

IMPACT ASSESSMENT REPORT

VOCATIONAL TRAINING PROJECT FINANCIAL YEAR 2022-2023

SUPPORTED BY



IMPLEMENTED BY



REPORT SUBMITTED BY



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Executive Summary

BRPL's investment to provide employment and livelihood opportunities through vocational training has enabled close to 2000 youth and women gain the needed skills to thrive in today's job market. The project has also benefited a little over 300 school going children with educational support in the form of text books and stationery.

Working across several areas of South and West Delhi, the project has catered to vulnerable communities and economically backward families, including but not limited to migrant and landless labourers, juvenile and delinquent youth and children, families of armed police forces, school going children and members of the LGBTQ community.

This evaluation confirms the following:

- The implementing agencies have demonstrated the ability to deliver consistently and the project reports a high success rate with regard to student's first job placement.

- Quality of performance varies across the implementing agencies; however, a subjective assessment confirms a fair delivery of a more than reasonable standard.

BRPL may consider a more strategic and whole-system approach to addressing the societal issue around employment and employability. Vocational training may then be one of the several components within a larger systemic intervention design.

Findings and Observations – Vocational Training Component

Summary (based on quantitative and qualitative assessment):

Identification, Mobilisation and Selection:

- Identification, mobilisation and selection through baseline and similar activities to determine student intake, seem to have preceded the current phase of implementation.
- The high percentage of students admitted into the courses, especially the Computer courses, indicates that this initiative can be positioned both, as a low cost educational input, i.e. to learn a new subject / skill, as well as an age-appropriate and outcome oriented intervention that has a more direct alignment with knowledge and skill building needed for jobs and livelihood.

About the Course:

- Overall, there is a good level of satisfaction with the courses and the facilities.
- Barring a few exceptions, for e.g. Tally training in Computers, the courses on offer are at Level 1 or Basic. There are several anecdotal examples where the teachers, with the support of the Implementing Agency, have taken the initiative to impart additional training on a range of topics, but these instances vary across the project.
- Several respondents conveyed a desire for Advanced level of courses, especially in Excel and Tally.

Impact of the course:

- This study confirms that the courses are being delivered across the Implementation Agencies at a more than reasonable standard of service delivery.
- Given a large cohort and a multi-dimensional community profile, the courses are providing the needed foundational benefit to those that seek and complete the courses. The majority of the respondents convey that the course content helped enhance their ability to secure jobs and livelihoods.
- The fact that the designated respondents attended the call for interviews for this study not only confirms the sustained community connect of the Implementation Agency, but importantly, confirms the value that the respondents place on the benefits derived through associating with the Implementing Agency and the intervention. Another perspective for this could be that there is a demand for more skilling, either by offering higher level courses or by expanding the scope of the existing courses.
- These programs offer youth opportunities to increase their “agency”, i.e. increase their ability to become more resilient, independent and have a voice within their family.
- An overwhelming majority of the respondents have bank accounts and there were many instances of these individuals contributing financially within their households as well as taking independent financial decisions.

A) Based on the 174 questionnaires administered:

1) Identification and Mobilisation of Students / Participants

- 67% of the respondents heard about the course / center through a friend.
- 76% of the respondents were studying before joining the course and 17% of the respondents were at home before joining the course.
- 80% of the respondents joined the course to learn a new skill.
- 66% of the respondents have 5 or more family members in the household.
- 72% of the respondents live in their owned premises.
- 49% of the respondents report a household income less than Rs. 20,000 per month and 18% of the respondents report a household income of Rs. 40,000 per month and more.
- Some proxy indicators for household income / status
 - 84% of the households have a Television
 - 85% of the households have a refrigerator
 - 17% of the households own a 4 wheel vehicle
 - 61% of the households own a 2 wheel vehicle
 - 26% of the households have a computer / laptop
 - 99% of the households have 1 or more mobile phones.

2) Feedback regarding the center and the course

- Overall, about 95% of the respondents reported being happy with the facilities offered by the center. They responded to criteria around the location, space, seating arrangements, equipment quality and quantity, cleanliness and hygiene, center timing, center rules, number of teachers and regularity of teachers.
- Overall, about 86% of the respondents reported being happy with the course quality. They responded to criteria around the pace, level and content of the course, access to equipment and teachers, opportunity for remedials and catchup and the teaching methodology.

3) Impact of the course

- 54% of the respondents started earning a livelihood, either being employed or being self-employed within an average of 1-3 months post the course.
- Of the 45% respondents that were “at home”, a little over half continued with their studies and only about 18% did not manage to secure a job. About 9% reported not being permitted to work by family.
- Of the 131 respondents that were studying before the course, about 51% have started earning a livelihood after the course.
- Of the 30 respondents that were “at-home” before the course, about 50% have started earning a livelihood after the course.
- Of the respondents that have started earning a livelihood, about 43% earn between Rs. 5,000 – Rs. 10,000 per month.
- Of the respondents that started earning a livelihood through employment, about half continued to retain the same job.
- About 43% of the respondents reported a positive change in their status within their families, especially with regard to their being empowered to have their opinion considered in family decisions, ability to decide for themselves and their ability to travel independently.
- More than 90% of the respondents reported having a bank account in their own name with 60 earning respondents reporting that they have undertaken a major purchase / expenditure in the recent past.
- About 76% of the respondents attribute the course content to their ability to earn a livelihood.

B) Qualitative observations based on physical visits, focus group discussions and secondary data:

- The implementing agencies have the requisite infrastructure to deliver the vocational courses.
- The center locations were appropriate to the communities they were serving allowing for proximate and safe access.
- The course level and content require regular review and updation to keep pace with the industry requirements, especially for Computer courses.

- Each implementing agency follows their own curriculum, with some courses aligned to skill councils and industry experts for assessments and certifications, and other courses being delivered through in-house certifications.
- The implementation agencies had the necessary outreach and follow up with the community for identification, mobilisation and follow up of students.
- Selecting school or college students may not be the most effective in terms of outcomes related to jobs and livelihoods as they continue to remain academically engaged and the value of the course diminishes with time. 76% of the respondents were studying prior to the course. Of this, 47% continue to remain “at-home” and of this “at-home” cluster, 65% are still continuing with their studies. The time lag between the intervention and this evaluation indicates that the respondents were younger at the time of admission and consequently were less likely to pursue livelihood opportunities.
- The “method of delivery” remains traditional, i.e. instructional, top down and classroom based, with learning outcomes highly dependent upon quality and motivation of the teacher/ resource person. While there are several examples of simulated and experiential approaches having been adopted, these remain ad-hoc and teacher dependent.
- Each implementing agency maintained the norms around ensuring regular attendance, curriculum, safety and hygiene. While the formality of administrative protocols varied across the implementing agencies, there were adequate internal controls with regard to the students and the course delivery at the center level.
- Each implementing agency demonstrated a working monitoring and administrative system to support the course delivery at the center level.
- The costing model derived on the basis of the budgets, utilisation certificates and cost assumptions indicate that the average cost of program delivery as supported by this project’s budget is: Rs. 5,950/- This cost does not include depreciation, additional investments, if any by the implementing agency on supervision, curriculum design, job placement, monitoring and tracking and similar nor does it factor in any opportunity costs of the student(s) and their

respective families to attend such a course. This is well within the common cost norms defined by the Ministry of Skill Development and Entrepreneurship for skill development schemes.

- Each implementing agency makes best efforts to provide other soft support in terms of grooming and personality development, preparation for job interviews and similar, all with a view to place the students into viable and appropriate jobs.
- There are several success stories of students who serve as role models for others.

Book distribution to school children – Findings and Observations

Anmol runs a school for a little over 300 children. The school serves 2 communities located in Chhatarpur, South Delhi, namely in Kharak village and Bhatti Mines. The school operates classes I through VII and offers a formal education curricula that enables the students to pursue further studies through the public school system.

Anmol supports this education through grants and donations, including seeking a small contribution from the community towards enabling dignity of service delivery.

During the year under review, Anmol procured text books and note books for the school. These text books included subject matter text books for English, Hindi, Mathematics, Environmental Studies and General Knowledge. In addition, Anmol procured note books and other miscellaneous stationery items for free distribution to the students.

The school benefits the community it serves, given that there is no formal school for young children in close vicinity.

While Anmol is not formally recognised as a school, it nonetheless credibly adopts all the norms and procedures of a formal school thereby enabling the students to benefit from a primary education and gain admission in class VIII in a formal school of their choice.

Anmol has established relationships with key stakeholders that include community leaders, district magistrates and government departments, which collectively facilitate delivery of good quality education.

For consideration:

1) Project Design:

Vocational training is a foundational intervention towards addressing the societal issue of livelihood and economic empowerment. India has a supportive policy environment and the private sector, both for employment and entrepreneurship, presents many opportunities for youth to overcome joblessness. The Government's National Policy on Skill Development, 2009 coupled with the supporting National Skill Qualification Framework, 2013 ("NSQF") provide the guiding parameters within which different stakeholders can position respective investments and efforts.

Going forward, BRPL may consider adopting a more holistic approach to defining its objective and intervention strategy for vocational training. This may include investing in a baseline and needs assessment that includes potential employers to identify the market gaps, issues around employability, barriers and opportunities to engage with different geographies and communities.

Further, the NSQF places emphasis on a transition from input based education and training to an outcomes-based approach that prioritizes building competency and skills for job roles that are ascertained with the involvement of industry, through respective sector skill councils.

Working through a clutch of implementing agencies is a good strategy as it enables greater coverage and reach, however BRPL may consider a consortium approach that brings the implementing partners onto a common platform for more alignment and uniformity in course curricula, method of delivery, assessments and certifications.

The indicators to measure performance may be better defined as presently it appears that the intervention ends somewhere on the cusp of course completion (input-output) and first job placement (outcome). Ideally, the definition of the outcome, i.e. job placement should be expanded to include job retention, i.e. the ability to sustain an economic activity for at least 6 months to 1 year post project intervention. Such an approach may require additional investment in life skills development around self-confidence, resilience, collaboration, and social competence.

2) Project Management:

In this instance, it appears that BRPL manages each implementation agency independent of each other. BRPL may benefit from adopting a consortia approach that fosters peer engagement, coordination and collaboration across the partners, which collectively, may enable a relatively more cost-effective program delivery, monitoring and standardised outcome.

3) Monitoring, Evaluation and Impact:

BRPL may consider initiating this as a concurrent activity integrated into the project design and delivery. Such an approach allows for data collection, analysis and measurement against agreed indicators of success or learning through a project's life cycle. Additionally, building an appropriate cost model that allows for cost-effectiveness analysis would enable better decision-making when considering scale up and replication.

Supporting Information and Key Data Sets

- 1) In Financial Year 2022-23, BSES Rajdhani Power Limited's ("BRPL") invested Rs. 1.18 crores in a Corporate Social Responsibility ("CSR") project to provide:
 - (a) vocational training to close to 2000 individuals, and
 - (b) support a book distribution program to about 300 school children.
- 2) BRPL supported five (5) implementing agencies, namely:
 - (a) For Vocational Training:**
 - Sahyog Care for You ("Sahyog")
 - Society for Advancement of Village Economy ("SAVE")
 - Sarthak Ek Nai Soch (Sarthak"), and
 - Tourism and Hospitality Skill Council ("THSC"), and
 - (b) For Book Distribution:**
 - Anmol Educational and Social Welfare Society ("Anmol")
- 3) Vocational Training subjects included Basic Computer Skills, Tally Accounting, Marketing, Beauty and Makeup, Tailoring, House Keeping, Food and Beverage Stewardship.
- 4) Analysis of number of agency-wise and subject-wise students / participants is as under:

Implementing Agency / Subjects	Computer	Beauty	Tailoring	House Keeping	Food & Beverage	School Children	Total
Sahyog	945	300	340				1,585
SAVE	100						100
Sarthak		50		50			100
THSC					120		120
Anmol						300	300
Total	1045	350	340	50	120	300	2,205

- 5) Analysis of geographical coverage of the Project agency-wise is as under:

Location / Implementing Agency	Sahyog	SAVE	Sarthak	THSC	Anmol	Total
Dwarka	120					120
Jaffarpur	328					328
Mundka	309					309
Najafgarh	404					404
Nangloi	371					371
Tagore Garden	53					53
Sangam Vihar		100				100
Multiple Districts in Delhi			100	120		220
Chhatarpur, South Delhi					300	120
Total	1,585	100	100	120	300	2,205

- 6) Details of Questionnaires administered agency-wise and subject-wise:

Implementing Agency / Subjects	Computer	Beauty	Tailoring	House Keeping	Total
Sahyog	99	28	28		155
SAVE	8				8
Sarthak		4		6	10
	107	32	28	6	173

- 7) Sample Size as a percentage of total students / participants is 8% and effective sample size not considering the THSC and Anmol components is 10% (refer point 8 and 9 below)
- 8) For the THSC component, students were identified and mobilised by the Delhi Police and for the purposes of this report have been clubbed geographically under Dwarka / Tihar. Given the sensitive nature of these students, i.e. juvenile delinquents either already in the system or on the cusp, their rehabilitation is done in close coordination and under the supervision of the Delhi Police. One of the factors in addition to vocational training in determining the successful

rehabilitation in society is ensuring the anonymity of the student. Consequently, the stakeholders, i.e. Delhi Police and the Implementing Agency do not maintain any post-training record of the students / participants. This report relies upon the information provided by the Implementation Agency and an interaction with the concerned department within the Delhi Police.

- 9) For the Sarthak component, a complete list of students/participants was not available. A set of 35 names for Beauty and Wellness and 20 names for Housekeeping was made available for our sampling purposes. We selected 10 from amongst this list.
- 10) For the Anmol component, there was no questionnaire administered given that the implementation agency runs a school for classes 1-VII. Instead, this report relies upon a physical visit to the school, interaction with the founder-member of the agency and head of the school plus a review of documents.
- 11) The gender wise breakup of the sample size is as under:
 - Male 42
 - Female 121
 - Other 10 (from within the LGBTQ community)
 - Total 173**

- 12) The age-wise and subject-wise breakup of the sample size is as under:

Age Group / Subjects	Computers	Beauty	Tailoring	House Keeping	Total
< 20 yrs	11	4	4	1	20
20-24 yrs	81	22	14		117
> 25 yrs	15	6	10	5	36
Total	107	32	28	6	173

13) Responses related to course quality - Total:

About the course		Very good	Good	Ok	Not good	Poor	Blank	Total
1	Pace of the course	105	48	9	1	1	9	173
2	Level of the course	116	45	3	1	1	7	173
3	Access for practice	129	23	8	4	1	8	173
4	Individual Attention	139	15	9	2		8	173
5	Additional reading material	54	39	20	12	40	8	173
6	Tests & assessments	117	37	3	4	3	9	173
7	Catchup & remedial help	135	24	3	1	2	8	173
8	Teaching Methodology	141	22	2	0	0	8	173

14) Responses related to course quality – Implementing Agency-Center-wise

a) SAHYOG – DWARKA CRPF

About the course	Very good	Good	Ok	Not good	Poor	Blank	Total
Pace of the course	8	1					9
Level of the course	7	2					9
Access for practice	9						9
Individual attention	9						9
Additional reading material	6	3					9
Tests & assessments	8	1					9
Catch-up & remedial help	9						9
Teaching methodology	8	1					9

b) SAHYOG - JAFFARPUR

About the course	Very good	Good	Ok	Not good	Poor	Blank	Total
Pace of the course	16	18			1	3	38
Level of the course	25	10				3	38
Access for practice	27	6	1	1		3	38
Individual attention	26	7	2			3	38
Additional reading material	7	13	5	3	7	3	38
Tests & assessments	22	11	1			4	38
Catch-up & remedial help	31	4				3	38
Teaching methodology	33	2				3	38

c) SAHYOG - MUNDKA

About the course	Very good	Good	Ok	Not good	Poor	Blank	Total
Pace of the course	11	4	2			4	21
Level of the course	13	5		1		2	21
Access for practice	15	2	1			3	21
Individual attention	15	1	1	1		3	21
Additional reading material	4	3	5	1	5	3	21
Tests & assessments	13	4			1	3	21
Catch-up & remedial help	12	4	1		1	3	21
Teaching methodology	15	2	1			3	21

d) SAHYOG - NAJAFGARH

About the course	Very good	Good	Ok	Not good	Poor	Blank	Total
Pace of the course	31	11	2			1	45
Level of the course	34	9	1			1	45
Access for practice	34	5	2	2	1	1	45
Individual attention	41	1	2			1	45
Additional reading material	17	9	3	1	14	1	45
Tests & assessments	33	8		1	2	1	45
Catch-up & remedial help	39	5				1	45
Teaching methodology	40	4				1	45

e) SAHYOG - NANGLOI

About the course	Very good	Good	Ok	Not good	Poor	Blank	Total
Pace of the course	27	4	4	1		1	37
Level of the course	23	11	1		1	1	37
Access for practice	29	3	3	1		1	37
Individual attention	32	1	2	1		1	37
Additional reading material	10	4	5	4	13	1	37
Tests & assessments	27	7		2		1	37
Catch-up & remedial help	29	4	1	1	1	1	37
Teaching methodology	31	5				1	37

f) SAHYOG – TAGORE GARDEN

About the course	Very good	Good	Ok	Not good	Poor	Blank	Total
Pace of the course	2	3					5
Level of the course	3	2					5
Access for practice	3	2					5
Individual attention	4	1					5
Additional reading material	3	2					5
Tests & assessments	4	1					5
Catch-up & remedial help	5						5
Teaching methodology	5						5

g) SAVE – SANGAM VIHAR

About the course	Very good	Good	Ok	Not good	Poor	Blank	Total
Pace of the course	3	4	1				8
Level of the course	3	5					8
Access for practice	5	3					8
Individual attention	6	1	1				8
Additional reading material	4	2	1		1		8
Tests & assessments	7	1					8
Catch-up & remedial help	6	2					8
Teaching methodology	3	5					8

h) SARTHAK – GREATER KAILASH

About the course	Very good	Good	Ok	Not good	Poor	Blank	Total
Pace of the course	4	2					6
Level of the course	4	1	1				6
Access for practice	4	2					6
Individual attention	4	2					6
Additional reading material	2	1	1	2			6
Tests & assessments	2	3	1				6
Catch-up & remedial help	2	4					6
Teaching methodology	3	2	1				6

i) SARTHAK – PANCHSHEEL PARK

About the course	Very good	Good	Ok	Not good	Poor	Blank	Total
Pace of the course	3	1					4
Level of the course	4						4
Access for practice	3		1				4
Individual attention	2	1	1				4
Additional reading material	1	2		1			4
Tests & assessments	1	1	1	1			4
Catch-up & remedial help	2	1	1				4
Teaching methodology	3	1					4

15) Responses related to course quality – by Course-Type

a) COMPUTER COURSES

About the course	Very good	Good	Ok	Not good	Poor	Blank	Total
Pace of the course	68	25	7	1	0	6	107
Level of the course	67	32	2	0	1	5	107
Access for practice	83	10	5	4	0	5	107
Individual attention	89	6	6	1	0	5	107
Additional reading material	37	22	11	6	26	5	107
Tests & assessments	74	23	0	3	2	5	107
Catch-up & remedial help	85	14	1	1	1	5	107
Teaching methodology	87	15	0	0	0	5	107

b) BEAUTY & MAKEUP

About the course	Very good	Good	Ok	Not good	Poor	Blank	Total
Pace of the course	20	9			1	2	32
Level of the course	24	6				2	32
Access for practice	23	4	2		1	2	32
Individual attention	22	5	3			2	32
Additional reading material	7	7	3	3	10	2	32
Tests & assessments	22	3	2	1	1	3	32
Catch-up & remedial help	24	4	1		1	2	32
Teaching methodology	26	4				2	32

c) TAILORING

About the course	Very good	Good	Ok	Not good	Poor	Blank	Total
Pace of the course	13	12	2			1	28
Level of the course	21	6		1			28
Access for practice	19	7	1			1	28
Individual attention	24	2		1		1	28
Additional reading material	8	9	5	1	4	1	28
Tests & assessments	19	8				1	28
Catch-up & remedial help	24	2	1			1	28
Teaching methodology	25	1	1			1	28

d) HOUSEKEEPING

About the course	Very good	Good	Ok	Not good	Poor	Blank	Total
Pace of the course	4	2					6
Level of the course	4	1	1				6
Access for practice	4	2					6
Individual attention	4	2					6
Additional reading material	2	1	1	2			6
Tests & assessments	2	3	1				6
Catch-up & remedial help	2	4					6
Teaching methodology	3	2	1				6

16) Responses related to facilities - Total:

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	152	16	5				173
Space	105	41	20	6		1	173
Seating	129	30	7	6		1	173
Machines	119	37	14	1	1	1	173
Condition of machines	131	27	10	4		1	173
Cleanliness & safety	157	14	1			1	173
Centre timings	155	14	1			3	173
Centre rules	147	23	1			2	173
Number of teachers	155	16	1			1	173
Regularity of teachers	152	16	4			1	173

17) Responses related to facilities – Implementing Agency-Center-Wise

a) SAHYOG – DWARKA CRPF

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	9						9
Space	8	1					9
Seating	9						9
Machines	8	1					9
Condition of machines	9						9
Cleanliness & safety	9						9
Centre timings	8					1	9
Centre rules	8					1	9
Number of teachers	9						9
Regularity of teachers	9						9

b) SAHYOG - JAFFARPUR

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	35	3					38
Space	19	12	5	1		1	38
Seating	24	11	2			1	38
Machines	22	13	2			1	38
Condition of machines	28	7	2			1	38
Cleanliness & safety	34	3				1	38
Centre timings	34	3				1	38
Centre rules	31	5	1			1	38
Number of teachers	33	4				1	38
Regularity of teachers	33	3	1			1	38

c) SAHYOG - MUNDKA

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	17	4					21
Space	13	6	2				21
Seating	15	6					21
Machines	11	9	1				21
Condition of machines	14	5	2				21
Cleanliness & safety	17	4					21
Centre timings	17	4					21
Centre rules	17	4					21
Number of teachers	17	4					21
Regularity of teachers	17	4					21

d) SAHYOG - NAJAFGARH

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	41	2	2				45
Space	33	7	4	1			45
Seating	38	6	1				45
Machines	32	5	6	1	1		45
Condition of machines	38	4	2	1			45
Cleanliness & safety	41	4					45
Centre timings	42	2				1	45
Centre rules	41	4					45
Number of teachers	43	2					45
Regularity of teachers	40	3	2				45

e) SAHYOG - NANGLOI

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	31	3	3				37
Space	22	3	8	4			37
Seating	28	1	2	6			37
Machines	32	2	3				37
Condition of machines	31	4	1	1			37
Cleanliness & safety	36	1					37
Centre timings	35	2					37
Centre rules	36	1					37
Number of teachers	37						37
Regularity of teachers	37						37

f) SAHYOG – TAGORE GARDEN

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	5						5
Space	4	1					5
Seating	4	1					5
Machines	5						5
Condition of machines	5						5
Cleanliness & safety	5						5
Centre timings	5						5
Centre rules	5						5
Number of teachers	5						5
Regularity of teachers	5						5

g) SAVE – SANGAM VIHAR

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	6	2					8
Space	1	6	1				8
Seating	3	3	2				8
Machines	4	4					8
Condition of machines	1	3	2	2			8
Cleanliness & safety	6	2					8
Centre timings	6	2					8
Centre rules	3	5					8
Number of teachers	4	4					8
Regularity of teachers	4	3	1				8

h) SARTHAK – GREATER KAILASH 1

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	4	2					6
Space	2	4					6
Seating	5	1					6
Machines	3	3					6
Condition of machines	3	3					6
Cleanliness & safety	6						6
Centre timings	5	1					6
Centre rules	4	2					6
Number of teachers	5	1					6
Regularity of teachers	5	1					6

i) SARTHAK – PANCHSHEEL PARK

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	4						4
Space	3	1					4
Seating	3	1					4
Machines	2		2				4
Condition of machines	2	1	1				4
Cleanliness & safety	3		1				4
Centre timings	3		1				4
Centre rules	2	2					4
Number of teachers	2	1	1				4
Regularity of teachers	2	2					4

18) Responses related to facilities – Course-wise

a) COMPUTER COURSES

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	93	11	3				107
Space	60	25	17	4		1	107
Seating	74	21	5	6		1	107
Machines	76	20	10			1	107
Condition of machines	79	17	7	3		1	107
Cleanliness & safety	95	11				1	107
Centre timings	94	10				3	107
Centre rules	90	14	1			2	107
Number of teachers	96	10				1	107
Regularity of teachers	94	9	3			1	107

b) BEAUTY & MAKEUP

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	30	1	1				32
Space	23	5	2	2			32
Seating	27	4	1				32
Machines	22	5	3	1	1		32
Condition of machines	27	3	1	1			32
Cleanliness & safety	30	1	1				32
Centre timings	30	1	1				32
Centre rules	29	3					32
Number of teachers	29	2	1				32
Regularity of teachers	28	3	1				32

c) TAILORING

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	25	2	1				28
Space	20	7	1				28
Seating	23	4	1				28
Machines	18	9	1				28
Condition of machines	22	4	2				28
Cleanliness & safety	26	2					28
Centre timings	26	2					28
Centre rules	24	4					28
Number of teachers	25	3					28
Regularity of teachers	25	3					28

d) HOUSEKEEPING

About the centre	Very good	Good	Ok	Not good	Poor	Blank	Total
location	4	2					6
Space	2	4					6
Seating	5	1					6
Machines	3	3					6
Condition of machines	3	3					6
Cleanliness & safety	6						6
Centre timings	5	1					6
Centre rules	4	2					6
Number of teachers	5	1					6
Regularity of teachers	5	1					6

19) What were 173 respondents doing before the course?

- 131 respondents were studying
 - 72 were in school
 - 51 were in college
 - 8 were pursuing a vocational course
- 12 respondents were working
 - 6 were employed
 - 6 were self-employed
- 30 respondents were at home
 - 10 were not permitted to work
 - 5 were not getting a job
 - 4 were not interested in working
 - 11 had other reasons for being at home

20) What did the 173 respondents do post the course?

		After the course								
		a. working	b. self employed	C. at home					Blank	Total
				Studying	Did not get a job	Not permitted	Other reasons	Total		
Before the course	a. Studying	37	30	40	8	5	9	62	2	131
	b. Working	7	4		1			1	0	12
	c. At home	6	9	1	5	2	7	15	0	30
	Blank	0	0					0	0	0
		50	43	41	14	7	16	78	2	173

21) Implementing Agency-wise Budget and Utilisation:

S.No.	Name of Agency	Budget (Rs.)
1	Sahyog Care for You	70,13,334
2	SAVE	13,15,329
3	Sarthak Ek Nai Soch	10,00,000
4	THSC	20,00,000
Sub-Total – Vocational Training		1,13,28,663
5	Anmol	5,10,000
Total Project Budget & Utilisation		1,18,38,663

22) Cost per student – Vocational Training

Particulars	Amount (Rs.)
Total expenditure for 1905 students	1,13,28,663
Therefore donor investment cost per student	5,946
Rounded off to	5,950

23) Common Cost Norms

(refer to Notification Number H-22011/2/2014-SDE I dated 15 July 2015 issued by the Ministry of Skill Development and Entrepreneurship)

The trades / sectors under this project fall within Category II of Schedule II and accordingly the base cost with effect from 01 January 2021 is Rs. 42 per hour of training.

The hourly rates shall be inclusive of cost components such as:

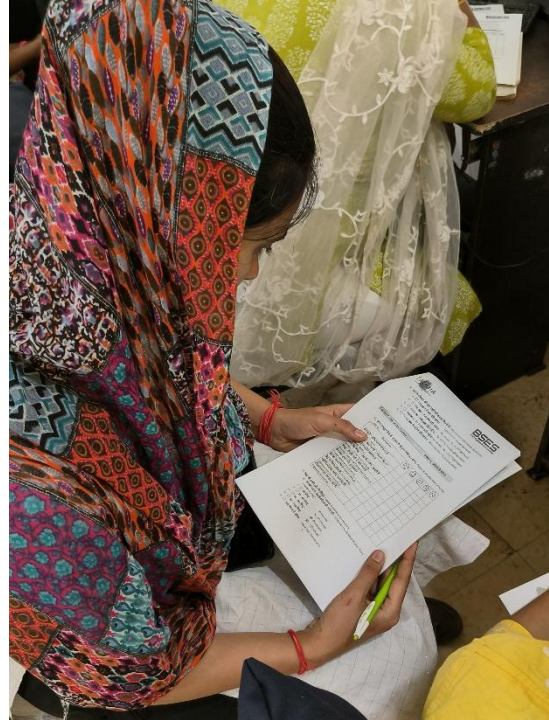
- Mobilization of candidates
- Post placement tracking / monitoring
- Curriculum
- Placement Expenses
- Trainers' Training
- Equipment
- Amortization of infrastructure costs / utilities
- Teaching Aids
- Raw Materials
- Salary of Trainers

Assuming an average of 288 hours of training (i.e. 2 hours per day x 6 days per week x 24 weeks), the average cost at which this project delivered was Rs. 21 per hour of training. Several cost heads will need to be added in to derive the true cost of delivery per student for the program.

24) Methodology and disclaimers

- The respondents were selected on a random basis from amongst the list of students/participants provided by the Implementing Agencies.
- In instances, where the identified individual was not available, for whatever reasons, the study relied on the replacement individual as selected by the Implementation Agency
- The study was a combination of administering questionnaires along with discussions and meetings with the respondents, teachers, coordinators and also the management of the Implementation Agencies.

- The study relied on the secondary data provided by the Implementing Agencies and did not undertake any validation or audit of the same.
- The margin of error in the data entry and analysis is less than 5%



The team from Tathya is thankful to BSES Rajdhani Private Limited and its implementing partners for according an opportunity to engage with this initiative.