



**SEEKHO AUR KAMAO**  
**STATUS REPORT**  
**Sanction Order No. 8-20/2013/SD**



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## Background of the Project

Although the Indian economy appears to experience GDP growth rate of 6% and beyond in the next few years, there has been an increasing concern regarding jobless growth, widening of inequality in terms of region, gender, and a mismatch between demand of skilled labor, its availability and the jobs, especially in potential sectors. Sectors like Engineering, Technology, Healthcare, Manufacturing Education and Agriculture form the bedrock for India's economic development in the years to come.

It has also been observed that despite the GDP growth not all religious communities and socio-religious communities have shared equally the benefits of the growth process. Among these, the Muslims, the largest minority community in the country, constituting 13.4 per cent of the population, is seriously lagging behind in terms of most of the human development indicators.

India is poised to reap a 'demographic dividend' because the size of its working age population will increase from about 77.5 Crores in 2008 to a likely peak of 95 Crores in 2026. In 2020, the average Indian will be only 29 years old, compared with 37 in China and the US, 45 in West Europe and 48 in Japan. Such a demographic advantage is enough to build a case of claiming economic supremacy in the global economy. Claiming economic supremacy in the global context may mean focusing on the disturbing aspect of positive GDP growth rate along with unfavorable employment trend.

However, not all A recent report says India would face 'talent gap'- the lack of right skills for the job required - of more than 5 million by 2012, as existing educational institutions do not impart employable skills. The report titled, 'India's Demographic Dilemma' brings out the fact the \$1.1-trillion economy will have a shortfall of 750,000 skilled workers over the next five years.

The skills shortage is especially observed in the minority groups in India. According to the National Monitoring Committee for Minorities' Education, the gross enrolment ratios in secondary and higher education amongst these groups are much lower. These poor transition rates at secondary and higher education levels are due to multiple issues such as poverty, accessibility and inadequate scholarships and financial assistance.

For Minority Groups the issue of talent- gap, employability or skill mismatch is a manifestation of social and economic disparities in society and hence a deep rooted problem. Hence addressing it at the ground level may mean adopting Public Private Partnership approach (PPP model) which allows the government, social enterprises and industry to share equitable responsibility of resolving such problems.

Keeping in view the recommendations of the Working Group on “Empowerment of Minorities” for 12th Five Year Plan, The Ministry of Minority Affairs proposed the “Seekho aur Kamao (Learn and Earn)”, a new Central Sector Scheme was introduced for “Skill Development of Minorities”. The Ministry of Minority affairs invited an Expression of Interest (EoI) for empanelment of Project Implementing Agencies through an advertisement in newspapers and through the official website of the Ministry from organizations/institutions.

CAP Foundation responded to the request for proposals and submitted an EoI which was examined by a Screening Committee of the Ministry of Minority Affairs. Subsequently, CAP Foundation was directed to make a presentation based on which it was empanelled for the project by the Screening Committee. Upon empanelment, CAP Foundation submitted a filled in format for consideration to a Sanctioning Committee. Upon approval of the proposal by the Sanctioning Committee and the Secretary (Minority Affairs) a sanction order was released to CAP Foundation as per the following details

**Sanction Order No. 8-20/2013/SD**

<b>S.No</b>	<b>Name of States/UTs Allocated</b>	<b>No of Centers in each State</b>	<b>Trainees in Each State</b>	<b>Remarks</b>
1	Tamil Nadu	5	250	MES Courses of 3 Month Duration
2	Andhra Pradesh	8	400	
3	Bihar	5	250	
4	Gujarat	6	300	
	<b>Total</b>		<b>1200</b>	

CAP Foundation under the programme “Seekho aur Kamao(Learn and Earn)” aimed to provide access to market-oriented employability training to the most deprived youth belonging to minority communities, effectively addressing the disconnect between the skills acquired through the education system and those demanded by the new economy. The program aimed to update traditional skills of minorities and establish linkages with market as a means to gain better livelihoods for marginalized minorities and bring them in to the mainstream. It endeavored to bridge the emerging demands in the new economy with changes that need to happen in the educational pipeline for workforce preparation in the country. This implied involvement of business and industry professionals in developing integral components to vocational education reform including contextual employability competencies; work based learning, career academies, acquiring workplace skills and advancement of employability competencies.

## Activities Undertaken

### Step 1: Market Scan:

Given that this proposal was for a very specific target group, a very focused market scan related to labour market opportunities that match the education and socio – economic background was conducted which formed the basis for deciding courses, content and requisite competencies of the trainers.

The market scans also represented the beginning of the Business Mentoring Partnership, which continues with the support and cooperation of various corporate houses, until after the placement of the participants/trainees.

The detailed market scan was conducted by a team formed through internal pool of resources and consultants with prior experience of reputed management institutions to ensure demand driven and equitable work force development. The market scan teams met with a wide cross section of the local business communities, discussed the trends related to the future growth and potential of their particular industry, as well as of the economy of the local area in general. This information was cross referred and backed up by secondary data.

CAP conducted market scans of the following districts identified to estimate the potential of the programme and understand the aspirations of the youth belonging to the minority communities.

The main objective of the market scan was to identify the current Skill-Knowledge-Attitude matrix for the identified sectors and the same is provided in the table given below

**Skills matrix:**

Sectors	Knowledge	Skills	Attitude	Resultant Profiles
<b>Retail (education skills 10th &amp; above)</b>	<ul style="list-style-type: none"> <li>-Command over English &amp; Hindi</li> <li>-knowledge of various products being sold</li> <li>-Accounting and billing software knowledge</li> <li>-Knowledge of MS office</li> </ul>	<ul style="list-style-type: none"> <li>-Persuasive, negotiation skills, bargaining skills</li> <li>-Good typing speed</li> <li>-Proficiency in applications/ software</li> <li>-Ability to talk to people and extract data</li> <li>-Understand what the customer is saying,</li> </ul>	<ul style="list-style-type: none"> <li>Professionally groomed at all times,</li> <li>Enthusiastic, tenacious, assertive, ethical, positive attitude, honest, handle stress, service oriented, properly groomed</li> </ul>	<ul style="list-style-type: none"> <li>OTC sales staff , mall floor staff, inventory managers, promotion executives, billing clerks, computer operators (data entry )</li> </ul>
<b>Automobile (education min 12th pass/ Diploma)</b>	<ul style="list-style-type: none"> <li>-Direct marketing skills,</li> <li>-Knowledge about auto parts</li> <li>-Ability to repair</li> </ul>	<ul style="list-style-type: none"> <li>-Preferable diploma in mechanics</li> <li>-Ability to convince a</li> </ul>	<ul style="list-style-type: none"> <li>Hard working, handling stress, properly groomed</li> </ul>	<ul style="list-style-type: none"> <li>Showroom managers, client dealers, sales executives,</li> </ul>

Sectors	Knowledge	Skills	Attitude	Resultant Profiles
<b>level in mechanics</b>	and maintain auto parts -Good communication -Knowledge in Computers	customer -Negotiating skills		repair and maintenance personnel
<b>Information Technology and Enabled Services (min education 10<sup>th</sup> and above/ equivalent diplomas in IT preferred)</b>	-Knowledge of hardware installation, maintenance and repair -Knowledge of various software installation, updating and maintenance -Knowledge of typing and language software -Knowledge of accounting software -Knowledge of various DTP , web designing and multimedia software	-Good analytical and problem solving skills -Ability to deal with clients in the most effective manner -Creativity	Analytical Optimal utilization of resources, properly groomed	Data entry staffs, software programmers Hardware maintenance Computer assemblers Designers, visual artists, software maintenance
<b>Customer Service (Min education 10<sup>th</sup> and above)</b>	-Fluency in English and in Vernacular -Knowledge of tele calling/ receiving techniques and etiquettes -Knowledge of direct selling techniques	-Effective communication and presentation skills -Customer grievances handling skills -Analytical and problem solving skills	Extrovert, ability to work long hours and handle stress, properly groomed	Customer service executives in international and local call centers, various other customer service profiles in financial institutions



Sectors	Knowledge	Skills	Attitude	Resultant profiles
<b>Healthcare</b> <b>(Minimum education 10<sup>th</sup>/12<sup>th</sup> pass. Diploma in health care/nursing etc. preferred)</b>	-Basic medical knowledge -Basic knowledge of how to check vital statistics and give injections etc. -Knowledge of operating dialysis units -Knowledge of operating radiology	-Listening and understand skills -Skilful handling of patients	Compassionate, firm, service oriented attitude, properly groomed	Nursing Aides/ Home Care, Dialysis unit workers, Radiology Unit workers, ward boys, emergency unit staff

## Step 2: Curriculum Development

On the basis of the market scans and the socio – cultural factors pertaining to the target minority group, suitable courses/profiles were taken into consideration for implementation of the program. The curriculum used for these courses has been validated by the relevant industry professionals. It was also used to define the assessment framework and provides the basis for the training of trainers.

CAP’s 90-day Basic Employability Skills Training (BEST) curriculum consists of 10 core competencies namely, computer literacy, listening, speaking, reading, writing, numeracy, spoken English, life skills, customer relations and entrepreneurship. Specific competencies catering to the entry level profiles identified through the market scans are additional, and are delivered through face-to-face interaction, computer based training and technology enabled channels including e-learning for full-time, part-time, on-site and off-site delivery options. The courses are aligned with the Modular Employability Skills Scheme and the course curriculum of NCVT.



In the table given below is the list of courses that were offered at each center:

S.No	State	Center	Course	Whether Modular Employable Skill (MES)/ Traditional Skills	
1	Andhra Pradesh	Ananthapur	IT Enabled Services	MES	
			Automobile Mechanic	MES	
		Kurnool	IT Enabled Services	MES	
			Retail Sales Assistant	MES	
			LB Nagar	IT Enabled Services	MES
				Retail Sales Assistant	MES
		Mehdipatnam	IT Enabled Services	MES	
			Retail Sales Assistant	MES	
2	Gujarat	Surat	Patient Care Assistant	MES	
			Hospitality Assistant	MES	
			IT Enabled Services	MES	
		Bharuch	Retail Sales Assistant	MES	
			IT Enabled Services	MES	
			Retail Sales Assistant	MES	
3	Bihar	Patna	IT Enabled Services	MES	
			Retail Sales Assistant	MES	
			Hospitality Assistant	MES	
			Automobile Mechanic	MES	
		Gaya	IT Enabled Services	MES	
			Retail Sales Assistant	MES	
			Hospitality Assistant	MES	
4	Tamil Nadu	Kancheepuram	Automobile Mechanic	MES	
			Retail Sales Assistant	MES	
			Hospitality Assistant	MES	
			IT Enabled Services	MES	
		Trichy	Patient Care Assistant	MES	
			Retail Sales Assistant	MES	
			IT Enabled Services	MES	
			White Good Service	MES	

#### **Step 4: Faculty Recruitment and Training of Trainers**

CAP Foundation has a multidisciplinary team with dedicated resources for this project. As most of the identified locations for this projects coincided with existing CAP Foundation centers, trainers belonging to these centers were well qualified and experienced. They had already been equipped with the necessary competencies to undertake the training program.

Further training on the specific goals and nature of the “Seekho Aur Kamao” Program was conducted by the master facilitators on the basis of a training needs analysis. A capacity building workshop was conducted for the Trainers/ facilitators to ensure that they further develop their abilities and competencies to deliver the customised contemporary and quality training. The project deliverables, target groups, partners perspective and project scope was presented and discussed at length during the TOTs. After the training an evaluation was conducted on the basis of understanding, observation, presentation and participation of the facilitator in the training sessions.

#### **Step 5: Mobilisation of Minority Youth**



Youth mobilization is the most important beginning for the program. Continuing with CAP’s strategy, the program selected disadvantaged male and female youth belonging to minority groups with diverse educational profiles, especially those who live on the periphery of the selected cities, towns and villages, where a wide gap exists between

demand for workforce in service sector and its availability.

Mobilization/Road Shows were organized at community level to ensure awareness about the “Seekho aur kamao (Learn and Earn)” Training Program by communicating with the target groups of minority youth, their parents, community leaders, community representatives, religious bodies such as Churches, Anjuamans and Gurudwaras and religious educational institutes like Madrasas in the project areas and to ensure optimization of penetration and reach of this initiative to the most vulnerable and deserving minority youth. The Road Show is a means of letting potential programme participants know of the Training Program and intervention, as well as of screening potential participants/trainees and counselling them about the variety of employment opportunities available.

A mobilizer from the local community had been identified for every training centre. His / Her primary responsibility included networking with the influencers/opinion leaders of the community to mobilize the youth to the training programme. He/she also coordinated with the family members of the enrolled students to curtail the drop out ratio and ensure that the employment opportunity provided to the students after the training programme is not futile due to parental and other pressure the students/trainees may face while balancing work and family life demands.

Mobilization of the candidates was conducted using different strategies and methods like community meetings, hand bill distribution, door to door contacts, road shows, street plays, use of public address system, news- paper ads, and local cable TV network.

Mobilization for this project was conducted for 10 centers across 4 states as follows in the table below

Sl. No	Date of Mobilisation	Name of the Villages covered	Centre	State	Attended Mobilisation
1	From 10th Jan to 18th Jan '14	Phulwarisarif, Paharpur, Karbigahiya, Rajendra Nagar, Damariya, ,Anishabad, Digha,Munir Colony ,Isopur,Ali Nagar,Harun Colony,Sabjibag and Naya Tola	Patna	Bihar	150
2	From 07th Jan to 16th Jan '14	Katari hill, Nadraganj, Aliganj, New Aliganj, Bitho Sarif, Candi, Gewal Bigha, Imamganj, Old Karimganj, New Karimganj, Marufganj,	Gaya	Bihar	147

		Islamganj, Buniyadganj, Bodhgaya, A.P. Coloney, Christan Coloney, Gaya Khel Parishar, Asha Singh More, Panchati Akhara.			
3	From 10th Jan to 30th Jan '14	Unn.Hari nagar Limbayat . Udhna Shahpor Bharimata road Rander Saiyadpura Turkiwad .Mugalisara ,Hodibangala.Ved road .Sahara darwaza.	Surat	Gujarat	175
4	From 10th Jan to 30th Jan '14	Bharuch, Ankleshwer, Kasad, Vanshi, Jambusar,Sarthan,Tankariya, Manubar, Kondh, Tawaliya, Raharpore (Chawaj), Kora, Kahan, Piraman Gav, Bhadi, Jitali, sherpura, Parkhej, Kosmadi, Telva, Hajat, Sitpon	Baruch	Gujarat	170
5	From 20th Jan to 30th Jan '14	Chenglept,Singaperumal koil, Anjur, Maraimalainagar, Thenmelpakkam, Guduvancherry, Oragadam, Padappai, Sriperumbudur, Perumbur	Kancheepuram	Tamilnadu	150
6	From 10th Jan to 20th Jan '15	kattur,papakurchi. Elleakudi,pathaalapti,ariyama ngalam,malai koil.Manjathidal palam, ponmalaiStudent Data base attached)	Trichy	Tamilnadu	113
7	From 1st Jan to 3rd Feb '14	Asifnagar,karwan,masabtank, Tolichowki,Natarajcolony,M uradnagar, Mehdipatnam,Golconda,AC- pura.and nearby areas.	Mehdipatnam	Andhra Pradesh	120
8	From 1st Jan to 3rd Feb '14	Nandanavanam.bhupeshnagar ,champapet,gayatrinagar,cha mpapet,i.s sadan,l.b nagar,kunti jangaya colony.and nearby areas.	L.B.Nagar	Andhra Pradesh	120

9	From 10th Jan to 20th Jan '14	Bhudawarapeta , Gadda Street, Kummari Street, Chittari Street, Kothapeta, Jamichettu, Vaddegeri, Bapuji nagar, Joharapuram, Osmaniya College Road, Kadhakpura, Shareen Nagar	Kurnool	Andhra Pradesh	185
10	From 10th Jan to 20th Jan '14	LIC Colony, Vidyuth Nagar, Vijaya Nagar Colony, Dharmavaram Nethaji Nagar, Lenin Nagar, Marthadu Nagar, KLD Road, Buddappa Nagar, Anantha Sagar Colony, Old Town, Azad Nagar, Sai Nagar, Neeruganti Street	Anantha pur	Andhra Pradesh	150

### Step 5: Set up of Employability Training Centres

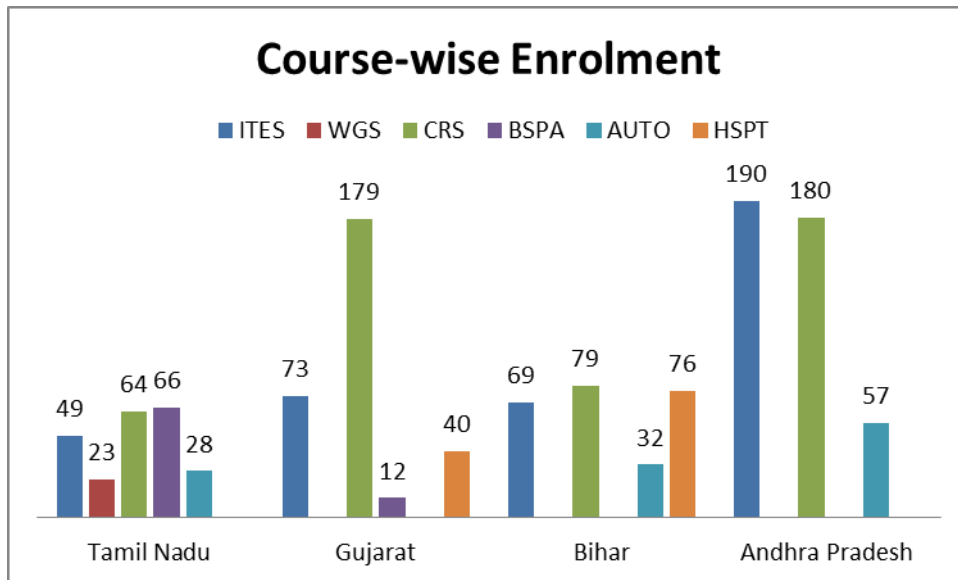
Training centres were established in the identified districts The location of the centers was such that it was suitable for and provided easy access to the majority of the potential trainee belonging to minority groups .

Existing infrastructure from the centers was put to use by CAP. The training centres were hired on lease agreement for 11 months renewed thereafter. The basic amenities available at the training centres were tables, chairs, boards, LCD panel, computers, practical equipment, internet facility, water, toilet facility, boards, cupboards, electricity, LAN, models of the equipment etc. The centres were equipped with the practical material required for each course.

A total of 10 training centres were established concurrently during the project period.

S.No	Name of States/UTs Allocated	Target No of Centers in each State	Actual No of Centers in each State	Target Trainees in Each State	Actual Trainees in Each State
1	Tamil Nadu	5	2	250	230
2	Andhra Pradesh	8	4	400	427
3	Bihar	5	2	250	256
4	Gujarat	6	2	300	304
	Total	22	10	1200	1217

As per the proposal submitted the ratio of students per batch to be maintained at each center was 35-45:1. Since the total training target of 1200 students could be attained while maintaining the specified ratio of students per batch in 10 centers across the 4 states, only 10 against the target of 22 were established.



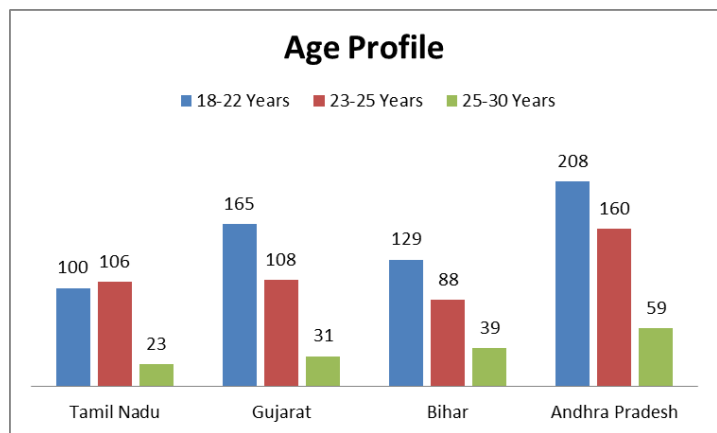
As can be observed from the table above, at the project level the greatest demand was for the Retail Sales Assistant course (41%) followed by the IT Enabled Services Course (31%). Across each state Retail Sales Assistant was again the high demand course with the exception of Tamil Nadu where the Patient Care Assistant Course was slightly more in demand. A minimum of 3 courses aligned to MES and identified as per the Market scan were offered at each center with a maximum batch size of 35-45.

Since course such as Retails Sales, IT Enabled Services and Hospitality Assistant offered more opportunities in the organized sector where students would be provided with fair wages, pay slips and social security benefits and there was a greater demand for these courses from the students, multiple batches of the course were conducted simultaneously. This allowed CAP to be able to accommodate the requirements of all the students and to ensure that all students were provided placement as per the program norms which was possible only in the organized sector. Individual trade faculty were hired for each of the courses which had multiple sections so as to ensure smooth operations of the simultaneous batches.

## SOCIO-ECONOMIC PROFILE

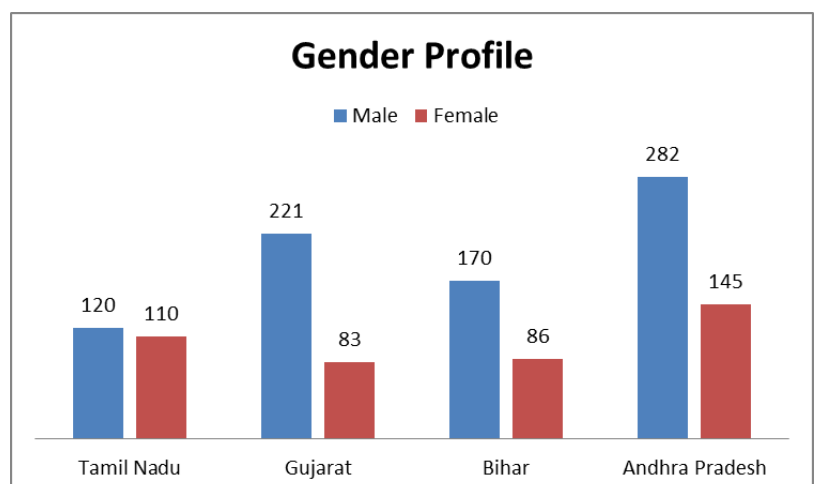
Of the 1480 candidates, belonging to various minority groups, who attended the road shows across the 10 locations that mobilization was conducted in 1217 students enrolled into program. The socio-economic profile of the enrolled students is as follows:

Age Group	Tamil Nadu	Gujarat	Bihar	Andhra Pradesh	Total
18-22 Years	100	165	129	208	602
23-25 Years	106	108	88	160	462
25-30 Years	23	31	39	59	152
Total	230	304	256	427	1217



As can be observed from the table above, a majority of students (49%) belong to the age group of 18-22 years followed by 38% of the students in the age group of 23-25 years.

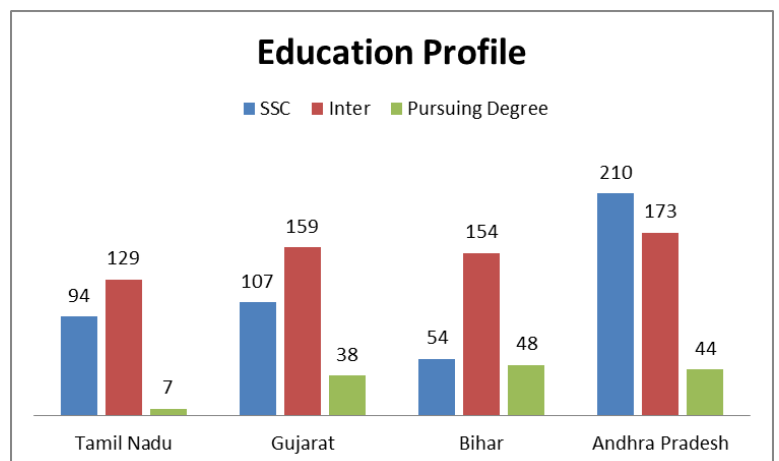
Gender	Tamil Nadu	Gujarat	Bihar	Andhra Pradesh	Total
Male	120	221	170	282	793
Female	110	83	86	145	424
Total	230	304	256	427	1217





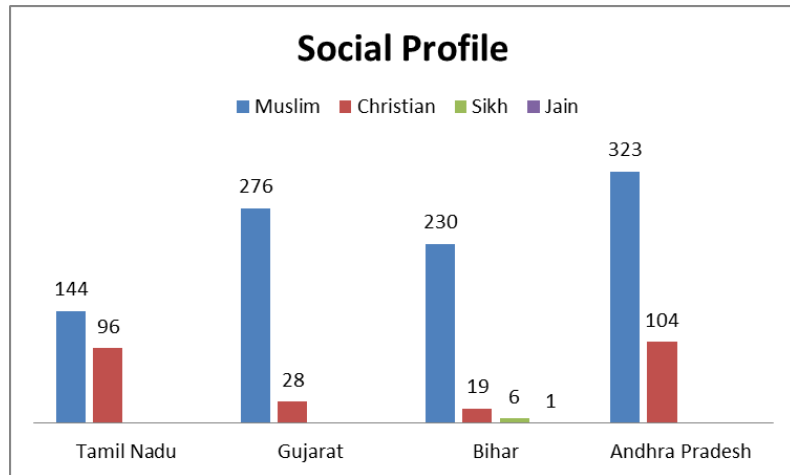
As can be observed across all states there was greater enrollment of male candidates into the program. At the project level the percentage of enrollment of male candidates was 65% as opposed to 35% enrollment of Female candidates. Gujarat had the highest enrollment of male candidates of 73% followed by Bihar and Andhra Pradesh at 66%. Tamil Nadu had the highest enrollment of Female candidates of 48%.

Education Status	Tamil Nadu	Gujarat	Bihar	Andhra Pradesh	Total
SSC	94	107	54	210	465
Inter	129	159	154	173	615
Pursuing Degree	7	38	48	44	137
Total	230	304	256	427	1217



A majority of the students enrolled in the program (50.5%) have completed their schooling up to the 11<sup>th</sup>-12 Standard followed by 38% of students who have completed their schooling to 10<sup>th</sup> Standard. As can be observed that there is a trend of greater number of students who have completed their schooling up to the 11<sup>th</sup>-12 Standard, except in Andhra Pradesh where the number of students who have completed their schooling till the 10<sup>th</sup> standard is slightly higher.

Minority Group	Proposed %	Actual %	Tamil Nadu	Gujarat	Bihar	Andhra Pradesh	Total
Muslim	40	79	144	276	230	323	973
Christian	49	20	96	28	19	104	247
Sikh	4	0.5			7		7
Buddhist	7	0					
Total	100	100	230	304	256	427	1217



As can be observed from the table provided above, 79% of the candidates enrolled in the program belong to the Muslim community, 20% belong to the Christian community and 1% are Sikh and Jain. All of the districts in which the training center was established were locations where the predominant minority group was the Muslim community. A major challenge faced while trying to enroll students belonging to the Christian community was to collect proof of eligibility and community. The lack of willingness of potential candidates to submit supporting documentation and identity proof coupled with a short period of mobilization proved to be a hindrance in enrollment of these candidates. The time constraints did not allow CAP staff to be able to convert the mobilized candidates into enrollments as students were not able to produce the required documents in given period.

A tremendous effort was also made to enroll candidates from the Buddhist and Sikh communities; however reaching to these new communities was a challenge. The only location that afforded communication with these communities was the center established in Gaya and Patna with both locations having less than 0.1% of their population being Buddhist and Sikh. Interactions with the local religious institutions such as Buddhist Monasteries to enroll Buddhists into the program did not lead to a successful source for candidates. It was observed that finding eligible and deserving candidates who were under-privileged or unemployed and belonged to the Sikh community was extremely difficult as well.



## Step 6: Training and Classroom Practices



The enrolled students underwent an Induction Module which has been put in place by CAP to allow trainees to get oriented to the model's pedagogical perspectives that promote the "learning to learn" values in them supported by self-learning, group learning and experiential learning. The Induction module also prepared the trainees to understand and adapt to the delivery of the integrated learning modules that include life skills and academics; Long-term career option pathway exploration, and access to market-

oriented livelihood opportunities as essential core competencies in employability skills training.

Keeping the learning needs and learning styles of these youth, market oriented competencies were delivered to the trainees. 4 integrated components – basic academics, technical, life-skills and workplace preparedness comprise the curricula. The curriculum was delivered by facilitators and business mentors who contribute as guest lectures provide additional support. The training was for a total duration of 3 months, where in the students underwent classroom training for 2 months and On Job Training for 1 month, to help the trainees to access market oriented opportunities.



## Step 6: Work Readiness Module

This module was aimed at making the students/trainees emotionally and technically equipped for the world of work into which they are about to enter. Since the young people trained under this project belong to minority group and are usually required to support their family, a

network platform with businesses that offer guided placement and apprenticeship opportunities was required. This Business Mentor Network allowed the identification of non-exploitative family supporting opportunities besides close monitoring and supervision of the training quality.

The professionally managed team guided the Learning Modules - with faculty as facilitators, mentored by the industry and professionals, youth friendly pedagogy with a strong self learning mode, clear learning outcomes, monitoring and guidance and an effective Community-Business-Government Stake holding.

The emphasis of the programme was on self- learning at one's own pace with clear-cut learning outcomes. The youth were ably guided and mentored by professionally managed team and corporate mentors. The module on work readiness was conducted towards the end of the training course to certify that the trainees are fit to enter into the work world both technically and emotionally.

### **Step 8: On Job Training and Placements**

The entire process from market scanning to placement is done with the cooperation and sometimes the guidance of the corporate houses under the Business Mentoring Network. The students/trainees who are placed become the brand ambassador of CAP'S Employability Skills Training Program. For both the employer corporate and the community, the students/trainees who received placement become a symbol of capacity for training unemployed youth to make them market-capable; and to provide efficient and committed staff to the corporate world.

Currently, most of the students are in the OJT phase. Placements for the students began from April, 2014 onwards and will be updated in May, 2014.

### **Step 9: Assessment and certification**

Internal assessments of trainees on both theory and practical have been conducted on a regular basis throughout the program duration.

In addition, external assessment of the students will be conducted and NCVT certification will be provided under the Modular Employability Scheme, GoI. The assessment and certification will be conducted via Confederation of Indian Industries (CII) upon completion of the OJT period by all students. The conduction of assessment is also dependent on the release of the second installment of funds.

## Step 9: Post-Placement Support

Post placement, an alumni tracker has been retained for every center so as to be able to interact with the families and to keep track students and provide any additional support required during the placement for up- to a period of one year in order to ensure retention

As mentioned earlier students are currently on their OJT and placements began in April, 2014 and thus are eligible for the Post-Placement Support amount after they submit their pay-slips in the months of June and July subject to the release of the second installment of funds.

The post placement tracking reports will be updated on a monthly basis and reported in the website created by CAP specifically for this project.

## Branding and Visibility

The following branding and visibility is being provided to all the centers and is displayed in prominent locations at each location.



A program of

Supported by

## Challenges Faced

- The contract awarded to CAP Foundation is for a duration of 3 months only. Setting up of training centers and organising infrastructure for such a short duration is difficult.
  
- It is also a challenge to employ or depute faculty to run the center for short durations as well.
  
- A major challenge faced while trying to enroll students belonging to the Christian community was a huge time constraint to collect proof of eligibility and community.
  
- While every effort is being made to reach out to the various minority groups, reaching out to new communities such as the Buddhist and Sikh community to find interested and eligible candidates was a major challenge.