTH

Name of the respondent:		
Father's Name		
Mother's Name		

1	Registration ID		
2	Age:		
3	Gender		
4	Date of Birth		
5	Centre Name & Skill		
6	Current status : 1- Employed, 2 -Unemployed, 3- Dropped out of job		
7	Job	Name of Organisation	
		Designation	
		State of Employment	
8	Total Income per month (Salary + any allowance/ perks)		
9	Economic Category: 1 - BPL, 2 – APL		
10	Religion: 1- Hindu, 2- Muslim, 3- Sikh, 4- Christian, 5- Others, specify...		
11	Social Group: 1- SC, 2- ST , 3- OBC, 4- General		

12. Did the counseling help you to understand your career interest?
 5 Very Much; 4 Much; 3 Somewhat; 2 Little; 1 Very Little

13. How satisfied are you with your present job?
 5 Very Much; 4 Much; 3 Somewhat; 2 Little; 1 Very Little

14. How far the knowledge imparted in the course was useful and adequate for the corresponding job you are employed in?
 5 Very Good; 4 Good; 3 Somewhat; 2 Poor; 1 Very Poor

15. How effective were the trainers during the course of training?
 5 Very Good; 4 Good; 3 Somewhat; 2 Poor; 1 Very Poor

16. Was the environment of the institute conducive for fulfilling your interest in acquiring and developing the particular skill?

5 Very much; 4 Much; 3 Somewhat; 2 Little; 1 Very little

17. How long did it take to get placed?

1. Before completing the training

2. Within one month after the training

3. Between one and two months

4. Between two and three months

5. How many months after training? Specify.....

18. How far did the training course help you to improve yourself in the following areas?

	5Very Much	4Much	3Somewhat	2Little	1Very Little
a. Self Esteem & Confidence					
b. General Knowledge					
c. Hopes & Aspirations					
d. Any other, Specify (.....)					

19. How long have you been employed? (in months)

20. Have you ever been promoted in the place you worked?

(1 Yes; 2 No; 3 Not applicable)

21. How many jobs have you been offered because of the skill that you learned under DB Tech?

(1; 2; 3; 4; more than 5)

22. Have you been able to afford any of the following for your home through the income earned from the DB tech training?(Yes-1, No-0)

a. Dress	
b. Phone	
c. Vehicle (Bicycle/ Two Wheeler	
d. Education of sibling	
e. Watch	
f. Shoes	
g. Toiletry	
h. Medical help to family	

23. How many times have you changed your job after the training?

24. If you have changed the job, what was the reason for the same?

4 More Income; 3 Unsatisfactory working

environment; 2 Not the right job for me; 1 Any other reason specify.....

25. a. How satisfied is your employer with your performance?

5 Very much; 4 Much; 3 somewhat; 2 Little; 1 Very little

b. What are the reasons you think for your employer's response?

i.

ii.

26. How has the job increased your level of acceptance in your family?

5 Very Much; 4 Much; 3 Somewhat; 2 Little; 1 Very little

27. Had it not been for this job/training what would you have been doing?

1- Would have been jobless; 2 -would have joined some low paying job; 3 -I would have been forced to do some unhealthy activities, if any, please specify

Any other remarks:

(2)

STATE/CENTRE/ OWNERSHIP/SKILL/BATCH/D.O. (for those who have dropped out)

IMPACT OF DB TECH SKILLING PROGRAM
INTERVIEW QUESTIONNAIRE FOR THE DROPOUT SKILLED YOUTH

Name of the respondent:	
Father's Name	
Mother's Name	

1	Registration ID							
2	Age:							
3	Gender							
4	Date of Birth							
5	Centre Name & Skill							
6	Current status :1- Employed, 2 -Unemployed, 3- Dropped out of job							
7	Job	<table border="1"> <tr> <td>Name of Organisation</td> <td></td> </tr> <tr> <td>Designation</td> <td></td> </tr> <tr> <td>State of Employment</td> <td></td> </tr> </table>	Name of Organisation		Designation		State of Employment	
Name of Organisation								
Designation								
State of Employment								
8	Total Income per month (Salary + any allowance/ perks)							
9	Economic Category: 1 - BPL, 2 - APL							
10	Religion: 1- Hindu, 2- Muslim, 3- Sikh, 4- Christian, 5- Others, specify...							
11	Social Group: 1- SC, 2- ST , 3- OBC, 4- General							

12. Did the counseling help you to understand your career interest?
 5 Very Much; 4 Much; 3 Somewhat; 2 Little; 1 Very Little

13. How satisfied were you with your job?
 5 Very Much; 4 Much; 3 Somewhat; 2 Little; 1 Very Little

14. How far the knowledge imparted in the course was useful and adequate for the corresponding job you are employed in?
 5 Very Good; 4 Good; 3 Somewhat; 2 Poor; 1 Very Poor

15. How effective were the trainers during the course of training?
 5 Very Good; 4 Good; 3 Somewhat; 2 Poor; 1 Very Poor

16. Was the environment of the institute conducive for fulfilling your interest in acquiring and developing the particular skill?
 5 Very much; 4 Much; 3 Somewhat; 2 Little; 1 Very little

17. How long did it take to get placed?

Before completing the training
 Within one month after the training
 Between one and two months
 Between two and three months
 How many months after training? Specify.....

18. How far did the training course help you to improve yourself in the following areas?

	5Very Much	4Much	3Somewhat	2Little	1Very Little
a. Self Esteem & Confidence					
b. General Knowledge					
c. Hopes & Aspirations					
d. Any other, Specify (.....)					

19. Have you ever been promoted in the place you worked?
 (1 Yes; 2 No; 3 Not applicable)

20. How many jobs have you been offered because of the skill that you learned under DB Tech?
 (1; 2; 3; 4; more than 5)

21. Have you been able to afford any of the following for your home through the income earned from the DB tech training?(Yes-1, No-0)

a. Dress	
b. Phone	
c. Vehicle (Bicycle/ Two Wheeler	
d. Education of sibling	
e. Watch	
f. Shoes	
g. Toiletry	
h. Medical help to family	

22. How many times have you changed your job after the training?

23. If you have changed the job, what was the reason for the same?
 4 More Income; 3 Unsatisfactory working environment;
 2 Not the right job for me; 1 Any other reason specify.....

24. Did the job increase your level of acceptance in your family?
 5Very Much; 4 Much; 3 Somewhat; 2 Little; 1 Very little

26. How long have you been dropped out? (in months)

27. why have you dropped out of job?

28. Were you followed up by DBTech After you left your job?

29. If yes after how many months of leaving the job?

4 within one month; 3 after two months; 2 after 3 months; 1 after 4 months

Any other remarks:

(3)

STATE/CENTRE/ OWNERSHIP/SKILL/BATCH/U.E .(for those who have never been employed)

IMPACT OF DB TECH SKILLING PROGRAM
INTERVIEW QUESTIONNAIRE FOR THE UNEMPLOYED SKILLED YOUTH

Name of the respondent:	
Father's Name	
Mother's Name	

1	Registration ID	
2	Age:	
3	Gender	
4	Date of Birth	
5	Centre Name & Skill	
6	Current status :1- Employed, 2 -Unemployed, 3- Dropped out of job	
7	Job	Name of Organisation
		Designation
		State of Employment
8	Total Income per month (Salary + any allowance/ perks)	
9	Economic Category: 1 - BPL, 2 - APL	
10	Religion: 1- Hindu, 2- Muslim, 3- Sikh, 4- Christian, 5- Others, specify...	
11	Social Group: 1- SC, 2- ST , 3- OBC, 4- General	

12. How long have you been unemployed since the training?

4 :less than two months; 3: 3-6 months; 4:6-12 months; 1:12 months and more

13 what do you think is the reason for you being not placed even after the training?

14. Did you go through the placement process during your training?

2 Yes, 1 No

15. According to you what could have been done so that you wouldn't have been unemployed?

Any other remarks:

(b)

STATE/CENTRE/SKILL/EM

IMPACT OF DB TECH SKILLING PROGRAM
INTERVIEW QUESTIONNAIRE FOR PARENTS OF EMPLOYED SKILLED YOUTH

Father's/Guardian's Name	
Mother's Name	

1	Father's Occupation	
2	Mother's Occupation	
3	Average monthly family income	
4	BPL/APL	
5	Name of the Trainee	
6	Skill	
7	Monthly salary	
8	Centre name& Place	

9. Current status of the trainee
 3 Employed; 2 Not employed; 1 Dropped out of job ☐
10. How many months has he/she been employed since completion of the training? ☐
11. Has he/she dropped out of the Job?
 a) If yes, after how many months?
12. How satisfied are you with the current job of your son/daughter?
 5 Very high; 4 High; 3 Somewhat; 2 Low; 1 Very Low. ☐
13. How did you come to know about DB Tech Skilling Program?
 1. Village surveys
 2. Advertisements
 3. Church/religious announcements
 4. From DB Tech alumni/their parents
 5. Personal visits from the agency heads/centre heads
 6. Any other, Specify.....
14. Was your family part of the village surveys done by DB Tech for the skilling program?
 2 Yes; 1 No ☐
15. Did you attend the initial orientation program for all parents after your son/daughter joined the DB Tech skilling program?
 2 Yes; 1 No ☐
16. Did you attend the last orientation at DB Tech for all parents before your son/daughter started their job?
 2 Yes; 1 No ☐
17. How far has the skilling program benefitted your son/daughter in getting better job opportunities?
 5 Very Much; 4 Much; 3 Somewhat; 2 Little; 1 Very Little ☐
18. How far can you meet the family expenses after your child got employed?
 5 Very Well; 4 Well; 3 Somewhat; 2 Little; 1 Very Little ☐

19. How much money does your child contribute monthly to meet the expenses of the family?

20. Has your standard of living improved because of the income which is drawn by your son/daughter from the job?

2 Yes; 1No ☐

If Yes, Mention

21. Give two suggestions to improve the DB Tech skilling program

1.

2.

IMPACT OF DB TECH SKILLING PROGRAM
INTERVIEW QUESTIONNAIRE FOR PARENTS OF DROPOUT SKILLED YOUTH

Father's/Guardian's Name	
Mother's Name	

1	Father's Occupation	
2	Mother's Occupation	
3	Average monthly family income	
4	BPL/APL	
5	Name of the Trainee	
6	Skill	
7	Monthly salary	
8	Centre name& Place	

9. Current status of the trainee

3 Employed; 2 Not employed; 1 Dropped out of job ☐

10. How many months has he/she been employed since completion of the training? ☐

11. Has he/she dropped out of the Job?

a) If yes, after how many months?

b) Reason for the same

12. How satisfied were you with the current job of your son/daughter?

5 Very high; 4 High; 3 Somewhat; 2 Low; 1 Very Low.

☐

13. How did you come to know about DB Tech Skilling Program?

1. Village surveys

2. Advertisements

3. Church/religious announcements

4. From DB Tech alumni/their parents

5. Personal visits from the agency heads/centre heads

6. Any other, Specify.....

☐

14. Was your family part of the village surveys done by DB Tech for the skilling program?

2 Yes; 1 No

☐

15. Did you attend the initial orientation program for all parents after your son/daughter joined the DB Tech skilling program?

2 Yes; 1 No

☐

16. Did you attend the last orientation at DB Tech for all parents before your son/daughter started their job?

2 Yes; 1 No

☐

17. How far has the skilling program benefitted your son/daughter in getting better job opportunities?

5 Very Much; 4 Much; 3 Somewhat; 2 Little; 1 Very Little

☐

18. How far could you meet the family expenses after your child got employed?

5 Very Well; 4 Well; 3 Somewhat; 2 Little; 1 Very Little

☐

19. How much money did your child contribute monthly to meet the expenses of the family?

20. Did your standard of living improve because of the income which was drawn by your son/daughter from the job?

2 Yes; 1 No

If Yes , Mention

21. Give two suggestions to improve the DB Tech skilling program

1.

2.

22. Was there any follow up from his/her respective trainer from the center?

2 Yes; 1 No

IMPACT OF DB TECH SKILLING PROGRAM
INTERVIEW QUESTIONNAIRE FOR PARENTS OF UNEMPLOYED SKILLED
YOUTH

Father's/Guardian's Name	
Mother's Name	

1	Father's Occupation	
2	Mother's Occupation	
3	Average monthly family income	
4	BPL/APL	
5	Name of the Trainee	
6	Skill	
7	Monthly salary	
8	Centre name& Place	

9. Current status of the trainee
 3 Employed; 2 Not employed; 1 Dropped out of job

10. How many months has he/she been unemployed since completion of the training?

11. How did you come to know about DB Tech Skilling Program?
 1. Village surveys
 2. Advertisements
 3. Church/religious announcements
 4. From DB Tech alumni/their parents
 5. Personal visits from the agency heads/centre heads
 6. Any other, Specify.....

12. Was your family part of the village surveys done by DB Tech for the skilling program?
 2 Yes; 1 No

13. Did you attend the initial orientation program for all parents after your son/daughter joined the DB Tech skilling program?
 2 Yes; 1 No

14. Give two suggestions to improve the DB Tech skilling program
 1.
 2.

15. Was there any follow up from his/her respective trainer from the center?
 2 Yes; 1 No

16. How long was the period of follow up from the respective trainer after your ward dropped out from the skilling program?

Every month ; 4 After two months; 3 After three months ;1Others

17. The type of follow up from the trainers from the center where your son/daughter was a student
 3 Personal visits at home; 2 Phone calls; 1 Contact through a third party

18. What do you think is the reason for the unemployment of your child?

(c)

STATE/CENTRE/SKILL (where trainees are locally placed)
 STATES/SKILL (where migrated DBTech trainees are placed from different states/ district.
 Please mention all)

IMPACT OF DB TECH SKILLING PROGRAM INTERVIEW QUESTIONNAIRE FOR THE EMPLOYERS

Employer's Name	
-----------------	--

	Name of the organization	
	Designation of the employer	

1. Type of sector/domain

2. Number of DB Tech trainees placed in your organization in the past two years.

3. From which state you have the maximum number of trainees?

3.1. Please specify the reason

4. From which state you have selected the least number of trainees?

4.1. Please specify the reason

5. How effective are the soft skills/life skills of DB Tech students?

5 Very effective; 4 Effective 3 Satisfactory; 2 Poor; 1 Very poor.

6. List three areas where you consider the DB Tech trainees need to improve:

- a.
- b.
- c.

7. According to you, what are the positive traits of DB Tech trainees?

- a.
- b.
- c.

8. During selection, do you give preference to DB Tech students in relation to others?

2 Yes; 1 No.

8.1., Give reasons

How satisfied are you with the performance of DB Tech trainees?

5 very much; 4 Much; 3 somewhat; 2 Little; 1 Very Little

Give two suggestions to improve the quality of the DB Tech skilling program.

- a)
- b)

(d)

STATE/CENTRE/SKILL

IMPACT OF DB TECH SKILLING PROGRAM
INTERVIEW QUESTIONNAIRE FOR THE TRAINERS

Name	
------	--

1	Skill/s you are teaching	
2	Gender	
3	Age	
4	Qualification	
5	Experience as DB Tech Trainer (in months)	

6. How seriously do the trainees participate in the skill training ?
 Very seriously; 4 Seriously; 3 Average; 2 Lightly; 1 Very Lightly
7. How much value is given to the feedback forms filled by students?
 Very Much; 4 Much; 3 Somewhat; 2 Little; 1 Very Little
 7.1. If not-
8. How well do the trainees use the training manuals?
 5 Very Well; 4 Well; 3 Somewhat; 2 Little; 1 Very Little
9. How much are you involved in designing the course?
 5 Very Much; 4 Much; 3 Somewhat; 2 Little; 1 Very little
10. How up to date is the course material to meet the present standards/needs of the skill imparted by you?
 5 Very Much; 4 Much; 3 Somewhat; 2 Little; 1 Very Little
11. How effective is the life skills imparted in the skilling program in your centre?
 5 Very Much; 4 much; 3 Somewhat; 2 Little; Very Little
12. How many training programs (TOT) have you attended in DB Tech?
 a) Technical b) Soft Skills
13. Does the TOT include getting acquainted with the current practices in the particular skills imparted by you?
 2 Yes; 1 No
14. How satisfied are you with the salary you get?
 5 Very Much; 4 Much; 3 Somewhat; 2 Little; 1 Very Little.
15. As a trainer how well do you perform in the following areas?
 i) How many trainees have you mobilized so far?
 ii) Counseling of the trainee

5 Very well; 4 Well; 3 Somewhat; 2 Little; 1 Very Little

iii) Career Guidance

5 Very Well; 4 Well; 3 Somewhat; 2 Little; 1 Very Little

iv) Placement

5 Very Well; 4 Well; 3 Somewhat; 2 Little; 1 Very Little

v) Post Placement Tracking

5 Very Well; 4 Well; 3 Somewhat; 2 Little; 1 Very Little

vi) Curriculum Development

5 Very Well; 4 Well; 3 Somewhat; 2 Little; 1 Very Little

16. Which are the most popular courses from the trainees perspective? Mention three most popular Courses.

- 1.
- 2.
- 3.

17. What do the recruiters appreciate specifically in the DB Tech Trainees? Select the three most significant.

- a) Discipline
- b) Co operation
- c) Reliability
- d) Well maintained
- e) Sincerity
- f) Submissiveness
- g) Initiative
- h) Sense of belonging

any other, specify ...

18. What is the level of the employment of the trainees? Mention in percentage.

- By the end of training
- Within one month after training
- Between one and two months after training
- Between two and three months after training
- After three months of training

19. What are the weak areas of the DB Tech training in general?

20. What are your suggestions to improve the DB Tech training with reference to the particular skill/s you are imparting?

21. What are your suggestions to improve DB Tech training in general?

Any other remarks:

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