

# **Impact Assessment of the “Placement linked employability skill development programme in ICT for women in Red Corridor (LWE) areas**

## Synopsis

This report is divided into the following sections

- **Status:** gives the objective of the partnership, the process and the deliverables to provide a background to understand the impact of the training
- **Impact Analysis:** the responses to the questionnaire that was administered to the respondents to analyse the impact of the partnership programme. Following are the
  1. Response to the training provided
    - a. Quality of the facilitator
    - b. Sufficiency of the training programme
    - c. Requirement of additional training
  2. Response to the Placement support provided
    - a. Career aspirations
    - b. Placement facilitation
    - c. Satisfaction in current job
    - d. Work culture at work place
    - e. Supervisory environment at work place
    - f. Amenities at work place
  3. Response to the work related issues
    - a. Ability to handle assignments
    - b. Ability to achieve targets
    - c. Peer relationships
    - d. Working hours
    - e. Ability to handle pressure at work place
- **Case Studies:** 3 case studies of the beneficiaries to understand the real time changes

## **1. Status**

It has been observed that the share of agriculture in the workforce has declined only from 72% in 1970 to 62% in 1999-2000 and is about 58% now. This disparity between the rapidly falling share of agriculture in the GDP and the much slower decline of its share in employment means that a progressively greater share of workers are concentrated in a segment that produces progressively of the society's income. It is necessary to divert this manpower to other core sectors which are growing rapidly and provide them with the necessary skill to become employable.

According to UN Women, India's growth rate can make a quantum jump of 4.2 percent if women in the country get equal opportunity in the core sectors of the economy. Technology enablement of girls has a strong gender correlation with their self-confidence. A study of certain recent graduates of a year-long ICT course in Mumbai found that it was a "key gender equalizer" because it boosted women's self-confidence and opened up the possibility of generating an independent income. Such psychological effects were not observed in male graduates. A self-evaluation of users in India's Sitakund ICT centre similarly found that every woman reported an increase in self-confidence; none of the men did.

The project is an innovative public private partnership to demonstrate a model to address poverty which is one of the primary drivers of insurgency in these districts known as the 'red corridor' in India.

### **Purpose and Objective of the project:**

The vision of the Project is to empower disadvantaged young girls in some of the most backward districts of India known as "Red corridor" with IT linked livelihoods and assess the socio-economic impact of the same.

This Project is exclusively for the red corridor districts in the states of Bihar, Orissa, Chattisgarh, Jharkhand, Andhra Pradesh and Maharashtra.

### **Objective:**

- Train 1000+ women from the Left Wing Effected areas of Bihar, Chattisgarh, Jharkhand, Orissa, Andhra Pradesh and Maharashtra to empower them with employable skills that helps them to access growing labour market opportunities and assimilate into the emerging new economy.
- Place at least 1000 women in IT Linked new economy jobs and tracked/supported for continuity for a year.
- To focus on poor and vulnerable groups – SC, ST and minority
- Community structures would be engaged in identifying the most deserving candidates
- Socio economic impact assessment would be done and reported at the end of the Project to get the Model ready if required for replication and upscale

### **Target group:**

- Disadvantaged women in the age group from 18 to 25 yrs
- Working women involved in agriculture sector

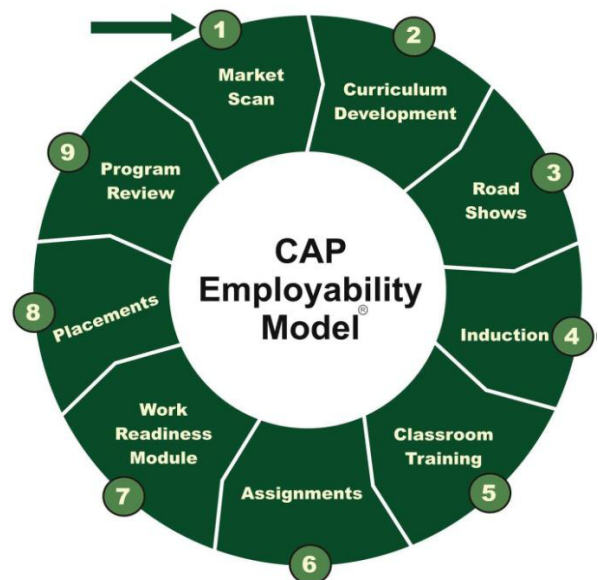
- Women with disabilities
- Young women dropped out of school
- Un-employed women
- Migrant women
- Female Casual workers

### Implementation:

CAP Foundation has conducted rapid analysis of the labour market opportunities and submitted to the ministry rural development for project approval. Block wise mobilization strategy has been followed, villages with maximum youth population were identified and the villages were mapped.

CAP Foundation follows a tried and tested 9 step model processes. CAP Employability model for new economy jobs has been tested and demonstrated at various urban and sub-urban locations and, in some cases are under demonstration in rural and tribal locations.

The 9 step of the model that CAP Foundation implementation for this project is as follows:



- **Market Assessment study:** For demand driven and equitable work force development, a detailed market survey process was undertaken to identify the profiles in sectors that have long term livelihood prospects and growth opportunities. The course, content and requisite competencies of trainers have been derived from the results of the study.
- **Curriculum and training content:** CAP has used its already well developed content for the courses. Training delivery will be in the local language through translation of content, while students will be provided Basic English proficiency training.
- **Identification of trainers and faculty:** The services of the already existing multidisciplinary team of CAP have been used for the project. New faculty have been recruited from the local areas.
- **Training of trainers:** CAP has conducted the training of trainer's module to the staff besides providing them on site support to ensure quality of the programme. Trainers have been trained in the methodology to acquire the required competencies. The trainers were oriented on the Intel partnership and the Easy Steps Facilitation guide.
- **Establishment of Centres:** Training centres were established in the districts of Khammam and Adilabad in the state of Andhra Pradesh. Gaya, Munger and Patna in the state of Bihar. Bastar, Bijapur, Dantewada, Kawaedha, Narayanpur, Rajnandgaon and Surguja in the state of Chhattisgarh,.Bokaro, Jamshedpur, Ramgarh, Ranchi and Saraikela in the state of Jharkhand.

Gadchiroli and Gondia in the state of Maharashtra. Keonjhar, Koraput and Rayagada in the state of Orissa

- **Identification of potential beneficiaries, youth for training/ Mobilization and selection of trainees:** Women between the age group of 18-25 yrs. were identified through a mobilization process which included meeting each sarpanch and the village opinion makers and local administration was appraised on the project and they were taken into confidence for mobilizing the eligible youth. Road shows were conducted and youth was oriented about the scheme and an interest inventory test was conducted before enrolling the students into the program. Individual counselling was done and students were admitted to the courses according to their interest inventory results . Deserving candidates as per the local DRDA/state government list were identified through the mobilization process.
- **Aptitude assessment/ Preliminary screening of candidates:** The potential trainees have been put through a basic aptitude test to help them decide on enrolment into the courses on offer at the designated centres.
- **Intensive training/ Skills Sets:** Computer literacy, listening, speaking, reading, writing, numeracy, spoken English, life skills and work readiness skills. Specific competencies catering to the entry level profiles that were identified through the market scans were delivered both on-site and off-site through face-to-face interaction, Computer Based training and technology enabled channels including e-learning.
- **On the job training / apprenticeship:** The training programme of 6 months included an on the job training component for 3 months.
- **Placement:** 1142 candidates have received job placement support. More than 75% of the students have been placed with salary ranging from 4000 to 15000.
- **New batches of training every 3-4 months:** Each centre has offered the training programme in 3 batches in a year at each of the centre.
- **Trainer Support:** Potential employers, business mentors and volunteers were brought in to support quality training.
- **Certification and assessment of trainees:** Concurrent internal and external assessment of trainees on both theory and practical has been conducted and certification was by Edexcel through CAP Workforce Development Institute. \*Edexcel is part of Pearson, the world's leading learning company which has an educational heritage rooted in names like Longman, Heinemann and Prentice Hall. This provides international certification to the students.

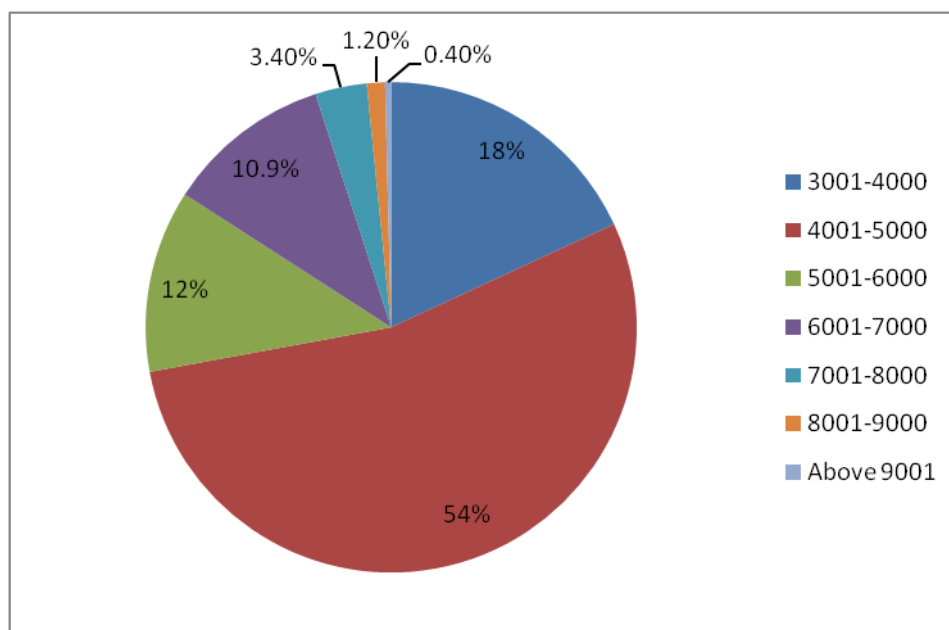
The enrolment details for the project are as follows:

Name of the State	Location of training Center	Trained
ANDHRA PRADESH	Adilabad	80
	Khammam	220
<b>Total</b>		<b>300</b>
BIHAR	Gaya	79
	Munger	75
	Patna	106

<b>Total</b>		<b>260</b>
<b>CHHATTISGARH</b>	Bastar	63
	Bijapur	13
	Dantewada	78
	Kawaedha	5
	Narayanpur	48
	Rajnandgaon	83
	Surguja	69
<b>Total</b>		<b>359</b>
<b>JHARKHAND</b>	Bokaro	69
	Jamshedpur	23
	Ramgarh	70
	Ranchi	162
	Saraikela	52
<b>Total</b>		<b>376</b>
<b>MAHARASHTRA</b>	Gadchiroli	27
	Gondia	160
<b>Total</b>		<b>187</b>
<b>ORISSA</b>	Keonjhar	14
	Koraput	10
	Rayagada	4
<b>Total</b>		<b>28</b>
<b>Grand Total</b>		<b>1510</b>

### Outcome:

CAP Foundation has been successful in implementing the project as planned and after successful completion of the course 1142 women have been placed with salaries ranging from 4000 to 15000. While most of them i.e. 54% of them have been placed with salaries ranging from 4001 to 5000.



**Figure 1: Salary Range**

The program has targeted backward districts of Andhra Pradesh, Bihar, Chattisgarh, Jharkhand and Orissa. The placement record in each of the states is as follows:

Name of the State	Location of training Center	Trained	Placed
ANDHRA PRADESH	Adilabad	80	59
	Khammam	220	184
Total		300	243
BIHAR	Gaya	79	40
	Munger	75	47
	Patna	106	89
Total		260	176
CHHATTISGARH	Bastar	63	60
	Bijapur	13	10
	Dantewada	78	71
	Kawaedha	5	5
	Narayanpur	48	42
	Rajnandgaon	83	69
	Surguja	69	45
Total		359	302
JHARKHAND	Bokaro	69	49
	Jamshedpur	23	13
	Ramgarh	70	31
	Ranchi	162	117
	Saraikela	52	38
Total		376	248
MAHARASHTRA	Gadchiroli	27	18
	Gondia	160	136
Total		187	154
ORISSA	Keonjhar	14	7
	Koraput	10	9
	Rayagada	4	3
Total		28	19
Grand Total		1510	1142

**Andhra Pradesh:** Training was provide to 300 women in two centers in the districts of Khammam and Adilabad with one training center each, 243 trainees have been placed with salary ranging from 4001 to 9000.

**Bihar:** Training has been provided to 334 students in the red corridor districts of Bihar such as Gaya, Munger and Patna. Out of all the students who have received training 176 of them have been placed.

**Chhattisgarh:** 302 trainees have been placed from 5 training center in the state of Chhattisgarh with salaries ranging from 4000 to 9000. The majority of them have been placed in the range of 4000 to 5000.

**Jharkhand:** Training has been provided in 5 districts of Jharkhand, 248 students have been placed in the range of 4000 to 7000. Majority have been placed with salaries ranging from 4500 to 5000.

**Maharashtra:** Training has been provided in the districts of Gadchiroli and Gondia in the state of Maharashtra. Out of the 187 students who have received the training program 154 of them have been placed.

**Orissa:** 19 trainees have been placed from the training centers in Orissa. The salaries are ranging from 4000 to above 9000. Majority of the trainees have been placed with salaries ranging from 4000 to 6000.

The following Bar graphs help us identify the salary ranges in which the beneficiaries have been placed in each state.

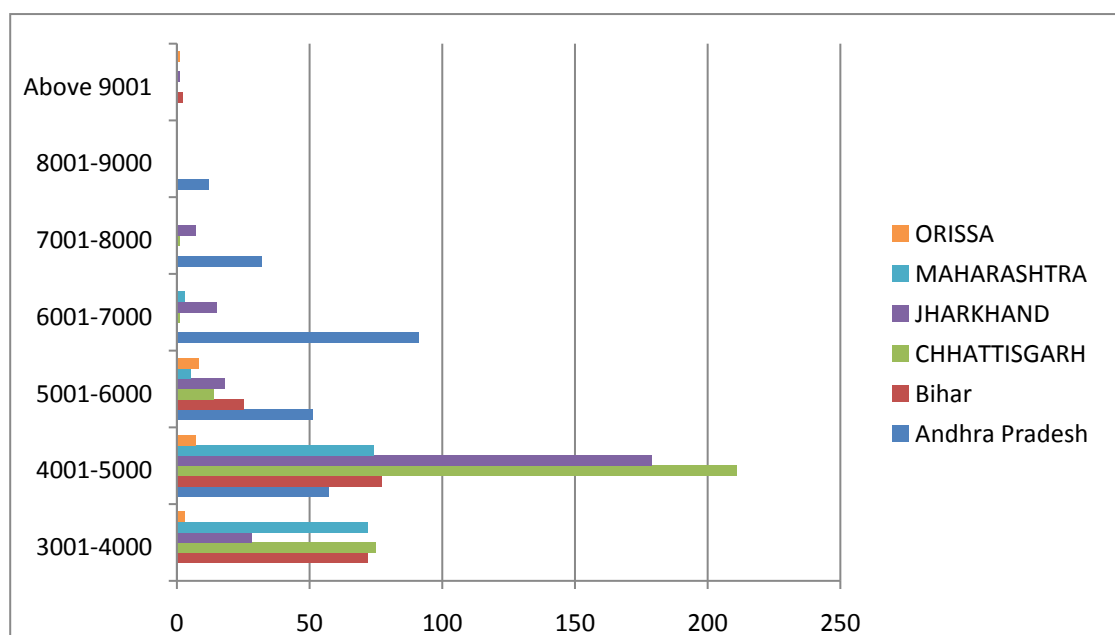


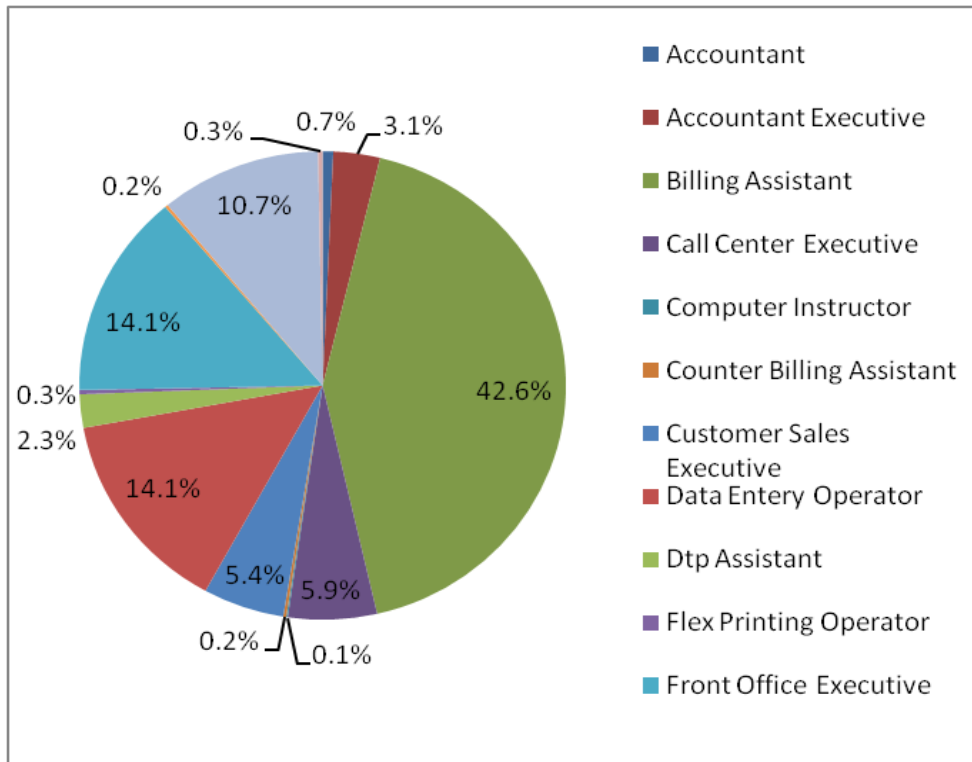
Figure 2: state wise salary break up

State/Range	3001-4000	4001-5000	5001-6000	6001-7000	7001-8000	8001-9000	Above 9001	Total
Andhra Pradesh	0	57	51	91	32	12	0	243
Bihar	72	77	25	0	0	0	2	176
CHHATTISGARH	75	211	14	1	1	0	0	302
JHARKHAND	28	179	18	15	7	0	1	248
MAHARASHTRA	72	74	5	3	0	0	0	154
ORISSA	3	7	8				1	19
<b>Total</b>	<b>250</b>	<b>605</b>	<b>121</b>	<b>110</b>	<b>40</b>	<b>12</b>	<b>4</b>	<b>1142</b>

Figure 3:Table:State wise Salary break up

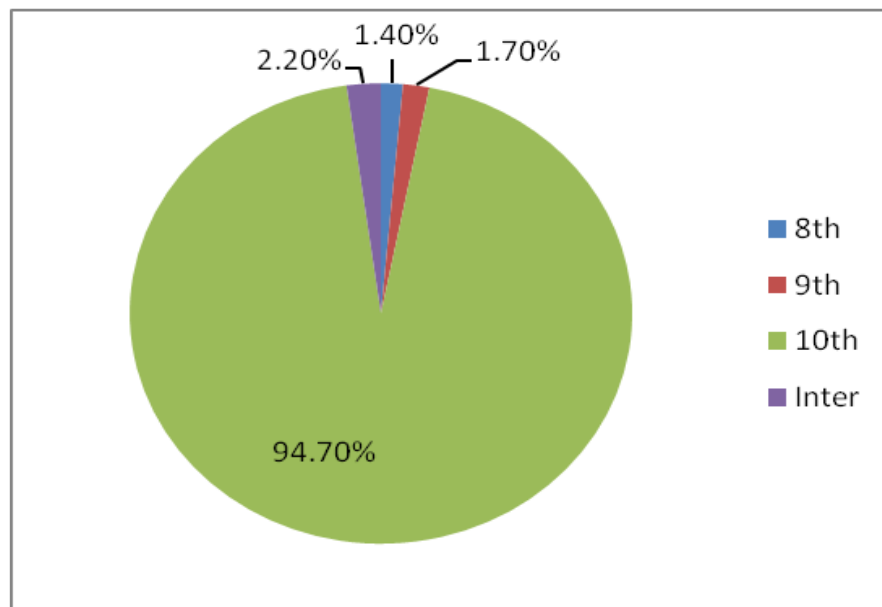
**Profiles of placements:** After the successful completion of the training program the trainees have been placed in various positions as the pie-diagram indicates. It has been observed that majority of them i.e. 42.6% have been placed as Billing Assistant. 14% of the students have been placed as Data Entry Operators among various other jobs. Here, we can observe that we have more than 60% linkage to the IT related skills and 22% in customer interaction related positions and few other positions.





**Figure 4: Positions placed**

**Educational Background:** The trainees have educational background ranging from 8<sup>th</sup> standard to Class +2. Majority of the trainees have completed class 10.



**Figure 5: Educational Background**

It has been observed that trainees who have studied up to class 8 have been placed with salaries ranging from 4000 to 5000. Trainees who have studied up to class 9 have also been placed in the same range. And trainees who have studied up to class 10 have been placed in the highest salary range, ranging up to 15000. Trainees who have completed senior secondary have been placed with salary ranging from 4000 to 8000

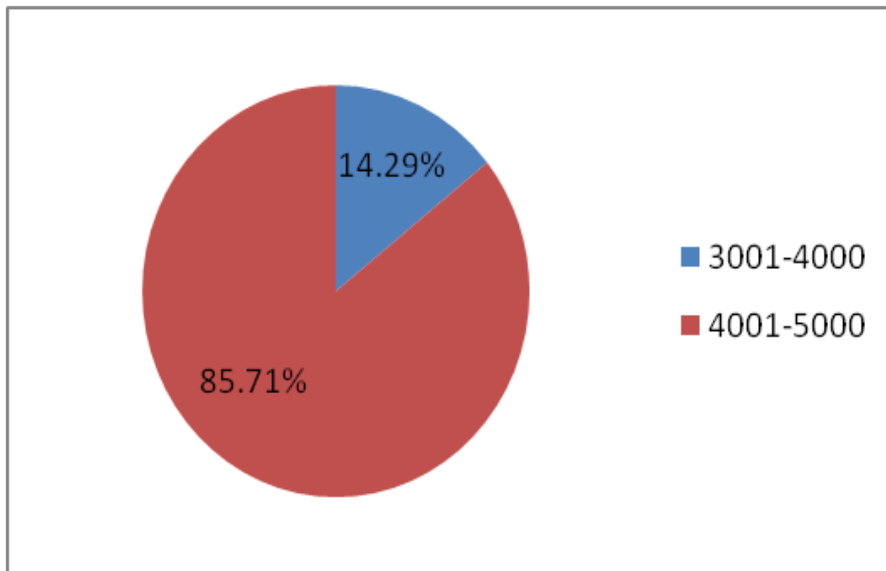


Figure 6: Education to Salary (8th Class)

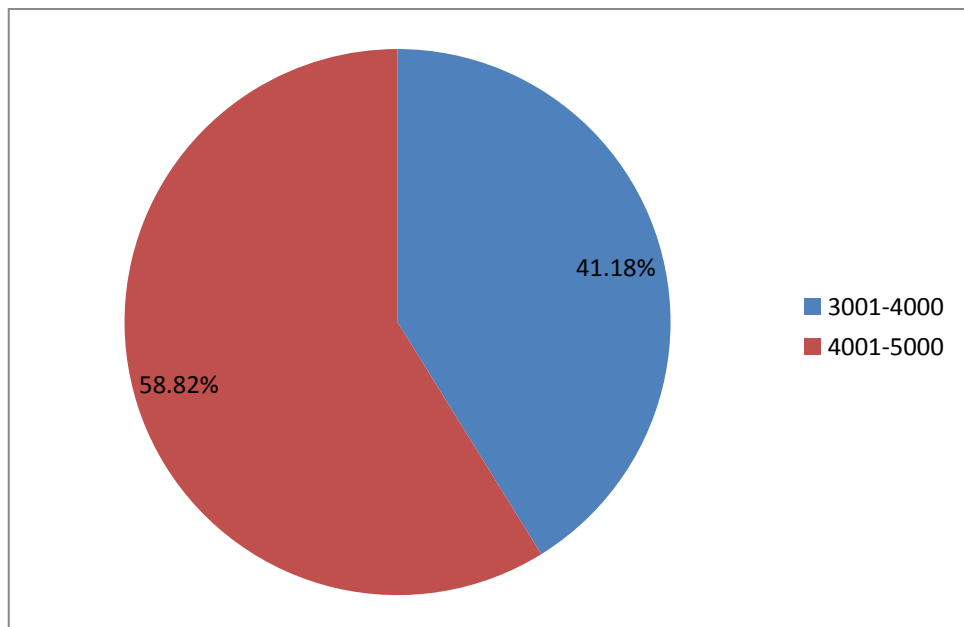
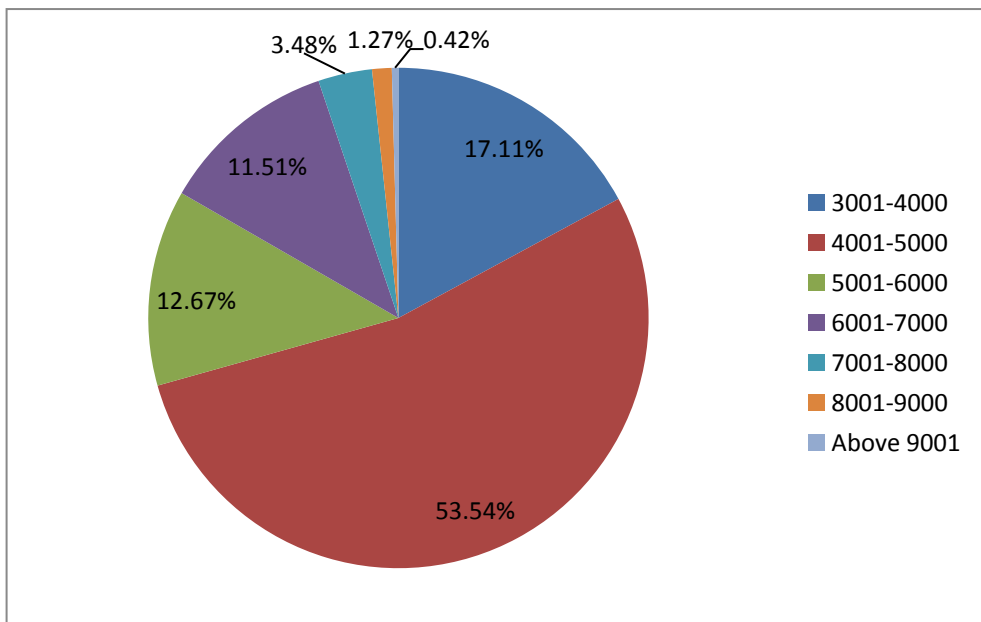
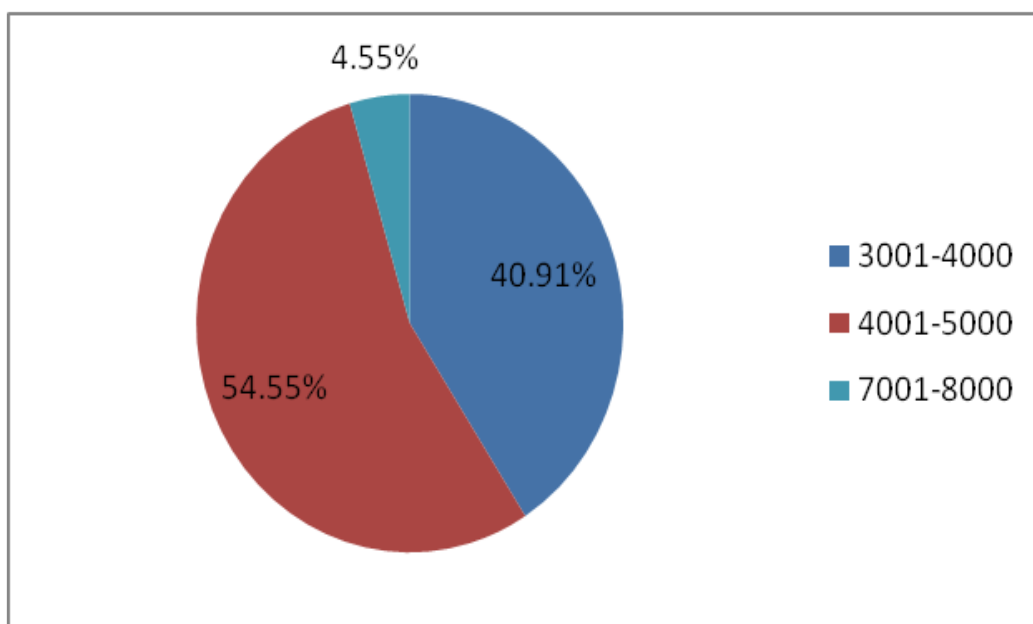


Figure 7: Education to salary (Class9)



**Figure 8: Education to Salary(Class 10)**



**Figure 9: Education to salary (+2)**

## 2. Impact assessment after 6 months of completion of the programme

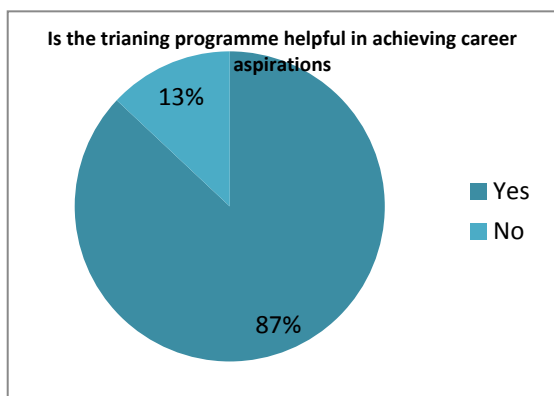
A sample of 250 (25% of the target) candidates was taken for conducting the assessment study on the impact of the programme. A questionnaire was developed to understand the impact of the programme in the areas of financial independence, social gains and personal development.

Of the 250 candidates, 156 (62%) women continue to work on the jobs. The remaining 94 have left the jobs after working for more than 3-4 months due to reasons related to marriage, shifting of the family or being on the family way.

A questionnaire was administered to the respondents to study the following aspects:

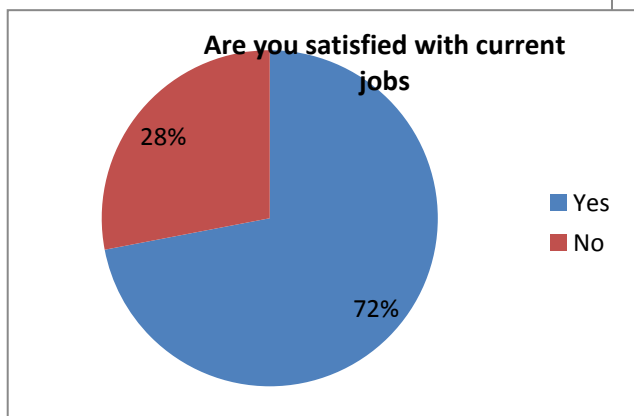
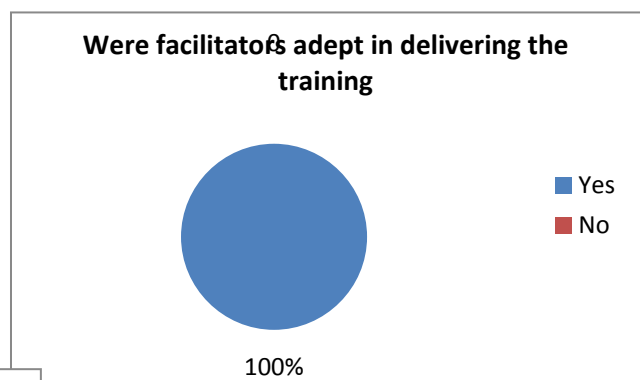
1. Response to the training provided
2. Response to the Placement support provided
3. Response to the work related issues

**Following is the analysis of the survey:**



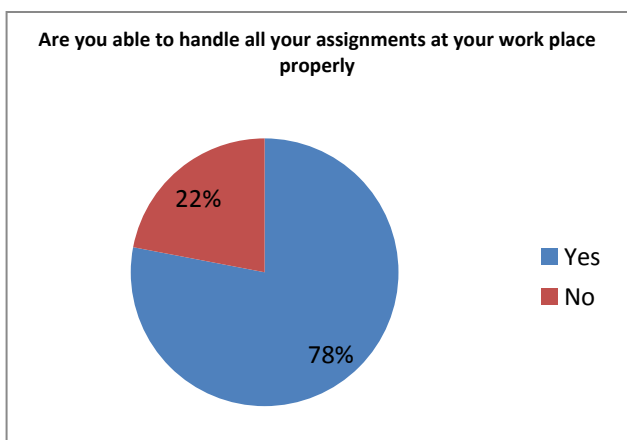
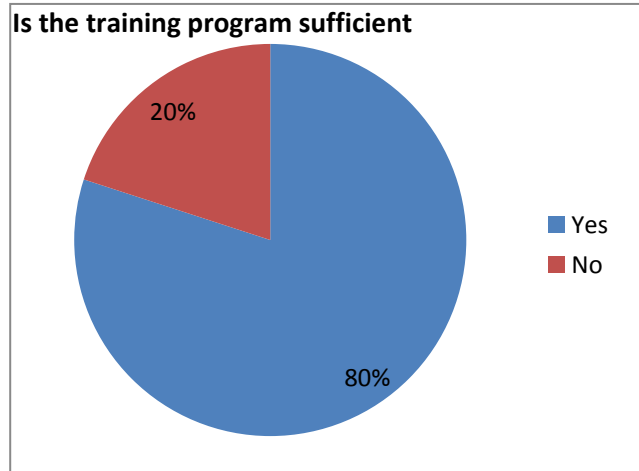
87% of the respondents have mentioned that the training programme has helped them realise their career aspirations. 13% who have mentioned that they were not able to continue in the jobs due to family reasons.

100% of the respondents have mentioned that the facilitators at the training centres were adept in delivering the curriculum.

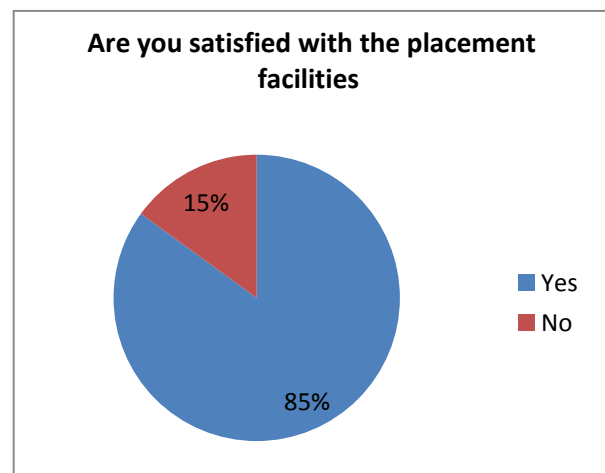


72% of the respondents have mentioned that they are satisfied with their jobs. 28% have indicated that they are not too satisfied with the jobs as they have relocated from their villages to the cities for the jobs and would prefer to go back if an opportunity is provided close to their residence.

80% of the respondents have mentioned that they find the training programme sufficient. While the other 20% have mentioned that it would have been more helpful if the training programme was for a longer duration. They felt 3 months was a short duration to both acquire the knowledge and to practice the same in order to be able to become employable.



78% of the respondents have mentioned that the training programme has equipped them with all the skills required to perform their duties at work. 22% have mentioned that improvements are required in helping them more with more spoken English and work – life balancing skills.



85% of the respondents have mentioned that they are happy with the placement opportunities provided by CAP and the remaining 15% has indicated that they would have preferred jobs locally.

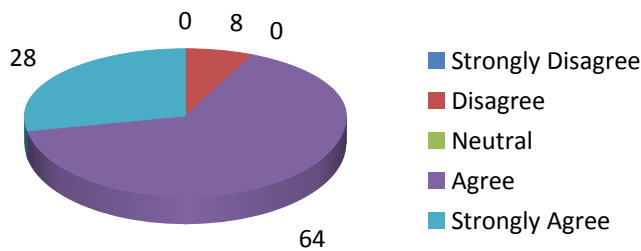


88% of the respondents have mentioned that they will may seek the assistance of CAP for getting a new job as they have now are aware of the opportunities available and are confident to be able to access jobs on their own. The rest have indicated that will speak to the facilitator who has trained them to seek guidance.

Almost 100% of the respondents have mentioned that they will recommend the programme to other family members and friends in their communities.

Almost 100% of the respondents have indicated that the standard of living of their families has improved. On an average each respondent saves about 5-8% of their earnings and gives 30-40% of their income to their families.

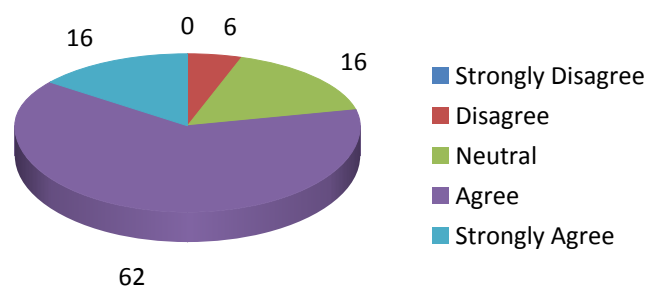
### The work culture is good in my company



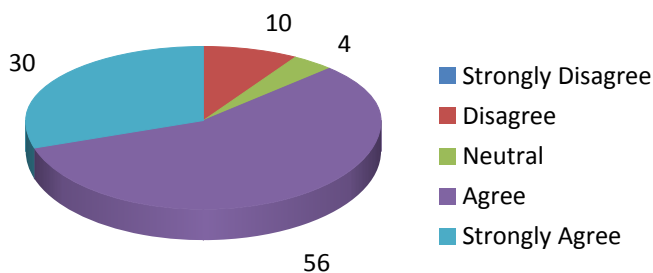
64% of the respondents have mentioned that the work culture in their company is good and 8% of them have disagreed.

16% of the respondents strongly agree and 62% agree that their supervisors are helpful to them in discharging their duties.

### The supervisors are helpful and interactive

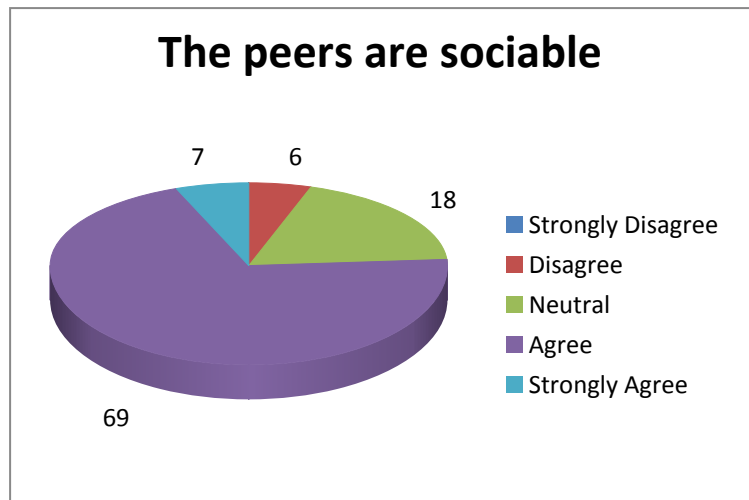


### I am able to achieve the targets easily

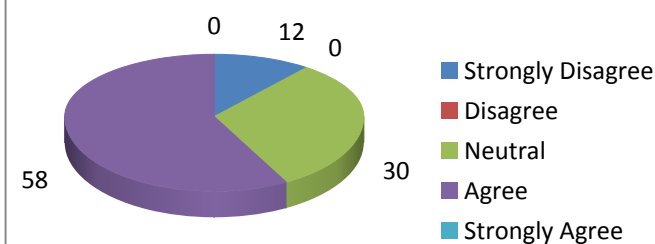


56% strongly agree that they can achieve their targets. 10% of the beneficiaries have mentioned that they struggle to achieve the targets due to time management and supervisor related issues.

69% agree that their peers are sociable but 6% strongly disagree and are still struggling to adjust the new environment of an urban location and are unable to connect with their peers.

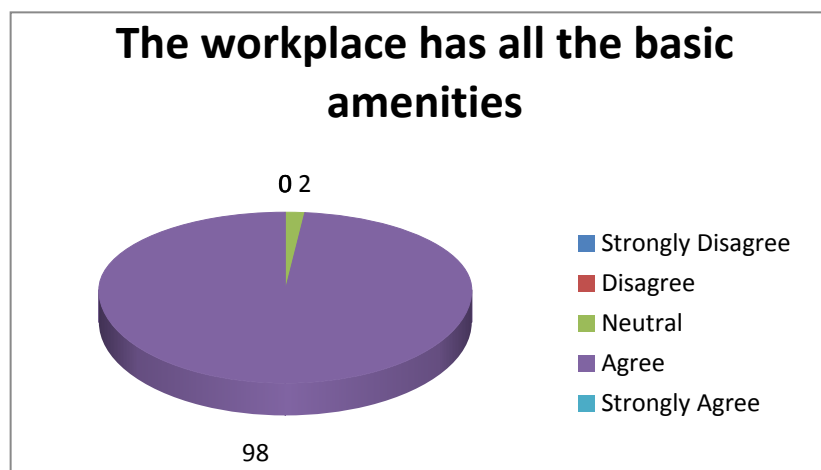


### I get to learn a lot from my peers and seniors

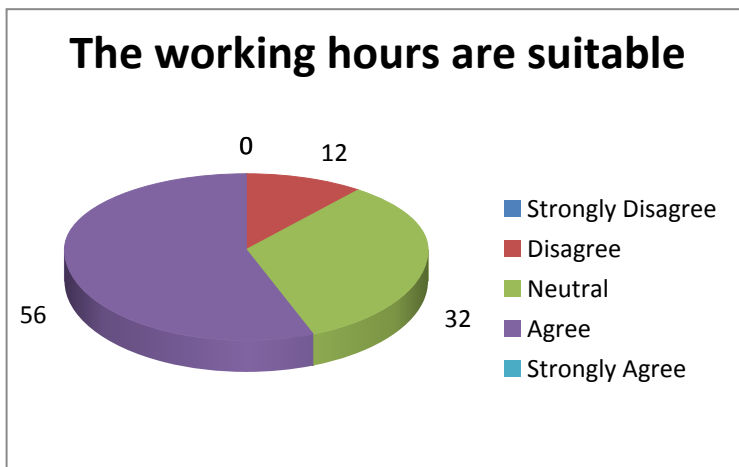


58% agree that they have learnt from their peers and seniors while 12% strongly disagree. They feel that their peers are not cooperative with them as they are not from the urban areas.

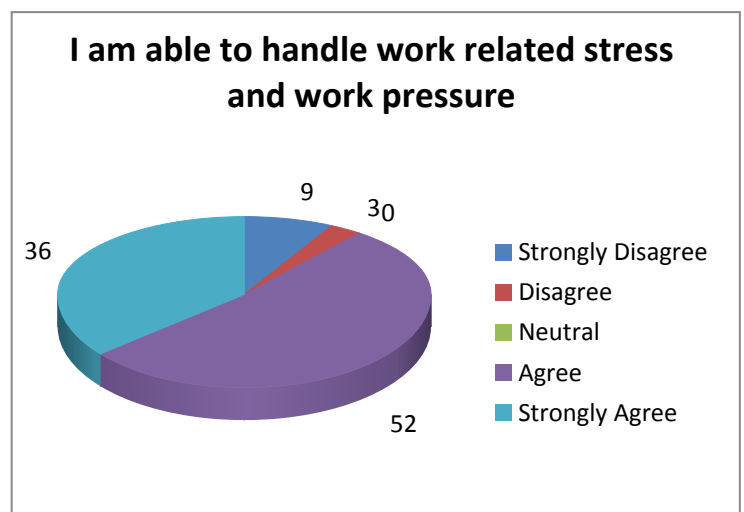
Since the placements are in the organised sector, 98% of the respondents have mentioned that their work place had basic amenities. The 2% which have been neutral were unclear on what they expected.



32% of the respondents were neutral, while nobody disagreed.



3% of the respondents have mentioned that they are unable to handle the stress and work pressure. Large percent of respondents have either agreed or strongly agree. This is the reflection of the lifeskills module delivered during the training programme.



The assessment of the programme has clearly indicated that the success of the training programme lies in its inimitable curriculum with unique components like Life skills, Career exploration, Work place preparedness, Apprenticeship/Job shadowing, Academic certification, Individual Youth Development Plan, Placement Support, Entrepreneurship Development support and Advanced Learning Opportunities for alumni.



### **3. Case Studies**

#### **1. Madhuri Thakur:**

Madhuri Thakur underwent training at Rajnandangaon, a naxal affected district in Chhattisgarh. Upon successfully completing her training she was offered a position as an executive in an Easy Day outlet (Easy day is a retail outlet part of Bharti Retail Pvt. Ltd) in Raipur earning a starting salary of INR 5,500/-. She was then promoted to Assistant Team Leader and shifted to the Easy Day outlet in Bilaspur, Chhattisgarh where she is currently drawing a salary of INR 10,000/-. Her job profile includes allocating responsibilities to the 22 members of her team, stock verification and maintaining correspondence via emails with customers wishing to return the damaged goods. She stays away from her family at a ladies hostel in Bilaspur.

Madhuri has six members in her family which include her father, mother, grandmother, younger brother and younger sister. Her father is the only earning member of the family and he works as a daily wage labourer in a rice mill. She is currently in the last year of her college where she is pursuing a B. Com degree through correspondence. She received her primary and secondary schooling from a government school in her village and completed her intermediate schooling at a government college. She has always wanted to earn for herself but did not have the opportunity to earn before this program. Madhuri feels during the course she learnt important life skills and social skills such as learning to be friendly with others and to behave with kindness towards others. She also learnt a lot about the technical details of the course such as how to deal with customers.

Madhuri felt that her faculty were very friendly. They used to ask her to talk in front of her fellow students regarding many topics, whereby her confidence levels increased. She gives part of her salary to her father and also uses it for her studies. As stated earlier, Madhuri was very happy when she received her first salary and she gave it to father., Madhuri gives most of her salary to father. As the sole bread winner of the family along with a wife and two children to support, her father, initially struggled to provide for even the basic household expenses. With the extra income, her family is able to afford all the basic necessities without being spread thin or left wanting for more. This also allows for Madhuri to be able to support her brother in continuing his education as he was initially planning to drop out of school.

Most importantly she says that the skills that she has learned from her program allow her to excel in her workplace. Interacting with different type of customers, how to maintain and update stock databases, how to communicate effectively via emails are all skills that she points out which have helped her at her workplace. Living alone in Bilaspur away from her family makes her sad on occasion but on the flipside she says that getting the job is the happiest moment of her life. Madhuri says that she has been informed by friend and relatives that she is more confident and that they are proud that she is now capable of living of her own away from her family without any fear. They are also impressed with the amount of knowledge and experience she has gained since she started the program and now that she has been working. People used also often comment on how shy she used be and how her behaviour has changed since.

Currently, Madhuri is focussed on completing her B.Com degree, but says that she wishes to get a job in a government bank as she feels that it would be a good fit for her.

#### **2. Bhagvati Lilhare**

Bhagavati Lilhare's family consists of her father, mother, elder brother, elder sister and self. They live in a village in Sonpuri, Gondia where both her parents are farmers, both her elder siblings married with their own families to look after. She completed her schooling up to the 12<sup>th</sup> standard from the school in their village. However, though she wished to, she could not pursue higher education at the time as her parents could not afford the college fees. She have always wanted to earn a salary for myself. She feels they weren't many opportunities open to her after school. This is

one of the reasons why she joined the employability skills courses of CAP as she say she heard that the course would be able to connect her to jobs.

She joined the IT Enabled Services course after she heard about it from a friend of hers who had gone through a similar course. Besides learning the technical aspects of the course, she feel that most important thing that she learnt from the course was that she could do anything that she set her sights on if only she work hard. She feels good to know that she can make all these important decisions on her own.

She felt the faculty and specifically spoken English facilitator are/is extremely encouraging and always motivating her give the best. According to Bhagyati the most important thing they told her was to be fearless. Bhagvati say gave her first salary to her parents. Being farmers they do not earn enough for household expenses she wanted to contribute in whatever way she could. She has recently started saving part of my salary so that she can use it to pay for tuition fees when she finally decides to go back for higher education. Now that she is earning she is confident that she can put self through college without being dependent on anybody else.

“Learning a technical skill such as computer operation has benefitted me on the job front” says Bhagyati. Now she feels that she has skill set which sets her above other school graduates. Learning to be confident and fearless is something she learnt from the course and believes that it has changed the way she behaves. Earlier she says she wasn’t capable of small tasks such as going shopping to the local stores let alone being able to work far from home. But now she consider self capable to do any task, she says she feels that now she is confident enough that she is considering moving out of home into a hostel closer to work.

“My communication skills have also come in great use, whether it is at work talking to my boss or whether it is at home talking to my neighbours I am not as shy as I used to be.” is what she says when asked about what she has learnt from the course. Before the program when her parents wanted to get her married, was scariest and saddest movement of her life. Now after the course she knew the moment her parents started thinking differently about her is when they told her that she didn’t need to get married right away because she had learned on she own and know how to stand on her feet. “They were proud of me and that felt good.” She said. Most of her neighbours and relatives told her that she is not as shy anymore and says they pay more attention to what she says.

She wishes to go back to college one day and get a degree. She feels that it would help her move in her career and provide with required background and skills. She says she is already saving money to be able to pay the fees and looking forward to fill the enrolment papers.

### **3. Ashtami Mahato**

Ashtami Mahato has five members in her family. Her father is a farmer in small village in Seraikela District, Jharkhand and her mother is a housewife. Ashtami also has a younger sister who has also joined CAP Foundation to do a course in Bed-Side Patient Care and a younger brother who is still in school. She has completed her education till the intermediate level but was unfortunately unable to qualify in the last round of examinations.

Ashtami has always felt the need to earn for herself as she did not want to be dependent on her father. She gave many interviews in the year and half after she left her school in the hopes of finding a job. However, her search did not prove to be fruitful at the time.

Ashtami underwent training in IT Enables Services and she says that she has learnt a lot during her program regarding the technical trade as well as many valuable life-skills. Most importantly, she felt that she has benefitted from picking up computer skills as she knew that these skills would help her to find the kind of

jobs she was looking for. She had always been fascinated by computers and was very happy and eager to learn the use of different Office Applications. After failing to complete her schooling, Ashtami felt good about completing this short term program as she felt that it would enable her to have better access to the job market.

She gave part of her first income to her family and used the other half to buy herself the basic necessities she required as she was going to be living on her own in order to be closer to her workplace. She is using her income to support herself and pay for rent and other utilities as she has to live away from my parents. Whatever is left over she tries to save it in case she needs it in the future.

Ashtami explained that the biggest change she observed was being able to secure a job after attending the livelihoods program unlike the many problems she faced before. Initially, the year and half spent looking for a suitable job had left her with low self-esteem. She felt that she would never be able to accomplish anything on her own. However after the training program and finding a job, Ashtami now has faith in her own self and her newly learned skills. Ashtami says she feels that now she is now on the right road and can see a certain direction and purpose in her life.

Ashtami felt that her saddest moment in her life so far was when she failed the intermediate examination. She was afraid that it would be a black mark on her record forever. She says that she didn't have very many happy moments before joining the program, but the happiest she has been was when she learnt that she has secured a job at Aegis Call Center

Ashtami's parents are very proud of her and have told her that they are incredibly happy to see her working and to be making something of herself. Admiring her success and perseverance, her sister, now considers Ashtami as her role model and has also decided to follow her footsteps and has enrolled in CAP Foundation. She says that members of her village often comment on the fact that as a girl she has set an example for others in the community.

Ashtami's dream in life is to find a good government job that will provide stability. She is happy to gain experience in her current job, but her long term goals include getting a college degree and working in the government.