GAIL-IL&FS Skill Development Centres

Impact Assessment by NCSR Hub

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TABLE OF CONTENTS

TABLE OF FIGURES

CHAPTER ONE |INTRODUCTION

A. NATIONAL FOCUS ON SKILL DEVELOPMENT AND FASTER EMPLOYMENT GENERATION

"Skill building can be viewed as an instrument to improve the effectiveness and contribution of labor to the overall production. It is as an important ingredient to push the production possibility frontier outward and to take growth rate of the economy to a higher trajectory. Skill building could also be seen as an instrument to empower the individual and improve his/her social acceptance or value." – Approach to the 12th Plan, the Planning Commission.

Exploiting the demographic dividend of India accounted by its youngest work force with a median age way below that of China and OECD countries is one of national goals of India. It is one of national aims to harness the demographic dividend to not only expand the production possibility but also meet the skilled manpower requirements India and abroad.

In 2004-05, the total employment in the country was estimated at 459.1 million out of which 56.8 percent of workforce belonged to self employment, 28.9 percent to casual labor, and 14.3 percent to regular wages. About 8 percent of the total work force in India is employed in the organized sector, while the remaining 92 percent are in the non-formal sector. The Planning commission acknowledges and emphasizes the need to promote main employment generation activities like (a) agriculture, (b) labor intensive manufacturing sector such as food processing, leather products, textiles (c) services sectors: trade, restaurants and hotels, tourism, construction and information technology and (d) small and medium enterprises.[1]

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[1]*Approach to the 12th Plan, the Planning Commission.*

http://12thplan.gov.in/12fyp_docs/9.pdf (Accessed on 28th May 2013)

Concerted efforts at national, state, district and local levels to enhance skills and encourage faster generation of employment have been undertaken at a **mission mode through National Skill Development Mission (NSDM).** The strategic planning and implementation of NSDM encourages innovates mechanisms to promote good quality public/private/in-service training.

B. CONVERGENCE OF GAIL-ILFS TO PROVIDE JOB-LINKED SKILLS TRAINING

Skills Development is one of the major CSR initiatives of GAIL and has been undertaken in collaboration with IL&FS at three locations- Tandur block in Rangareddy district of Andhra Pradesh, Guna district in Madhya Pradesh and Dediapada block in Narmada district of Gujarat. The programme was initiated in 2010 in Guna while in Tandur and Dediapada Skills Development Centres were established in 2011.

The objective of project is to provide job-linked Skills training to the local youth at the given three locations. The project aims to bring about economic empowerment of the beneficiaries translating into social and economic transformation of their lives.

The GAIL-ILFS skills development initiative is a unique model of public-private partnership that is aligned with broader national goals of-

- Skill Development
- Faster Employment Generation
- Rural development
- Economic and Social empowerment of male and female youth in the villages.

The model follows a holistic approach and comprehensive planning resulting into creation of alternative opportunities for rural youth. The major target group includes:

- SC, ST, OBC and Minority candidates
- Economically backward groups
- Educationally disadvantaged candidates who are- school drop outs, academically less oriented, certificate or diploma holders of ITI/Polytechnic for the last mile link to the jobs, undergraduates with low passing marks, engineering college students with need for finishing skills.
- Special efforts are taken to mobilize women candidates.

The curriculum for each stream is set by a group of experts at IL&FS. The faculty undergoes an extensive selection and training process. Most faculty members have a post-graduate degree, English speaking skills, 3-5 years teaching experience and excellent communication skills. They undergo 2-3 rounds of interviews. Selected candidates have an induction training and trainer certificate course. The course includes a Mastery session about pedagogy (5days) and domain intensive training for 15-20 days.

TABLE 1: GAIL-IL&FS CENTRE, STREAMS & PLACEMENT PARTNERS

GAIL-IL& FS Centre	Current Students	Teachers	Total No. of Students	Areas of Focus	Placement Partners		
Tandur, AP	115	7	1525 (2012-13), 228 (2011-12)	Retail/Sales Marketing (10th pass) BPO Non Voice(10th pass) Hospitality (8th pass) Basic Electrician Oracle DBA English for Employability Duration: 30 day course	Reliance Fresh Walmart V-mart Shoppers Stop Central Mall Big Bazaar Godrej More		
Dediapada district, Gujarat	Earlier batch has passed out	6	1048 (2012-13), 230 (2011-12)	Assistant Mason Duration :30 - 45 days	1. Local Contractors, 2. Contractors Associations 3. Gram Panchayats		
Guna District, MP			Earlier batch has	3	574 (2012-	Currently:	1. MPhasis BPO

	passed out		13), 509 (2011-12), 210 (2010-11)	1. Retail Sales Associate 2. Computer Operator 3. **Domestic BPO Associate** (Current stream of focus) Duration: 30 - 45 Days	**2. Anirudh InfoTech** (Has problems with this placement partners) 3. Surevin BPO Ltd 4. DoInfo Tech Ltd 5. Divine Voice Solutions 6. Bharti Walmart 7. Vidhata Agri Tech 8. Cafe Coffee Day 9. Shopper's Stop 10. Dominos Pizza 11. Pantaloon Retail

				12. Coromandel Pvt Ltd
				14. Aegis Ltd

D. IMPLEMENTATION PROCESS

The implementation process at each centre can be divided into four phases- Mobilisation, Counseling, Skill Development Course, and Placement& Post-placement at described in the figure below.

In this context, GAIL has commissioned National Corporate Social Responsibility Hub, TISS to assess the impact of the above mentioned skill development initiatives on various stakeholders impacted by the project.

A. OBJECTIVES

The **broad** objective of the Impact Assessment Study was to assess the impact of the GAIL-ILFS Skills Development Project on various stakeholders

The **specific** objectives of the study were as follows:

1. To assess the social impact of the project in terms of social standing, change in living standards and changes in lives of the trained candidates and their families.
2. To assess economic impact of the project in terms of livelihood, work opportunities, working conditions and overall standard of living.
3. To assess impact of the project in terms of enhancing the employability of the targeted beneficiaries through skill development.
4. To assess the impact of the project in terms of fulfilling industry requirements.
5. To assess the involvement of various stakeholders in implementation of the project.
6. To assess perspectives of various stakeholders about the project.
7. To identify gaps, if any, in the project cycle and suggest relevant recommendations for GAIL and IL&FS.

B. RESEARCH DESIGN

The research was a qualitative and exploratory in nature. The investigation was exploratory to understand the impact of the Skill training and placement process on primary and secondary beneficiaries, without development of any hypothesis before collecting data. This was also an **evaluation** research as it *"is designed so that the findings will provide information useful in for decisions about public policy or private issues"*[2].

The **triangulation approach** was used in the research investigation to enhance the confidence in resultant findings. Following types of triangulation were used:

a. Data triangulation: This entailed gathering of data from various stakeholders.
b. Investigator triangulation: Two researchers were involved in field to gather and interpret data.
c. Methodological triangulation: Both quantitative and qualitative methods were used for gathering data.

C. METHODOLOGY

Qualitative and quantitative methods were used for collecting data.

Stakeholders considered for the purposes of study included:

a. Primary Beneficiaries
i. Candidates
b. Secondary beneficiaries

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[2] Online: http://www.rci.rutgers.edu/~judithjf/kinds%20of%20research.htm

i.   Families of the candidates

ii.   Employers

c.   Other stakeholders involved in the project implementation

i.   ILFS team

ii.   GAIL team

iii.   Village Gram Panchayats

iv.   Community leaders

v.   Youth leaders

vi.   District Administration functionaries (based on availability , knowledge and involvement in the project)

vii.   Political leaders (based on availability, knowledge and involvement in the project)

D. STUDY TOOLS

The research process involved categorization of the primary beneficiaries based on the following parameters, place and non-placed candidates.

TABLE 2: TABLE PROVIDES A DESCRIPTION OF RESEARCH QUESTIONS FOR EACH STAKEHOLDER AND THE TOOLS USED FOR INVESTIGATION IN RESEARCH

Stakeholders	Research questions	Research methods applied	Tools used for investigation

1. Candidates (Primary Beneficiaries)			
1.1 Trained and placed candidates with 3-4 months of work experience post placement	i. Criteria for selection ii. Socio-economic background iii. Feedback on mobilization strategy, training process, training method, placement process iv. Overall Satisfaction and relevance of the project. v. Impact of the project with respect to aspects such as social, economic, employability, working conditions, livelihood opportunities, standard of living and aims and aspirations as well as satisfaction and happiness in individual lives. vi. Feedback on relevance of training in current jobs. vii. Feedback on work environment and post-placement support	Qualitative + Quantitative	Survey form, FGDs
1.2. Trained and placed candidates from latest batch and placed	Questions from i.-vii.	Qualitative + Quantitative	Survey form, FGDs
1.3 Trained candidates from latest batch; but not placed	Questions from i.-v.	Qualitative + Quantitative	Survey form, FGDs

16

Secondary Beneficiaries			
2. Families of the candidates	i. Socio-Economic Background ii.Knowledge about the project, GAIL and IL&FS and involvement in project implementation (if any) iii. Impression of the project before and after engagement iv. Impact of the project with respects to aspects such as social, economic, living standards, changes in lives of family, life of the candidate v. Feedback on the project	Qualitative	Structured interview
3. Employers	i. Knowledge about the project, GAIL and IL&FS and involvement in project implementation (if any) ii. Satisfaction with the training process, teaching content, methods iii. Satisfaction with the placed candidates iv. Feedback for improvement	Qualitative	Structured interview
Other stakeholders involved in the project implementation			
4. IL&FS team	i. Programme implementation process with respect to assessment of needs; targeting of beneficiaries and villages/blocks/districts; mobilization; selection of candidates; counseling; engagement with multiple stakeholders-support	Qualitative	In-depth interview

	received and challenges faced; training process; selection and training of trainers and non-training team; training methods; relevance of course content; industry involvement to fulfill industry requirements; infrastructure; placement process; post-placement support; value added services; understanding strengths and challenges of the programme; feedback mechanism and plan ahead In addition to the above research questions clarifications were sought from the implementing agency, based on, feedback received from various other stakeholders		
5. GAIL team	i. Assessment of needs; selection of the project; selection of implementing partner; targeting of beneficiaries; selection of locations; involvement of district/state/local administration; process of monitoring; any other role in programme implementation process; strengths and weaknesses of the project; roadmap	Qualitative	Structured interview
6. Village Gram Panchayats; community	i. Role in programme implementation process; impression of the programme; impact of the	Qualitative	Structured interview

	leaders; youth leaders and political leaders	programme on the community; mobilization, especially of women; feedback about the programme and suggestions for improvement.		
7.	District Administration	i. Role in programme implementation process; impression of the programme; impact of the programme on the community; mobilization, especially of women. ii. Existence of government schemes with similar aim and objective; role/importance of the programme in overall development plan of the district; ideas for Public-public-private partnership. iii. Feedback about the programme and suggestions for improvement.	Qualitative	Structured interview

1. TANDUR

1.1   ABOUT THE CENTRE

The Tandur IL&FS-GAIL centre in Andra Pradesh is located 125 kms from Hyderabad. GAIL and IL& FS introduced their courses to youth in surrounding villages from 2011. Their areas of focus in the last two years include Retail/Sales Marketing , BPO Non Voice, Hospitality, Basic Electrician and Oracle DBA. The centre has 6 well experienced faculty members, 3 member counselling team, 15-20 people on their mobilisation team (includes volunteers and youth leaders from villages), 2 placement co-ordinators. The centre ensures that its primary beneficiaries are from the Schedule tribe (ST), schedule caste (SC) and Other Backward Castes (OBC) background. In addition, the course is also offered to school dropouts, minorities and women. The entire mobilisation process is geared towards identifying these students.

The infrastructure was originally an old college which has been purchased from the Grain and Seeds Merchant Association. The District Collector helped GAIL-IL&FS procure land for the building. It was subsequently renovated to suit the needs of the centre. Apart from classrooms for teaching each stream, the centre has a computer lab, retail lab, library and an electrical workshop. Extra-curricular activities are also offered which includes cultural programmes, creating a green space at the institute and a playground. Since students commute from long distances they are compensated for their transportation costs or the centre's autorickshaw conveys them to their classes. Lunch is also provided to the students and faculty by the institute. Each stream has 25 days of training and 5 days of interviews followed by a placement process.

TABLE 3: NUMBER OF STUDENTS, COURSE, GENDER AND CASTE CATEGORY-WISE, TANDUR

Year	Course	Numbers of Student			Number of students					Total Minorities, OBC,SC,ST
		Male	Female	Total by Stream	General	Minorities	OBC	SC	ST	
2011-12	BPO-Non Voice	47	14	61	11	8	33	6	3	50
	Food & Beverages	36	24	60	1	0	24	35	0	59
	Retail Sales Associate	81	26	107	8	10	54	32	3	89
	Total	**164**	**64**	**228**	**20**	**18**	**111**	**73**	**6**	**198**
2012-13	BPO-Non Voice	279	94	373	23	49	204	83	14	350
	Electrician	151	0	151	4	58	56	22	11	147
	English for Employability	20	0	20	0	3	10	6	1	20
	Finance Analyst	24	6	30	11	1	13	3	2	19
	Hardware & Networking	45	0	45	6	9	29	1	0	39
	Oracle Database Operator	7	23	30	13	0	14	2	1	17
	Retail Sales Associate	635	240	875	50	92	435	234	64	825
	Total	**1161**	**363**	**1524**	**107**	**212**	**761**	**351**	**93**	**1417**

1.2.1 **Macro and Micro Vision**

Tandur was selected as an ideal location for the institute by GAIL and IL&FS as it was widely recognised as an industrial hub. It has 6 cement factories, 1000 stone manufacturing and 80 firms manufacture stone cutting machinery creating a local demand for technically qualified workers as electricians, welders and fitters. With the FDI Retail Bill the demand in the retail sector is also expected to increase. IL&FS's understanding of industry demands has resulted in the selection of the above mentioned streams. It expects demand of skilled workers to increase in the retail and BPO streams in Hyderabad and beyond on a pan India basis.

Strategy for achieving Macro-Vision-

- Have expanded outreach at the grass roots level reaching tribal people and under-privileged people
- Target maximum number of qualified beneficiaries
- Quality training focussing on skill development and personality development
- Target specific industries and places of employment
- Holistic training
- High quality infrastructure that can cope with expansion plans
- Identify sectors with huge manpower demand and tailor streams according to market demand

India

Hyderabad

Rangareddy

Tandur

Placement programme

Economic Empowerment

Social Empowerment
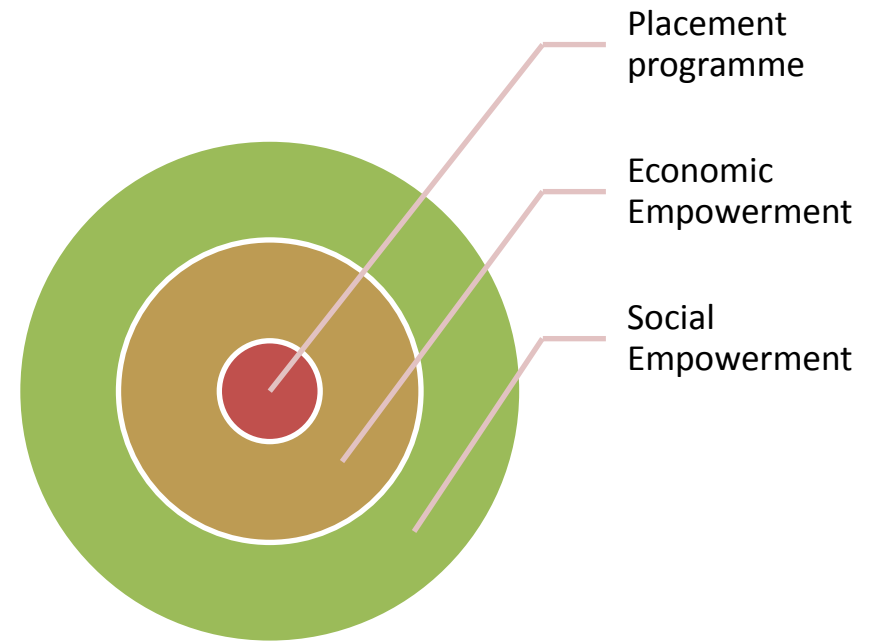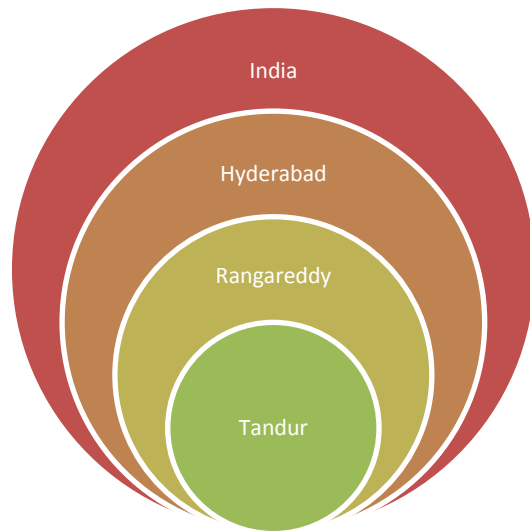
1.2.2 Selection of Centre, Stream and Beneficiaries

Baseline survey was conducted to understand the needs of local industries and local communities. A radius of 4-50 km surrounding the institute was covered in the mapping process. Villages in the 20-30 km radius was considered for skill development. The survey identified that Tandur and its surrounding villages have a predominant minority and tribal population which includes the Lambada community and Muslims. The SC, ST and OBC statistics was investigated from secondary sources. The centre's location was decided as it could offer skill labour for the local manufacturing and services industry.

The selection of courses is tailored according to market demands and needs of the placement partners. The centre's primary goal is to ensure employability of each candidate in the job market. As the centre's streams are oriented towards meeting the industry needs in larger metros, like Hyderabad, the candidates are encouraged to relocate to the cities.

Employer needs, salary scale and skill requirements were investigated. Local manufacturing, services and other areas were also covered in the survey. Matching availability of local people, needs and suitability with equitable access to minority communities was the strategy adopted. An effort was made to prevent a complete brain drain while still looking at employers at the local level, followed by Rangareddy district as a whole, Hyderabad and then other large cities.

TABLE 4: KEY STAKEHOLDERS

Stakeholders	Descriptions
Community	Political leaders, village leaders, govt. sub agencies for employment, MRO,MDO, Anganwadi, JRP & local village secretaries, youth leaders
Community Colleges	Teachers and Professors
Faculty & Employees at Tandur	Mobilization team, faculty, placement team
State Government	State Rural Development Department State Collector –Rangareddy District

1.3   MOBILIZATION

1.3.1 Mobilisation Process

The Tandur centre has 15-20 people on their mobilization team and this includes paid employees who are employed on a contract basis or stipend and youth leaders who are paid an honorarium or work as volunteers. The goal of the mobilization team is to identify a wide cross section of students from underprivileged and backward communities. The process involves meeting with village leaders, arranging visits to the centre with the parent/youth. This is followed by a brief interaction with students and their families while providing an overview of the centre, courses, infrastructure and their job prospects on completing the course.

The mobilisation team experienced challenges initially in gaining the trust of villagers in sending their children to the centre. The second hurdle they faced was in convincing parents to allow their children to relocate and work in Hyderabad. The initial distrust can be attributed to poor functioning of other local skill development centres which offered longer 3-month courses that did not resultin employment and also reports of child trafficking scared parents. Winning local trust was crucial reported the team. 2-3 initial visits to villages are spent in trust building exercises. Prospective trainees, elders, village leaders visit the centre. In has taken the mobilisation team 4-5 months to make an impact in building community trust levels.

They gather prospective students through Rozgar Raths, have autos with banners and loudspeakers in villages accompanied by pamphlet distribution. Peer level recommendation of the course is high from our student survey and referral system through local community colleges is also in place. In addition, they also directly mobilise students in each village from 6-8 am before villagers begin their day.

The mobilization team publicises the course by highlighting its appeal as a 30 day course which results in employments and that the course is completely sponsored by GAIL covering transportation to the centre, food and training. The District Employment officers and block employment officers shares list of potential students with the centre.

1.3.2 Stakeholder perspective on Mobilisation

TABLE 5: STAKEHOLDER PERSPECTIVE AND NCSR HUB OBSERVATIONS

Stakeholder	Perspectives	NCSR Hub Observations
Students	Students mentioned that they were mobilised through their village leaders, advertisements, community colleges, rozgar raths and word-of-mouth	The survey for placed students revealed that 74% were enrolled by word-of-mouth, 8% auto mike; 3.7% each for local leaders, NGO, paper ads, advertisement on local channel. Non-placed students identified that 89% enrolled word-of-mouth and 11% through local leaders
Mobilisation team and Faculty	Winning the trust of parents and village leaders was challenging	The ILFS team visits the villages, engages with community leaders, youth leaders, invites them to the centre to inspect the facility and understand the job prospects

		from attending the courses offered
Faculty in Community colleges	Visited the centre and began referring it to their students as a an avenue to develop a skill and get a job	Referral done on a voluntary basis. The course is appealing to boys and girls since the cost, materials and travel cost is compensated. They encourage past students to attend seminars in their colleges to help with mobilisation. They have noticed a positive behavioural change in students. They suggested that technical courses like plumber, fitter and welding will have greater demand at the local level and the course steams should be tailored further according to the needs of the community
Parents	Were initially reluctant about sending their sons and particularly their daughters for the course; relocation to Hyderabad was also a paradigm shift for the community	The faculty counsels the students and parents before and during the course. Success stories of job offers, relocation and acclimatisation to a large metro have convinced other members in the community Certain parents were not aware about the role of GAIL and IL&FS and assumed that the skill centre was central government initiative
Local Leadership		
Youth Leaders		
District officials?		

1.4 COUNSELLING

1.4.1 Entry gate and course selection: Faculty inputs, counselling team, selection of students

The counselling team collects the details and background information of prospective students. A tour of the facility and coursework is offered. The role of GAIL and IL&FS is explained. This is followed by a registration process where school certificates and ID's are verified.

The introductory interaction involves an anger management, basic outline of material, labs, and introduction to computers, orientation programme and an entry gate assessment to evaluate the students. Once selected, students are given 3 academic days to switch the stream if they are not inclined towards it. Faculty members were a part of the entry gate assessment exam and were involved in the enrolment process. This also helps them identify the capabilities of the students allowing them to provide additional attention to weaker students.

The counsellors encourage students to continue the course and absentees are counselled. The certification parameters for completing the course include 80% attendance. The most significant reasons for drop-outs includes poor attendance, the inability to bear travelling expenses, alternate job offers and if they already helping in a family enterprise their family situation forces them to drop-out as well. Drop-outs don't receive a completion certificate, transportation cost and they cannot participate in the placement process either.

1.5 TRAINING AND COURSEWORK

1.5.1 Curriculum, Certification & Evaluation

Each stream has a set curriculum and text-books tailored by experts from IL&FS. The text books and work sheets are in English. Apart from the entrance gate exam the students are also individually evaluated on their basic knowledge on English and Computers. Daily work is further structured according to the capabilities of the students. For example, a student who is challenged with speaking in public is encouraged to speak more often in front of his peers to overcome his initial shyness. Apart from the curriculum there is an additional focus on image, presentation, body language and conversation skills. K-Yan, online material, power-point presentations and mobile apps are also used for imparting the coursework. Although daily study guides are set by IL&FS, the faculty tailors the course work according to the skill levels of its students.

1.5.2 Faculty Perspective

TABLE 6: FACULTY PERSPECTIVE ON TRAINING, INFRASTRUCTURE, EVALUATION, CERTIFICATION

Course	Training Infrastructure	Teaching Methodology/ Evaluation	Certification	After class tutoring	Strengths/weakness	Recommendations
Retail	Retail lab	Teaching Methodology • Text book is well tailored • Material is taught in English and regional language • Videos, PPT and role-play is emphasised • Practical training in retail lab about product knowledge, visual mechandising, customer interaction and off-site	NSDC certificate, DLC Microsoft certification, appointment letter and travel cost	Girls are given additional attention in class and extra time after class Students who fall behind get additional time with the instructor	Strengths: Textbook and material is well appreciated by faculty and students Faculty is engaged with placed students and encourage them to visit the centre to talk about their job, transition and career track Weakness: Married women find it difficult to relocate and prefer local jobs Girls face local stigma in leaving their villages for employment	Gap between hiring and relocation to the city occurs as companies expect students to join in 2-3 days after getting the offer. The organisation should give students additional time to relocate Hostel arrangements at place of employment are required.

		visits Evaluation • Mock interviews • 4 Weekly assessment/ 1 final assessment				
BPO (Non Voice)	Computer lab	Teaching Methodology • K-Yan, course material, mock conversations will clients, PPT and videos are used • Daily and weekly assessments and final exam		Faculty holds additional classes for students who find the material challenging	Strengths: • Students can learn in an engaging interactive manner • Course work is easy to understand with a focus on soft skills and personality development • Interview training is extensive • Students are tracked post-placement Weakness: Girls find it difficult to relocate	• Additional multi-media material • Computer tests and mobile tests should be more widely used
Electrician	Electrical lab	• Course is tailored in Telugu by the instructor with	Students receive two certificates; one from Schneider Electric	Teacher spends time in the lab to revise	Strength: Students are placed in Bangalore and Hyderabad and	• Local demand for welder , fitter and mason courses • Hostel required for

		course work in local language • Daily revision of material, weekly evaluations • Lab based evaluation and oral evaluation	as an Industry Partner and the other from NSDC and transportation costs	material	receive competitive pay scales Self-employment is high Weakness: 10th background students find the course challenging	faculty and students. Teachers spend significant time with students in after-class tutoring
Hardware & Networking	Computer lab	• Oral question & homework. • Questions from online beyond the textbook. • Assessment of skills every two days and weekly test is administered	NSDC certificate, DLC Microsoft certification, appointment letter and travel cost	Instructor tutors after school hours and on weekends with students who find the course challenging	Strength: • The coursework is extensive. • Students receive the Microsoft certificate Weakness: • They learn only hardware not networking. The course is too basic	• IL&FS can consult with faculty and its institute while setting the curriculum • A follow-up networking course should be offered. There is a market demand for it • The centre should remove snakes from the campus • Sports room and wi-fi connection will be useful
English for Employability and soft skills	Computer lab and mobile apps	• General English words and domain specific words are taught geared	DLC Microsoft certificate	Personal tutoring time is provided every Friday	Strengths : • Role-play and interesting material encourages students to	• Course should be longer for students aspiring for mid-level jobs

		towards oral proficiency and speech training • Read to me software and English Helper (44 licences for interview preparation) is used. • Life skills, stress management and activity based training is provided • Activity and group discussions, reading and workbooks, new words and grammar skills are evaluated on a weekly basis, students give two online tests & daily evaluations			develop English skills from day one • Superior material and technology prepares students for entry level job in 30 days Weakness: • Students find the text-books in English Challenging. • Instructors have to take additional and after school classes to cover the portions • Students come with different skill-sets	

1.5.3 **Students perspective of Infrastructure, curriculum, teaching methodology and faculty**

A survey on student satisfaction about the skill development training and placement process revealed the following responses. After attaching a weightage to the answers it has been evaluated that students have a high range of satisfaction with the training process. The survey was administered to 63 non-placed students and 27 placed students

TABLE 7: STUDENT SURVEY RESULTS, PLACED AND NON-PLACED

Students	Socio-Economic background			Satisfaction Levels						
	Family Members	**Main Income Source**	**Drop-out**	**Study Material**	**Infrastructure**	**Stationary**	**Practical Experience**	**Teaching Method /faculty availability after class**	**Salary Range(Rs)**	**Placement Training**
Non-placed	3-9	59% Agriculture; 4% business and 98.5 % below 1 lakh	3% school drop-outs	100%	95%	100%	60% very satisfied; 40 % medium satisfied	97% very satisfied; 1.5 % medium satisfied and 1.5% not	Expectation: 94% 4000-6000; 1.5% 2000-4000; 4.5% 6000-8000	100% live training + simulated training

		income per annum						satisfied 100% teacher availability after class		
Placed	3-7	81% Agriculture; 15% business, 4% retail and 96% below 1 lakh income per annum	11% school drop-outs	96% very satisfied; 4% medium satisfied	100%	100%	78% very satisfied and 22% medium satisfied	100% 96% after class faculty availability	81.5% 4000-6000; 7.5% 6000-8000; 11% 8000 and above	100% trained for interviews; 85% received live +simulated training; 15% had only simulated

A. <u>Some of key suggestions made by students to improve the course:</u>
- The course can be structured for a longer duration. The suggestion varied from 45 days to 2-3 months. Students believed that the additional training will enhance their communication skills and computer knowledge
- The course should focus on improving their English speaking skills
- More in-depth knowledge about the products will help their marketing skills (BPO & Retail)
- Electrician stream coursework should be in a regional language
- Requested additional computer time and computers
- The Electrician and BPO stream requested for interactions with placed students as this has been done for the current or earlier batches

- Hostel facility will allow the students to spend additional time on the coursework as considerable time is spent in commuting to distant villages

   B. <u>Benefits of taking the course as outlined as by the students</u>
- Earlier the youth were unemployed and were sitting idle with limited job opportunities
- The have gained social prestige and have greater spending power
- The computer skills learnt at the institute helped them in adapting and succeeding in their new work environment. The earlier training helped them adapt faster
- The students exhibited confidence about their skill levels
- They gain domain expertise
- Self-motivated, confident about the language and communication skills
- Have developed a commitment to work, more responsible and have developed leadership qualities
- The retail stream has gained valuable insight from students from the earlier batches about job progression, salary and overcoming relocating challenges

1.5.4 <u>Employers Perspective on training</u>

Employers maintained that they were willing to be a part of the training process, in terms of defining the demands of the market and how students can work towards these goals.

1.5.5 <u>Parents & Village leaders'feedback on the training</u>

- Suggested courses of longer duration to have better training resulting in higher paying jobs
- They are very happy that their children are employed in the formal sector and earning a monthly salary as most parents' income was dependent on the fluctuating income related to agriculture, home enterprises and casual labourers
- Parents believed that their children had the potential to have an improved quality of life with short term and long term benefits
- They were happy with the amenities, infrastructure, teaching, faculty provided by the centre

> *My son is getting married next month. He is a differently abled child and we were worried if he would get any employment. The training at the centre has changed his life. He teaches computer's at the centre.*
> *Dhanraj's mom, Tandur*

1.6.1 Process and placement partners

The counsellor and placement co-ordinator work together with the faculty to prepare them for the interview and placement process. Preparing for interviews is an integral part of the curriculum through role-plays and simulated training sessions. In addition to that, an entire week towards the ends of the course is devoted to interview preparation. This includes basic knowledge about placement partners and focusing on communication skills.

1.6.2 Placement Counselling

The placement co-ordinator evaluates the number of students per batch and gives students advance notice of at least 3-4 days about prospective employers. The students are counselled about the employers and are advised to focus on their knowledge about the course, the ideology behind the Tandur centre and their public speaking skills. Information and background about the employer is provided. Internally, the centre matches the skill level of the students with the job profile. Their potential salary scale and benefits are also outlined. Subsequent to the interview process, the counsellor and HR co-ordinator follow up with placement partners on the letter of employment. Placed students are counselled about relocating to Hyderabad and accepting the offer.   The research team ascertained reasons for placed students not accepting the offer in certain cases. Some of the key reasons that emerged are described below:

- Family is not supportive about girls venturing beyond Tandur. They prefer local employment for the girls
- Relocation costs are high. Students are challenged in paying the first month rent for their accommodation. Some of them experience difficulty in locating affordable housing.
- Despite co-ordinators providing a list of 2-3 hostels and initially, in some cases bearing the first month rent, the students don't repay the institute. This practice of providing a salary advance or loan has also been stopped

Students who are not placed are counselled and they are encouraged to attend interviews at the end of the next batch. The centre maintained that the students were a priority and the placement partner is judged in the way they can provide maximum benefits and improved quality of life for the candidate.

TABLE 8: PERCENTAGE OF CANDIDATES PLACEMENT, DROP-OUT AND CERTIFIED RATE

Table- Percentage of Initial placement and drop-out for Tandur							
Year	Number of candidates enrolled	Total Trained	Drop Out	Number of candidates placed out of enrolled candidates	Percentage of candidates placed out of enrolled candidates	Drop-out Rate	Rate of Participants Certified
2011-12	228	228	None	180	78.90%	None	100%
2012-13	1524	1410	114	496 (915 undergoing placement)	32.50%	7.40%	92.51

1.6.3 Stakeholder (Primary and Secondary) Perspective to improve the post-placement counseling process

A. **Counsellors**
- Accommodation for students in their place of work or a salary advance to relocate more comfortably from a rural-urban setting
- Should prepare a power-point of the training process which can be featured during the mobilisation process with K-Yan
- Stitching and nursing courses are requested by girls at a potential stream during the counselling process
- Local interest and placement demand should be matched for higher placement rates
- The counsellors would like to be more knowledgeable about the content of the various streams to advise students better

B. **HR co-ordinator and faculty**
- Initial rent amount can be provided by GAIL or an easily accessible loan can be arranged
- Students are challenged by the dramatic shift from villages to an urban environment and the work hours and environment is very alien to them, resulting in students returning to their villages or comfort zone

- Faculty communicated with their students on the phone and through email during and after the course as a parallel tracking process. They assessed the emotional well-being of students and advised them to return for a second placement if they were unhappy with their current employer

C. **Parents**
- Parents were happy with the counselling and enrolment process
- They maintained that their children have developed a positive attitude towards life and are happy to be working for a monthly salary
- Most parents maintained that the institute maintained a strong relationship with the student during and after the course

D. **Students**
- Students both placed and not-placed went through the counselling process and found it satisfactory.
- All students were accepted in their stream of choice
- Students explained during the FGD that faculty members and the counselling team were in constant contact with them and their employer to understand satisfaction levels from both sides. If required, the centre helped them find a second placement

1.6.4 District Administration Perspective on the Placement Process
- In assessing, the centre in comparision to local government skill development centres, it was mentioned by a District functionary that they provided students with an initial stipend for relocation. In addition, hostel facilities were also made available during the training session.

1.6.5 Employer Survey feedback about the institute and challenges faced in recruiting/relocation

Out of the 6 employers surveyed, when it came to skill training 2 were very satisfied; 3 were moderately satisfied and 1 was not satisfied. For level of commitment 2 were very satisfied and four were moderately satisfied. When it came to the candidates knowledge of basic technology like using computers -typing speed, excel and word, one employer was very satisfied, while 5 were moderately satisfied. In rating the candidates' acclimatisation to the new work environment and general work etiquette, all six employers were moderately satisfied.

1.6.5Suggestions by Employers to improve the placement process

- Employers suggested that the course can be geared towards better communication skills and knowledge about placements partners before attending the interview. Most employers maintained that students were extremely shy and nervous during interviews. In addition, they are not well groomed and presentable when they appear for the interview and suggested that the centre should focus on those aspects
- Certain employers prefer hiring boys as they work in 9 hour night shifts in the retail and BPO streams, night shifts are not convenient for girls coming from a rural environment, they commented.
- BPO placement partners expressed that they need better qualified data collection and collection officers
- Typing speed, system skill and excel knowledge should be more in the BPO stream
- Most employers explained as they invest extensively in in-house training, they discourage attrition
- IL&FS can train students from both voice & non-voice BPO
- Employers are willing to engage with the institute as a part of the training module to address gaps in their understanding of industry requirements. This would include a presentation on work place expectations
- Students should have greater knowledge of a diverse range of products in the marketing and retail stream
- Mock calling should be tailored as part of the BPO course
- Students have to undergo an in-house training with their placement partners to understand their responsibilities and expectations
- Employees are tardy in turning up for work as they commute from long distances to their workplace, they would prefer if closer accommodation can be located
- Employees praised the commitment and spirit of enterprise of employees from rural areas

1.6.6 Students feedback on the placement process

- Students felt they were adequately prepared for the interview process through the mock training and simulated training in the retail lab, electrician lab and mock calling exercises
- Some students commented that a longer duration course will improve their product knowledge and computer skills, which will enhance their confidence during the interview process and at work as well
- Students requested additional information about prospective employers
- They maintained that information about affordable accommodation would have helped them acclimatise to the city better

- They were very happy with the salary levels and in-house training sessions at the workplace. Some of the candidates mentioned that, they felt the curriculum and training material at the centre has given them an edge over other new recruits at the in-house training. They expressed an overall feeling of confidence and improved self-esteem
- Students preferred employers like More and Shopper's stop since placed candidates from earlier batches had conveyed that their employers treated them with respect and their career progression chances were higher
- Their earlier ambitions were limited in scope in becoming a teacher, policemen or a government official. Their goals have broadened after entering the formal workforce. They want to become a brewmaster at Café Coffee Day or a team leader at Shopper's stop. Their understanding of HR processes, designations and job profiles have improved since working they claimed

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Case Study: Empowerment for women from the IL&FS centre

Nasmin Sultana, age 31, February 2013 batch, Sales Executive and Afsha Fatima, 21, February BPO batch

Nasmin is a mother of three children and never thought that she would be employed in the formal sector. She convinced her husband about her aspirations to work. After completing her training in IL&FS she was recruited as a front desk receptionist by Reliance Life Insurance. Her neighbour Afsha recognised the opportunity to work and joined the BPO stream at the centre. The both commented on the sensitive work environment with Namaz facilities and expressed job satisfaction. Both expressed a great sense of confidence about their future after grabbing at the opportunity for social transformation. Commenting that, " they would have stayed at home as it is tough to find a job with their backgrounds", the skilling at the centre has transformed their lives.

1.6.7 Parents feedback on the placement process

- Parents of female children expressed that they had made a bold move in their community by sending their daughters to Hyderabad. After observing the confidence and financial independence of their daughter,

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I had taken a loan of Rs. 3000 to help my daughter relocate to Hyderabad. With her first salary, she has not only repaid the loan on her own but also sent money home. I am a very proud father.

Father of an adolescent girl, Tandur Centre

others in the community are also inspired to send their daughter to the centre for training

- However, a sense of local hesitancy remains in sending girls to the cities and married women are challenged in relocating to the metros

1.7   POST-PLACEMENT SUPPORT

1.7.1 Post-placement counselling and tracking

Former students are tracked for an entire year after they graduate from the centre. Students come back for a second placement for the following reasons:

- Lack of proper accommodation, long distance from their work place
- Acclimatisation to a larger city
- Challenged by the tough work environment
- Girls return for local second placement
- Students are counselled to do a second placement if they are not happy with their employer. In addition, for a better career progression students are encouraged to enrol for additional courses through the Open University.

1.7.2 Overcome the Rural-Urban transition:

Through multiple stakeholder interactions it emerged that affordable housing, acclimatization to the city, work environment were the major challenges faced by students. The potential for socio-economic improvement encourages them to continue with their job while overcoming initial hardships which are associated with relocation. Outlined below are some stakeholder suggestions for overcoming some of the post-placement gaps

Stakeholder Perspectives and Suggestions

TABLE 9: GAPS/RECOMMENDATIONS POST-PLACEMENT PROCESS

Stakeholder	**Gaps/ Recommendations**
Placement Co-ordinator	Centre needs to educate students and career progression to prevent attrition in the first six months
Students	Students should have the option of returning to the centre for additional training in their stream; girls request for a second placement the most preferring a local employer Students complained to the centre about the long distance they have to commute to reach their work place
Placement Partners	Employers suggested that they would be willing to share a list of affordable hostels or housing with the institute to make the relocation process easier. However, they all ruled out a salary advance as they were not sure if the students will move to Hyderabad in the first place and the industry has huge attrition levels.
Faculty	Students were challenged by the working conditions and being in competition with employees from an urban background. The employers should be sensitised to give them time to acclimatise to an urban environment

2.1   ABOUT THE CENTRE

The Guna centre started in 2010. The centre had 574 students in 2012-13, 509 in 2011-12 and 210 in 2010-11. During the course of three years they have conducted a retail sales associate course, domestic BPO and computer operator course. They currently have a focus only on one stream-Domestic BPO. The courses are conducted at a rented facility which is limited in the number of classrooms and labs. The centre has one classroom, a computer lab and hostel facilities. Students are provided meals at the centre. The centre has 3 faculty members, 2 member counselling and placement team and one person involved in mobilisation, with support from the rest of the team. The local Member of Parliament, Mr. Jyotiraditya Scindia is involved in fostering and mentoring the project. In addition, the course currently mobilises and enrols only male students.

TABLE 10: NUMBER OF STUDENTS COURSE, GENDER AND CASTE CATEGORY WISE, GUNA

Gail-Guna									
Year	Course	Numbers of Student			Number of students					Total Minorities, OBC,SC,ST
		Male	Female	Total No. Batch	General	Minorities	OBC	SC	ST	
2010-11	**Retail Sales Associate**	**192**	**3**	**195**	**35**	**0**	**101**	**45**	**14**	**160**
2011-12	English for Employability	25	52	77	27	7	28	13	2	50
	Retail Sales Associate	387	9	396	43	1	261	69	22	353
	Sewing Machine Operator	35	1	36	6	1	9	11	9	30
	Total	**447**	**62**	**509**	**76**	**9**	**298**	**93**	**33**	**433**
2012-13	BPO-Non Voice	279	9	288	29	5	150	90	14	259
	Retail Sales Associate	285	1	286	32	1	178	57	18	254
	Total	**564**	**10**	**574**	**61**	**6**	**328**	**147**	**32**	**513**

2.2.1Vision

The centre aims at employing unemployed youth from diverse cross-section of society with a preference for students coming from a backward background. After extensive local surveys were conducted, interviewing many stakeholders the retail, BPO and data entry streams were selected. These streams had maximum demand in the market at larger cities like Indore and Bhopal while the local demandfor these streams are limited. Currently, the BPO stream was selected based on market demand and opportunities for job progression.

The centre has got all the required approvals to construct a skill development centre with extensive infrastructure- hostels, classrooms and labs. This centre should be ready in 2014. The faculty,centre head and IL&FS plan to offer multiple streams. In addition, the regional head outlined that they would like to offer free courses for students from less privileged backgrounds and introduce a paid course option for higher income group candidates, 5 years from now. The government-GAIL-multi-stakeholder partnership has been envisioned as a part of long term plans.

TABLE 11: IL&FS OUTLINES STAKEHOLDER REALISATION 2012-13

Realization of Vision and Mission for each key stakeholder as outlined by the implementing partner IL&FS	
Stakeholder	**Realization**
GAIL	Land and infrastructure development is required ; GAIL has been very supportive
IL&FS	Their objective of increasing streams offered and having more faculty and students has not yet been realised
District Administration	Very supportive in the mobilisation process. UNICEF supports district poverty alleviation programme in the district and have been helpful in increasing awareness about the centre
Panchayat leaders	Some of them are helpful and others are not very open about the benefits of the courses
Primary Beneficiaries –Parents and families	Satisfied with the centre

2.2.2 <u>Selection Criteria for coursework and beneficiaries</u>

Candidates have to be between 18-26 years and should have passed 10th, 12th or a degree course. Some needy candidates are also encouraged to enrol for the course if they are interested in employment. The primary criteria for beneficiaries are their economic background and ability to relocate for a job. They mobilise unemployed youth and drop-outs. The centre briefly trained students for the hospitality industry, however the candidates did not have a great experience with their employers, as they were made to do only menial work while they were trained for other roles in the same industry. The stream did not garner local takers.

2.3   MOBILIZATION

2.3.1 <u>Local Process-why, how</u>

The HR co-ordinator gets a request from placement partners and mobilization and entry-gate is conducted to meet this demand. At certain times, an entire batch is mobilised and trained for a single placement agency. The mobilisation team visit the Sarpanch and other village leaders and outline the vision and objectives of the centre. The village leaders counsel youth in the village and invites the centre to counsel prospective candidates. The mobilisation informs students that they have to relocate to get a job at the end of the course. This will include an initial rent amount of Rs. 400-1100 in Indore/Bhopal in the first month till they receive their salary. The most important stakeholder in the mobilisation process are placed students who share their success stories with prospective students about getting a job and having a positive experience with relocating to larger city like Indore or Bhopal.

Important stakeholders in the mobilisation process as identified by the centre

1. District officials
2. Employment Office
3. Sarpanch and local village leaders and Villagers
4. Former Students

The current methods of mobilization includes following components:

- Word of mouth
- Through Gram Panchayats/ Local Leaders
- Loud speaker/public announcements
- Zilla Rozgar Karyalaya
- DPIP offices
- Local village mobilizer
- Rozgar Rath

2.3.2 Student perspective of the mobilisation process

The impact of various processes of mobilization in disseminating information about the centre can be understood from below diagram. The diagram represents the feedback of 19 candidates from completed batches with regards to mobilization. Majority of candidates (63%) were mobilized through word of mouth. Thus the course is highly recommended and 100% candidates said they are happy to recommend the course to friends/relatives. The other channels for disseminating information about the centre are public announcements, especially through loud speakers, Zilla Rozgar Karyalaya and local leaders as well as Gram panchayat functionaries.

Percentage of candidates mobilized through various mobilization processes

- Zilla Rozgar Karyalaya 11%
- 0%
- Loud speaker/Public announcements 21%
- Word of mouth 63%
- Gram Panchayat/Local leaders 5%
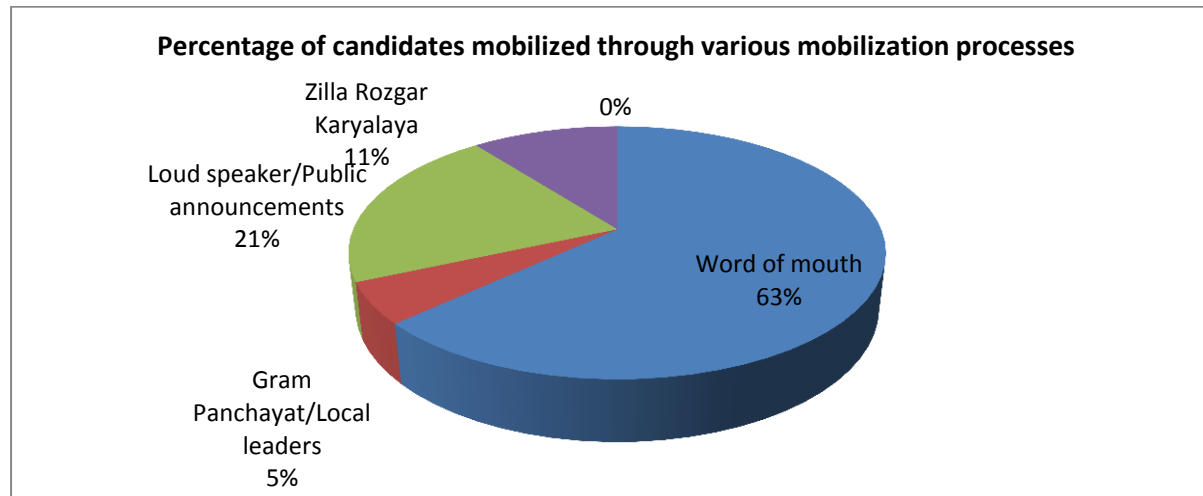
2.3.3 Stakeholder perspective on gaps and positive feedback/strengths about the mobilisation process

TABLE 12: STAKEHOLDER PERSPECTIVE ABOUT THE MOBILISATION PROCESS STRENGTHS AND GAPS

	Students from a recent batch	Local leadership & District admin	Former placed Students	Faculty
Positive Feedback/Strengths	Like to interact with former students as it inspires them Students are informed during the mobilisation itself that they have to bear the first month rent when they relocate for their job. A transparent system of communication has been established building local	The CEO of the Guna District is willing to engage with the GAIL-IL&FS centre to help in the mobilization strategy by creating a platform for the local people to engage with IL&FS locally District administration organises rozgar melas on suggested dates and invites the centre's	Like to keep in touch with faculty and be a part of the mobilization process The pamphlets were very informative for prospective students	GAIL & IL&FS have an advisory committee for the smooth functioning of the centre GAIL has played a very supportive role with the faculty through the entire process GAIL shares a good rapport with the community The primary beneficiaries are from under privileged communities Even if they fail entry gate exam, SC/ST students are still given a priority

	trust levels	participation		
	The students are encouraged to study further	The CEO of Chindwara block said his positive impressions from visiting the centre helped him recommend the centre to others		
		The dedication of the staff has convinced villages to overcome their initial distrust which came from other NGOs that did not have a job-oriented approach		
		The local leadership mentioned that girls were interested in the course and will be willing to stay in the hostel		

		facility.		
Gaps	There is huge interest for vocational training courses like welder, fitter, AC mechanic, computer repair and sewing machine operator. The infrastructure cannot support these streams currently Motivate girls to take courses The Anganwadi system, public school systems and community colleges have not been involved	Village leaders mentioned that the team should advertise the benefits of the program as this is not clearly understood by the youth They do not and will not encourage girls to relocate as its not safe for them, they said		The new infrastructure with multi-skill development courses will help them structure a more detailed mobilisation plan Local leadership and Sarpanch leaders should be more involved in promoting the centre

2.4 COUNSELLING

2.4.1 Entry gate and course selection

During the mobilisation process, information is shared with the candidates about their prospective employers and the course. The skill levels of the candidate are evaluated and the instructor structures the course work according to the students need.

The BPO course is conducted for 26 days followed by a week of training for placement. The students are provided information about employers and the interview process through group discussions.

2.5 TRAINING AND COURSEWORK

2.5.1 Faculty analysis of curriculum, infrastructure and training methodology

The research conducted key informant interviews with each faculty member and stream. Study guidelines were followed to gain an understanding across streams

TABLE 13: FACULTY PERSPECTIVE ON CURRICULUM AND TRAINING

Course	Training Infrastructure	Teaching methodology/ Evaluation	Certification	After class tutoring	Strengths/weakness	Recommendations
Domestic BPO	Classroom and computer lab	• Set curriculum and text books	Grades and NSDC	Students who find	Strength: • Students	Need new facility with a training lab

			Certification for the BPO stream	the curriculum challenging are provided additional classes	understand the needs of the BPO industry from the coursework and material	
		• Basic knowledge of English& Hindi • Faculty prepares and introduces additional material if required • Focus on Public speaking and Confidence building • Students are evaluated with a weekly test for three weeks followed by a theory test • Videos are used to explain generic and specific components • The instructor ensures that students measure up to the demands of the BPO process which requires a typing speed of 14 words/min and 20 words/min for			• Gain better communication and English skills • Very minimum drop-out rates Weakness • BPO lab is required with more training in using the phone/mike set	

		data entry. The students at the institute graduate with a typing speed of 18 words/min.				
Data Entry/Retail Course	Computer lab	• Videos, K-Yan, PPT and coursework is explained in Hindi • Three assessments are conducted on a weekly basis, practical and theoretical knowledge • Final assessment with activity based focus on role play and interview preparation • Focus of curriculum on team building exercises and improving communication skills			Weakness: • No retail lab • OBC students find the course challenging in English; we break it down the coursework in the regional language and spend much time in that exercise • There are candidates who lose interest or find the course too challenging and drop-out Strength: • Additional attention is given to weak students. They are encouraged to	• Duration of the course can be increased to improve IT & communication skills • Additional professional certification for the courses • Long format, 3 month courses should also be offered when they have a new infrastructure for IT & English for interested students with higher grades on the entry gate

| | | | | | | improve their public speaking skills
• The course results in the overall development of the candidate
• New goals are established for the students and some of them pursue a higher education and for better job profiles | |

2.5.2 <u>Students background and satisfaction with the course, infrastructure and placement training</u>

A survey on student satisfaction about the skill development training and placement process revealed the following responses. After attaching a weightage to the answers it has been evaluated that students have a high range of satisfaction with the training process. A total of 19 students were surveyed and FDG was conducted as well. This was mixed group of placed and non-placed students

TABLE 14: STUDENT SATISFACTION SURVEY ON COURSE, TEACHING, INFRASTRUCTURE ANDPLACCEMENT TRAINING

Students	Socio-Economic background			Satisfaction Levels						
	Family Members	Main Income Source	Drop -out	Study Material	Infrastructure	Stationary	Practical Experience	Teaching Method /faculty availability after class	Salary Range(Rs)	Placement Training
Non-	5-22	67%	None	80%	100%	100%	10% very	100% very	NA	100%

placed		Agriculture; 11% driving, 22% business Family income range between Rs. 24000 to Rs. 3 lakhs per annum		very satisfied; 20% medium satisfied			satisfied; 90% medium satisfied	satisfied with teaching method; 100% faculty availability after class		simulated training during course; 100% trained for interviews;
Placed	4-7	81% Agriculture; 15% business, 4% retail Family income range between Rs.72000 to Rs.3	None	100% very satisfied	100%	100%	23% very satisfied and 67% medium satisfied	100% very satisfied with teaching method 100% after class faculty availability	25% 2000-4000; 33% 4000-6000; 25% 6000-8000; 17% 8000 and above	100% simulated training during course; 100% trained for interviews;

		lakhs per annum								

A. Benefits of taking the course:
- Soft skills were taught and students felt they were well prepared for interviews. Interview training included information on appropriate body language, eye contact, communication skills, work etiquette, information about placement partners ,job profiles and career prospects
- Students felt that prior to taking course their body language and communication skills were limited. Their confidence and self-esteem has improved significantly
- They have respect within their communities and feel they can adapt to any environment, feel confident about overcoming challenges
- The group exhibited high levels of confidence in facing new tasks including taking our survey
- Students have a clearer idea of their ambitions and goals after taking the course. Most of their career choices earlier were being a farmer, grocery shop owner, teacher, driver, mobile store sales person. After taking the course at least 7 students from the sampling are pursuing a degree and all placed have ambitions of reaching leadership roles in the organisations they are working with.

B. Gaps identified by students
- Certain students from recent batches reported a delay in receiving their salaries from their employers
- Some students were having difficulties in opening bank accounts in Indore and Bhopal

C. Recommendations by students (Primary beneficiaries)
- Local interest in vocational training is high. Welder and fitter courses for boys. Girls in their villages have indicated an interest in Sewing machine operator courses
- The course should have a greater emphasis on spoken English to improve confidence levels
- The course should be made 45 days long with a greater focus on communication and computer skills
- Students should be encouraged to speak in Hindi
- Role-play should be a more important part of the training sessions
- More students can be hired by GAIL if the courses are tailored towards their local demands

2.5.3 Parents perspective on course and centre

- Parents don't encourage their first born son to relocate, however they encourage their second son to take the course and relocate
- They reported that they did not pay in any way for the course at the institute and are happy that it has resulted in employment.
- Parents are hesitant to send their daughters for any vocational training and employment in a city.
- Parents have referred the course to others in the village and informed the research team that would be interested in sending younger siblings for similar courses
- While they praised the centre for adding to the confidence levels and skill sets of their children they indicated a strong preference for their children to work locally

2.5.4 Village and block level leaders feedback on course and centre

- They were impressed with the infrastructure, faculty and benefits of the course and the way it changed the candidates life
- However, boys in their villages are also challenged about relocating
- They suggested that the centre can conduct classes for girls in the villages itself
- GAIL should sponsor additional centres in large districts, the village can provide infrastructure. Creating a hub and spoke like model
- The skill centre is not well advertised
- The centre should highlight their vision and achievements at the Gram Sabhas. The work of good students and case studies can be featured on these occasions
- GAIL and IL&FS poster can be placed in each village
- Mobilisation, branding and decentralised bank linkages for a self-enterprise programme has local demand

> Farming is tough work. Our son works at Dominoes. We can buy things that we could not afford earlier.
> Almalal, 50, farmer, parent

2.6.1 <u>Process and placement partners</u>

The class of students are trained according to an earlier demand from a placement partner. Towards the last week of the course, students are trained for interviews. Either the placement partners visits the centre for interviews or the centre takes the students to Indore/Bhopal for interviews. The centre bears the expenses involved with transporting students for the interview. As per the centre, only 80% candidates report for employment after the placement process.

Criteria for selecting placement partners are outlined below:

1. Social security benefits like salary, PF and medical insurance six months after joining
2. Organised sector
3. Recognition in industry
4. Salary should be given during the in-house training process
5. Additional support for accommodation and acclimatisation

Students who are not placed immediately are counselled and made to appear in replacement drives or the next round of interviews. Placement partners and HR managers are also invited to outline their expectations.

The survey of placed students revealed that out of the 8 placed students, seven were happy in their current job. They mentioned that the in-house training was beneficial in understanding their knowledge levels about the industry that were discerned from the course.

2.6.2 <u>Training and counseling for placement:</u>

Counselors advise students on the benefits of working which includes an improved quality of life, the opportunity to receive appraisals and experience certificates from their employers which will allow them to find higher paying jobs or promotions within the same organisation.

2.6.3 <u>Faculty and Counselors perspective about placement</u>

- Candidates prefer to work in Guna, hence the reluctance to relocate
- Local employment options are limited

2.6.4 <u>Employer feedback about placement training</u>

Employers suggested that they would like to be a part of training process to ensure that candidates understand the skill levels expected in the industry. While evaluating their overall satisfaction with the training provided to the candidates, when it came to the skill training and knowledge of basic technology itself they were very satisfied, however they were only moderately satisfied with their level of commitment and had mixed opinions about their work etiquette. When it came to attrition levels they remained in the job for one year, however if they don't receive a promotion or improved pay scale, they start looking for other jobs.

> *My son has learned to communicate with people at all levels. He can travel and meet new people. We have respect in the community.*
> *Moolchan Raja, 39, stone crusher, parent*

2.6.5 <u>Parents, siblings and other family members about placement</u>

There were mixed opinions about the impact of the skill development programme within the community. While parents recognised the positive behavioural changes in their children they were still worried about the larger issues associated with the relocation process itself. Many men who had relocated to the city have left their families behind-wives and young children with no immediate plans to move their families. In addition, they had borrowed from local moneylenders to support themselves in the city. Many families and parents commented that they were repaying these loans.

Parents of students in recent batches commented that their children have not received their salaries yet from their employers as they did not have bank accounts. These are students from economically backward families and need their salaries to subsist. *Such issues*

discourage other young men in the village from enrolling at the centre; reducing word of mouth recommendations. In many cases, these students are the first person in the village to have completed the course and have entered the formal sector. In our interactions with families, they were still awaiting the socio-economic differential.

2.6.6 <u>Regional Office and IL&FS team</u>

After extensive interactions with the faculty and key informant interviews with the regional centres, the research identified the following internal process driven issues with the placement process.

- *The IL&FS local team and regional office had not sufficiently communicated gaps to each other in the placement process*
- *Communication about problems with opening bank accounts and students not receiving their salaries on time was limited*

2.7   POST-PLACEMENT SUPPORT

2.7.1 <u>Rural-Urban transition:</u>

The centre has a tracking process to ensure the well-being of their students. The follow –up with students through the telephone and the placement co-ordinator visits them at their place of employment every 15 days. Some of the main reasons identified by the research team from multi-stakeholder interactions for attrition from their jobs include:

1. Students are pursuing a higher education and employees do not give them leave for their examinations
2. Accommodation is expensive and they have to borrow money to pay the first month's rent. Making the entire relocation process expensive for a family from an underprivileged background
3. Finding affordable Housing, getting their salary on time , opening bank accounts, acclimatization to the city, work environment are key challenges

2.7.2 Stakeholder perspective on post placement - strengths, gaps and recommendations

A. Faculty and Counsellors

- If students find a job challenging, then the centre sets up an interview and allows them to shift jobs in the same city within a week. The HR co-ordinator is engaged with this
- Faculty maintains that employers are satisfied with the candidates from the centre and appreciate the trained manpower
- Students very occasionally have bad experienced with placement partners. The centre mentioned that they blacklist such placement partners and don't send their students from subsequent batches for employment to such employers

B. Students

- The students said the centre tracks them through the phone or through visits at the place of work.
- Further scrutiny of placement partners are required

C. Parents

- They are appreciate that the faculty at the centre are in constant touch with their children and believe their well-being is monitored constantly

D. Placement Partners

- Employees praised the commitment and spirit of enterprise of employees from rural areas
- They indicated a preference for hiring candidates from rural backgrounds as they have higher level of commitments and have greater flexibility in terms of working hours in comparision to local employees.

E. Village leaders

- The Sarpanch and Secretary of the Penchi village commented that out of the 10 kids that received training from the centre and relocated to Bhopal at least 2 have returned. It was too expensive to live in the city and they came from extremely poor families they stated . Even if village leaders encourage the candidates to relocate and work, parental pressure influences them to return .

3. DEDIAPADA

3.1 ABOUT THE CENTRE

The Centre was established in 2011 at Dediapada in the Narmada District of Gujarat. It has 6 team members. There are 4 trainers- two engaged in masonry skill training, one trainer with specialization in bar-bending and one trainer for Basic English course. In addition to the trainers there is one mobilizer. The team is led by a Project Coordinator.

The centre mainly offers course in **Assistant Masonry** to enhance the skills levels and employability of current or interested construction workers from villages of the Dediapada and Sagbara blocks of the Narmada district. A course in Retail was initially offered. The outcome of the course however did not result in the successful placement of candidates- the reason being disinclination of the candidates to migrate to cities for employment. The pilot was conducted in the first two batches (2011) and it was therefore decided to select skill courses which will be able to generate employment locally. Assistant Masonry has been implemented at the Dediapada Centre since 2011. Other courses in the pipeline with identified local demand are welding, fitter and computer operator. Basic English course is imparted as a part of coursework in Assistant Masonry course since April 2012. **A course of English for Employability was introduced since September 2012.**

TABLE 15: NUMBER OF STUDENTS PER COURSE PER YEAR CATEGORIZED AS PER THEIR GENDER AND SOCIAL BACKGROUND

Table-1 Number of Students Course, Gender and Caste Category wise in Dediapada							
Year	Course	Number of students		Number of Students (Social Background wise)			
		M	F	ST	SC	OBC	Gen
2011-12	Retail	70	0	70	0	0	0
	Assistant Mason	194	10	204	0	0	0

	English for Employability	4	11	15	0	0	0
Sub-Total		268	21	289	0	0	0
Total 2011-12 (M+F)		289					
2012-13	Assistant Mason	922	36	958	0	0	0
	English for Employability	7	3	10	0	0	0
Sub-Total		929	39	968	0	0	0
Total 2012-13 (M+F)		968					
Thus total number of students trained in year 2011-12-13 = 289+968=1257							

3.2 OBJECTIVES AND BENEFICIARIES FOR THE CENTRE

3.2.2 Targeting of Beneficiaries

The Dediapada block of the Narmada district was initially selected for implementing the project and to identify target beneficiaries. It was later decided to target villages also from the Sagbara block. The locations for imparting skill were selected based on consultations between GAIL and IL&FS. There are around 200 villages in Dediapada and 192 villages in Sagbara blocks for targeting beneficiaries. The objectives of ILFS-GAIL is to target as many villages as possible **but there is no specific target** in terms of number of villages to the covered or the radius of the area to be covered. The target is decided **only in terms of the number of candidates** to be trained every year and ILFS currently has the flexibility to select the villages for targeting beneficiaries. Till date, IL&FS has covered 24 villages as the

training is delivered within the village cluster in line with the available trainers. IL&FS team informed that with the introduction of new courses and having established a full-fledged Institute at Dediapada, they intend to extend their mobilisation to more villages.

The eligibility criterion for identifying potential candidates includes only minimum educational qualification of 5th Std. The criteria has been decided based on the need of industry and is customised for becoming a capable Assistant Masons.

3.3   TRAINING MODEL AND MOBILIZATION STRATEGY

3.3.1 The process

Assessment of feasibility: The mobilizer has to first **assess the feasibility** of conducting the training at a particular village. The feasibility is assessed based on availability of the interested candidates within the village in consultation with the Gram Panchayat and other members of the community who are available. The need for such a process is due to the large scale migration of the workers in particular seasons for work outside the village. Therefore, villages where adequate, interested and eligible candidates are available for one entire month are only selected for the training. This activity **is conducted prior to the mobilization activity.**

The model for mobilisation of the candidates at Dediapada is interlinked to the model of imparting the training. It is therefore important to note that unlike other courses; **the training for Assistant Masonry is imparted directly in the villages and not at the centre.** The selected candidates therefore belong to the same village where the training is conducted. Interested candidates from neighbouring villages are also selected for the training. Thus the candidates for the training in the case of every batch **are mobilized from the same village** where training is imparted as well as from one or two other neighbouring villages. Each batch comprises of 30-50 candidates.

The village Gram Panchayat therefore plays a key role in the mobilization of the candidates. There is currently **one mobilizer** at the Dediapada centre who is supported by other team members as and when required. The mobilisation team of the GAIL-IL&FS centre visits the village and provides information about the training and desired outcome to the village Gram panchayat leaders who in turn disseminate information within village. This helps the mobilization team to draw together interested candidates qualifying the eligibility criteria.

The mobilization team and centre head informed the research team that as a part of the process, the mobilizer and training team **should inform** all concerned stakeholders about-

i.   *ILFS*

ii. *GAIL*

iii. *ILFS-GAIL Skill Centre:* Its aims, objectives and work in Dediapada

iv. *The training course:* They should be informed that **one-month training** will be provided in Assistant Masonry and **free of any cost** by the GAIL-ILFS Centre.

v.   *The Eligibility criteria for candidates:* Minimum education upto 5th Std.

vi. *The mode of training:* The concerned stakeholders should be informed that the mode of training comprises of training the candidates in their own village. All support in terms of infrastructure, materials and trainers is provided by the Centre. As a part of their practical training the candidates are trained to construct some form of public infrastructure in the village. Thus, as a part of the training process, construction of a particular village infrastructure is undertaken. The location and the type of construction have to be collectively decided by the community. In cases where the desired construction requires additional material apart from those provided in the training, the shortfall is to be met either directly by the Gram Panchayat or by the community itself.

It was observed by the research team that most of the constructions in the 24 villages covered hitherto, have comprised of temples, sitting arrangement for public near panchayat office, wall compounds etcetera.

This method of training helps to not only **facilitates the training process** in a particular village but also **encourages community interest** of the village Gram Panchayat and other community members in the whole process. *Logistical Support:* The concerned stakeholders should be informed that all **logistical support** in terms of equipments and material cost of the training will be borne **by the Centre**. A training kit comprising the uniform, safety material and required construction equipment is provided to each candidate.

vii. *Need for training room:* As the training is conducted within the village, a space for **training is to be identifiedwithin the village** by the team with support of the community and Gram panchayat.

viii. *Certification and evaluation:* They should be informed that at the end of training course each candidate is expected to take an exam and passing candidates will be provided with a certificate in Assistant Masonry.

ix. *Placement:* Each candidate will be linked to either contractors, or Gram Panchayats are a part of placement programme. Initial linkage is provided by the Centre, while candidate's performance and demand for his/her services are major factors which determine the continuity of the candidate with the concerned employer. Candidates are free to choose work of their own choice. Candidates willing to migrate for work will be provided required support from the centre in terms of linkages with the contractors in areas they desire to work.

x.   *Post Placement Support:* The candidates should be informed that they will be provided post-placement support in terms of finding other/better employment opportunities.

The mobilizer is involved at the initial process to kick start the training batch in a particular village. Training process is then taken forward by the training team in the village. The trainers are expected to travel upto the training locations in the villages using their own resources.

3.3.2 Outcome

The **mobilization process** creates the desired outcome of establishing rapport with the village leaders for all kind of support, targeting of needful beneficiaries both male and females and initiating the process of training.

The **training process** creates desired outcome of training for the enrolled candidates to obtain the required skills of Assistant Masonry. The process of training also helps in building or starting the construction of a community asset for the village. *It should be noted that creating the asset is not an objective of the training programme but an integral impact created on the village community as a part of the training process.*

3.3.3 Planned Actions

IL&FS management informed the team that introduction of new courses is in the pipeline. This is expected to scale up the training process, resulting in higher number of trained candidates across varied trades. It is also expected that outreach, in terms of the number of villages covered will be expanded. Expansion in terms of number of courses will also help in streamlining the processes at the Centre at all stages. It was shared by IL&FS that **new courses will be added in 2013-14.**

3.3.4 Challenges

Drop outs was found to be a challenge faced by the team. (Refer to Table) One of major reasons for drop outs shared was-personal problems of the candidates, receiving the training kit and attending the entire training with the objective of only receiving the kit.

3.3.5 Gaps identified

Following gaps were identified in the current process of training and mobilization:

i.   **Targeting of Beneficiaries:** The current model of targeting villages follows an adhoc non-planned approach. The decision on selection of the village is largely made by the mobilizer and the local team and it was observed that the **Regional/Head office of ILFS was not adequately involved** in guiding the local team.

TABLE 16: LIST OF VILLAGES AND THEIR DISTANCE FROM THE CENTRE

Table: 2 List of villages covered and Distance from Centre		
S.No	Distance from Centre (Range in kms)	Names of the Villages
1.	0-5 kms	**Nivalda, Ghankhetar, Bandishervan, Dediapada**
2.	6-15 kms	**Paunda, Kukarda, Jambar**
3.	16-25 kms	**Ghantoli, Samarpada, Chikda,Khaidipada,Devjifaliya, Badba**
4.	21-40 kms	**Zankh Patelfaliya, Zankh Sorafaliya, Sajanvava, Rojghat, Khaparbunda,Pangam,Aambagam Sukval, Pitoled, Siyali, Relva, Sabuti**

(Margin markers alongside table: ii. iii. iv. v.)

ii.   **Mobilization process:** There is need for further streamlining of the mobilization process.

iii. *Training room:*As a part of the training model, training room is identified from within the village with the help and support of the Gram Panchayat and community. Such a room is required to impart theoretical training and for classroom discussions. The theoretical training comprises 50 percent of the coursework. As per the current process, preference is given to Panchayat property such as school or an anganwadi for the training purposes and storing of material. However, occasionally such a space is available. Therefore training is conducted mostly at one of the beneficiaries' (occupied) house who willingly offers space free of cost out of goodwill.

Such an arrangement can affect the quality of training negatively due to presence of family members. It was shared by various stakeholders that a rented room at nominal costs can be made available within each village with electricity facility.

It was noted that the **ILFS Regional/Head Office team have not explored such an option** until now to ease the process of training. It is desired that the option be explored with the help of community and local team members at the earliest for

subsequent batches and training at beneficiaries' (occupied) house be used only as a last resort option when all other options are exhausted.

The provision of training room will also enable the team to store training kits safely and hand over to candidates only at the end of training. This can help to attract candidates genuinely interested in the training and not the ones who join to benefit only from the training kit.

iv. **Transport facility to the mobilization and training staff:** Given the nature of training for the Assistant Mason course the effort to mobilise candidates to come to the Centre daily is saved- instead the trainers are required to take the efforts to reach the villages.

Currently the mobilizer as well as the trainers is expected to travel upto the villages out of their own resources.[3] It might influence the choice of village targeted for training by limiting the outreach to villages closer to centre though no concrete conclusion in this respect can be made based on given research currently. As mention

3.4 TRAINING COURSEWORK, CERTIFICATION AND EVALUATION

3.4.1 The Training Process

The training for Assistant Masonry is provided at the village level. The training period is of 30 days. Both practical and theoretical aspects are covered in the training. Each batch comprises of 25-30 candidates and is guided by one trainer currently. The trainer is expected to provide both practical and theoretical training. It was shared by the centre head that a trainer with B.E. Civil Engineering qualification will be appointed to impart theoretical training. The IL&FS Head office team confirmed that the interviews are being conducted by IL&FS Regional Team for the appointment.

Candidates are provided with a Reflective Jacket, Safety Helmet, pair of Safety Shoes, pair of Rubber Hand Gloves, Protective Goggles and Participant Handbook at the beginning of the batch. At the end of the training, the candidate is provided with a kit comprising of one General Trowel, One Pointing Trowel, One Plumb Bob, Line String, Level tube, Measurement Tape, Plaster Pens, Plastering Curner and One Wooden Muster.

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[3] It was noted that the salary of the mobilizer and trainers was in the range of 8000-10000 currently.

Each training day consists of 6 hours of training with 3hrs theoretical training and 3 hrs of practical training. Technology is used in the program delivery including training aids infrastructure like K-yan[4]. On completion of the training each candidate is expected to take an exam and passing candidates will be provided with a certificate in Assistant Masonry. The Course is jointly certified by National Skill Development Corporation (NSDC) and IL&FS Skills. The course is vetted by both International Industry Association (Rhein-Main Chamber of Crafts, Germany) and National Industry Association (Builders Association of India). The certificate therefore has wide acceptance within the Industry.

The amount of construction material to be provided per batch as per the proposed standards of the training is given below:

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[4]K-yan is a powerful training aid developed and patented by IL&FS Education

Clay bricks	5,000
Coarse sand	1200 Cu ft
Fine sand	400 cu ft
Aggregate - fine	100 cu ft
Aggregate- coarse	100 cu ft
Cement	25 bags
Bar 6 mm	50 Kg
Bar 8 mm	100
Bar 10 mm	200
Bar 12 mm	200
Bar 16 mm	100
Bar 32 mm	50
Binding wire	10
Wood edge	10
Wooden Pegs	100
Form ply	10
Plank	10
Props	5
Bambo	10
Ballies	10
Coir rope	20
Iron shutter (900*600)	10
Iron Studs	10
Iron Yokes	10
Strainer (2 M)	12
Ledger (1 M)	12

3.4.2 Feedback of the candidates (Primary beneficiaries) about the course

• All candidates were very satisfied with the quality of teaching. However, all the candidates felt he need for more practical focus in the training.

• Candidates suggested that a component of on-site practical training at a construction site can be introduced as a part of the course.

• All candidates were very satisfied with the theoretical component of the training which helped them in understanding measurements, terminologies, designs, plans and other relevant things about the masonry work.

• All candidates shared that the training helped them to understand the nuances of construction work and enabled them to deliver good quality work.

• Many candidates shared that, though they worked before as construction workers, taking the course highlighted the **importance and technique of mixing material in right proportions** to ensure good quality construction

• Want the multimedia content of the course to be documented in Gujarati. It was shared by the centre head that the training material will be provided in Gujarati for batches in 2013-14

• Candidates from March Batch shared that the **construction material for practical training was insufficient.** Even though the batch was of 50 students they were provided with 10-15 bags of cement, 3000-4000 bricks etc.

• Candidates from February-March Batch informed that most of the training was on board and **K-Yan was not available during the training.**

3.4.3 Feedback from Contractors/Employers (Secondary Beneficiaries)

• The employers expressed that **there is a need** for such training and the training course is helping them employ well trained workers as Assistant Masons. The centre fulfils the market demand

• The employers are **satisfied with the overall proces**s of training, though they were not informed about the exact components of the training. They shared that they have to **pay relatively less attention to supervise** the trained worker-though the need for supervision and monitoring was not rules out by any employer.

• There is a need **to focus more on the practical aspect** of the training as it further enhances their productivity on the work site.

- The duration of the training course can be increased from 30 to 45 days by increasing the practical component of training.
- The employers also have to train the candidates on the job. Most of the on-site training is provided informally by the masons that the candidates work with. This training is more customised as per the construction work.
- Other relevant courses such as fitter, welding and electrician should be introduced.

3.4.4 Outcomes of the Training
- The candidates receive comprehensive knowledge of Assistant Masonry from both theoretical and practical point of view.
- The candidates are equipped with uniform and basic tools which will enable them to undertaken Assistant Masonry as a livelihood option immediately after training.
- With the received skills in Assistant Masonry candidates are able to perform better at their work sites. Also the time duration in terms of number of months of experience required to upgrade the skills to that of Mason is substantially reduced due to improved skills of the candidates.
- All candidates expressed satisfaction that **they could now construct their own houses or toilets etc.** and did not have to pay charges to someone else. Thus the training has empowered them with the skill to undertake at least their own personal construction which also helps them to save money on wages. The satisfaction was **even stronger among the inexperienced candidates** who had freshly learnt the skill.

4   Gaps identified
- **Practical training**: Feedback from majority of beneficiaries emphasised the need for increased focus on practical training.
- **Duration of course:** It was suggested that the duration of course can be increased from **30 to 45 days** with focus on practical training.
- **Inadequate provision of Material:** The gap in terms of material allocated to the March Batch students was further investigated. The findings indicate that the students did not receive sufficient material during training. There was substantial difference in the amount of material provisioned for the training as per the standards and the material received as per the feedback of the candidates. **There is contradiction in information provided by ILFS regional and head office team and that provided by candidates with respect to provision of construction material.** While the ILFS team confirmed to provide 5000 clay bricks and 25 bags of cement per batch of 25-30 candidates; the candidates informed that they received 10-15 bags of cement and 3000-

"A disciplined worker normally takes 1.5 to 2 years to upgrade himself to the level of Mason. With skills acquired from this Institute in Assistant Masonry I am sure the good candidates amongst these will be able to become Masons within 6-8 months time!"

- Employer

4000 bricks during the training. **The amount of material allocated for batch of 25-30 candidates was not proportionately increased for the March Batch which comprised of 50 candidates.**

3.5   PLACEMENT AND POST-PLACEMENT PROCESS

3.5.1 The team

There is **no separate placement team** at Dediapada centre. The placement coordination is largely handled by the existing trainers and the centre head.

The stated objective of the centre envisions provision of the post-placement support to the candidates in terms of facilitating transition to new employment if rendered unemployed by given employer. Currently there is **no dedicated team member** for post-placement support.

3.5.2   The process

The placement process involves networking locally with the contractors and the Gram Panchayats to seek placement for the trained candidates. It was informed by the IL&FS team that currently there are **20 placement partners** including, local contractors and Gram Panchayats.

The placement process involves liasoning with the employers and sharing with them the list of candidates from each batch for potential placement. The contractors thereafter hire the required number of candidates for work and observe their work for 3-4 days. The contractors, thereafter, confirm to IL&FS on the number of candidates selected by them for placement. The IL&FS team seeks employment with other contractors for such candidates not placed by the contractor after the selection process. The percentage of initial placement of candidates (which assures them work for minimum 10-15 days) is 85-90%, informed the regional team.

TABLE 17: PERCENTAGE OF CANDIDATES PLACED AND DROP-OUT RATE

Table- Percentage of Initial placement for Assistant Mason Course				
Year	Number of candidates enrolled	Drop Out	Number of candidates placed out of enrolled candidates	Percentage of candidates placed out of enrolled candidates
2011-12	208	29	179	85%
2012-13	968	64	882	90%

There are two major agencies for placement of the trained candidates:

i. The Contractors- wherein the candidates are given work on daily wage basis on the construction sites of local contractors.
ii. The Gram Panchayat- wherein the candidates are given work on daily wage basis in the construction of infrastructure for implementation of government schemes eg., Indira Awaas Yojana.

It is important to note here that, the employment process and nature of employment post-placement in case of Assistant Mason work is different on following grounds from other trades:

- Construction industry offers largely casual work on daily wage basis with no security of work in India. Therefore the work offered by both contractors and gram panchayat is **casual in nature**.
- The payment is not in the form of salary but on daily wage basis.
- The job **offers no security** even in terms of duration as the candidate is expected to get future work provided:
  - The employer is satisfied with the work of the candidate. Thus it is completely based on the **discretion of the employer.**
  - The **demand for work,** for instance, if the contractor doesn't have any ongoing project it will directly affect the employment of the candidate and the candidate will have to look for options with some other contractor. Likewise, if the mandate of Gram Panchayat to construct certain number of houses is completed under Indira Awaas Yojana, the candidates will have to move on to find different employment opportunities.

Given the limitations of the nature of employment opportunities for Assistant Masons, the placement for all candidates can be assured by IL&FS only for the first time. After placement the continuity of the employment is solely the discretion of the employer and subjective to the demand.

3.5.3   Feedback from Candidates on the placement process

- Candidates shared that it was easier for them to find work with enhanced skills compared to pre-training period, when the only employment options for them were to work either as an agricultural worker or as an unskilled worker on construction sites. Currently, masonry work is the major source of income for all placed candidates
- Daily wages have seen an increase from Rs. 50-100 as an agricultural worker to Rs. 150-200 for Assistant Masons and Rs. 300-550/day for those who work as Masons. Thus, **daily wages have more than doubled** for all placed candidates
- There were mixed responses about availability of employment opportunities locally, as candidates from few villages could find a job within their village while many other candidates had to migrate even 4-8 months per year for better income opportunities. However, candidates stated that there increased local job opportunities
- Earlier, those workers who could not get work outside Dediapada are now capable of working in cities due to their increased employability from the skill training
- Many candidates showed openness to migrate outside Dediapada for work provided they got better incomes and were duly paid as promised by the contractors
- Female candidates also got placed as assistant masons. Currently, many of their husbands are masons and female candidates benefit largely from the training and additionally, get to work with their husbands as assistant masons. This has helped to increase family income. It was shared that there were meagre job opportunities available locally for women at the Mason level due to a local gender bias. Though many employers admitted that there are women working as masons in cities such as Bharuch, Surat, and Ahmedabad etcetera

3.5.4 Synopsis of Discussions with parents

The parents of the candidates expressed immense satisfaction with the training as well as the placement process. The training has increased the employability of their children, with increased income and earning opportunities for them. Source of income was earlier limited to only manual work in agriculture for many . Currently, this has not only diversified but also there is substantial increase in wages. Many candidates who **earned Rs. 50/day as agricultural workers are now earning between Rs. 200-450 per day** working as an Assistant Masons and Masons. It is much easier to find daily work locally. There is improvement in the standard of living. The purchasing power of families has increased. Parents shared that they see their children inspired with new spirit for life, rejuvenated their confidence and interest in work. They have now started planning about their futures.

"We do not hesitate to invite guests at home anymore as we now have enough money to host them."

Work and increased income has therefore, not only empowered them socially and economically but also given them a new purpose in life. Fathers of many candidates are themselves Masons and envision better employment opportunities for their sons even outside Dediapada.

3.5.5 Feedback from Employers on the placement process

The contractors were happy to place the candidates as Assistant Masons and upgrade them to Mason level based on their experience and expertise over a period of time.

3.5.6 Outcome
- Increased employability
- Increased income earning opportunities for both men and women
- Increased wages per day
- Increased work opportunities locally due to skill premium
- Increased opportunities to migrate due to increased employability
- Improvement in standard of living, purchasing power and overall satisfaction and happiness in life especially for placed candidates.

3.5.7 Gaps Identified
Currently the Institute is able to provide placement mainly through local contractors and Gram Panchayats. However the demand for work with the current employers is limited and number of days that a particular candidate can be assured job with a particular employer is not only precarious but also very less. If left unemployed the candidates need help from the Institute to find another job. **Absence of placement team or placement coordinator hampers comfortable transition of the candidate** from one employer to another. Also the existing team finds difficulty in finding new work for the candidates given limited human resources at the centre.

A. TANDUR

a) Mobilization

- ❖ **Building trust levels with the local community:** This was a challenge for the team to begin with. Parents and village leaders are invited to the centre. Parents were also invited for graduation ceremonies. Parents can also be recruited as a part of the mobilisation process in newer villages. Testimonials and a short documentary of successful candidates both boys and girls can be screened with the K-YAN to build trust levels
- ❖ **Youth leaders:** The current structure requires their involvement on a voluntary basis. This can be made into a sustainable mobilisation structure if they are paid a small stipend
- ❖ **GAIL:** IL&FS is very happy about its partnership with GAIL and felt they shared GAIL's confidence through the entire project. TISS teams suggests that GAIL's role should be more clearly explained to students and communities

b) Counselling

- ❖ **List of Hostels** Placement team can co-ordinate with the HR managers in placement agencies for compiling a list of hostels and safe places to relocate. Relocation related issues are huge concern for parents and students even during the enrolling process
- ❖ **Streamline Candidates:** The mobilisation team can convey the parameters for selection to village leader s and parents before inviting them to the centre. This way the counselling team does not have to reject candidates who don't meet basic parameters
- ❖ **Frequent interaction with placed students:** Incoming students can have an orientation programme from a former placed student to understand the end result of taking a course. This will reduce any pre-existing bias about the hardships associated with relocation. This should include presentations from successful female candidates

c) **Training, faculty and curriculum**

- ❖ **Additional training streams:** Students requested for welder, fitter and masonary courses for boys and stitching courses for girls
- ❖ **45 days courses** : Extend course duration to 45 days as per the suggestions of students and placement partners to improve their computer and communication skills
- ❖ **Hostel Facility**: Having a residential campus allows students to focus on the coursework, reducing time wasted on commuting extensively. All students live within a 30 km radius. In addition, students interact with faculty after class hours seeking additional information or clarifications and an on campus hostel will make such interactions easier. Students also need help with homework and worksheets.
- ❖ **Provide additional incentives to faculty**: All faculty members provide additional lessons to students out of their own interest to improve skill levels. Their time should also get compensated in the long run to ensure sustainable after class support.
- ❖ **Feedback mechanism for structuring Curriculum**: Currently the HR co-ordinator meets with placement partners and includes their feedback in structuring training. A more consistent mechanism needs to be evolved for integrating such valuable market research based feedback as an integral part of the IL&FS curriculum and text books. Inviting all placement partners for consultations every six months to get feedback and opinions on training modules. BPO trainers can be invited to take guest lectures. Client feedback should be included in soft skill case studies and life skill case studies. A formal structure should be developed for this feedback to be communicated to the regional and national head offices to be an inclusive part of structuring the curriculum.
- ❖ **Addressing the last mile gap**: IL&FS and GAIL perceive that state as regulator and not as a partner. It will be beneficial if a more structured and inclusive relationship can be explored with the local government
- ❖ **Lab based support for each new stream and existing streams**

d) **Placement and post-placement**

- ❖ **Comprehensive Exit Package:** Each placed student should receive an exit package which should include pertinent information about affordable housing in the city, organisations to associate with in Hyderabad, assistance in opening bank accounts and contact details of past students employed with their current organisation
- ❖ **Placement partners help should be included:** Placement partners are willing to provide a list of affordable and safe accommodation options that they have identified close to the work place

❖ **GAIL providing post-placement support**: GAIL can consider providing, first month relocation rent for placed candidates, to ensure that placement partners do not lose confidence with candidates reporting for their job.

B. GUNA

a) Mobilisation

❖ **Involving local leadership:**The local leadership and Sarpanch need to be further involved in the mobilisation process by the centre especially since they are planning on offering more streams with the new infrastructure
❖ **Awareness and publicising the course through gram sabhas**
❖ **Posters of the course can be advertised in each village advised Sarpanch leaders**
❖ **Mobilisation Strategy for girls:**Mobilisation plans for girls should be structured to overcome local reluctance and increase awareness levels for sending girls to the institute for future courses and to relocate. This is in line with GAIL-IL&FS objectives of having a new infrastructure, with multiple streams and beneficiaries. This awareness drive for future programmescan be promoted through a documentary and power point presentation of success stories at other GAIL-IL&FS centres. Local leadership should be encouraged to endorse the centre as a safe place for girls
❖ **Streamlined list of beneficiaries:**A more structured system for identifying the list of beneficiaries is required to benefit youth from less privileged backgrounds as it matches with the vision of the centre
❖ **Further scrutiny of placement partners:** Placement partners should be scrutinised further before a batch of students are mobilised and enroled, ensuring they measure to a stringent set or rule
❖ **Mobilisation team:** A more extensive mobilisation team is required before the new infrastructure is established

b) Counseling

❖ **Specific team for counselling:** Counseling team should be hired once the new infrastructure is established. The existing counselling team should be better prepared to advise students who find the coursework challenging and drop-out

c) **Training, infrastructure, faculty and curriculum**

❖ **Offering 45 day course** : Greater focus on IT & communication skills can be done through longer duration courses for 45 days
❖ **Labs:** Lab based training for the BPO and retail streams
❖ **Vocational training** streams should be offered in the new infrastructure as the local demand for these streams are high
❖ **Microsoft Certification:** The students can be offered the Digital Literacy Certificate offered by Microsoft for basic computer skills, giving students a more authentic certification option
❖ **Opening Bank Accounts and getting Adhar cards:** Students can be provided additional value added services like opening no frills bank accounts or getting a ADHAR card enabling them to receive their salaries on time when placed
❖ **Involving placement partners in the training process itself to explain industry requirements to the candidates**
❖ **Selecting beneficiaries who are morejobs oriented:** Out of the students surveyed only more than 50% were placed and they rest were pursuing a higher degree.
❖ **Streamline the vision and long-**term objectives of the centre
❖ **Regional language:** Students can be provided the text book in the regional language in the last week for revision of the coursework at their convenience

d) **Placement process and post-placement**

❖ **Comprehensive Exit Package:** Each placed student should receive an exit package which should include pertinent information about affordable housing the city, organisations to approach for help in Bhopal/Indore, assistance in opening bank accounts and contact details of past students employed with their current organisation
❖ **Placement partners help should be included:** Placement partners are willing to provide a list of affordable and safe accommodation options that they have identified close to the work place
❖ **GAIL providing post-placement support**: GAIL can consider providing first month relocation rent for placed candidates to ensure that placement partners do not lose confidence with candidates reporting for their job.
❖ **Communication structure at IL&FS**: The local centres and the regional office should ensure that information and feedback can flow both ways, to ensure smooth functioning through the entire process of mobilisation, counselling, training and placement

a) Mobilisation

- ❖ **Targeting of beneficiaries: Larger involvement of the regional/head office** in guiding the local team, a structured approach and detailed planning with regards to the targeting of the villages is desired. Though the current model is adequate to achieve targeted number of beneficiaries; a further streamlining of the process in consultation with Regional office/Head office of IL&FS and GAIL is desirable in long term especially with introduction of newer courses at the Centre. There are total 392 villages in Dediapada and Sagbara blocks of Narmada district. It is therefore important to **determine a focus area in terms of radius from the total area of the respective blocks** to be covered each year. It is important to have a focused mobilization strategy in terms of outreach to diverse pockets within the two blocks and targeting of beneficiaries.
- ❖ **Streamlining of the mobilization process:** *The structure and process of mobilization needs to be aligned according to the outreach plan in long term. This will not only require expansion of mobilization team but also more defined responsibilities for each team member.*

  While creating new position/s within the team following additional responsibilities with regards to Assistant Masonry course should be kept in mind-

  - Conducting feasibility assessment within the villages for the assistant masonry training.
  - Preparation of matrix with monthly target of villages for the year based on the outreach plan and the feasibility assessment.
  - Preparing and maintaining database of the names and contact details of village Panchayat functionaries.

  The Regional/Head Office **should be closely involved to guide the local team** in the mobilization process.

- ❖ **Transport facility to the mobilization and training staff:** Adequate transportation facility for the trainers as well as the mobilizer should be provided out of the Centre's resources to enhance the team's efforts in terms of outreach to distant and remote villages. *In addition to enabling their functions, the facility is expected to raise their motivation level thereby uplifting their productivity.*
- ❖ **Construction Material:** There is need to strictly adhere to the standards of allocating construction material. It is suggested that this matter be internally further investigated.

e) **Improved training delivery process: The research team was informed by the February and March batch candidates that the training was conducted without** K-Yan which is a chief tool used for training by ILFS. This information was reconfirmed through other stakeholders. The team was informed by the local team that the K-Yan was not available for the Jan-April Batch as it was damaged and there was delay in replacement of the machine. Improved training delivery process with adequate support from regional team is desired to ensure quality of the training.

f) **Infrastructure for training:** The local team should be encouraged and supported by the Regional/Head Office to explore options to find a suitable training room on rent if school/anganwadi or other such space is not available within village. Training in occupied houses of the beneficiaries should be used only as the last resort option.

b) **Training coursework, Certification and Evaluation**

❖ **Practical training and course duration**: ILFS-GAIL can consider increasing the focus on practical training as well as duration of the course from 30-45 days. This is expected to enhance the quality of the training and better equip the candidates in terms of work requirements.

❖ A component of **week-long internship** can be experimented wherein the candidates can be provided an opportunity to work with a contractor on site as a part of training process. A stipend can be provided to the candidates for the week's period. At the end of internship the contractor can be given the choice of hiring required number of candidates. The unselected candidates should be given opportunity for placement with other contractor.

❖ **Feedback mechanism**: Need for systematic feedback mechanism at the end of the training period for every batch on their experience with regards to the training process is desirable. The feedback mechanism from students should ensure high standards of confidentiality.

❖ A **high degree of transparency and objectivism** should be maintained in the feedback mechanism. The feedback should be considered seriously by the management of IL&FS and should be shared with GAIL.

❖ Need for systematic and regular **feedback mechanism from employers** on their requirements as well as their suggestions for improving the training is desirable. It is expected not only to improve the quality of training in terms of its relevance to immediate employers, but also ensure closer involvement of the employers (who are one of the most important stakeholders) in the entire training process.

c) **Placement process and post placement support**

❖ **Streamlining** of placement process and post placement support mechanism is desirable including recruitment of dedicated **placement coordinator and a counsellor to ensure post-placement support**
❖ There is a need to **expand the network of the contractors** and create a systematic database of local and contractors from other cities in Gujarat to facilitate improved placement facility. This is expected to facilitate the employment of interested candidates in cities of Surat, Bharuch, and Ahmedabad which is also one of the **stated objectives** of the centre[5]
❖ Having a team of counsellor and placement coordinator is expected to facilitate in the post placement support the smooth transition of candidates with another employer whenever the lack demand with existing employer makes them redundant
❖ There is need to strengthen rapport building efforts with the placed candidates

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[5] Objective as shared by the IL&FS representative.

5.1   SURVEYS

<u>Part 1</u>

Training quality and satisfaction

Questionnaire for students evaluating their level of satisfaction with the course and teachers and if their expectations were met in terms of quality of coursework, materials, teaching methodology and infrastructure

Survey for Former Students

A. Background of the Student

1. <u>Basic Information</u>

Name	
Age	
Gender	
Caste	
Married	
Course at GAIL- ILFS Skills School	

2. Socio-economic background

i. Where do you live?			
ii. How many members in your family?			
iii. Who is the main income earner in family?			
iv. What is the major source of income for family?			
v. Are there any other sources of income? If Yes, specify			
vii. What is the total monthly/ annual income of your family? (total of every member's incomes)	<u>Income per Week</u>	<u>Income per Month</u>	<u>Income per year</u>
viii. Is your family engaged in any a. Traditional occupation;	Yes		No *(If No, skip*

b. micro-enterprise; c. macro-enterprise			*to Section 3 (Academic Background)*
ix. If Yes, specify the occupation/profession			
x. If Yes, Do you also work in your family business?	Yes	No	Not applicable
xi. Are there any challenges you/your family faces in running the enterprise?	Yes	No	Not applicable
xii. If Yes, what are the challenges?	1. Not enough demand for products/services offered 2. Not enough sources of credit available 3. Not enough access to market 4. Not enough people to work 5. Any other, specify-		

3. <u>Academic Background</u>

i.   Do you like studies? Will you take any further skill development courses?

ii.   Academic Summary

Year	Academic Qualification	Percentage marks/Grades	School/College/University

iii. Did you drop out from the school/college?

iii.   If Y, why? (Specify reasons)

B. Mobilization and Selection Process

i.   How did you come to know about the Skills School? (Tick the correct choice)

Rozgar Rath	NGOs
Zilla Rozgar Karyalaya (Employement Office)	District Administration/ Zilla Parishad
Local DPIP Offices	Job Fairs
Through word of mouth	Through Local leaders
Any other (Specify)	

ii.   Did you appear for any selection test before enrolment?

iii.   What comprised of the selection process?

iv.   Did you get the course of your choice?

v.   Are you happy with the process of selection?   Yes   No

vi.   If not, what are the improvements you suggest?

vii.   If yes, what did you like about the process?

C. Rate your level of Satisfaction (Circle the answer closest to your experience)

Study Material	Easy to understand	Mediocre (Difficulty in relating to the themes)	Did not understand the material
Infrastructure	Neat and orderly	Medium Maintenance	Poorly maintained and not good for studying

Stationery	Adequate supplied		Some supplies		None were distributed	
Practical Experience	Extensively trained		Medium training		Not enough training	
Customer/Client Interaction (tick all that applies)	Live training		Simulated training		No training	
Technology used in training (tick all that applies)	Computer	Tablet	Videos	Power point presentation	Technology specific to the course	
Teacher	Explained study material adequately		Explained only some portions of the material supplied		Did not explain the material	
Teacher	Was available for after class questions every day		Was available some days		Was not available	
Placement interviews	Trained with mock interviews		Some training		No training	
If placed, salary	2000-4000		4000-6000		6000-	Above

range			8000	8000
If worked earlier what was the monthly income from your earlier job?				

FOCUSSED GROUP DISCUSSIONS GUIDELINES

I. FOR STUDENTS WHO HAVE FAMILY BUSINESS/ENTERPRISE

a. <u>Process of Selection</u>

i. How were you selected for the course? Process and prior certificates required?

ii. How did you come to know about the Skills School?

Rozgar Rath	NGOs
Zilla Rozgar Karyalaya (Employement Office)	District Administration/ Zilla Parishad
Local DPIP Offices	Job Fairs
Through word of mouth	Through Local leaders
Loudspeaker or public announcement	School teachers or college

iii. What comprised of the selection process?

iv. Did you get the course of your choice?

v. Are you happy with the process of selection?   Yes   No

vi. If not, what are the improvements you suggest?

vii.   If yes, what did you like about the process?

    b. Quality of training delivery process

viii.   Medium of instruction?

ix.   Course duration?

x.   Do you think the duration of the course is sufficient or you need more time?

xi.   How many instructors taught you the course? Name?

xii.   Did you understand the study material distributed?

xiii.   Were classes conducted in a timely manner?

xiv.   How was the quality of teaching?

xv.   Were all your doubts/questions answered to?

xvi.   Was teacher available after class for discussions?

xvii.   Was teacher nice or rude?

xviii.   What can be the improvements in teaching?

xix.   Did you receive any soft skills training or training to prepare for interviews?

    c. Relevance of Course

xx.   Did the institute explain what your potential job options and salary expectations after completing the course?

xxi.   What was promised when you enrolled for the course in terms of benefits?

xxii.   Do you feel the promises have been fulfilled?/What have you gained from taking the course?

xxiii. Was the course taken by you the one of your choice?

xxiv. If other course options can be made available what stream would interest you and your peer group?

xxv. How are you perceived by your family and local community?

xxvi. Will you recommend the course to your friends

xxvii. Which company or entity is preferred or considered as a good employer?

xxviii. After obtaining training at Skills School, are you going to work in your family business? (Yes/No?)

xxix. If Yes,

- Do you think you can apply the training?   Yes   No

- How? Explain

xxx. If No,

- Why will you not work in family business? Explain reasons

xxxi. Do you prefer working with a company better?

- If Yes, why?

xxxii. If you are made the principal of the school, what changes would you make to improve the course

d. <u>Aims and aspirations</u>

xxxiii. What are your aspirations? Immediate & five year

e. <u>Placements (If they have received Job with company See FGD III for placements: If not received See FGD II for placements)</u>

For those who have started working in your family business-:

xxxiv.　What is your profession/occupation?

xxxv.　 How much do your earn-monthly/annually?

xxxvi.　Have you received any support in terms of credit linkages?

xxxvii.　If Yes: specify the source, was the process cumbersome?

xxxviii.　If N: specify reasons according to you?

xxxix.　Have you received any support in terms of market linkages?

xl.　If Yes: specify

xli.　If N: specify reasons according to you?

FGD II. FOR ALL STUDENTS WHO ARE YET TO BE PLACED

a. Process of Selection

i. How were you selected for the course? Process and prior certificates required?

ii. How did you come to know about the Skills School?

Rozgar Rath	NGOs
Zilla Rozgar Karyalaya (Employement Office)	District Administration/ Zilla Parishad
Local DPIP Offices	Job Fairs
Through word of mouth	Through Local leaders
Loudspeaker or public announcement	School teachers or college

iii. What comprised of the selection process?

iv. Did you get the course of your choice?

v. Are you happy with the process of selection?   Yes   No

vi.   If not, what are the improvements you suggest?

vii.   If yes, what did you like about the process?

   b.   Quality of training delivery process

viii.   Medium of instruction?

ix.   Course duration?

x.   Do you think the duration of the course is sufficient or you need more time?

xi.   How many instructors taught you the course? Name?

xii.   Did you understand the study material distributed?

xiii.   Were classes conducted in a timely manner?

xiv.   How was the quality of teaching?

xv.   Were all your doubts/questions answered to?

xvi.   Was teacher available after class for discussions?

xvii.   Was teacher nice or rude?

xviii.   What can be the improvements in teaching?

xix.   Did you receive any soft skills training or training to prepare for interviews?

   c.   Relevance of Course

xx.   Did the institute explain what your potential job options and salary expectations after completing the course?

xxi. What was promised when you enrolled for the course in terms of benefits?

xxii. Do you feel the promises have been fulfilled?/What have you gained from taking the course?

xxiii. Was the course taken by you the one of your choice?

xxiv. If other course options can be made available what stream would interest you and your peer group?

xxv. How are you perceived by your family and local community?

xxvi. Will you recommend the course to your friends

xxvii. Which company or entity is preferred or considered as a good employer?

xxviii. Where do you want to work? Give your preferences

xxix. If you are made the principal of the school, what changes would you make to improve the course

    d. <u>Aims and aspirations</u>

Xviii. What are your aspirations? Immediate & five year

    e. <u>Status of Placements</u>

xxx. Have you appeared for job interview?

xxxi. When do you expect to receive your placement?

xxxii. What is the reason for you not being placed yet?

    f. <u>Post-Certification Engagement</u>

xxxiii. How are you in contact with the Skills School post certification?

xxxiv. Who are you in touch with?

xxxv. How regularly do you interact with the S.S post certifcation?

xxxvi. Did your seniors come and meet/interact with you anytime before through formal meeting?

xxxvii. Do you interact with the current batches and share you experience with them?

xxxviii. If Yes, how give your feedback about such meetings?

xxxix. Do you think that the duration of the training programme should be increased to 45 days? How will it benefit students?

xl. What other facilities can be/should be added to value added programmes

FGD III- FOR ALL PLACED STUDENTS

Focus Group Discussion Questions

a. <u>Mobilization and Process of Selection</u>

i. How were you selected for the course? Process and prior certificates required?

ii. How did you come to know about the Skills School?

Rozgar Rath	NGOs
Zilla Rozgar Karyalaya (Employement Office)	District Administration/ Zilla Parishad
Local DPIP Offices	Job Fairs
Through word of mouth	Through Local leaders
Loudspeaker or public announcement	School teachers or college

iii.   What comprised of the selection process?

iv.   Did you get the course of your choice?

v.   Are you happy with the process of selection?   Yes   No

vi.   If not, what are the improvements you suggest?

vii.   If yes, what did you like about the process?

b. <u>Quality of training delivery process</u>

viii.   Medium of instruction?

ix.   Course duration?

x.   Do you think the duration of the course is sufficient or you need more time?

xi.   How many instructors taught you the course? Name?

xii.   Did you understand the study material distributed?

xiii.   Were classes conducted in a timely manner?

xiv.   How was the quality of teaching?

xv.   Were all your doubts/questions answered to?

xvi.   Was teacher available after class for discussions?

xvii.   Was teacher nice or rude?

xviii.   What can be the improvements in teaching?

xix.   Did you receive any soft skills training or training to prepare for interviews?

    c. Relevance of the course

xx.   Did the institute explain what your potential job options and salary expectations after completing the course?

xxi.   What was promised when you enrolled for the course in terms of benefits?

xxii.   Do you feel the promises have been fulfilled?/What have you gained from taking the course?

xxiii.   Was the course taken by you the one of your choice?

xxiv.   If other course options can be made available what stream would interest you and your peer group?

xxv.   How are you perceived by your family and local community?

xxvi.   Will you recommend the course to your friends

xxvii.   Which company or entity is preferred or considered as a good employer?

xxviii.   Where do you want to work? Give your preferences

xxix.   If you are made the principal of the school, what changes would you make to improve the course

    d. Aims and aspirations

xxx.   What are your aspirations? Immediate & five year

    e. Placements

xxxi.   What kind of job offer have you received? (Name of company, designation)

xxxii.   What is the work profile like?

xxxiii.   What is the pay scale like? (Range)

xxxiv.   Are there any other benefits that you are entitled to at your current job?

xxxv.   For those who have worked in the past, is the job experience better or worse than earlier ones?

xxxvi.   How many of you are satisfied with the jobs you received?

xxxvii.   If Yes, what is it that you like about your job?

xxxviii.   If not satisfied, what are the expectations?

xxxix.   How are you able to apply skills learnt here at your workplace?

xl.   Are you learning anything more at your workplace?

xli.   How many of you appeared/received job offers from more than one company?

    f.   <u>Post-Placement Support</u>

xlii.   How are you in contact with the Skills School post certification?

xliii.   Who are you in touch with?

xliv.   How regularly do you interact with the Skill School post certifcation?

xlv.   Have you changed since your first job?

xlvi.   Has S.S helped you to change job?

xlvii.   Did your seniors come and meet/interact with you anytime before through formal meeting?

xlviii.   Do you interact with the current batches and share you experience with them?

xlix.   If Yes, how give your feedback about such meetings?

g. Value Added Programmes

l. Did you benefit from opening of bank account?

li. If Y, How specify

lii. If No, why not?

liii. Do you have an AADHAR card?

liv. Have you learnt computer skills at the training centre?

lv. If yes, which skills?

lvi. How did these skills benefit you?

lvii. If No, would you like to learn these skills?

lviii. How do you think these computer skills will benefit you?

lix. Do you have health cards?

lx. If Yes, how did you benefit from it/or how would you like to use it?

lxi. Do you think that the duration of the training programme should be increased to 45 days? How will it benefit students?

lxii. What other facilities can be/should be added to value added programmes

Part II

Effectiveness of training

Interaction with employees/ placement partners and teachers

Interview Schedule: Implementing Agency (IL& FS)

I.   Background (Also for GAIL)

Background details are available in the report already submitted. In addition following questions-

1. How was the need for selected skills identified?
2. What was the basis for selection of the locations?

II.   Objectives_Vision_Mission (Also for GAIL)

1. What is the Vision of the project?
2. What is the objectives of the project?
3. How do you plan to target every level of market-Tandur, AP, India, Global?
4. What is the planned period to achieve set goals?
5. What is the status so far with regards to outreach in terms of placements within specific locations?

III. Multi-stakeholder Partnership (Also for GAIL)

1. Who are the key stakeholders in the project as envisaged by you? (Eg., community, students, PRIs, district administration, GAIL)

2. What is the status of partnership envisioned vs. realised with each stakeholder?

3. At what all stages were each of the partners engaged? (GAIL)

4. What were the mechanisms applied while engaging with each partner

5. What are the strengths of the partnerships with each of the stakeholders?

6. What are the weaknesses of the partnerships with each of the stakeholders?

7. Is there any scope for improvement? (For each partner)

IV. Impact Assessment

A. Mobilization and Selection of targeted beneficiaries

1. Indicate the number of openings/ seats offered

2. Are all the openings/seats filled?

3. Number of enrolment?

4. Is the demand more than what the facility can accommodate? If Y, How much more?

5. How do you ensure that all deserving candidates get an opportunity?

6. Out of seven categories provide percentage of beneficiaries out of total for each year; under each target group

Name of beneficiary	Year of enrolment	Address	Beneficiary category (from pre-decided target group)

2. Which are the locations for targeting beneficiaries?

3. Documentation of the mechanisms used to mobilise candidates. If not available, please explain in detail.

4. Documentation of selection process (language of test etc.). If not available, please explain in detail.

5. How do you make a choice if the candidate is not so meritorious or doesn't qualify the test but is in need due to socio-economic background? In other words, please explain the criteria for eligibility in detail?

Give case studies if any to explain the selection process in above mentioned scenario

For observations: Test paper format

B. Quality in training delivery process

1. Description of skills training delivery process

2. Parameters for assessing quality training

2.1 Teaching faculty

2.1.1 How many trainers are engaged?

2.1.2 Details of the trainers

Name	M/F?	Age	Total Experience	Experience at Skills School	Qualification

2.1.3 What was the process of selection for the trainers?

2.1.4 Is there any provision for training of trainers?

2.1.5 If Y, how often and how does it improve the programme?

2.1.6 If N, why not?

2.2. Infrastructure

2.2.1   What infrastructure facilities are required for the training?

2.2.2   What are the infrastructure facilities available?

2.2.3   Rating of the satisfaction level with the infrastructure facilties provided

Meets all training requirements	Need to invest more for better training	Poorly maintained-not conducive for training

2.2.4   Scope for improvement/further assistance required in terms of infrastructure for training

2.3   Curriculum

2.3.1   What is the process for curriculum designing?

2.3.2   Is there a team/committee to design curriculum?

2.3.3   Is there a standard followed while designing the curriculum? Specify

2.3.4   If Yes, explain the structure and method of functioning of the curriculum team/committee?

2.3.5   Does the certificate have industry recognition? If, Yes, explain in detail the process how the recognition was received.

2.3.6   If No, how does the system of placement work? Explain.

2.3.7   Is there any mechanism to assess if the curriculum is at par with the requirements of the industry? Explain.

2.3.8   What can be/is being done to improve/update the curriculum?

2.4   Evaluation of students

2.4.1   Explain the process of evaluation of the students after training.

2.4.2   Is any third party involved in evaluation/preparation of the format of evaluation?

2.4.3   If Y, explain the role of third party in detail.

2.4.4   If N, how do you ensure the credibility of evaluation based on internal assessment?

2.4.5   What is the success rate?

2.4.6   What is the failure rate?

2.4.7   What is the mechanism of attending to the failed trainees?

2.4.8   Are there any drop outs? If Y, what is the training drop out rate? Number of people who dropped out of each 30-day session since start of institution

2.4.9   What is the division of drop outs- Men? Women? Backward castes? Reasons?

2.4.10 Number of students that are certified? Versus number enrolled for each training session across the year

C. Quality of Infrastructure

1. Total cost spent on infrastructure as against the budgeted cost.

2. How did you ensure that the standard of quality of products/equipments purchased for the training?

3. Explain the modalities of maintenance.

D. Innovative Use of Technology

1. What innovative teaching methods/techniques are applied to use the technology?

E. Placements

1. How do you organize the placements?

2. How many candidates have been placed so far?

Batch	Placed In		Area of Work/Occupation	Income	Designation if any
	Unorganised Sector	Organised Sector			

3. How many candidates placed in unorganised sector have received credit linkages and market linkages?

4. Describe the process and outcome of credit linkage facility.

5   Describe the process and outcome of market linkage facility.

6   What is the return of investment per participant trained

6.1 Average income generated per participant?

6.2 Cost of learning or teaching per student appx?

7   Gap between finishing training and finding employment? Changes since 2010-2012

8   Number of students who come back to the institute for their second or third placement?

9   How long has each student spent in their current job?

F. Value Added Services

1. How many no frills accounts have been opened?

1.1 If any one left out, what were the reasons-categorise?

2. How many AADHAR cards have you facilitated?

2.1 If any one left out, what were the reasons-categorise?

3. How many health cards provided?

3.1 Have the candidates been given any information/orientation on use of health cards?

4. How do you plan to upgrade the computer skills of the candidates? What work has been done so far in this regard? What is the outcome?

5. Why was the need felt to increase the duration of the training programme from 30-45 days? How is it expected to add value?

6. Any other facilities can be/should be added to value added programmes?

7. How do you plan to strengthen the Value-added programmes

G. Post-Placement Support

1. How do you keep track (explain the institutional mechanism if any) of the placed candidates?

2. How regularly do you interact with them?

3. How many candidates have you helped to change jobs?

3.1. Provide case studies.

4. How often are the meetings of the alumni with the current students organised?

4.1. What has been the outcome of such meetings?

5. How do you plan to strengthen the post-placement support (Scope for Improvement?)

H. What additional support according to you can be provided to improve the programme?

Areas for discussions:

Infrastructure	Training of trainers	Curriculum	Methods of training	Selection process of students	Mobilization/outreach in terms of targeted beneficiaries
Performance of students	Outreach in terms of expanding the targeted communities/locations etc.	Support from GAIL	Support from district administration	Support from PRIs	Engagement and support from the community

I.   Has any model for self sustainability of the project being envisaged or is the project going to be only funded by company?

Survey for Teachers

1. Basic Information

1.1.Name :

1.2 Age:

1.3 Sex:

1.4 Academic Qualification:

1.5 Salary:

1.6 Are you from a nearby village?

2. Association with the Institute/student selection

2.1 How long have you been teaching at the institute?

2.2 What is the selection process for teachers?

2.3 Are you involved in administering/ structuring the entrance test?

2.4 Are you involved in identifying students for the course?

2.5 What are you parameters for selecting the students?

2.6 What are some points about the course that are conveyed to the students in terms of duration, time commitment and job expectations?

3. Curriculum

3.1 Are you involved in selecting course material and class work?

3.1.1 Who structures the coursework across verticals?

3.2 Since students come from diverse backgrounds, how do you give them personal attention?

3.3 Explain a typical day in class, time, duration and topics covered?

3.4 What technology do you use for imparting the lessons?

3.5 Are the students trained to use the computer, tablet, headset or others?

3.5 After from text books what are the other real-time training methods that are used?

3.6 What the evaluation parameters or certification guidelines that you have in place?

3.7 Are they strictly adhered to? For eg, if you feel the student has not learnt the required skill-set are additional classes or course work suggested? Or do they repeat the course?

3.8 Who finds the coursework most challenging? Men, women, students from under-privileged backgrounds

3.8.1 How do you tutor these students?

3.9 Is any after class tutoring offered?

3.10 Strengths/ weakness of the course

4. Placement process

4.1 Are your students adequately prepared to enter the job market?

4.2 How involved are the teachers in preparing the students for the placement process?

4.3 Do you have a counselling process? If so please elaborate

4.4 What happens with students that are placed?

4.5 What happens to students who are not placed ?

4.6 How often does a former student return to the centre for another placement?

4.7 Does the centre maintain long-term relationship with the students?

4.8 How many students get placed?

Survey for employers/placement partners

1. **Placement Partner**
1.1 Partner name
1.2 Industry
1.3 Number of employees
1.4 Years/Months of association with IL&FS centre
1.5 No. of people employed from the centre
1.6 How did you hear about the centre

2. **Satisfaction with skill-levels of employees from the GAIL-IL&FS centre**

2.1 Which stream at the centre do you select candidates for employment?

2.2 What is the selection or interview process?

2.3 What is your criteria for selection

2.4 What is the remuneration of students graduating from the IL&FS skill centre?

2.5 What is your evaluation of employees from the skill development centre?

	Very Satisfied	Moderately satisfied	Not Satisfied
Skill training			
Level of commitment			
Knowledge of basic technology			
Work etiquette			
Attrition levels	People stay in the job	People leave within 6 months-1 year	People are employed less than 6 months

3. Parameters for partnership with the centre

3.1 Why did your company become a placement partner with the IL&FS centre?

3.2 What does the partnership entail?

3.3 Did IL&FS understand your demands for particular skill sets in the job market?

3.4 Was the course-work tailored with this need in mind? Did your employees participate in any of the training exercises?

3.5 What are other areas for training that can be initiated by the centre?

4. Career growth options

4.1 What is the career track for employees from the IL&FS centre in the organisation?

4.2 How many women and people from under privileged background from the centre are employed? What are their growth options in the organisation?

Part III

Survey for other Secondary Stakeholders-Parents

1. Basic Information

1.1 Name:

1.2 Age

1.3 Gender

1.4 No of children:

1.5 Employment:

1.6 Income for day/week or month

1.7 Name, Age,Sex of son/daughter that attended the centre

2. Employment and socio-economic change

2.1 Where is your s/d employed?

2.2 What is their salary per month ?

2.3 Do they commute to work everyday? If so what distance?

2.4 How has the course at the centre altered s/d life?

2.5 What does the family do with the additional income?

2.6 Current family income per month?

2.7 What is the personality change if any that has observed in their s/d?

2.8 How does the family and local community perceive their s/d since their employment (social status)

2.9 Would they encourage siblings to attend the course?

3. Did the family pay any fees for the course or study material?

Survey for Secondary Stakeholders- **Local leadership**

1. Name
2. Age/Sex
3. Village
4. How did you hear about the centre?
5. What was your impression about the programme before you visited the centre and after your interaction with faculty members
6. How many students from your village take training from the centre? Girls & boys?
7. Do you encourage girls to attend the training? Once placed go for a job?
8. Is there any local bias about girls or married women working?
9. What have been the main benefits for the students from taking the programme?

10. What does the community think about the centre? What is the value of this service?
11. How have students changed behaviourally from attending the courses?
12. Was there or does a substance abuse problem with the youth exist in the community? Has the institute involved the youth more in a such a way that societal problems have decreased?
13. Have the students paid money for taking the course?
14. What kind of jobs have the students got after completing the course?

5.2 ABOUT THE NATIONAL CORPORATE SOCIAL RESPONSIBILITY HUB

The Department of Public Enterprises (DPE) under Ministry of Heavy Industries & Public Enterprises has introduced the CSR Guidelines in March, 2010 for the Central Public Sector Enterprises (CPSEs) to commit themselves to the concept and practical implementation of Corporate Social responsibility. The revised guidelines pertaining to CSR have been released by the DPE in 2012 which looks deeper into the matter of Sustainability and Corporate Social Responsibility. Under these guidelines, the CSR interventions are required to be thoroughly and scientifically researched and on this basis the intervention programmes have to be formulated and implemented.

In order to accomplish this, a National Corporate Social Responsibility Hub (NCSR Hub) was created by the DPE at Tata Institute of Social Sciences (TISS), Mumbai. As per the revised DPE Guidelines, the NCSR Hub has been mandated to fulfil following broad objectives-

1. Nationwide compilation, documentation and creation of database;

2. Advocacy on concepts;

3. Research on subjects including publishing of research papers/articles/concept papers on specific issues;

4. Preparation of Panels of implementation organization/monitoring and valuation agencies;

5. Promotional Activities, including production of short films, printing of brochures, pamphlets etc.;

6. Act as a Think Tank – Being carried out;

7. Organizing Conferences, Seminars, and Workshops- both national and international;

8. Setting up a National Data base;

9. Any other matter pertaining to CSR and Sustainability as entrusted to it from time to time by the DPE

The NCSR Hub has undertaken numerous research studies which include Needs Assessment, Impact Assessment and Proposal Evaluation. The objective of these studies is to fine tune the existing policies and structures in place and also recommend possible areas of intervention with regards to CSR. The Hub has been proactively engaged in empanelling implementing partners and has so far created a database of 150 organizations. To conduct several activities related to capacity building, mind-set changing, empowerment of women and children, health awareness and preventive measures, the Hub recommends credible civil society organisations to the CPSEs to engage with. This helps the PSUs to collaborate with credible partners and undertake CSR activities in needs based areas found as per the respective study.

In fulfilment of its above mentioned responsibilities the NCSR Hub acts as a facilitator to help the PSUs to effectively carry out their CSR projects.