

Report on Sectoral Impact

# SKILL DEVELOPMENT INITIATIVES

By Tata Institute of Social Sciences (TISS) – Axis Bank Foundation (ABF)



*Progress on...*



**AXIS BANK FOUNDATION**

## REPORT ON SECTORAL IMPACT SKILL DEVELOPMENT INITIATIVES

**Abstract** - Since 2012, ABF has been engaged in skill development projects, providing vocational training to 56,307 beneficiaries. Vocational training programmes were structured for specially abled youth as well. The study was conducted using a mix of quantitative and qualitative research methods which includes Research Based Management Framework, secondary review and analysis of the existing reports and baseline data. The reports generated through the internal and external evaluation processes were used as primary source for content analysis.

**Findings:** The baseline data revealed that the various training programmes were delivered to 62% women as many initiatives have a gender centric beneficiary profile. The programmes were directed towards people from the ST, SC and OBC sections of the population, out of which 70% were below poverty line (BPL) cardholders. Outcomes of the project include employability, income generation, enhanced learning and adaptability, entrepreneurship, social inclusion, social mobilization, financial inclusion, market linkages and a widened gendered impact across multiple aspects. Community engagement of the projects have widened the indirect impact of the project, influencing and shaping critical choices on financial inclusion, employment and income generation, entrepreneurial aspirations, health access, education, nutrition, menstrual health, sanitation and an important linkage for the Government schemes.

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The TISS - Axis Bank Foundation Sectoral Report on Skill Development seeks to capture not only the outcomes and impact of the project but additionally focuses on the best practices followed across the implementing partners or specialized NGO partners.

The preparation of the research report has been an enriching learning experience for the CSR Knowledge Centre to conduct this study that involved reviewing the secondary data of their multiple activities including the progress reports, visit reports and impact assessment reports and other documents of ABF's ongoing CSR projects. This also included conducting data analysis of the baseline data.

The team would like to take this opportunity to thank Axis Bank Foundation for their faith in the CSR Knowledge Centre to conduct the study. The research team is equally grateful to The Corbett Foundation (TCF), Kherwadi Social Welfare Association (KSWA), People's Rural Education Movement (PREM), Don Bosco Tech Society, Earthy Goods Foundation Society (EGFS) and Healing Fields Foundation for their kind cooperation in providing ABF with the required data for this study.

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| Title  | Page No. |
|--|----------|
| List of Abbreviations                              | 04       |
| Executive Summary                                  | 05       |
| Chapter 1: Introduction                            | 07       |
| Chapter 2: Research Methodology                    | 20       |
| Chapter 3: Inputs and Process                      | 23       |
| Chapter 4: Outputs and Outcomes                    | 29       |
| Chapter 5: Impact, Best Practices and Case Studies | 39       |
| Chapter 6: SWOT                                    | 74       |
| Chapter 7: Recommendations                         | 75       |

# CONTENTS

## LIST OF ABBREVIATIONS

|        |  |
|--------|--|
| ABF    | Axis Bank Foundation   |
| ALPANA | Axis Bank Foundation Livelihood Promotion for Artisans through Net-Based Market Access |
| BPL    | Below Poverty Line   |
| BPO    | Business Process Outsourcing   |
| CHF    | Community Health Facilitator   |
| CII    | Confederation of Indian Industry   |
| CSR    | Corporate Social Responsibility  |
| DBT    | Don Bosco Tech Society   |
| DPO    | Disabled People's Organisation   |
| EGFS   | Earthy Goods Foundation Society  |
| GDP    | Gross Domestic Product   |
| ISMO   | Industrial Sewing Machine Operation  |
| ITI    | Industrial Training Institutes   |
| IUCN   | International Union for Conservation of Nature   |
| KSWA   | Kherwadi Social Welfare Association  |
| LAHI   | Lend A Hand India  |
| MDG    | Millennium Development Goals   |
| MHRD   | Ministry of Human Resource Development   |
| MoCA   | Ministry of Corporate Affairs  |
| NBJK   | Nav Bharat Jagriti Kendra  |
| NGOs   | Non-Government Organizations   |
| NJVTC  | Navjeevan Vocational Training Centre   |
| NOS    | National Occupational Standards  |
| NREGA  | National Rural Employment Guarantee Act  |
| NSDC   | National Skill Development Corporation   |
| NSQF   | National Skill Qualification Framework   |
| NSS    | National Sample Survey   |
| NSSO   | National Sample Survey Organization  |
| NTFP   | Non Timber Forest Produce  |
| OBC    | Other Backward Class   |
| PPP    | Public Private Partnership   |
| PREM   | People's Rural Education Movement  |
| PWD    | Person with Disabilities   |
| RBM    | Result Based Management  |
| RCC    | Remedial Coaching Centre   |
| RMSA   | Rashtriya Madhyamik Shiksha Abhiyan  |
| SC     | Scheduled Castes   |
| SDG    | Sustainable Development Goals  |
| SHGs   | Self-help Groups   |
| SJSRY  | Swarna Jayanti Shahari Rozgar Yojana   |
| SRI    | System of Rice Intensification   |
| ST     | Scheduled Tribes   |
| TCF    | The Corbett Foundation   |
| UNDP   | United Nations Development Programme   |
| YP     | Yuva Parivartan  |
| YPISD  | Yuva Parivartan Institute for Skill Development  |

## EXECUTIVE SUMMARY

The Indian Government has identified skill development as a critical contributing factor in its growth story with an identified goal to skill 500 million individuals by 2022. This need is necessitated by NSSO data revealing a shortage by 500 million skilled people by 2017 combined with the Economic Survey (2014-15) findings that 64% percent of the Indian population would be in the working age of 15-49 years. Despite an increase in training capacity, only 2.5% and 12.5% of the present workforce have been exposed to formal and informal vocational training respectively. This goal is combined with India's anticipated GDP growth from 6.9% in 2013-14, 7.2% in 2014-15 with IMF forecasting growth of 7.5% in 2015-16.

The extensive skilling mandate is divided between the National Skill Development Corporation to train 150 million and the various ministries to skill 350 million individuals. Augmenting the shifting ambitions of the nation to provide skilled manpower for the manufacturing and services sector. The mandate outlined in the National Policy of Skill Development and the Prime Minister's vision for a Skilled India will be realized through the extensive commitment of the Private Sector in the Skilling ecosystem. Keeping this macro-economic picture in perspective, the role of Axis Bank Foundation in the skill development vertical is critical and is strongly aligned with the larger national developmental agenda. The Foundation aspires to provide sustainable livelihoods to over 1 million individuals across the agricultural rejuvenation projects (farm and non-farm), vocational education and special education interventions by December 2017.

Since 2012, ABF has been engaged in providing vocational training to 56,307 beneficiaries. Don Bosco Tech Society, PREMA, Earthy Goods Foundation Society, Kherwadi Social Welfare Association, The Corbett Foundation and Healing fields Foundation are the critical implementing partners for the vocational training vertical. In parallel, vocational training programmes were also structured for specially abled youth through SPJ Sadhana, Navjeevan Centre, Lend-A-Hand India and Nav Bharat Jagriti Kendra. While KSWA and DB Tech Society have conducted vocational training for a predominant number of beneficiaries, the impact of each project is unique and dynamic and cannot be singularly represented through outputs alone. Interestingly, an analysis of the baseline data revealed that the various training programmes were delivered to 62% women as many initiatives had a gender centric beneficiary profile. Apart from equitable access for women the programmes were directed towards people from the ST, SC and OBC sections of the population, out of which 70% were below poverty line cardholders. The trainings had a sectorial focus across the services sector and entrepreneurial leaning in trades such as tailoring, beautician, IT, construction, nursing, hospitality, etc. Outcomes of the project include employability, income generation, enhanced learning and adaptability, entrepreneurship, social inclusion, social mobilization, financial inclusion, market linkages and a widened gendered impact across multiple aspects. The success of many projects was catalyzed through community engagement and buy-in with the implementing organization having a deep understanding of the needs of the community. PREMA's Grihini concept, TCF's SHG groups utilizing local resources through an extensive community level stakeholder platform for market linkages; Healing Fields Foundation's Community Health Facilitators are evidence of the community involvement and the critical role of local role models.

This aspect has widened the indirect impact of the project influencing and shaped critical choices on financial inclusion, employment and income generation, entrepreneurial aspirations, health access, education, nutrition, menstrual health, sanitation apart from serving as an important linkage for the last mile implementation of Government schemes.

ABF vocational projects have been uniquely focused on the entire spectrum of training, employment, and entrepreneurship and market linkages, making their projects inclusive, accessible and affordable. The EGFS project provides product development support and market linkages through a website for artisans across India. In parallel, the organization also has an inventory of endangered and vanishing art forms as a part of featuring artisans, which can be converged with other national level platforms such as Sangeet Natak Akademi. While The Corbett Foundation project works with forest-dependent communities living near protected forest Areas to consider alternate livelihoods and work on resource management combined with conservation, such as the SHG group selling Bamboo handicrafts, incense sticks and soft toys through multiple market avenues. The PREMA project engages adolescent girls and housewives as primary beneficiaries of the vocational training programmes resulting in social inclusion and empowerment with a gendered focus. KSWA and DB Tech Society have a wide mobilization strategy reaching out to SC, ST sections of the community and BPL card holders for the training programmes. The vocational training interventions have had multiple levels of long term impact at the individual level, societal level and at the industry level, which have been captured through numerous case studies.

## CHAPTER 1

### INTRODUCTION

#### • 1.1 ABF's Role in Skill Development

ABF has structured skilling interventions with credible implementing partners like Don Bosco Tech Society, PREM, TCF, KSWA, Healing Fields and Earthy Goods Foundation Society with a focused approach on targeting youth from the marginalized sections of the community. The sectorial outcomes and impact of the skilling initiatives facilitated through ABF in conjunction with its broader evidence based approach has been delineated through the study.

Using the methodological framework of the Results Based Management Framework, the main objectives of the study are outlined below:

- To understand the inputs and process that provided direction to the skilling initiatives
- To understand the key outputs of the skill development interventions in terms of beneficiaries trained, gender composition, placement and entrepreneurship
- To analyse the impact of Skill development training provided to the beneficiaries across the individual, social and industry level
- To evaluate the changes in income levels and employment options
- The change in quality of life and aspects of social mobilization and social inclusion has also been captured through beneficiary interactions
- To comprehend the skilling discourse within the ecosystem of ABF's implementing partners
- To deliberate if the interventions have provided an avenue for sustainable livelihoods

#### • 1.2 Description of the report

Chapter 1 introduces the sectorial report describing the role of Axis Bank Foundation, the objectives of the sectorial research on skill development-related interventions. The chapter also entails a detailed analysis of the status of skill development in India and the key stakeholders in the skilling ecosystem. Chapter 2 outlines the study methodology that was employed for the sectorial research. Chapter 3 of the report provides the description of the inputs and key processes in place at ABF and across implementing partners. Chapter 4 highlights the specific outputs and outcomes of the projects. Chapter 5 provides a pixelated narrative of the work done by the critical implementing organisations, bringing to the focus best practices and impact across three levels (individual, societal and industry level). Chapter 6 presents a SWOT of the engagement. The way forward is detailed through succinct recommendations section in Chapter 7.

#### • 1.3 Indian Skilling Ecosystem

"Earlier we had a challenge. People did not think we could do skill development in a sustainable manner. As the ecosystem started growing, people were getting more confident." - Dilip Chenoy, MD & CEO, NSDC<sup>1</sup>

<sup>1</sup>22nd JUNE, 2014 Business Standard [http://www.business-standard.com/article/economy-policy/skill-development-corporation-to-add-more-partners-114062200710\\_1.html](http://www.business-standard.com/article/economy-policy/skill-development-corporation-to-add-more-partners-114062200710_1.html) Accessed on 25-12-14.



India's GDP is expected to grow consistently from 6.9% in 2013-14, 7.2% in 2014-15 with IMF forecasting growth of 7.5% in 2015-16<sup>2</sup>. The Agriculture sector employs 48% of the population contributing towards 17% of the Indian GDP. The manufacturing sector employs 24% of the workforce while contributing towards 29% of GDP and the services sector emerging as the fastest growing part of the economy (employs 28% and contributes 52% GDP), 51% of the labour force is self-employed<sup>3</sup> and 90% of workforce are part of the informal economy<sup>4</sup>. The Service sector alone contributed to 51 % (GVA) and 72.4% of GDP growth in 2013-15 and grew by 9%. The service sector has the chance for "domestic growth convergence across regions" according to the Economic Survey 2014-15<sup>5</sup>. The twelfth plan draws from the NSSO data suggesting an employment projection of 502.4 million people by 2017<sup>6</sup>. According to the Economic Survey (2007-08), 62.9% of the Indian population would be in the working age of 15-64 years of age and this concurs with the findings of the recent economic survey (2014-15), where the economically active share of the population (15-59) has increased from 53% to 64% from 1931-2013<sup>7</sup>.

According to NSSO Economic survey 2009-10, the agriculture sector engages 54% of the population whereas the manufacturing (secondary) sector employs 21% of the working force and tertiary (services) sector employs 25% of the workforce<sup>8</sup>. The NSS in the 61<sup>st</sup> and 66<sup>th</sup> rounds show a decrease in rural employment levels and increase in urban employment levels<sup>9</sup>. For the economy to grow, it is significant that the secondary and tertiary sectors grow at 10% to 11%. The IMaCS report predicts that a large portion of the workforce will migrate from the primary sector (agriculture) to the secondary and tertiary sectors which will result in multi-dimensional migration<sup>10</sup>. This scenario necessitated the rationale for focused skill development with appropriate need based targets to meet the demands of the workforce required in the market.

An ILO review of country experiences (ILO, 2008) shows that countries that have succeeded in linking skills development to improved employability, productivity and employment growth have directed their skills development policies towards meeting three objectives:

- Matching demand and supply of skills;
- Maintaining the employability of workers and the sustainability of enterprises; and
- Sustaining a dynamic process for skill development<sup>11</sup>.

<sup>2</sup>Economic Survey 2014-15. Available From: <http://indiabudget.nic.in/es2014-15/echapter-vol2.pdf> and International Monetary Fund. IMF and India. Available From: <https://www.imf.org/external/country/IND/>.

<sup>3</sup>Economic Survey 2014-15. Available From: <http://indiabudget.nic.in/es2014-15/echapter-vol2.pdf>.

<sup>4</sup>Government of India. Ministry of Labour and Employment. Labour Bureau. 2014. Report on Fourth Annual and Unemployment Survey 2013-14, Volume 1. Available From: <http://labourbureau.nic.in/Report%20%20Vol%201%20final.pdf>.

<sup>5</sup>Economic Survey 2014-15. Available From: <http://indiabudget.nic.in/es2014-15/echapter-vol2.pdf>.

<sup>6</sup>Twelfth Five Year Plan. (2012-2017) Social Sectors. Volume 3.

<sup>7</sup>National Policy on Skill Development and Economic Survey 2014-14. Available From: <http://indiabudget.nic.in/es2014-15/echapter-vol2.pdf>.

<sup>8</sup>NSSO, Economic Survey 2009-10.

<sup>9</sup>Twelfth Five Year Plan. (2012-2017) Social Sectors. Volume 3.

<sup>10</sup>Article "The skill development landscape in India and Implementing quality skill training" <http://www.ficci.com/spdocument/20073/IMaCS.pdf> Assessed on 24-12-14.

<sup>11</sup>International Labour Organisation. Skill for Employment Policy brief - Enhancing Youth Employability: the importance of core work skills. Available From: [http://ilo.org/skills/pubs/WCMS\\_234467/lang--en/index.htm](http://ilo.org/skills/pubs/WCMS_234467/lang--en/index.htm) (Assessed on 17.12.2014).

According to the United Nations, the world economy (both developed and developing) is experiencing a widening gap between the demand and supply of skilled labour with ageing populations<sup>12</sup>. Drawing from the UNDP report, India is expected to have an 83% increase of its demographic dividend in the 15-59 age group<sup>13</sup>. The Boston Consulting Group report indicated that by 2020 India will have a surplus of 56 million working people while the rest of the world will have shortage of 46 million in the work force<sup>14</sup>. However, the Labour Bureau Report 2014 indicates that the size of India's skilled labour force is only 2% and only 6.8% have received or are receiving vocational training. In parallel, the labour force participation rate of females is 25% in comparison to 74% for males<sup>15</sup>. Concurrently, the Indian Labour Report predicts that 300 million youth will enter the labour force by 2025<sup>16</sup> and NSDC estimates that over 120 million skilled people will be required in the non-farm sector from 2013-22<sup>17</sup>. As of 2014, NSDA's report highlights that out of a skill training target of 105 lakh persons, only 33.1 lakhs have been trained across all the GOI initiatives<sup>18</sup>. The twelfth five year plan highlights the fact that only 10% of the workforce has benefitted from vocational training in India (6.8% as per Labour Bureau Report 2014 while the existing training capacity in India can reach only 3.1- 4.5 million people<sup>19</sup>. India being home to one of the largest youngest populations could play a vital role as the major exporter in the services sector as well as an exporter of manpower itself. The skill development initiatives in India could look at preparing the workforce for global opportunities so that it can utilize its premium position as the human resource reservoir<sup>20</sup>.

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<sup>12</sup>Population Distribution, Urbanisation, Internal Migration and Development: An International Perspective, Economical & Social Affairs. Drawn from <http://www.un.org/esa/population/publications/PopDistribUrbanization/PopulationDistributionUrbanization.pdf> (assessed on 12.2014).

<sup>13</sup>UNDP and NSDC. 2011. Concept Paper on Labour Market Information System.

<sup>14</sup>Government of India, Ministry of Labour and Employment. National Policy on Skill Development. Available From: <http://labour.gov.in/upload/uploadfiles/files/NationalSkillDevelopmentPolicyMar.pdf>. And Labour Bureau. 2014. Report on Education, Skill Development and Labour Force (2013-14) Volume III.

<sup>15</sup>Government of India. Ministry of Labour and Employment. Labour Bureau. 2014. Report on Fourth Annual and Unemployment Survey 2013-14, Volume 1. Available From: <http://labourbureau.nic.in/Report%20%20Vol%201%20final.pdf>.

<sup>16</sup>Economic Survey 2014-15. Available From: <http://indiabudget.nic.in/es2014-15/echapter-vol2.pdf>.

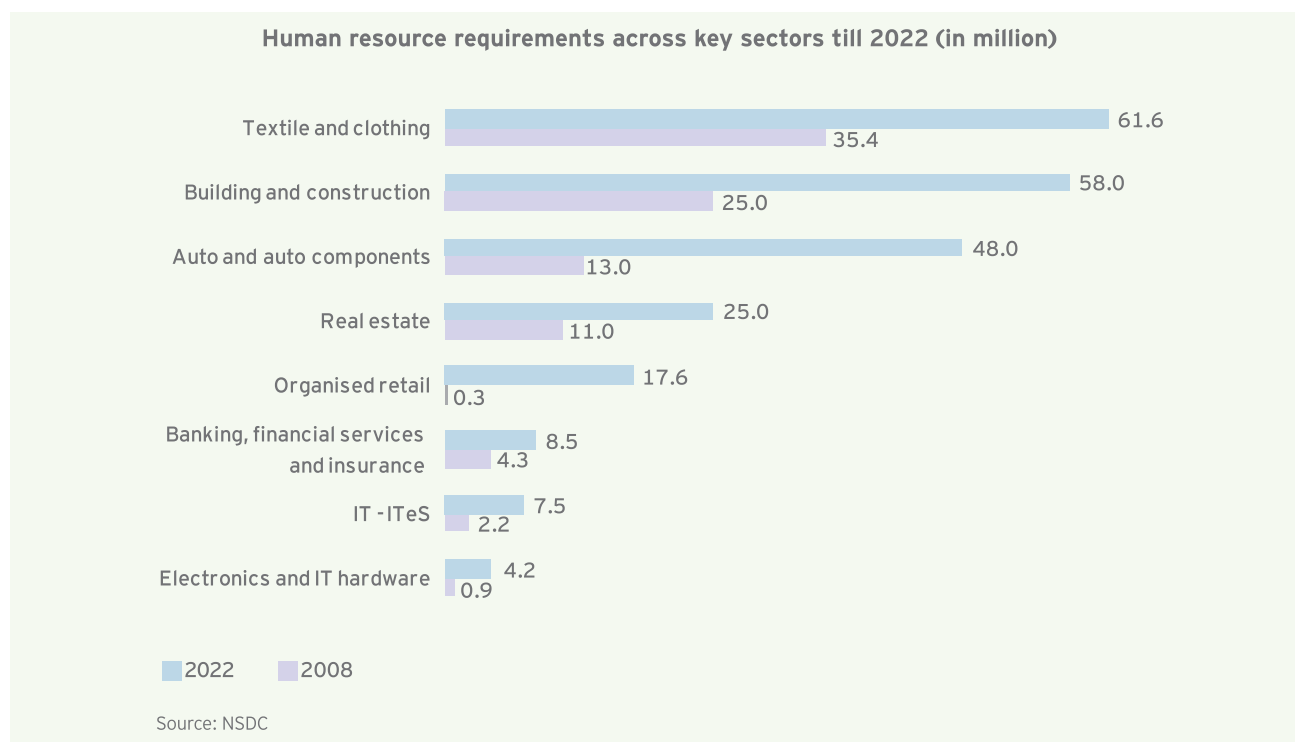
<sup>17</sup>Economic Survey 2014-15. Available From: <http://indiabudget.nic.in/es2014-15/echapter-vol2.pdf>.

<sup>18</sup>National Skill Development Agency. Skill Development Report. Accessed from [www.skilldevelopment.gov.in](http://www.skilldevelopment.gov.in)

<sup>19</sup>Ministry of Labour and Employment, National Skill Development Policy, Accessed From: [labour.gov.in/content/innerpage/skill-development.php](http://labour.gov.in/content/innerpage/skill-development.php)

<sup>20</sup>Population Distribution, Urbanisation, Internal Migration and Development: An International Perspective, Economica & Social Affairs. Drawn from <http://www.un.org/esa/population/publications/PopDistribUrbanization/PopulationDistributionUrbanization.pdf> (assessed on 27.12.2014).

The below figure represents the sector wise projections for incremental human resource requirement till 2022<sup>21</sup>.



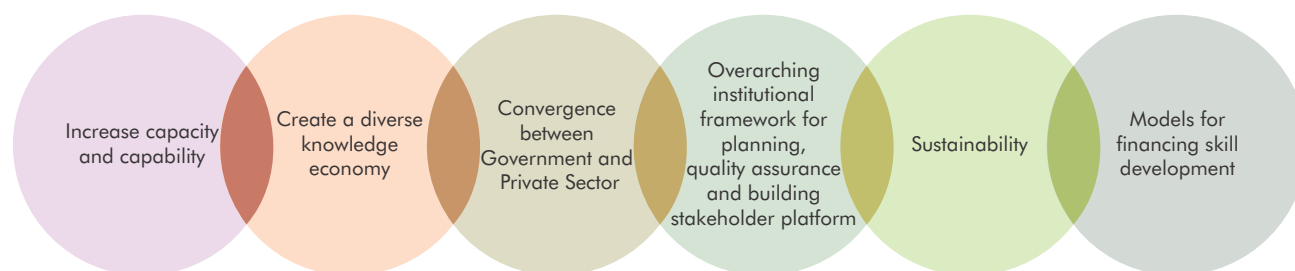
The employment market is growing rapidly and opening opportunities for both the urban and rural areas. The CII - Planning Commission study revealed that 2/3rd of the jobs will be for level 2-4 skills as per the national occupation standards (NOS). It highlights the importance of the availability, accessibility and affordability of short and medium duration vocational trainings which translated into employment and employability.

<sup>21</sup><http://www.nsdcindia.org/sites/default/files/files/building-trainers-skills.pdf> Accessed on 19th Jan, 2015.

## Initiatives :

### Government Initiatives

A national policy presents directions for reform, puts in place appropriate institutional mechanisms or policy instruments, and modifies or introduces schemes to support the agreed priorities.

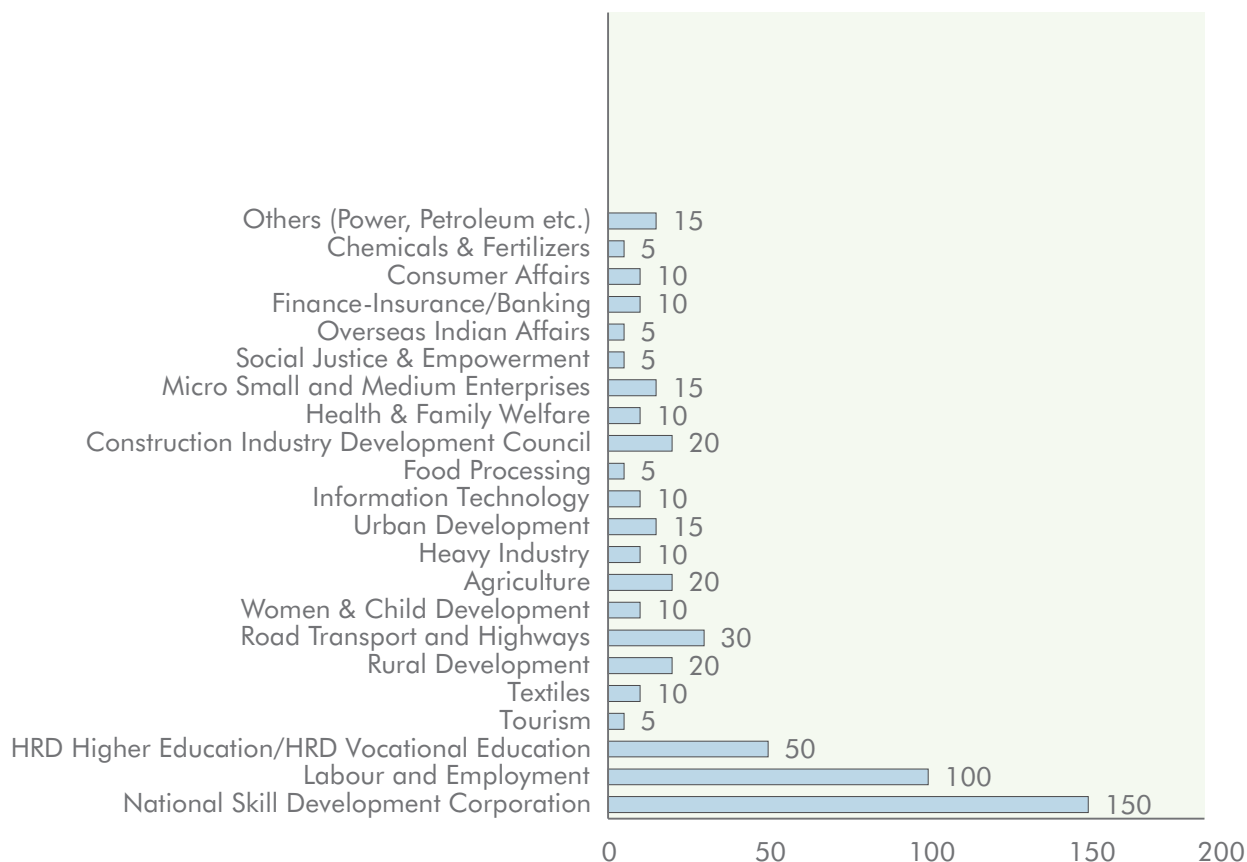


A year-long consultative approach involving multiple partners and institutions led to formalization of India's first National Policy on Skills Development in February 2009 with NSDA geared towards introducing a revised policy in 2015<sup>22</sup>. The policy outlined that India has set a skilling target of training 500 million by 2022.

Projected number of trained persons by 2022 for different Ministries/ Departments / Organizations is given below<sup>23</sup>. The targets are based on projected employment potential in the concerned sectors. NSDC will be skilling 30% of the 500 million person skilling target set by National Policy on Skill Development. Rest of the target will be achieved by the ministries through various schemes implemented under ministries. Below data have been provided in millions.

<sup>22</sup>Ramadorai, S., 2014. Youth Empowerment Through Skill Development. Available From: <http://www.nsdcindia.org/nsdcreports>.

<sup>23</sup><http://www.pib.nic.in/archieve/others/2010/aug/d2010081601.pdf> accessed on 22nd Jan, 2015.



### The role of the National Skills Development Corporation (NSDC) and other key stakeholders in the skilling ecosystem<sup>24</sup>

As depicted in the figure above, the National Skill Development Coordination Board has been set up in the Public Private Partnership mode (PPP) in early 2008. NSDC's primary goal is to involve the private sector in developing a stronger skill development delivery mechanism, while introducing standards and industry involvement in Vocational Training and Education through the creation of sector skill councils. NSDC provides loans and grants to training partners. NSDC has given funds of Rs 730 crore for skilling projects, Rs 480 crore for STAR and Rs 42.7 crore for Udaan till Sept, 2014. NSDC funded partners have given training to 23,16,933 students with 13,49,619 students trained in FY 13-14 as on 30<sup>th</sup> Sept, 2014. Total number placed are 12,25,428 including 6,46,394 students placed in FY 13-14. During the peak training season, total number of NSDC centres were 2856, including 1148 mobile centres were operational<sup>25</sup>.

<sup>24</sup>NSDC website: nsdcindia.org, Accessed on 19th Jan, 2015.

<sup>25</sup>Youth Empowerment through Skill Development, Oct 28th, 2014- S Ramadorai, Available from <http://www.nsdindia.org/sites/default/files/files/pdf/SD%20Report%20281014.pdf>.

The National Council for Vocational Training (NCVT) work provides advise to the government on issues related to various vocational training schemes; State Council for Vocational Training (SCVT) works in a similar fashion.

The Directorate General of Employment and Training (DGET), Government of India and Ministry of Labour and employment adopted Modular Employable Skills (MES) and Skill Development Schemes (SDS) with an objective to provide employment skill to the school drop outs, existing workers, ITI graduates and others. These programs focus on an enrollment priority to the youth above the age 14 years and also to the children who have been drawn as child labourers<sup>26</sup>.

The craftsman training scheme was initiated in 1950 by establishing 50 industrial training institutes for imparting skill in various skill development sectors to meet the workforce requirements for technology and industrial growth by Directorate General of employment Training (DGE&T)<sup>27</sup>. Out of the 1896 government ITIs in the country, 500 ITIs were upgraded into the center of excellence under the scheme launched in 2005-06 and the remaining 1396 Government ITIs went through public-private partnership since 2007-08. This scheme was initiated with an objective to improve the quality of the vocational training in India.

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<sup>26</sup><https://www.sdi.gov.in/en-US/Pages/SDISHome.aspx> Accessed on 19th Jan, 2015.

<sup>27</sup>[dget.nic.in](http://dget.nic.in), Accessed on 19th Jan, 2015.

| Schemes/Programs   | Duration  | Target group   | Details  |
|--|---|--|--|
| Vocationalisation of Secondary Education (6800 schools covered)  | 2 years   | Students who have passed 10th class  | <ul style="list-style-type: none"> <li>▶ Vocational education is provided in 9,619 schools with 21,000 sections covering around 1 million students.</li> <li>▶ The scheme proposes to expand vocational education to 20,000 schools and the intake capacity to 2.5 million by 2011-12.</li> </ul>  |
| Polytechnics (1244) + Institutions for diploma in pharmacy (415), hotel management (63), architecture (25)     | 3 year- diploma                                       | Students who have passed 10th class  | <ul style="list-style-type: none"> <li>▶ These offer diploma courses in civil, electrical, mechanical engineering, electronics, computer science, medical lab technology, hospital engineering, architectural assistantship, etc.</li> </ul>   |
| Community Polytechnic Scheme (675 CPS)   | 3 to 6 months   | Poor sections of society in rural and urban areas  | <ul style="list-style-type: none"> <li>▶ CPS acts as a focal point to promote transfer of science and technology to the rural sector.</li> </ul>   |
| Jan Shikshan Sansthan (JSS) (157 Vocational Training Centers run by NGOs offering more than 250 courses)       | Need based (1- 4 weeks)                               | Disadvantaged groups of adults – priority being given to adult neo-literates/ semi literates, SC and ST, women/girls, oppressed people, migrants, slum/ pavement dwellers and working children | <ul style="list-style-type: none"> <li>▶ These act as district level resources to organize vocational training and skill development programs.</li> </ul>  |
| National Program on Technology Enhanced Learning (NPTEL) – Support for Distance Education & Web-based Learning | Designing course material – time-bound project        | Engineering and physical science under-graduate/ post-graduate and all teachers/ faculty members in science and engineering fields   | <ul style="list-style-type: none"> <li>▶ Launched in 2003, it is meant to enhance the quality engineering education in the country by developing curriculum-based video courses (at least 100) and web-based e-courses (at least 115) that will be prepared at the seven IITs (Delhi, Bombay, Madras, Kanpur, Kharagpur, Guwahati, Roorkee and IISc).</li> </ul> |
| National Institute of Open Schooling (NIOS) – Distance Vocational Education Programmes                         | 6 months to 2 years                                   | 5th, 7th and 8th and 10th pass   | <ul style="list-style-type: none"> <li>▶ These constitute a network of 11 regional centers and around 2,067 study centers. There are around 1,063 accredited vocational institutes in the country.</li> <li>▶ The cumulative enrolment in VET during the last five years is 93,000.</li> </ul>   |
| Apprenticeship Training for students of +2 Vocational stream   | One year  | Students graduating from a 10+2 vocational stream  | <ul style="list-style-type: none"> <li>▶ Vocational courses are covered in different areas of the Apprentices Act 1961.</li> </ul>   |
| National Programme on Earthquake Engineering Education (NPEEE)   | Faculty development through short-term crash programs | Recognized engineering colleges/ polytechnics and schools of architecture with related academic degree of diploma program  | <ul style="list-style-type: none"> <li>▶ NPEEE was made with the objective of training teachers in engineering colleges, polytechnics and schools of architecture, and to develop suitable curricula.</li> </ul>   |

Source : FICCI - Ernst & Young - Knowledge Paper on 'Strategic and Implementation Framework for Skill Development in India, September 2011.

### Initiative by Rural Development Ministry

The Rural development Ministry has launched some programs like "Special projects for Placement linked Skill development of rural BPL youths under Swarnajayanti Gram Swarozgar Yojana (SGSY-SY)"<sup>28</sup>. This scheme was initiated with the motive to empower the rural BPL youth from the poor and underprivileged section of the society. The Rural Development and Self Employment Training institutes (RUDSETI) were launched with the objective to set up skill development infrastructures in each districts of the country with an added focus on entrepreneurial development.

<sup>28</sup><http://www.nird.org.in/sgsy.aspx> Accessed on 19th Jan, 2015.

### Ministry of Urban Development and Poverty Alleviation<sup>29</sup>

In 1997, the Swarna Jayanti Shahari ROZGAR Yojana (SJSRY) was initiated by the Ministry of Urban Development and Poverty Alleviation to address the Skill development issues of the urban poor<sup>30</sup>. The revised guidelines of the program came into the effect in April, 2009. The key objectives<sup>31</sup> of the program are:

- To address urban poverty alleviation through productive employment for the urban unemployed or underemployed urban poor
- To enable the urban poor have access to employment opportunities with the help of skill development and training
- To develop self-managed community structures and capacity building programmes to empower the community to tackle the issues associated with urban poverty

### Other Ministry initiatives

| Ministry/Department  | Vocational education and training programs   |
|--|--|
| Agriculture  | <ul style="list-style-type: none"> <li>▶ Training in agricultural extension (21 training centres)</li> <li>▶ Training in use of agricultural implements and machinery</li> <li>▶ Soil conservation training center</li> <li>▶ Cooperative education and training</li> <li>▶ Educational institutions: <ul style="list-style-type: none"> <li>▶ One central agricultural university</li> <li>▶ 31 state agricultural universities (SAUs)</li> <li>▶ 4 National Institutes of Indian Council of Agricultural Research</li> </ul> </li> </ul> |
| Food processing  | <ul style="list-style-type: none"> <li>▶ Established of more than 300 food processing and training centers</li> <li>▶ Training institutions: <ul style="list-style-type: none"> <li>▶ Central Food Technology Research Institute</li> <li>▶ Paddy Processing Research Centre (PHTC)</li> <li>▶ Council of Entrepreneurial Development Programme</li> </ul> </li> <li>▶ Entrepreneurship Development Programme for development of human resources</li> </ul>  |
| Health and family welfare                                    | <ul style="list-style-type: none"> <li>▶ Promotional training of female health assistants in 42 training centers</li> <li>▶ Basic training to health workers through: <ul style="list-style-type: none"> <li>▶ 478 Multipurpose Health Worker Training Schools (MPW) for women</li> <li>▶ 28 Health and Family Welfare Training Centers (HFWTC) and 30 MPW for men</li> </ul> </li> </ul>  |
| Heavy industries and public enterprises                      | <ul style="list-style-type: none"> <li>▶ Counseling, retraining and redeployment of workers of Central Public Sector Enterprises (CPSEs)</li> </ul>  |
| Information Technology                                       | <ul style="list-style-type: none"> <li>▶ DOEACC - O level</li> <li>▶ CEDTI: conducts courses in the field of electronics, telecommunications, IT, process control and instrumentation</li> </ul>   |
| MSME (Small Industries Development Organization (SIDO))      | <ul style="list-style-type: none"> <li>▶ Entrepreneurship Development Programme</li> <li>▶ Skill Development Programme (SDP)</li> <li>▶ Management Development Programme</li> </ul>  |
| Khadi & Village Industries Commission under Ministry of MSME | <ul style="list-style-type: none"> <li>▶ 51 training centers run 35 types of programs</li> </ul>   |

<sup>29</sup><http://mhupa.gov.in/programs/upa/nsdp/> Accessed on 19th Jan, 2015.

<sup>30</sup><http://www.mrc.gov.in/SJSRY>, Accessed on 19th Jan, 2015.

<sup>31</sup><http://urban.bih.nic.in/docs/sjsry-guidelines.pdf> Accessed on 19th Jan, 2015.



|   |   |
|---|---|
| Social justice and empowerment  | <ul style="list-style-type: none"> <li>▶ National Institute of Mentally Handicapped</li> <li>▶ National Institute for the Orthopaedically Handicapped</li> <li>▶ Institute for Physically Handicapped</li> <li>▶ National Institute for the Hearing Handicapped</li> <li>▶ National Handicapped Finance and Development Corporation</li> <li>▶ National Scheme of Liberation and Rehabilitation of Scavengers and their Dependents</li> </ul> |
| Textiles  | <ul style="list-style-type: none"> <li>▶ The Integrated Skill Development Scheme (ISDC) for the textile and apparel sector with the launch of ATDC-SMART (Skill for Manufacturing Apparels through Research and Training)</li> <li>▶ Decentralized training program with 24 weavers service centers, 13 power loom centers and many other boards and councils</li> </ul>  |
| Tourism   | <ul style="list-style-type: none"> <li>▶ 15 Food Craft Institutes under state governments</li> </ul>  |
| Tribal affairs  | <ul style="list-style-type: none"> <li>▶ Vocational training centers (VTC) in tribal areas</li> </ul>   |
| Urban development and poverty alleviation   | <ul style="list-style-type: none"> <li>▶ Urban Self Employment Programme under Swarna Jayanti Shahari Rozgar Yojana (SJSRY)</li> </ul>  |
| HUDCO and others in construction sector under Ministry of Urban Development & Planning Commission | <ul style="list-style-type: none"> <li>▶ Construction Industry Development Council (CIDC)</li> </ul>  |
| Women and child development   | <ul style="list-style-type: none"> <li>▶ Support to Training and Employment Programme for Women (STEP)</li> <li>▶ Women Empowerment Programme in collaboration with IGNOU (training program on "Empowering women through SHG")</li> </ul>   |

Source : FICCI - Ernst & Young - Knowledge Paper on 'Strategic and Implementation Framework for Skill Development in India, September 2011.

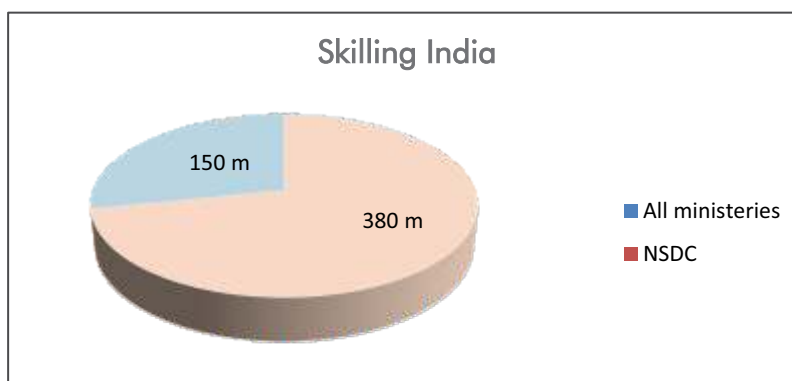
### Industry Initiatives

Certain private sector companies have initiated various Skill development initiatives in collaboration with the government and credible implementing partners. This deepened sectorial understanding serves an avenue for upgrading the in-house training facilities increasing the potential for employment within and beyond the company. The private sector has a crucial and vital role in development the skilling ecosystem. Some of skill training initiatives are described below:

| Manufacturing sector |                                 |   |
|----------------------|---------------------------------|---|
| Sector               | Company name                    | Training initiative   |
| Construction         | Larsen & Toubro                 | <ul style="list-style-type: none"> <li>L&amp;T has established Construction Skills Training Institutes (CSTIs) in Chennai, Panvel, Ahmadabad, Bengaluru, Hyderabad, Delhi and Kolkata to impart construction vocational training.</li> </ul>  |
| Textile              | Vardhman Group                  | <ul style="list-style-type: none"> <li>The group has established the Vardhman Training and Development Centre (VTDC) at Ludhiana to enhance employee skills across all functions.</li> </ul>  |
| Electronic goods     | Godrej Industries               | <ul style="list-style-type: none"> <li>Godrej has recently tied up with The George Telegraph Training Institute (the pioneer in vocational training in eastern India) to launch specialized courses in refrigeration, air-conditioning and washing machine technology. On completing the course, deserving students will be offered employment with Godrej.</li> </ul>  |
| Automotive           | Maruti Suzuki India Ltd. (MSIL) | <ul style="list-style-type: none"> <li>MSIL has tied up with 17 ITIs (in November 2010) and has placed nearly 400 students in its service network. It plans to ramp up its network to 53 ITIs and absorb 500-600 more ITI students in coming months.</li> <li>The company has also tied up with other institutes such as the BGS Institute of Science &amp; Management and the ABT Technical Institute to conduct Maruti-certified courses.</li> <li>MSIL has also set up a Technical Training Centre (TTC) to cater to the training needs of employees working in the manufacturing domain and train them on the latest technologies.</li> </ul> |

| Services sector        |                                       |   |
|------------------------|---------------------------------------|---|
| Sector                 | Company name                          | Training initiative   |
| Retail                 | ITC                                   | <ul style="list-style-type: none"> <li>ITC Wills Lifestyle has tied up with professional courses provider NIS Sparta, which is a part of the Reliance ADA Group, to provide training in retail management.</li> </ul>   |
| Hospitality            | Grand Hyatt                           | <ul style="list-style-type: none"> <li>Hyatt Hotels Corporation has its in-house training initiative, School of Hospitality at Grand Hyatt Mumbai.</li> <li>It also has three more schools of learning – the School of Leadership, the School of Management Studies and the School of General Studies.</li> </ul> |
| Information technology | Infosys                               | <ul style="list-style-type: none"> <li>Infosys' global training center in Mysore is one of the largest corporate training establishments in the world and can accommodate 15,000 people.</li> </ul>   |
| Financial services     | ICICI Bank                            | <ul style="list-style-type: none"> <li>ICICI has established ICICI Manipal Academy (IMA), In association with Manipal Education, to train newly recruited junior managers of the bank in banking and finance. The institute has an intake of 550-600 students every three months.</li> </ul>                      |
| Aviation               | Pawan Hans Helicopters Limited (PHHL) | <ul style="list-style-type: none"> <li>PHHL's training institute provides Aircraft Maintenance Engineering (AME) courses and imparts knowledge on helicopters and their systems to students.</li> </ul>   |

Source : FICCI - Ernst & Young - Knowledge Paper on 'Strategic and Implementation Framework for Skill Development in India, September 2011.



Currently, India has approximately 2,200 government-run Industrial Training Institutes (ITIs) and 7,100 private industrial training institutes (ITCs) in the country with a total delivery capacity of about 1.3 million. Yet, only 2.5% and 12.5% of the present workforce have been exposed to formal and informal vocational training respectively, highlighting a huge gap in productivity gains at the national level which is yet to be realized<sup>32</sup>. The target to skill 500 million by 2022 can be realised through a greater level of convergence across the main stakeholders invested in the skilling discourse which includes the Government and the various Ministries, NSDC, the industry, private sector and other NGOs.

ABF has also initiated skill development projects in partnership with credible implementing partners with a focus across numerous sectors and trades. It has also structured delivery of training programmes in remote and extremist activity prone areas, including a strategic focus in the North-East.

### North-East States and Skill Development

India's North Eastern Region is a 'rainbow country ...extraordinarily diverse and colorful, mysterious when seen through parted clouds'<sup>33</sup>.

The North East includes the seven sisters - Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura, and Sikkim. The region is rich in flora and fauna and has an abundance of cultural diversity. It is home to multitudes of social, ethnic and linguistic groups<sup>34</sup>. The region has over 160 scheduled tribes and over 400 other tribal and sub-tribal communities and groups. It is predominantly rural with over 84 per cent of the population living in the countryside<sup>35</sup>. Agriculture provides livelihood to 70% of the region's population. In Mizoram, around 51% of the population lives in rural areas and is dependent on agriculture. The figure in Sikkim is high at 89%<sup>36</sup>. The standard of living of the people in the region, as measured by per capita Gross State Domestic Product (GSDP), has lagged significantly behind the rest of the country. At Rs. 18,027 in 2004-05, it was less than the all-State average of Rs. 25,968 by 31 percent<sup>37</sup>.

<sup>32</sup>"With a target of skilling 500 million persons by 2022, the Government of India has taken up an enormous challenge" - at: <http://www.skilldevelopment.gov.in/node/207#sthash.JtCRz3n.dpuf> Accessed on 22nd Jan, 2015.

<sup>33</sup><http://www.indianchamber.org/northeast/Vision2020.pdf> Accessed on 2nd May, 2015.

<sup>34</sup>North-Eastern Region, Vision 2020, Ministry of Development of North Eastern Region, Accessed on 2nd May, 2015.

<sup>35</sup>North-Eastern Region, Vision 2020, Ministry of Development of North Eastern Region, Accessed on 2nd May, 2015.

<sup>36</sup>India's North-East Diversifying Growth Opportunities, Accessed on 2nd May, 2015.

<sup>37</sup>North-Eastern Region, Vision 2020, Ministry of Development of North Eastern Region, Accessed on 2nd May, 2015.

As of 2009-10, youth unemployment (for the age group 15-35 years) in the NER stood at 14.47 per cent and 9.57 per cent for the urban and rural areas, respectively. This represents a relatively higher proportion compared to the all-India level at 6.58 and 3.86 per cent, respectively for urban and rural areas<sup>38</sup>. Except for Arunachal Pradesh, all the other states have literacy rates about or above national average of 64.8% which provides a good pool of educated human resources in the region<sup>39</sup>. However, the literacy rate has not translated into increased employability or productivity.

According to the study on development and employment generation potential of the North-Eastern states, between 2011 and 2021, the region will have only 2.6 million jobs with half the demand arising from Assam. There will also be a supply of 17 million people in 2011-2022, an excess of 14 million job seekers<sup>40</sup>. This highlights the needs for a dual approach with a focus on addressing the needs for local labour and creating the roots for further advocacy or counselling to out-migrate for employment. There were a total of 80 ITIs (Industrial Training Institutes) in the North-East. Out of these, 72 were government-run and the remaining eight were under the management of private players<sup>41</sup>.

#### **Skill gaps identified through the NSDC Skill Gap Reports<sup>42</sup>**

The skill gap studies conducted by NSDC revealed that knowledge about new technology emerged as the biggest skill gap. The inability to market products and create market oriented and quality products is also a gap in all North-Eastern States while considering the scope of entrepreneurship. In the Agriculture sector, knowledge about the growth pattern of different crops and high yielding varieties of seeds were not adequate to branch into commercial cultivation. The need for a focus on soft skills, marketing and communication emerged as critical areas of focus while considering skill training programmes for enhancing employability prospects of the youth in the North-east. The limited local employment options have triggered a pattern of out-migration for employment. This phenomenon is combined with significant job attrition, related primarily to socio-cultural reasons, which questions the sustainability of the skill-training paradigm.

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<sup>38</sup>NATIONAL SEMINAR ON YOUTH AND SKILL DEVELOPMENT IN NORTH EAST INDIA, [http://www.icssrnerc.org/national\\_seminar.pdf](http://www.icssrnerc.org/national_seminar.pdf), Accessed on 2nd May 2015.

<sup>39</sup>India's North-East Diversifying Growth Opportunities, Accessed on 2nd May, 2015.

<sup>40</sup>India's North-East Diversifying Growth Opportunities, Accessed on 2nd May, 2015.

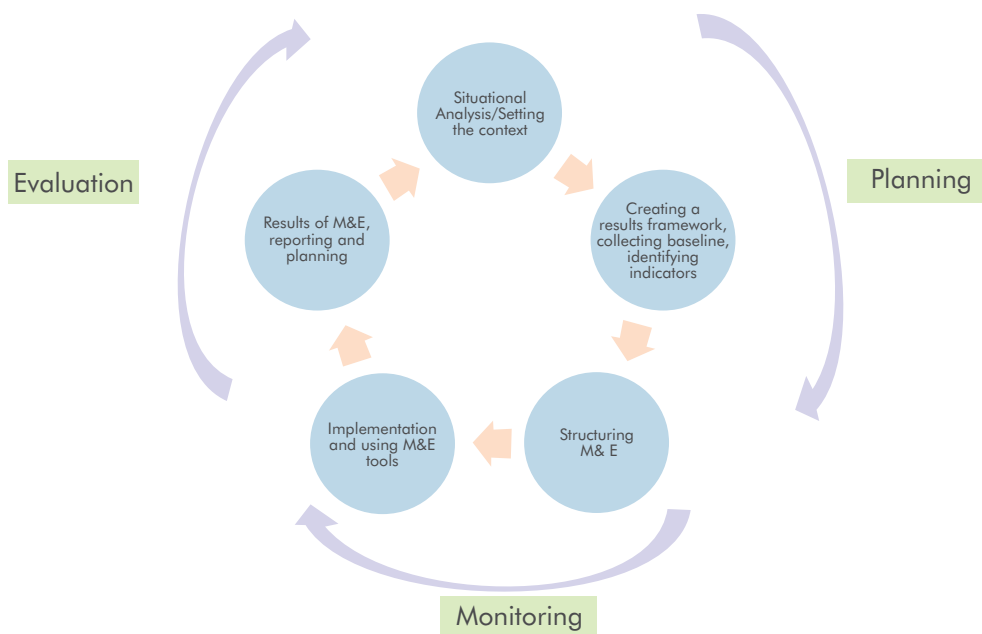
<sup>41</sup>[http://www.business-standard.com/article/pti-stories/skill-development-infrastructure-in-north-east-insufficient-115042200513\\_1.html](http://www.business-standard.com/article/pti-stories/skill-development-infrastructure-in-north-east-insufficient-115042200513_1.html) Accessed on 5th May, 2015.

<sup>42</sup>All the Skill gaps have been taken from the NSDC Skill Gap Study Reports of North-East.

## CHAPTER 2

### RESEARCH METHODOLOGY

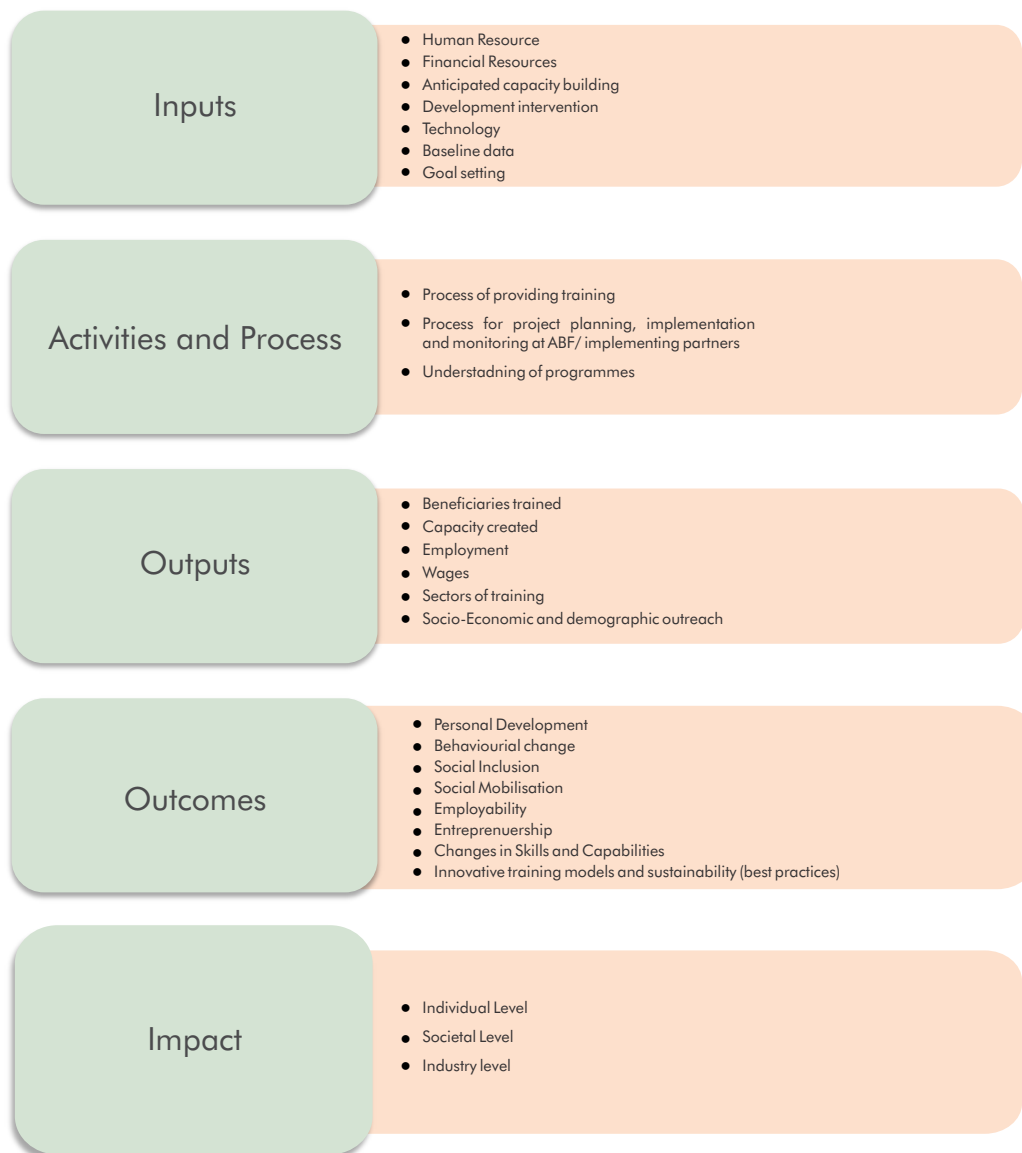
The study was conducted using mixed method methodology using quantitative and qualitative research methods. A Research Based Management (RBM) Framework was the critical tool used to understand the progress made in the skill development vertical. The results are a critical component of the life cycle of the project and the skilling ecosystem where it provides direction for planning, implementation, monitoring and evaluation, reporting and for introducing any change management. This shifts the focus on results from an activity-based approach<sup>43</sup>. The evaluation framework allows for collaboration and convergence with other stakeholders who are equally invested in the skilling space, like the Government related Ministries, NSDC, other private sector players and sector skill councils, enhancing the quality, effectiveness and impact of the intervention, while placing the results within the situational context of the wider skilling ecosystem.



**RBM Life Cycle Approach**

The research methodology identified a change language which includes understanding the changes in the quality of life of the beneficiaries, setting indicators that define success and the viability of the identified activity to realize the end result. Some of the changes that are probed at different levels from inputs, process, output, outcome and impact are outlined below:

<sup>43</sup>United Nations Development Group. 2010. Result Based Management Handbook.



The inputs can be defined as critical financial, human, technology and information that was directed towards the development intervention. The UNDG refers to a development intervention as an initiative aligned to a broader country's programme or development initiatives. The importance of skill development has been outlined in the situational analysis in the earlier chapter with the country attempting to skill 500 million people by 2022. Activity and process can be defined as the programme implemented with the inputs and the process of implementation both internal and external.

The output are results from the completion of the activities, outcome is the short-term and medium term effect of the activity, recognized as the in-between stage before impact is visible. Impact is referred to the positive and negative long term effect on a specific demographic from the development intervention which is also aligned with country's

broader developmental goals such as the MDGs and the recently framed Sustainable Development Goals<sup>44</sup>. Within the life cycle approach inputs and activities are a part of the implementation phased, while outputs, outcomes and impact are part of the results matrix. The results matrix represents progress against specific indicators, baseline and targets which are specific to the project.

### Data points

The secondary research component included literature review of the field visit reports completed by the ABF monitoring team, progress report submitted by the implementing partners and interpretation of third party impact assessment reports.

| Name of Organisation | Baseline study | Visit Report | Progress Report | Impact Assessment Report |
|----------------------|----------------|--------------|-----------------|--------------------------|
| DB Tech Society      | √              | 2            | 11              | ×                        |
| KSWA                 | √              | 2            | 12              | √                        |
| PREMA                | √              | 2            | 9               | √                        |
| TCF                  | √              | 2            | 11              | ×                        |
| Healing Fields       | √              | 2            | 12              | ×                        |
| EGFS                 | √              | 2            | 10              | ×                        |

### Data Analysis

The baseline data and progress reports across projects were analysed using SPSS to understand the demographic and socio-economic profile of beneficiaries enrolled across the various skill development programmes. The sectors, trades and quantum of critical training were also enumerated.

### Content Analysis of Qualitative Data

The reports generated through the internal and external evaluation processes were used as primary source for content analysis. Content analysis is a data interpretation methodology used extensively in the Qualitative research designs involving text data. According to Webber, 1990, it involves coding of data that goes beyond "merely counting words to examining language intensely for the purpose of classifying large amounts of text into an efficient number of categories that represent similar meanings"<sup>45</sup>. This also serves as a basis for understanding the variant terminologies which was associates with identifying best practices and scalable implementation models. For the purpose of this study, the directed and summative content analysis (derives from latent content analysis) approaches were utilized.

<sup>44</sup>United Nations Development Group. 2010. Result Based Management Handbook.

<sup>45</sup>Sourced from Three Approaches to Qualitative Content Analysis, Hsiu-Fang Hsieh and Sarah E. Shannon, Qual Health Res 2005 15: 1277,( DOI: 10.1177/1049732305276687).

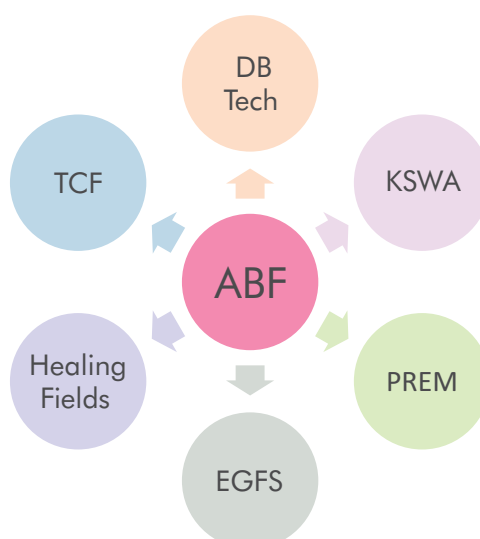
## CHAPTER 3

### INPUTS AND PROCESSES FOR ABF-NGO ENGAGEMENT IN THE SECTOR OF SKILL DEVELOPMENT

Axis Bank Foundation was registered as a Trust in 2006 to implement the Corporate Social Responsibility work with 1% of Axis Bank's profit. Based on the evidence based approach, a goal setting exercise was conducted in 2011 to create 1 million sustainable livelihoods. Axis Bank Foundation wants to be one of the most respected corporate foundations in the country excelling in project management while working in a focused manner on rejuvenating agriculture related livelihoods (farm and non-farm) and on vocational training with the sole aim of creating sustainable income generation avenues. ABF's mission is to provide sustainable livelihood which can cope with and recover from stress and shocks, maintains or enhances the capabilities and assets (social, physical and economic) and create conditions that are suitable for better education, health and sanitation seeking behavior while ensuring sustainable livelihood for the next generation<sup>46</sup>.

#### ABF-NGOs engagement in the sector of skill development<sup>47</sup>

ABF's skill development programmes were initiated to increase the beneficiary's employability and to nurture entrepreneurship. Implementing development interventions with NGOs like PREM, DB Tech Society, The Corbett Foundation, Kherwadi Social Welfare Association, Earthy Goods Foundation Society and Healing Fields enables them to carry forward their mandate of imparting vocational training or technical education to some of the most backward districts in India. They have focused on non-technical skills like motor driving, electrician, welding, mobile repairing, tailoring as well as courses in hotel management, nursing, computer software and hardware. The initiatives have created avenues for youth to become financially independent and contributors to the family, community and industry.

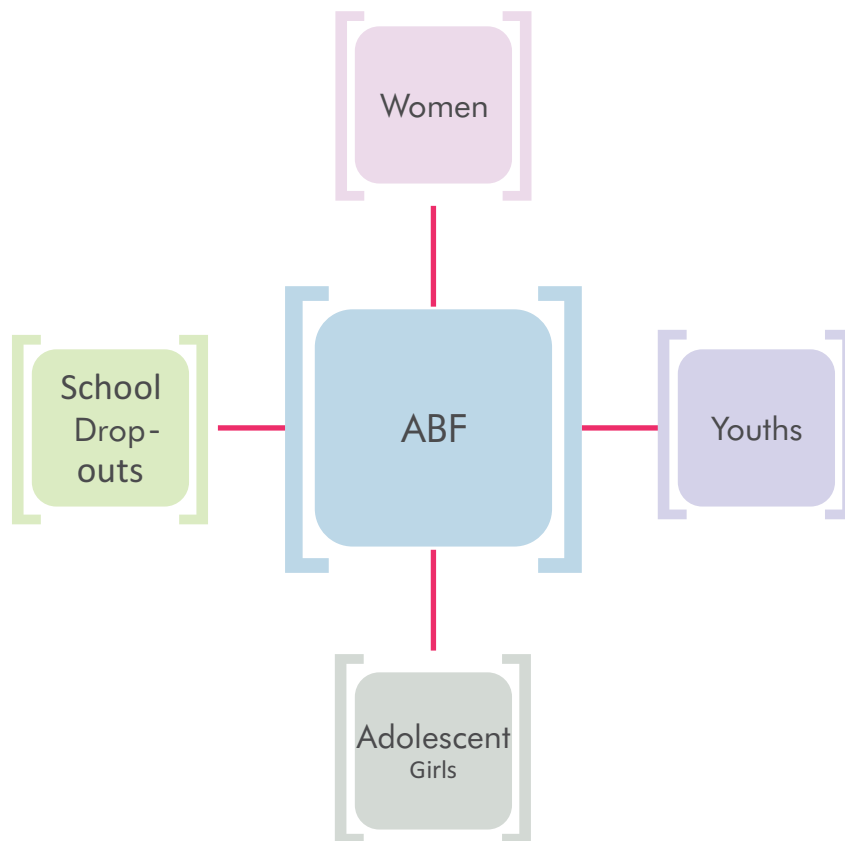


<sup>46</sup>Taken from the webpage [www.axisbankfoundation.org](http://www.axisbankfoundation.org) on 5th May, 2015.

<sup>47</sup>Taken from ABF webpage [www.axisbankfoundation.org](http://www.axisbankfoundation.org) on 5th May, 2015.



The programmes have secondary goal of empowering women where they have specialized training for adolescent girls and mothers on health, nutrition, sanitation, kitchen gardening, various livelihood initiatives and policy awareness. The skill development programs place great importance on placement of the trainees and in helping budding entrepreneurs set up small enterprises of their own.



Target group of ABF skill development programs

- **3.1 Inputs :**

#### **The CSR Committee And Functional Structures Of Human Resources**

The CSR committee is at the top, which operates from the Axis Bank. There is a six member Board of Trustees along with a small two member's internal committee among the board of trustees which can approve projects within a budget of INR 3 crores.

The team working for the livelihood sector is a team of four Program Managers with cross functional responsibility across agriculture related and vocational training initiatives.

#### **Policy**

One of the main objective of their CSR policy is to provide 1 million sustainable livelihoods by 2017 through partnerships with organizations having models which can be replicated with ease across a broader geographic spectrum and population.

ABF has given more emphasis on creating sustainable livelihood. According to the CSR Policy 2014 the CSR Guiding Principles on livelihood is :

To create sustainable livelihood, as stated above, through interventions that facilitate access to Government's programs, schemes and infrastructure, particularly relating to the areas of education, natural resource management, agriculture, horticulture and livestock development, micro-enterprise, vocational training and skill development.

Axis Bank Foundation supports the programmes on Vocational education, life skill coaching and career counseling and they provide orientation and handholding support to children of secondary and higher secondary level on available career options, and employable vocational and technical skills. They provide skilling, re-skilling and multi-skilling support to youth for gainful employment. They support creation of sustainable income sources through micro-finance and microenterprise development and strengthen mechanisms for alternative livelihood.

It is mentioned in the CSR Policy 2013 that activities should be undertaken in a manner so as to implement them through Specialized Agencies such as voluntary agencies, civil society organizations, social entrepreneurs, community based organizations, trusts/missions, Self Help Groups, institutes/academic organizations, professional consultancy organizations etc, which has also been a key part of its implementation strategy in the recent policy document.

### Financial Resources

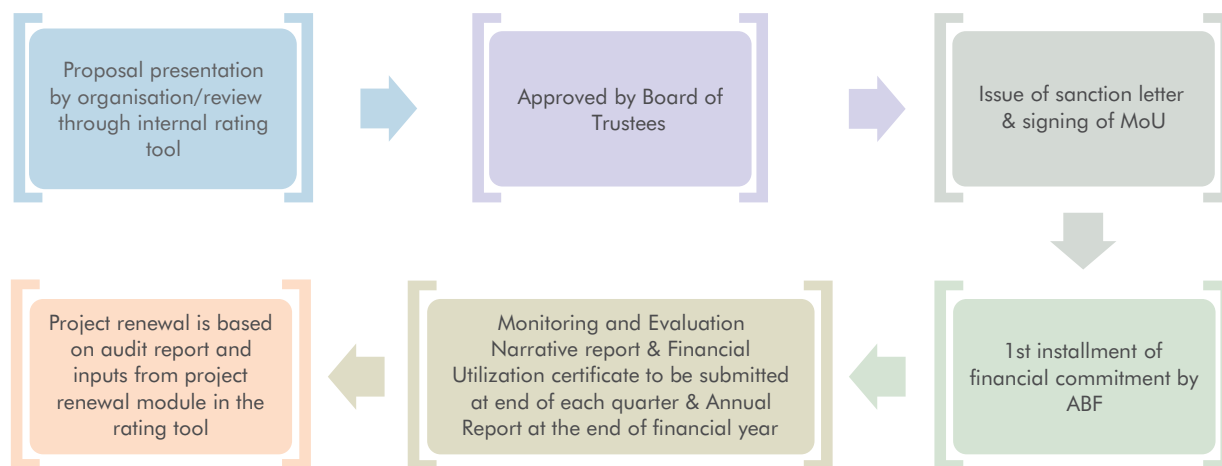
Funding is allocated to partners based on set standards. Exposure limits for each programme has also been decided. The committed funding for the vocational training from 2012-17 is INR 72.66 Cr. The fund disbursed till December, 2014 is INR 21.67 Cr.

### Technological inputs

Each training has developed critical technology for imparting training and for monitoring the progress of the projects, which will be covered through the best practices section. However, the implementing partners are not aligned to similar systemic interventions like training conducted according to the National Occupational Standards. In addition, ABF has also evolved an extensive M&E tools, which will be covered in the process section. For greater convergence, it is critical that ABF is aligned to broader national level framework at the input phase to enhance the quality of training and enhancing employability and income generation in a sustainable manner.

### • 3.2 Process :

The processes in place for the ABF contractual engagement with an organization:



### Monitoring

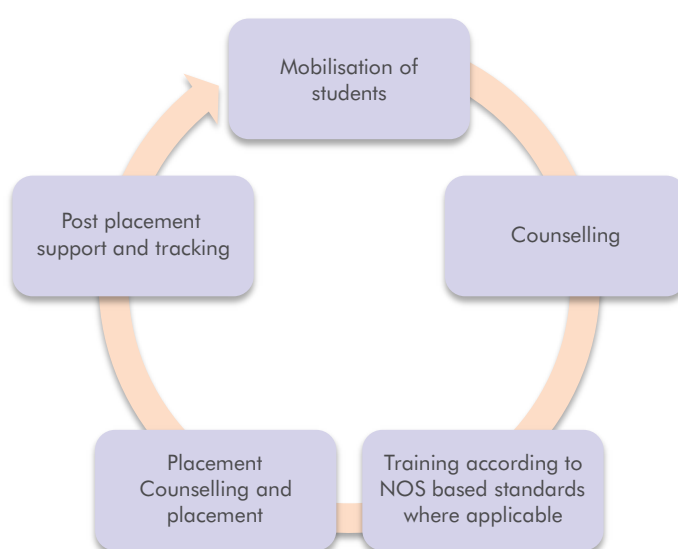
The projects are monitored through collection of baseline data, site visit templates, Monthly/quarterly reporting templates, Mid-term evaluation and Impact assessment studies and Internal & external financial audits.

The baseline data is reviewed by random sampling on Programme Manager's visit to the site. Base-line data includes, income indicators, demographic information, expense indicators, type of ration card, voter card details, the type of house, family income levels, training sector etc. Programme manager's visit to the field and subsequent narrative report is reviewed internally. On a field visit the programme manager meets up 5-10 beneficiaries and each field visit lasts for almost 2 days. The ABF team member interacts with the implementing partner, local stakeholders and meets with the beneficiaries.

In the case of skill development programmes the feedback is sought directly from the trainees to assess their aspirations, apart from interactions with the implementing partners and placement partners. The programme managers frequently visit the site (at least once in every quarter). Some of the parameters for quality checks are attendance of the trainees, minimum score of the trainees, if the target no. of beneficiaries are reached or not and the budget utilization of the project. Monthly reporting covers the stage of achievement, synopsis of pending challenges and with implementing partners feedback on comments shared by ABF. The detailed financial and programmatic report is submitted for review by the implementing partner on a quarterly basis, along with the data of overall beneficiaries. All of the livelihood projects have a monthly and quarterly reporting format for the implementing partner. Quarterly reports are more comprehensive and give a holistic understanding of the intervention and the number of beneficiaries reached. All of the projects get renewed on an annual basis and it is based on the reach out of the actual beneficiaries and what was the target number of the beneficiaries. The renewal of the projects depends on the rating tool designed by the ABF.

The mid-term reports look at the number of beneficiaries, scopes and objectives of the programmes, level of market linkages and results based on outputs and outcomes. These scheduled third party assessments are a part of a robust M&E system. The team interacts with the trainees, community, parents and other related stakeholders. Financial audit is also conducted by the external auditors. The auditing is done for all projects as part of the monitoring mechanism. In addition, the various implementing partners have tailored monitoring processes which have been further aligned to ABF's monitoring template. During the post implementation stage, the NGO partners conduct batch reviews and collect data on critical indicators during the counselling phase onwards on aspects like drop-out rates, placement tracking, post placement survey (at times), retention rates and project evaluation.

An overview of the skilling process is outlined in the figure below:



**Skill Training Process**

### Gaps in Processes

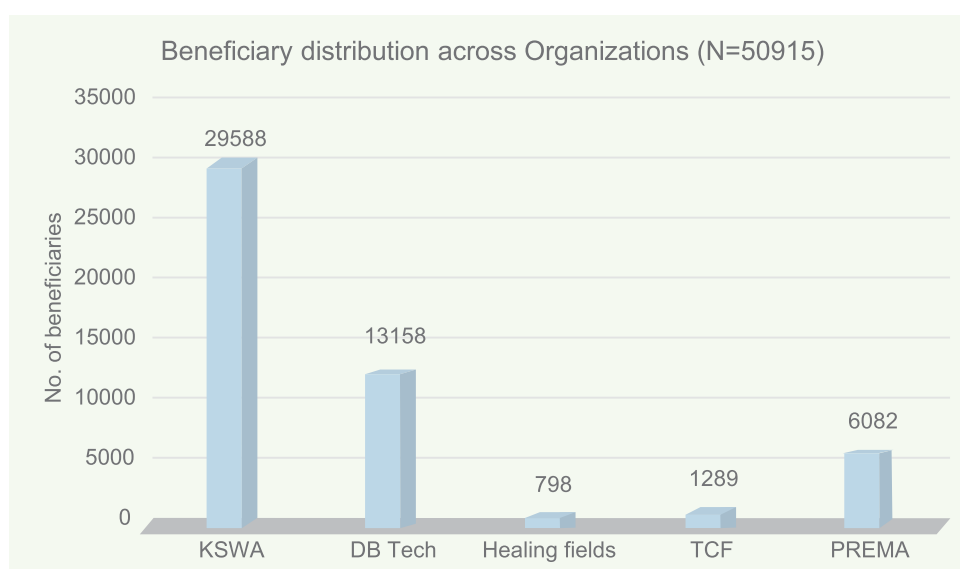
The monitoring template requires significant modification capturing outcomes and outputs. ABF can request training partners to share post-placement tracking data capturing placement rate, wages, and attrition rates across trades. This will also help in evaluating if a premium on wages received has been achieved, on trainees continued engagement in the sector and on the sustainability of the training. In addition, the field visit template should include scheduled meetings with alumni students and industry to understand the quality of training imparted. The rating tool should also include a process evaluation with an understanding of HR devoted from mobilization to post-placement. This aspect should be cross verified through subsequent field visits and quarterly reports.

## CHAPTER 4

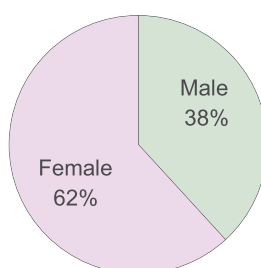
### OUTPUTS AND OUTCOMES

Since 2006, ABF has reached out to 5,18,444 beneficiaries till 31st December, 2014 among which 3,84,577 are in the livelihood sector. The numbers of beneficiaries of ABF projects in the vocational training till December, 2014 are 56,307<sup>48</sup>.

Axis Bank Foundation has tie ups with 6 organizations providing skill or vocational training namely KSWA, Healing fields, DB Tech Society, TCF, PREM and EGFS. Baseline data for all these projects have been provided by ABF. Data provided for EGFS has not been taken into consideration in the following graphs.

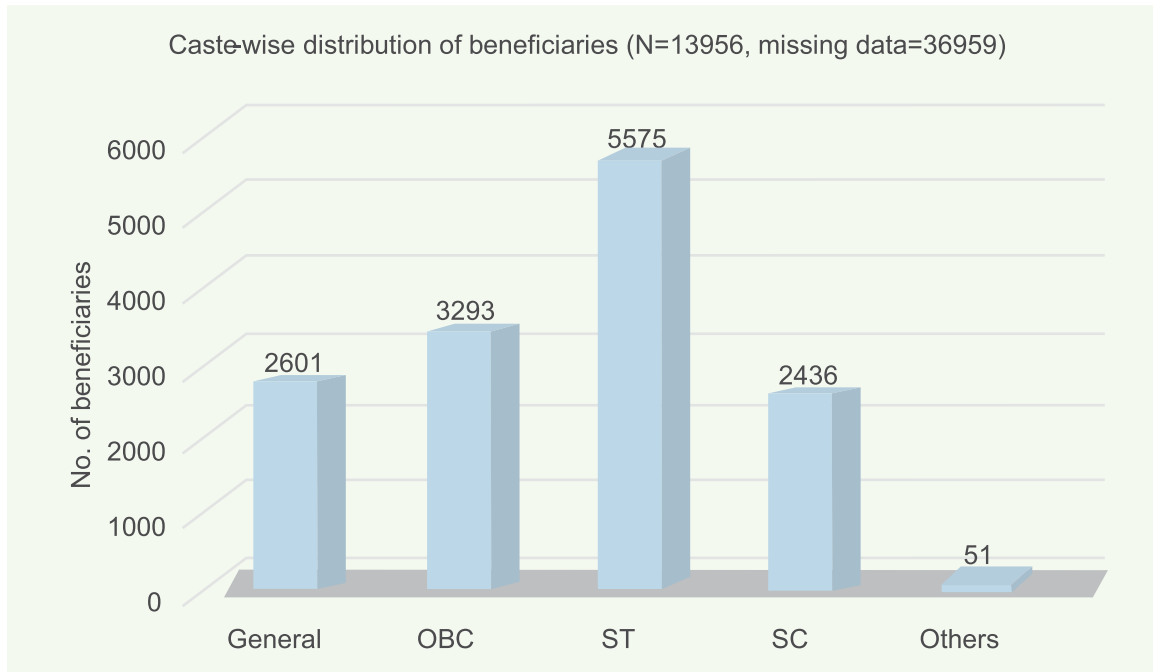


Gender-wise distribution of beneficiaries  
(N=44964, missing data=5951)

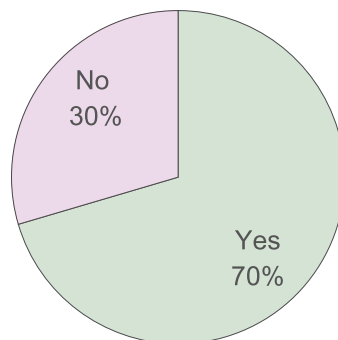


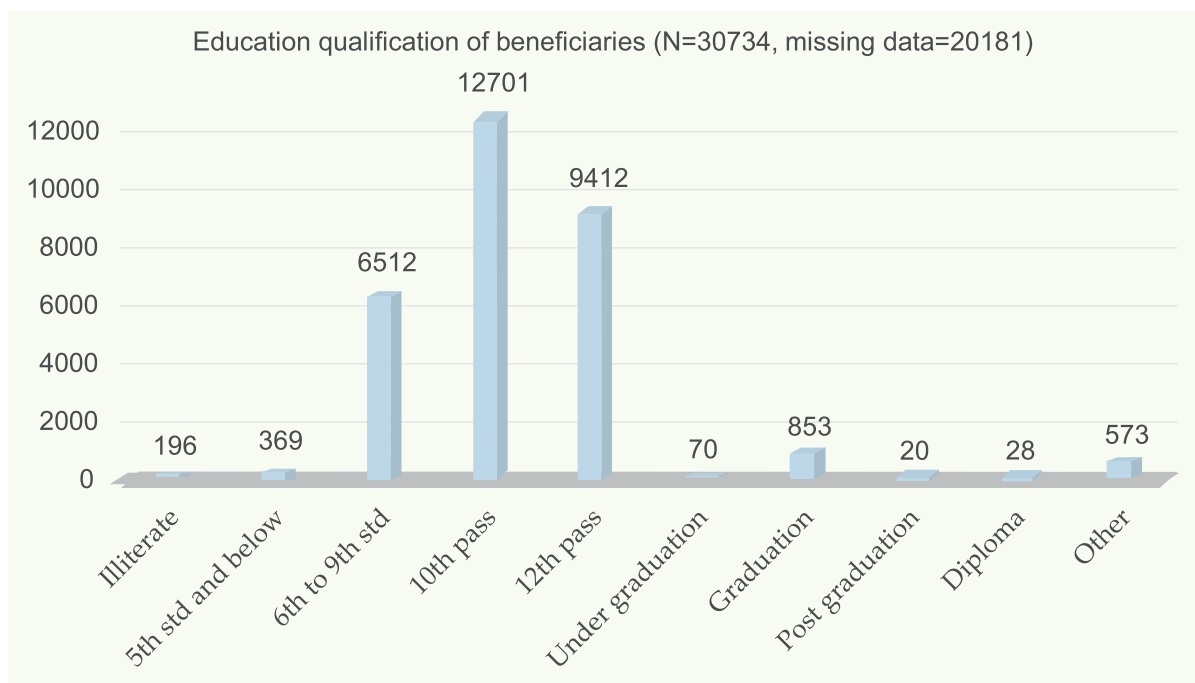
The chart above highlights that ABF has made skilling programmes more accessible for women across India through focused gender-specific training initiatives. The skilling pool demonstrates equitable access. In addition, the skilling programmes were targeted towards ST, SC and OBC sections of the population which is visible through the caste-wise distribution of beneficiaries. In addition, the skilling programmes reached out to over 70% below poverty line (BPL) card holders.

<sup>48</sup>Data has taken from ABF Review Report.

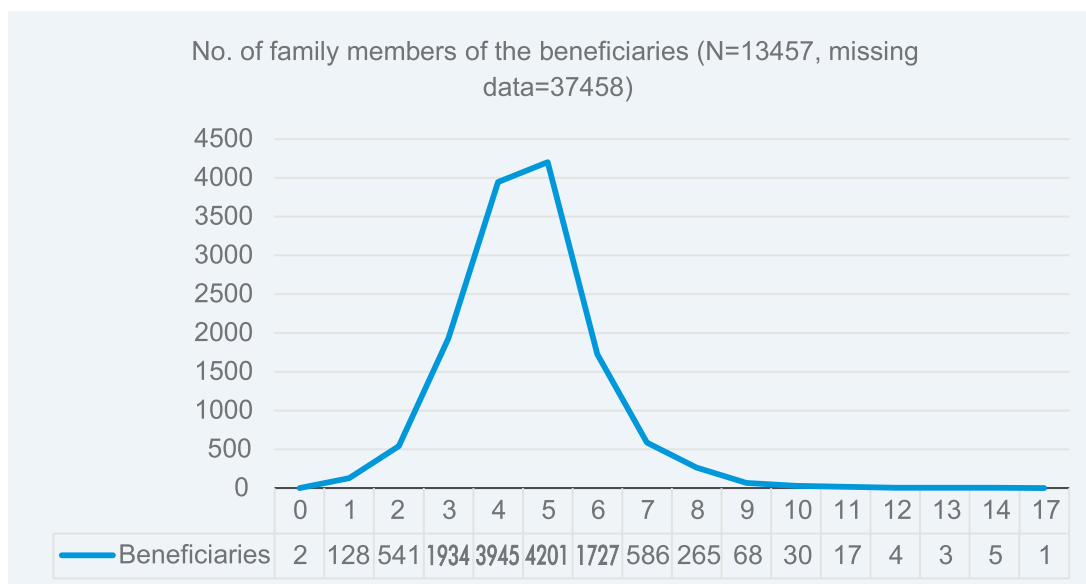


BPL beneficiaries (N=2087, missing data=48828)





The skill development programmes has increased enrollment from school drop-outs from the 6th-9th standard, 10th pass and 12th pass.



The number of family members range from 0 to 17 per household. Maximum number of beneficiaries has 5 members in their family.



### Sectorial focus of training programmes

The training programmes have had a focus across the services sector with a limited focus on the manufacturing and agriculture sector with a main focus on trades like tailoring, beautician, IT & ITeS, construction and hospitality.

| Sectors   | No. of beneficiaries | Percentage of beneficiaries |
|---|----------------------|-----------------------------|
| Tailoring/ISMO  | 8591                 | 16.87                       |
| Beautician  | 7698                 | 15.12                       |
| Basic Computer/DTP/Tally/Data Entry   | 5955                 | 11.70                       |
| Electrician/Wireman/Welding/Fitter  | 5548                 | 10.90                       |
| Nursing   | 4547                 | 8.93                        |
| Hospitality   | 3698                 | 7.26                        |
| Mobile Repairing  | 2203                 | 4.33                        |
| Sales & Marketing/Retail/Office management  | 2070                 | 4.07                        |
| Automobile/Two-Wheeler Repairing  | 977                  | 1.92                        |
| Computer Hardware/Hardware Networking   | 673                  | 1.32                        |
| Security  | 582                  | 1.14                        |
| Candle/Incense Stick making   | 350                  | 0.69                        |
| Electronics/Refrigeration & Air Conditioning/TV repairing /Motor rewinding              | 272                  | 0.53                        |
| Fashion Designing   | 219                  | 0.43                        |
| Lantana Art/Bamboo Art/Tribal painting and handicrafts/ Mehendi Art                     | 192                  | 0.38                        |
| Others(Naturalist training, Leather bags, Soft toys, Call centre, Driving/Transport)    | 142                  | 0.28                        |
| Hardware/Machinist  | 127                  | 0.25                        |
| English speaking  | 99                   | 0.19                        |
| Microm  | 92                   | 0.18                        |
| Advanced Agriculture Training and Leadership/Sustainable agriculture training/Livestock | 80                   | 0.16                        |
| Ashajyoti   | 72                   | 0.14                        |
| Construction/Masonry  | 67                   | 0.13                        |
| Waiting List  | 103                  | 0.20                        |
| Missing data  | 6558                 | 12.88                       |
| Total   | 50915                | 100                         |

| Organisation           | Program Objectives   | Output  | Outcome   |
|------------------------|--|---|---|
| Don Bosco Tech Society | <ul style="list-style-type: none"> <li>To establish vocational training programs for 56,000 unemployed youth and school dropouts across the 19 states. i.e. Assam, Meghalaya, Manipur, Nagaland, Tripura, Mizoram, Chhattisgarh, Jharkhand, Bihar, Uttar Pradesh, Madhya Pradesh, Punjab, Odisha, Tamil Nadu, Kerala, Karnataka, Maharashtra and West Bengal</li> <li>To improve the socio-economic status of youth through employment – linked skill based training</li> <li>To provide them job opportunities in the organized, manufacturing and services sector</li> </ul> | <ul style="list-style-type: none"> <li>Between Dec 2012 to Dec 2014 20,641 youth have been trained against the given target of 21,500</li> <li>Out of total trained youths 68.73% are placed or self-employed</li> <li>96.6% goal accomplishment of trained beneficiaries till April, 2014</li> </ul> | <ul style="list-style-type: none"> <li>Income generation - Drop-out students get an opportunity to pursue a career of jobs or entrepreneurship which contributes to their individual and family incomes</li> <li>High levels of community buy-in and parental involvement in the training programmes with counseling emerging as cornerstone to the success of the training programme Course component has scheduled industrial visits which enhanced the employability and learning and adaptability levels of candidates</li> <li>The database shared with ABF does not contain information on salary levels of placed candidates</li> <li>High levels of social inclusion was evidence through beneficiary interactions</li> </ul> |

| Organisation                               | Program Objectives  | Output   | Outcome   |
|--|---|--|---|
| Kherwadi Social Welfare Association (KSWA) | <ul style="list-style-type: none"> <li>To make the unemployed youth employable, contribute to the family income; and make them socially responsible citizens</li> <li>Goals of the project included decreased dependency and social inclusion of the youth</li> </ul> | <ul style="list-style-type: none"> <li>Majority (54.33%) of respondents' are self-employed while 37.67% are employed in different organizations</li> <li>More than 70% of the beneficiaries have monthly income below Rs. 5000 while 11.36% earn above Rs. 5000</li> </ul> | <ul style="list-style-type: none"> <li>Society level impact - Out of the family members, majority (98.28%) say that beneficiaries are sending money to their home. Majority (78.95%) of beneficiaries are sending more than 1500 per month</li> <li>More than 90% of beneficiaries are below 30 years which shows that the various skill development training programmes of KSWA are mainly focusing on youth in the communities</li> <li>Social inclusion: One third of the beneficiaries (33.00%) belong to scheduled caste followed by general category (32.34%) and other backward communities (29.37%). About 5.28% of beneficiaries are scheduled tribes</li> <li>Course Correction: Salaries are below minimum wages for a predominant section of beneficiaries</li> </ul> |

| Organisation | Program Objectives   | Output  | Outcome  |
|--------------|--|---|--|
| PREMA        | <ul style="list-style-type: none"> <li>To build the capacities of girls and young married women belonging to rural areas through vocational education in multiple sectors. This will allow them to contribute to the livelihood of their families</li> <li>To make 10,025 beneficiaries active citizens and agents of change for the improvement of their communities</li> <li>To ensure that vocationally trained adolescent and youth have annual income above poverty line</li> <li>To increase young people's income generation opportunities while addressing market demand for skilled labour at fair wages</li> </ul> | <ul style="list-style-type: none"> <li>7392 housewives belonging to ST, SC community have been trained by December, 2014 and it led the participants for socio-economic development</li> <li>Community Resource Persons handheld Grihini trainees in the Business Plan Development. 7000 individual business plans have been finalized till December, 2014</li> <li>SHGs were developed to encourage group level businesses/cultivation. Local agriculture activist facilitate the process</li> <li>152 trainees are associated with local NGOs after training</li> <li>Under Advanced Agriculture and Village Leadership (AAVL)</li> </ul> | <ul style="list-style-type: none"> <li>Visible aspects of social inclusion and financial independence of women from underprivileged and marginalized sections of the community</li> <li>Financial inclusion with increased levels of local buy-in for the project indicating sustainability</li> <li>About 55 alumni who undertook Industrial Sewing Machine Operation Training are working at Victors Dying (Garment Division), Tiruppur and they are earning Rs 7,500 as salary per month</li> <li>It promoted higher education and leadership among the youths and adolescent girls</li> <li>Youths and adolescent girls got training in hotel management, nursing, computer software, driving, electrician diploma, technical training, Kewda weaving etc. and it gave them livelihood security</li> <li>Trainees have developed hundreds of acres of waste land for horticulture and agriculture purposes. Some of them earn at an average income of Rs 3500/month</li> <li>The Grihini programme has had many positive indirect impacts within the community serving as critical role models for local stewardship</li> <li>Many youth have out-migrated for employment</li> </ul> |

| Organisation | Program Objectives  | Output  | Outcome  |
|--------------|---|---|--|
| TCF          | <ul style="list-style-type: none"> <li>To establish a vocational training programme for the communities living close to the habitats of tiger and other endangered wildlife species located in Corbett, Kanha, Bandavgarh and Kaziranga tiger reserve areas</li> <li>Capacity building of the forest-dependent communities</li> <li>To facilitate and encourage job opportunities and entrepreneurship development among the forest-dependent communities</li> <li>To provide sustainable livelihood opportunities to the forest-dependent communities that will reduce their dependency on forests and prevent them from being involved in anti-wildlife activities</li> </ul> | <ul style="list-style-type: none"> <li>Hospitality training, Sewing/tailoring, Tribal handicrafts making, Candle making, Soft toys making, Nursing skill etc. helped in finding alternative livelihood</li> <li>92% beneficiaries have reached out as of December, 2014. In July 2013 - May 2014 period 1446 beneficiaries were reached out of a target of 1385 beneficiaries</li> <li>SHGs were also formed</li> </ul> | <ul style="list-style-type: none"> <li>Increased level of women empowerment is visible at the individual and community level</li> <li>TCF handicraft shop has been established providing wider market linkages for products created locally. Eg. Bamboo Handicrafts produced by the Mukki Eco Vikas SHG</li> <li>Alternate farming techniques have been adopted in the long run by the farmers like SRI</li> <li>Local contract/vendor relationship with Government and other NGOs have been established. Mukki Vikas got a contract for Rs. 30,000 for producing 95 bamboo mats with support for product development</li> <li>Market linkages have been widened through the establishment of the Souvenir shop and local partnerships with the Pukaar Nature Shop to sell incense sticks, soft-toys, candles and Gond art T-shirts</li> </ul> |

| Organisation   | Program Objectives   | Output   | Outcome  |
|----------------|--|--|--|
| Healing Fields | <ul style="list-style-type: none"> <li>To bring quality healthcare to the poor, marginalized and deprived sections of the community in the areas of Bihar, Orissa, Assam and other states</li> <li>States with low health indicators were selected</li> <li>Training 3198 Community health facilitators over a five year period</li> <li>Anticipated impact to reach 6.39 lakh families with health education, facilitate formation of 11,193 health groups</li> <li>2239 CHF will be provided support to become entrepreneurs</li> <li>39 units of micro-enterprise will be set up</li> </ul> | <ul style="list-style-type: none"> <li>The projects has presence across 6 states, 16 districts, 19 blocks and 984 villages</li> <li>Target to meet 750 beneficiaries in the period April 13 - May 14 and 650 beneficiaries have been reached, indicating 86% annual target accomplishment, 91% cumulative target has been attained</li> <li>85% availability of baseline data (888/10148)</li> <li>Out of 1148 CHFs, 400 are undergoing class room training, 270 are in internships and 428 have graduated</li> <li>58,306 health education sessions have been held with an outreach to 95,400 families</li> <li>Network with 11 hospitals with 19815 gaining ID cards for discounted treatment</li> </ul> | <ul style="list-style-type: none"> <li>Income generation for 432 CHF with 13 non CHF's gaining employment in local sanitary, average income of Rs.300/- month napkin manufacturing unit</li> <li>Sanitary napkin unit has benefitted over 6000 women</li> <li>Last mile gap implementation of Government Sanitation scheme through trained CHF creating 3051 toilets and earning Rs.1,000/month</li> </ul> |

| Organisation | Program Objectives   | Output  | Outcome  |
|--------------|--|---|--|
| Earthy Goods | <ul style="list-style-type: none"> <li>• Livelihood programme for Artisans through net-based market access</li> <li>• Build skills through trainer workshops</li> <li>• Project aspires to reach 60,400 beneficiaries</li> </ul> | <ul style="list-style-type: none"> <li>• Exceeded targets by reaching 11,941 beneficiaries for this current year period of 2014 - 2015</li> <li>• Cumulative target for the period of Aug, 2012 to March 2015 was 22,230 while 24,546 beneficiaries have been reached, displaying exceeded target by 10%</li> <li>• 80% household level baseline data available for Artisans and NGOs profiled</li> <li>• 18 lakhs margin on direct orders and 36 lakhs on indirect orders</li> <li>• 55 participant members have enrolled with 568 independent artisans members, 102 NGO affiliates</li> <li>• EGFS has earned an income of 11 lakhs against a target of Rs. 13 lakhs, 88% achievement</li> <li>• 150 registered NGOs</li> </ul> | <ul style="list-style-type: none"> <li>• The projects has been able to generate livelihoods for multitude of artisans and many revenue streams which includes a buyer registration fees, merchandise customization and design fees with a margin on direct and indirect orders. This enhances sustainability features of the projects</li> <li>• Connected artisans to domestic and international markets</li> <li>• Project faces challenges like access to traditional raw materials, decrease in generational transfer of skill sets</li> <li>• Course correction: Placement, change in income levels were not clearly tracked</li> </ul> |

## CHAPTER 5

### IMPACT - IMPLEMENTING ORGANISATION-WISE, BEST PRACTICES AND SUCCESS STORIES

#### • 5.1. VOCATIONAL TRAINING INITIATIVES

##### • 5.1.1 DB Tech Society

DB Tech is a network of over 300 skill training centers spread across 29 states in India making it the largest NGO engaged in providing vocational training courses in the country. It is a job oriented training institute that prepares the socially and economically marginalized youth with different skills to enhance their employability options and quality of life. The youth are engaged following a specific educational system called the Preventive System based on Reason, Kindness and Godliness. All the centers are employment linked, market oriented vocational training of short duration which includes 3 months to 1 year training. The training centres of DB Tech are spread across the poverty stricken areas reaching out to the rural, tribal and marginalized population within the community.



Industrial visit of ISMO trainees of DB Tech Society

#### Partnership with Axis Bank Foundation:

The partnership of Axis Bank Foundation with DB Tech has been structured for over a period of five years (2012 - 2017) which intends to train 56,000 youths across 19 states with 74 training centres. DB Tech conducts vocational training courses in various trade which includes Hospitality Services, Sales & Marketing, Nursing Care, Hardware and Networking, Electrical, Welding, Multi Skilled Technician, Construction, fabrication, machine operation, printing, book-binding, tailoring, BPO, security of each year services, etc. The engagement ensures employment for trained youths in the organized sector, paving the way to a better livelihood. ABF expects DB Tech to place at least 70% trainees by the end of each project year.





Trainees in their classroom at DB Tech Centre

#### Financial Inclusion:

From 2013 onwards a new component of 'financial inclusion' is included where every students are given a 'Zero' balance saving accounts with a local Axis Bank branch with the objective of infusing a saving habit among the students. The number of students that been trained and placed by DB Tech are represented in the table below:

| December 2012 - December 2014 |                |                |                |         |        |          |
|-------------------------------|----------------|----------------|----------------|---------|--------|----------|
| No.                           | States         | Active Centres | Under training | Trained | Placed | Placed % |
| 1                             | Assam          | 5              | 43             | 799     | 462    | 58%      |
| 2                             | Manipur        | 2              | 0              | 142     | 118    | 83%      |
| 3                             | Meghalaya      | 2              | 378            | 1975    | 1191   | 60%      |
| 4                             | Mizoram        | 2              | 0              | 123     | 39     | 32%      |
| 5                             | Nagaland       | 4              | 19             | 600     | 499    | 83%      |
| 6                             | Sikkim         | 2              | 0              | 64      | 16     | 25%      |
| 7                             | Tripura        | 2              | 0              | 307     | 195    | 64%      |
| 8                             | West Bengal    | 9              | 41             | 3406    | 2205   | 65%      |
| 9                             | Odisha         | 6              | 0              | 3078    | 2151   | 70%      |
| 10                            | Bihar          | 4              | 0              | 784     | 447    | 57%      |
| 11                            | Chhattisgarh   | 5              | 0              | 1634    | 1154   | 71%      |
| 12                            | Jharkhand      | 5              | 139            | 1725    | 986    | 57%      |
| 13                            | Madhya Pradesh | 2              | 0              | 791     | 588    | 74%      |
| 14                            | Uttar Pradesh  | 4              | 56             | 2053    | 1499   | 73%      |
| 15                            | Punjab         | 4              | 73             | 328     | 147    | 45%      |
| 16                            | Maharashtra    | 3              | 0              | 280     | 60     | 21%      |
| 17                            | Tamil Nadu     | 4              | 266            | 1305    | 1114   | 85%      |
| 18                            | Karnataka      | 4              | 0              | 270     | 235    | 87%      |
| 19                            | Kerala         | 5              | 0              | 430     | 223    | 52%      |
|                               | Total          | 74             | 1015           | 20094   | 13329  | 66%      |

Source: Monthly Progress Report, Dec 2014

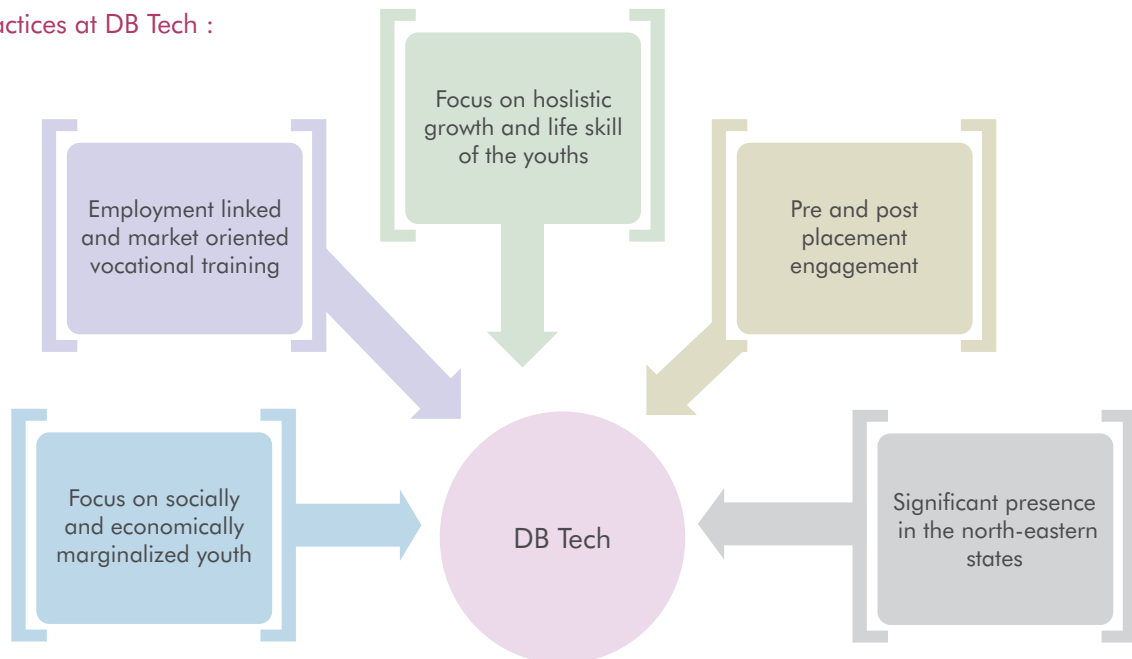
### Infrastructure :

The foundation's representative outlined that DB Tech has been able to reach out to the needy people. All the DB Tech centers have excellent training infrastructure with committed instructors.



Students under training of Hospitality and ISMO

### Best Practices at DB Tech :



### Focus on socially and economically marginalized youth :

The target group of the DB Tech training school is mainly youths who are from socially and economically disadvantaged backgrounds. The majority of them are unmotivated school or college dropouts who are either unemployed or working as unskilled labour. The objective of the vocational training emerges from the need of for this section to be linked with market based needs for skilled manpower with the help of training provided at the institute.

### Employment linked and market oriented vocational training :

Direct linkages back the vocational training provided at the institute with employment opportunity for the students. The courses are designed in a way that fulfills the current market demand and are regularly updated with the involvement and support of partners from the respective industries.



Students under training of Beauty & Spa

### Focus on holistic growth and life skill of the youths :

DB Tech has a unique approach towards vocational training programme where the focus is on the overall development of the students which includes grooming, communication and life skills. The training process intends to breach these gaps and prepare the students to gain employment and have a degree of financial independence. Access to a wide variety of extracurricular activities also enhances the learning and adaptability levels of the students

### Pre and post placement engagement:

DB Tech provides effective pre and post placement engagement for both, the current batch students and alumni. The pre placement engagement includes counseling during the admission process and guidance during the course. The post-placement engagement usually includes tracking of placed students, providing counseling and second round placement opportunities. The pre and post placement engagement with the students are focused on providing career counseling and guidance was a finding by TISS team during the field visit.

### Significant presence in the north-eastern states:

Out of these 74 centres, around 30 training centres are situated in the seven north-east states which in itself is a commendable feat as these centres are providing the youth that are mostly school drop-outs with accessibility to various skills through these skill development trainings with some of the centres being in such remote and challenging areas. The North-East has a significant skill gap which was outlined in the introductory chapter of the report. In addition, the National Policy on Skill Development outlines the need for multiple stakeholders to focus on skill training initiatives for youth in the North-East. ABF intervention with DB Tech aligns broadly with country specific development programmes, apart from a much-needed geographic focus.

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#### • 5.1.2 Kherwadi Social Welfare Association (KSWA)

Kherwadi Social Welfare Association (KSWA) was founded in 1928 by Late Shri. B.G. Kher, the first Chief Minister of Bombay State. He was moved by the plight and miserable living conditions of the 100 odd tanner families who had settled in the marshes of Bandra (E) called Chamdewalla-ki-Wadi. While he was involved in the freedom struggle, leading two ministries in 1937 and 1946, interspersed with prison terms, his friends and associates continued to work in the area, later known as "Kherwadi". The trust was registered in 1954 to help the poor and underprivileged and adhere to the high principles of simplicity, integrity and commitment set by the founder.

The 'Yuva Parivartan' (YP) Movement was started in 1998 under the leadership of Mr. Kishor Kher and Mrs. Mrinalini Kher to address the unemployed status of school dropouts and make them economically independent through vocational training. The initial integrated training programs were so successful that the model has been replicated in 24 other sites and at 5 prison sites on their own and at 40 more independent sites with multiple NGO partnerships. Every new site undergoes a needs assessment to ensure that the training is appropriate, supported by the community, accessible to youth, and will lead to jobs. KSWA believes that everybody deserves a "Second Chance". Yuva Parivartan has a flexible and innovative mode that has been appreciated by the Planning Commission and has proved effective in the urban, rural and tribal belts. The movement was formally launched in February 2003 by the then President Dr. A.P.J. Abdul Kalam.



Students under training of Mobile repairing at KSWA Centre

The organization which started working with merely 100 odd families had transformed 80000 lives between 2003 - 10 which has reached to 2,00,000 between 2010 -13. Yuva Parivartan has today emerged as one of the largest vocational training program in the country, training about 100,000 youth during 2011-12.



#### Engagement with Axis Bank Foundation :

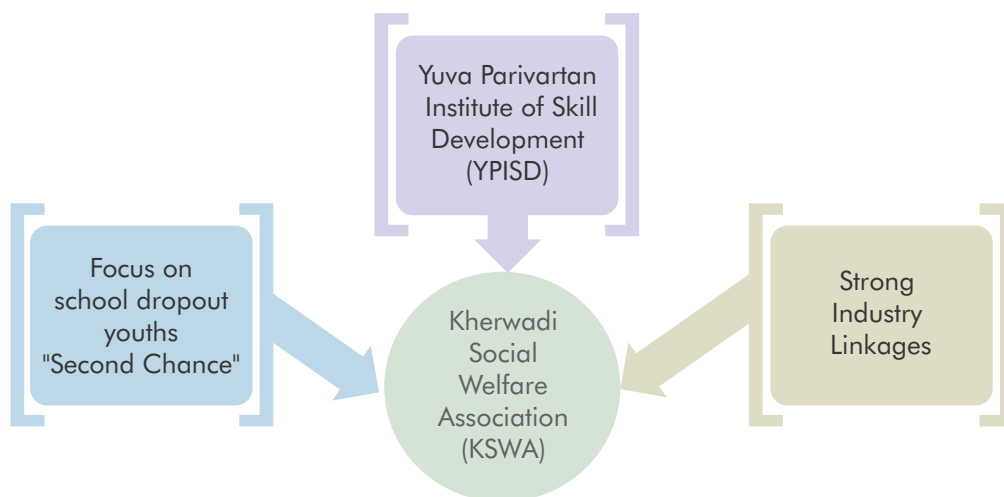
The engagement of Axis Bank Foundation (ABF) with Kherwadi Social Welfare Association had started in 2010 for a period of five years to spread their 'Yuva Parivartan' program in Marathwada & Vidarbha regions of Maharashtra. The training was implemented through 32 vocational training centers with the target to reach 63,474 underprivileged youth in the above mentioned regions and provide them vocational training along with communication and soft skills. The engagement also intends to encourage entrepreneurship among the youth. The drop-out rate of the area was very high while around 65% of the beneficiaries got placed on an average. For the first two years, placement record was around 70%, but in third year it came down to 60%. The organization has strived to reduce per beneficiary training cost.





A Beneficiary of KSWA Mobile Repairing Training

#### Best practices at KSWA :



#### Focus on school dropout youths "Second Chance" :

'Livelihood Training' offered at Yuva Parivartan aims at solving the problem of school dropouts without marketable skills. The training enables youth to gain expertise in trades like Electrical Wireman, A/C Refrigeration, Motor Mechanic, Motor Driving, etc. for boys and courses like Tailoring, Cutting, Beautician, Mehendi etc. for girls. Community engagement is one of the main tools used by YP which aims to develop leadership among underprivileged youth and solve community problems with the help of the youth members affiliated with the YP club.

#### Yuva Parivartan Institute of Skill Development :

The placement cell of Yuva Parivartan was part of KSWA but later it was developed into a separate Placement Agency as an independent and sustainable activity, through the Institute for Skills Development (YPISD). The institute nurtures entrepreneurship amongst the youth.

### Strong Industry Linkages:

A unique component of Yuva Parivartan (YP) model is the industry linkages both for providing training inputs and for placement activities to complete the training lifecycle. Yuva Parivartan through its active and intrinsic industry partnership has developed a sustainable model of skill development training. This aspect has enhanced the credibility of the training programme and provides an avenue for greater industry exposure. The industry partners for the course offering are enumerated as under<sup>49</sup> :



A beneficiary of KSWA Beautician training

| Vocational Training    | Industry Partner        |
|------------------------|-------------------------|
| Wireman Course         | Eureka Forbes           |
| AC & Refrigeration     | Blue Star Ltd           |
| Motor Mechanic         | Mahindra & Mahindra Ltd |
| Motor Driving          | Driving Schools         |
| Hospitality            | The Taj group           |
| Construction (Masonry) | Larsen & Turbo Ltd      |
| Welding                | Larsen & Turbo Ltd      |
| Beautician and Mehndi  | Kaya Skin Clinic        |
| Fashion Designing      | Body Drapes             |
| Tailoring              | Body Drapes             |
| Entrepreneurship       | Bombay Stock Exchange   |
| Basic Computers        | Mastek                  |
| Nursing Assistant      | Guru Nanak Hospital     |

<sup>49</sup>Home page of Yuva Parivartan <http://www.yuvaparivartan.org/> Accessed on 26-12-12.

- **5.1.3 The Corbett Foundation (TCF)**

The Corbett Foundation is a NGO founded by Mr. Dilip D. Khatau in 1994. It is fully dedicated to the cause of wildlife conservation, environmental awareness, community outreach, tribal welfare, vocational training and sustainable development. From a small beginning in 1994, TCF has over the years grown into one of the foremost NGOs in India in the field of wildlife conservation and working in Corbett Tiger Reserve (Uttarakhand), Kanha Tiger Reserve (Madhya Pradesh) and Bandhavgarh Tiger Reserve (Madhya Pradesh) and around the Greater Rann of Kutch (Gujarat). In 2013-2014, TCF's programmes and activities have extended to the Kaziranga Tiger Reserve (Assam).

TCF, apart from being a Member of the International Union for Conservation of Nature (IUCN), is also an activity partner with the United Nations Decade on Biodiversity, Earth Day Network, Ramsar Convention. It is also a member of the Global Tiger Forum and a member of the Indian National Committee of the IUCN. Through the tenacious and unflinching efforts of its team through the years, TCF has had a strong impact on wildlife conservation and betterment of the indigenous tribes that live in close association with the areas it works in.



Trainees under training of tailoring at TCF Centre

<sup>50</sup>Source: [www.corbettfoundation.org](http://www.corbettfoundation.org)



### Engagement with Axis Bank Foundation<sup>51</sup>:

The Axis Bank Foundation partnered with The Corbett Foundation in July 2012 and witnessed the beginning of Pukaar - Vocational Training Programme. This program encourages a sustainable and environment-friendly way of life with minimum dependency on forest resources and impact on wildlife. This Axis Bank Foundation supported project, aims to create alternate employment opportunities for the tribal and other forest dependent communities from around the tiger reserves of Corbett, Kanha, Bandhavgarh and Kaziranga through providing them with a sustainable means of livelihood. The programme focuses on imparting basic and advanced training courses in vocational training courses as outlined earlier. Masonry and carpentry were also included in the third year. TCF also has a critical role in assisting the trainees in job placements.

Kanha and other tribal areas near to the national parks were selected based on development indicators such as the poor condition of the roads and most of the people were involved in illegal poaching and foraging. Despite an emerging local hospitality business based on tourism, ABF noticed that the youth from nearby villages were not engaged in developing the required skills in this area to gain local employment as per industry demands. Currently, post the training, local youth have started working in local hotels and are earning well. Gender centric initiatives have also fostered evolved knowledge of a skill set and entrepreneurship opportunities. The project aspires to reach 3550 beneficiaries living near the Protected Areas of the Tiger Reserves over a period of five years (August 2012 to July 2017) with a yearly target of training of 710 trainees. One of the targets of this project includes providing placement to at least 80% trainees.



Training of construction work by TCF

<sup>51</sup> Based on secondary literature, reports shared by ABF and TCF homepage <http://www.corbettfoundation.org/>

The program objectives are as follows:

- To establish a vocational training programme for the communities living close to the habitats of tiger and other endangered wildlife species.
- To run vocational training courses for the capacity building of the forest-dependent communities
- To facilitate and encourage job opportunities and entrepreneurship among the forest-dependent communities.
- To provide sustainable livelihood opportunities to the forest-dependent communities that will reduce their dependency on forests and prevent them from being involved in anti-wildlife activities.

Activity wise progress<sup>52</sup> (Data as per December, 2014):

| Sr. No. | Training Programs(Interventions)         | Cumulative for the current year |        | Cumulative for the program till date |        |
|---------|--|---------------------------------|--------|--------------------------------------|--------|
|         |  | Target                          | Achvmt | Target                               | Achvmt |
| 1       | Basic Hospitality                        | 40                              | 34     | 260                                  | 181    |
| 2       | Sewing/Tailoring                         | 75                              | 15     | 265                                  | 301    |
| 3       | Beautician                               | 70                              | 10     | 70                                   | 10     |
| 4       | Driver/Mechanic                          | 65                              | 31     | 65                                   | 31     |
| 5       | Computer Operations                      | 0                               | 0      | 210                                  | 163    |
| 6       | Local/ Tribal Handicrafts                | 50                              | 50     | 130                                  | 195    |
| 7       | Mobile/Computer Repairing                | 30                              | 10     | 60                                   | 40     |
| 8       | Carpentry/Masonry                        | 30                              | 20     | 30                                   | 20     |
| 9       | Tribal Art Painting                      | 0                               | 0      | 10                                   | 05     |
| 10      | Incense stick making                     | 55                              | 11     | 230                                  | 346    |
| 11      | Leaf plates making                       | 20                              | 0      | 20                                   | 0      |
| 12      | Handmade paper bags and decorative items | 20                              | 0      | 20                                   | 0      |
| 13      | Apiculture                               | 10                              | 25     | 10                                   | 25     |
| 14      | Traditional Bihu dance                   | 30                              | 0      | 30                                   | 0      |
| 15      | Traditional Jhumar dance                 | 20                              | 0      | 20                                   | 0      |
| 16      | Tally course                             | 5                               | 15     | 5                                    | 15     |
| 17      | Nursery development                      | 5                               | 5      | 5                                    | 5      |
| 18      | Candle making                            | 0                               | 0      | 140                                  | 112    |
| 19      | Lantana Art                              | 0                               | 0      | 60                                   | 35     |
| 20      | Soft-toys making                         | 0                               | 0      | 75                                   | 48     |

<sup>52</sup>TCF Progress Reports

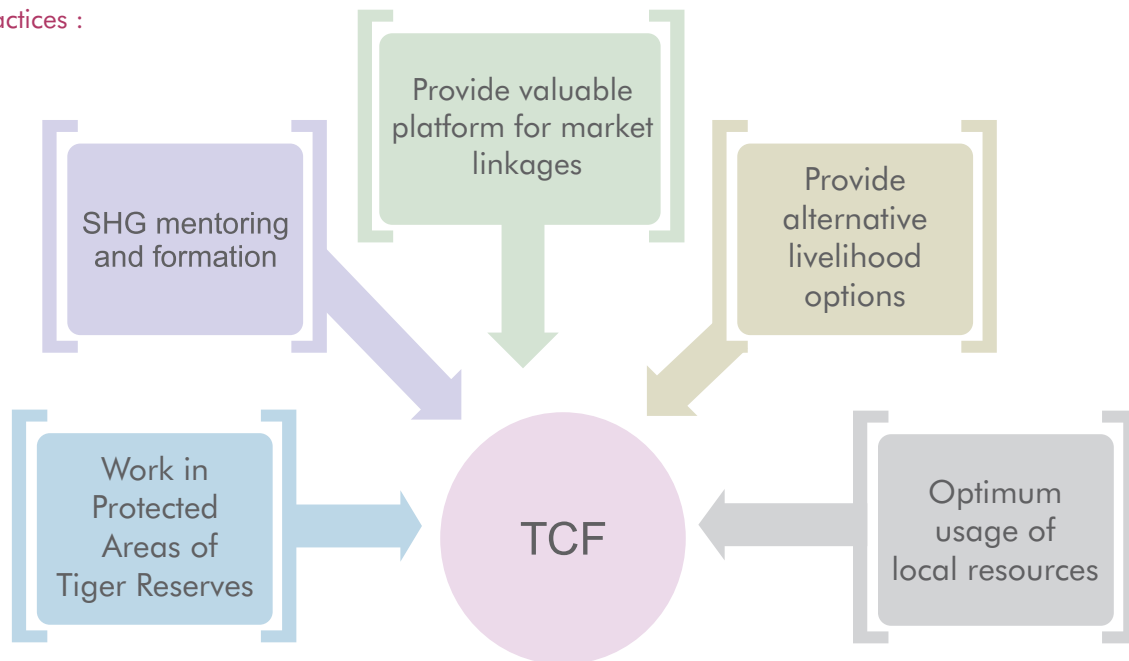
| Sr. No. | Training Programs(Interventions)              | Cumulative for the current year |        | Cumulative for the program till date |        |
|---------|---|---------------------------------|--------|--------------------------------------|--------|
|         |   | Target                          | Achvmt | Target                               | Achvmt |
| 21      | Computer Hard ware                            | 0                               | 0      | 10                                   | 09     |
| 22      | Nursing skill                                 | 0                               | 0      | 40                                   | 24     |
| 23      | Skill ITI training program                    | 0                               | 0      | 60                                   | 30     |
| 24      | Animal Husbandry/Poultry                      | 100                             | 25     | 110                                  | 55     |
| 25      | Sustainable Agricultural program              | 50                              | 35     | 85                                   | 64     |
| 26      | Local foods                                   | 35                              | 0      | 35                                   | 0      |
| 27      | Certificate in Advance Hospitality Management | 00                              | 00     | 40                                   | 23     |
| 28      | Naturalist/Nature Guide                       | 00                              | 00     | 35                                   | 28     |
|         | Total   | 710                             | 286    | 2130                                 | 1765   |

In the first year of the project, the placement record was only 16-18% because villagers were not very aware about market linkages for their products and the focus was on confidence building, awareness and advocacy. Comparatively, in the second year, placement went up to 69%. While beneficiaries had positive feedback about the implementing partners, there was significant hesitancy towards out migration at the local level.



TCF Skill development training beneficiaries

### Best Practices :



### Work in Protected Areas of Tiger Reserves :

In partnership with ABF, TCF has been working in Corbett Tiger Reserve (Uttarakhand), Kanha Tiger Reserve (Madhya Pradesh), Bandhavgarh Tiger Reserve (Madhya Pradesh), and Kaziranga Tiger Reserve (Assam). People living in these reserve areas are usually totally dependent upon the forest produce (timber as well as NTFP) for their livelihood which leaves little scope for even survival and development. The unique aspect of TCF's intervention at these locations have ensured that they now have an option to benefit from these skill development trainings leading resulting in lesser dependency on unpredictable income from forest resources.

### SHG Formation :

Another core activity is the formation of SHG groups and providing opportunities for alternative livelihoods in the community. The SHG members are provided training for making Soft Toys, candle making, incense sticks and bamboo handicrafts. An indirect impact of the programme is reducing the dependency of the local communities on the forest resources. One such example is the Brishti Self Help Group from Dumjan village close to Kaziranga, Assam. This SHG was trained in making incense sticks and now the women are fully engaged in producing good quality incense sticks with 100% market linkage.

### Provide Valuable Platform :

TCF markets candles, incense sticks, tribal handicrafts and bamboo product across different parts of the country for sales in different shops and exhibitions. Axis Bank Foundation provides a valuable platform for the sale of products made by the SHGs through facilitating an engagement with Pukaar and offering floor space in its corporate office. They have also opened their souvenir outlet "Pukaar Nature Shop", "Handicraft Corner", widening the scope of market linkages.

### Provide Alternative Livelihood Options :

The Corbett Foundation-Bandhavgarh training centre had started the incense stick making training under the Pukaar programme that aims to provide alternative livelihood options for the local communities living in and around Bandhavgarh Tiger Reserve, Madhya Pradesh.

### Optimum Usage of Local Resources :

A constant effort to use local resources and knowledge to make products is an intrinsic part of trainings imparted by TCF. This has translated into sustainable livelihood opportunities with optimum usage of forest resources. For example unique bamboo crafts made from the bamboo sourced locally in a legal manner by involving the Government and Forest Department.



Trainees at the TCF training Centre

#### • 5.1.4 PREM<sup>53</sup>

People's Rural Education Movement (PREM) is a secular, humanitarian, non-political and non-governmental organization founded in 1984, and working for the development of Adivasi (Tribal), Dalit, Fisher folk and other marginalized communities of Odisha and neighbouring states of India. PREM is registered as a Voluntary Society under the Societies Registration Act of India. PREM is an accredited member of the Credibility Alliance of NGOs in India.

PREM's development programmes primary objectives are to spread education, implement livelihood initiatives, improve healthcare, build capacity for good governance and promote and protect the rights of children among marginalized communities. PREM places emphasis on innovation for meeting the needs to empower and transform the people<sup>54</sup>.

<sup>53</sup>Information about the organization has taken out from its website : [www.prem.org.in](http://www.prem.org.in)

<sup>54</sup>Prem website, About us section <http://www.prem.org.in/aboutus.aspx>. Accessed on 22nd Jan, 2015.

PREM, with its network partnership of 152 independent voluntary and people's organizations, reaches more than 5,000,000 people in 23 districts of Odisha as well as in the states of Andhra Pradesh, Chhattisgarh, Jharkhand and Tamil Nadu, through various development programmes, networks and campaigns.

#### Engagement with Axis Bank Foundation:

ABF has joined hands with People's Rural Education Movement (PREM), a NGO located in South Odisha, to empower underprivileged sections of the society, through a program named PREMA. Over a five year period the project aims to conduct vocational and skill based trainings in hotel management, engineering, nursing, driving, computer hardware software, auto mechanic, kewda weaving, Grihini course, advanced agriculture and village leadership.

The Grihini curriculum includes topics like functional literacy, health, nutrition, formation of Self Help Groups, agriculture, family management, first aid, culture, environmental policy, leadership, education etc. As a part of project implementation, PREMA will evolve a business plan for all the beneficiaries with a primary focus on poultry and livestock (milk selling). Within poultry, there are plans that focus on poultry meat selling, breed improvement and selling eggs. Alternatively, the advanced agriculture program consists of topics like Horticulture, Nursery Management, Bee Keeping, Mushroom Cultivation, Cattle Management, Dairy, Kitchen Gardening, etc.

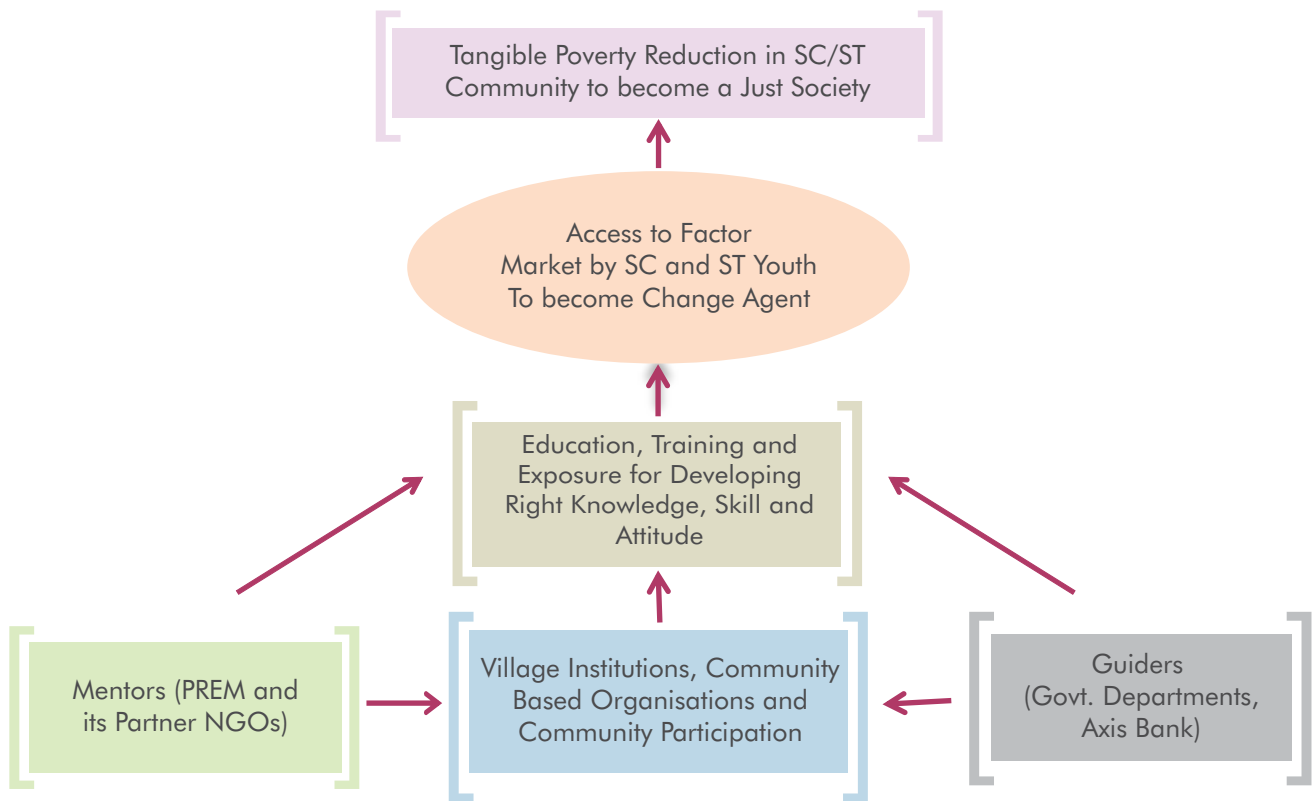
This program was launched in April 2011 with a five year project period. Project PREMA plans on reaching more than 10,000 youth and women in this project. This figure is based on PREM's estimations of demand among target communities for vocational training, capacity required to train the students. As a part of shaping the intervention, the type and form of monitoring mechanisms and systems to review the process and post-training tracking of beneficiaries was structured. The intervention aims to ensure that after the training the students should have the requisite skills and confidence to enter the job market and obtain gainful employment, while positively contributing to the future development of themselves and their communities. Special emphasis will be given to young women. The PREMA project hopes to achieve "tangible reduction of poverty among SC/ST communities"<sup>55</sup>.

Project PREMA has following interrelated objectives.

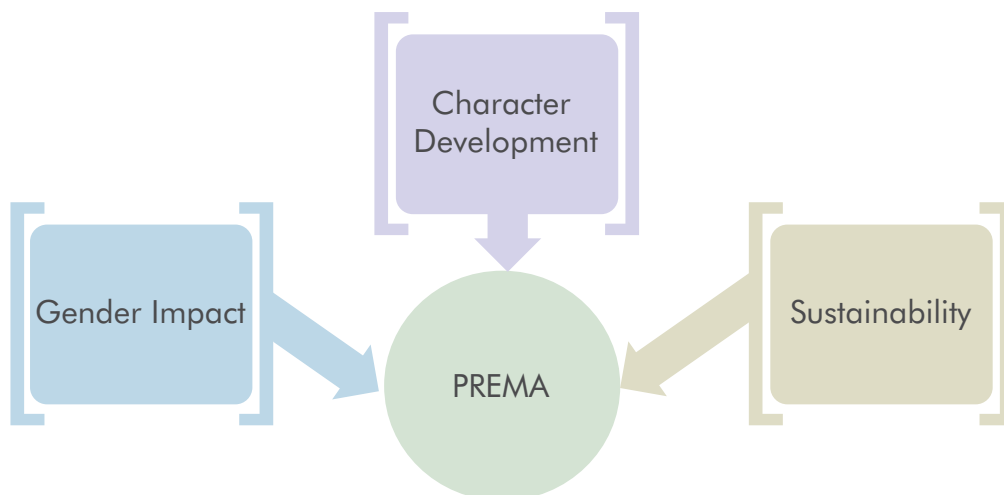
- To increase young people's access to address the market demand for skilled labour at fair wages;
- To get adolescent and youth vocationally trained in computer hardware, computer software, hotel management, driving, women's home-based livelihood, nursing, security guarding, advanced agriculture and/or electrical maintenance, spoken english to have annual income above poverty line
- To develop the characters, attitudes and personalities of youth in such a way that they become the bearers of professional and personal value-based social change in their communities;
- To build the capacities of adolescent girls and women in rural areas resulting in alternate livelihood options and becoming a role model and leader for other gendered members of the community.
- PREM's organisational arrangement<sup>56</sup> to achieve the objectives of PREMA project is illustrated in below figure:

<sup>55</sup>Mid-Term Evaluation of Project PREMA, May 2013, Pg No. 18

<sup>56</sup>Mid-Term Evaluation Report of Project PREMA, May 2013



**Best Practices :**



### Focus on women:

As young women usually face greater obstacles in accessing the job market and a secure livelihood, Project PREMA focuses on enrolling women in the vocational programs; at least 80% of all students are young women<sup>57</sup>.

Grihini is PREM's own innovative training program for young women, which has a curriculum based on home- and community-based opportunities for women to contribute to their families' livelihood. From maintaining kitchen gardens and accessing MGNREGA provisions to forming Self-Help Groups for income-generating initiatives, Grihini is a comprehensive program for women's empowerment. Young women are also enrolling in most other training programs of Project PREMA.

### Character Development:

All students enrolled in Project PREMA have their training supplemented with character development courses to build values, confidence, leadership skills and professional attitudes to help them succeed when they enter the job market. This increases their career progression prospects and customer management skills.

### Sustainability:

Students enrolled in Project PREMA contribute a small amount toward course fees, while PREMA provide the balance and a stipend. By investing in their own development, these youth take ownership of their success. They also develop the skills to become leaders and skill-developers in their communities, and an inspiration to the younger generation. Thus, Project PREMA is committed to providing sustainable livelihoods to the poor communities across four districts in Odisha.

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#### • 5.1.5 Earthy Goods Foundation Society (EGFS)<sup>58</sup>

EGFS mission is to empower India's artisans and rural micro-entrepreneurs with skills, resources and capabilities that would enable them to engage transparently with urban markets on fair, remunerative terms and earn a sustained and dignified living. Their aim is to help preserve traditional livelihoods that even today support a large number of formal and informal jobs in villages, decrease urban migration and restore dignity to India's artistes and artisans. It has a dual focus on involving urban consumers get direct access to contemporary handcrafted, natural products made by their rural producers combined with concepts like design and innovation.

They believe that for real impact it is necessary to work on the complete chain from building producer capability to creating market interest to complete the ecosystem.

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<sup>57</sup>Project PREMA Brochure.

<sup>58</sup><http://earthygoods.co.in> Accessed on 28th Apr, 2015.





Lac Ware products prepared by the EGFS Trainees

#### Engagement with Axis Bank Foundation:

Axis Bank Foundation has partnered with EGFS to restore the pursuit of traditional crafts as a sustainable livelihood option for India's unrecognized artisans over a period of five years (2012 -2017) with a project named ALPANA (Axis Bank Foundation Livelihood Promotion for Artisans through Net-based Market Access). The project has a presence across several states like Uttarakhand, Uttar Pradesh, Odisha, Bihar, Gujarat, Rajasthan, Andhra Pradesh, Karnataka, Tamil Nadu, Madhya Pradesh, West Bengal, Chhattisgarh and North East states<sup>59</sup>. Through this program, they promote the artisans by building skills through training workshops and by creating a website ([www.indianartisansonline.com](http://www.indianartisansonline.com)) to bring more artisans into the ecosystem. The website also allows for design, innovation and personalization of products with a premium towards the artistes for such services. The website nurtures the skill and talent of the artisans, provides exposure, market linkages, income generation opportunities which results in an indirect impact of the younger generation continuing in the same trade, allowing generational transfer of skill, talent and knowledge.

#### Program Objectives:

- a) To implement a comprehensive craft livelihood program that would anchor a complete set of support services in aggregation, marketing, new product development, training and capacity building that would enable poor and disenfranchised artisans to earn a fair, remunerative income.
- b) To reach out to 60,400 artisans over a period of five years. (2012 - 2017)
- c) Create a scalable (through technology) and sustainable (through underlying revenue streams) model in order to bring more artisans into the fold.

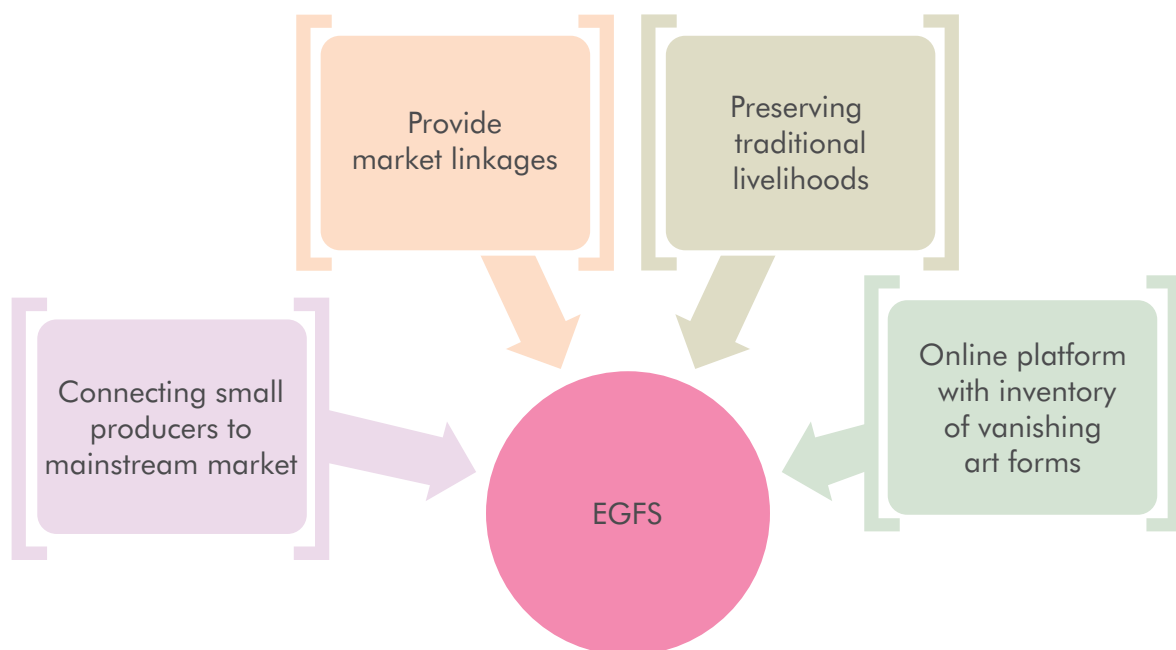
<sup>59</sup><http://www.axisbankfoundation.org> Accessed on 29th Apr, 2015.

- d) Build skills beyond craftsmanship, through training workshops that will build enterprise skills for artisans and artisan groups, decreasing the role of intermediaries.
- e) Create a best practice benchmark for craft revival as a route to sustainable livelihoods in rural areas.



Embroidery Work by EGFS Artisans

#### Best Practices at EGFS :



#### Connecting small producers to mainstream market :

The purpose of the Foundation is to ensure that small producers do not get excluded from mainstream markets because of their inability to afford resources or inputs in market trends, product innovation & quality, appropriate technology, enterprise skills and access to markets. EGFS aims to create a supportive, organically exponential and sensitive ecosystem for micro and small enterprises that promote traditional livelihoods.

### Provide market linkages :

The Foundation works primarily with micro enterprises, non-profit livelihood based organisations and artisans to build their ability to create marketable products, meet market standards and earn a secure livelihood. Across India, these segments face unique challenges and often lack access to professional inputs in enterprise management, supply chain, marketing and operational skills. EGFS assist through marketing support to individual micro-entrepreneurs and provide open source business process templates for micro-small enterprises.

### Preserving traditional livelihoods :

The Crafts sector is considered the second largest employer after agriculture engaging an estimated 35 million artisans and craftsmen. Most of these artisans work independently and have limited institutional support which minimizes their efficiency and production capacity. Due to lack of access to professional inputs, supply chain, operational skills and market linkages which makes this source of livelihood economically unviable, around 10% of the artisans shift to low skilled jobs every decade<sup>60</sup>.

Earthy Goods Foundation Society works with micro-enterprises, non-governmental organisations and individual artisans with the aim to preserve traditional livelihoods that still support a lot of formal and informal jobs in the rural regions.



Women with their embroidery product

### Online platform with extensive inventory :

The foundation has created a 24-hour online platform ([www.indianartisansonline.com](http://www.indianartisansonline.com)) with a directory containing details of the artisans and their products. It helps the artisans and buyers like corporates and retailers to interact directly with each other thereby increasing transparency in market linkages and reducing dependency on middlemen. The detailed rich website also serves as an inventory of vanishing and endangered craftsmanship.

<sup>60</sup><http://www.axisbankfoundation.org> Accessed on 29th Apr, 2015.





Mud Resist Printing (Dabu)

#### • 5.1.6 Healing Fields

Healing Fields Foundation (Healing Fields) is a not-for-profit organization founded in 2002. It is recognized as a pioneer in the areas of health financing and community health education. Ms. Mukti Bosco the founder of Healing Fields Foundation was awarded the Ashoka Fellowship in recognition of the innovative work of Healing Fields in Health financing and community health education. It has created benchmarks and evaluation measures for improving accessibility and affordability of health care services to the poor, marginalised and deprived sections of society. Their expertise emanates not only from the various research studies but also from having successfully implemented programs on health education and health financing and a pilot on Micro Health Insurance in different geographies. The whole activity of imparting health education is carried out through Community Health Facilitator (CHFJs).

#### Engagement with Axis Bank Foundation :

Axis Bank Foundation started working with Healing Fields to improve the hygiene and health care facilities in 984 villages of six states with low health indicators. Their aim is to develop a relevant and efficient health education, health financing and a micro enterprise model so that they could effectively intervene and empower the women at the grass roots to take the responsibility of the health and well being of their community. Healing Fields, having worked for the past 10 years in this particular area, have in-depth knowledge in terms of health and health financing needs of the poor. This comes not only from the various research studies but also from having successfully implemented programs on health education and health financing and a pilot in Micro Health Insurance in different geographies. Through the in-depth experience of the health insurance program they launched the health education, health savings and Micro enterprise programs. This intervention would be carried out through a

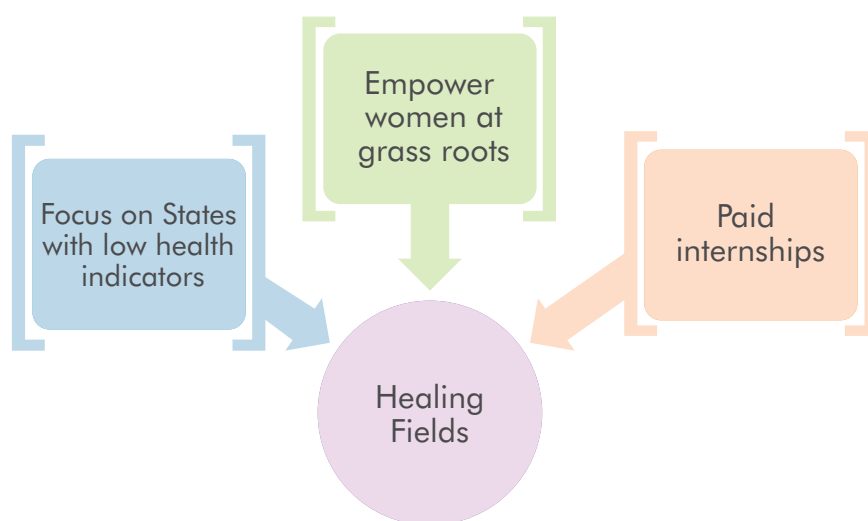
Community Health Facilitator (CHF). Through the sale of sanitary napkins and other health related products, the program aims to help these women increase their earnings by more than INR 1,000/- every month<sup>61</sup>.

The program aims to train 3198 Community health facilitators (CHF) in five years who will have a direct impact on over 6.3 lakh families, formation of health saving groups, improved menstrual health, access to sanitation facilities and facilitating entrepreneurship.



Healing Fields trained CHFs Oali Deka and Rajita Deka

#### Best Practices At Healing Fields :



<sup>61</sup><http://www.axisbankfoundation.org/partners/livelihood.aspx>

### Focus on States with low health indicators :

Axis Bank Foundation started working with Healing Fields to improve hygiene and health care facilities in villages of Bihar, UP, Odisha, Assam and Chhattisgarh. This ABF project has presence in 6 states, 16 districts, 19 Blocks and 984 villages. The project rationale included selecting districts and villages with poor health indicators.

### Empower women at grass roots :

Through this initiative the women learn about reproductive, maternal and child health, adolescent health, sanitation and hygiene, nutrition, addictions, mental health, health financing etc. They also learn to build health financing groups where they learn to save money and provide small loans towards affordable health expenses towards health emergencies which is managed by the women in the villages<sup>62</sup>. The main aim of this project is to empower the women at the grass roots level, enabling them to take responsibility of the health and wellbeing of their community. Apart from higher levels of community buy-in, the training also provides these women with a source of livelihood<sup>63</sup>. Over a period of five years, the project is expected to reach out to 6, 39,600 families with health education and 9, 59,400 women are expected to use affordable sanitary napkins. They hope to form 11,193 health savings groups and 2,239 CHFs are expected to have small enterprises of their own and 39 micro units are expected to provide 195 women with regular employment.



Healing Fields trained CHF, Jugamoni Das

### Paid internships :

The training program is designed as 6 month contact sessions. The program is very interactive and includes role play, group work, presentations, workshops etc. After completion of the 6 months training session trainees get 6 months paid internship where the trainees are expected to conduct 10 health education sessions a month and 2 community mobilization programs over 6 months as deliverables.

<sup>62</sup><http://www.healing-fields.org> Accessed on 28th Apr, 2015.

<sup>63</sup><http://www.axisbankfoundation.org/partners/livelihood.aspx> Accessed on 28th Apr, 2015.

## • 5.2 VOCATIONAL EDUCATION FOR THE SPECIALLY ABLED

The Foundation streamlined its impact along thematic areas and one of the main outcomes was gradual diversification from Education to Sustainable Livelihoods. The main objective of the education verticals' interventions are to promote education and employment enhancing vocational skills for differently abled youths. With the help of these programmes, ABF has tried to equip this beneficiary base with skills that will increase their self-reliance and self-esteem<sup>64</sup>.

### • 5.2.1 SPJ Sadhana<sup>65</sup>

SPJ Sadhana School has been running in the premises of Sophia College campus has received many laurels for the quality of its work since 1973, the year of its inception. The school with a motto of 'Empowering persons with special needs' has been catering to multiply-handicapped mentally-challenged students to make them productive members of the society.

#### Partnership with Axis Bank Foundation :

Axis Bank Foundation (ABF) has partnered with SPJ Sadhana School in May 2008 with the programme titled "Creating pathways to opportunities for the Mentally Challenged". The objectives of the programme are to reach out to 131 specially abled students in the School through the expertise of ten Special Trainers and Trained Teachers, Occupational Therapist and Counselors. These therapy sessions and specialized training also provide on the job training to other special teachers, trainee nurses, and other faculty working in the area of special education.

Under this programme ABF funds the salaries of 12 SPJ staff that comprises of 10 Special Trainers and Trained Teachers, an Occupational Therapist and a Counsellor who attend to 140 students across various Classes/Grades in the School. At SPJ Sadhana, training is provided across four areas such as, Visual arts & crafts, Office procedures, Hospitality & Catering, General Vocation for the multiple-handicapped students. After the training period, the students are placed for employment and internships with extensive support from SPJ. Recently, three of students gained internship opportunities with Deloitte.

<sup>64</sup>Details of the programmes has been taken out from the documents shared by ABF.

<sup>65</sup><http://spjsadhana.org/> Accessed on 16th Apr,2015.

#### Key Outputs / outcomes so far :

|   |  |
|---|--|
| 1 | 21 Special Trainers, Trained Teachers, Occupational Therapist and Counsellor (unique numbers) have been impacted through ABF support.  |
| 2 | 137 children (unique numbers) from the School have been trained under the Teachers/Trainers and have been successfully integrated into mainstream society.   |
| 3 | Besides academics and vocational training, the children have been honed in sports and have represented in School in National and International competitions and have won laurels for the School.   |
| 4 | The school is a learning ground for Special teachers, trainee nurses, and other faculty working in the area of special education coming from other institutions (local/national/international) who receive training from the teachers /other staff supported by ABF. |

#### • 5.2.2 Navjeevan Centre

Axis Bank Foundation (ABF) has been partnering with Navjeevan Centre since December 2009 and began supporting the Navjeevan Vocational Training Centre (NVTC) since December 2010. NVTC caters to the underprivileged youth from the surrounding villages as well as those from Navjeevan Village who are interested in undergoing vocational training.

#### Partnership with Axis Bank Foundation:

The programme provides skills training to 180 youth through the Navjeevan Vocational Training Centre (NVTC). A capacity building course is conducted for trainers in English speaking to improve training quality. The trainers are also responsible for various extra-curricular activities like seminars, exposure visits, industry visits etc. that lead to overall development of the students and to achieve an attendance rate of 90% per class (course) per quarter. The data of trained and placed/self-employed students is as given below. Trained and placed indicates students who are part of the total number of students who underwent training but of which only the below mentioned number cleared their final tests.

| Sr.No. | Year of ABF support | Trained and passed | Employed/<br>Self-employed | Percentage of<br>placement |
|--------|---------------------|--------------------|----------------------------|----------------------------|
| 1      | 2010-11             | 132                | 63                         | 47.72                      |
| 2      | 2011-12             | 180                | 118                        | 66.00                      |
| 3      | 2012-13             | 112                | 70                         | 62.50                      |



#### Key outputs/outcomes so far:

|   |   |
|---|---|
| 1 | 711 youth have been trained in various vocations.   |
| 2 | Courses have been added or discontinued based on the industry trends and the employability opportunities the courses offer. |

#### • 5.2.3 Lend a Hand India

Axis Bank Foundation (ABF) has partnered with Lend A Hand India (LAHI), for the SWADHEEN project. This initiative aims to address disconnect between the education imparted in schools and the skills needed in the labour market. Training is imparted by incorporating job and life skill modules as a part of the school curriculum. Over a five years (2012-17), the project expects to reach out to 13,990 boys and girls. Under SWADHEEN project, LAHI partners with state aided high schools in rural communities to incorporate multi-skill job and life skills training called as Introduction to Basic Technology, The course curriculum is aligned to the NSQF. In students of classes 8th, 9th and 10th. Students are given training in four areas,

- Agriculture and animal husbandry
- Energy and environment
- Engineering
- Home and health

LAHI recruits local trade practitioners from the community and trains them on the curriculum. Subsequently, LAHI supports schools in setting training classrooms and buying relevant equipment. The NGO also pays for operational cost, including the instructor's honorarium to the school.

The program objectives intended to be achieved are as follows,

1. Increase in enrolment to technical education  
Four times increase in enrolment for job oriented technical education (20% vs. 5% enrolment in technical education at the State level)
2. Self-employment/entrepreneurial ventures  
20% students would start their own micro enterprises within 3 years of work experience
3. Revenue generation at school level  
Each school in the program will generate average revenue of Rs. 6,000 per year over five years
4. Improvement in class attendance  
95% attendance in the schools where the program is introduced

Achievement of LAHI during the project has been in the advocacy an effort which has resulted in :

|   |   |
|---|---|
| 1 | Introduction to Basic Technology course being recognized by the Ministry of Human Resource Development (Ministry of HRD) at a national level under the National Skill Quality Framework (NSQF)  |
| 2 | MOU was signed with the Rashtriya Madhyamik Shishka Abhiyan (RMSA) under which, LAHI will act as National Skill Quality Framework (NSQF) program management team for implementing the 350 school (partially funded by the Central government under its Centrally Sponsored Scheme) program of vocationalization of secondary schools. |

• **5.2.4 Nav Bharat Jagriti Kendra (NBJK) - (Project - SWABAL)**

Axis Bank Foundation (ABF) has been partnering with Nav Bharat Jagriti Kendra (NBJK) since November 2007 to support their project - "Remedial Coaching Centres (RCCs) in three blocks of Hazaribag District viz: Sadar, Churchu and Chauparan in Jharkhand. This is an inclusive education model where abled and disabled students of Classes 8th to 10th receive academic support to enhance their performance at School and subsequently in the SSC exams.

ABF partnered with NBJK to support a program in Sadar and Dumka Blocks of Jharkhand which sought to train 100 Persons with Disabilities (PWDs) in various vocations to ensure their employment/self-employment. This was a pilot project which was supported through the donations of the employees of Axis Bank through the payroll program "Axis Cares". The program was formally launched in January 2014.

**Program Objectives:**

- a. To reach out to 100 Persons with Disabilities (PWDs) like Totally Blind or Low Vision, Hearing Impaired and individuals with Orthopedic and other disabilities in the age group of 18 to 45 years in Sadar block of Hazaribag District and Dumka block in Dumka District of Jharkhand.
- b. To provide functional and financial literacy, motivation, inclusion in Self Help Groups (SHGs) and Disabled Peoples' Organization (DPOs), mobility training and confidence building to the identified beneficiary.
- c. To identify local industry/enterprise close to the identified beneficiary which will provide on job training to the beneficiary for a period of six months in vocations like Mobile Repairing, Watch Repairing, Tailoring, Garage, Welding, Carpentry, Cycle and Motor Cycle Repairing etc. Other vocations proposed to be explored were engaging in a Tea Stall and Snacks business, Animal Husbandry, Poultry, etc.
- d. To provide a seed capital to the trainees on completion of the training for starting their own venture or assist them with employment.

**Key Outputs/outcomes so far:**

|   |   |
|---|---|
| 1 | 100 individuals have been trained in various vocations with 100% goal attainment  |
| 2 | 66 individuals have started earning while 22 more will commence earning soon as their venture becomes profitable  |
| 3 | The training in mobility, sign language, financial literacy, soft skills etc has helped the trainees to gain social independence and they are now leading a higher quality of life. |

### • 5.3 SUCCESS STORIES

#### Case Study 01: ABF Beneficiary from the Don Bosco Centre, Meghalaya (Sourced from NSDC study conducted by TISS team)

The research team met with Ainshi Nongbri who completed her hospitality training at the DB centre in Shillong. After her three month course, she was placed through the centre at the Randberry Resort & Spa in Chennai. Initially she was employed as a trainee for 3 months with a pay package of Rs. 5000. This was followed with successive promotions as the senior trainee and steward. At the end of the first year, her pay package had increased to Rs. 15,000 with PF and benefits. This package came with free food and accommodation. She left the earlier job for personal reasons which varied from food to other socio-cultural problems like language, lack of social fabric and support network.



Currently, she is working at the Pear Tree Bed and Breakfast General Manager. She heard about the job opportunity from her friend. Her current pay package is Rs. 20,000 with food and accommodation. However, her job does not include any benefits. The job description involves all the hotel staff reporting into her.

**Individual Impact:** Pay package has tripled. Enhanced levels of self-esteem and confidence. "The centre has helped me find my feet through gaining employment. I am very happy, mentioned the alumni."

**Societal Impact:** "I am earning a good pay package in Shillong and support my parents and siblings education", she added. She mentioned that her siblings may have discontinued their education earlier if not for her support.

**Industry Level:** The alumni has subsequently hired two more students from the Thurra Centre for the Pear Tree Inn, creating further job opportunities

**Case Study 02 : ABF beneficiary from the Don Bosco, Umran Centre, Meghalaya (Sourced from NSDC Study conducted by TISS Team)**

Riban Roi completed the 3 month hospitality training course at the Umran RITC centre in Thurra. DB prepared her for the placement process and invited Pear tree as one of the local placement partners. She was selected for the housekeeping job after an interview with a salary package of Rs.4000 with food and accommodation. She felt the course material was extremely relevant and helped in preparing her for her job which involves making the beds and setting the rooms. Her parents live in Ri-bhoi and she plans on sending money home to help her parents who are farm labourers. They struggle to support their family with 9 members and she enrolled for the DB course to support them. The employer has informed her that based on her hard work and performance she can get a higher salary. She is determined to get an increment and work overtime at times. Some of her other batch mates have out migrated to other parts of the country. "I did not out migrate because my parents were not comfortable with the concept and were concerned about my safety", she added.



**Individual level :** Gained a skill set and local employment. Career progression has been clearly outlined

**Societal level :** Intends to save and support a large dependent family  
Societal and parental pressure not to out-migrate

**Case study 03 : Shrabanti Gayan, 23 - Placed at Taj Bengal (alumni of DB Nitika, Kolkata) (Sourced from IHCL Study conducted by TISS Team)**

Shrabanti was a hospitality student at Don Bosco Nitika, Kolkata in 2011. She is from a town called Thakorpur and lives with her mother and sister. Her mother works in a nursing home. She informed that where she comes from, girls are not allowed to go out and work. But her mother was supportive of her working.

She mentioned that the course at Nitika provided basic knowledge about the sector, but she learnt everything on job. She felt that the course and quality of training at Nitika is very good and it has benefitted her a lot. She has recommended the course to others in her area but they cannot take it up as it the centre is too far.

Shrabanti did her OJT at Taj Bengal for 5 days along with 15 other students from Nitika. She has been working at Taj Bengal for two and a half years in the pantry section. Her starting salary was 3,000/ month and currently it is 4,000/ month. Along with her salary she also gets tips ranging from 200-700 rupees every month. She mentioned that it

takes nearly 2 hours for travelling from her home to the hotel. Her shift starts at 11 am and ends at 12 am and gets 4 hour break from 3pm-7pm. She is provided drop service by the hotel car till her door step. She was in her 2nd year of graduation when she joined Taj. But, she has not had a chance to continue studying due to the lack of time. She mentioned that people at Taj are happy with her work. She also mentioned that other people who join the same job as her partner never continued beyond 3-4 months. Shrabanti wants to continue working at the hotel and said that she also wants to work in different depts. of the kitchen, like bakery, etc. She aspires to become a chef one day.

#### Individual Level Impact :

The training made the individual employable and provided the opportunity of working with Taj Bengal with a salary of Rs. 4000 plus tips. Now she aspires to work as a chef someday

#### Societal Level Impact :

In spite of the community not being supportive of girls working, the candidates's mother allowed her to work by going against the society's norms/culture

**Case study 04 : Raju Jamatia (alumni of DB Bishramganj, Tripura) (Sourced from NSDC Study conducted by TISS Team)**

Raju is from Jalamia village, Udaipur block in Tripura. He is 25 years old and has studied till class 10th. He discontinued his education due to financial reasons. His parents have a local cosmetic shop. Raju was a student at the DB Tech centre in Bishramganj. In 2013, he had taken training for electrical course offered by the centre and was placed in Delhi for 6 months. He was earning Rs. 7,000/ month, but he left the job due to lack of proper food and accommodation. He returned home and planned not to relocate for work.

On returning to Tripura, Raju enrolled for the ISMO course at DB Bishramganj which is being funded by ABF. He completed the training and is now placed in Agartala with a local garment shop Rignai Fashion. He is getting a salary of Rs. 7,500/ month which is higher than his previous salary and is also working locally. Raju stated that the reason behind doing the course was to get employment. He felt that he learnt a lot from the course and is satisfied with the training.

**Individual Level Impact :** The student got employment due to the skill training programme. He also got a chance to work locally, live with his family and make a living.

**Societal Level Impact :** He supports his parents financially in running the house.

He returned back home after working outside and does not plan to migrate again.

#### Case study 05: ( Sourced from TCF Progress Report)

Girish Gupta, of Bandhavgarh division learnt Mobile Repairing course, which was organized for the unemployed youths of communities living around Tiger reserves. Initially he was unemployed youth as he doesn't have any hand skills experience, as he belongs to very socio –economically poor family which have negative impact on his thought process.

#### Developmental Remark

After successful completion of the course he has opened his own shop named Riya Mobile Repairing Centre in Manpur town this has brought positive change in his life process. Through this business he is earning Rs. 4,000 to 5,000 (avg.) per month. Now he has taken over the all responsibility of his family. He also takes opportunity to thank all the support given by Axis Bank Foundation.



#### Case study 06 : (Sourced from TCF progress report)

Narendra Singh Baghal, of Bandhavgarh division underwent Basic Hospitality course, which was organized for the unemployed youths of communities living around Tiger reserves.

Initially he was unemployed youth but occasionally engaged in cultivation works in the agriculture fields and getting meager income which makes this family's life very difficult.

#### Developmental Remark

After successful completion of the course he got placement with Nirmal Chhaya Camp, resort Birhauoli and earning Rs. 5,000 per month. Presently he is working as the Receptionist and Store In-charge in the Nirmal Chhaya. Now he is happily supporting his family.





#### Case study 07 : (Sourced from TCF progress report)

##### A Story of Change to better future

As an initiative under the PUKAAR - vocational training programme, a collaborative effort of the Axis Bank Foundation and The Corbett Foundation, 15 women from the Ranchha village of Bandhavgarh got the training of Incense Stick Making. After completion of training, TCF help these women to set up a Self Help Group named Mahila Chetna TCF SHG–Ranchha and then these SHG started the production of incense stick and selling in the local market. The net earnings of the each women range from Rs.1,500 to 2,000 per month from this incense stick making. This has transformed the economic condition of the women and their families. Now their economic condition has shown improvement substantially. This will also help in them empower their status in the family and community as well.

Initially, most of these women were engaged in cultivation works in the farm & getting meager income which makes their family's life very difficult. These tribal women were illiterate with unskilled job, which led to an increase in the volume of unemployment and poverty. Henceforth TCF has a special focused on women to increase their income, because when women have control over incomes, they invest in their family's wellbeing.



Tribal Women as Incense Stick Making Worker

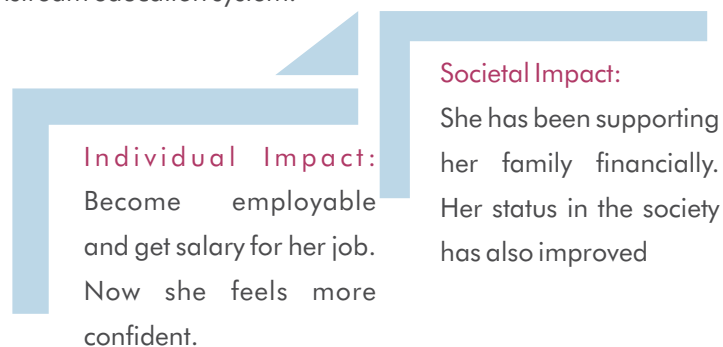
#### Case study 08 : (Sourced from KSWA Impact assessment report)

Vivek Shyamrao Sabale is a 19 year old young boy from Aurangabad, Maharashtra. His family consists of five siblings and parents. His father is a mason and he was not able met all his family expenses with his limited income. Vivek is interested in studies but he was forced to discontinue his studies due to the economic burden of his family. After drop-out from school, he worked in the agriculture field along with his family members to earn his living. During that time he came to know about Yuvaparivatan programme of KSWA in Aurangabad. He was enrolled for mobile repairing course at KSWA Aurangabad centre. While doing his course, he made sincere efforts to learn his course effectively. After the successful completion of course, he started a mobile repairing shop named Gajanan mobile shop with a capital of Rs. 2,000 from his family. Now he is earning more than Rs. 10,000 per month. His family members are very proud of his achievements. Vivek story motivates lot of youngsters in the areas near by his home and shop. He is a role model for any youngster who is struggling with his career.



#### Case study 09 : (Sourced from KSWA Impact assessment report)

Ashwinini Ramraoji, an 18 year old girl hails from Wardha district of Maharashtra. She could not qualify her 10th standard due to lack of scope for proper education and financial issue. Her family consists of parents and one brother. The only earning member in the family is her father who is a daily wage labourer. He did not have work on regular basis and this affected the financial condition of the family. Ashwini came to know about the basic computer course conducted by Yuva Parivartan centre in Wardha. Ashwinini's main objective for joining the computer course was to get a job to support her family. After the successful completion of course she got placement at Collectorate Office, Wardha as a data entry operator. Her salary was Rs. 3,000 per month which means a lot to her family. Her family's financial condition improved a lot after her placement in Collectorate office. This achievement is not only about money, but also has improved her social status. As a woman, she is a role model for many young girls who are drop-outs from the mainstream education system.





#### Case study 10 : Healing Fields Foundation - From Housewife to a Health Leader (Sourced from ABF website)

Nisha Devi, 37 years old, is a housewife from Boxa, Buxar, Bihar who underwent the Community Health Facilitator training given by Healing Fields in 2010-11. As a part of her training, she took active interest and worked with women and girls by counseling them about menstrual health, nutrition, safe pregnancy and motherhood. She also referred cases for institutional deliveries.

Nisha then got involved in the different health livelihood initiatives launched by Healing Fields in her block and was successful in forming four health saving groups with 60 women from her village. Through these health groups, she ensures that all members and their families get quality healthcare in the network hospitals and also avail a discount. Her enthusiasm for her work led her to become a partner at the sanitary napkin manufacturing unit along with 49 such CHF's where she sells these napkins at a subsidized rate.

But Nisha was not satisfied with working for just women and girls. She was also keen on helping improve the health situation of her community at large. With help of loans from Micro Finance Institutions, she was successful in constructing more than 80 toilets in people's homes. She also helped in conducting an eye camp with the support of Akhandjyoti Eye Hospital and conducted a survey on Menstrual Health Management in partnership with University of Florida. Through these various initiatives, Nisha now earns between Rs. 4,000 – 4,500 per month.

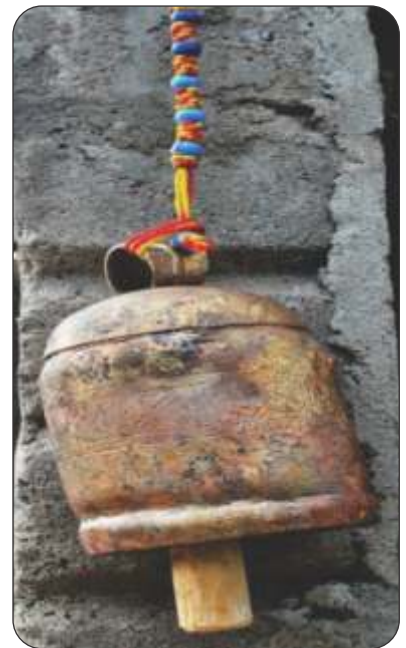
Apart from the economic benefits, her main source of happiness is the recognition that she gets from all her community members and health officials for her good work.

**Individual Impact :** Income generation is visible with the beneficiary earning upto Rs 4000 to 4500 per month. Her self esteem and confidence has improved.

**Societal Impact :** People are getting basic treatment at their doorstep with improvement in menstrual health, sanitation and hygiene. The health status of the society has been improving.

### Case Study 11 : EGFS Case Study

Originally from Sindh in Pakistan, Ibrahim Luhar is a resident of Zura village near Bhuj. He is a specialist of the ancient craft of making metal bells. His entire family is involved in the craft. The craftsman continues to make traditional cattle bells, which are bought by local pastoral communities such as the Rabaris. Through the website he has gained clients further from Gujarat and Mumbai and a few in the US. The bells and chimes are purchased as decorative pieces directly from the artisans.



## CHAPTER 6

### SWOT ANALYSIS OF SKILL DEVELOPMENT INITIATIVES

| Strengths   | Weaknesses   |
|---|--|
| <ul style="list-style-type: none"> <li>• Reputed and credible implementing partners</li> <li>• Inclusive model of intervention, which across caste, gender, age-groups and the specially abled</li> <li>• Focus on socio-economic development of the underprivileged section of the society. Focus targeting has translated into positive outcomes and impact</li> <li>• Job oriented skill training along with strong market and Industrial linkages</li> <li>• The strategic tie ups with the partner organizations provides added advantage of wide geographical outreach of untapped target population which includes urban, semi-urban, rural (also tribal belts) area across the country</li> <li>• Resulted in individual, social and industry level positive impact across male and female beneficiaries</li> <li>• Resulted in over 60% placements and above 50% entrepreneurship with specific implementing partners</li> <li>• Based on the per beneficiary training cost the social return on investment has been realized</li> </ul> | <ul style="list-style-type: none"> <li>• Socio-economic changes in women after training is not very clear as post-training income generation is not being tracked extensively</li> <li>• Post-placement tracking is not consistent across partners to gain an idea about level of income generation, premium on training and job related attrition levels</li> <li>• The vertical is output driven currently and the indicators should be outcome driven to be further aligned with a RBM framework</li> </ul> |
| Opportunities   | Threats  |
| <ul style="list-style-type: none"> <li>• Further scope of widening the engagement by strengthening mobilization, more organization tie ups to increase the foot print across the country</li> <li>• In the thematic area of 'skill development', there is ample scope of interventions at different level to strengthen the skill training model. Capacity building and promoting sector wise industrial linkages would enhance the current performance of organization</li> <li>• Potential to align trades offered in specific geographical region based on skill gap studies and ensuring third party assessment of graduating students through the relevant sector skill councils</li> <li>• The training focusing on women empowerment could be made more market oriented to improve their socio-economic conditions. This should be captured further through a more intensive impact assessment study</li> </ul>  | <ul style="list-style-type: none"> <li>• The projects are implemented in conflict prone areas affecting project outcomes</li> <li>• Lack of acceptance of trained candidates with the change in market demands can be a threat to sustainability</li> <li>• Wage levels are extremely low which can affect the sustainability of skilling interventions</li> </ul>   |

## CHAPTER 7

### RECOMMENDATIONS

The TISS research team has outlined recommendations for ABF and the implementing partners to create greater impact keeping in line with a results based framework.

#### ABF

- Internal and implementing partners Monitoring and evaluation should have retooled monitoring templates with additional indicators
- Support industrial linkage to service provider.
- Third party Impact assessment to be done periodically
- Channelize training of trainers through industry guided training workshops
- For Branding- Mobilisation material, training and placement collaterals should have logos of the enabling agencies to increase visibility
- Creation of central baseline data bank for real time rating of service providers

#### Implementing Partners

- Infrastructure - capacity building
- Prepare mobilisation and outreach collaterals -posters, videos of best practices and beneficiary success stories
- Share same material across all implementing partners
- Use technology-laptop/tablet as a critical part of outreach.
- Implementing partner should budget for the same as a part of the project proposal
- Training of trainers and other staff are necessary and it should be done on regular time interval through the sector skill councils
- Curriculum should be according to industry relevant standards - NOS and NSQF
- Funding- service provider should raise funds from some other sources also, they need to be more enterprising in introducing sustainable practices
- Industrial linkage- A strong industry linkages should be established so that every trainees/beneficiaries can get employment opportunities
- Post placement tracking for one year
- Counselling to be a critical part of post-placement counselling and tracking, working in a co-ordinated manner with the implementing partner to address rising attrition levels



Knowledge Partner



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