

**Impact Evaluation of
J.P. Morgan – Don Bosco Tech
Academy for Skills**

Report

Impact Evaluation of J.P. Morgan – Don Bosco Tech Academy for Skills

Preface

Don Bosco Tech Society was engaged in the implementation of skilling program funded by J.P. Morgan which was directed towards providing training to around 3500 youths. The training program included six market driven trades and was operated in eight states. CMSR Consultants Pvt. Ltd., a Delhi based research think tank conducted the Impact Evaluation of the program at the instance of Don Bosco Tech Society.

The Study attempted to understand the appropriateness of the program design, delivery and sustainability that could help in providing inputs while planning similar exercises in future, either during replication elsewhere or up-scaling of the same. It also brought out the benefits derived by the target group from the program and the limitations.

We are thankful to DBT Society for assigning this prestigious task to us. We would also like to place in record the unstinted support extended by the faculty members across the selected centres of eight states. We are also grateful to all the 'Trainees' who spared time in providing necessary feedback about the program to our research team.

We trust that the findings of the study will be greatly helpful for the implementing as well as funding agency.

Date: 25th December, 2018

Team CMSR

Place: New Delhi

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Abbreviations

BASE	Bosco Academy for Skills and Employment
CNC	Computer Numerically Controlled
DBT	Don Bosco Tech
FGD	Focus Group Discussion
IDI	In-depth Interview
ITI	Industrial Training Institute
KGF	Kolar Gold Field
MIS	Management Information System
MCQ	Multiple Choice Questions
NCVT	National Council for Vocational Training
NSDM	National Skill Development Mission

Executive Summary

1. Context and Rationale

The Government of India's recent skill gap analysis concludes that by 2022, around 109 million skilled workers will be needed in the identified 24 key sectors of the economy. At present, however, school drop outs have few opportunities to acquire job specific skills and only 2.3 percent of India's workforce has received some formal skill training (World Bank, 2017). To address the issue, the recently-launched National Skill Development Mission aims to train approximately 400 million people across the country by 2022. The Don Bosco Tech, as its contribution towards this noble cause initiated a program titled "JP Morgan – DB Tech Academy for Skills" in the country through their 16 Training Centres located in eight project States.

The program was implemented during November 2015 to December 2018 and was offered in Don Bosco Tech Advance Skill Training Centres. Sixteen training centres (spread across in eight states) were established to provide advance training to youth. The states selected for the interventions were; Andhra Pradesh, Delhi, Jharkhand, Karnataka, Kerala, Odisha, Uttar Pradesh and West Bengal. The kind of courses include; Assistant Electrician, Senior Manual Metal Arc Welding, Plumbing General -II, Field Engineer – RACW, CNC Setter cum Operator – Turning and Automotive Service Technician. The objective of the program was to help the youth gain advance level skills in different manufacturing domains and secure jobs with higher remuneration to build better career path.

The ultimate goal of the program was to improve the socio- economic status of youth in the country by providing employable skills to semi-skilled, existing workers, ITI graduates and underprivileged youth. The anticipated outcome was that youth take up market driven & employment driven courses and either the trained youth initiate self-employment activities or get placed with companies for respectable salaries.

The program was culminating in December 2018 with the induction of last batch of trainees during July 2018. Therefore, CMSR Consultants Pvt. Ltd., at the instance of Don Bosco Tech Society conducted the Impact Evaluation of '**J.P Morgan – Dons Bosco Tech Academy for Skills**' program.

2. Objectives of the Study

The Impact Evaluation of the skilling program titled “J.P. Morgan – Don Bosco Tech Academy for Skills” was undertaken towards the last phase of the assignment. The objectives of the evaluation were; to review and assess the effectiveness of the program and its relevance in the current employment environment. The study also tried to determine the relevance and format of the program vis a vis other training programs in the same domains. The program impact on the socio-economic status of beneficiaries (pre and post-training), change in beneficiaries’ attitudes & performance and extent of financial contribution of the beneficiaries from the salaries as support income for their families were also assessed during the evaluation process. The study also captured the challenges faced by DB Tech in implementing the program and report aimed to bring out possible ways to overcome these challenges.

3. Study tools, Stakeholders and Achieved Sample Size

The study involved interviewing a total of 639 trained candidates (19.0 percent of the total 3445 candidates covered during the 38 months of implementation). Besides, discussions were also conducted with the faculty members of all the 13 selected centres in order to understand the implementation process followed by them and to know the challenges/barriers faced by the staff in implementing the program. The evaluation process also covered interviewing 10 employers from selected locations to find out the extent to which they are satisfied with the performance of DB Tech candidates and whether any preference is given to the candidates referred by DB Tech and reasons thereof. Likewise, feedback was also sought from the parents/families of the selected trainees through Focus Group Discussions (FGDs). The purpose of covering parents in the survey was to understand how far the program was able to meet and fulfil the aspirations they might have dreamt for their children.

SL. NO	RESPONDENT’S CATEGORY	SAMPLE NUMBER	TYPE OF TOOL
1.	Primary beneficiaries (youth-male & female)	639	Semi-structured Interview Schedule (SSIS)
2.	Secondary beneficiaries (Family/parents)	03	FGD Guideline
3.	Implementing bodies (Centre in-charges, trainers, etc.)	13	In-depth Interview (IDI) guideline
4.	Employers	10	In-depth Interview (IDI) guideline

4. Key Findings

The key findings on the performance of the program assessed against each parameter (Relevance, Effectiveness and Impact) are summarised below:

4.1 Characteristic of the Respondents

Gender representation: Of the total sample of 639, representation of female trainees was only 11 (2.0 percent). Major coverage of female trainees was noticed only in the states of Karnataka (7) and West Bengal (4). The low female ratio could be due to the fact that trades like electrical, welding, plumbing, automotive service technician, RACW, CNC are still considered predominantly male oriented.

Age-group: It was learnt that all the centers have adhered the specified norms for selecting the candidates as all the selected respondents were in the age group of 18-35 years. However, majority (88.0 percent) respondents belonged to the age group of 18-25 years. The reason could be because it is the 18-25 years youth who would be more interested to learn a new skill and take up employment while the older youth would have already settled into family life and career. Also, companies prefer youngsters as it is easier to mould them according to the job requirements. Only 9.0 percent were in the 25-30 years age group while a meagre 2.0 percent respondents were in the age bracket of 31-35 years.

Educational status: Of the total sample, ITI holders constituted for 31 percent. Likewise, around 46 percent respondents who enrolled for the training program were 12th pass outs. Post graduates and graduates' candidates accounted for less than 11.0 percent of the sample. Other than those who had ITI/Diploma holders, rest of the candidates chosen were those who had already undergone a basic course. Else, they were first enrolled for the basic training course imparted by DB Tech and later inducted in the advance course.

4.2 Relevance/Appropriateness

Types of skills learned and its significance for employment purpose: All the six skills which were identified for providing advance training were placement oriented. However the demand for “Electricians” was the highest at all the study locations as 50.0 percent of the candidates had availed training for “Asst. Electrician”. The reason for this is the trade offers avenues for both self-employment and there is a need for electricians in industrial establishments as well as residential

areas. The next prominent trade was “CNC Setter cum Operator” with 24.0 percent of the respondents having availed training for the same.

It was learnt during the study that job opportunities for candidates who have taken up Welding, Plumbing and RACW was less as compared to Electrician and CNC. There are very few companies who come up with specific requirements for candidates who have opted for the trade RACW. Even companies like Whirlpool who offer jobs to RACW candidates, are put on sales jobs, thus not able to utilise their technical training. Likewise, it was seen in Sultanbatheri (Kerala) that those who had done the course in Welding were mostly placed in small shops on daily wages due to less job opportunities available locally and most candidates coming from a tribal background were not keen on relocating to far off places. It was learnt that there are very few companies who placed candidates who opted for plumbing. Most candidates who chose plumbing were either doing plumbing jobs in societies or were working in other fields such as sales and marketing.

It was further learnt that skills provided were not location specific as many candidates who received training in Kolkata managed to secure placements in Mumbai and other cities. Likewise, candidates who underwent training from Delhi have been placed in Rajasthan, UP, Rajasthan, Pune etc.

Advance skill training providing value addition: The advance training courses did add value to the employment as compared to the basic training. For instance, candidates who availed basic training in Electrician trade were taught only house wiring and the job offered to them would be that of helper. The syllabus followed in the basic course was level 1 of Sector Skill Council. On the contrary, the syllabus taught in the advanced course was level 3 and the syllabus covered chapters on advanced tools (both theory as well as practical) as per the market demand. The study sample revealed that 40.0 percent of the respondents stated that they opted the course in order to upgrade their skills while 57.0 per cent joined to secure regular employment. Around 67.0 percent respondents stated acquiring knowledge about new skills through advance skill training was also a reason to join the course (multiple responses). Respondents stated that companies prefer candidates who have undergone advance training and that was one of the main reasons they enrolled for the advance course. If the candidates have undergone only basic training, they are employed as helpers in companies.

Additional employable skills: In addition to training on “Main Domain”, DB Tech also provides training on “Soft skills” as part of the course content. The Soft Skills module explains the skills that are required for effective performance in the workplace. The module highlights the need of personal grooming in terms of dressing and physical appearance. The module also emphasizes the role of

verbal, non-verbal & written communication in different contexts, computer skills, presentation skills, self-management, stress management, motivation, ethics and values to build a successful career. These additional inputs help the candidates to perform better at job interviews, in grooming their personality and creating a good first impression.

Program Format: The format designed for advance skill training by DB Tech varied to a large extent from the format that is provided by other Training Institutes for similar skills. Although the training duration is only two months, it had various other components in addition to training on “domain skill”, such as training in soft skills, Guest lectures, Exposure visits, Counselling (both to candidates and their parents), Placement and Post-placement follow-up. The course format also included providing hostel facilities to out-station candidates as stated by 38.0 percent of the candidates in the study sample.

Innovative teaching aids used: The class lectures were also supplemented with animation movies, games, quiz, role plays, audio-video aid, chart display, etc. Motivational videos are shown to the candidates to inspire them. In few centers, cricket and volleyball competitions are held between the students of different domains to build a healthy competitive spirit in them and to make them understand the importance of team work. Role plays are organised to show candidates how to attend interviews confidently.

Training Course Content: The training content being imparted in the training program was developed in partnership with TATA STRIVE in accordance to the guidelines prescribed by Sector Skill Council. When the respondents during the impact study were asked to state their level of satisfaction with regard to syllabus and course content, three-fourth of the respondents stated that they are “Highly Satisfied”. Discussion with the domain trainers revealed that presently level 3 of the NSDC is being followed. They were of the view that in keeping with the market demand, the level could be upgraded so that candidates would then be able to perform to the satisfaction of the employers.

Course Duration: There was general concern among the faculty that the course duration of two months is too short a period to perform other activities besides theory and practical classes, like providing periodic counselling, taking the candidates on exposure visits, arranging guest lectures and following placement process meticulously. It was felt that if the course duration is extended to three months, it would be more beneficial to the students especially in accommodating more practical sessions. In Kerala, Delhi and Jharkhand 58.0 percent, 51.0 percent and 64.0 percent respondents respectively expressed dissatisfaction with the course duration. They were of the view that the

course duration should be increased as there are too many activities and they need to rush to complete all the activities within the span of two months. Distribution of respondents by skill revealed that 44.0 percent of the respondents who opted for “CNC setter cum operator –Turning” indicated not being satisfied with the duration of the program.

Exposure Visits and Guest Lectures: In addition to theory and practical sessions, the course format was supplemented with exposure visits and guest lectures. The survey data revealed that overall 71.0 percent respondents were taken on exposure visits with 100.0 percent respondents from Andhra Pradesh stating so. In Ranchi, none of the respondents stated being taken on exposure visits outside the campus. However, discussions with the faculty revealed that candidates were taken to ITC which is in the premises of the DBT campus. The DB Tech Centres at different locations had tie ups with several reputed factories / companies for taking the students on exposure visit. In Kolkata, students were taken to CSE Power plant, Mitsubishi Power plant, Tata Motors, Birla industrial museum for science and technology, Electric office-Liluah, Wagon factory-Liluah, Samsung Production unit, Sealdah Seva Kendra, Science city, Jamshedpur Tata, Das Mohan Ati and others. Likewise, in Odisha, the students were taken to Rourkela Steel Plant, Adhunik Metaliks and Optical Grid Kaunurmunda. In Uttar Pradesh, for instance students were taken to LG TV Showroom, Hero Honda Agency, Neo –Techno, Lucknow, etc. In Delhi, candidates were taken to Okhla industrial area, NDMC, Sriram Piston, Sriram Piston Rings company, Socker (CNC) company, Jaguar Company, Mahindra & Mahindra, Helical Springs, Motherson Sumi, Bony Polymers as a part of the exposure visits.

One or two guest lectures were organised for each batch to orient the candidates about industry norms/practices. The guest lecturers were invited from different industries/institutes/production companies according to the domain. In addition, the ex-students of DB tech who are employed are also invited to come and share their experience.

Assessment: On the 10th day of the program, the candidates undergo a “Self-Assessment” (MCQ) at the campus level. The first term “Internal Assessment” (Learning Management System) is done on the 20th day. One more “Self-Assessment” is organised at the campus level on the 30th day of the program. The second term “Internal Assessment” is administered by DB Tech staff on the 50th day of the program. The “Third Party Assessment” takes place on the 60th day which is organised by an external agency for providing Certificates to the successful candidates.

Placements and post placement follow up: There are “two placement orientations” arranged for each batch. The first orientation is given 10 to 15 days after the start of the training program and the

second one is given a week to 10 days before the program comes to an end. The placements are done in two ways.

- ❖ There are several companies that have a tie-up with DB Tech. These companies share their Job Description (JD) with the Center coordinator and according to the requirements, candidates are shortlisted and attend the campus interviews. The candidates who are selected are taken by the domain trainer to the companies for joining. However, the campus interviews take place only when companies require candidates in bulk i.e. around 50-60 candidates.
- ❖ The second kind of placements is through telephonic interviews. Certain companies share their Job Description (JD) with the center coordinator. The center coordinator in turn shares a format in which the prospective candidates are listed who are then telephonically interviewed by the HR department. The shortlisted candidates are then taken to the interview venue by the domain trainers for a face to face interview.

The Centers have also developed a mechanism for post placement follow up for six months subsequent to placement and the candidates are provided with counseling, if required.

4.3 Project Effectiveness

Career Grooming: The respondents were asked to state whether the course content of the skilling program organised by the DB Tech Centres helped them in grooming their career and enhancing their job prospects. Around 93.0 percent respondents stated that the training program certainly did improve their skills while paving way for better jobs with increased salaries. They were of the view that the program had enhanced their bargaining power while attending job interviews. Respondents also felt that only if they go for jobs in the trade in which they have availed training, it would be value addition to their skill base.

Jobs Prospects after Training: Respondents were asked whether the 'advance training' availed from Don Bosco Tech helped them in securing jobs of their choice. Of the total sample, 60.0 percent respondents said that it had facilitated in securing suitable employment. Among them 98.0 percent had secured employment within one month after completion of the training. Trade-wise analysis revealed that 85.0, 63.0 and 59.0 percent respondents who opted for trades "Sr. Manual Metal Arc Welding", "Electrician" and "Field Engineer, RACW" respectively stated that the training was helpful in securing employment. All the candidates who availed the trade "Sr. Manual Metal Arc Welding", "Field Engineer-RACW" and "Automotive Service Technician" secured employment within one month after completion of the course. None of the candidates who availed training under "Plumbing" were able to find employment.

Program Rating: The respondents were asked to give rating about various aspects of the program. The options given were “Poor”, “Average”, “Good”, “Very good” and “Outstanding”. With regard to course content, 33.0 percent respondents stated that it was “Outstanding” and another 41.0 percent stated as “Very Good”. Only around 4.0 percent stated as “Poor” or “Average”. In case of theoretical aspects of the program, 36.0 percent indicated that it was “Outstanding” and 42.0 percent stated as “Very Good”. With regard to Practical aspects of the training program, only around 6.0 percent said that it was either “Poor” or “Average” while the remaining 94.0 percent respondents rated it as “Good”, “Very Good” or “Outstanding”.

Program Monitoring & Evaluation: Performance tracking is done through a well-conceived Management Information System. The Web Based Monitoring System provides adequate information at Project Level, Regional Level, State level and training center level with the details of trainees such as trainees profile, duration of training program, placement record, etc. It provides real time information needed to all stake-holders, both internal and external. It captures data from the field, analyzes the data and generates various types of reports, according to the need of different stake-holders. In addition to the MIS, the staff from the monitoring unit at headquarters make periodic monitoring visits to the Training Centres at least once in a month to review the performance of each Centre.

4.4 Project Impact

Improvement in Functional skills: Respondents were probed about the improvement in functional skills after undergoing the advance skill training at DB Tech Centre on a scale of five. The identified functional skills were to what extent the improvement was noticed in their “Theoretical Knowledge”, “Practical Knowledge”, “Efficiency in handling jobs”, “Meeting deadlines” and “Handling health & safety measures”.

Maximum respondents (50.0%) gave a rating of “five” to “handling health & safety measures. With regard to improvement in “Practical knowledge”, 39.0 percent respondents gave a rating of “four” and another 38.0 respondents rated “five” on the scale. In case of “Theoretical Knowledge”, 47.0 percent respondents voted for “four” on the scale and another 36.0 percent mentioned “five”. For all the five functional skills, less than 2.0 percent of the total sample respondents gave a rating of “one” on the scale. Likewise, the percentage of respondents who gave a rating of “two” was less than 5.0 percent for all the five functional skills.

Personality Development: In order to know how far the program had contributed towards improving the personality of the respondents, feedback was sought on a set of 12 attributes.

Maximum respondents (75.9%) were of the view that after the training there was a major change in their mind-sets. Likewise, more than 60.0 percent respondents said that there was an increase in their “Motivation levels”, “Time management skills”, “Team Work”, “Decision making capability”, “Communication skills”, “Level of Confidence & Self-esteem”, “Dressing sense” and “Career planning for future”.

Improvement in Quality of Life: Respondents who were currently employed were asked to state the improvement they have noticed in their quality of life due to better income and employment status. Quality of life in terms of. “Improved food consumption”, “Affordability to purchase consumer durables”, “Able to spend more on health & education”, “Better clothing” and lastly “Able to celebrate family functions & festivals on a much larger scale”. The overall sample revealed that 81.0 percent respondents reported improved food consumption, 71.0 percent indicated that they were better able to purchase consumer durables; 83.0 percent stated that they were able to spend more on health & education, 79.0 percent opined that they are able to celebrate family functions in a better manner and 82.0 percent trainees said that they are able to spend more money on clothes.

Supplementing Family Income: Respondents who were currently employed were probed whether they contributed to the family income. Of the 639 respondents interviewed, 342 (53.5%) were currently employed in some job. Around 75.0 percent of the employed respondents said that they contributed to the family income.

5. Conclusion

The study facilitated in gauging the program outcome and impact across the States, at varying degrees against each of the assessed performance indicators. Measurable impacts could be observed on the following direct and indirect benefits that have been derived by the trainees from the **J.P. Morgan – Don Bosco Tech Academy skilling program**. The program has given value addition to the skill base of the trainees thereby enabling them in securing jobs except in the case of those candidates who had opted for the trade “Plumbing”. The program helped candidates who had planned to take up self-employment after receiving training in advanced skills. However, this was noticed mainly in case of the candidates who enrolled for Assistant Electrician trade. The soft skills taught as a part of “support domain” under the program facilitated in improving the personality of the trainees in terms of dress code, team work, health care, interaction with peers and seniors and increased networking. The sessions under the “main domain” impacted in improving the functional skills of the trainees.

The program on the whole has empowered the trainees to sustain their livelihood in the current competitive job market. Though the above benefits have emerged from the program, the extent of each benefit experienced by the trainees varied from State to State according to location specific limitations such as willingness of the trainees to migrate outside the state for employment purpose, accepting the job in the trade they opted for even if the salary is less in order to get initial experience, etc.

Section – I: Introduction and Study Approach

1.1 Background

Skill building is an important tool for empowering individuals in terms of their social and economic growth. Due to vast growth in technology, majority of the jobs across all the development sectors have become more skill intensive. More than 12 million youth between 15 and 29 years of age are expected to enter India's labor force every year during the next two decades. The Indian economy too is now diversifying from being largely agro-based to a manufacturing and service-based economy. The Government's recent skill gap analysis concludes that by 2022, another 109 million or so, skilled workers will be needed in the identified 24 key sectors of the economy. At present, however, school leavers have few opportunities to acquire job specific skills and only 2.3 percent of India's workforce has received some formal skills training (World Bank, 2017). To address the issue, the recently-launched National Skill Development Mission aims to train approximately 400 million people across the country by 2022.

The World Bank supported "Skill India Mission Operation" is a six-year program in support of the Government of India's skill development strategy as outlined in the National Policy for Skill Development and Entrepreneurship (2017–2023), is being implemented through the National Skill Development Mission (NSDM) which is mainly directed to benefit "labor market entrants". The Don Bosco Tech Academy, as its contribution towards this noble cause initiated a program titled **"J.P. Morgan – DB Tech Academy for Skills"** in the country through their 16 Training Centres located in eight project States.

1.2 J.P. Morgan – Don Bosco Tech Academy for Skills

Don Bosco Tech Society in partnership with J.P. Morgan launched the "J.P. Morgan – Don Bosco Tech Academy for Skills", a skilling program that focused on improving workforce readiness among underprivileged youth in the year 2015. The program contemplated to benefit around 3600 youth who were in the age group of 18-35 years across the country through the 16 training centers operated in eight states. The ultimate goal of the program was to improve the socio- economic status of youth in the country by providing employable skills to semi-skilled, existing workers, ITI graduates and underprivileged youth. The anticipated outcome was that youth take up market driven & employment driven courses and either the trained youth initiate self-employment activities or get placed with companies for respectable salaries.

The states selected for the interventions were; Andhra Pradesh, Delhi, Jharkhand, Karnataka, Kerala, Odisha, Uttar Pradesh and West Bengal. The kind of courses include; Assistant Electrician, Senior Manual Metal Arc Welding, Plumbing General -II, Field Engineer – RACW, CNC Setter cum Operator – Turning and Automotive Service Technician. The details of the center-wise courses offered under the program is presented in the following statement.

Sl. No.	State	Location of the Centre	Course
1	Andhra Pradesh	Kurnool & Ongole	(i) Assistant Electrician
2	Jharkhand	Ranchi (Kokar)	(i) Assistant Electrician (ii) CNC Setter cum operator – Turning (iii) Automotive Service Technician
3	Delhi	New Delhi (Okhla & Najafgarh)	(i) CNC Setter cum Operator – Turning (ii) Assistant Electrician (iii) Plumbing General -II (iv) Field Engineer – RACW
3	Karnataka	Bangalore (Peenya & DBSM)	(i) CNC Setter cum Operator – Turning (ii) Assistant Electrician (iii) Senior Manual Metal Arc Welding (iv) Plumbing General –II (v) Field Engineer – RACW
		Kolar Gold Field	(i) Assistant Electrician
4	Kerala	Waynad (Sulthan Bathery)	(i) Senior Manual Metal Arc Welding
6	Odisha	Rourkela (Kaurmunda)	(i) Assistant Electrician (ii) Senior Manual Metal Arc Welding
7	Uttar Pradesh	Lucknow (Mohanlalganj)	(i) Assistant Electrician (ii) Field Engineer – RACW (iii) Automotive Service Technician
8	West Bengal	Kolkatta (Liluah, Mirpara & Park Circus)	(i) CNC Setter cum operator – Turning (ii) Senior Manual Metal Arc Welding (iii) Assistant Electrician (iv) Field Engineer – RACW

The program was implemented during a span of 38 months from November 2015 to December 2018 as per mutually agreed terms with J.P. Morgan as stated below in the following matrix.

Sl. No.	Contract	Duration
A	Initial Contract period	12 months (November 2015 to October 2016)
B	First Amendment	10 months (November 2016 to August 2017)
C	Second Amendment	10 months (September 2017 to June 2018)
D	Third Amendment (underway as on August, 2018)	6 months (July 2018 to December 2018)
	Total duration of the project	38 months

1.3 Impact Evaluation Study

Don Bosco Tech Society proposed to undertake the “Impact Evaluation of the J.P. Morgan – Don Bosco Tech Academy for Skills” towards the last phase of the program which was culminating in December 2018 with the induction of last batch of trainees during July 2018. The purpose of the proposed evaluation was to measure the benefits derived by the target group from the program in terms of its relevance, socio-economic impact, attitudinal change among the target group, capability to meet the labor market and lessons learnt etc. The impact evaluation assignment was entrusted to CMSR Consultants Pvt. Ltd., a multi-disciplinary research group based in Delhi.

1.4 Objectives of Impact Evaluation

- To review and assess the effectiveness of J.P. Morgan – Don Bosco Tech Academy for Skills in order to make informed recommendations to strengthen its design, delivery, monitoring and evaluation.
- To determine the relevance of the program in the current employment environment.
- To determine the relevance and format of the program vis a vis other training programs in the same domains.
- To assess impact of the program on the socio-economic status of beneficiaries pre- and post-training.
- To assess the impact of the training on the beneficiaries’ attitudes and performance.

- Extent of financial contribution of the beneficiaries from the salaries as support income for their families.
- Career advancement / prospects of the beneficiaries after training & Placement.
- Assess the challenges faced by DB Tech in the context of the program with recommendations on how they can be addressed.

1.5 Study Tools and Sample size

The tools were designed keeping in view the key questions suggested in the terms of reference of the study. The questions were related to four main attributes i.e. “Relevance or Appropriateness of the Program”, “Effectiveness of the Program”, “Impact of the program” and “Efficiency of the Program”. The outcome and impact indicators identified by J.P. Morgan and DBTA during inception of the Program were also taken into consideration. In all, four tools were prepared to canvas among four categories of respondents. The details are given in the following matrix.



Sl. No.	Respondent	Tool designed	No. of respondents covered	Remarks
1	Trainee Candidates	Semi-structured interview schedule	639	The interviews were conducted at the location of the DBTA training centres.
2	DBTA Staff	In-depth interview guidelines	13	Canvassed among the Faculty engaged in the training
3	Employers	In-depth interview guidelines	10	Conducted at selected locations
4	Parents of the Candidates	FGD guidelines	3	One each conducted at Bangalore & Kolkata

The interview schedule canvassed among the candidates were pre-tested before finalisation for securing the approval of DB Tech Society, New Delhi.

1.6 Execution of the Assignment

- i **De-briefing by the DB Tech Society:** The Core members of the Study team were briefed about the assignment by DB Tech society during initial round of discussions. The objective and the purpose of the study were made known to the consultant along with the deliverables and timelines. Information from secondary sources about the program outreach and other components were shared.
- ii **Desk Review & Development of study tools:** The desk review included review of program implementation by the DB Tech Centers, Periodic reports, Log frame, recruitment of batches and names of candidates trained by each center. The Log frame facilitated in identification of outcome and impact indicators and development of study tools. The tools were pre-tested in Delhi and finalized in consultation with DB Tech Society.
- iii **Study Area & Sample number:** The study sample was spread over in eight program States and 13 DB Tech centers. The sample number of candidates to be interviewed in each center was pre-decided based on the number of candidates trained in the respective centers against each of the six skills implemented under the program.
- iv **Deployment of Field teams & Orientation:** The spread of the centers to be covered under the study were three each in the State of West Bengal, two each in the States of Andhra Pradesh, Delhi and Karnataka, one each in the States of Kerala, Jharkhand, UP and Orissa. In each center, a team of two members (one SRA and one RA) were deployed in each center to carry out the data collection. It was ensured that the team members were quite conversant with the local language. Besides, qualitative interviews (FGD with Parents and IDI with the center staff and employers) were conducted by the senior team members of the organisation. The entire data collection activities were completed under the close supervision of the Project Coordinator.
- v **Conducting interviews with the candidates:** The total number of candidates who were interviewed were 639. The sample comprised of the candidates who were residents of the particular location as well as outstation students who availed training. Those candidates who had relocated to other places for employment were interviewed telephonically. Both the personal interviews and telephonic interviews were undertaken at the training centers. The candidates were selected by the study team based on the center-wise list obtained from DB Tech Society. Those who could not be traced due to change of address or phone number were replaced with alternate students with the help of the Center staff.

vi **Analysis and Report Writing:** The interview schedules filled-in for the candidates were verified with logical reasoning before feeding into the excel sheets for analysis. The feedback given by the respondents about the course timings, course content, counselling, exposure visits were also cross verified with the teaching faculty of the respective centers to know the ground realities. The responses of only those who had secured placement after the training were considered while analysing the indicators pertaining to impact aspect.

1.7 Study Limitations

The candidates for canvassing the semi-structured schedule were selected randomly by the study team and were contacted with the help of faculty at the respective Centers. Those who had gone out of station after placement could be interviewed only over phone. Though the team could get the feedback for all the questions posed over telephone, much information could not be captured about personality development and attitudinal change that could have resulted due to acquisition of social skills provided as a part of course content.

Few candidates identified under the sample had to be replaced since their contact details like mobile number had changed. Likewise, those who did not respond to the phone calls had to be replaced after repeated attempts. All the questions in the schedule were applicable to only those who had availed training and are presently sustaining in a job without break. If placement had not taken place especially among those who have received training during this year, they would be ignorant about the outcome indicators like salary structure, socio-economic development, personality development, etc. The Study team also had discussions with the training faculty at the DB Tech Centres.



Section– II: Program Review

The section reviews the program implementation at all India level through analysis of the secondary materials/MIS data shared by DB Tech for all the Centers. This would entail quantitative assessment of the program in line with the targets envisaged during inception of the program.

2.1 Program Launch

The Don Bosco Tech Society launched the program in 16 centres spread over in eight selected States across the country during the third quarter of the year 2015-2016. Initial two quarters were more or less devoted for equipping the Centres with necessary infrastructure which included Class rooms, Reference Desk, Technical/ Machinery Lab, Computer Lab, Activity Room, Seminar Room supplemented by induction of faculty, orientation of the core team members engaged in the training program and initiating the process of mobilizing the students. The program was designed by Don Bosco Tech for providing market driven employment-oriented skill development training aiming at the engineering and services sector. The skill program was designed as per the demands from the market and as per an informed choice and interest-based option to the students than any other qualification parameter. Six market driven skills viz. “Assistant Engineer”, “Automotive Service Technician”, “CNC Setter cum Operator-Turning”, “Field Engineer-RACW”, “Senior Manual Metal Arc Welding” and “Plumbing” were chosen for providing advance level training to the youth.

2.2 Course Content & Training Faculty

The course content was prepared by DB Tech in partnership with TATA STRIVE and was in line with the guidelines provided by the “National Skill Council”. The course syllabus contained sessions pertaining to both; “Main Domain” as well as “Support Domain (soft skills)”. While the sessions pertaining to “Main domain” facilitated the trainees in acquiring functional skills, the soft skills which included Life skills, Communication skills, Health & Safety measures, BIT and preparatory exercises for taking up job helped in grooming their personality. The “Guest Lectures” given by experts of the respective domains gave additional inputs to the trainees on the subject. Likewise, the “Exposure visits” helped the trainees to choose the job they would like to take-up after the program.

The Team at each Training Center comprised of a Centre Coordinator, Trainers (for each trade), Soft Skill Instructor, Community Mobiliser and Placement Coordinator. A Placement Coordinator was placed at the Head office to monitor and oversee the overall placement process. Management

Information System (MIS) was in place for performance tracking by securing periodic information from all the centers.

2.3 Mobilisation of Candidates

During the launch of the program, mobilizing the candidates was the major task since the candidates who are in the age group of 18 to 35 years either need to have previous experience in the particular trade they opt for or should have passed ITI course for availing the Advance skill training under the DB Tech program. The process of mobilising eligible candidates for the program varied from Centre to Centre which included, visiting ITIs & Colleges, conducting Seminars, distributing flyers/leaflets on the roads, trains, buses & Railway stations etc. posting advertisements on the local TV channels & media, meeting community leaders / NGOs and visiting Gram panchayats in rural areas. Counselling is given to each candidate about the prospects of the program and later they are asked to fill-in the application form.

2.4 Induction

While the candidates come for registration, an interview is conducted before they are inducted into the program. The training program is free of cost except for a caution deposit of Rs 2000 which is refundable. Since the program is free of cost, necessary precaution is taken that only the interested and eligible candidates join the program. All the candidates are provided uniform, study kits, stationery items, aprons etc. In selected centers, hostel facilities are provided for outstation candidates. The duration of the courses offered is for a period of two months. Soon after getting selected for the program, the candidates undergo an “Induction program” for three to six days followed by regular classes related to main domain and support domain.

2.5 Course Sessions

The teaching mode included classroom sessions and practical classes in the respective labs. The medium of instruction followed is English. Classroom lectures are supplemented with description through flip-charts, diagrams, practical exercises, quiz program, role play, screening of motivational videos and use of other audio-visual aids. Each batch is taken at least on one “Exposure Visit”. The Centers have identified few factories and industrial units locally for exposure visits. Likewise, “Guest Lectures” are arranged for topics related to both “Main domain” as well as “Support Domain”.

2.6 Guest Lectures

As a part of the training program, the DB Tech faculty invite experts all the trades to give lectures for the training batches. Eleven Centres have organised a total of 105 guest lectures during the total duration of the program. The centre-wise number of Guest Lectures organised is given in the following table.

Table 2.1: Centre-wise number of Guest Lectures Organised

Sl. No.	Location of Center	No. of guest lecturers arranged
1	DB Tech, Liluah	16
2	DB Tech, Park Circus	25
3	DB Tech, Bangalore	15
4	DB Tech, Okhla	13
5	DB Tech, Najafgarh	5
6	DB Tech, Mirpara	8
7	DB Tech, Mohanlalganj	7
8	DB Tech, KGF	2
9	DB Tech, Kokar	9
10	DB Tech, Ongole	4
11	DB Tech, Kuarmunda	1
	Total	105

2.7 Field/Exposure Visits

The Centre faculty had tie ups with selected enterprises for each skill to take the students on an exposure visit to factories or production units for facilitating the students to get acquainted with the processes and field exposure. In all 74 field visits have been organised. The number of field visits organised by each Centre is presented in following table.

Table 2.2: Centre-wise number of Field Visits organised

Sl. No.	Center Location	No. of Field visits organised
1	DB Tech, Liluah	18
2	DB Tech, Park Circus	13
3	DB Tech, Bangalore	12
4	DB Tech, Najafgarh	4
5	DB Tech, Mirpara	4
6	DB Tech, Okhla	11
7	DB Tech, Mohanlalganj	3
8	DB Tech, KGF	1
9	DB Tech, Kokar	4
10	DB Tech, Ongole	2
11	DB Tech, Batheri	2
	Total	74

2.8 Assessment

On the 10th day of the program, the candidates undergo a “Self-Assessment” (MCQ) at the campus level. The first term “Internal Assessment” (Learning Management System) is done on the 20th day. One more “Self-Assessment” is organised at the campus level on the 30th day of the program. The second term “Internal Assessment” is administered by DB Tech staff on the 50th day of the program. Field visits (two in number) are organised on the 21st and 36th day of the program. The “Third Party Assessment” takes place on the 60th day which is organised by an external agency for providing Certificates to the successful candidates.

2.9 Placement Approach

Each batch is given “two placement orientations”. The first one takes place between 10 to 15 days after the start of the training program and the second one is given during 30th to 55th day of the program. The first one focuses on orienting the candidates about the purpose of the training program, how important certain skills are for job placements, etc. The second orientation is given to assess the quality of the candidates, to check on their communication skills, confidence, knowledge of the domain, etc. The candidates are also made aware of the probable companies that would hire them, location of the companies, the nature of job, probable questions that would be asked in an

interview, salary structure etc. While assessing the candidates, if found that they lack in any aspect, the concerned domain trainer and Center coordinator are briefed so that they can work on improving the shortcomings of the candidates. The placements are done in two ways.

- There are several companies that have a tie-up with DB Tech. These companies share their Job Description (JD) with the Center coordinator and according to the requirements, candidates are shortlisted and attend the campus interviews. The candidates who are selected are taken by the domain trainer to the companies for joining. However, the campus interviews take place only when companies require candidates in bulk i.e. around 50-60 candidates.
- The second kind of placements is through telephonic interviews. Certain companies share their Job Description (JD) with the center coordinator. The center coordinator in turn shares a format in which the prospective candidates are listed who are then telephonically interviewed by the HR department. The shortlisted candidates are then taken to the interview venue by the domain trainers for a face to face interview. The Centers have also developed a mechanism for post placement follow up for six months subsequent to placement and the candidates are provided with counseling, if required.

2.10 Training Batches

Training under this program were conducted in 17 DB Tech Centres spread over in the eight selected States. Maximum number of 45 batches have been organised in the three Centres of West Bengal followed by 21 batches organised in the State of Karnataka. In Delhi, 18 batches of candidates had undergone training during the three-year program duration. Thus, the major beneficiaries under the program were those hailing from West Bengal, Karnataka and Delhi. The centre-wise number of training batches organised is presented in the following table;

Table 2.3: Centre-wise number of Training Batches organised

Sl. No.	Location of Centre	No. of Batches
1	DB TECH – Kolar Gold Fields, Karnataka	2
2	DB Tech – Kuarmunda, Odisha	4
3	DB Tech-Batheri, Kerala	4
4	DB Tech-Kurnool, Andhra Pradesh	2
5	Don Bosco – Hospet, Karnataka	1
6	Don Bosco - Siemense Peenya, Karnataka	1
7	Don Bosco Bidar, Karnataka	1

Sl. No.	Location of Centre	No. of Batches
8	Don Bosco Park Circus, West Bengal	20
9	Don Bosco SERI, Mirpara, West Bengal	9
10	Don Bosco Skill Mission – Bannerghatta, Bangalore, Karnataka	17
11	Don Bosco Tech – Ongole, Andhra Pradesh	5
12	Don Bosco Tech Society, Khorotoli, Kokar, Jharkhand	8
13	Don Bosco Technical Institute Okhla, Delhi	13
14	Don Bosco Technical Institute, Mohanlalganj, Lucknow, Uttar Pradesh	7
15	Don Bosco Technical School Liluah, West Bengal	16
16	Don Bosco Yuva Kendra, Najafgarh, Delhi	5
17	The Hassan Don Bosco Society, Karnataka	1
	Total	116

2.11 Program Outreach

The total number of students who received training for advanced skills under the program as on 30th September 2018 was 3445. Among them women candidates were hardly 1.6 percent. Against the total coverage, 47.0 percent of the candidates are from the three Centres in West Bengal. The two Centres in Delhi contributed to 15.0 percent of the total coverage. The State and Centre-wise distribution of candidates received training under the program is given in following table.

Table 2.4: State-wise and Centre-wise distribution of candidates received training under the program

Sl. No	State	Centre	Students Trained	Male	Female
1	Andhra Pradesh	DB Tech -Kurnool	52	52	0
2	Andhra Pradesh	Don Bosco Tech – Ongole	133	133	0
3	Delhi	Don Bosco Technical Institute Okhla	370	370	0
4	Delhi	Don Bosco Yuva Kendra, Najafgarh.	155	155	0
5	Jharkhand	Don Bosco Tech Society, Khorotoli, Kokar	171	170	1
6	Karnataka	DB TECH – HOSPET	22	22	0
7	Karnataka	DB TECH – KGF	61	56	5
8	Karnataka	Don Bosco - Siemense Peenya	19	19	0
9	Karnataka	Don Bosco Bidar	28	28	0

10	Karnataka	Don Bosco Skill Mission - Bannerghatta	410	394	16
11	Karnataka	The Hassan Don Bosco Society	13	5	8
12	Kerala	DB Tech Bathery	89	89	0
13	Odisha	DB Tech – Kuarmunda	100	100	0
14	Uttar Pradesh	Don Bosco Technical Institute, Mohanlalganj	193	192	1
15	West Bengal	Don Bosco Park Circus	638	622	16
16	West Bengal	Don Bosco SERI, Mirpara	347	347	0
17	West Bengal	Don Bosco Technical School Liluah	644	634	10
		Total	3445	3388	57

2.12 Skill-wise extent of Coverage

Of the total number of candidates who have received training in advance skill under the program, nearly half of them had availed for “Electrician” trade. The next major skill which has attracted maximum number of candidates was “CNC Setter-cum-Operator turning opted by 21.0 percent of the total coverage. The skills like “Plumbing” and “Refrigeration & Air conditioning” had very few takers with less than one percent of the total number of candidates opting for the trade. In fact, demand for “Refrigeration & Air conditioning” was more during the last year of the program in the States of Delhi, Karnataka and West Bengal. The percentage of candidates who had availed training in “Field Engineer – RACW” and “Senior Manual Metal Arc Welding” were only 8.0 and 10.0 percent respectively. The State-wise distribution of students received training under different skills is provided in the below table.

Table 2.5: State-wise distribution of students received training under different skills

Sl. No.	State	Assistant Electrician	Automotive Service Technician	CNC Setter cum operator – Turning	Field Engineer – RACW	Senior Manual Metal Arc Welding	Plumber	Refrigeration & Air Conditioning	Grand Total
1	Andhra Pradesh	160	25						185
2	Delhi	281		139	42		48	15	525
3	Jharkhand	60	32	79					171
4	Karnataka	337	13	19	57	66	21	40	553
5	Kerala	16	23			50			89
6	Odisha	100							100
7	Uttar Pradesh	87	52		54				193
8	West Bengal	631	28	495	114	209		152	1628
	Overall	1672 (48.6)	173 (5.0)	732 (21.0)	267 (8.0)	325 (9.6)	69 (0.2)	207 (0.6)	3445 (100.0)

Note: Figures within parenthesis indicate percentage to total

2.13 Nativity of the Candidates

It was noticed that 85.0 percent of the candidates who enrolled in the program in various Centres hail from the same State and only 15.0 percent were from adjoining States. The reasons behind the same was either that the candidates did not have the trade of their choice in their State or there were no DB Tech Centres organising this particular program in their State. However, in the States of Kerala and Orissa, all the candidates who got enrolled in the program were hailing from the same State. The Centre-wise details about nativity of the candidates is provided in following table.

Table 2.6: Centre-wise Program outreach by candidates those hailing from the same State versus those from outside the State

State/Centre	(number of Students)		
	Within the State	Outside the State	From the States Of.
Andhra Pradesh			
DB Tech-Kurnool	52	-----	-----
Don Bosco Tech – Ongole	123	10	Telangana
Delhi			
Don Bosco Technical Institute Okhla	153	217	Assam, Bihar, Gujarat, Haryana, Jharkhand, Madhya Pradesh, Manipur, Mizoram, Odisha, Punjab, Rajasthan, Uttar Pradesh, Uttarakhand.
Don Bosco Yuva Kendra, Najafgarh.	99	56	Bihar, Haryana, Karnataka, Madhya Pradesh, Uttar Pradesh.
Jharkhand			
Don Bosco Tech Society, Khorotoli, Kokar	159	12	Bihar, Odisha, West Bengal.
Karnataka			
DB Tech – KGF	58	3	Tamil Nadu, Kerala.
Don Bosco – Hospet	22	----	-----
Don Bosco - Siemense Peenya	15	4	Kerala.
Don Bosco Bidar	28	-----	-----
Don Bosco Skill Mission – Bannerghatta	298	112	Andhra Pradesh, Assam, Kerala, Meghalaya, Tamil Nadu, Telangana, Uttar Pradesh.
The Hassan Don Bosco Society	13	-----	
Kerala			
DB Tech-Batheri	89	-----	-----
Odisha			
DB Tech – Kuarmunda	100	—	—

Uttar Pradesh			
Don Bosco Technical Institute, Mohanlalganj	189	4	Jharkhand, Bihar.
West Bengal			
Don Bosco Park Circus	578	60	Bihar, Jharkhand, Mizoram, Odisha, Uttar Pradesh.
Don Bosco SERI, Mirpara	343	4	Bihar, Jharkhand.
Don Bosco Technical School Liluah	602	42	Andhra Pradesh, Bihar, Jharkhand, Kerala, Meghalaya, Odisha, Tripura, Uttar Pradesh.
Total	2921 (85.0%)	524 (15.0%)	

2.14 Overall Placement Status

Among the trained candidates, 56.0 percent have secured placement. It was learnt that few candidates insist for securing employment within their place of stay under the pretext that they would not be able to meet the expenses if they are staying away from their family. Some of them take up jobs only if they get reasonable amount of salary. For instance, many candidates who secured training at DB Tech Centre in Ranchi are looking for job abroad and ignoring the jobs available locally. In spite of all such limitations, more than half of the trained candidates have secured employment. Maximum number of candidates (87.0 %) among those who have been trained in the two Centres of Andhra Pradesh have secured jobs followed by 64.0 percent candidates who received training in Odisha as evident from the following table.

Table 2.7: State-wise Percentage of candidates secured placement against number trained

Sl. No.	State	Number of candidates Trained	Number of candidates secured Placement	Percentage of Candidates placed
1	Andhra Pradesh	185	161	87.0
2	Delhi	525	325	62.0
3	Jharkhand	171	22	13.0
4	Karnataka	553	219	40.0
5	Kerala	89	36	40.0
6	Odisha	100	64	64.0
7	Uttar Pradesh	193	102	53.0
8	West Bengal	1628	1010	62.0
	Overall	3445	1939	56.0

2.15 Conclusion

Against the envisaged target of 3200 youth to be trained, the program has successfully provided training to 3445 youth as on September 2018. The last batch of candidates secured training in the month of August 2018. Till date, 74 field/exposure visits have been organised under the program against the envisaged number of 70. Likewise, 105 guest lectures have been arranged by the Centres against the targeted number of 123. The placement process is still underway. Against the envisaged number of 2584 youth to secure placement, 1939 youth had secured job as on mid-October 2018. The program outcome and impact are discussed in the following Section of the Report.

Section – III: Program Impact

As part of the evaluation study, a total 639 students were interviewed from the 13 centers of eight states. The interview schedule canvassed among the students addressed all the performance indicators pertaining to the activities taken-up under the program. This Section discusses the outcome and impact of the program based on the information gathered from the sample candidates.

3.1 Respondents Profile

3.1.1 State-wise Coverage of Trainees

The sample number of trainees were 639 which was 19.0 percent of the total coverage of 3445 trainees covered under the program during the 38 months of implementation. The sample included 11 female trainees against the total number of 57 females benefitted under the program. Major coverage of female trainees was noticed only in the States of Karnataka and West Bengal. The low female ratio could be due to the fact that trades like electrical, welding, plumbing, automotive service technician, RACW, CNC are still considered predominantly male oriented. The State-wise sample number of trainees chosen for the study was the proportionate number to the total coverage in that particular State (except for the State of Uttar Pradesh). For instance, 47.0 percent of the program coverage was in the State of West Bengal and the sample too represented 47.0 percent of the total study sample. Thus, due representation was given to all the States in the study as evident from the table below.

Table 3.1: Study Sample

(Number of Trainees)				
Sl. No.	State	Program Achievement	Sample size	Percentage to total Sample size
1	Andhra Pradesh	185	37	6.0
2	Delhi	525	103	16.0
3	Jharkhand	171 (includes one female)	36	6.0
4	Karnataka	553 (includes 29 females)	94 (includes 7 females)	15.0
5	Kerala	89	12	2.0
6	Odisha	100	15	15.0

Sl. No.	State	Program Achievement	Sample size	Percentage to total Sample size
7	Uttar Pradesh	193 (includes one female)	39	6.0
8	West Bengal	1629 (includes 26 females)	303 (includes 4 females)	47.0
	Overall Sample	3445 (includes 57 females)	639 (includes 11 females)	19.0

3.1.2 Distribution of Trainees by Age - group

Age is one of the criteria for participating in the skilling program organised by DB Tech Academy. The candidates who are interested in availing the training needed to be in the age-group of 18 to 35 years. It was observed in the sample that a good percentage (89.0 %) of the respondents were in the age-group of 18 to 25 and only 9.0 per cent respondents were in the age-group of 26 to 30 years. A meagre 2.0 per cent respondents belonged to the age-group of 31 to 35 years. The State-wise details are given in the following table. The reason for maximum candidates seen in the age group of 18-25 years could be because it is the 18-25 years youth who would be more interested to learn a new skill and take up employment while the older youth would have already settled into family life and career. Also, companies prefer youngsters as it is easier to mould them according to the job requirements.

Table 3.2: Distribution of Respondents by age-group

Sl. No	State	18-25	26-30	31-35	Total Sample
1	Andhra Pradesh	86.5	13.5	-	37
2	Delhi	85.4	10.7	3.9	103
3	Jharkhand	63.9	36.1	-	36
4	Karnataka	93.6	4.3	2.1	94
5	Kerala	91.7	-	8.3	12
6	Orissa	40.0	40.0	20.0	15
7	Uttar Pradesh	87.2	10.3	2.6	39
8	West Bengal	95.4	4.3	0.3	303
	Overall	571 (89.4)	56 (8.8)	12 (1.9)	639

The State-wise figures reveal that more than 90.0 per cent of the respondents in the States of West Bengal, Kerala and Karnataka were in the age-group of 18 to 25 years. Only in case of Jharkhand and

Odisha the percentage of respondents in the age-group 26 to 30 years exceeded 35.0 per cent of the sample.

3.1.3 Skill-wise Distribution of Trainees

Training was provided in six advance skills under the program which included “Electrician”, “Field Engineer (RACW)”, “Plumbing”, “Sr. Metal Arc Welding”, “Automotive service technician” and “CNC setter-cum-operator”. Among these six skills, the sample trainees represented five skills in the State of West Bengal followed by sample trainees representing four skills each in the States of Karnataka and Delhi. “Plumbing was the only skill which did not represent in the State of West Bengal which was duly represented in the



sample selected in Delhi and Karnataka. The sampled trainees in the States of Jharkhand and Uttar Pradesh represented three skills each while the States of Andhra Pradesh, Kerala & Odisha represented only one skill as could be observed from the following table.

Table 3.3: Distribution of Respondents by type of Skill

Sl. No	State	Advance Skill						Total Sample
		Assistant Electrician	Field Engineer -RACW	Plumbing General	Sr. Manual Metal Arc Welding	Automotive Service Technician	CNC Setter cum Operator-Turning	
1	Andhra Pradesh	100.0	-	-	-	-	-	37
2	Delhi	42.7	6.8	14.6	-	-	35.9	103
3	Karnataka	70.2	23.4	4.3	2.1	-	-	36
4	Jharkhand	33.3	-	-	-	8.3	58.3	94
5	Kerala	-	-	-	100.0	-	-	12
6	Orissa	100.0	-	-	-	-	-	15
7	Uttar Pradesh	53.8	15.4	-	-	30.8	-	39
8	West Bengal	40.3	14.2	-	8.9	5.3	31.4	303
	Overall	317 (50.0)	78 (12.0)	19 (3.0)	41 (6.0)	31 (5.0)	153 (24.0)	639

The above table reveals the sample number of respondents interviewed under each skill along with percentage of the sample (within parenthesis) to the total sample assigned to that State. The overall figures represent the weightage of sample assigned each of the Skill. Thus “Electrician” represented 50.0 per cent of the sample number (against 49.0% coverage under the program) followed by “CNC setter-cum-operator-Turning” with 24.0 per cent of the total sample (against 21.0% coverage under the program). Thus, while selecting the respondents, the sample number gave due weightage to the skills too in accordance to the overall coverage under each particular skill.

3.1.4 Respondents by Educational Qualification

The eligibility criteria prescribed for induction of candidates into the program is that either they should be ITI Diploma holders or possessing experience in that particular trade. It is observed that the prescribed eligibility criteria were adhered to while inducting the candidates. The educational level of the sample respondents reveals that 31.0 percent are ITI Diploma holders, 8.0 percent are graduates and 46.0 percent are Higher Secondary pass outs. The State-wise figures given below reveals that more than 50.0 percent trainees in the States of Karnataka and Jharkhand are ITI Diploma holders. Around 18.0 percent were 10th pass students while another 46.0 percent had cleared their higher secondary (12th pass out). Only one trainee each in the States of Andhra Pradesh and West Bengal had just completed primary school. Likewise, middle level pass out constituted only 2.0 percent of the total sample but possessing experience in that particular trade. Other than those who had ITI/Diploma holders, rest of the candidates were firstly enrolled for the basic training course imparted by DB Tech and later inducted in the advance course.



Table 3.4: State-wise distribution of respondents by educational qualification

Sl. No.	Educational Qualification	State-wise distribution of respondents by Qualification (multiple response)								Total
		Karnataka	West Bengal	New Delhi	Andhra Pradesh	Jharkhand	Kerala	Odisha	Uttar Pradesh	
1	Primary (5 th Pass)	-	0.3	-	2.7	-	-	-	-	2 (0.3)
2	Middle (8 th Pass)	-	1.3	6.8	-	2.8	8.3	-	-	13 (2.0)
3	Secondary (10 th Pass)	18.1	12.5	10.7	37.8	30.6	33.3	60.0	28.2	115 (18.0)
4	Higher Secondary (12 th Pass)	20.2	62.7	24.3	24.3	47.2	58.3	-	69.2	294 (46.0)
5	Graduate	9.6	6.9	10.7	5.4	19.4	-	-	2.6	51 (8.0)
6	Post Graduate	-	0.3	16.5	-	-	-	-	-	18 (2.8)
7	ITI / Diploma	52.1	23.8	35.0	35.1	58.3	-	40.0	-	197 (30.8)
8	Others	1.1	1.0	1.9	2.7	5.6	-			9 (1.4)
	Overall	95	330	109	40	59	12	15	39	699

In Delhi, 27.0 percent of the trainees were either graduates or post graduates who had opted for training in advance skill. Another 35.0 percent were ITI Diploma holders.

3.1.5 Employment Status

The figures reveal that 53.0 percent of the respondents were currently employed, 16.0 percent were pursuing higher studies while the remaining 31.0 percent were unemployed. Discussions with the faculty revealed that initially while registering for the training program, youth say that they are willing to work. However, once the training is over, they are not willing to attend interviews stating family issues. Also, several candidates ask for job placements in and around their home towns and are not willing to migrate. The percentage of unemployed were around 30.0 percent in the States of Karnataka, Delhi and West Bengal. In Jharkhand, majority were waiting for job postings abroad and hence were not keen on choosing any employment locally. In the State of Andhra Pradesh, 11.0 percent were unemployed, 35.0 per cent were studying and 54.0 percent were employed.

Table 3.5: Current Employment Status of the Respondents (State-wise)

Sl. No.	Educational Qualification	State-wise distribution of respondents by Qualification						Total Sample
		Self employed	Government Job	Private job	Studying	Unemployed	Others	
1	Andhra Pradesh	24.3	-	29.7	35.1	10.8	-	37
2	Delhi	7.8	-	35.9	27.2	29.1	-	103
3	Jharkhand	-	-	2.8		97.2	-	36
4	Karnataka	8.5	-	48.9	12.8	29.8	-	94
5	Kerala	-	-	91.7	8.3	-	-	12
6	Odisha	-	-	80.0	-	20.0	-	15
7	Uttar Pradesh	33.3	-	43.6	12.8	10.3	-	39
8	West Bengal	7.3	-	48.5	13.9	30.4	-	303
	Overall	60 (9.4)	-	282 (44.1)	101 (15.8)	196 (30.7)	-	639

None of the respondents were employed in Government jobs. Around 18.0 percent were self-employed and the remaining 82.0 percent were engaged in private jobs. The project goal as defined in the project grant document of J.P. Morgan was that at least 160 trainees get interested in taking-up self-employment. The study sample revealed that 60 trainees are presently self-employed.

3.2 Advance Skill Training

3.2.1 Day Scholar versus Hosteller

The Training program had a provision for extending hostel facility to outstation candidates. Among the sample number of 639 respondents, 38.0 percent candidates were those who had availed hostel facility. The remaining 62.0 percent were hailing from local areas and hence did not require hostel facility. The figures pertaining to total coverage of beneficiaries under the program too reveal that around 40.0 percent of the students had migrated from other districts within the State or from adjoining States. The sample trainees also revealed a similar trend. The Centre-wise details are given in the following table.

3.2.2 Source of Awareness about the Program

The trainees were asked to state their source of awareness about the advance skill training program at the DB Tech Centres. The major source of awareness as stated by the respondents were family members, friends, peer group and neighbours in case of 58.0 percent of the respondents. Around 26.0 percent respondents revealed that they were approached and motivated by the DB Tech staff for attending the training program. Only 10.0 percent respondents stated that they came to know of the program through advertisements, road shows etc.

Table 3.6: Skill-wise distribution of Respondents by Source of Awareness

Sl. No.	Advance Skill	Source of Awareness (Percentage of Responses)			
		Don Bosco staff	Friends/Family/Neighbours	Advertisement/Road show	Others
1	Assistant Electrician	27.4	57.1	10.1	5.4
2	Field Engineer - RACW	30.8	65.4	2.6	1.3
3	Plumbing General	47.4	47.4	5.3	
4	Sr. Manual Metal Arc Welding	24.4	65.9	7.3	2.4
5	Automotive Service Technician	45.2	54.8	-	-
6	CNC Setter cum Operator-Turning	16.3	57.5	15.7	10.5
	Overall	169 (26.4)	373 (58.4)	62 (9.7)	35 (5.5)

While analysing the figures by skills, it was observed that the faculty of DBT Centre had played a major role in mobilising the students for “Automotive Service Technician” (45.2%) and “Plumbing” (47.0%). Likewise, Friends, family, Neighbours and Peer group had been a major source in case of candidates who availed training under “Senior Manual Metal Arc Welding” (66.0%) and “Field Engineer-RACW” (65.0%). Media was a major source in mobilising the candidates for “CNC Setter cum Operator-Turning” 16.0%) and “Assistant Electrician” (10.0%).

State-wise distribution of respondents by awareness of the training program indicated that media played a major role in Delhi in mobilising the candidates. On the contrary, in the States of Odisha and Uttar Pradesh, none of the respondents indicated media as a source of awareness regarding the training course. In Uttar Pradesh, majority stated that the faculty of DB Tech Centre were mainly engaged in creating awareness about the program. In West Bengal, friends, family and peer group

played a major role in informing about the program to the beneficiaries under the program. The State-wise details are given in the following table.

Table 3.6 (a): State-wise distribution of Respondents by Source of Awareness

Sl. No.	State	Source of Awareness				Total Sample
		DBT Centre	Friends, Family, Neighbours, Peer group	Advertisement, Road show etc.	Others	
1	Andhra Pradesh	24.3	54.1	21.6	---	37
2	Delhi	33.0	23.3	39.8	3.9	103
3	Jharkhand	22.2	55.6	5.6	16.7	36
4	Karnataka	27.7	59.6	4.3	8.5	94
5	Kerala	16.7	66.7	16.7	---	12
6	Odisha	26.7	66.7	----	6.7	15
7	Uttar Pradesh	82.1	17.9	-----	----	39
8	West Bengal	17.8	75.2	1.7	5.3	303
	Overall	26.4	58.4	9.7	5.5	639 (100.0)

3.2.3 Purpose for Joining the Program

The trainees were asked to state the purpose for which they opted for the training program. The options were: “for skill up-gradation”, “to acquire knowledge about new skills”, “for supplementing family income” and for “Securing regular employment”. Those stating that they joined the training in order to acquire new skills constituted 67.0 percent of the total sample. Securing regular employment was stated by 57.0 per cent respondents. Around 45.0 percent respondents indicated that they availed the program as they wanted to supplement the family income while another 40.0 percent respondents indicated that they opted for the course in order to upgrade their skills.

The Skill-wise responses given by the sample trainees is given in the following table.



Table 3.7: Trade wise distribution of respondents by purpose of joining the Program (multiple responses)

Sl. No.	Advance Skill	Purpose (Multiple Responses)			
		Skill upgradation	Acquire knowledge about new skills	Enhance family income	For securing regular employment
1	Assistant Electrician	43.2	67.8	39.7	51.1
2	Field Engineer - RACW	51.3	71.8	47.4	62.8
3	Plumbing General	47.4	42.1	36.8	47.4
4	Sr. Manual Metal Arc Welding	17.1	70.7	53.7	65.9
5	Automotive Service Technician	32.3	54.8	19.4	48.4
6	CNC Setter cum Operator-Turning	34.6	67.3	59.5	64.7
	Overall	256 (40.1)	428 (67.0)	289 (45.2)	361 (56.5)

More than 70.0 percent respondents who had availed training under “Field Engineer-RACW” and “Senior Manual Metal Arc Welding” stated that acquiring knowledge about new skills was the reason for opting for the particular skill training. Like-wise, more than 64.0 percent candidates who had acquired training under “CNC Setter cum Operator-Turning” said that the purpose was to acquire knowledge about new skills as well as secure regular employment. The percentage distribution of the candidates by the purpose for which they opted for a particular training program organised by DB Tech Centre by project States is indicated in the following table.

Table 3.7 (a): State-wise distribution of respondents by purpose of joining the Program (multiple responses)

Sl. No.	State	Purpose (Multiple Responses)			
		Skill upgradation	Acquire knowledge about new skills	Enhance family income	For securing regular employment
1	Andhra Pradesh	24.3	62.2	18.9	8.1
2	Delhi	59.2	28.2	42.7	69.9
3	Jharkhand	50.0	83.3	27.8	33.3
4	Karnataka	61.7	91.5	40.4	47.9
5	Kerala	16.7	41.7	8.3	75.0
6	Odisha	46.7	93.3	26.7	6.7

Sl. No.	State	Purpose (Multiple Responses)			
		Skill upgradation	Acquire knowledge about new skills	Enhance family income	For securing regular employment
7	Uttar Pradesh	30.8	12.8	25.6	69.2
8	West Bengal	29.4	77.9	57.8	63.4
	Overall	256 (40.1)	428 (67.0)	289 (45.2)	361 (56.5)

It could be observed from the above table that more than 90.0 percent of the candidates in Karnataka and Odisha stated that “acquiring knowledge about new skills” was the purpose behind joining the program. In the states of Delhi and Uttar Pradesh, 70.0 percent candidates availed the program to secure regular employment. In Kerala, “securing regular employment” was stated as a reason for attending the program by 75.0 percent respondents. Only 8.0 percent respondents stated enhancing family income as a reason for opting the program.

3.2.4 Reasons for Preferring DB Tech Centre for Skilling Program

The respondents were given a choice of 13 options as to why they chose DB Tech Centre for acquiring skill instead of other training institutes. Majority of the respondents (50.0%) stated the presence of good faculty as a reason for choosing DB Tech Centre for undertaking the training program. Around 48.0 percent indicated that the DB Tech center was recommended by friends as a good place for availing training in advance skill. DB Tech centre’s reputation in finding suitable job after the training was stated as a reason by 45.0 percent respondents. Similarly, 44.0 percent respondents stated that the Centre’s regularity in organising classes during the course duration was the motive for joining the training program.

The feedback which was in multiple responses is summarised below for overall sample number of 639 respondents.

Option-1: Since the Centre is Located nearby /place of my liking - stated by 29.0 % respondents

Option-2: Friends/old students recommended DB Tech - stated by 48.0 % respondents

Option-3: Parent’s recommended to join DB Tech- stated by 28.0 % respondents

Option-4: Due to DBT’s reputation in fetching a job - stated by 45.0 % respondents

Option-5: Since the course is free of cost - stated by 29.0 % respondents

Option-6: Due to availability of Hostel facility - as stated by 27.0 % respondents

Option-7: The Faculty is Qualified & efficient - stated by 50.0 % respondents

Option-8: The Centre has a friendly environment for learning - stated by 27.0 % respondents

Option-9: Due to influence of Peer group - stated by 15.0 % respondents

Option-10: Due to presence of Life skill sessions in the Syllabus - stated by 22.0 % respondents

Option-11: The Centre undertakes Career counselling - stated by 27.0 % respondents

Option-12: The Centre is regular in organising classes - stated by 44.0 % respondents

Option-13: Good laboratory Facility is available at the Centre - stated by 31.0 % respondents

The table below gives State-wise picture about the feedback given by the respondents on why they selected DB Tech for availing training.

Table 3.8: State-wise distribution of Respondents by reasons for selecting DB Tech (multiple responses)

Sl. No.	Reason	KTK	WB	ND	AP	JHD	KER	OSA	UP	Overall
1	Located nearby /place of my liking	19.1	34.3	20.4	8.1	8.3	58.3	53.3	61.5	29.4
2	Friends/old students recommended	81.9	52.5	26.2	18.9	47.2	41.7	66.7	17.9	48.4
3	Parent's recommendation	41.5	30.7	35.9	2.7	5.6	0	13.3	5.1	27.5
4	Institute's reputation in fetching a job	30.9	60.1	22.3	2.7	94.4	58.3	6.7	23.1	44.8
5	No tuition fee/nominal fee	55.3	20.8	26.2	5.4	36.1	16.7	66.7	48.7	29.4
6	Hostel facility	51.1	21.1	10.7	0	58.3	8.3	26.7	64.1	27.2
7	Qualified & efficient faculty	56.4	76.6	5.8	0	8.3	0	13.3	56.4	49.8
8	Friendly environment for learning	1.1	33.3	16.5	45.9	52.8	0	0	48.7	27.1
9	Peer group interaction	2.1	19.1	31.1	0	0	0	0	5.1	14.7
10	Life skill sessions	19.1	21.1	8.7	59.5	25.0	0	60.0	30.8	22.4
11	Career counselling	30.9	18.8	42.7	2.7	50.0	0	33.3	41.0	26.6
12	Regular classes organised	12.8	74.9	12.6	0	13.9	0	6.7	56.4	43.8

Sl. No.	Reason	KTK	WB	ND	AP	JHD	KER	OSA	UP	Overall
13	Good lab. Facility	4.3	52.8	11.7	0	0	8.3	0	53.8	31.0
14	Others	8.5	0	4.9	2.7	5.6	0	0	0	2.5
	Total responses	390	1563	284	55	146	23	52	200	2567

In the states of Kerala, Odisha and Uttar Pradesh, more than 50.0 percent respondents stated that they chose the Centre as it was located either nearby their home or at a place of their convenience. However, location was not a major criterion in case of respondents from the remaining six states. In Karnataka, 82.0 percent respondents stated that were influenced by either friends or old students who had undertaken training at the Centre. In Jharkhand, 94.0 percent of the respondents stated that they opted for the particular Centre due to its reputation in fetching jobs after the training followed by 60.0 percent respondents in West Bengal and 58.0 percent in Kerala. Likewise, 77.0 percent of respondents from West Bengal stated that they were impressed with qualification and efficiency of the Faculty. None of the respondent from Andhra Pradesh stated “availability of Hostel facility “as an attraction for selecting DB Tech Centre.

3.3 Syllabus & Course Content

3.3.1 Awareness about Course Content

The respondents were asked whether they were made aware about the course content before joining the training program. All the respondents who availed training for “Sr. Manual Metal Arc Welding” stated that they were told about it beforehand. In case of respondents who undertook training in “Field Engineer-RACW” & “CNC Setter cum Operator-Turning”, around 96.0 percent each stated



being aware about the course contents before joining. Among those who had received training for “Automotive Service Technician”, only 7.0 percent respondents stated that they were aware about the course content.

The State-wise figures revealed that in all the States, except West Bengal and Delhi, all those who enrolled under the program were aware about the course content before joining the program. In West Bengal 4.0 percent respondents stated that they were not aware of the course content before joining. The corresponding figure for Delhi was 6.0 percent.

3.3.2 Regularity in conducting classes at DB Tech Centres

All the respondents who availed training for “Field Engineer-RACW”, “Plumbing”, “Sr. Manual Metal Arc Welding” and “Automotive Service Technician” pointed out that the classes were conducted regularly in the respective Centres. Less than 3.0 percent respondents who undertook training for “Asst. electrician” and “CNC Setter cum Operator-Turning” said that there was deviation in the schedule.

While analysing the state-wise figures, it was noticed that one or two candidates each in the States of Delhi, Jharkhand, Odisha and West Bengal opined that the classes were not held regularly as per schedule. However out of total sample number of 639 only 7 respondents stated that there was no regularity in conducting the sessions.

3.3.3 Satisfaction about Completion of Syllabus

Around 95.0 percent respondents stated that the faculty had organised all the Sessions as scheduled for administering the contents pertaining to “Main Domain” and “Support Domain” in line with the prescribed syllabus. However, nearly 11.0 percent of the candidates who had availed training for “CNC Setter cum Operator-Turning” stated that the syllabus was not completed as per schedule. Among those who availed training under “Plumbing”, five percent were not satisfied. Likewise, in case of those who availed training for “Assistant Electrician” and “Automotive Service Technician”, three percent each of the total sample respondents pointed out that the syllabus was not completed as per schedule. In the case of “Sr. Manual Metal Arc Welding” all respondents said that the syllabus was completed as prescribed.

While analysing the figures by the project States, it was observed that all the respondents in the States of Karnataka, Andhra Pradesh, Kerala and Uttar Pradesh said that the prescribed syllabus was completed during the course duration. In the States of Odisha and Jharkhand 7.0 percent and 14.0 percent respondents respectively said that the syllabus was not completed. Likewise, around seven percent respondents each in the States of Delhi and West Bengal were not satisfied with regard to completion of course content and syllabus. Discussions with the faculty revealed that two months was too short a time to complete the course and they had to rush in order to complete the prescribed syllabus on time.

3.3.4 Respondent's Satisfaction about Syllabus and Course Content

The respondents were asked to choose either of the three options viz. "Highly satisfied", "Somewhat satisfied" or "Not at all satisfied" for indicating their satisfaction level regarding the syllabus and course content followed during the training program. Three-fourth of the respondents in the overall sample indicated that they were "Highly Satisfied" followed by another 23.0 percent stating "Somewhat satisfied". Only 2.0 percent stated that they were not at all satisfied with the syllabus and course content. Among those who had availed training under "Plumbing" and "Sr. Manual Metal Arc Welding" all the respondents indicated either "Highly satisfied" or "Somewhat satisfied" with none indicating that they were not at all satisfied. Only negligible number of respondents indicated "not satisfied" among the respondents who had availed training in the remaining four trades as evident from the following table.

Table 3.9: Skill-wise satisfaction level among candidates regarding Syllabus and Course Content

Sl. No.	Advance Skill Course	Level of satisfaction		
		Highly Satisfied	Somewhat satisfied	Not satisfied at all
1	Assistant Electrician	80.1	18.0	1.9
2	Field Engineer -RACW	84.6	14.1	1.3
3	Plumbing General	63.2	36.8	-
4	Sr. Manual Metal Arc Welding	82.9	17.1	-
5	Automotive Service Technician	93.5	3.2	3.2
6	CNC Setter cum Operator-Turning	55.6	41.2	3.3
	Overall	480 (75.1)	146 (22.8)	13 (2.0)

The State-wise figures revealed that in all the States, respondents have either indicated "Highly Satisfied" or "Somewhat Satisfied" with regard to the syllabus/course content except for the States of Delhi and West Bengal wherein around three percent respondents each have shown displeasure by stating "not at all satisfied". Further percentage of respondents stating "Highly Satisfied" exceeded 92.0 percent in the States of Andhra Pradesh, Karnataka and Odisha. In the States of Delhi and Jharkhand, the percentage of respondents stating "Somewhat satisfied" were 45.0 and 36.0 percent respectively as evident from the following table.

Table 3.9 (a): State-wise satisfaction level among candidates regarding Syllabus and Course Content

Sl. No.	State	Level of Satisfaction		
		Highly Satisfied	Somewhat satisfied	Not satisfied at all
1	Andhra Pradesh	97.3	2.7	
2	Delhi	52.4	44.7	2.9
3	Jharkhand	63.9	36.1	-
4	Karnataka	98.9	1.1	-
5	Kerala	83.3	16.7	-
6	Odisha	93.3	6.7	-
7	Uttar Pradesh	89.7	10.3	-
8	West Bengal	71.0	25.7	3.3
	Overall	480 (75.1)	146 (22.8)	13 (2.0)

When probed the reasons for not being satisfied with the syllabus and course content, most respondents stated that the syllabus was vast and duration of course was less, Topics were not relevant, Course conducted in English, “equipment/machines were old, process of placement was not up to the mark, course could not fetch appropriate job, inadequate content, old procedures & techniques adopted in administering the training sessions etc.

3.3.5 Career Grooming

The respondents were asked to state whether the course content of the skilling program organised by the DB Tech Centres helped in grooming their career and enhancing their job prospects. Around 93.0 percent respondents stated that the training program certainly did improve their skills while paving way for better jobs with increased salaries. They were of the view that the program had enhanced their bargaining power while attending job interviews in the skill they had opted for. Respondents also felt that only if they go for jobs in the same trade in which they have availed training, it would be value addition to their skill base. Among those who availed training under “Field Engineer-RACW” and “CNC Setter cum Operator-Turning”, nine percent each of the respondents stated that the course content did not groom them well. In case of those who availed training under

“Assistant Electrician” and “Plumbing”, around five percent respondents were not satisfied in this regard. Among respondents who availed training under “Automotive Service Technician” three percent disclosed dissatisfaction while another three percent said that they don’t know.

The percentage of respondents who said that the course content did not groom them in that particular skill were 12.0 and 9.0 percent in the states of Delhi and West Bengal respectively. In the States of Karnataka and Jharkhand, only one respondent each said that the course content did not help in grooming them. In the states of Andhra Pradesh, Kerala, Odisha and Uttar Pradesh, all the respondents were of the opinion that the course content did groom them by knowledge level and skill base.

3.3.6 Feedback about Field/Exposure Visits

When asked whether they have been taken on an exposure visit, only 71.0 percent respondents stated that they have been taken on exposure visit during the course. In Andhra Pradesh both the DB Tech program centres had taken the candidates on exposure visits. In Ranchi, none of the respondents reported to have gone on exposure visits. Discussions with the faculty brought to light the fact that candidates were taken to ITC which is in the premises of the DB Tech campus. Therefore, the students did not understand that this was a part of the exposure visit.

The DB Tech Centres at different locations had tie ups with several reputed factories / companies for taking the students on exposure visit. In Kolkata, students were



taken to CSE Power plant, Mitsubishi Power plant, Tata Motors, Birla industrial museum for science and technology, Electric office-Liluah, Wagon factory-Liluah, Samsung Production unit, Sealdah Seva Kendra, Science city, Jamshedpur Tata, Das Mohan Ati and others. Likewise, in Odisha, the students were taken to Rourkela Steel Plant, Adhunik Metaliks and Optical Grid Kaunurmunda. In Uttar Pradesh, for instance students were taken to LG TV Showroom, Hero Honda Agency, Neo –Techno, Lucknow, etc. In Delhi, candidates were taken to Okhla industrial area, NDMC, Sriram Piston, Sriram Piston Rings company, Socker (CNC) company, Jaguar Company, Mahindra & Mahindra, Helical Springs, Motherson Sumi, Bony Polymers as a part of the exposure visits.

3.3.7 Comfortable with Duration of the Program

The respondents were asked whether they felt comfortable with the prescribed duration of the program. Of the total sample number of 639 respondents, 72.0 percent stated that they were comfortable with the duration of the program. All respondents in the states of Andhra Pradesh and Karnataka stated that they were comfortable with the duration. In Kerala, Delhi and Jharkhand 58.0 percent, 51.0 percent and 64.0 percent of the respondents respectively expressed not being satisfied about the duration. They were of the view that the course duration should be increased. Similarly, in the states of Uttar Pradesh, Odisha and West Bengal, 18.0 percent, 13.0 percent and 28.0 percent respondents respectively stated that they were not satisfied regarding duration of the program.

Distribution of respondents by skill revealed that 44.0 percent of the respondents who opted for “CNC setter cum operator –Turning” indicated not being satisfied with the duration of the program as could be seen from the following table. Respondents opined that there were too many activities in the training program and two months is too short a time to fit in the theory and practical classes, soft skill sessions, guest lectures, exposure visits etc.

Table 3.10: Extent of Respondents feeling comfortable with the duration of the program (Skill-wise)

Sl. No.	Advance Skill Course	Percentage of respondents stated		
		“Comfortable”	“Not comfortable”	“Don’t know”/ “Can’t say”
1	Assistant Electrician	76.7	22.7	0.6
2	Field Engineer -RACW	85.9	14.1	-
3	Plumbing General	78.9	21.1	-
4	Sr. Manual Metal Arc Welding	68.3	31.7	-
5	Automotive Service Technician	83.9	16.1	-
6	CNC Setter cum Operator-Turning	54.2	44.4	1.3
	Overall	462 (72.3)	173 (27.1)	4 (0.6)

3.3.8 Rating of the Program

The respondents were asked to give rating about various aspects of the program. The options given were “Poor”, “Average”, “Good”, “Very good” and “Outstanding”. With regard to course content, 33.0 percent respondents stated that it was “Outstanding” and another 41.0 percent stated as “Very Good”. Only around 4.0 percent stated as “Poor” or “Average”. In case of theoretical aspects of the

program, 36.0 percent indicated that it was “Outstanding” and 42.0 percent stated as “Very Good”. With regard to Practical aspects of the training program, only around 6.0 percent said that it was either “Poor” or “Average” while the remaining 94.0 percent respondents rated it as “Good”, “Very Good” or “Outstanding”.

The course content under “Supporting Domain” (soft skills) was rated “Outstanding” by 34.0 percent respondents, “Very Good” by 37.0 percent respondents and “Good” by 21.0 percent respondents. The details are given in the following table.

Table 3.11: Program rating under selected performance indicators.

Sl. No.	Aspect	Rating (% of respondents)				
		Poor	Average	Good	Very Good	Outstanding
		<20	20- 50	50 - 60	60 – 80	>80
1	Overall course content	0.6	3.6	21.6	41.0	33.2
2	Theoretical aspects of the training	0.8	3.8	18.3	41.6	35.5
3	Practical aspects of the training	1.1	5.2	18.6	37.7	37.4
4	Course content of supporting domain (soft skills)	2.3	5.6	21.0	36.8	34.3
5	Orientation during induction	1.7	6.4	23.5	41.0	27.4
6	Placement	12.7	15.6	27.1	23.8	20.8
7	Exposure Visits	2.9	10.8	22.5	33.3	30.5

However, with regard to Placements, several respondents were not satisfied with 13.0 percent stating it as “Poor” and another 16.0 percent indicating as “Average”. Around 71.0 per cent respondents rated this aspect as “Good”, “Very Good” or “Outstanding”. During interviews, few respondents indicated that most placements were arranged at far off locations and the salary was not very high. They would need to spend half of their salary on food and accommodation because of which they would not be able to save money. Many respondents pointed out that they preferred to work in their home towns even if the salary is less rather than relocating to distant places although the salary may be higher.

3.3.9 Job Prospects after Training

Respondents were asked whether the ‘advance training’ availed from Don Bosco Tech helped them in securing jobs of their choice. Of the total sample, 60.0 percent respondents said that it had facilitated in securing suitable employment. Among them 98.0 percent had secured employment within one month after completion of the training. Trade-wise analysis revealed that 85.0, 63.0 and 59.0 per cent



respondents who opted for trades “Sr. Manual Metal Arc Welding”, “Electrician” and “Field Engineer” respectively stated that the training was helpful in securing employment. All the candidates who availed the trade “Sr. Manual Metal Arc Welding”, “Field Engineer-RACW” and “Automotive Service Technician” secured employment within one month after completion of the course. None of the trainees who availed training under “Plumbing” were able to find employment. The details are given in the following table.

Table 3.12: Respondents feedback on securing employment after training (Skill-wise)

Sl. No.	Skill	Overall Sample number	Respondents stating that training was helpful in securing employment	Duration after training in securing employment				
				Within one month	Between one to two months	Between two to three months	Between three to six months	After six months
1	Assistant Electrician	317	200 (63.1)	97.5	1.0	0.5	1.0	
2	Field Engineer - RACW	78	46 (59.0)	100.0	-	-	-	-
3	Plumbing General	19	Nil	--	-	-	-	-
4	Sr. Manual Metal Arc Welding	41	35 (85.4)	100.0	-	-	-	-
5	Automotive Service Technician	31	19 (61.3)	100.0	-	-	-	-
6	CNC Setter cum Operator-Turning	153	80 (52.3)	100.0	2.5	-	-	-
	Overall	639	380 (59.5)	373 (98.1)	4 (1.1)	1 (0.3)	2 (0.5)	-

While analysing the state-wise figures, it was observed that maximum respondents from the States of Andhra Pradesh (97.0%), Kerala (92.0%) and West Bengal (75.0%) stated that the training availed by them proved to be useful in securing job. In Jharkhand, only 11.0 percent were able to find employment after training. As already mentioned earlier, this was because they were keen to find employment abroad for which they are presently undergoing the process. It was observed that all the respondents who secured employment in the States of Andhra Pradesh, Karnataka, Kerala, Jharkhand, Odisha and Uttar Pradesh were placed within one month after completion of the training program as evident from the following table.

Table 3.12 (a): Respondents feedback on securing employment after training (State-wise)

Sl. No.	State	Overall sample number	Respondents stating that training was helpful in securing employment	Time taken after training in securing employment				
				Within one month	Between one to two months	Between two to three months	Between three to six months	After six months
1	Andhra Pradesh	37	36 (97.3)	100.0	-	-	-	-
2	Delhi	103	30 (29.1)	86.7	3.3	3.3	6.7	-
3	Jharkhand	36	4 (11.1)	100.0	-	-	-	-
4	Karnataka	94	35 (37.2)	100.0	-	-	-	-
5	Kerala	12	11 (91.7)	100.0	-	-	-	-
6	Odisha	15	13 (86.7)	100.0	-	-	-	-
7	Uttar Pradesh	39	24 (61.5)	100.0	-	-	-	-
8	West Bengal	303	227 (74.9)	98.7	1.3	-	-	-
	Overall	639	380 (59.5)	373 (98.2)	4 (1.1)	1 (0.3)	2 (0.5)	-

3.3.10 Employment Status before joining the Program

Respondents were asked what they were doing prior to joining the training program. Around 22.0 percent of the respondents stated that they were employed before they availed the DB Tech training. Of the remaining who were not employed, around 91.0 percent were studying, 7.6 percent were sitting idle while another 0.8 percent stated attending to family occupation. Trade-wise analysis revealed that maximum respondents who were working before joining the training were from the plumbing trade. Only 15.0 percent from CNC stated working before the training program.

Cent percent respondents who availed the training in Automotive service technician were studying before joining the course.

Table 3.13: Status of Respondents prior to joining the Training Program (Skill-wise)

Sl. No.	Skill	% of respondents who were in employment before joining the program	% of respondents who were not employed before joining the program.	Status of those who were not employed			
				Was studying	Was idle	Was in search of employment	Attending to family occupation
1	Assistant Electrician	70 (22.0)	78.0	87.9	10.9	-	1.2
2	Field Engineer - RACW	23 (30.0)	70.0	92.7	7.3	-	-
3	Plumbing General	8 (42.0)	58.0	90.9	9.1	-	-
4	Sr. Manual Metal Arc Welding	8 (20.0)	80.0	87.9	9.1	-	3.0
5	Automotive Service Technician	10 (32.0)	68.0	100.0		-	-
6	CNC Setter cum Operator-Turning	23 (15.0)	85.0	97.7	2.3	-	-
	Overall	142 (22.0)	497 (78.0)	455 (91.5)	38 (7.6)	-	4 (0.8)

State-wise analysis by what the respondents were doing before the training program revealed that maximum respondents from Odisha (53.3%), Andhra Pradesh (49.0%) and Kerala (42.0%) were working before attending the training program. Cent percent respondents from the states of Andhra Pradesh and Uttar Pradesh reported studying prior to attending the training program. Maximum respondents who stated sitting idle before joining the course were from Odisha (42.9%), Karnataka and Kerala (28% each).

Table 3.13 (a): Status of Respondents prior to joining the Training Program (State - wise)

Sl. No.	State	% of respondents who were in employment before joining the program.	% of respondents who were not employed before joining the program.	Status of those who were not employed				
				Was studying	Was idle	Was in search of employment	Attending to family occupation	After six months
1	Andhra Pradesh	49.0	51.0	100.0	-	-	-	-
2	Delhi	34.0	66.0	89.7	7.4	-	2.9	
3	Jharkhand	11.0	89.0	87.5	12.5	-	-	-
4	Karnataka	13.0	87.0	72.0	28.0	-	-	-
5	Kerala	42.0	58.0	71.4	28.6	-	-	-
6	Odisha	53.0	47.0	57.1	42.9	-	-	-
7	Uttar Pradesh	5.0	95.0	100.0		-	-	-
8	West Bengal	19.0	81.0	98.8	0.4	-	0.8	-
	Overall	142 (22.0)	497 (78.0)	455 (91.5)	38 (7.6)	-	4 (0.9)	-

3.3.11 Supplementing Family Income

Respondents who were currently employed were probed whether they contributed to the family income. Of the 639 respondents interviewed, 342 (53.5%) were currently employed in some job. Around 75.0 percent of the employed respondents said that they contributed to the family income.

Table 3.14: State-wise Percentage distribution of Trainees contributing to family income

Sl. No.	Centre	Percentage of Respondents		
		Total sample	Presently employed	Among the employed those contributing to family income
1	Andhra Pradesh	37	54.1	85.0
2	Delhi	103	43.8	40.0
3	Jharkhand	36	2.8	100.0
4	Karnataka	94	57.4	83.3

Sl. No.	Centre	Percentage of Respondents		
		Total sample	Presently employed	Among the employed those contributing to family income
5	Kerala	12	91.7	45.5
6	Odisha	15	80.0	100.0
7	Uttar Pradesh	39	76.9	60.0
8	West Bengal	303	55.8	82.8
	Overall	639	342 (53.5)	256 (74.9)

State-wise data revealed that cent percent respondents from the states of Jharkhand and Odisha contributed to the family income. The percentage of respondents who stated contributing to family income exceeded 80.0 percent in the States of Andhra Pradesh, Karnataka and West Bengal. Only 40.0 percent respondents from Delhi and 45.5 percent from Kerala reportedly contributed to family income.

3.3.12 Improvement in Functional Skills

Respondents were probed about the improvement in functional skills after undergoing the advance skill training at DB Tech Centre on a scale of five. The identified functional skills were to what extent the improvement was noticed in their “Theoretical Knowledge”, “Practical Knowledge”, “Efficiency in handling jobs”, “Meeting deadlines” and “Handling health & safety measures”. The following matrix depicts the percentage of respondents who have responded against each of the above stated functional skill on a scale of “one” to “five”.



Table 3.15: Respondent's Improvement in Functional Skills on a scale of 1 to 5

Functional skill	Scale (% of respondents stating)				
	1	2	3	4	5
Theoretical knowledge	4 (0.6)	7 (1.1)	102 (16.0)	298 (46.6)	228 (35.7)
Practical knowledge	5 (0.8)	24 (3.8)	117 (18.3)	249 (39.0)	244 (38.2)
Efficiency in handling jobs	13 (2.0)	27 (4.2)	160 (25.0)	247 (38.7)	192 (30.0)
Meeting deadlines	10 (1.6)	30 (4.7)	160 (25.0)	240 (37.6)	199 (31.1)
Health & Safety measures	11 (1.7)	12 (1.9)	76 (11.9)	224 (35.1)	316 (49.5)

Maximum respondents (50.0%) gave a rating of “five” to “handling health & safety measures. With regard to improvement in “Practical knowledge”, 39.0 per cent respondents gave a rating of “four” and another 38.0 respondents rated “five” on the scale. In case of “Theoretical Knowledge”, 47.0 percent respondents have voted for “four” on the scale and another 36.0 percent have mentioned “five”. For all the five functional skills, less than 2.0 percent of the total sample respondents gave a rating of “one” on the scale. Likewise, the percentage of respondents who gave a rating of “two” was less than 5.0 percent for all the five functional skills.

3.3.13 Personality Development

An attempt was made to find out how the program contributed to improving the personality of the respondents. For the purpose, a set of 12 attributes were put up before the respondents and they had to state to what extent they noticed change for each indicator. Among the 12 attributes, maximum



respondents (75.9%) were of the view that after the training there was a major change in their mindsets. Likewise, more than 60.0 percent respondents said that there was an increase in their motivation levels, much improvement, in their time management skills, working in a team, decision making, communication skills, confidence and dressing sense. Percentage of respondents who

opined that there was no change against all the 12 attributes after undergoing the training constituted less than 11.0 percent of the total sample.

Table 3.16: Extent of impact on personality development of the candidates

(Overall)

Sl. No.	Aspect	% of respondents stating: (Scale of improvement)		
		Very much	To some extent	No change
1	Change in mindset	75.9	21.3	2.8
2	Focus / Goal setting	52.6	39.7	7.7
3	Motivation	60.9	32.4	6.7
4	Initiative	57.7	33.5	8.8
5	Time Management	63.4	31.8	4.9
6	Team work	65.3	30.8	3.9
7	Decision Making	60.1	34.7	5.2
8	Communication skills	62.1	34.1	3.8
9	Confidence / Self esteem	66.8	30.7	2.5
10	Career planning for future	59.8	35.7	4.5
11	Dressing sense	66.7	28.6	4.7
12	Increase in social contacts	54.5	34.4	11.1

The following table reveals the responses of the candidates who availed training for “Assistant Electrician”. Majority of the respondents (78.0%) expressed that there was much change in their mind-set after the training. Around 64.0 percent respondents stated that they noticed much changes in themselves with regard to attributes viz. “Motivation”, “Time Management”, “Team Work”, “Confidence/Self-esteem” and “Dressing Sense”. Only around 3.0 to 6.0 percent stated that there was no change with regard to these attributes.

Table 3.16 (a): Extent of impact on personality development of the candidates who received Training for “Assistant Electrician”.

Sl. No.	Aspect	% of respondents stating: (Scale of improvement)		
		Very much	To some extent	No change
1	Change in mindset	78.2	18.6	3.2
2	Focus / Goal setting	51.4	42.3	6.3
3	Motivation	64.0	30.3	5.7
4	Initiative	57.7	34.1	8.2
5	Time Management	63.7	30.9	5.4
6	Team work	64.7	31.5	3.8
7	Decision Making	61.5	34.1	4.4
8	Communication skills	60.9	36.0	3.2
9	Confidence / Self esteem	64.7	32.5	2.8
10	Career planning for future	58.4	38.5	3.2
11	Dressing sense	64.4	32.5	3.2
12	Increase in social contacts	53.0	35.3	11.7

The responses given by the candidates who availed training under “Field Engineer-RACW” for different attributes pertaining to personality development is given in the following table. The percentage of respondents who had stated that there had been much improvement in 11 attributes were in the range of 59.0 and 78.0 percent. However, only 47.0 percent stated that there has been an increase in social contacts Less than 6.0 percent respondents felt that they did not observe any change.



Table 3.16 (b): Extent of impact on personality development of the candidates who received Training for “Field Engineer-RACW”

Sl. No.	Aspect	% of respondents stating: (Scale of improvement)		
		Very much	To some extent	No change
1	Change in mindset	78.2	20.5	1.3)
2	Focus / Goal setting	51.3	46.2	2.6)
3	Motivation	56.4	41.0	2.6
4	Initiative	65.4	32.1	2.6
5	Time Management	64.1	34.6	1.3
6	Team work	59.0	37.2	3.8
7	Decision Making	59.0	34.6	6.4
8	Communication skills	60.3	37.2	2.6
9	Confidence / Self esteem	62.8	34.6	2.6
10	Career planning for future	66.7	29.5	3.8
11	Dressing sense	62.8	33.3	3.8
12	Increase in social contacts	47.4	34.6	17.9

In case of respondents who availed training for “Plumbing – General”, the responses were not very encouraging as evident from the following table.

Table 3.16 (c): Extent of impact on personality development of the candidates who received Training for “Plumbing - General”

Sl. No.	Aspect	% of respondents stating: (Scale of improvement)		
		Very much	To some extent	No change
1	Change in mindset	57.9	31.6	10.5
2	Focus / Goal setting	21.1	52.6	26.3
3	Motivation	15.8	68.4	15.8
4	Initiative	15.8	42.1	42.1
5	Time Management	26.3	73.7	-
6	Team work	42.1	57.9	-
7	Decision Making	42.1	47.4	10.5
8	Communication skills	47.4	52.6	-
9	Confidence / Self esteem	47.4	52.6	-
10	Career planning for future	36.8	52.6	10.5
11	Dressing sense	47.4	31.6	21.1
12	Increase in social contacts	47.4	42.1	10.5

With regard to those who had availed training for “Senior Manual Metal Arc Welding”, more than 70.0 percent respondents indicated that there was much improvement in “Change in Mindset”, “Motivation”, “Initiative”, “Team-work”, “Confidence/ self-esteem” and “Increase in Social contacts”. Those stating that there was no change in Dressing sense were 15.0 percent while another 12.0 percent stated that there has been no change in their Social Contacts” after undertaking the training.

Table 3.16 (d): Extent of impact on personality development of the candidates who received Training for “Senior Manual Metal Arc Welding”

Sl. No.	Aspect	% of respondents stating: (Scale of improvement)		
		Very much	To some extent	No change
1	Change in mindset	70.7	29.3	-
2	Focus / Goal setting	63.4	36.6	-
3	Motivation	70.7	26.8	2.4
4	Initiative	75.6	24.4	-
5	Time Management	61.0	36.6	2.4
6	Team work	73.2	24.4	2.4
7	Decision Making	56.1	41.5	2.4
8	Communication skills	56.1	41.5	2.4
9	Confidence / Self esteem	80.5	19.5	-
10	Career planning for future	56.1	39.0	4.9
11	Dressing sense	58.5	26.8	14.6
12	Increase in social contacts	70.7	17.1	12.2

Among those who had availed training for “Automotive Service Technician”, more than 90.0 percent respondents indicated that there had been either “very much improvement” or “improvement to some extent on all the 12 attributes. Those stating that there had been “no change” was negligible in case of all the attributes as evident from the following table.

Table 3.16 (e): Extent of impact on personality development of the candidates who received Training for “Automotive Service Technician”

Sl. No.	Aspect	% of respondents stating: (Scale of improvement)		
		Very much	To some extent	No change
1	Change in mindset	77.4	19.4	3.2
2	Focus / Goal setting	38.7	58.1	3.2
3	Motivation	74.2	25.8	-
4	Initiative	51.6	48.4	-
5	Time Management	58.1	38.7	3.2
6	Team work	54.8	38.7	6.5
7	Decision Making	67.7	32.3	-
8	Communication skills	71.0	19.4	9.7
9	Confidence / Self esteem	54.8	41.9	3.2
10	Career planning for future	58.1	38.7	3.2
11	Dressing sense	71.0	25.8	3.2
12	Increase in social contacts	45.2	48.4	6.5

Around 55.0 to 78.0 percent respondents who availed training for “CNC Setter cum Operator-Turning” were of the view that there was much improvement for all the 12 attributes pertaining to personality development. Those stating that there had been no change in case of “Goal setting”, “Motivation” and “Initiative” constituted around 13.0 percent of the sample.

Table 3.16 (f): Extent of impact on personality development of the candidates who received Training for “CNC Setter cum Operator-Turning”

Sl. No.	Aspect	% of respondents stating: (Scale of improvement)		
		Very much	To some extent	No change
1	Change in mindset	73.2	24.2	2.6
2	Focus / Goal setting	59.5	26.8	13.7
3	Motivation	56.9	30.7	12.4
4	Initiative	55.6	31.4	13.1
5	Time Management	68.6	24.2	7.2
6	Team work	72.5	22.9	4.6
7	Decision Making	59.5	33.3	7.2
8	Communication skills	67.3	27.5	5.2
9	Confidence / Self esteem	74.5	22.9	2.6
10	Career planning for future	63.4	29.4	7.2
11	Dressing sense	77.1	19.0	3.9
12	Increase in social contacts	59.5	33.3	7.2

3.3.14 Improvement in Quality of Life

Respondents who were currently employed were asked to state the improvement in their quality of life due to better income and employment status. Respondents were probed on selected indicators viz. “Improved food consumption”, “Affordability to purchase consumer durables”, “Able to spend more on health & education”, “Better clothing” and lastly “Able to celebrate family functions & festivals on a much bigger scale”. The overall sample



revealed that 81.0 percent respondents reported improved food consumption, 71.0 percent indicated that they were better able to purchase consumer durables; 83.0 percent stated that they were able to spend more on health & education, 79.0 percent opined that they are able to celebrate family functions in a better manner and 82.0 percent trainees said that they are able to spend more money on clothes. Nearly 88.0 percent candidates who had availed training under “Senior Manual Metal Arc Welding” and “CNC Setter cum Operator-Turning” stated improvement in their food consumption pattern. More than 80.0 percent respondents under all trades indicated that they are now able to spend more money on clothing due to better income levels.

Table 3.17: Impact on Quality of life of the respondents

(Overall –Skill-wise)

Sl. No.	Skill	Percentage of candidates stating					
		Improved food consumption pattern	Affordability to purchase consumer durables	Able to spend more on health & education	Able to celebrate festivals and functions better	Able to spend more money on clothes	Others (Specify)
1	Assistant Electrician	81.7	70.3	81.1	79.4	79.4	5.1
2	Field Engineer - RACW	71.9	64.9	77.2	70.2	80.7	5.3
3	Plumbing General	70.0	50.0	80.0	70.0	80.0	-
4	Sr. Manual Metal Arc	87.5	81.3	84.4	78.1	84.4	-

	Welding						
5	Automotive Service Technician	75.0	68.8	87.5	75.0	87.5	37.5
6	CNC Setter cum Operator-Turning	88.5	78.8	90.4	88.5	90.4	-
	Overall	277 (81.0)	243 (71.1)	282 (82.5)	269 (78.7)	281 (82.2)	18 (5.3)

The following matrix gives State-wise picture with regard to impact on quality of life of the respondents after getting employment. Cent percent respondents from Andhra Pradesh, Jharkhand and Uttar Pradesh reported that there has been a marked improvement in their food consumption pattern. Likewise, slightly more than 90.0 percent respondents from Kerala stated the same. Cent percent respondents from Andhra Pradesh and Uttar Pradesh stated that due to better income and employment, they were better able to afford the purchase consumer durables and able to spend more on health and education. In case of respondents from Karnataka, only 46.3 percent stated that they could afford to purchase consumer durables while 68.0 percent reportedly spent more on health and education. Cent percent respondents from Uttar Pradesh, 95.0 percent from Andhra Pradesh and 91.0 percent from Kerala reported that due to increase in income levels, they were able to celebrate festivals in a better manner. All the respondents interviewed from Jharkhand and Uttar Pradesh stated that they were able to spend more money on clothes followed by more than 80.0 percent respondents from W. Bengal and Kerala who stated the same.

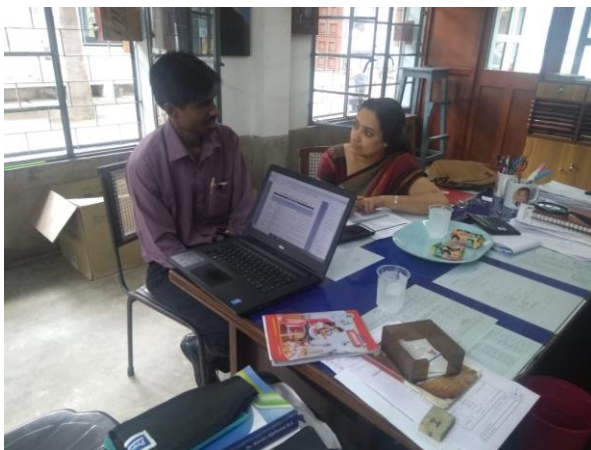


Table 3.17 (a): Impact on Quality of life of the respondents

(Overall State-wise)

Sl. No.	State	Percentage of candidates stating						
		No. of employed candidate	Improved food consumption pattern	Affordability to purchase consumer durables	Able to spend more on health & education	Able to celebrate festivals and functions better	Able to spend more money on clothes	Others (Specify)
1	Andhra Pradesh	20	100.0	100.0	100.0	95.0	70.0	-
2	Delhi	45	68.9	68.9	73.3	73.3	73.3	-
3	Jharkhand	1	100.0				100.0	-
4	Karnataka	54	77.8	46.3	68.5	74.1	77.8	-
5	Kerala	11	90.9	90.9	90.9	90.9	81.8	-
6	Odisha	12	75.0	75.0	75.0	75.0	75.0	-
7	Uttar Pradesh	30	100.0	100.0	100.0	100.0	100.0	56.7
8	West Bengal	169	79.3	69.8	84.6	75.7	84.6	0.6
	Overall	342	277 (80.1)	243 (71.0)	282 (81.9)	269 (78.6)	281 (82.1)	18 (5.3)

Section IV: Stakeholders Feedback

The study attempted to secure feedback from the prospective employers who have been kind enough to induct candidates who pass out from DB Tech Centre as and when vacancy arises. Likewise Focus Group Discussions were also organized with the parents of few candidates who had availed training at DB Tech Centres. The outcome of these two exercises are briefly discussed in this Section.

4.1 Employers Feedback

A total of ten employers/placement agencies were selected for the interviews. All the chosen employers were those wherein the youth from DB Tech have been placed after receiving training. The main objective of the employer's interview was to get the employer's feedback about the DB Tech candidates and to know whether they are happy with the performance of the candidates. An attempt was also made to know the reasons for choosing DB Tech candidates and whether these candidates are different from the others and if yes, in what ways. Lastly, it was also attempted to find out whether the employers have any suggestions for DB Tech to orient the candidates as per the industry demands. The key findings emerged from the employers' interview is presented below;

- The recruitment of the candidates take place either by conducting face to face interviews or telephonically. According to respondent they conduct telephonic interviews at least a week or 10 days before a batch complete their training tenure. Few employers stated they visit Don Bosco tech to personally hire candidates. This helps them to personally assess the learning conditions and suitability. The frequency of visits ranged between once a month to 3-4 times a year or according to need.
- The employers were also asked to state the reasons for hiring the candidates from DB Tech. It was learnt that many employers prefer to take candidates trained by DB Tech. Employers were of the view that it was easier for them to hire candidates in bulk through a single source. Hiring individual candidates requires both time and money. Sourcing candidates through DB Tech is time saving and there is no issue with regard to verifying the credentials of the selected candidates. One more reason to select DB Tech candidates stated by the employers was that they are sincere, hardworking and more focused towards their work. An employer stated that there is better retention of DB tech candidates as they come from poor and marginal families and are needy. In addition, there is the satisfaction of providing jobs and making the careers of children who hail from marginal communities. Another point stated by few employers is that

since the DB Tech candidates are already trained, they have a basic knowledge about the work as compared to freshers.

- Employers were also posed several questions to get feedback about DB Tech candidates. For example; do the DB tech candidates have the required skills to meet the job requirements, how do they find the quality of the candidates in terms of their soft and technical skills and are they receptive to undergo “on the job training” for improvement of their skills? An employer was of the opinion that they do not have to spend money on training the DB Tech candidates as they are already trained. Therefore, just a little handholding and guidance is sufficient. According to another employer, the candidates are quick learners and trustworthy. An employer opined that language is a problem with the DB Tech candidates initially as they have hired several candidates from Calcutta and they only speak Bengali. However, after a few months they are able to converse in Hindi. An employer stated that some candidates dropout after joining as there is a miscommunication regarding the salary structure. All employers felt that technically the DB Tech candidates are better skilled than other candidates.
- Employers were asked to give their suggestions if any about the candidates or if they felt the candidates lacked in anything. One of the employers suggested that an official from DB Tech should be positioned at the location where the candidates are placed in order to act as a coordinator between the employer and the candidates. Many times, the candidates quit within a few days of joining as they are not able to cope up with the new job and location making it difficult for the employers to fill in the vacancies. If a DB Tech official is around, the candidates can share their problems with him and the candidates could be counselled to stick to the job for some more time.
- Although the candidates are given 2-3 months training at DB Tech, they are not familiar with the machines used in the industries. Several employers were of the view that it will be advisable for the DB Tech centers to install a few machines so that it will be easy for the candidates when they start jobs.
- According to an employer, many times, it happens that there is a mismatch between the salaries communicated to the candidates and the actual salary that are offered by the employers. Therefore, he suggested that before joining, it is important that the candidates be made aware of the actual pay package.
- Some companies require the candidates to do standing jobs. Many candidates are not able to perform tasks standing and hence quit. The candidates could be oriented beforehand about the nature of job.

4.2 Findings of the Focus Group Discussion

As a part of the study, three focus group discussions were conducted with parents to understand the changes in their ward's attitude and performance after undertaking the training from DB Tech. Also, if they have observed any changes in their personality and confidence levels. In addition to this, parents were asked to offer their suggestions towards improvement areas that DB Tech may look into while expanding the program. The major points which they revealed about the change they have noticed in their children after undergoing the advance skill training program is presented below.

- The major change according to some parents is that their children have started dressing in a better way. They maintain themselves neat and clean which they were not accustomed to earlier. This was the outcome of the lessons they have learnt under soft skills during the program.
- Few parents stated that they noticed an increase in the confidence level of their children after they had attended the skilling program. The program also helped inculcate the saving habits in children.
- The parents also indicated that they feel very proud to see their children working on computer with the knowledge acquired during the training as earlier this knowledge was completely missing in them.
- Another change parents noticed in their children was their increased contacts and networking with friends that help them in accessing useful information about job opportunities and career options.
- Parents felt that the salary received by their children are not much though the program has helped them to get placement immediately.
- Parents were also asked to give their suggestions about the program and if they had any feedback. Several parents stated that the duration of the course should be extended to at least 6 months as two months is not sufficient to learn a new skill.
- Few parents were of the view that job placements should not be given at far off places as children find it difficult to adjust in a new place and food and language becomes a big issue.
- The parents were also concerned about the sustainability of their children's livelihood. They said that their children should have a secure job and permanency was more important than salary.
- Parents also felt that some stipend should be offered during on the job training.

Section V: Challenges and Recommendations

5.1 Challenges & Barriers

- When the DB Tech team visit villages for mobilising candidates for the training program, it is a huge challenge to convince the youth to migrate to a new place. Although they are interested in undergoing the training program, the youth do not want to move to a new location. It requires tact and efforts to convince them that the training will help them learn new skills and fetch employment.
- Majority of the youth in the rural areas are married by the age of 25 years and settled into a routine life. Hence, they are hesitant to venture out of their comfort zone and volunteer for any new initiative which will require them to relocate. They prefer doing labour work or miscellaneous jobs in the village rather than learning a new skill and find other employment options.
- Most of the students are above the age of 20 years and would have passed their 10th or 12th three to five years earlier. After that they are either engaged in labour work or some miscellaneous jobs. To get these youth into a regular pattern of studies or into mainstream education is tough. Also, getting them to follow the rules and regulations of the institute is not easy.
- The candidates come from varied backgrounds and different social milieu. Therefore, it becomes a challenge to first bring them to a common base level.
- It is a challenge to allay the fears of the candidates who have undergone their education in vernacular medium and therefore are not very proficient in English. Several candidates back out when they learn that the medium of instruction is English.
- When the DB Tech staff go to ITI Institutes for mobilising students, some of the faculty are not interested in sending their students to DB Tech for the training program as they fear losing their students on account of better ranking and reputation of the DB Tech Centers. In some instances, ITI institutes seek monetary incentives for recommending their students to DB Tech.
- It was learnt that there are several government training programs that offer free incentives and stipend to candidates for taking up the course. Therefore, when the DB Tech staff try to convince the youth to join the program, they ask for stipend and compare with the government training programs which provide these things.

- In the DB Tech center at Bangalore, placement of candidates who have undertaken the course in RACW is not easy because very few companies come forward with the specific requirement for RACW candidates. Some companies like Whirlpool are willing to take the RACW trained candidates but put them on sales job which the candidates are not comfortable doing and therefore are not able to utilise their technical training. They also have the requirement that the candidates possess two-wheelers.
- There are several youth who initially while joining say they are willing to take up jobs. However, once the training program is over, they back out and are not willing to attend interviews citing problems at home. As the criteria for the training program is not only to offer training but also increase the employability, this becomes a problem. Likewise, there are other candidates who do not take up jobs as they are only interested in jobs in and around their home towns and it is not possible to place them in their preferred locations.
- Usually companies come up with vacancies in April or November-December. Many times, it happens that during this time, it is not possible to provide candidates as there are no batches who are ready at that time. At such times, the companies lose interest and explore other options.
- Certain companies ask for candidates in bulk, around 30-40. Many times, the requirement may be only for about 15 candidates. So, they put the rest of them in varied departments that do not require the skills that they are trained for or keep the youth as helpers which is disappointing to the youth.
- There are few firms that do not take the youth on their regular pay roll even after 6 months of probation and are not given offer letters. This is one of the reasons the youth quit jobs and look out for other options.
- Few firms in UP and Haryana do not prefer local candidates for jobs. There is a HR policy which discourages hiring of candidates within a radius of 250 kms. Finding job placements for these candidates becomes difficult as they are also not interested to relocate to far off places.
- Most candidates join the training program due to placement assurance. If due to some reasons, they are not able to get placements, they give negative feedback to other youth in their village. Hence, mobilising candidates for the next batch becomes a challenge.

5.2 Recommendations

- Both the students and the faculty are of the view that the course duration should be increased from two months to at least three months. The syllabus is quite vast and it is difficult for the trainers to complete it in two months. The domain trainers are keen to take the candidates to better places for exposure visits but due to paucity of time, they are able to take them only to nearby areas. If the duration is increased, the candidates can be given more practical training, life skills sessions etc.
- According to the demand of the market, the syllabus/course content could be upgraded. Presently of the seven levels prescribed by NSDC, DB Tech is following the third level in case of the Assistant Electrician. If it could be upgraded to fourth or fifth level, it would benefit the candidates in getting better placements. For instance, in the trade Electrician, the syllabus covers house wiring, repairing and installation. When the candidates are placed in companies, they are expected to know motor assembly, test and develop electrical devices along with equipments, maintenance of the electrical system and design the circuit drawing. Likewise, in case of CNC, keeping in tune with the market demands, it would be beneficial if basic engineering drawing and tool geometry are additionally taught to the candidates.
- The name of the CNC course is “CNC setter cum operator”. The role that a CNC setter cum operator is required to perform is set the machine, clean it, mounting it and loading and unloading. However, the syllabus taught covers programming and coding in addition to setting and mounting the machine and loading and unloading. The employers do not have any idea that the candidates who have taken up this particular course are also well versed with coding and programming. So, it would help if the name of the course could be changed to “CNC Practice and Programming”.
- The intake capacity per batch is 30 students. It would be easier on the trainers if the capacity is slightly reduced because it becomes a challenge to take practical classes for all these candidates within a duration of two months. If the number of students per batch is reduced, they would get more time to personally handle the machines so that when placed in companies, they can handle machines more efficiently and confidently. As soon as one batch of candidates pass out, the next batch starts immediately. The trainers therefore do not have any time for review and work under a lot of pressure. It would also help if there are two trainers per domain so that one can focus on the theory classes and the other can take care of practical/lab work.
- It would be worthwhile to arrange a couple of job-oriented sessions for the candidates during the course period to make them aware of the industrial norms. Most of the candidates quit companies within two to three months of joining as they are not happy with the salary, food or

living conditions. Also, most companies take their own time to provide offer letters to the youth. It is therefore important to counsel the candidates to stick to their jobs for at least 6 months to 1 year to gain experience. They need to be told that once they gain experience, they can get better job opportunities with salary hikes and other benefits. Also, many students turn down job opportunities that require them to relocate. They need to be counselled so that they can be mentally prepared to migrate as per the available job opportunity.

- Although there is no age for learning a new skill, employers usually prefer youth who are less than 25 years of age as they feel youngsters can be easily moulded according to the job requirements. Therefore, the age criteria could be reduced to suit the industry requirements.
- It was learnt that although the students trained at the DB Tech centers are very good at theory, they lack the practical experience. Industrial machines could be installed at the DB Tech centers so that the candidates can get hands-on experience of handling machines.
- As most of the candidates come from a rural background, they are not proficient in English, it would help if they can take the exams in local language. It is difficult for them to communicate in English even though they have knowledge of the subject.
- There are many candidates who do not have bank accounts. Few employers are not ready to employ such candidates. Before inducting candidates into the training programs, it could be made mandatory that they open bank accounts.



CMSR Consultants Pvt Ltd.
K-86, Kalkaji, New Delhi - 110019
Ph: +91 11 4166 1868
cmsrconsultants.com