

# **INSPECTION OF TRAINEES AND EVALUATION STUDY OF NON-CREDIT SKILL DEVELOPMENT TRAINING PROGRAMMES (SDTPS) OF NBCFDC IN THE STATE OF KERALA**

Submitted to



**NATIONAL BACKWARD CLASSES FINANCE AND  
DEVELOPMENT CORPORATION  
NEW DELHI**

Submitted by



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## LIST OF ABBREVIATIONS

Abbreviation	Explanation
ATDC	Apparel Training & Design Centre
BPL	Below Poverty Line
BPL	Below Poverty Line
CIPET	Central Institute of Plastics Engineering & Technology
DBPL	Double Below Poverty Line
DBPL	Double Below Poverty Line
EBCs	Economically Backward Classes
GoK	Government of Kerala
IHRD	Institute of Human Resources Development
ILO	International Labour Organization
MFS	(Model Finishing School)
MSDE	Ministry of Skill Development and Entrepreneurship
NBCFDC	National Backward Classes Finance and Development Corporation
OBC	Other Backward Classes
SCA	State Channelizing Agency
SDTPs	Skill Development Training Programmes

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## **DECLARATION**

It is declared that the Research Study Report entitled **“Inspection of Trainees and Evaluation Study of Non-Credit Skill Development Training Programmes (SDTPs) of NBCFDC in the State of Kerala”** is based on the original research by the undersigned and that it is exclusively submitted to the **National Backward Classes Finance and Development Corporation (NBCFDC), New Delhi** done by Dr.Ambedkar Chair, Annamalai University. The undersigned also declares that this Research Report has neither been presented before, nor published earlier. The undersigned is solely responsible for those facts presented and views expressed in the research report.

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## **Executive Summary**

### **Inspection of Trainees and Evaluation Study of Non-Credit Skill Development Training Programmes (SDTPs) of NBCFDC in the State of Kerala**

The "Inspection of Trainees and Evaluation Study of Non-Credit Skill Development Training Programmes of NBCFDC in the State of Kerala" represents a comprehensive undertaking to assess the effectiveness and implications of skill development initiatives launched by the National Backward Classes Finance & Development Corporation (NBCFDC) within Kerala. The findings of the study are likely to provide insights for policy makers, administrators and programme implementing agencies in redesigning and strengthening the skill development training for the maximum benefit of the target group. The study focuses on three training institutes, namely the Apparel Training & Design Centre (ATDC), the Central Institute of Petrochemicals Engineering and Technology (CIPET), and the Model Finishing School (MFS).

The main objective of this study is to assess the quality of training imparted by these institutes. It also aims to evaluate the efficacy of the training institutions in implementing the Skill Development Training Programmes sponsored by NBCFDC. The purpose of this assessment is to evaluate the quality and efficacy of training programs, specifically focusing on "on the job training" and skill development training programs sponsored by the Corporation. The assessment aims to determine the practicality, mentoring, basic knowledge about machines, soft skill training, and training satisfaction in terms of skill and income. Additionally, it aims to analyze the time taken for payment of stipends after the commencement of training.

The evaluation assesses the effectiveness of training institutions in implementing skill development training programs sponsored by the Corporation. This includes evaluating the training infrastructure, faculty quality, tie-ups for placements and self-employment, awareness of other training schemes, selection procedures for trainees, monitoring of ongoing training and information provided about post-placement opportunities. The assessment also identified reasons why trainees leave the training program before completion and any bottlenecks encountered.

Furthermore, the economic impact of skill development training programs also analyzed in terms of improving the economic status of trainees through self-employment and wage employment. A comparison of the annual income of trainees before and after the training was conducted, both for each training program separately and overall in the state of Kerala. The variation of income also analyzed, differentiating between wage employment and self-employment.

The assessment reported the percentage of trainees found during inspections to have crossed the income eligibility criteria, who were previously below the income eligibility criteria before obtaining training. This report presented for each training program, both for self-employment and wage employment separately, as well as in entirety.

Furthermore, the social impact of training was assessed in terms of better education for the children of trainees, improved housing conditions, and addition to personal assets. Finally, the assessment aimed to identify the time taken by trainees in getting selected for obtaining training from the TIs (Training Institutions), providing insights into the efficiency of the selection process. This evaluation includes assessing the training infrastructure, faculty quality, tie-ups for placement or self-employment, awareness of other training schemes offered by NBCFDC, and the selection procedure for trainees.

Another aspect of this study is to evaluate the economic impact of the Skill Development Training Programmes. The report analyzed the percentage of trainees who have crossed the Income Eligibility Criteria and the overall economic benefits of the training. Furthermore, the study assessed the social impact of the training by analyzing improvements in the education of trainees' children and their overall socio-economic status.

In adhering to a rigorous research methodology, the study employs a diverse range of data collection techniques, including surveys, in-depth interviews, and focus group discussions. This methodological approach ensures a multifaceted understanding of the program's impact on trainees, while also incorporating valuable input from trainers, implementing partners, and other key stakeholders affiliated with the NBCFDC. The study was conducted in twelve districts of Kerala, namely, Alappuzha, Ernakulam, Iduduki,

Kannur, Kollam, Kottayam, Kozhikode, Malappuram, Palakkad, Pattinamthitta, Thrissur and Thiruvandram. The survey covered 700 trainees who had completed various SDTPs offered by NBCFDC. The unit of analysis for this study is the trainees in various districts of Kerala who have completed training between 2019 and 2020 from the Kerala skill training partners of NBCFDC, namely the Model Finishing School, CIPET, and ATDC. The sample size for each institute is 260 trainees for ATDC, 145 trainees for CIPET, and 295

trainees for MFS. The study was conducted through a questionnaire-based survey of the trainees who had completed the SDTPs. Such a comprehensive strategy is essential for capturing an all-encompassing perspective of the program's real-world effectiveness and informing future recommendations for refinement.

Upon gathering the wealth of data through these research efforts, the study delves into thorough data analysis and interpretation. By employing statistical examinations and qualitative analysis methods, the study aims to distill the data into meaningful insights pertaining to the program's success and areas that may require improvement. This analysis not only strives to uncover the overall impact of the training initiatives but also seeks to identify the factors that may be contributing to or inhibiting their success, thereby providing a solid foundation for subsequent recommendations.

The skill development training program conducted by NBCFDC has shown promising results, with 89% of trainees successfully employed either in wage employment or as self-employed individuals. Additionally, a vast majority of 91% of trainees did not drop out of the training, demonstrating their commitment to the program. Out of the total 700 trainees, 56.6% received placement assistance and guidance from NBCFDC training partners, facilitating their job search process.

The training program has proven to be highly beneficial in terms of income improvement for the participants. Before the training, the monthly income of trainees averaged at Rs 9927, whereas after the training, the average monthly income surged to Rs 24649. Furthermore, an impressive 73% of trainees surpassed the income eligibility criteria, indicating a significant improvement in their socio-economic status.

Effective advertising efforts played a crucial role in attracting participants to the program, as 74% of trainees became aware of the program through various advertisements. The selection process primarily relied on interviews, with 98.6% of trainees indicating that interviews were the main method used for their selection. The swift selection process is commendable, considering 90.9% of trainees were selected within two months.

The training institute's promptness in initiating training is noteworthy, as approximately 71.7% of trainees began their training within a week of their selection. Moreover, a substantial majority of 74.3% of trainees received career guidance throughout the course, highlighting the institute's commitment to their overall development.

A majority of 97.4% of participants expressed satisfaction with the training infrastructure, affirming its adequacy. The stipend provided during the training was

considered sufficient by most trainees. Furthermore, the tools and equipment used during the training were reported to be in good condition by 93.7% of respondents.

Overall, the training program has received positive feedback, with 91% of trainees indicating no issues during their training. Additionally, a significant percentage of trainees (62.3%) stated that their institutes have established collaborations with companies for job placements, enhancing their chances of securing suitable employment opportunities after completing the training.

Based on the scoring system on various parameters, the study showed that publicity of these programmes received the highest average score of 3.80 out of 5, ranking 1st among the evaluated aspects. This implies that the awareness level and reach out of the programmes were highly satisfactory. The income level of the trainees post-training programmes came second with a score of 4.75, showcasing the positive financial impact of skill development training on trainees. It also indicates that the programmes have been successful in aiding income generation. The trainee's skill development level was rated at 4.71, pointing out the effectiveness of the training programmes in terms of skill enhancement.

The evaluation also included time taken to transfer stipend, scheme design, behaviour of employees in the training institute, and method of selection of trainees by the training institute. These factors were rated satisfactorily, suggesting smooth operational and administrative processes.

As per the data collected, ATDC received a majority of positive responses, with 93.1% of its trainees rating it as 'Excellent', 5.8% as 'Average', and a minimal 1.2% rating it as 'Poor'. The CIPET was also highly commended, with a superior 98.6% of its trainees rating the programme as 'Excellent' and only 1.4% as 'Poor'. No trainee rated CIPET as 'Average'. In contrast, the MFS had mixed reviews with 28.1% of the respondents rating it as 'Excellent', a significant 71.9% rating it as 'Average', and no trainee rating it as 'Poor'. In retrospect, the overall effectiveness of the SDTPs was generally well received, with a cumulative 66.9% of the trainees ranking their experience as 'Excellent', 32.4% as 'Average', and just 0.7% as 'Poor'.

The study also compared three different training institutions, namely ATDC, CIPET, and Model Finishing School, and evaluated the impact of training objectives, methods, materials, trainers, usefulness, and satisfaction on the overall effectiveness of the training programs. The evaluation of ATDC, CIPET, and Model Finishing School in terms of factors related to training evaluation reveals interesting findings. The mean scores across various factors reflect the effectiveness and quality of the training provided by these institutions.

In terms of training objectives, ATDC received the highest mean score (4.3765), indicating that the participants perceived a strong alignment between their training goals and the objectives set by ATDC. Model Finishing School also performed well in this aspect with a mean score of 4.2956. On the other hand, CIPET received a slightly lower mean score of 4.0118, suggesting that there may be room for improvement in terms of clearly defining and communicating training objectives.

When it comes to training method, ATDC again emerged as the top performer with a mean score of 4.2654. Both CIPET and Model Finishing School followed closely with mean scores of 4.0097 and 4.2488 respectively. These scores indicate that the training methods employed by these institutions were generally well-received by the participants, but CIPET could consider exploring more innovative and engaging approaches to enhance the effectiveness of their training methods.

In terms of training material, ATDC received the highest mean score of 4.5327, highlighting the participants' satisfaction with the quality and relevance of the training materials provided. Model Finishing School also performed well in this aspect with a mean score of 4.3424. However, CIPET received a slightly lower mean score of 4.0139, suggesting a need for improvement in terms of the selection and development of training materials.

Moving on to the trainer, ATDC once again secured a high mean score of 4.3519, indicating that the participants had a positive perception of the trainers' knowledge, expertise, and teaching abilities. Model Finishing School also performed well in this aspect with a mean score of 4.2644. However, CIPET received a slightly lower mean score of 4.0104, suggesting that they may need to invest more in trainer development and enhancement of teaching skills.

When it comes to usefulness, CIPET stood out with a mean score of 4.3310. This indicates that the training provided by CIPET was perceived as highly beneficial and relevant by the participants. Model Finishing School also received a respectable mean score of 4.3017 in this aspect. However, ATDC received a slightly lower mean score of 3.9532, suggesting that they may need to reassess the relevance and applicability of their training programs to meet the participants' needs more effectively.

Lastly, in terms of satisfaction, all three institutions received high mean scores, indicating a generally positive level of satisfaction among the participants. ATDC received a mean score of 4.6031, CIPET received 4.9931, and Model Finishing School received 4.8441. These scores demonstrate the participants' overall contentment with the training programs offered by these institutions.

The evaluation of ATDC, CIPET, and Model Finishing School in terms of factors related to training evaluation reveals good impact. These institutions should consider leveraging the strengths highlighted in this evaluation to further enhance the quality and effectiveness of their training programs. This evaluation will serve as a valuable resource for further research and study, contributing to the improvement of training and development practices in these institutions.

The trainees were asked to rate the impact of six different activities on their social experience. The results suggest that participation in organized activities (Average score 4.91) has the highest impact on social experience, with first rank. This is followed closely by better access to health facilities (Average score 4.85) and improvement in dealing with outsiders (Average score 4.85), increased involvement with social events (Average score 4.85), all of which have second rank. Participation in social service activities (Average score 4.70) having third rank, and betterment of education of children (Average score 4.70) having fourth rank. The findings of this study have significant implications for community development initiatives, as they suggest that organized activities and improved access to health facilities could be effective in promoting social well-being in a community.

The economic impact assessment aimed to measure the economic impact that the trainees' involvement in these programs had on their lives. The feedback from the 700 participants who were examined revealed that the training programs had a considerably positive impact on several aspects of their economic condition. The savings rate was ranked highest with an average score of 4.83 out of 5, indicating that participants were able to manage their finances better and accrue savings post-training. This factor was followed closely by an improved standard of living, with an average score of 4.77, illustrating the general betterment in the participants' lifestyle.

Other benefits reported included enhanced access to financial resources, ranked third with a score of 4.69, and improved asset creation, which came fourth with a score of 4.64. Lesser family indebtedness ranked fifth with an average score of 4.59, signifying a reduction in financial burdens borne by the participants' families. Furthermore, there was an improvement in food and clothing consumption patterns, scoring 4.40 and 4.36 respectively, demonstrating an improvement in their living conditions.

In conclusion, The Inspection of Trainees and Evaluation Study of Skill Development Training Programmes of National Backward Class Financial Development Corporation in the State of Kerala was undertaken to understand the effectiveness of the skill development programs provided by the corporation. The study analyzed the skill



development training programs provided in the state of Kerala and inspected the trainees who underwent the training.

The study found that the trainees who underwent the training program have significantly improved their skills as compared to their pre-training levels. The training programs have helped in enhancing the employability of the trainees, especially among the backward classes. Additionally, the programmes have also facilitated the trainees' access to financial assistance and credit facilities, enabling them to establish their own enterprises and become self-reliant.

Furthermore, the programs have helped bridge the skill gap in various industries, enabling employers to recruit a skilled workforce and boosting the state's overall economic growth. Additionally, the study emphasizes the importance of continuous assessment and feedback mechanisms to ensure that the training programs remain relevant and effective. These programs have enabled the trainees to acquire industry-relevant skills and knowledge, thereby improving their chances of getting better job opportunities.

The study recommends that these training programs should be continued and expanded to reach out to more backward class communities in Kerala.

Moreover, the study has highlighted the significant role played by the National Backward Class Financial Development Corporation in empowering the backward communities by providing them with opportunities to enhance their skills and improve their financial status. The corporation has been successful in reaching out to the target group and providing them with relevant training programmes.

Overall, the inspection and evaluation study of skill development training programmes conducted by National Backward Class Financial Development Corporation in the State of Kerala has been successful in achieving its objectives. The programmes have facilitated the empowerment of the backward communities by providing them with opportunities to enhance their skills and become financially independent. The positive outcomes of the study indicate that the corporation's efforts have been fruitful in improving the lives of the backward classes in the State of Kerala. Through diligent analysis and informed adaptation, NBCFDC's Non-Credit Skill Development Training Programmes will continue to make a meaningful difference in the lives of countless individuals throughout Kerala and beyond.

## **CHAPTER - 1**

### **Introduction**

#### **1.1 About NBCFDC**

National Backward Classes Finance & Development Corporation (NBCFDC) is a Govt. of India Undertaking under the aegis of Ministry of Social Justice and Empowerment. NBCFDC was incorporated under Section 25 of the Companies Act 1956 on 13th January 1992 (now section 8 of Companies Act 2013) as a Company not for profit with an objective to promote economic and developmental activities for the benefit of Other Backward Classes (OBCs) and to assist the poorer section of these classes in skill development and self-employment ventures. NBCFDC provides financial assistance through State Channelizing Agencies (SCAs) nominated by the State Governments/UTs and Banks (RRBs & PSBs). NBCFDC also provides Micro Financing through SCAs/ Self Help Groups (SHGs). The Corporation can assist a wide range of income generating activities to assist the poorer section of these classes in self-employment ventures under following broad sectors:

1. Agriculture and Allied Activities
2. Small Business/Artisan and Traditional Occupation
3. Transport and Service Sector etc.
4. Technical, Vocational and Professional Trades/Courses

The Corporation additionally facilitates skill development of poor persons belonging to OBCs, persons of Economically Backward Classes (EBCs), De-notified Nomadic and Semi-Nomadic Tribe, Sr. Citizen, Beggars and Transgender.

#### **1.2 VISION of NBCFDC**

The Corporation has been established with a vision to play a leading role in upliftment of economic status of the target group of Backward Classes.

#### **1.3 MISSION of NBCFDC**

To provide concessional financial assistance to the eligible members of the Backward Classes for Self employment ventures and Skill Development Training.

#### **1.4 Objectives of NBCFDC**

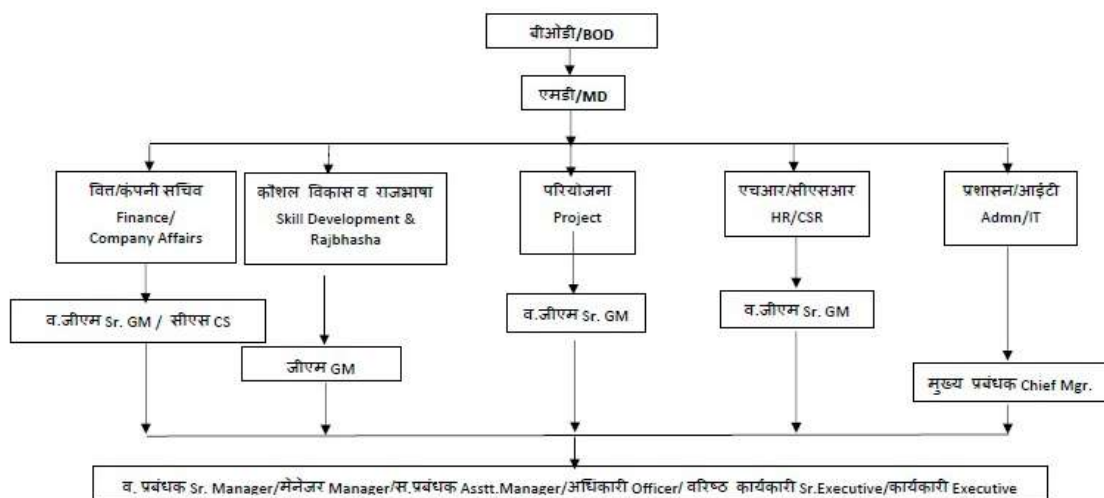
1. To Promote economic & development activities for the benefit of Backward Classes.
2. To assist, subject to such income and/or economic criteria as may be prescribed by government from time to time, individuals or groups of individuals belonging to Backward Classes by way of loans and advances for economically and financially viable schemes and projects.
3. To provide for gainful employment and skill development to the target group.

4. To grant concessional finance in selected cases for poor persons belonging to Backward Classes as per an annual income criteria defined from time to time (presently Rs. 3.00 lakh).
5. To extend loans to the Backward Classes for pursuing general/professional/vocational/technical education or training at graduate and higher level.
6. To assist in the upgradation of technical and entrepreneurial skills of Backward Classes for proper and efficient management of production units.

### 1.5 Key Executives

Name	Designation
Shri Rajan Sehgal	Managing Director
Shri V. R. Chary	Sr. General Manager (HR & CSR)
Smt. Anupama Sood	Sr. General Manager (Project)
Shri Ajit Kumar Samal	Sr. General Manager (Finance & Company Secretary)
Shri Suresh Kumar	General Manager (Skill Development)
Shri Sujay P John	Dy General Manager (Admn./IT)

### 1.6 Organizational Chart



## 1.7 Skill Development Training

S. No.	Category	Eligibility	
1	Other Backward Classes (OBC)	1)	Caste categorization under OBC as per either Centre list at website <a href="http://www.ncbc.gov.in">www.ncbc.gov.in</a> or the designated State Govt. list. Caste certificate issued by relevant State Government is required
		2)	Annual Family income from all sources should be below Rs.3.00 Lakhs. Annual Family income certificate issued by the appropriate authority of the State Government or self-certified and duly endorsed by a Gazetted officer as defined by the appropriate government will be acceptable.
2	Economically Backward Classes (EBC)	1)	No Caste certificate required.
		2)	Annual Family income from all sources should be below Rs.1.00 Lakhs. Annual Family income certificate issued by the appropriate authority of the State Government or self-certified and duly endorsed by a Gazetted officer as defined by the appropriate government will be acceptable.
3	De-Notified Nomadic and Semi-Nomadic Tribes (DNTs)	1)	Given their extremely deprived & migratory nature, exemption has been given for insistence of caste certificate, income certificate, proof of age and permanent address.
		2)	If the caste certificate is not available, Self-declaration of the candidate of his/her specific caste, date of birth and address alongwith the endorsement by the local Pradhan of the Community/Cluster to this effect, will be acceptable.
		3)	No income criteria

## 1.8 Skill Partners

Sr No.	Name of Institute recommended for the financial year 2022-23	Website
1	Apollo Medskills	<a href="http://www.apollomedskills.com">www.apollomedskills.com</a>
2	Apparel Training and Design Centre (ATDC)	<a href="http://www.atdcindia.co.in">www.atdcindia.co.in</a>
3	Bright School Samiti	
4	Central Institute of Hand Tools (CIHT), (MSME) Jalandhar	<a href="http://www.ciht.in">www.ciht.in</a>
5	CII - Institute of Logistics	<a href="http://www.cii logistics.com">www.cii logistics.com</a>
6	Central Institute of Petrochemicals Engineering	<a href="http://www.cipet.gov.in">www.cipet.gov.in</a>

	and Technology (CIPET)	
7	Electronics Service and Training Centre (ESTC), Ramnagar	<a href="http://www.estcindia.com">www.estcindia.com</a>
8	Himachal Consultancy Organization (HIMCON) Ltd.	<a href="http://www.himcon.org">www.himcon.org</a>
9	Institute For Design Of Electrical Measuring Instruments (IDEMI), (MSME) Mumbai	<a href="http://www.idemi.org">www.idemi.org</a>
10	Indo German Tool Room (IGTR), (MSME) Ahmadabad	<a href="http://www.igtrahd.com">www.igtrahd.com</a>
11	MSME TOOL ROOM, Indo German Tool Room (IGTR) (MSME) Indore	<a href="http://www.igtr-indore.com">www.igtr-indore.com</a>
12	MSME Technology Centre, Indo German Tool Room (IGTR) , (MSME) Aurangabad	<a href="http://www.igtr-aur.org">www.igtr-aur.org</a>
13	Indian Institute of Carpet Technology (IICT), Srinagar	<a href="http://www.iictsrinagar.org">www.iictsrinagar.org</a>
14	Indian Institute of Entrepreneurship (IIE), Guwahati	<a href="http://www.iie.nic.in">www.iie.nic.in</a>
15	J&K ITC Organization Limited	<a href="http://www.jkitco.in">www.jkitco.in</a>
16	MPCON Ltd.	<a href="http://www.mpconsultancy.org">www.mpconsultancy.org</a>
17	MSME Technology Centre, Bhopal	<a href="http://www.msmtcbbhopal.org">www.msmtcbbhopal.org</a>
18	MSME Technology Centre, Rohtak	<a href="http://www.msmtcrohtak.org">www.msmtcrohtak.org</a>
19	MSME- Technology Centre, Bengaluru	<a href="http://www.msmtcblr.org">www.msmtcblr.org</a>
20	MSME- Technology Centre, Bhiwadi	<a href="http://www.msmtcbhiwadi.org">www.msmtcbhiwadi.org</a>
21	Central Tool Room and Training Centre (CTTC), MSME Toolroom, Bhubaneshwar	<a href="http://www.cttc.gov.in">www.cttc.gov.in</a>
22	MSME- Technology Centre, Durg	<a href="http://www.dcsmse.gov.in">www.dcsmse.gov.in</a>
23	MSME- Technology Centre, Tool Room & Training Centre, Guwahati	<a href="http://trtcguwahati.org">trtcguwahati.org</a>
24	MSME- Technology Centre, Central Tool Room, Ludhiana	<a href="http://www.ctrludhiana.com">www.ctrludhiana.com</a>
25	MSME- Technology Centre, Vishakhapatnam	<a href="http://www.msmtcvizag.org">www.msmtcvizag.org</a>

26	The National Institute for Entrepreneurship and Small Business Development (NIESBUD)	<a href="http://www.niesbud.nic.in">www.niesbud.nic.in</a>
27	O P Jindal Community College	<a href="http://www.opjcc.org">www.opjcc.org</a>
28	Pithampur Auto Cluster, Indore	<a href="http://www.pithampurautocluster.com">www.pithampurautocluster.com</a>
29	MSME- Technology Development centre, Process and Product Development Centre, Agra	<a href="http://www.ppdccagra.dcmsme.gov.in">www.ppdccagra.dcmsme.gov.in</a>
30	MSME- Technology Development centre, Process and Product Development Centre, Meerut	<a href="http://www.ppdccmeerut.com">www.ppdccmeerut.com</a>
31	MSME Tool Room, Indo Danish Tool Room, (IDTR), (MSME) Jamshedpur	<a href="http://www.idtr.gov.in">www.idtr.gov.in</a>
32	Tool Room & Training Center, (MSME) Patna	<a href="http://www.patna.idtr.gov.in">www.patna.idtr.gov.in</a>
33	MSME Technology Centre, Sitarganj	<a href="http://www.msmtcscitarganj.org">www.msmtcscitarganj.org</a>
34	KendriyaBhandar, Kolkata	<a href="http://www.kendriyabhandar.org">www.kendriyabhandar.org</a>
35	Alsisar Training Center	
36	APITCO	<a href="http://www.apitco.org">www.apitco.org</a>
37	Disha Educational & Social Welfare Society	
38	G D Goenka University	<a href="http://www.gdgoenkauniversity.com">www.gdgoenkauniversity.com</a>
39	Ch. Beni Ram Rural Educational Foundation	<a href="http://www.cbrefoundation.co.in">www.cbrefoundation.co.in</a>
40	JanhitSewaSansthan	<a href="http://www.janhitsewa.com">www.janhitsewa.com</a>
41	Mahatma Fule Education Social Cultural Sanstha	
42	Pragti Education & Welfare Society	<a href="http://www.pragti.org">www.pragti.org</a>
43	Shilpee Educational Trust	<a href="http://www.setedu.in">www.setedu.in</a>
44	Shri Krishna Educational Society	<a href="http://www.skeds.in">www.skeds.in</a>
45	Super Computer College	

## 1.9 Areas of Skilling

SI. No:	Name of Training Institutes	Job Role	Duration	Duration in Months
1	Apollo Medskills	General Duty Assistant	1000 Hrs	6
		Geriatric Care Aide	1000 Hrs	6
		Phlebotomist Version 2	1000 Hrs	6
2	ATDC	Self Employed Tailor	360 Hrs.	3
		Sewing Machine Operator	285 Hrs.	3
		Fashion Designer	720 Hrs	6
		Production Supervisor Sewing Version 2	800Hrs	7
		Specialized Sewing Machine Operator	42 Hrs	1
3	Bright School Samiti	Self Employed Tailor Version 2	360 Hrs	3
		General Duty Assistant Version 2	1000 Hrs	6
4	Central Institute of Hand Tools Jalandhar	Computer Hardware and Networking	80 Hrs.	1
		AutoCAD	80 Hrs.	1
		Graphics and Web Designer	390 Hrs.	3
		PLC Programming	80 Hrs.	1
5	Central Tool Room and Training Centre Bhubaneshwar	Advance Diploma in CNC Programming Techniques and Practices	900 Hrs	7
6	CII Logistics	Documentation Assistant	270 hrs	2
		Consignment Booking Assistant	300 hrs	3
		Warehouse Packer - Upskilling	80 hrs	1
7	CIPET	Machine Operator Assistant - Injection Moulding	480 Hrs	3
		Machine Operator Assistant - Plastics Processing	480 Hrs	3
		Machine Operator - Injection Moulding	960 Hrs	6
		Machine Operator - Plastics Processing	960 Hrs	6
		Machine Operator Assistant - Blow Moulding	480 Hrs	3
		Machine Operator Assistant - Injection Moulding	480 Hrs	3
		Machine Operator Assistant - Plastics Processing	480 Hrs	3
		Machine Operator Assistant - Plastics Extrusion	480 Hrs	3
8	ESTC, RAMNAGAR	Certificate Course in CNC	780 Hrs	6

		Milling		
9	HIMCON LTD	Assistant Beauty Therapist	390 Hrs	3
		Beauty Therapist	440 Hrs	4
		Self Employed Tailor Version 2	360 Hrs.	3
		Sewing Machine Operator Version 2	285 hrs	3
		Plumber General	432 Hrs.	4
		Sewing Machine Operator Version 2	285 Hrs	3
10	IDEMI, MUMBAI	AutoCAD	80 Hrs.	1
		Graphics and Web Designer	390 Hrs.	3
		Advance Web Designer and Animator	780 Hrs.	6
		3D Animation and Special Effects	500 Hrs.	4
11	IGTR, AURANGABAD	ADVANCE DIPLOMA IN STRUCTURAL DESIGN AND ANALYSIS	780 Hrs.	6
		Certificate Course in CNC Milling	780 Hrs.	6
		Certificate Course in CNC Turning	780 Hrs	6
		Advance Diploma in Machine Maintenance and Automation	780Hrs	6
		Master Certificate Course in CAD CAM	780 Hrs	6
12	IGTR, INDORE	Certificate Course in CNC Milling	780 hrs	6
		Account Executive	75 hrs	1
		Solar Panel Installation and Technician	80 hrs	1
13	IIE, Guwahati	Assistant Beauty Therapist	390 Hrs	3
		Assistant Electrician	400 Hrs	3
		Bamboo Utility Handicrafts Assembler	290 Hrs	3
		Beauty Therapist	440 Hrs	4
		Self Employed Tailor	360 Hrs	3
		Loin Loom Weaver	300 Hrs	3
		Vermicompost Producer (V-2)	200 Hrs	2
		EDP	80 Hrs	1
14	Indian Institute of Carpet Technology Srinagar	Carpet Weavers Knotted	450 Hrs	4
15	Indo German Tool Room	Certificate Course in CNC	780 Hrs	6



	AHEMEDABAD	Milling		
		Master Certificate Course in CAD CAM	780 Hrs	6
16	J&KITCO	Assistant Electrician	400 Hrs	3
		Self Employed Tailor	360 Hrs	3
17	KendriyaBhandar, Kolkata	Sewing Machine Operator	285 hrs	3
		Retail Sales Associate	280 hrs	3
		Two Shaft Handloom Weaver	80 hrs	1
18	MPCON	Beauty Therapist	440 Hrs	4
		Self Employed Tailor Version 2	360 Hrs	3
19	MSME Technology Centre Bengaluru	CATIA	80 Hrs	1
		Graphics and Web Designer	390 Hrs	3
20	MSME Technology Centre Durg	Computer Hardware and Networking	80 Hrs	1
		Certificate Course in CNC Milling	780 Hrs	6
		Advance Diploma in Machine Maintenance and Automation	780 Hrs	6
21	MSME Technology Centre Sitarganj	Computer Hardware and Networking	80 Hrs	1
22	MSME Technology Centre, Bhopal	AutoCAD (Mech., Civil, ECAD)	80 Hrs	1
		PLC Programming	80 Hrs	1
23	MSME Technology Centre, Rohtak	AutoCAD	80 hrs	1
		Certificate Course in CNC Turning	780 hrs	6
		Master Certificate Course in CAD CAM	780 hrs	6
24	MSME Tool Room, Jamshedpur	Certificate Course in CNC Milling	780 Hrs	6
		Master Certificate Course in CAD CAM	780 Hrs	6
25	MSME, Bhiwadi	FIRE FIGHTER	600 Hrs	6
		AutoCAD	80 Hrs	1
26	MSME, LUDHIANA	Certificate Course in CNC Turning	780 hrs	6
		Certificate Course in CNC Milling	780 hrs	6
		Arise Hand Held Products (HHP)	460 hrs	4
27	NIESBUD	Assistant Electrician	400 Hrs	3
		Beauty Therapist	440 Hrs	4
		Electrician Domestic Solutions	80 Hrs	1
		Fashion Designer	80 Hrs	1

		Organic Grower	80 Hrs	1
		Field Technician Other Home Appliances	80 Hrs	1
		LED Light Repair	80 Hrs	1
		Skiving Operator	80 Hrs	1
		Customer care Exexecutive	80 Hrs	1
		Electrician Domestic Solutions	80 Hrs	1
		Domestic Data Entry Operator –Upskilling	80 Hrs	1
		Customer care Executive	80 Hrs	1
		Welding Assistant – Upskilling	80 Hrs	1
		EDP	90 Hrs	1
28	OP JINDAL	Assistant Electrician	400 hrs	3
		Barbending Steel fixer	80 hrs	1
		Construction and Painter Decorator	400 hrs	3
29	PITHAMPUR AUTO CLUSTER	Telecom Customer Care Executive Call Center Relationship Cente Version 2	550 Hrs	4
		General Duty Assistant Version 2	1000 Hrs	6
30	PPDC - Meerut	Self Employed Tailor	360 Hrs	3
		Pickle Making Technician	320 Hrs	3
		CNC Operator Vertical Machine Centre -Upskilling	80 Hrs	1
		Domestic Data Entry Operator –Upskilling	80 Hrs	1
		Certificate Course in Cricket Ball Manufacturing – Upskilling	80 Hrs	1
		Certificate Course in Cricket Bat Manufacturing – Upskilling	80 Hrs	1
		CNC Operator - Turning	300 Hrs	3
		Office Assistant-V2	184 Hrs	1
31	PPDC, Agra	Graphic & Web Designing	390 Hrs	3
		AutoCAD	80 Hrs	1
		Computer Hardware and Networking	80 Hrs	1
		Java	80 Hrs	1
		CNC Machining - Lathe	80 Hrs	1
		CNC Machining - Milling	80 Hrs	1
		PLC Programming	80 Hrs	1

		Solidworks	80 Hrs	1
32	Tool Room & Training Centre, Guwahati	CISCO CERTIFIED NETWORK ASSOCIATE	520 Hrs	4
		Graphics and Web Designer	390 Hrs	3
		Advanced Embedded Technology	780 Hrs	6
		Certificate Course in CNC Milling	780 Hrs	6
		Certificate Course in CNC Turning	780 Hrs	6
		Master Certificate Course in CAD CAM	780 Hrs	6
		Advance Diploma in Machine Maintenance and Automation	780 Hrs	6
33	TRTC Patna	Certificate Course in CNC Milling	780 Hrs	6
		Advance Diploma in Computer Hardware and Network Management	360 Hrs	6
		Certificate Course in CNC Milling	780 Hrs.	6
		Certificate Course in Electrical Equipment Repairing and Maintenance	780 hrs	6
		Certificate Course in Machining	780 Hrs.	6
		Master Certificate Course in CAD CAM	780 Hrs	6
34	Alsisar Training Center	Geriatric Caregiver (Institutional & Home Care)	450 Hrs	3
35	APITCO	Geriatric Caregiver (Institutional & Home Care)	450 Hrs	3
36	Disha Educational & Social Welfare Society	Geriatric Caregiver (Institutional & Home Care)	450 Hrs	3
37	G D Goenka University	Geriatric Caregiver (Institutional & Home Care)	450 Hrs	3
38	Ch. Beni Ram Rural Educational Foundation	Geriatric Caregiver (Institutional & Home Care)	450 Hrs	3
39	JanhitSewaSansthan	Geriatric Caregiver (Institutional & Home Care)	450 Hrs	3
40	Mahatma Fule Education Social Cultural Sanstha	Geriatric Caregiver (Institutional & Home Care)	450 Hrs	3
41	Pragti Education & Welfare Society	Geriatric Caregiver (Institutional & Home Care)	450 Hrs	3
42	Shilpee Educational Trust	Geriatric Caregiver (Institutional & Home Care)	450 Hrs	3

43	Shri Krishna Educational Society	Geriatric Caregiver (Institutional & Home Care)	450 Hrs	3
44	Super Computer College	Geriatric Caregiver (Institutional & Home Care)	450 Hrs	3

**National Backward Classes Finance and Development Corporation**  
**Statewise Skill Development Training Provided to target group under PM-DAKSH Yojana**  
**during the year 2021-22 (as on 31-03-2022)**

Sl. No.	Name of the State/UTs	No. of Trainees	Amount Allocated (Rs. in Lakhs)	Amount Disbursed (Rs. in Lakhs)
1	Andhra Pradesh	653	81.30	9.50
2	Assam	1332	205.64	49.46
3	Bihar	1399	217.67	42.68
4	Chhatisgarh	390	67.78	17.96
5	Delhi	179	26.19	5.87
6	Gujarat	854	113.46	24.10
7	Haryana	419	70.05	12.93
8	Himachal Pradesh	120	11.85	3.04
9	J&K	495	92.68	17.94
10	Laddakh	50	6.03	0.54
11	Jharkhand	515	86.59	22.3
12	Karnataka	508	73.02	8.67
13	Kerala	546	67.13	10.53
14	Madhya Pradesh	1115	168.93	33.48
15	Maharashtra	1117	184.43	30.75
16	Manipur	407	78.15	16.08
17	Meghalaya	30	5.83	1.42
18	Odisha	413	82.61	6.95
19	Pondicherry	34	2.93	0
20	Punjab	471	71.00	18.00
21	Rajasthan	1129	191.08	34.89
22	Sikkim	155	24.26	6.08
23	Tamil Nadu	632	125.79	14.2
24	Telangana	441	76.63	11.01
25	Tripura	419	65.83	12.15
26	Uttar Pradesh	3109	474.53	112.14
27	Uttarakhand	180	25.44	6.34
28	West Bengal	1044	119.87	16.72
<b>Total</b>		<b>18156</b>	<b>2816.70</b>	<b>545.72</b>

### 1.10 Training Institutes taken for evaluation study

- i. The Apparel Training & Design Centre (ATDC),
- ii. Central Institute of Petrochemicals Engineering and Technology (CIPET)
- iii. Model Finishing School (MFS),

#### **1.10.1 The Apparel Training & Design Centre (ATDC)**

Registered as a Society under Societies Act in 1991 ATDC, was approved as a Nodal Agency by the Ministry of Textiles, GoI in the year 2010 for implementing Integrated Skill Development Scheme (ISDS) of the Ministry of Textiles, Government of India and by training over 3 Lakh candidates under ISDS and during the decade. ATDC participates in RFP of various Central and State Government Agencies in 23 states across India including the State Skill Missions, NSDC, MSD&E etc. In the last decade over 3,00,000 candidates have been trained through ATDC Pan-India network of about 127 centres with about 75% wage placements. In the last decade over 3,00,000 candidates have been trained through ATDC Pan-India network of about 127 centres with about 75% wage placements.

#### **Objectives of ATDC**

- Impart Practical Training
- Meet the needs of Fashion Industry
- Assist Artisans, Craftsmen, Designers & Exporters
- R&D Activities
- Collaborate with Institutions
- Provide skilled and well trained industry- ready human resources to the textile– apparel value chain in order to improve the technical and design edge in apparel manufacturing and merchandising as per international benchmarks.
- Generate employment opportunities for weaker sections of the society by providing them training in the field of apparel design, manufacturing and merchandising and allied areas.
- Upgrade the technical and technological skills of human resources to improve quality, productivity, efficiency levels of the downstream Apparel Industry in particular.
- Equip the candidates with Soft skills in addition to domain skills to cope with rapidly changing performance parameters in real-life job situations.

#### **National Sponsoring Agencies Supporting Skill Development Trainings in ATDCs**

THE NATIONAL AGENCIES: Offering Sponsorship for Skill Development Training in ATDCs as per the job-role identification through skill gap analysis to SC/ OBC- DNT- Nomadic Tribes/ EWS/ Transgender/ Senior Citizen/ SafaiKaramchariestraitees across

ATDCs Pan-India. ATDC Offers NSQF aligned courses as approved by NSDC & AMHSSC. ATDC uploads all the data of training on the “Skill India Portal”. In the Financial Year 2019-2020 ATDC received total sanction training target of 5070 candidates through 4 National Apex Sponsoring Agencies;

- ATDC conducts skill development programs for the benefit of unemployed / unprivileged youths and women belonging to SC/ST/OBC/Minorities/EWS & PwDs
- ATDC Centres with proper training infrastructure provide relevant and “employable skills” for wage employment/ entrepreneurial set-ups in apparel sector
- For this Social Community Development ATDC has tie-ups with various Central /State Government Projects/ National Corporations/ CSR –PSUs

National Level APEX Organisation	Trained Trainees		
	2019-20	2020-21	2021-22
National Backward Classes Finance & Development Corporation	1500	2500	2500

### 1.10.2 Central Institute of Petrochemicals Engineering & Technology (CIPET)

Central Institute of Petrochemicals Engineering & Technology (CIPET) (formerly known as Central Institute of Plastics Engineering & Technology (CIPET)) was established in 1968 by Government of India with the assistance of United Nations Development Programme (UNDP) at Chennai. The main objective of setting up of this specialized institute was to develop manpower in different disciplines of Plastics Engineering & Technology as no similar institute was in existence in the country. International Labour Organization (ILO) served as the executing agency. During the initial project period between 1968 and 1973, the institute achieved the targets envisaged and was rated as one of the most successful UNDP projects implemented worldwide. Today CIPET is a premier Academic institution for higher & technical education under the Ministry of Chemicals & Fertilizers, Govt. of India fully devoted in all the domains of plastics viz:- Design, CAD/CAM/CAE, Tooling & Mould Manufacturing, Production Engineering, Testing and Quality Assurance. CIPET operates from various locations spread across the country to cater the needs of the Polymer and allied industries. From our first location in Chennai, we now have 39 locations in 22 States and few more are in the process of Establishment. Every campus offers state-of-art facilities, turning out alumni with an innovative mind set and an entrepreneurial spirit. Our campuses are

workshops for inventing the future, where students work with award winning faculty and experts to translate learning and research into action.

## **OBJECTIVES OF CIPET SKILL TRAINING**

The overall objective of CIPET - Skill Development is to strengthen the capacity of youths for sustainable employment. We put this into practice through specific actionable objectives which are as follows:

- Equipping the young minds with the skill sets which would make them the major driving force for technology innovation and economic development.
- To build a sense of self belief among the vulnerable unemployed youth through sustainable employment opportunities.
- Acting as a facilitator to bridge the gap between demand and supply of skilled workforce in the plastics and allied sectors.
- Impart skill oriented short duration training for rural youths to help them in developing their technical and professional skills in the area of Plastics Processing, Plastics Recycling, FRP, Plastics Mould Manufacturing, Plastic Product, Mould Design as well as Mechanical Drafting and Modeling with CAD software.
- To act as a Centre of information, guidance and facilitation for rural folks.
- To disseminate knowledge and appropriate skill practices through recognized systems of training, testing and certification to validate competency levels.

### **1.10.3 Model Finishing School**

A Government of Kerala (GoK) undertaking, the Model Finishing School is a joint initiative of the IT Department, GoK and the Institute of Human Resources Development (IHRD), with the support of industry-major Infosys. The IHRD is responsible for the day-to-day functioning of the institution. The first Model Finishing School started in 2008 at Science and Technology Museum Campus, Trivandrum and the second at Jawaharlal Nehru International Stadium Kaloor, Kochi in 2010. Institute of Human Resources Development (IHRD) is an autonomous educational institution established by the Government of Kerala in 1987. There are 86 institutions including Engineering Colleges, Colleges of Applied Science, Model Polytechnic Colleges, Technical Higher Secondary Schools and Regional Centers managed by IHRD, all over Kerala.

The Model Finishing School is a pioneering venture of the Government of Kerala, set up with the purpose of enhancing employability of qualified youths from the State of

Kerala. Which is one of the most literate and education-friendly states of India, has no dearth of qualified hands, both in the technical and non-technical streams.

The collective efforts put in by different stakeholders towards promoting education could be attributed to this achievement. In spite of this advantage, youths in Kerala face a definite lag when it comes to securing employment of choice, especially in the new-age technology enabled sectors. This perplexing mismatch has been a cause of concern to the Government, academicians and representatives of the industry and even well-wishers of the State. The commonly attributed reason to this mismatch is the lack of communication and articulation skills among the youth of Kerala.

In remedying this problem, the Government of Kerala has set up the Model Finishing School to complete those components of learning that cannot be had from the traditional mode of learning. The Model Finishing School aims to equip students in Kerala in those aspects of learning, most desired and favored by the employment providers.

A Government of Kerala (GoK) undertaking, the Model Finishing School is a joint initiative of the IT Department, GoK and the Institute of Human Resources Development (IHRD), with the support of industry-major Infosys. The IHRD is responsible for the day-to-day functioning of the institution.

The first Model Finishing School started in 2008 at Science and Technology Museum Campus, Trivandrum and the second at Jawaharlal Nehru International Stadium Kaloor, Kochi in 2010.

### **Mission of Model Finishing School**

To create professionals with competency and values who will be the fore runners in technology, contributing to the society and the country.

### **Vision of Model Finishing School**

To evolve into a contributing center of excellence in knowledge and technology, creating globally competitive professionals who would contribute profusely to the society



## CHAPTER – 2

### RESEARCH METHODOLOGY

#### 2.1 BACKGROUND OF THE STUDY

Skill Development is the process of identification of the skills gap in youth and providing skilling training & employment benefits to them. Skill development programs aim to acknowledge the ability of the youth and extend their support by serving them with the proper guidance, infrastructure, opportunities, and encouragement that help them achieve their ambitions. Education and skills are essential for everyone, and they both walk hand in hand in everyone's career journey. They are the roots behind the economic growth and community development of a country. Therefore, both central & state governments are continuously making efforts to provide skill development to the youth with their skilling partners around the country.

The benefits of Skill Development include increased skill employment, Wage employment, increased business profits, improved performance, improved accuracy & quality, improved communication, complies with rules & regulations, improved recruitment & career opportunities, and development of good customer relations. The Governments of India have realized the need for quality and formal skill education to be provided among youth. Various schemes and projects have been brought in to impart quality skill education by the Government of India. **Non-Credit Skill Development Training Programmes (SDTPs)** is one such scheme introduced by the Government of India to impart formal skill education through National Backward Class Financial Development Corporation (NBCFDC) in various states of India.

In Kerala, Model Finishing School, Central Institutions of plastics Engineering and Technology (CIPET) and Apparel Training and Design Centre (ATDC) has implemented **Non-Credit Skill Development Training Programmes (SDTPs)** schemes with the support of national backward classes' finance and development corporation (NBCFDC), New Delhi for the benefit of the OBC peoples. This evaluation study is an attempt to **Inspect and Evaluate the trainees of Non-Credit Skill Development Training Programmes (SDTPs) of NBCFDC in the State of Kerala** and to reveal the perceived social and economic impact. The findings of the study will be of immense use to the planners, policy makers, NBCFDC people and researchers to design plans and execute suitable strategies in building skill development for the weaker sections in the society.

## **2.2 STATEMENT OF THE PROBLEM**

Skilled labour force has become the need of the hour. The demand for highly skilled labour force is increasing day by day. Due to fast increasing rates of underemployment and educated unemployment, the governments of India has brought in many initiatives to ensure vocational training and skill development to the eligible members of OBC so that they may engage in developmental activities. Non-Credit Skill Development Training Programmes (SDTPs) is an initiative introduced in India to provide skill training. In the year 2019-2020 about 30826 trainees were sanctioned by the NBCFDC (Source: Ministry of Social justice and Empowerment) since years have passed after its implementation, there is a high need to evaluate the effectiveness of the programme in skill education. Hence the problem is stated as Evaluation Study of Non-Credit Skill Development Training Programmes (SDTPs) of NBCFDC in the State of Kerala

## **2.3 NEED FOR THE STUDY**

NBCFDC facilitates Skill Development Training to the eligible members of target group so that they may engage in developmental activities by way of self-employment or wage employment. The training is conducted in broad conformance to the Common Norms for up gradation of technical and entrepreneurial skills through Govt. Training Institutes, Sector Skill Councils constituted by Ministry of Skill Development and Entrepreneurship and such reputed Training Institutes affiliated to National Skill Development Corporation (NSDC) and/or Sector Skill Councils (SSCs) who have entered into MOU with NBCFDC. The main focus of the study is to Inspection of Trainees and Evaluation Study of Non-Credit Skill Development Training Programmes (SDTPs) of NBCFDC in the State of Kerala. The findings of the study are likely to provide insights for policy makers, administrators and programme implementing agencies in redesigning and strengthening the skill development training for the maximum benefit of the target group.

## **2.4 OBJECTIVES**

The purpose of the research is to Inspection of Trainees & Evaluation Study of Non-Credit Skill Development Training Programmes (SDTPs) of NBCFDC in the State of Kerala. Through the current research, finding answers to the following objectives is useful for better understanding. The major objectives of the present study are as follows:

- ❖ To assess the quality of training imparted by the training institutes.
- ❖ To assess the efficacy of training institutions implementing skill development training.

- ❖ To evaluate the economic impact of skill development training programmes in improving economic status of the trainees through self-employment/wage employment.
- ❖ To report percentage of trainees found during inspection to have crossed income eligibility criteria, who were below income eligibility criteria before obtaining training.
- ❖ To assess the social impact of training in terms of better education of children, better housing, addition in personal assets etc.
- ❖ To identify the time taken by the trainees in getting selected for obtaining training from training institute.

## **2.5 RESEARCH APPROACH**

Commonly, a quantitative research approach is appropriate for a study if (i) the research model extends beyond descriptive analysis; (ii) hypotheses testing is required and (iii) the constructs are unobservable in nature. Therefore, a quantitative research approach is considered a suitable methodology to achieve the objective of this study.

## **2.6 RESEARCH DESIGN**

Research design enables researchers to answer research questions as validly, objectively, accurately and economically as possible. As per the proposed objectives a field study is usually to be the most feasible and economical method to examine a complicated phenomenon and it produces relatively strong effects of variables taken for the study and thus enhances the statistical conclusion of the results.

## **2.7 SCOPE OF THE STUDY**

This study provides an opportunity to explore the effectiveness of training programme offered by the Model Finishing School (MFS), Central Institute of Petrochemicals Engineering and Technology (CIPET) and The Apparel Training & Design Centre (ATDC), and it will also be useful for future researchers as a reference.

## **2.8 SOURCES OF DATA**

The data collection for this study is the combination of both primary and secondary data. Primary data are that, which are collected for the first time and thus happens to be original in character. In this study primary data will be collected through interview schedule. For this study the secondary data was collected from the office of the Model Finishing School (MFS), Central Institute of Petrochemicals Engineering and Technology (CIPET) and The Apparel Training & Design Centre (ATDC)

## **2.9 INSTRUMENT FOR DATA COLLECTION**

Based on the requirements of the study, an interview schedule was developed. The interview schedule consists of three sections. The first sections deals with socio economic information, the second sections deals with scheme related information and the third section deals with feedback and suggestions from various stakeholders. The tentative interview schedule before pilot study was presented in the annexure for approval. The research team examined closely the individual items in each instrument in order to ensure the content validity and reliability.

## **2.10 SAMPLING DESIGN**

### **i. Unit of Analysis**

A unit of analysis refers to the primary empirical object, individual or group that a researcher wants to study. For this study, the unit of analysis is trainees in districts of Kerala, who have completed the training between 2019 and 2020 from Kerala Channel partner of NBCFDC namely Model Finishing school, CIPET and ATDC. It can be deduced that in Kerala there are about 1040 trainees obtained Training from Model Finishing School, CIPET and ATDC.

### **ii. Sampling frame**

Sampling frame is a list of members of any given population. The population referred to here is graduates that passed out in 2019 and 2020 in NBCFDC approved institutions namely Model Finishing school, CIPET and ATDC. From the data from NBCFDC it is identified that there are about 1040 trainees completed the training from the NBCFDC approved training institutions. This number provided the sample frame for determining the sample size.

### **iii. Sample size:**

The sample size refers how many respondents need to collect data in order to get the results that reflect population as precisely as needed. As per the Letter of Intent (LOI) the NBCFDC needs to conduct the evaluation study of Skill Development Training Programme (SDTP) trainees in the state of Kerala those who completed the training in the year 2019 and 2020 for 700 trainees. The detailed sample size for the study is given below.

SI. No.	Name TI/SSC	Name of the Training Programme	Sample size for study
1.	<b>Model Finishing School, Kerala</b>	1. Solar Panel Installation Technician	97
		2. Electrician - Domestic Solutions	18
		3. Field Technician - Other Home Appliances	40
		4. Field Technician- Computing & Peripherals	36
		5. DTH Set Top Box- Installation &Service Technician	75
		6. Junior Software Developer	19
		7. Domestic Data Entry Operator	10
	<b>Total</b>		<b>295</b>

SI. No.	Name TI/SSC	Name of the Training Programme	Sample size for study
2.	<b>CIPET</b>	1. MOA-PP,MOA- IM, MOA- BM, MOA- PE,MOA-PR	75
		2. MOA-BM	35
		3. Machine Operator- Injection Molding	35
	<b>Total</b>		<b>145</b>

SI. No.	Name TI/SSC	Name of the Training Programme	Sample size for study
3.	<b>ATDC</b>	1. Sewing Machine Operator	40
		2. Self Employed Tailor	103
		3. Sampling Coordinator	117
	<b>Total</b>		<b>260</b>

# DISTRICT WISE SELECTION OF TRAINEES

Sl.No	Name of the Training Centre	ALAPPUZHA	ERNAKULAM	IDUKI	KANNUR	KOLLAM	KOTTAYAM	KOZHIKODE	MALAPPURAM	PALAKKAD	PATTINAM THITTA	THRISSUR	THIRUVANDRAM	SCHEME TOTAL
1.	<b>Model Finishing School</b>													
	Solar Panel Installation Technician	21	45	----	----	----	----	----	14	----	17	----	----	<b>97</b>
	Field Technician other home appliances	----	21	----	----	----	----	14	5	----	----	----	----	<b>40</b>
	DTH set top Installation & Service Technician	13	17	23					3				19	<b>75</b>
	Domestic Data Entry Operator	----	----	----	----	----	----	----	10	----	----	----	----	<b>10</b>
	Electricians Domestic Solutions	----	6	----	----	----	----	----	12	----	----	----	----	<b>18</b>
	Field Technician – Computing and Peripherals	----	----	----	----	----	----	----	36	----	----	----	----	<b>36</b>
	Junior Software Developer	----	----	----	----	----	----	----	19	----	----	----	----	<b>19</b>
	<b>DISTRICT TOTAL</b>	<b>34</b>	<b>89</b>	<b>23</b>				<b>14</b>	<b>99</b>		<b>17</b>		<b>19</b>	<b>295</b>
2.	<b>CIPET</b>													
	MOA_IM_R	6	4	----	2	----	5	2	5	3	----	6	----	<b>33</b>
	MOA_IM_CPC_R	----	13	1	----	3	2	8	3	----	2	5	----	<b>37</b>
	MOA_IM_CPC_NR	2	32	----	----	----	3	----	----	----	----	----	----	<b>37</b>
	MOA_PP_CPC_R	7	6	----	1	2	5	1	9	4	----	3	----	<b>38</b>
	<b>DISTRICT TOTAL</b>	<b>15</b>	<b>55</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>15</b>	<b>11</b>	<b>17</b>	<b>7</b>	<b>2</b>	<b>14</b>		<b>145</b>
3.	<b>ATDC</b>													
	Self Employed Tailor	----	12	----	----	47	----	----	44	----	----	----	----	<b>103</b>
	Sampling Coordinator	----	----	----	52	----	----	----	23	24	----	----	18	<b>117</b>
	Sewing Machine Operator	----	40	----	----	----	----	----	----	----	----	----	----	<b>40</b>
	<b>DISTRICT TOTAL</b>		<b>52</b>		<b>52</b>	<b>47</b>			<b>67</b>	<b>24</b>			<b>18</b>	<b>260</b>

#### **iv. SAMPLING TECHNIQUE**

Since the sampling frame can be accurately defined, the probability sampling design is appropriate for this research. Therefore for this study stratified random sampling technique was used to select the respondents who were to be interviewed from 1040 trainees. The sample size needed for the study is 700. Since there are three NBCFDC approved training institutes in the study area namely Model Finishing school, CIPET and ATDC, the required sample size was stratified based on size of the strata. Based on stratification, 295 sample in Model finishing school (MFS), 145 sample in CIPET and 260 sample in ATDC will be collected for the study. The total sample size for the study is 700

#### **2.11 DATA COLLECTION METHOD**

There are mainly four data collection methods for research in social science: interview, questionnaire, observations, and document inspection. The choice of method commonly depends on the circumstances of the research. For this study self-administered interview schedule was adopted as the method. This study was conducted in the districts of Kerala.

#### **2.12 DATA CLEANING AND SCREENING**

Data cleaning and screening was carried out during the data collection period after completed questionnaires were collected each day. Eye observation and the help of computer software's were utilized to identify questionnaire with outliers and/or invalid data. Questionnaires with invalid responses will be excluded from successful responses for analysis such as those with no reply for items or exhibit response set

#### **2.13 DATA ANALYSIS**

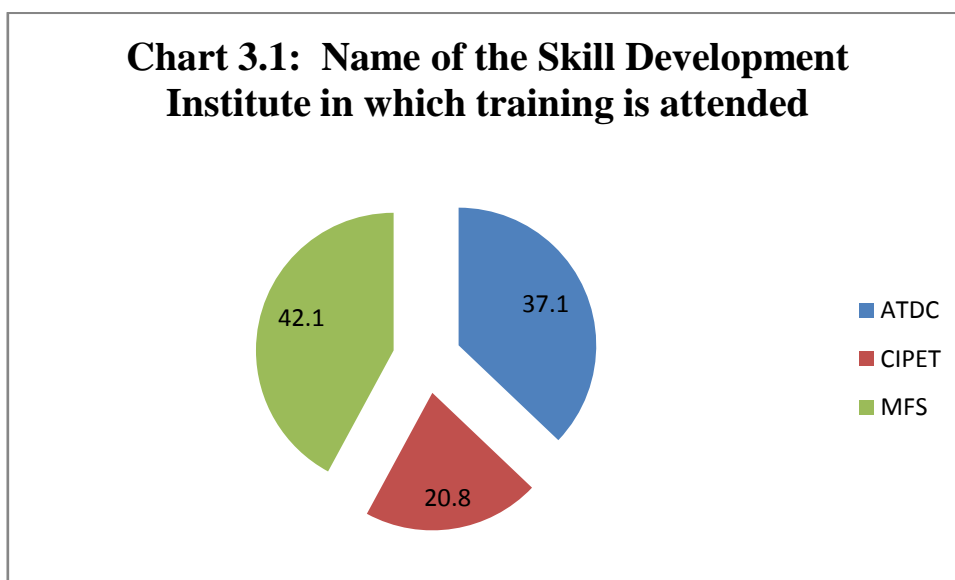
Data collected through the questionnaire will be analyzed by using statistical software – SPSS. Tentative data analyses methods will used for this study are as follows.

1. Descriptive statistics
2. ANOVA

### CHAPTER – 3

#### ANALYSIS AND INTERPRETATION

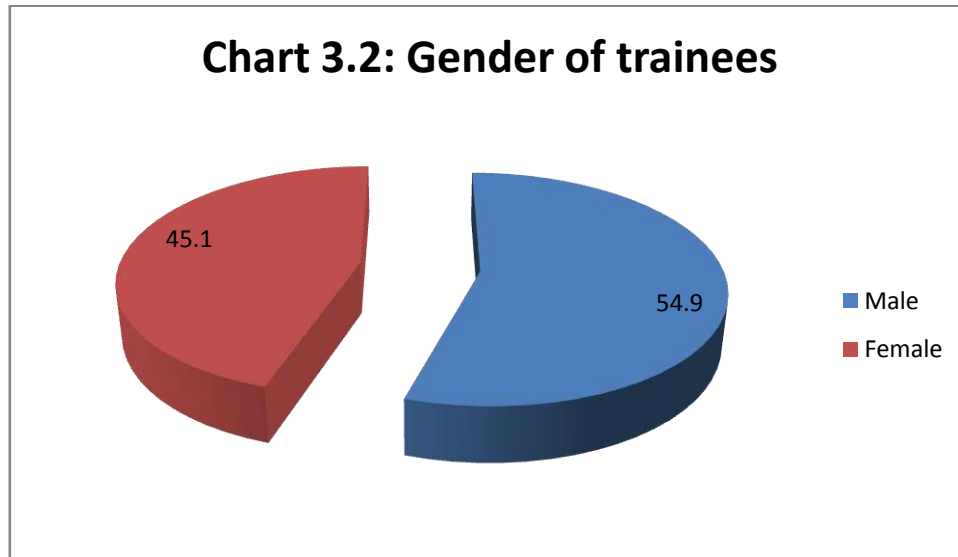
<b>Table3.1: Name of the Skill Development Institute in which training is attended</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
ATDC	260	37.1	37.1	37.1
CIPET	145	20.7	20.7	57.9
MFS	295	42.1	42.1	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



The above table presents data on the frequency and percentage of individuals who attended different Skill Development Institutes for training. The data pertains to a research study with the aim of examining the impact of skill development training on employability. The table indicates that the highest number of individuals, 295 (42.1%), attended the MFS (Model Finishing School) institute while 260 (37.1%) attended ATDC (Apparel Training & Design Centre) and 145 (20.8%) attended CIPET (Central Institute of Plastics Engineering & Technology).

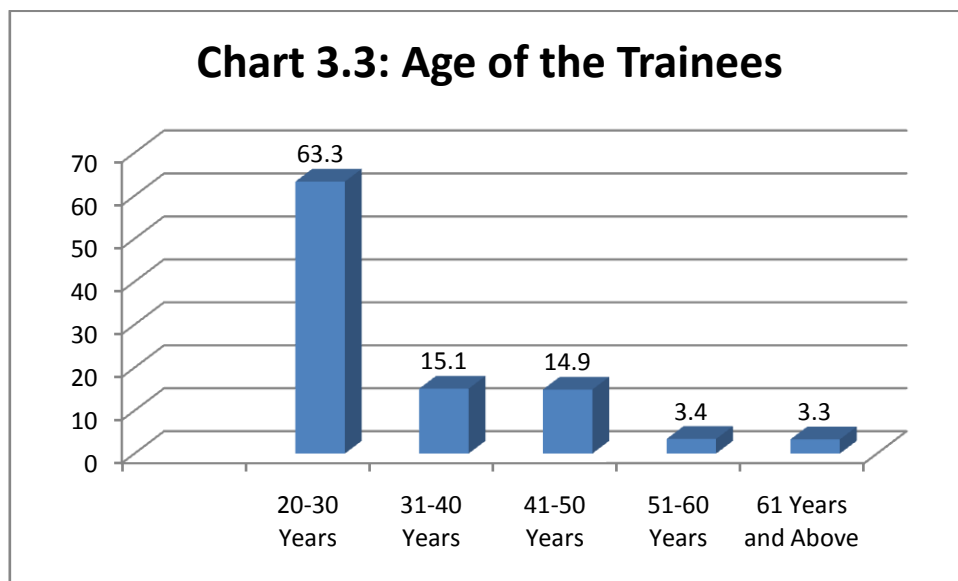


Table 3.2 Gender of the Trainees				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	384	54.9	54.9	54.9
Female	316	45.1	45.1	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



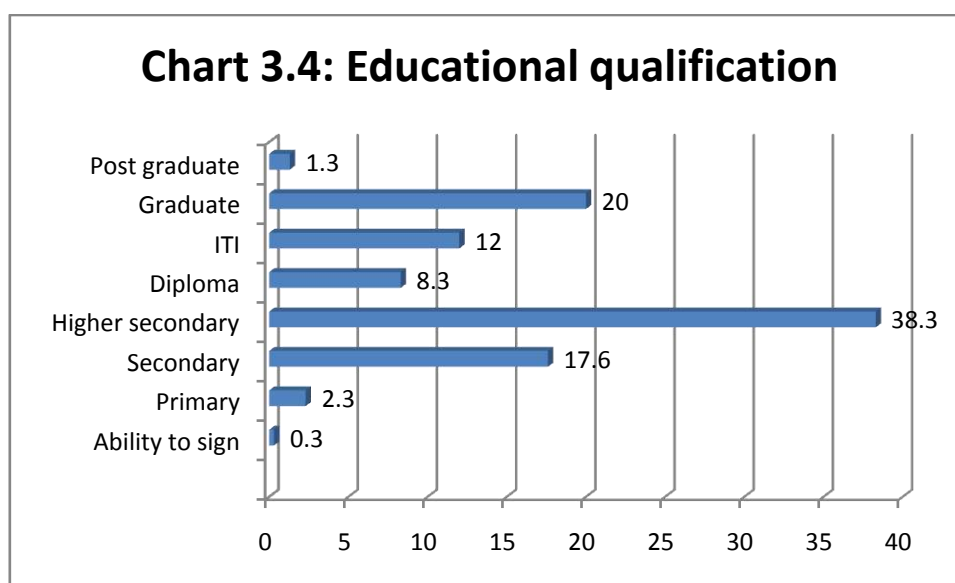
The above table shows the gender distribution of the trainees in a research study. The data indicates that 54.9% of the trainees were male, while 45.1% were female. These findings can be used in various ways, depending on the focus of the research question. Overall, the interpretation of the gender distribution data is a crucial step in conducting meaningful and rigorous research.

<b>Table 3.3: Age of the Trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
20-30 Years	443	63.3	63.3	63.3
31-40 Years	106	15.1	15.1	78.4
41-50 Years	104	14.9	14.9	93.3
51-60 Years	24	3.4	3.4	96.7
61 Years and Above	23	3.3	3.3	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



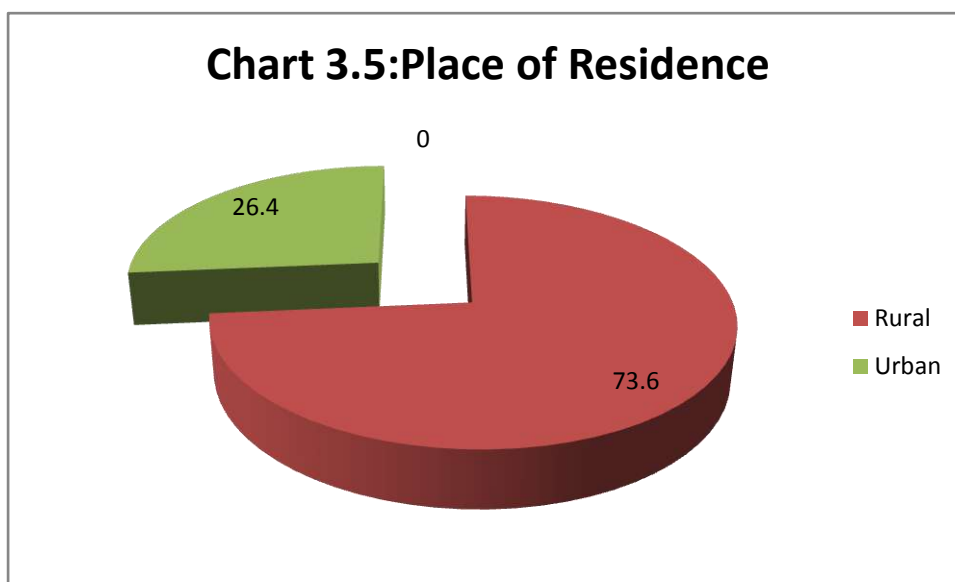
The table shows the age distribution of the trainees who participated in a survey. A total of 700 individuals participated in the survey, with the majority (63.3%) falling within the age bracket of 20 to 30 years old. The second largest group of trainees was aged between 31 to 40 years old, representing 15.1% of the total sample. Those aged between 41 to 50 years old accounted for 14.9%, while those aged 51 to 60 years old represented just 3.4% of the total trainees. Lastly, individuals aged 61 years and above made up 3.3% of the sample. The age distribution of the trainees is important for understanding the demographics of the survey population.

<b>Table 3.4: Education qualification of the Trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Ability to sign	2	.3	.3	.3
Primary	16	2.3	2.3	2.6
Secondary	123	17.6	17.6	20.1
Higher secondary	268	38.3	38.3	58.4
Diploma	58	8.3	8.3	66.7
ITI	84	12.0	12.0	78.7
Graduate	140	20.0	20.0	98.7
Post graduate	9	1.3	1.3	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



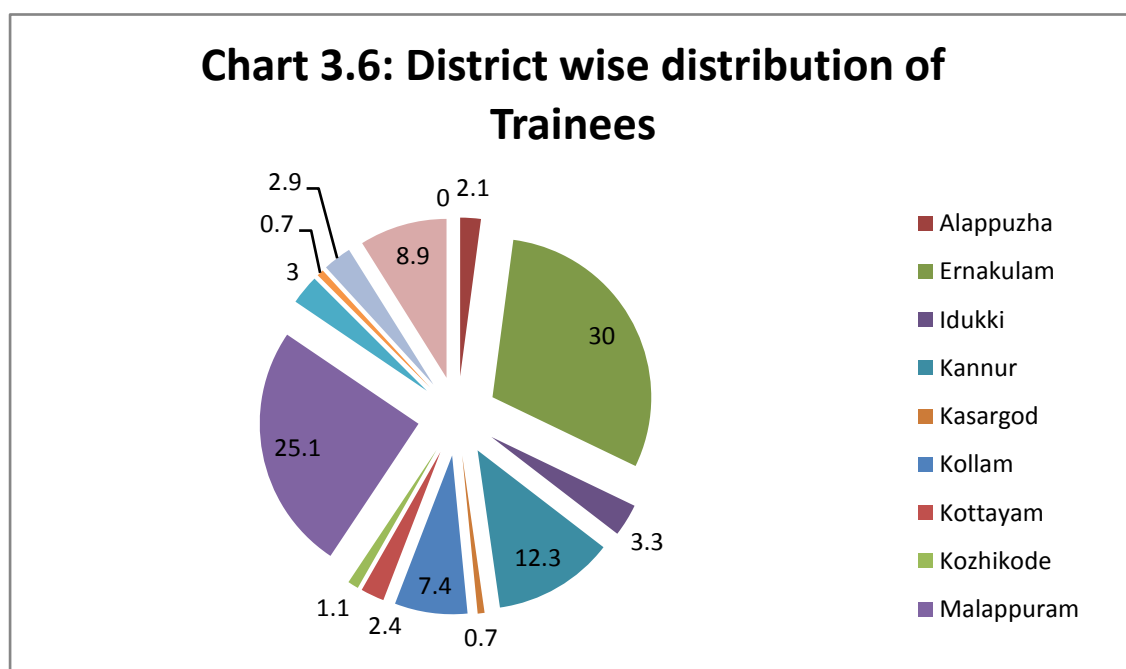
The data presented in Table 3.4 illustrates the education qualifications of the trainees in a research study. The sample size of 700 trainees reveals that 38.3% of trainees have completed higher secondary education, while 20% have a graduate degree, 17.6% have secondary education, 12% have ITI, 8.3 % have diploma, and 2.3 % completed primary education. Interestingly, only 1.3% of trainees have pursued postgraduate education and 0.3 % of trainees are having ability to sign.

<b>Table 3.5: Place of Residence</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Rural	515	73.6	73.6	73.6
Urban	185	26.4	26.4	100.0
Total	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



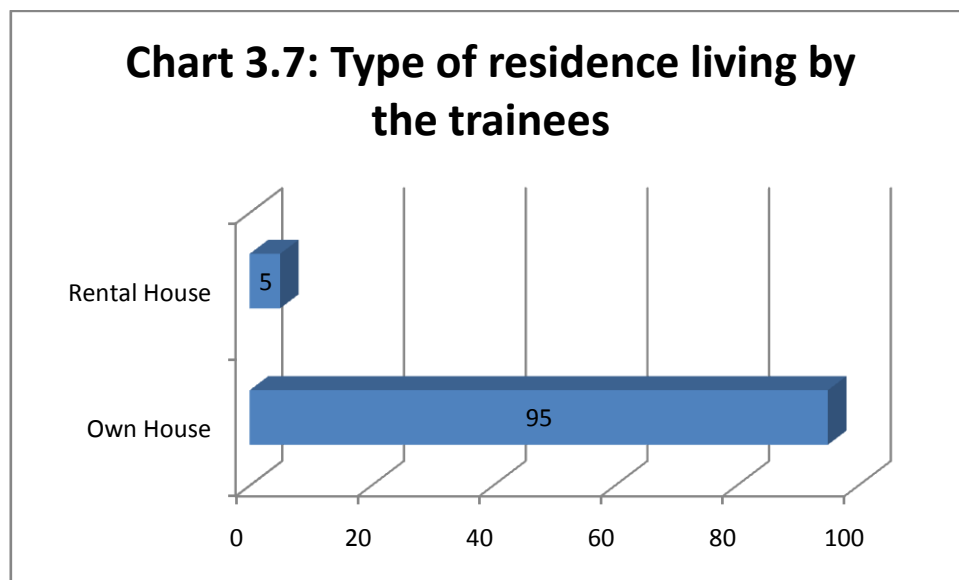
The above table presents the place of residence of 700 trainees in a research study. Of these, 73.6% lived in rural areas, while 26.4% lived in urban areas. These findings provide insights into the demographics of the study population, which may be useful for interpreting the results of the study. From the study it is concluded that majority of trainees are living in rural areas of Kerala.

Table 3.6: District wise distribution of Trainees				
	Frequency	Percent	Valid Percent	Cumulative Percent
Alappuzha	15	2.1	2.1	5.4
Ernakulam	210	30.0	30.0	35.4
Idukki	23	3.3	3.3	3.3
Kannur	86	12.3	12.3	47.7
Kasargod	5	.7	.7	48.4
Kollam	52	7.4	7.4	55.9
Kottayam	17	2.4	2.4	58.3
Kozhikode	8	1.1	1.1	59.4
Malappuram	176	25.1	25.1	84.6
Palakkad	21	3.0	3.0	87.6
Pathanamthitta	5	.7	.7	88.3
Thrissur	20	2.9	2.9	91.1
Trivandrum	62	8.9	8.9	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



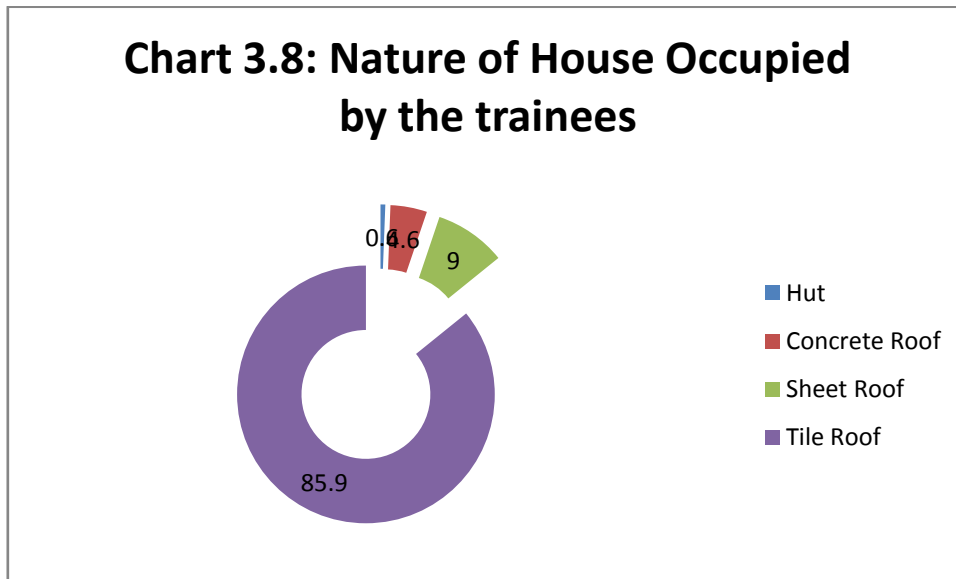
The above table presents the district-wise distribution of trainees in a research study.. A total of 700 trainees participated in the study, and their distribution across various districts is shown in the table. The highest number of trainees were from Ernakulam district (30%), followed by Malappuram (25.1%) and Kannur (12.3%). The lowest number of trainees was from Kasargod and Pathanamthitta districts (0.7%).

<b>Table 3.7: Type of residence living by the trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Own House	665	95.0	95.0	95.0
Rental House	35	5.0	5.0	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



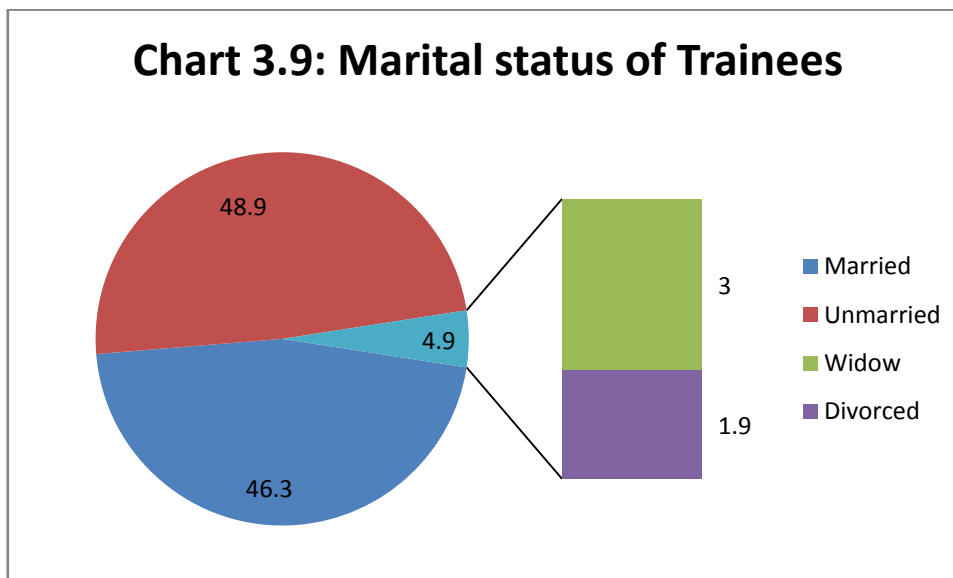
The table presents information on the type of residence living by the trainees, categorized as Own House and Rental House. Out of the 700 trainees surveyed, 665 (95%) reported living in their own house, while only 35 (5%) lived in a rental house. The data suggests that the majority of the trainees were homeowners, whereas a small proportion was renters. This indicates that most of the trainees have already invested in their own properties, which could mean that they may have stable sources of income.

<b>Table 3.8: Nature of House Occupied by the trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Hut	4	.6	6	.6
Concrete Roof	32	4.6	4.6	5.1
Sheet Roof	63	9.0	9.0	14.1
Tile Roof	601	85.9	85.9	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



The table shows the nature of the house occupied by the trainees of the study. Out of the 700 trainees, 85.9% of them lived in houses with tile roofs, while only 0.6% of the trainees lived in huts. Additionally, 9% of the trainees lived in houses with sheet roofs and 4.6% lived in houses with concrete roofs. The findings suggest that the majority of the trainees lived in houses with durable roofing materials.

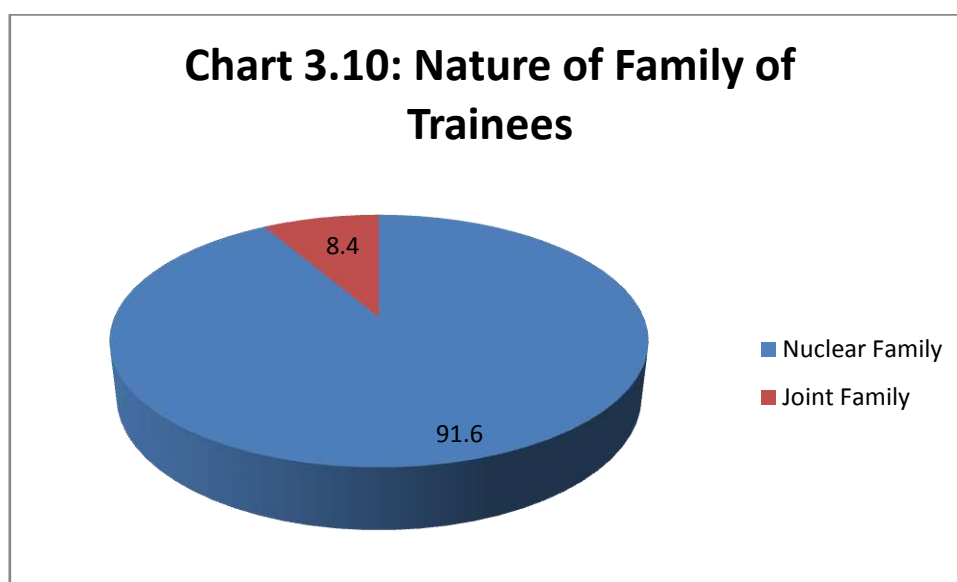
<b>Table 3.9: Marital status of Trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Married	324	46.3	46.3	46.3
Unmarried	342	48.9	48.9	95.1
Widow	21	3.0	3.0	98.1
Divorced	13	1.9	1.9	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



The above table presents the marital status of 700 trainees in a study. The majority of the trainees (48.9%) were unmarried, while 46.3% were married. A small percentage of the trainees were either widowed (3%) or divorced (1.9%). From this data, it can be interpreted that a significant proportion of the trainees were unmarried, with a smaller proportion being widowed or divorced. The high percentage of unmarried trainees may suggest that the sample population is young or that marriage rates are decreasing in the area of the study.

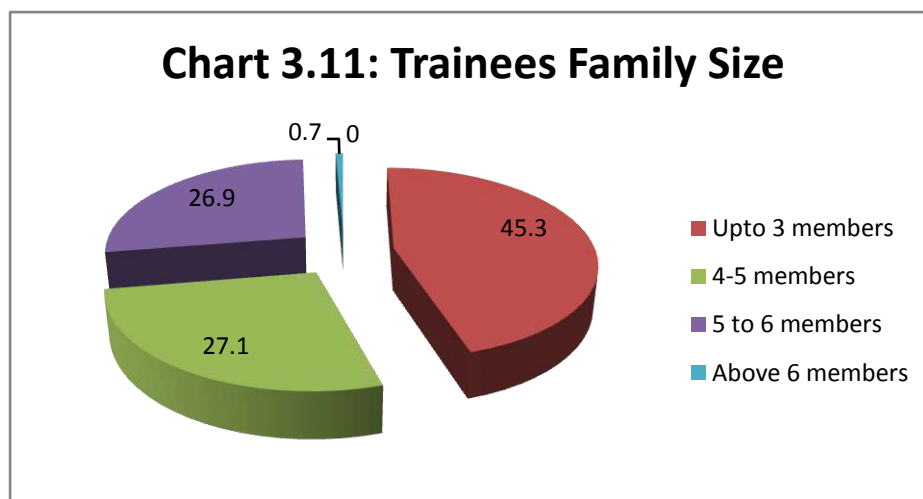


<b>Table 3.10: Nature of Family of Trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Nuclear Family	641	91.6	91.6	91.6
Joint Family	59	8.4	8.4	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



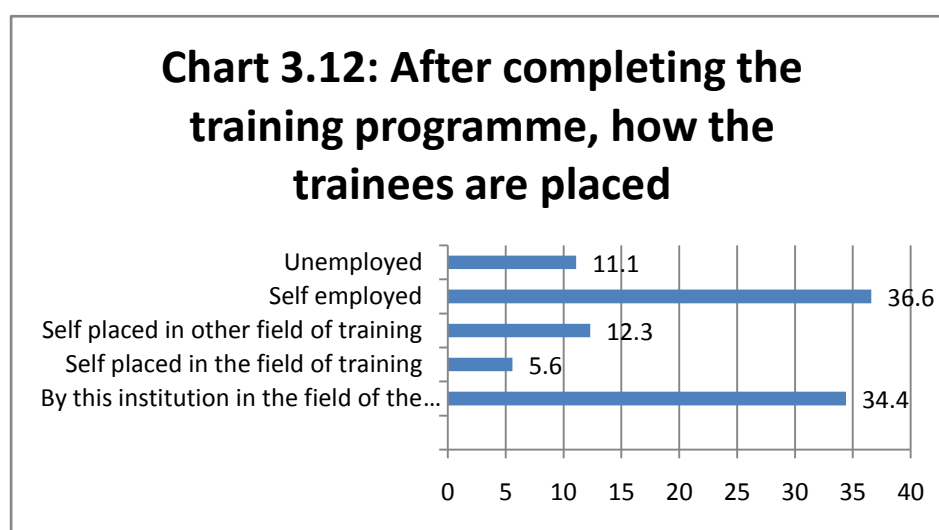
The above table provides information on the nature of families of trainees who have received skill development assistance is presented in Table 3.10. The results indicate that majority of the trainees' belonged to nuclear families, accounting for 91.6% of the total sample size. In contrast, only 8.4% of the trainees came from joint families. This information is crucial in understanding the living arrangements of the trainees and their support systems, particularly in terms of decision-making and resource-sharing.

<b>Table 3.11: Trainees Family Size</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Upto 3members	317	45.3	45.3	45.3
4-5 members	190	27.1	27.1	72.4
5 to 6members	188	26.9	26.9	99.3
Above 6members	5	.7	.7	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



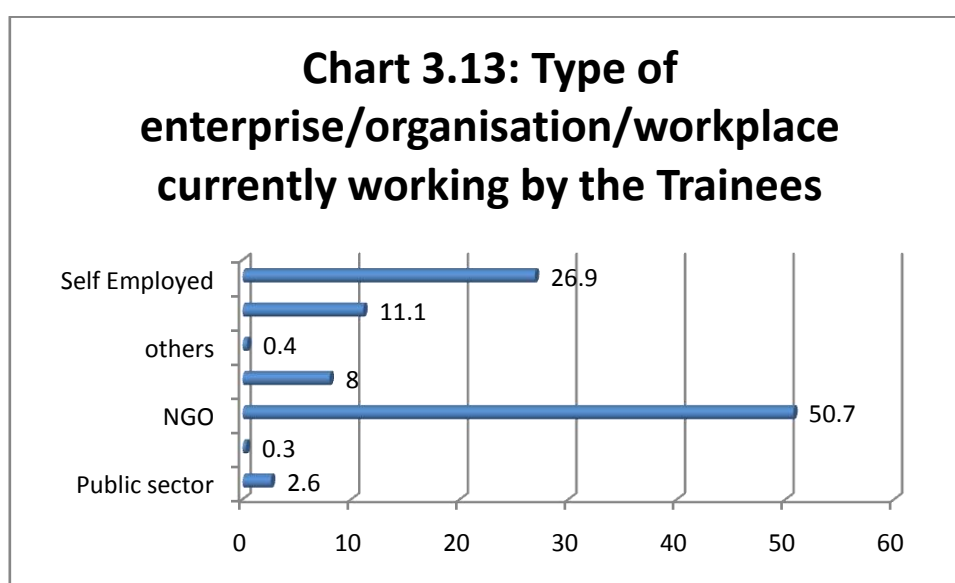
The table presented above provides information on the family size of the trainees. The data is presented in terms of frequency and percentage. The table shows that out of the 700 trainees, 317 (45.3%) had a family size of up to 3 members, while 190 (27.1%) had a family size of 4-5 members. Furthermore, 188 (26.9%) trainees had a family size of 5 to 6 members, and only 5 (.7%) trainees had a family size above 6 members. The table provides useful insights into the demographic characteristics of the trainees, which could be used to design targeted interventions or policies for family size.

<b>Table 3.12: After completing the training programme, how the trainees are placed</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
By this institution in the field of the training	241	34.4	34.4	25.4
Self placed in the field of training	39	5.6	5.6	31.0
Self placed in other field of training	86	12.3	12.3	43.3
Self employed	256	36.6	36.6	79.9
Unemployed	78	11.1	11.1	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



The table provides information on the placement of trainees after completing a training programme. From the analysis, it can be observed that the majority of the trainees (36.6%) become self-employed, while 25.4% are placed by the institution in the field of training. Additionally, 11.1% of the trainees remain unemployed, while 12.3% are self-placed in other fields of training. It is noteworthy that only 5.6% of the trainees are self-placed in the field of training. From the results it is concluded that after completing the training programme 88.9% of trainees either placed by the institution/self-placed or self-employed and only 11.1% of trainees are unemployed. Overall, the data can be interpreted to suggest that the training program is effective in supporting self-employment, and the institution's placement initiatives are also contributing to the employment outcomes of trainees. These findings are significant for policymakers and practitioners to design and implement effective training programs in future that align with the needs and aspirations of the trainees.

<b>Table 3.13: Type of enterprise/organisation/workplace currently working by the Trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Public sector	18	2.6	2.6	2.6
Local Government	2	.3	.3	2.9
NGO	355	50.7	50.7	53.5
Multinational	56	8.0	8.0	61.6
others	3	.4	.4	62
Unemployed	78	11.1	11.1	73.1
Self Employed	188	26.9	26.9	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



Based on the data from Table 3.13, it can be interpreted that the majority of the trainees currently working fall under the category of NGOs, accounting for 50.7%. This is followed by the self-employed individuals, comprising 26.9% of the trainees. It is worth noting that a significant proportion of the trainees are unemployed, amounting to 11.1%. Additionally, a small percentage of trainees work in the public sector (2.6%), local government (0.3%), multinational companies (8.0%), and other unspecified sectors (0.4%). Overall, this data provides insights into the types of enterprises, organizations, and workplaces that the trainees are currently engaged in

<b>Table 3.14: Employment status of the Trainees before Training</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Unemployed	399	57.0	57.0	57.0
Wage Employed	139	19.9	19.9	76.9
Self-employed without employees	155	22.1	22.1	99.0
Self-employed with employees	7	1.0	1.0	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

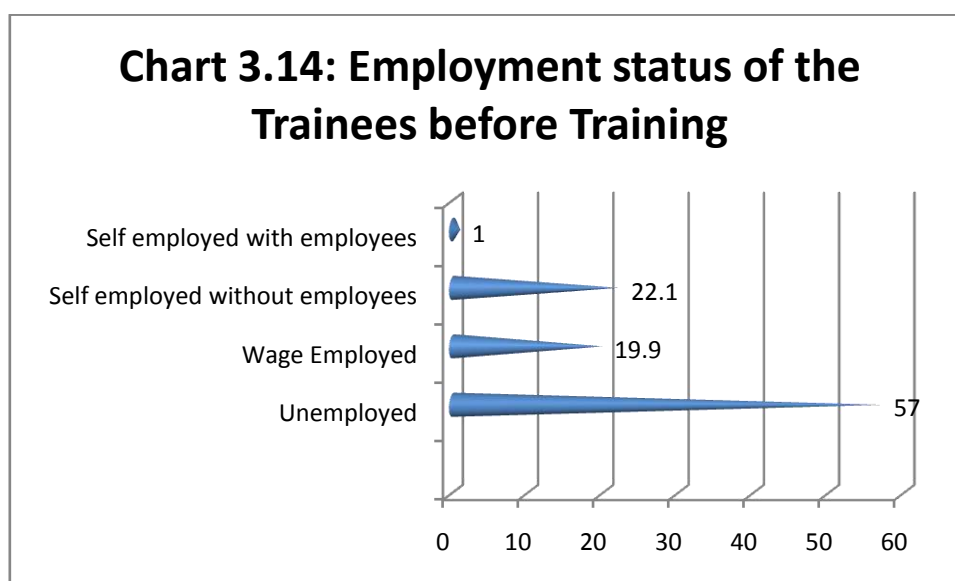


Table 3.14 presents the employment status of the trainees before undergoing training. The table showcases the frequency and percentage of trainees falling under different categories. A noteworthy observation is that out of the 700 trainees, 399 (57.0%) were unemployed prior to training. Additionally, 139 (19.9%) were wage-employed, 155 (22.1%) were self-employed without employees, and only 7 (1.0%) were self-employed with employees.

Table 3.15: Have you quit the job for undergoing training?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	63	9.0	9.0	9.0
No	637	91.0	91.0	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

**Chart 3.15: Have you quit the job for undergoing training?**

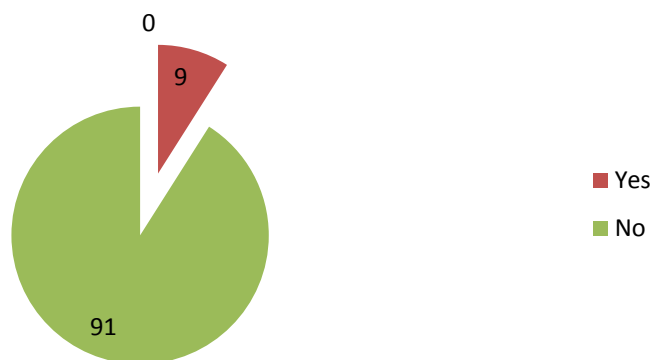
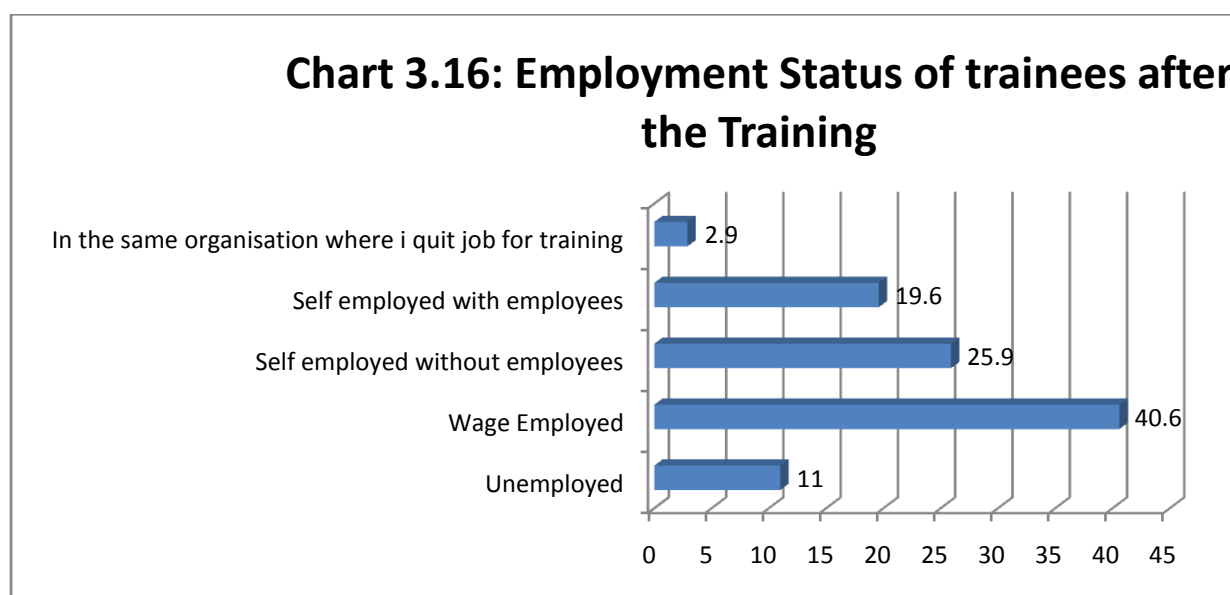


Table 3.15 presents the responses of participants regarding whether they quit their job in order to undergo training. The table includes the frequency and percentage of respondents who answered "yes" or "no" to this question. Out of the 700 participants surveyed, 63 individuals (9.0%) responded affirmatively that they had indeed quit their job to pursue training, while the majority of 637 respondents (91.0%) indicated that they did not quit their job for this purpose.

<b>Table 3.16: Employment Status of trainees after the Training</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Unemployed	78	11.0	11.0	11.00
Wage Employed	284	40.6	40.6	51.6
Self-employed without employees	181	25.9	25.9	77.5
Self-employed with employees	137	19.6	19.6	97.1
In the same organisation where i quit job for training	20	2.9	2.9	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



The table shows the employment status of trainees after completing their training program. The data is presented in terms of frequency, percent, valid percent, and cumulative percent.

From the data, it can be interpreted that out of the 700 trainees surveyed, 11.0% (78 trainees) were unemployed after completing their training. This indicates that a small percentage of trainees were unable to secure employment immediately after the training program.

On the other hand, the majority of trainees found employment after their training. 40.6% (284 trainees) were wage employed, meaning they were working for an employer and receiving a regular salary. This is the largest category, suggesting that the training program was successful in preparing trainees for employment in the job market.

Additionally, 25.9% (181 trainees) became self-employed without employees. This suggests that a significant number of trainees opted to start their own business or work as freelancers after completing the training program. This could indicate that the training provided entrepreneurial skills and encouraged trainees to be self-reliant.

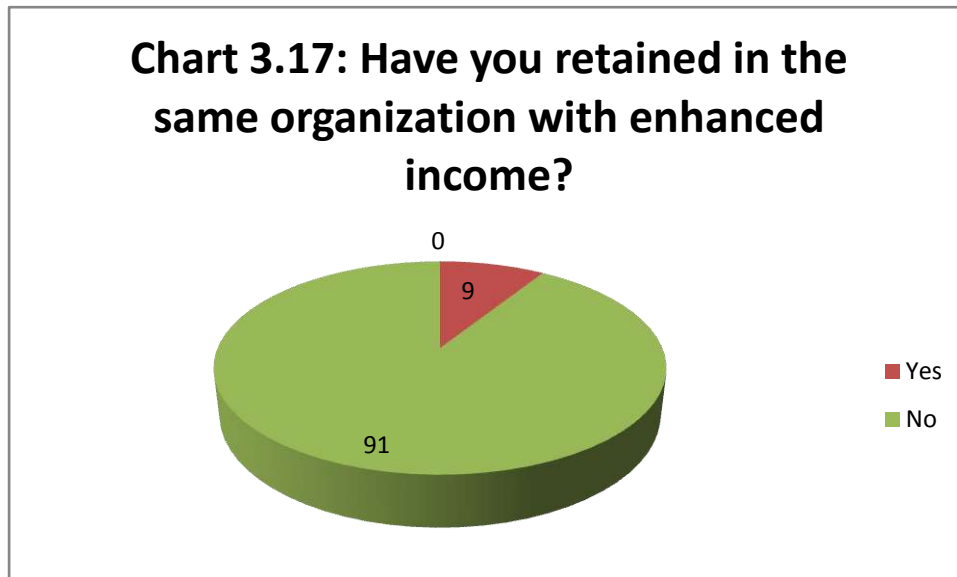
Furthermore, 19.6% (137 trainees) became self-employed with employees. This implies that a portion of the trainees not only started their own business but also hired other individuals. This category indicates successful entrepreneurship and job creation within the trainee population.

Lastly, 2.9% (20 trainees) mentioned that they found employment within the same organization they had left their job for the training program. This could suggest that the training program enhanced their skills and qualifications, enabling them to return to their previous organization with better job prospects.

In conclusion, the analysis of the employment status of trainees after the training program reveals that the majority of trainees were able to find employment, either as wage employees, self-employed without employees, or self-employed with employees. The small percentage of trainees who remained unemployed suggests that additional support may be required to help them secure suitable employment opportunities. Overall, the data indicates that the training program was effective in equipping trainees with the necessary skills and knowledge for successful employment in various sectors.



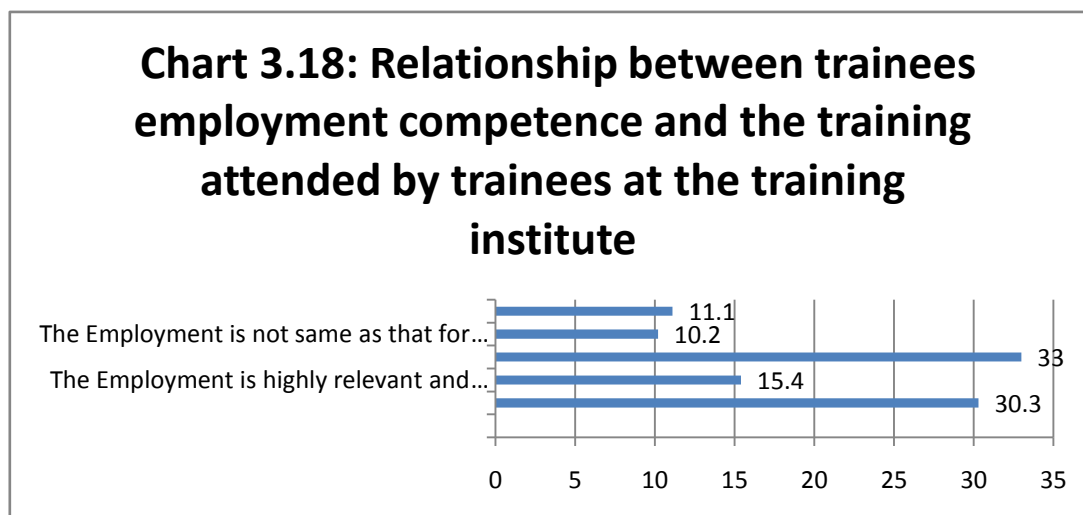
<b>Table 3.17: Have you retained in the same organization with enhanced income?</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	63	9	9	9
No	637	91	91	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



The data presented in Table 3.17 suggests that a majority of the trainees (91%) did not retain in the same organization with enhanced income. Only 9% of the trainees reported having f in the same organization with enhanced income. One interpretation could be that the organizations in question have failed to retain their employees despite offering a higher salary.

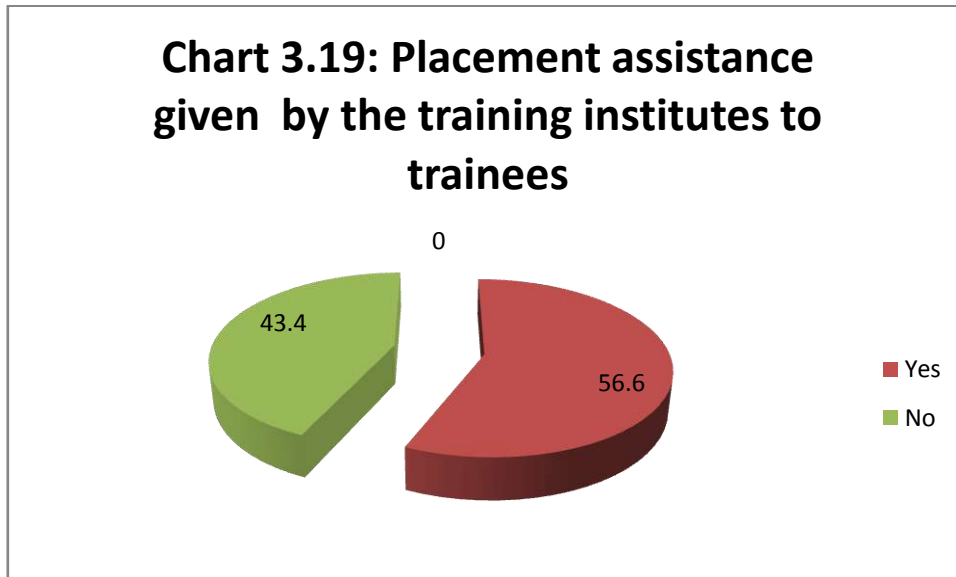
Alternatively, it could be that the employees who did not retain in the same organization could have found better opportunities in other organizations. An interpretation of this data might suggest that employees are not motivated solely by financial incentives but also value other factors such as job satisfaction, work-life balance, and growth opportunities.

<b>Table 3.18: Relationship between trainees employment competence and the training attended by trainees at the training institute</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
The employment is same as that for which i was trained	212	30.3	30.3	30.3
The Employment is highly relevant and related to the training	108	15.4	15.4	45.7
The training has served as a foundation for the employment	231	33.0	33.0	78.7
The Employment is not same as that for which i was trained	71	10.2	10.2	88.9
Unemployed	78	11.1	11.1	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



The table shows the relationship between trainees' employment competence and the training they attended at the training institute. The majority of trainees, 30.3%, reported that their employment is the same as the training they received. Another 15.4% mentioned that their employment is highly relevant and related to the training they received. Additionally, 33.0% of trainees stated that the training they received has served as a foundation for their employment. On the other hand, 10.2% of trainees reported that their employment is not the same as the training they received, and 11.1% (78 Trainees) are currently unemployed. This data suggests that a significant portion of trainees are able to find employment that aligns with their training and that the training received at the institute has positively influenced their employment prospects.

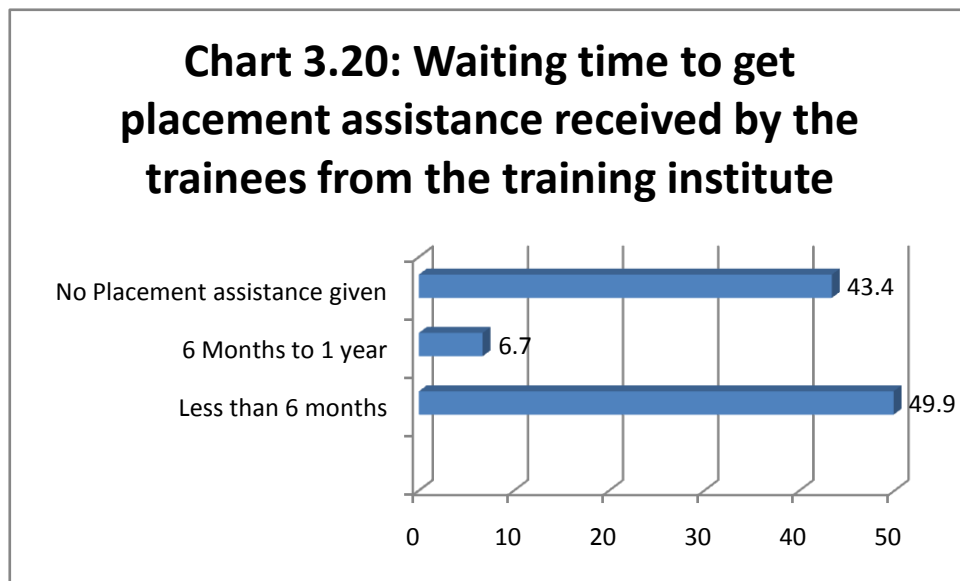
<b>Table3.19: Placement assistance given by the training institutes to trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	396	56.6	56.6	56.6
No	304	43.4	43.4	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



The table 3.19 presents the placement assistance given by training institutes to trainees. The data shows that out of the total 700 trainees, 56.6% (396) received placement assistance and guidance from NBCFDC training partners for finding suitable employment opportunities for job interviews.

While the remaining 43.4% (304) did not. This indicates that more than half of the trainees who received training from these institutes were provided with placement assistance and guidance from NBCFDC training partners for finding suitable employment opportunities for job interviews.

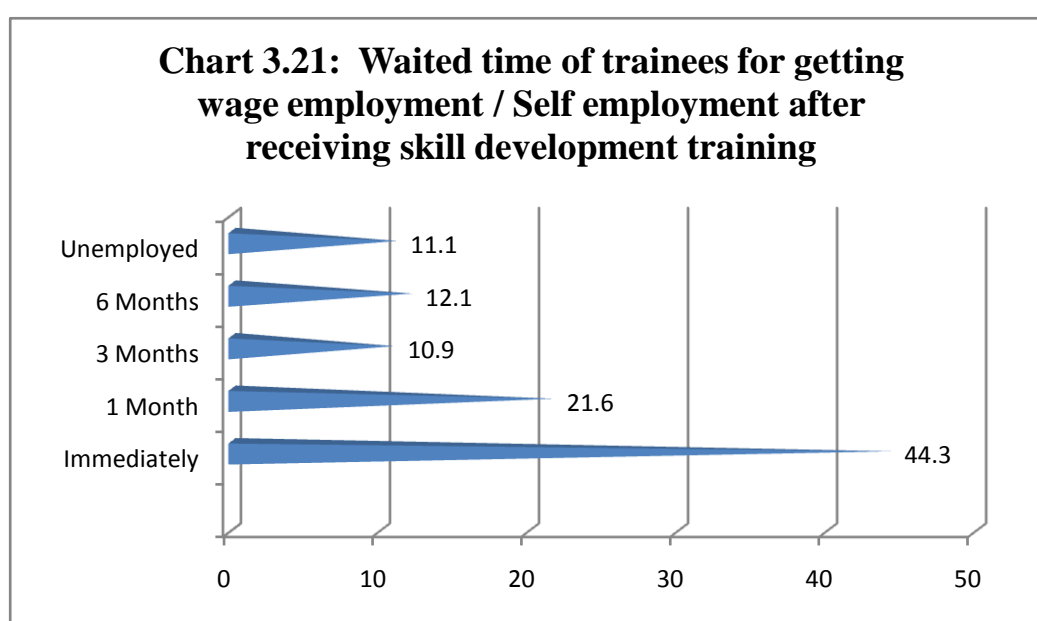
<b>Table 3.20: Waiting time to get placement assistance received by the trainees from the training institute</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Less than 6 months	349	49.9	49.9	49.9
6 Months to 1 year	47	6.7	6.7	56.6
No Placement assistance given	304	43.4	43.4	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



The data presented in Table 3.20 showcases the waiting time trainees experienced in receiving placement assistance from the training institute. From the total of 700 trainees surveyed, the majority, comprising 49.9%, waited less than 6 months to receive assistance. Additionally, 6.7% of the trainees had to wait between 6 months to 1 year. However, a significant portion (43.4%) did not receive any placement assistance at all.

**Table 3.21: Waited time of trainees for getting wage employment / Self-employment after receiving skill development training**

	Frequency	Percent
Immediately	310	44.3
1 Month	151	21.6
3 Months	76	10.9
6 Months	85	12.1
Unemployed	78	11.1
Total	700	100.0

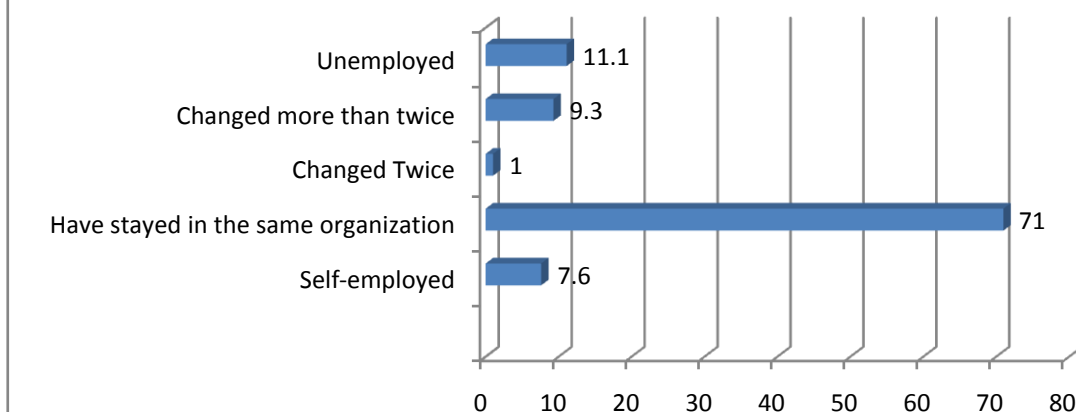


The provided data displays the frequency and percentage distribution of individuals based on their employment status. The majority of respondents, accounting for 44.3%, reported being employed immediately. Following this, 21.6% stated being employed for one month, while 10.9% reported a three-month employment period. Additionally, 12.1% of respondents indicated being employed for six months, and 11.1% reported being unemployed. Overall, the data encompasses a total of 700 individuals. The data suggests that the management of ATDC, CIPET and Model Finishing School need to be further refined to enhance the employability prospects of the trainees.

**Table 3.22: After passing out from the institution, how many places you have worked or how many times you have changed the job?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Self-employed	53	7.6	7.6	7.6
Have stayed in the same organization	497	71.0	71.0	78.6
Changed Twice	7	1	1	79.6
Changed more than twice	65	9.3	9.3	88.9
Unemployed	78	11.1	11.1	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

**Chart 3.22: After passing out from the institution, how many places you have worked or how many times you have changed the job?**



The table above shows the frequency and percentage of the number of times trainees have changed jobs after passing out from an institution. Out of the 700 trainees surveyed, 71% have stayed in the same organization/employer, while 7.6% are self-employed. A total of 9.3% of the trainees have changed jobs more than twice, while only 1% has changed jobs twice. Additionally, 11.1% (78 trainees) of the trainees were unemployed after passing out from their institution. The findings provide insights into the job market and the employment patterns of individuals after completing their skill development training.

<b>Table 3.23: Reason for changing the job by the trainees after skill development training</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Better Job	59	8.4	8.4	8.4
Better Pay	226	32.3	32.3	40.7
Disliked Job	7	1.0	1.0	41.7
Not changed the job because of unemployed or self employed	377	53.9	53.9	95.6
Family Reasons	21	3.0	3.0	98.6
Termination	10	1.4	1.4	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	



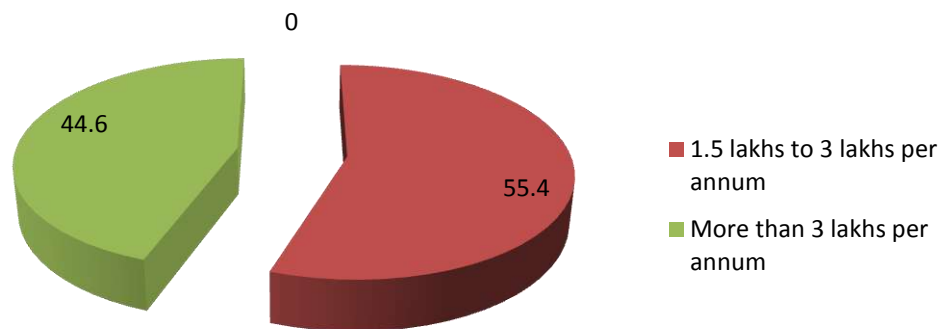
The table above presents the reason for changing the job by the trainees after skill development training. It is evident that out of the 700 trainees, 226 (32.3%) changed their job for better pay, while 59 (8.4%) changed for better job opportunities. Additionally, 377 (53.9%) did not change their job after acquiring new skills. Family reasons accounted for 3.0% (21 trainees) of job changes, and only 10 (1.4%) trainees changed their job because of termination.

**Table 3.24: Descriptive Statistics for Monthly income before Training**

	N	Minimum	Maximum	Mean	Std. Deviation
Monthly income before Training	700	0	12500	9927.59	9315.466
Valid N (list wise)	700				

The above table provides descriptive statistics for monthly income before training for a sample of 700 individuals. The minimum income in the trainees was 0, while the maximum income was 24000. The average income of trainees was 9927.59, with a standard deviation of 9315.466. Before the training attended about 399 trainees are unemployed and hence it is the reason for minimum monthly income is zero

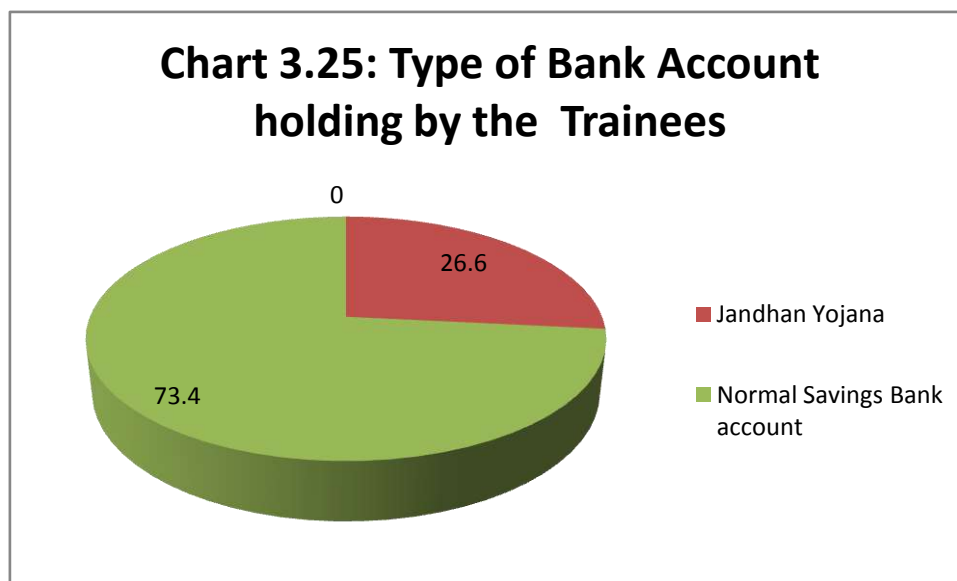
**Chart 3.24: Economic status of Trainees after training**





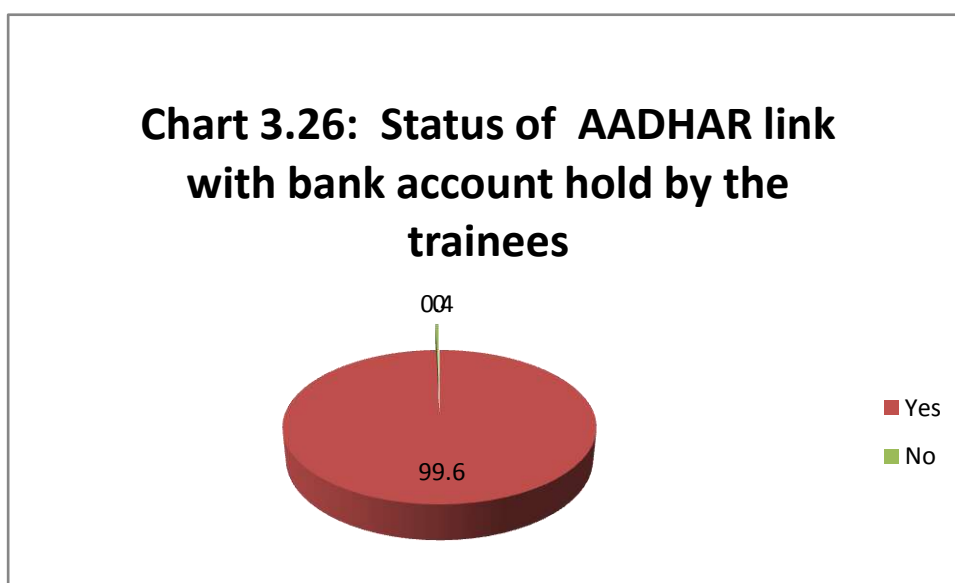
<b>Table3.25: Descriptive Statistics for trainees Monthly Income after Training</b>					
	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Monthly Income after Training	700	0	100000	24649.56	9241.273
Valid N (listwise)	700				

The above table displays the descriptive statistics for the monthly income of trainees after receiving training. The data shows that there were 700 trainees included in the analysis, with a minimum monthly income of 0 and a maximum of 100000. The mean monthly income was 24649.56, but the standard deviation was quite large at 9241.273, indicating a significant variation in the data. Additionally, this data shows that there is a significant increase in income after the training program. After the training attended about some trainees are unemployed and hence it is the reason for minimum monthly income is zero



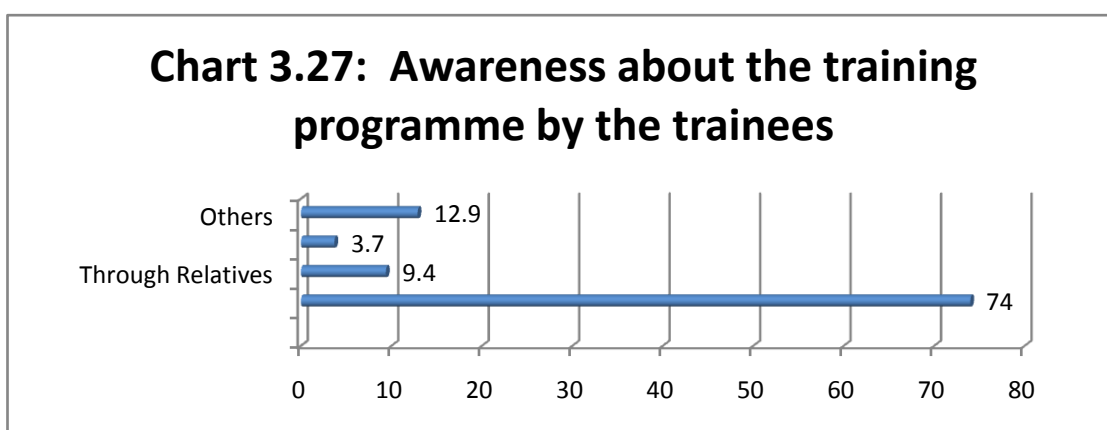
<b>Table 3.26: Trainees annual average Family Income before Training</b>		
	N	Average Family Income before Training (in Rs)
Annual average Family Income before Training? (in Rs)	700	38,184

The presented data in Table 3.26 shows the annual average family income before training for the trainees. The data was collected from 700 individuals indicated that average annual average family income before training is Rs38184.



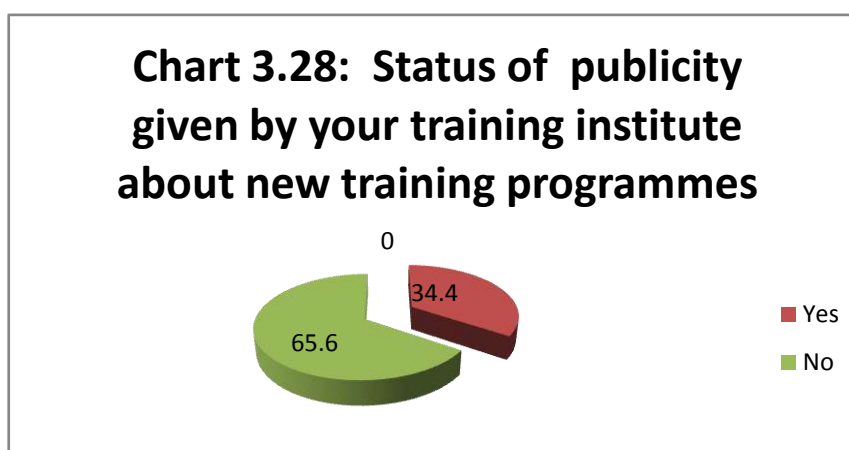
<b>Table 3.27: Trainees annual average Family Income after Training</b>		
	<b>N</b>	<b>Average Family Income before Training (in RS)</b>
Annual average Family Income after Training (in Rs)	700	47090.78

The above table provides statistical information on the annual average family income of the trainees after they received training. The data includes a total of 700 trainees; the average income was calculated to be 47090.78 Rs.



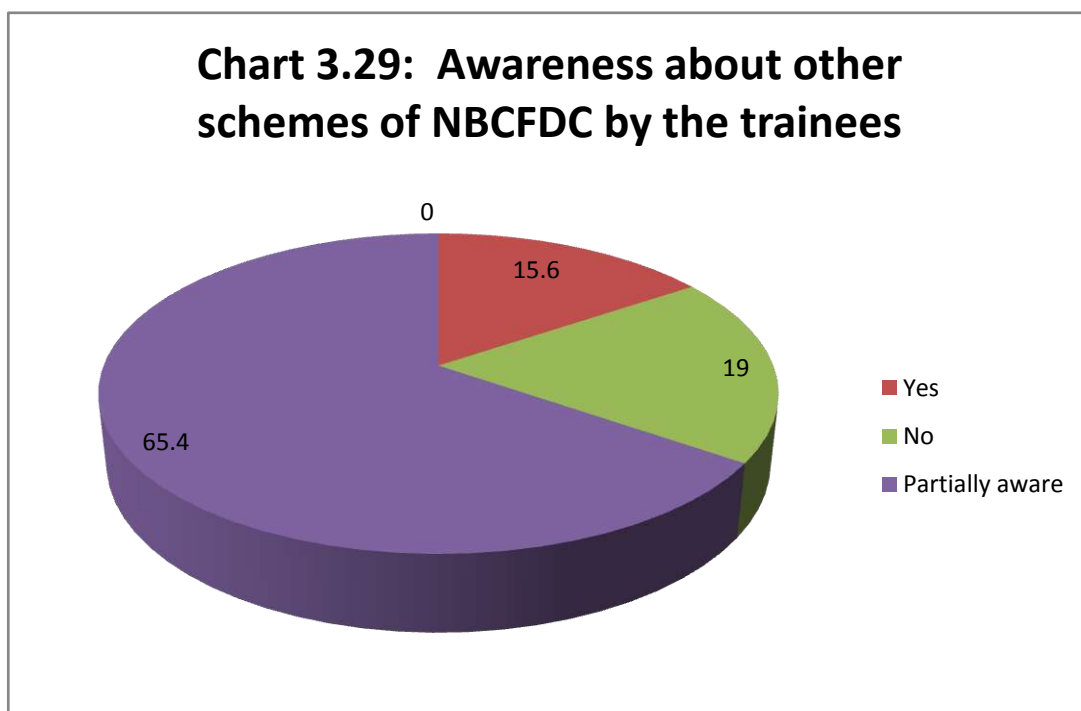
<b>Table 3.28: Economic status of Trainees before training</b>				
<b>Frequency</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Up to 1.5 lakhs per annum	512	73	73	73
1.5 lakhs to 3 lakhs per annum	188	27	27	100

The table presents the economic status of trainees before undergoing training, from the results it is found that 512 (73%) trainees economic status is up to 1.5 lakhs per annum and 188 (27%) trainees economic status is 1.5 lakhs to 3 lakhs per annum before attending the training.



<b>Table 3.29: Economic status of Trainees after training</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
1.5 lakhs to 3 lakhs per annum	388	55.4	55.4	55.4
More than 3 lakhs per annum	312	44.6	44.6	100.0
Total	700	100.0	100.0	

The table above displays the economic status of trainees after receiving training. Out of the total 700 trainees, 55.4% reported earning between 1.5 lakhs to 3 lakhs per annum, while 44.6% reported earning more than 3 lakhs per annum. This suggests that the training program has had a positive impact on the economic status of its trainees, as a significant number of them were able to increase their earnings after completing the training.



**Table 3.30 Economic Status before and after skill development Training**

<b>EconomicStatus</b>	<b>Before Skill Development training</b>		<b>After Skill Developme nt training</b>	
	<b>Number of Trainees</b>	<b>Percentage</b>	<b>Number of Trainees</b>	<b>Percentage</b>
1.5 lakhs to 3 lakhs per annum	700	100	388	55.4
More than 3 lakhs per annum	0	0	312	44.6
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>700</b>	<b>100.0</b>

The table 3.30 displays the economic status of individuals before and after participating in skill development training. The data highlights the number of trainees and their respective percentages based on their annual income.

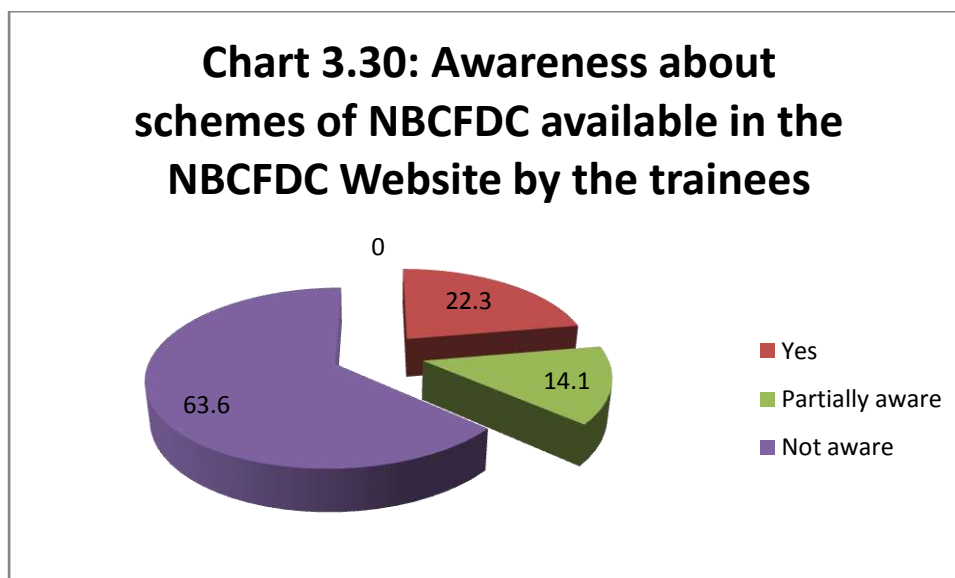
Before the skill development training, all 700 trainees fell into the category of earning less than 3 lakhs per annum, constituting 100% of the total. It is evident that these individuals were predominantly from low-income backgrounds, indicating a lack of access to higher-paying job opportunities or limited skill sets that hindered their income growth.

However, after the skill development training, there was a significant shift in the economic status of the trainees. The number of individuals earning less than 3 lakhs per annum reduced to 388, accounting for 55.4% of the total trainees. This suggests that a considerable proportion of participants managed to improve their income levels through acquiring new skills and knowledge.

On the other hand, there were no trainees earning above 3 lakhs per annum before the training. However, after skill development, the number of individuals in this category increased to 312, making up 44.6% of the total trainees. This indicates that a substantial number of individuals were able to elevate their economic status to a higher income bracket through participating in the skill development program.

Overall, the data in table 3.30 demonstrates a positive impact of skill development training on the economic status of the trainees. The increase in the number and percentage of individuals earning above 3 lakhs per annum suggests that the program was successful in

equipping the participants with the necessary skills to secure higher-paying jobs or enhance their employment prospects, resulting in improved economic outcomes for the trainees.



**Table 3.31 variation in the number of trainees whose income crossed the eligibility criteria before and after skill development training**

Economic status	Before Skill Development training	After skill development training	Change in no of Trainees who crossed income eligibility criteria	Percentage of variation
Less than 3 lakhs	700	388	-312	-44.6 %
More than 3 lakhs	0	312	+312	+44.6 %

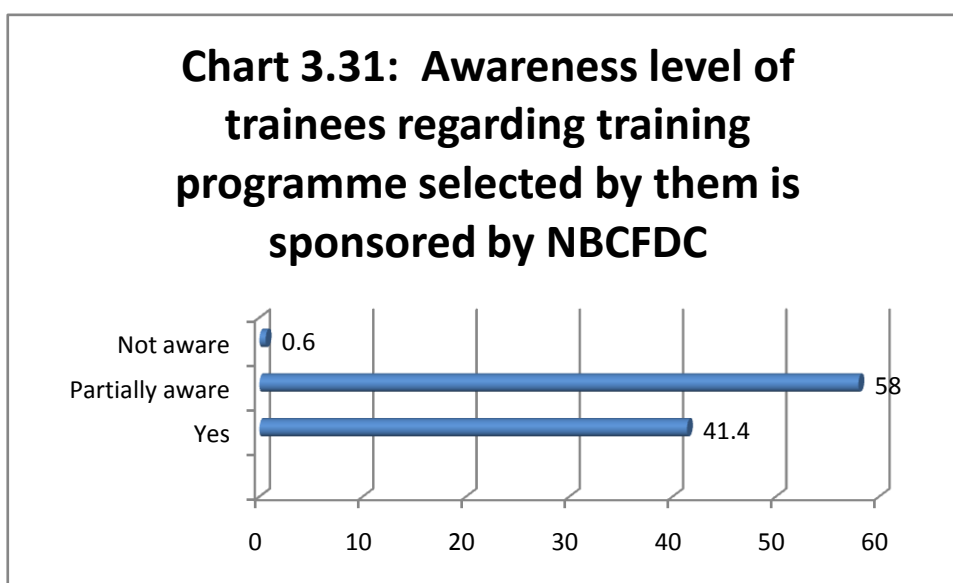
The provided table, labeled as Table 3.31, showcases the variation in the number of trainees whose income crossed the eligibility criteria before and after skill development training. The data is divided based on the economic status of the trainees, specifically those earning less than 3 lakhs and those earning more than 3 lakhs.

Before undergoing skill development training, there were 700 trainees who earned less than 3 lakhs. However, after the training, this number decreased significantly to 388. This change indicates that 312 trainees no longer fall under the income eligibility criteria, resulting in a negative variation of -44.6%. The negative percentage suggests a decrease in the number

of trainees who can avail of certain benefits or programs due to their increased earnings.

On the other hand, there were no trainees earning more than 3 lakhs before the skill development training. However, after the training, there was a notable increase as 312 trainees crossed the income eligibility criteria. This positive change signifies an addition of trainees who now qualify for certain benefits or programs, with a percentage variation of +44.6%. The increase highlights the effectiveness of the skill development training in enhancing the earning potential and socioeconomic status of these trainees.

In summary, the data presented in Table 3.31 highlights the impact of skill development training on the income eligibility criteria for trainees. It emphasizes that a significant proportion of trainees, specifically those earning less than 3 lakhs, experienced a decrease in eligibility due to their increased earnings after the training. Conversely, for trainees earning more than 3 lakhs, the skill development training resulted in an increase in eligibility, showcasing the positive outcomes of the program.



**Table 3.32 Economic Status Before and after skill development training**

Economic Status	Before skill development training		After skill development training	
	Number of Trainees	Percentage	Number of Trainees	Percentage
less than 1.50 lakhs per annum	512	73.2	0	0
above 1.50 lakhs per annum	188	26.8	700	100
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>700</b>	<b>100.0</b>

The table presents the economic status of trainees before and after skill development training. It provides insights into the changes in economic conditions experienced by the individuals who participated in the training program.

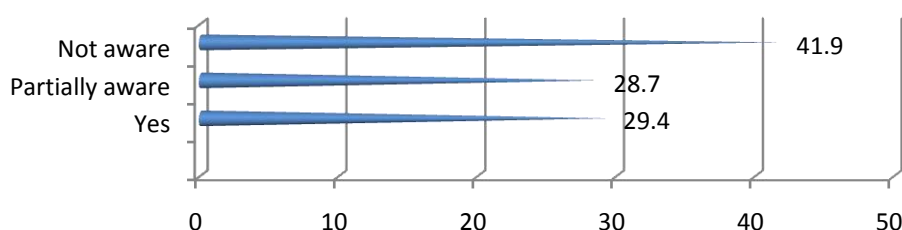
Before skill development training, a significant majority of the trainees, 73.2% or 512 individuals, had an annual income of less than 1.50 lakhs. This suggests that the participants belonged to a lower economic stratum with limited financial resources. On the other hand, a smaller proportion, 26.8% or 188 individuals, had an income above 1.50 lakhs per annum, indicating a relatively better economic status among a minority of the trainees.

After skill development training, an interesting shift in economic status is observed. The table reveals that none of the trainees who received training had an income less than 1.50 lakhs per annum. This implies that the skill development program has potentially lifted all participants out of the lower economic bracket. Additionally, a substantial increase in the number of trainees with an income above 1.50 lakhs is observed, with 700 individuals or 100% experiencing an improvement in their economic status.

In summary, the skill development training has shown to be highly effective in improving the economic conditions of the trainees. It has resulted in a complete transformation of the income distribution, with all participants now having an income above 1.50 lakhs. This suggests that the program has successfully equipped the individuals with new skills and enhanced their employability, leading to better job opportunities and increased earning potential.



**Chart 3.32: Awareness of trainees regarding the training programme selected by them is Training scheme of Ministry of Social justice and empowerment**



**Table 3.33 Variation in number of Trainees who's earning crossed income**

**Eligibility criteria**

<b>Economic status</b>	<b>Before Skill Development training</b>	<b>After skill development training</b>	<b>Change in no of Trainees who crossed income eligibility criteria</b>	<b>Percentage of variation</b>
less than 1.50 lakhs per annum	512	0	- 512	-73%
More than 1.50 lakhs per annum	188	700	+512	+73 %

The data presented in Table 3.33 highlights the variation in the number of trainees whose earnings crossed the income eligibility criteria before and after skill development training. The table categorizes the trainees based on their economic status, dividing them into two groups: those earning less than 1.50 lakhs per annum and those earning more than 1.50 lakhs per annum.

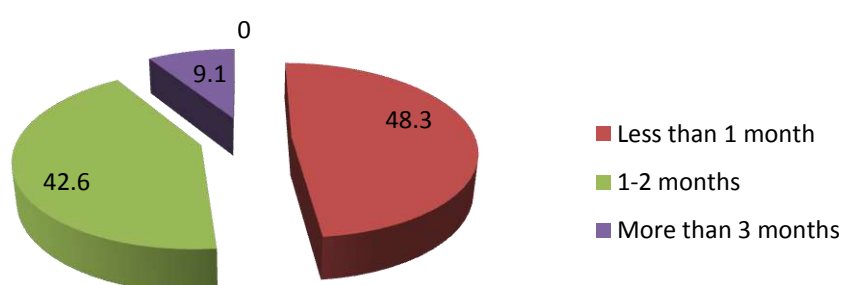
Before the skill development training, there were 512 trainees who earned less than 1.50 lakhs per annum. However, after the training, none of them crossed the income eligibility criteria, resulting in a decrease of 512 trainees. This represents a significant decline of 73% in the number of trainees who exceeded the income threshold.

On the other hand, for trainees who earned more than 1.50 lakhs per annum, the situation was different. Initially, there were 188 trainees in this category. However, after the

skill development training, the number of trainees who crossed the income eligibility criteria increased to 700. This represents an increment of 512 trainees, resulting in a corresponding increase of 73% in this group.

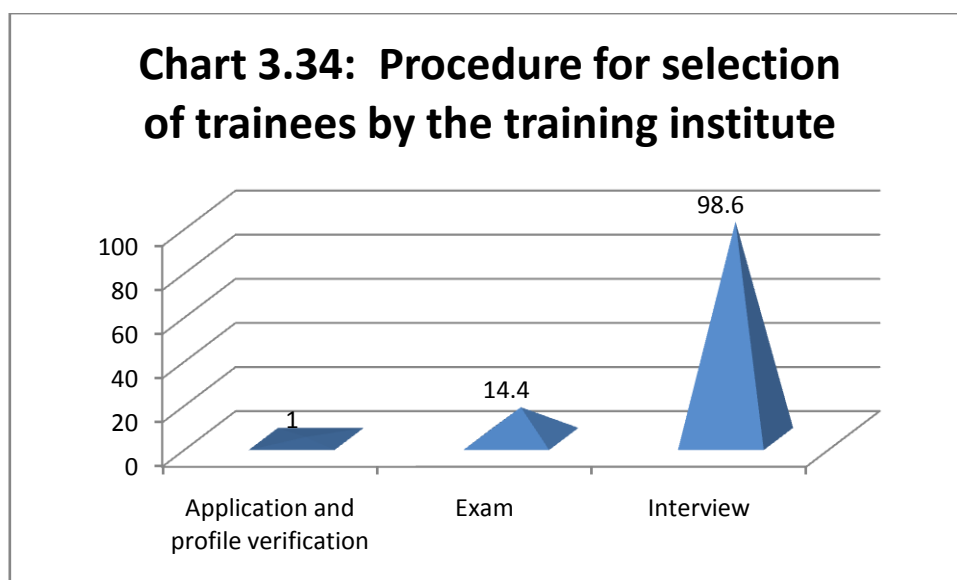
In summary, the skill development training had a contrasting impact on different economic groups. It led to a substantial decrease in the number of trainees who earned less than 1.50 lakhs per annum, reducing their chances of crossing the income eligibility criteria. Conversely, for trainees earning more than 1.50 lakhs per annum, the training had a positive effect, boosting their numbers crossing the income threshold. These variations highlight the importance of skill development in empowering individuals to improve their economic status.

**Chart 3.33: The time taken by the Training Institute for selection of trainees**



<b>Table 3.34: Type of Bank Account holding by the Trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
JandhanYojana	186	26.6	26.6	26.6
Normal Savings Bank account	514	73.4	73.4	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

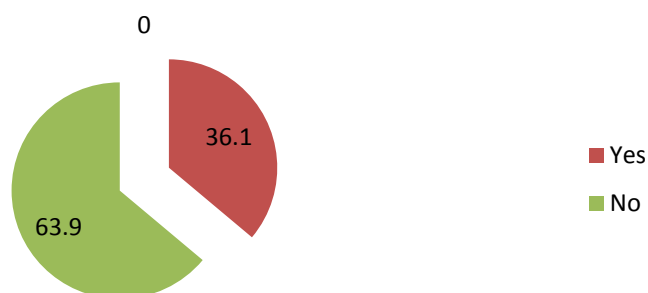
The program JandhanYojana, which aims to provide affordable access to financial services to the unbanked population in India. The table above displays the type of bank account holding by the trainees of a certain program. Out of the 700 trainees, 186 or 26.6% held a JandhanYojana account while 514 or 73.4% held a normal savings bank account. The cumulative percentage shows that all 700 trainees were accounted for in the analysis. This data suggest that although the financial inclusion program has made some progress in providing access to banking services for the unbanked population, there is still a significant proportion of people who prefer to use traditional banking services.



<b>Table 3.35: Status of AADHAR link with bank account hold by the trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	697	99.6	99.6	99.6
No	3	.4	.4	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The table above displays the status of AADHAR link with bank accounts held by trainees. The data reveals that out of a total of 700 trainees, nearly 99.6% have linked their AADHAR to their bank account, indicating a high level of compliance with the government's push for digital identification. Three trainees reported not having their AADHAR linked to their bank account, suggesting a need for greater outreach to ensure complete coverage.

**Chart 3.35: Awareness level of trainees about the training cost of skill development training**



**Table 3.36 Name of the training institute and number of trainees selected**

SI. No.	Name training institute	Name of the Training Programme	Number of Trainees'
1.	<b>Model Finishing School, Kerala</b>	Solar Panel Installation Technician	100
		1. Electrician - Domestic Solutions	20
		2. FieldTechnician-Other Home Appliances	40
		3. FieldTechnician-Computing &Peripherals	40
		4. DTH Set TopBoxInstallation &Service Technician	60
		5. JuniorSoftwareDeveloper	15
		6. DomesticDataEntry Operator	20
2.	<b>CIPET</b>	1. MOA-PP,MOA-IM,MOA- BM,MOA-PE,MOA- PR	75
		2. MOA-BM	35
		3. MachineOperator- Injection Molding	35
3.	<b>ATDC</b>	1. Sewing Machine Operator	65
		2. SelfEmployed Tailor	95
		3. Sampling Coordinator	100
		<b>Total</b>	<b>700</b>

The table shows the names of various training institutes and the training programs they offer along with the number of trainees. The first institute, Model Finishing School in Kerala, offers training in solar panel installation, electrician solutions, field technician for home appliances and computing, DTH set-top box installation and servicing, as well as junior software development and domestic data entry operations. The training institute aims to provide skill-based training to individuals so that they can improve their employability and contribute to the country's economy.

The solar panel installation technician training programme has the highest number of trainees with 100 individuals enrolled. This programme is designed to equip individuals with the necessary skills to install and maintain solar panels, which are in high demand due to the shift towards renewable energy sources. Similarly, the DTH set-top box installation and service technician training programme has 60 trainees. This programme trains individuals to install and maintain DTH services, which are also in high demand due to the increasing popularity of television in India.

The Model Finishing School also offers training programmes in fields such as computing and peripherals, where 40 individuals are enrolled. This programme focuses on training individuals in the installation and maintenance of computer hardware and software as well as peripherals such as printers and scanners. Similarly, the field technician for other home appliances training programme has 40 trainees. This programme trains individuals to repair and maintain various home appliances such as refrigerators, washing machines, and air conditioners.

The junior software developer training programme has the lowest number of trainees with only 15 individuals enrolled. This programme is designed to train individuals in software development, a field that is in high demand due to the growth of the IT sector in India. The domestic data entry operator training programme has 20 trainees. This programme trains individuals to input data into computer systems accurately and efficiently, a skill that is essential for various industries.

The second institute, CIPET, offers training in various courses including MOA-PP, MOA-IM, MOA-BM, MOA-PE, and MOA-PR, as well as machine operation for injection molding. Finally, the third institute,

The first training programme listed in the table is MOA-PP, MOA-IM, MOA-BM, MOA-PE, and MOA-PR. These are different modules that cover various aspects of plastics engineering such as mould design, polymer processing, product design, and mould manufacturing. The total number of trainees for this programme is 75, which indicates the popularity and relevance of the training programme among aspiring plastics engineers.

The second programme listed in the table is MOA-BM, which is specific to moulding technology. This programme has 35 trainees, indicating the demand for specific knowledge and skills in moulding technology.

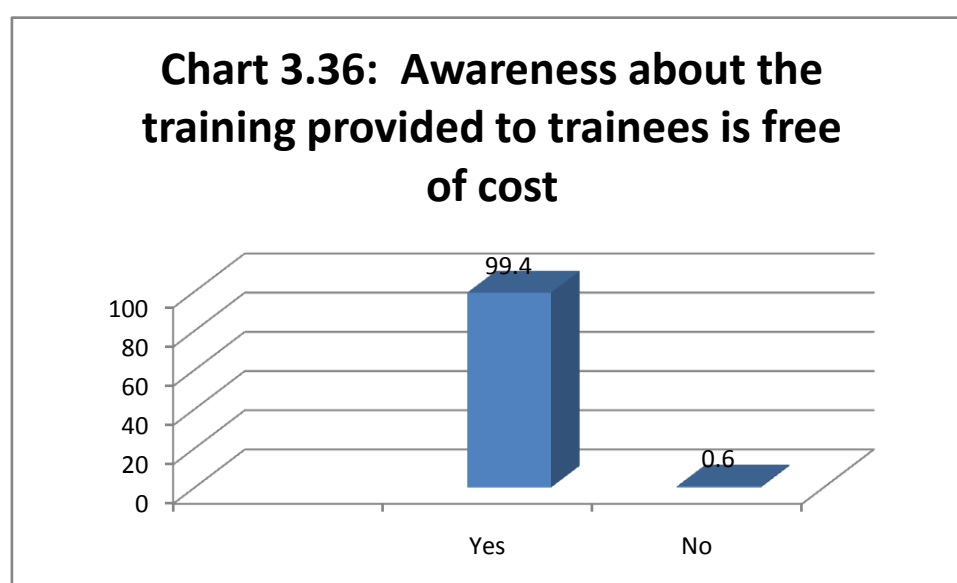
The third training programme listed in the table is for machine operators in injection moulding technology. This programme also has 35 trainees, highlighting the need for skilled machine operators in the plastics industry.

The above table presents information on a training institute known as ATDC and the training programmes it offers, along with the number of trainees who have received the training. ATDC is a well-known institute that provides training in various garment and textile-related courses. The table shows three different training programmes offered by ATDC, namely Sewing Machine Operator, Self-Employed Tailor and Sampling Coordinator.

The Sewing Machine Operator programme has 65 trainees, which suggests that the programme focuses on practical training in sewing machines and related equipment. The programme is most likely designed to provide training to individuals who wish to work in the garment industry, and this program appears to be an excellent opportunity for those who are passionate about the textile industry.

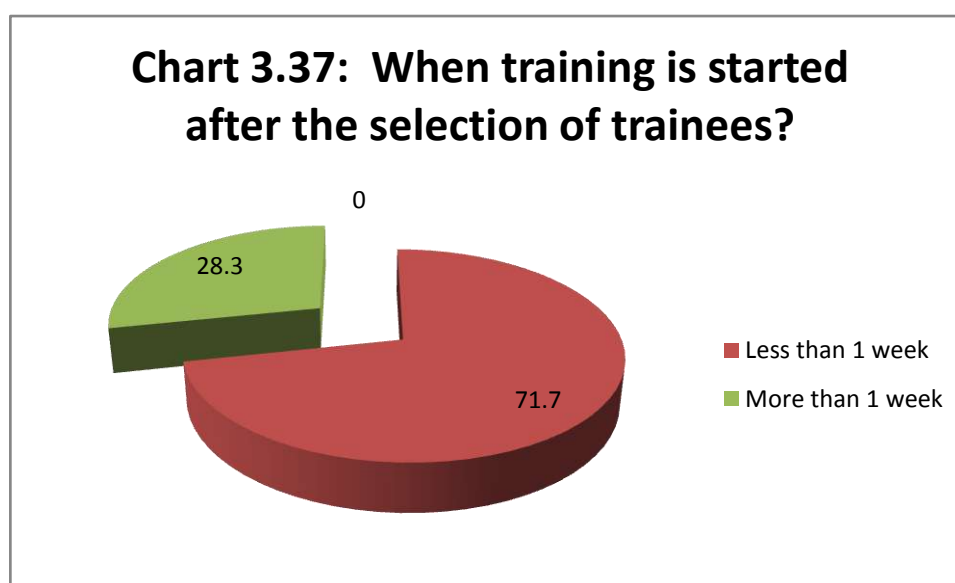
The Self-Employed Tailor programme has a significantly higher number of trainees, which is 95. This suggests that the programme is designed for individuals who want to start their own tailoring business. The programme probably focuses on the necessary skills required to start a business, including business management, production, finance, and other relevant aspects.

The Sampling Coordinator programme has the highest number of trainees, which is 100. This suggests that the programme is a popular choice for individuals seeking employment in garment factories or textile mills. The programme is likely to focus on sampling methods and procedures, quality control, and other relevant aspects of the textile industry.



<b>Table 3.37 Status of admission or any service fees paid by the trainees to the institute</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	0	0	0	0
No	700	100	100	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

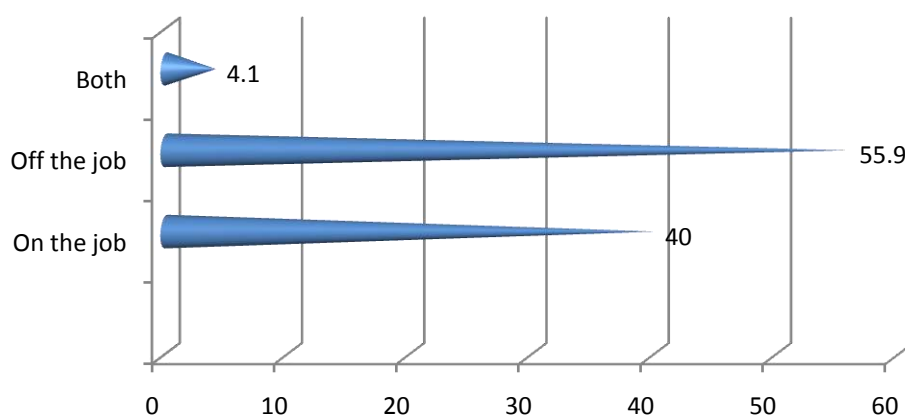
Based on the data presented in Table 3.37, it can be interpreted that all the trainees (100%) have not paid any fees. This implies that the NBCFDC offering skill developments training that are totally free.



<b>Table 3.38 Awareness about the training programme by the trainees</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Through Advertisement	518	74.0	74.0	74.0
Through Relatives	66	9.4	9.4	83.4
Through Electronic Media	26	3.7	3.7	87.1
Others	90	12.9	12.9	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The above table presents the awareness of the trainees regarding the training program. According to the data, 74% of the trainees became aware of the program through advertisements, while 9.4% learned about it through their relatives. Surprisingly, only 3.7% of the trainees found out about the program through electronic media. However, 12.9% of the trainees were aware of the training program through other means. This table indicates that the advertisement was the most effective way to attract trainees to the training program. The findings suggest that traditional modes of communication, such as advertisements, were more effective in reaching the trainees as compared to modern electronic media.

**Chart 3.38: Type of training given by the skill development Institute**

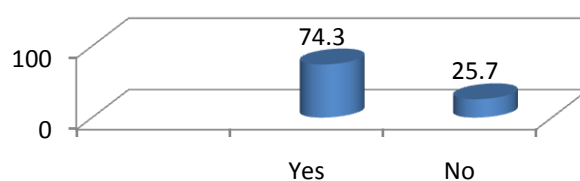


**Table 3.39: Status of publicity given by your training institute about new training programmes**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	241	34.4	34.4	34.4
No	459	65.6	65.6	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

Understanding the level of publicity provided by training institutes to trainees can help researchers better understand participant engagement and retention rates, and thus provide more insight into the overall effectiveness of these programs. The table 3.39 represents the status of publicity given by training institutes about new training programs. Out of the 700 trainees surveyed, 34.4% stated that their training institute provided publicity about the new training programs while 65.6% reported that there was no such publicity.

**Chart 3.39: Status about career guidance to trainees before commencement/ during training of the course**





<b>Table 3.40: Awareness about other schemes of NBCFDC by the trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	109	15.6	15.6	15.6
No	133	19.0	19.0	34.6
Partially aware	458	65.4	65.4	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The table above shows the awareness of trainees about other schemes offered by the National Backward Classes Finance and Development Corporation (NBCFDC). Out of the 700 trainees, 109 (15.6%) were aware of other schemes, while 133 (19%) were not aware at all. The majority, 458 (65.4%), were partially aware of the other schemes. The results indicate that there is still a significant proportion of trainees who are not aware of the other schemes offered by NBCFDC. This highlights the need for NBCFDC to improve their communication and engagement strategies to ensure that their target audience is fully informed and can take advantage of the schemes available.



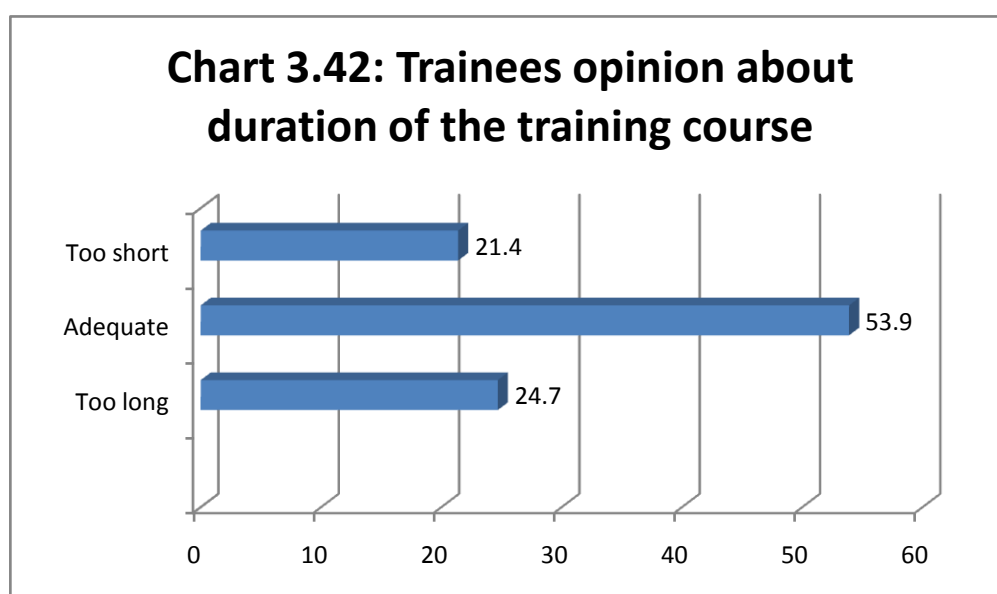
<b>Table 3.41: Awareness about schemes of NBCFDC available in the NBCFDC Website by the trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	156	22.3	22.3	22.3
Partially aware	99	14.1	14.1	36.4
Not aware	445	63.6	63.6	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

Based on the data presented in Table 3.41, it can be concluded that the majority of trainees (63.6%) are not aware of the schemes available in the National Backward Classes Finance and Development Corporation (NBCFDC) website. This indicates a lack of communication and dissemination of information regarding the available services and opportunities to the targeted population. It is important to note that a considerable percentage (22.3%) of trainees is aware of the schemes, but a significant number (14.1%) are only partially aware. This highlights the need for more effective outreach and educational strategies to ensure that trainees are fully informed about the resources available to them.



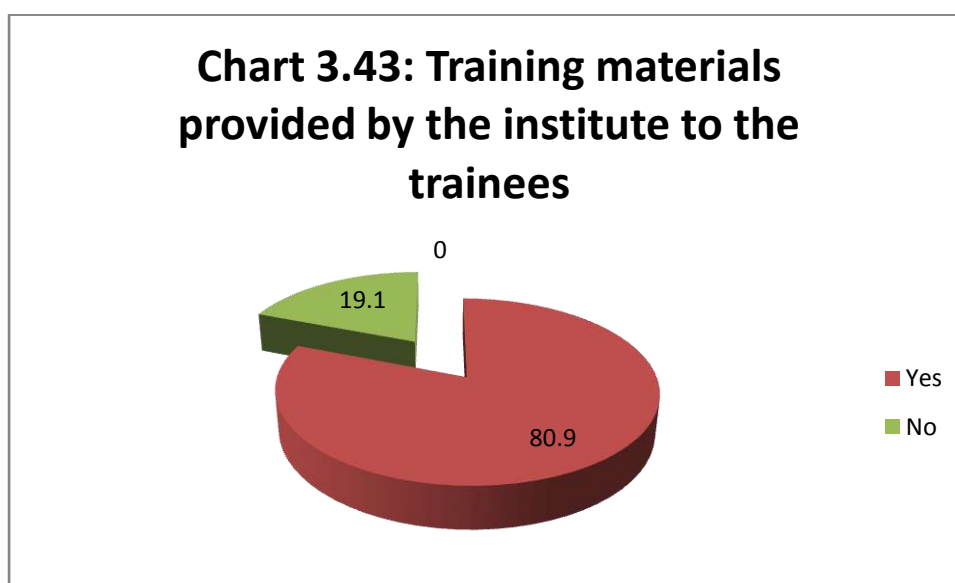
<b>Table 3.42: Awareness level of trainees regarding training programme selected by them is sponsored by NBCFDC</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	290	41.4	41.4	41.4
Partially aware	406	58.0	58.0	99.4
Not aware	4	.6	.6	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The table 3.42 presents the awareness level of trainees regarding the training programmes selected by them, sponsored by NBCFDC. The results show that out of the total 700 trainees, 290 (41.4%) were fully aware of the sponsorship by NBCFDC, while 406 (58.0%) were only partially aware. Interestingly, only 4 (0.6%) trainees reported that they were not aware of the sponsorship. These findings suggest that while a significant proportion of trainees have knowledge of the sponsorship, there is still room for improvement in raising awareness among other trainees for effective utilization of training programmes.



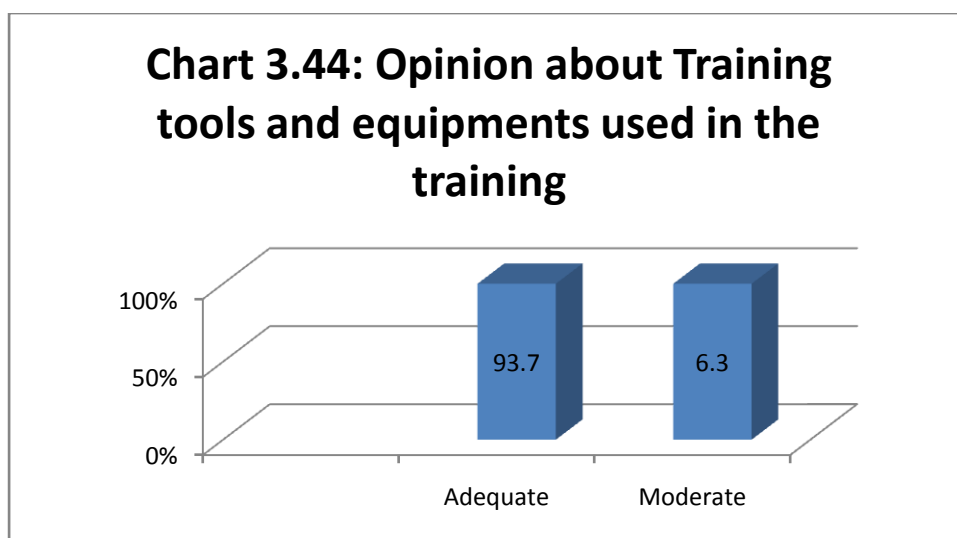
<b>Table 3.43 Awareness of trainees regarding the training programme selected by them is Training scheme of Ministry of Social justice and empowerment</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	206	29.4	29.4	29.4
Partially aware	201	28.7	28.7	58.1
Not aware	293	41.9	41.9	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The data presented in Table 3.43 highlights the awareness of trainees regarding the training programme selected by them is the scheme of Ministry of Social Justice and Empowerment. The table shows that out of the total 700 trainees, only 29.4% were aware of the training scheme, while 28.7% were partially aware, and a significant 41.9% had no knowledge about it. This implies that there is a significant gap in the dissemination of information about the training programme to the targeted trainees. These findings suggest that the government should take more proactive measures to promote the training program and make it more accessible to the target population.



<b>Table 3.44: The time taken by the Training Institute for selection of trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Less than 1 month	338	48.3	48.3	48.3
1-2 months	298	42.6	42.6	90.9
More than 3 months	64	9.1	9.1	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The selection process plays a crucial role in the success of any training program. If the selection process is too time-consuming, it can discourage potential trainees from participating. Therefore, understanding the time taken by a training institute to select trainees is crucial for gauging the effectiveness of the program. The table 3.44 provided above shows the time taken by a training institute for the selection of trainees. The data reveals that 48.3% of the trainees were selected in less than a month, while 42.6% of them were selected between 1-2 months. Only 9.1% of the trainees were selected after more than three months. This data sheds light on the efficiency of the selection process, as a vast majority of trainees were selected within a reasonable time frame.

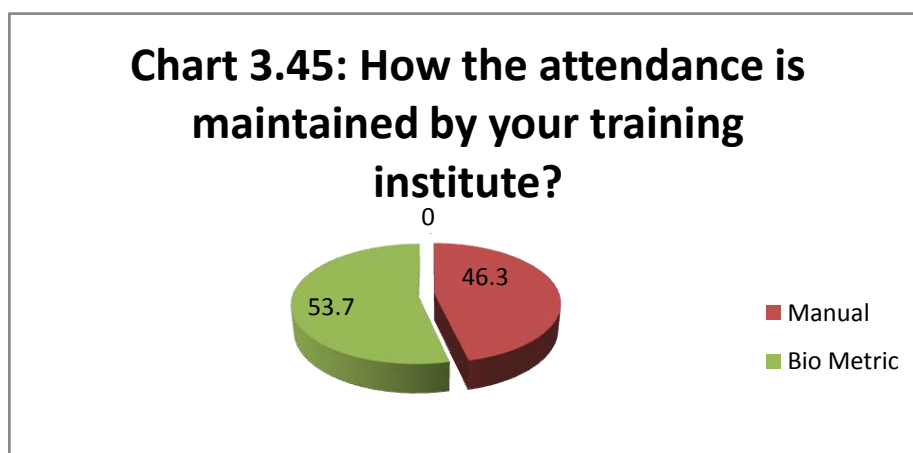


<b>Table 3.45: Procedure for selection of trainees by the training institute</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Application and profile verification	7	1.0	1.0	1.0
Exam	101	14.4	14.4	15.4
Interview	592	98.6	98.6	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The above table presents the procedure used by a training institute to select trainees for a particular program. From the table, it is evident that the institute primarily relied on interviews as the selection method, with 98.6% of the trainees indicating that they used interviews. This suggests that the institute places great importance on the ability of the candidate to perform well in an interview, perhaps as an indicator of their communication skills, confidence, and overall suitability for the program.

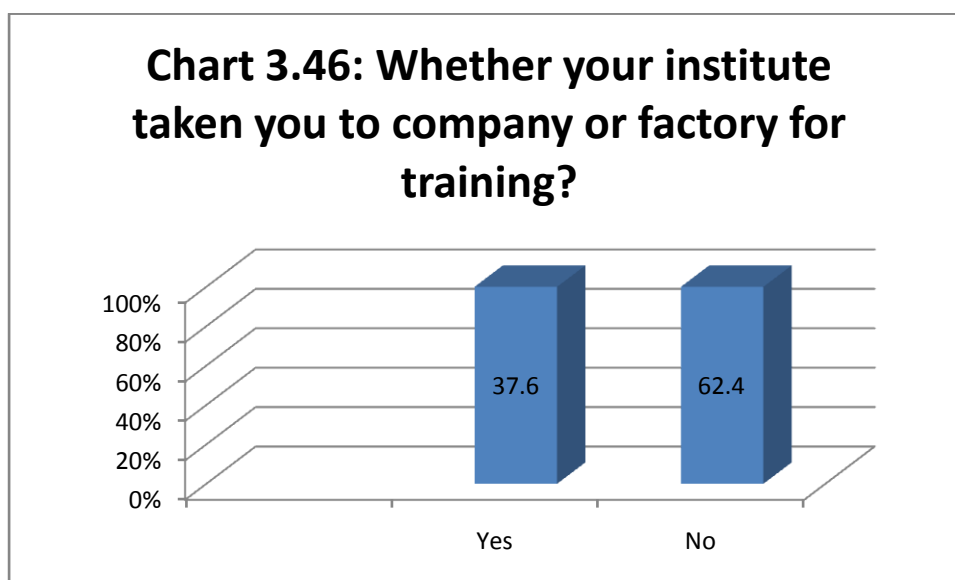
The data also shows that 101 trainees were selected based on an exam, which is only 14.4 percent of the total. This indicates that while academic qualifications were considered, they were not the primary factor in the selection process. Instead, the institute prioritized personal communication and interpersonal skills in their selection criteria.

Interestingly, a small percentage of the trainees (1%) indicated that they used application and profile verification as a selection method. This suggests that the institute may have prioritized certain criteria or qualifications, such as previous work experience, academic achievements, or specific certifications, in order to shortlist potential candidates for the program.



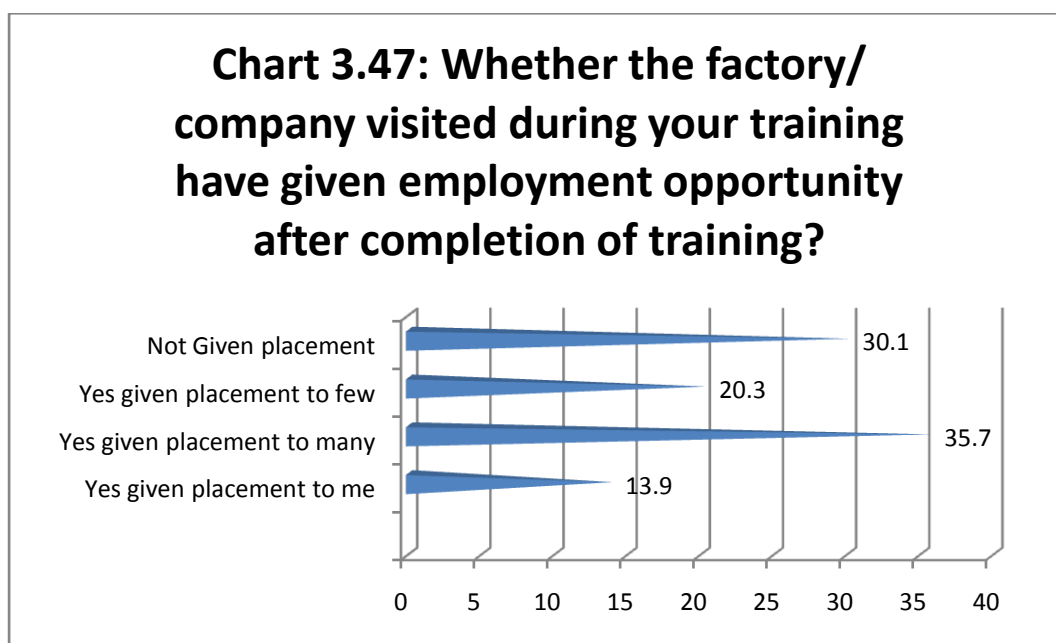
<b>Table 3.46: Awareness level of trainees about the training cost of skill development training</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	253	36.1	36.1	36.1
No	447	63.9	63.9	100.0
Total	700	100.0	100.0	

The table displays the awareness level of trainees regarding the training cost of skill development training. According to the table, out of 700 trainees, 36.1% are aware of the training costs, while 63.9% are unaware of the same. This shows a significant gap in the knowledge and understanding of the trainees about the training cost.



<b>Table3.47: Awareness about the training provided to trainees is free of cost</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	696	99.4	99.4	99.4
No	4	.6	.6	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

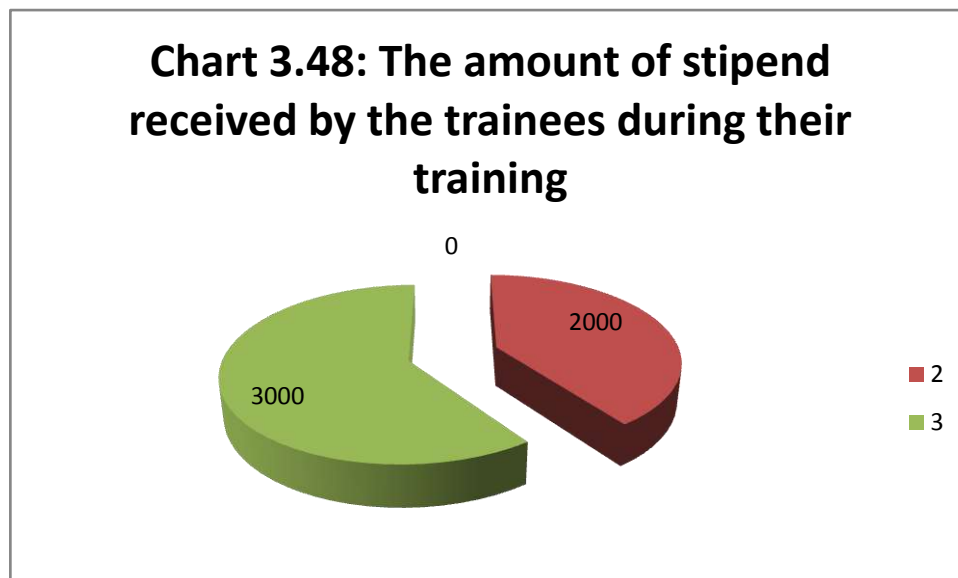
From the above data, it can be interpreted that 99.4% of the trainees are aware that the training provided to them is free of cost, while only 0.6% are not aware of this fact. This indicates that the NBCFDC providing the training has been successful in communicating this important information to the trainees. By knowing that trainees are aware of the free cost of the trainings helps peoples for promoting social and economic mobility.





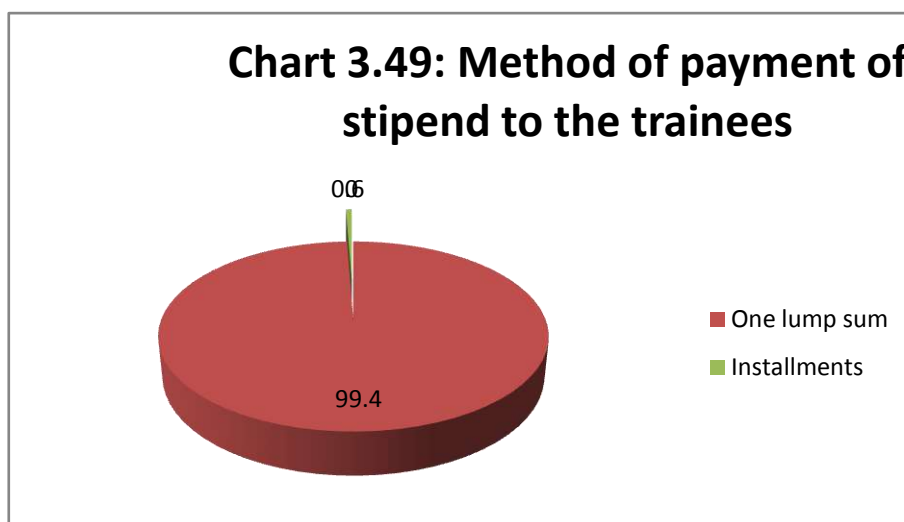
<b>Table 3.48: When training is started after the selection of trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Less than 1 week	502	71.7	71.7	71.7
More than 1 week	198	28.3	28.3	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The table above presents the frequency and percentage of the time period when training is initiated after the selection of trainees. From the data, it is evident that about 71.7% of the trainees started training the trainees within a week after their selection. Conversely, 28.3% of the trainees began training the trainees more than a week after their selection. This data provides important insight into the efficiency of the selection process and the time it takes to initiate training programs.



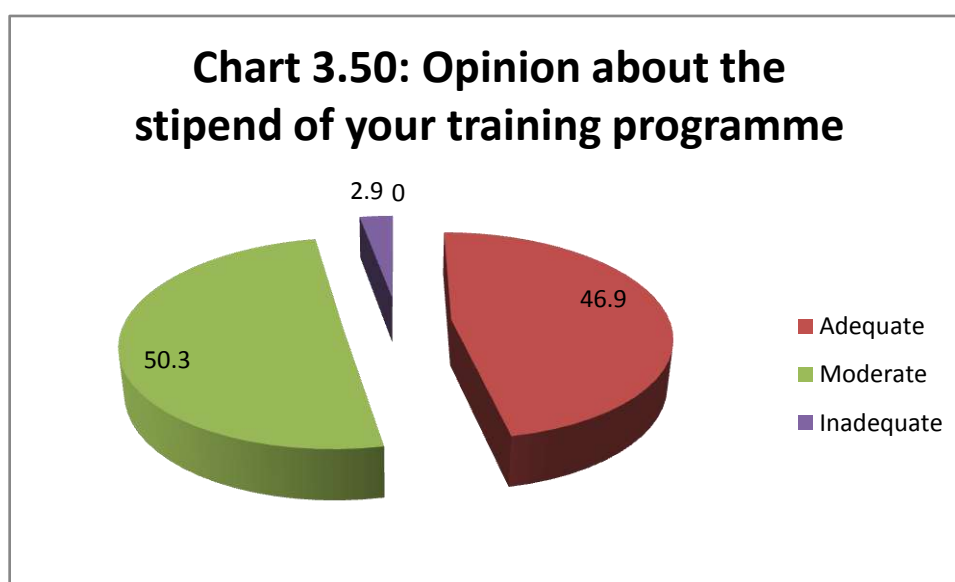
<b>Table 3.49: Type of training given by the skill development Institute</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
On the job	280	40.0	40.0	40.0
Off the job	391	55.9	55.9	95.9
Both	29	4.1	4.1	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The above table presents the type of training provided by a skill development institute, which includes on-the-job training, off-the-job training, and both types of training. The majority of trainings provided by the institute were off-the-job training, which accounted for 55.9% of the total training, followed by on-the-job training, which accounted for 40%. Meanwhile, only a small percentage, 4.1%, received both types of training.



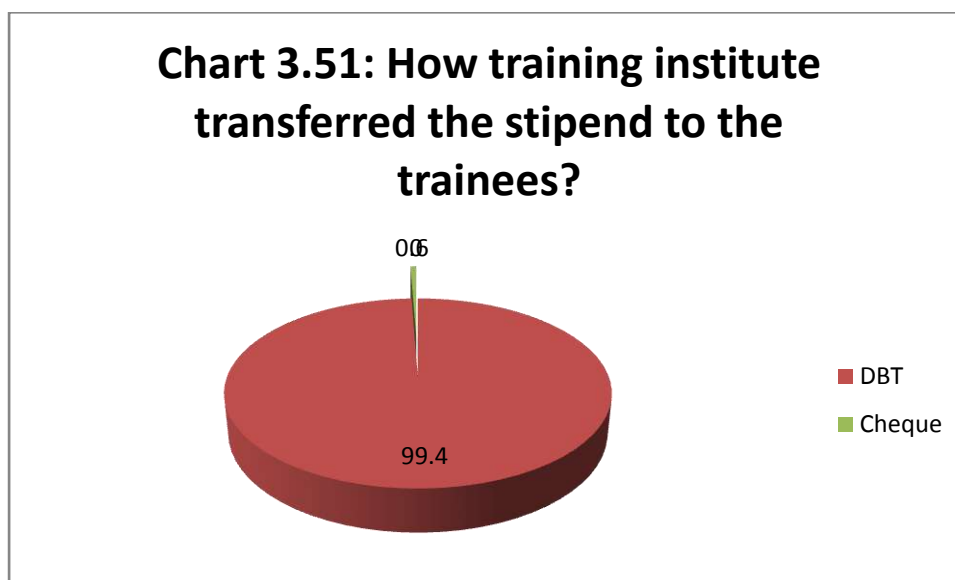
<b>Table 3.50: Status about career guidance to trainees before commencement/ during training of the course</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	520	74.3	74.3	74.3
No	180	25.7	25.7	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The table presents the status of career guidance provided to trainees before the commencement or during the training of the course. The data reveals that out of the total 700 trainees, 74.3% received guidance on their career before or during the course, while 25.7% did not receive any such guidance.



<b>Table 3.51: Reasons for joining the skill development training programme</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
To get Employment	196	28.0	28.0	28.0
To get employment with increase income	240	34.3	34.3	62.3
To set up own business	125	17.9	17.9	80.1
To get skill	59	8.4	8.4	88.6
To upgrade skill	30	4.3	4.3	92.9
Others	50	7.1	7.1	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

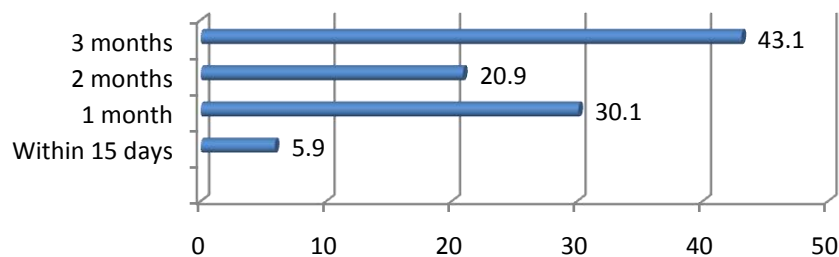
The table above shows the reasons for joining a skill development training programme. The data suggests that the majority of the trainees joined the programme to get employment with an increase in income (34.3%), followed by those who joined to get employment (28%). A significant number of trainees (17.9%) joined the programme to set up their own business. Interestingly, a significant proportion of individuals also joined the programme to acquire new skills or upgrade their existing ones.



<b>Table 3.52: Have you quit the training before it completed?</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	18	2.6	2.6	2.6
No	682	97.4	97.4	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

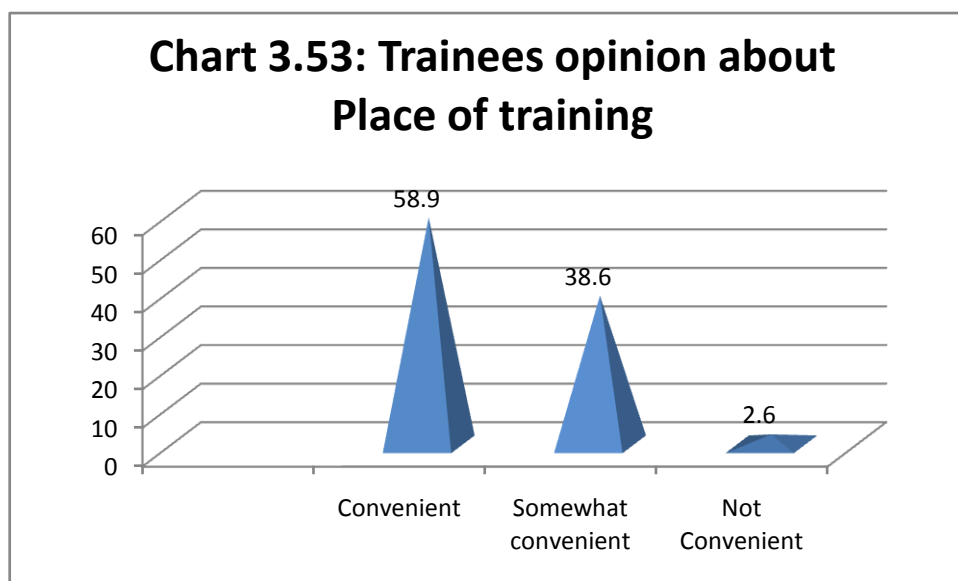
Table 3.52 presents data on whether participants have quit the training before it was completed. Out of the total 700 respondents, only 18 individuals, accounting for 2.6% of the sample, reported having quit the training due to health reasons, family reasons and personal reasons.. The majority of participants, comprising 97.4% (682 respondents), stated that they did not quit the training before its completion. This data highlights the high level of commitment and completion among the training participants.

**Chart 3.52: Number of Days taken by the training Institute to transfer the stipend from the date of commencement of training**



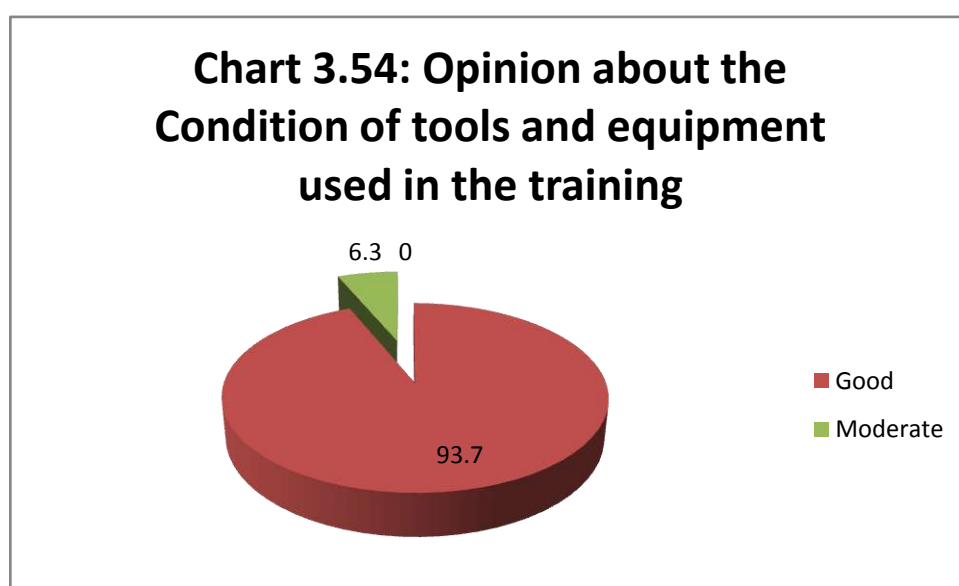
<b>Table 3.53: Trainees opinion about duration of the training course</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Too long	173	24.7	24.7	24.7
Adequate	377	53.9	53.9	78.6
Too short	150	21.4	21.4	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The data presented in Table 3.53 provides insight into the opinions of trainees regarding the duration of a training course. The majority of trainees (53.9%) deemed the duration of the course as adequate, while 24.7% believed it was too long and 21.4% felt it was too short. It suggests that a majority of trainees found the duration of the training course to be appropriate, which could potentially lead to improved outcomes and knowledge retention. However, a significant minority found the course too long or too short, indicating that there may be room for improvement in tailoring training courses to meet the needs and preferences of different individuals.



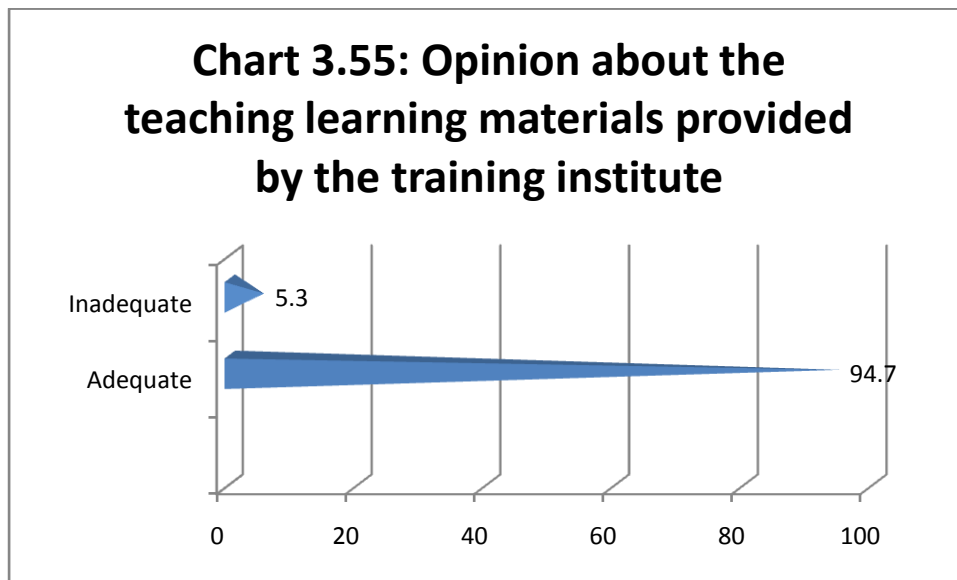
<b>Table 3.54: Training materials provided by the institute to the trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	566	80.9	80.9	80.9
No	134	19.1	19.1	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

According to the data presented in Table 3.54, out of the 700 trainees, 566 (80.9%) received training materials from the institute while 134 (19.1%) did not get the study material. This may be due to failure of printing machinery in the printing press. This suggests that the institute is proactively providing resources to its trainees to help them achieve their goals.



<b>Table 3.55: Opinion about Training tools and equipment used in the training</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Adequate	656	93.7	93.7	93.7
Moderate	44	6.3	6.3	100
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

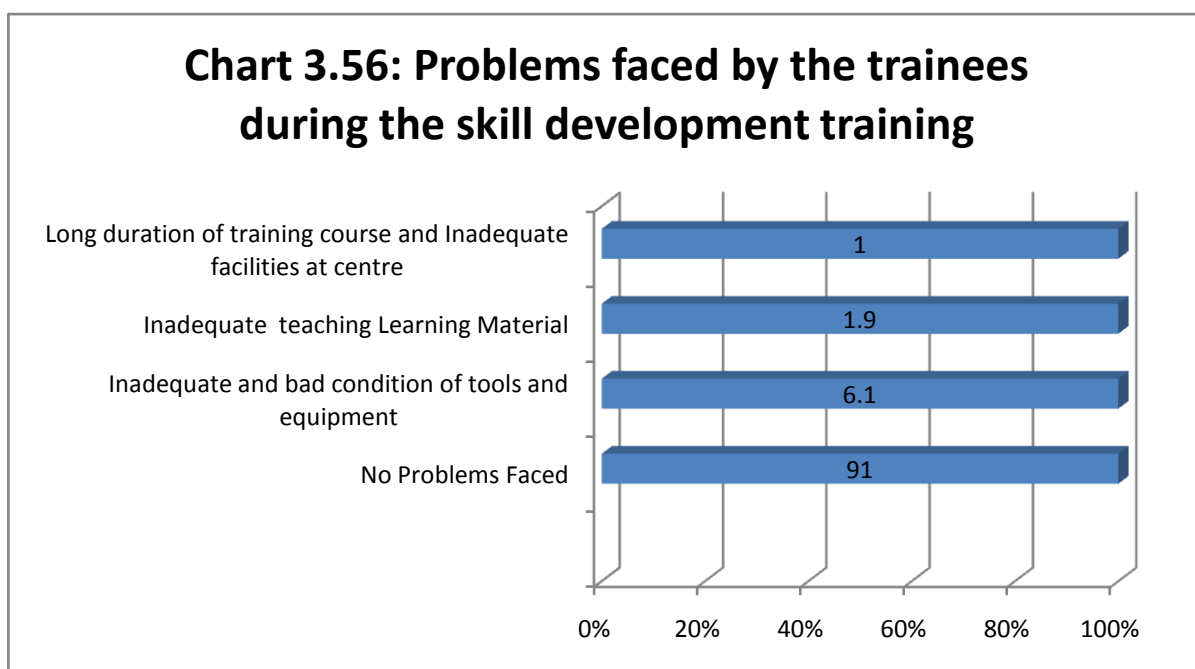
Based on table 3.55, it can be interpreted that the majority of respondents, accounting for 93.7%, considered the training tools and equipment to be adequate. A smaller proportion, representing 6.3% of respondents, perceived the tools and equipment to be moderate. This suggests that the training program is largely equipped with appropriate resources to effectively train individuals.





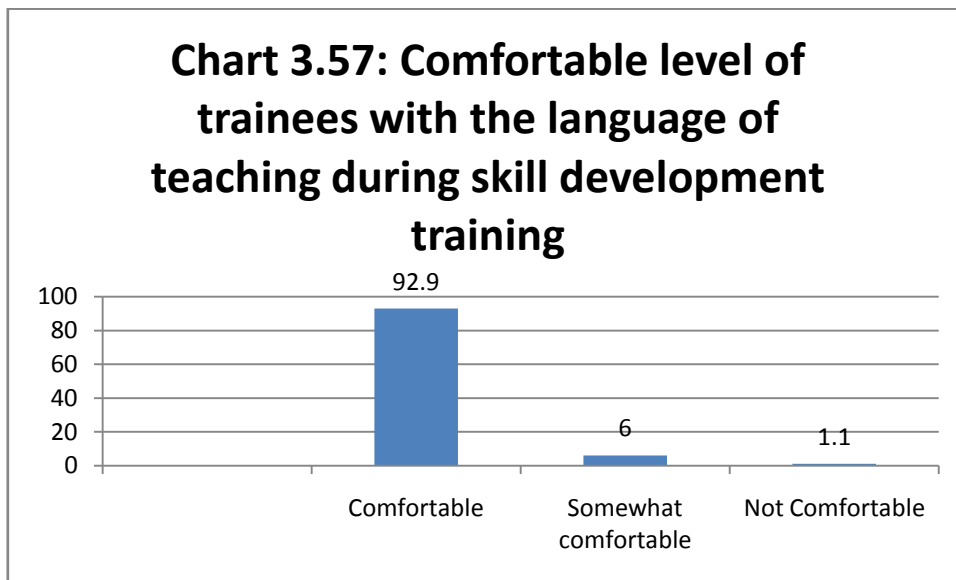
<b>Table 3.56: How the attendance is maintained by your training institute?</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Manual	324	46.3	46.3	46.3
Bio Metric	376	53.7	53.7	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

While Table 3.56 presents data on how attendance is maintained in a training institute. The data shows that the institute primarily employs two methods of attendance monitoring: manual and biometric. Interestingly, the majority of the institute's attendance monitoring is done through biometric means, with 53.7% of participants reporting this method.



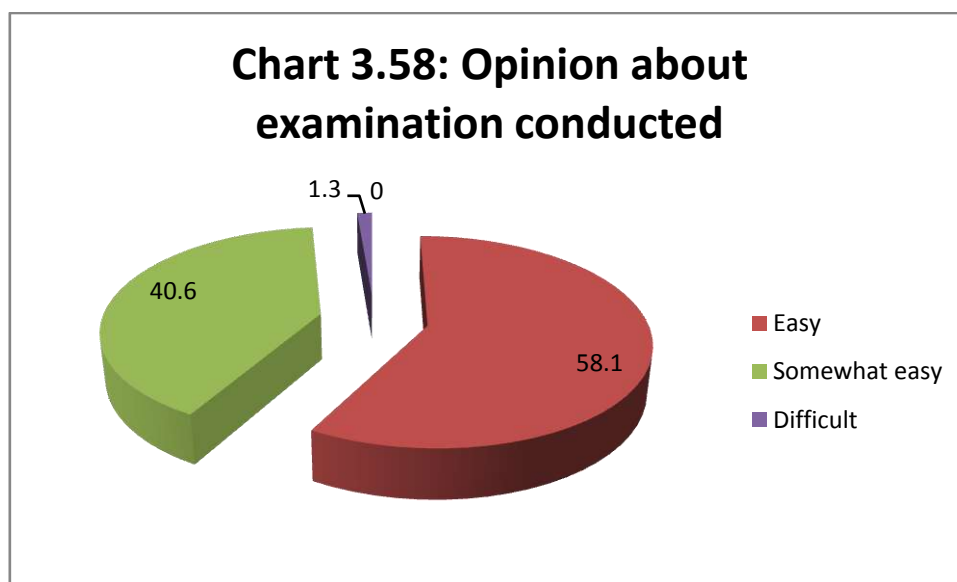
<b>Table 3.57: Whether your institute taken you to company or factory for training?</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	263	37.6	37.6	37.6
No	437	62.4	62.4	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The above table presents the responses of 700 participants who were asked whether their institute had taken them to a company or factory for training. Out of the total sample, 263 (37.6%) participants reported having taken to company for such training, while 437 (62.4%) reported not taken to company for training. The findings suggest that there is still room for improvement in terms of providing practical training opportunities for students.



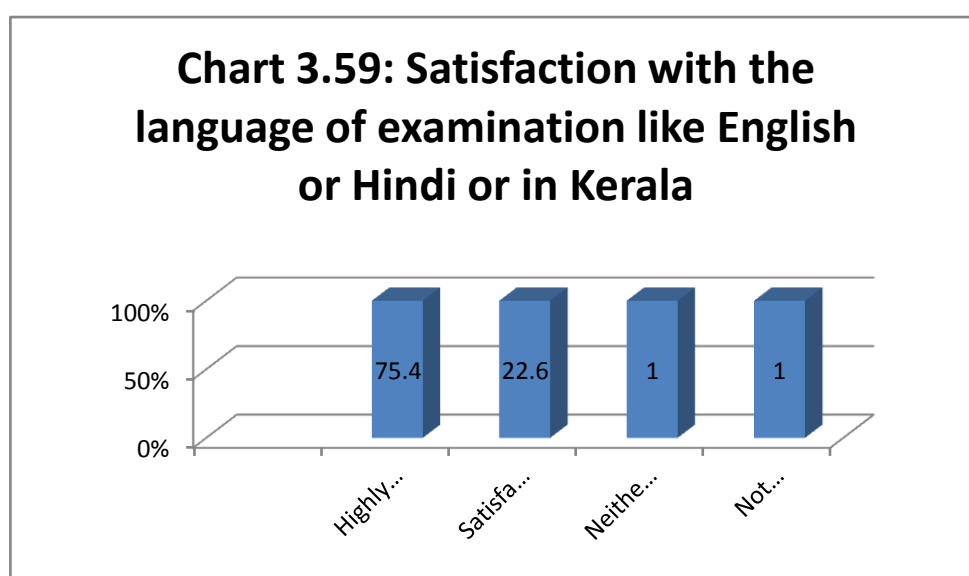
<b>Table 3.58: Whether the factory/ company visited during your training have given employment opportunity after completion of training?</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes given placement to me	97	13.9	13.9	13.9
Yes given placement to many	250	35.7	35.7	49.6
Yes given placement to few	142	20.3	20.3	69.9
Not Given placement	211	30.1	30.1	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

Table 3.58 presents data on whether the factory or company visited during training has provided employment opportunities after training completion. The data is classified into four categories, namely 'Yes, given placement to me,' 'Yes, given placement to many,' 'Yes, given placement to few,' and 'Not Given placement.' Out of a total number of 700 respondents, 13.9% reported that they personally were given a placement with the company after their training. 35.7% indicated that many individuals were given this opportunity, while 20.3% said the company provided placements to a few trainees. Unfortunately, 30.1% of respondents reported that they were not given a placement after training completion



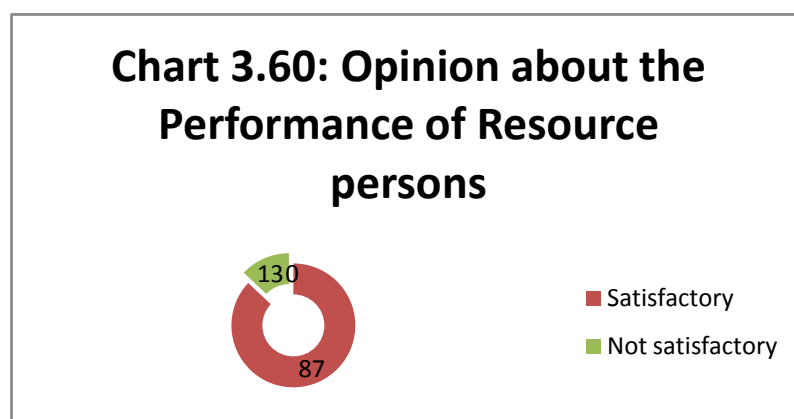
<b>Table3.59: The amount of stipend received by the trainees during their training</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
2000	99	14.1	14.1	14.1
3000	601	85.9	85.9	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The table shows the amount of stipend received by trainees during their training. Out of a total of 700 trainees, 601 (85.9%) received a stipend of 3000, while only 99 (14.1%) received a stipend of 2000.



<b>Table 3.60: Method of payment of stipend to the trainees</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
One lump sum	696	99.4	99.4	99.4
Installments	4	.6	.6	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The table 3.60 provides information on the method of payment of stipend to trainees. It indicates that 99.4 percent of the trainees received their stipend in a one-lump sum, while only 0.6 percent received it in installments.



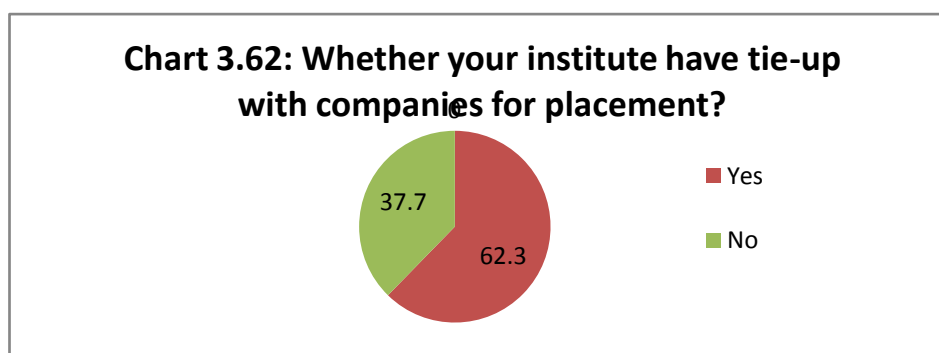
<b>Table 3.61: Opinion about the stipend of your training programme</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Adequate	328	46.9	46.9	46.9
Moderate	352	50.3	50.3	97.1
Inadequate	20	2.9	2.9	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The table above shows the opinion of trainees about the stipend provided during their training programme. Based on the responses of 700 trainees, 46.9% found the stipend adequate, 50.3% found it moderate, and only 2.9% found it inadequate.



<b>Table 3.62: How training institute transferred the stipend to the trainees?</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
DBT	696	99.4	99.4	99.4
Cheque	4	.6	.6	100
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

Table 3.62 presents information about the methods used by training institutes to transfer stipends to their trainees. According to the data, the overwhelming majority of the institutes, 99.4% (representing 696 out of 700), used direct bank transfer (DBT) for this purpose. Meanwhile, a very small percentage (0.6% or 4 out of 700 institutes) still employed cheques to distribute the stipends.



<b>Table3.63: Number of Days taken by the training Institute to transfer the stipend from the date of commencement of training</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Within 15 days	41	5.9	5.9	5.9
1 month	211	30.1	30.1	36.0
2 months	146	20.9	20.9	56.9
3 months	302	43.1	43.1	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

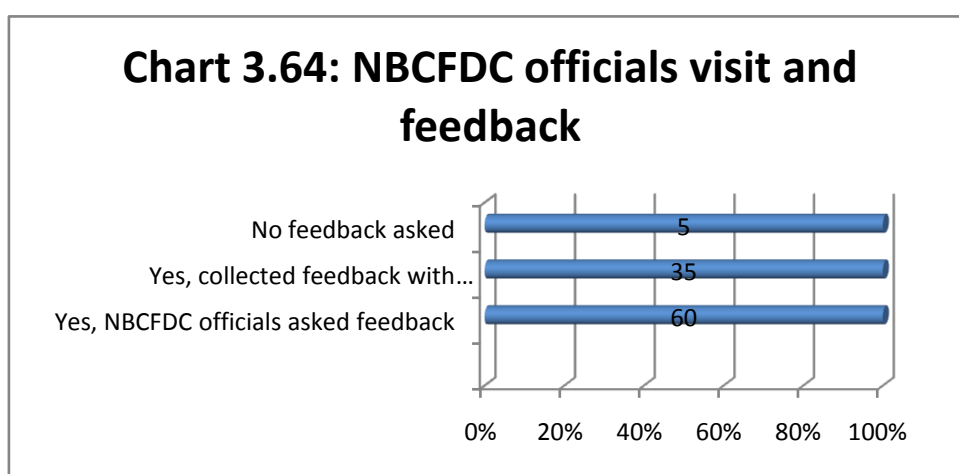
The table above presents the number of days taken by training institutes to transfer the stipend to students from the date of commencement of training. It shows that 5.9% of the institutions transferred the stipend within 15 days, while 30.1% took one month, and 20.9% took two months. The majority of the institutions, i.e., 43.1%, took three months to transfer the stipend.

**Chart 3.63: Whether your training institute monitored trainees training by asking feedback about the training design at regular intervals?**



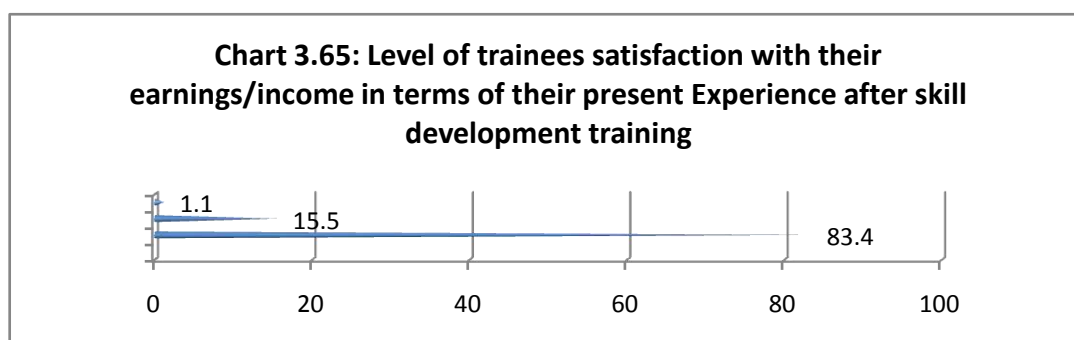
<b>Table 3.64: Trainees opinion about Place of training</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Convenient	412	58.9	58.9	58.9
Somewhat convenient	270	38.6	38.6	97.4
Not Convenient	18	2.6	2.6	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The table above presents trainees' opinions about the place of training. The majority of the trainees, accounting for 58.9%, found the training location is convenient, while 38.6% found it somewhat convenient. The remaining 2.6% of the trainees did not find the location convenient.



<b>Table 3.65: Opinion about the Condition of tools and equipment used in the training</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Good	656	93.7	93.7	93.7
Moderate	44	6.3	6.3	100
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The data presented in Table 3.65 provides an insight into the participants' opinion regarding the condition of tools and equipment used during their training. A majority of the respondents (93.7%) reported that the tools and equipment were in good condition, while a smaller proportion (6.3%) perceived them to be in moderate condition. This suggests that the majority of participants were satisfied with the quality and functionality of the tools and equipment utilized in their training, indicating a positive experience overall.



<b>Table 3.66: Opinion about the teaching learning materials provided by the training institute</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Adequate	663	94.7	94.7	94.7
Inadequate	37	5.3	5.3	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The data presented in Table 3.66 reveals the participants' opinions regarding the teaching learning materials provided by the training institute. Out of the 700 respondents, 663 of them (94.7%) found the materials to be adequate, while 37 respondents (5.3%) considered them to be inadequate. These results suggest that the majority of participants were satisfied with the teaching learning materials, indicating that the training institute has been successful in providing effective resources for their educational programs.

**Chart 3.66: Will you recommend the training undertaken to others?**



<b>Table 3.67: Problems faced by the trainees during the skill development training</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
No Problems Faced	637	91.0	91.0	91.0
Inadequate and bad condition of tools and equipment	43	6.1	6.1	97.1
Inadequate teaching Learning Material	13	1.9	1.9	99
Long duration of training course and Inadequate facilities at centre	7	1	1	100
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The table shows the problems faced by trainees during their skill development training. Among the 700 trainees, a majority (91%) did not face any issues during their training, while 6.1% complained of inadequate and bad conditions of tools and equipment. A small percentage (1.9%) reported inadequate teaching learning material as a problem, and even fewer people (0.7%) cited the long duration of the training course and inadequate facilities at the Centre. These findings provide important insights for policymakers and training providers to improve the quality and effectiveness of skill development programs



<b>Table 3.68: Comfortable level of trainees with the language of teaching during skill development training</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Comfortable	650	92.9	92.9	92.9
Somewhat comfortable	42	6.0	6.0	98.9
Not Comfortable	8	1.1	1.1	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The table presents the findings of a survey conducted to measure the comfortable level of trainees with the language of teaching during skill development training. The survey resulted indicated that 92.9% of the trainees feeling comfortable with the language used in the training, while 6% felt somewhat comfortable and 1.1% did not feel comfortable. This result is significant as it indicates that language is not a significant barrier to learning for most of the trainees.

<b>Table 3.69: Opinion about examination conducted</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Easy	407	58.1	58.1	58.1
Somewhat easy	284	40.6	40.6	98.7
Difficult	9	1.3	1.3	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

Based on the survey data presented in Table 3.69, a majority of the trainees expressed that the examination conducted to be easy (58.1%). A significant proportion of trainees (40.6%) believed that the examination to be somewhat easy, indicating some level of difficulty. Only a small percentage (1.3%) believed that the examination difficult. These findings suggest that the examination was generally well-received by the participants.

<b>Table 3.70: Satisfaction with the language of examination like English or Hindi or in Kerala</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Highly satisfactory	528	75.4	75.4	75.4
Satisfactory	158	22.6	22.6	98
Neither satisfied nor dissatisfied	7	1	1	99
Not satisfactory	7	1.0	1.0	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

Table 3.70 presents the satisfaction level of students with the language of examination, which can be English, Hindi, or the local language in Kerala. From a total of 700 students surveyed, a significant majority (75.4% or 528 students) find the language of examination to be 'highly satisfactory'. About 22.6% or 158 students deem it 'satisfactory', reaching a cumulative

percent of 98. Only a small percentage of students (1% or 7 students) reported being 'neither satisfied nor dissatisfied', increasing the cumulative percent to 99. The same amount (1% or 7 trainees) were 'not satisfied' with the language of examination. This 1% may felt dissatisfaction due to high technical jargons used in question paper.

<b>Table 3.71: Opinion about the Performance of Resource persons</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Satisfactory	609	87	87	80.1
Not satisfactory	91	13.0	13.0	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

Table 3.71 presents data on the opinion about the performance of resource persons. The table indicates that 87% of respondents found the performance of the resource persons to be satisfactory, while 13% considered it not satisfactory. This information suggests that the majority of individuals had a positive view of the resource persons' performance.

<b>Table 3.72: Reasons for dissatisfaction on the performance of resource persons</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Less Experience	8	1.1	1.1	1.1
Unable to come to the level of trainees	49	7.0	7.0	8.1
Less importance given to practical's	34	4.9	4.9	13.0
No Dissatisfaction	609	87	87	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

Table 3.72 highlights the reasons for dissatisfaction with the performance of resource persons. The data shows that the majority of the respondents (87%, 609 out of 700) expressed no dissatisfaction. However, among those who were dissatisfied, inability of the resource persons to come down to the level of the trainees was the major cause (7%, 49 out of 700). Additionally, less importance given to practical's accounted for 4.9% (34 out of 700) of dissatisfaction, while less experience of the resource persons led to dissatisfaction among 1.1% (8 out of 700) of the respondents.

<b>Table 3.73: Whether your institute have tie-up with companies for placement?</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	436	62.3	62.3	62.3
No	264	37.7	37.7	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

Table 3.73 displays the results of a survey conducted to determine whether institutes have tie-ups with companies for placements. Out of the 700 trainees, 62.3% answered "Yes," indicating that their institutes have collaborated with companies for job placements. Meanwhile, 37.7% answered "No," indicating that their institutes do not have any tie-ups with companies. These results could suggest that a significant number of institutes recognize the importance of creating partnerships with companies to increase their trainees' chances of landing jobs after skill development training.

<b>Table 3.74: Whether your training institute monitored trainees training by asking feedback about the training design at regular intervals?</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	661	94.4	94.4	94.4
No	39	5.6	5.6	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

Table 3.74 shows the percentage of training institutes that monitor their trainees' training by regularly asking for feedback on the training design. The results indicate that a majority of the institutes, (around 94.4%, trainees' opinion) monitor the trainees' training by asking for regular feedback. This is a positive trend as it shows that the institutes are interested in the trainees' learning outcomes and are willing to make improvements to the training program if necessary. However, it is also noteworthy that around 5.6% trainees stated that the skill development institute do not monitor the trainees' training by asking for feedback, which could have negative consequences on the quality of the training program. Therefore, it is important for training institutes to regularly monitor and evaluate their training programs to ensure that the trainees' needs are met and that the training is effective in achieving its intended outcomes.

<b>Table 3.75: NBCFDC officials visit and feedback</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes, NBCFDC officials asked feedback	417	60	60	60
Yes, collected feedback with feedback forms	244	35	35	95
No feedback asked	39	5	5	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The data presented in Table 3.75 provides information about the visit of NBCFDC officials and the feedback they obtained. It is observed that 60% of the respondents stated that NBCFDC officials asked for feedback during their visit. Additionally, 35% of the respondents mentioned that feedback was collected using feedback forms. On the other hand, 5% of the respondents stated that no feedback was asked. These findings suggest that NBCFDC officials were proactive in seeking feedback during their visit, and the majority of respondents were given the opportunity to share their opinions and suggestions.

<b>Table 3.76: Level of trainees satisfaction with their earnings/income in terms of their present Experience after skill development training</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Highly satisfactory	584	83.4	83.4	83.4
Less satisfactory	108	15.5	15.5	98.9
Not satisfactory	8	1.1	1.1	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The data presented in Table 3.76 shows the level of satisfaction among trainees with their earnings/income after skill development training, based on their present experience. The majority of trainees, 83.4%, reported being highly satisfied with their earnings. A smaller percentage, 15.5%, considered their earnings to be less satisfactory. Only a small proportion, 1.1%, expressed dissatisfaction with their earnings. These findings suggest that the skill development training has been effective in enhancing trainees' income and has generally resulted in a high level of satisfaction among them.

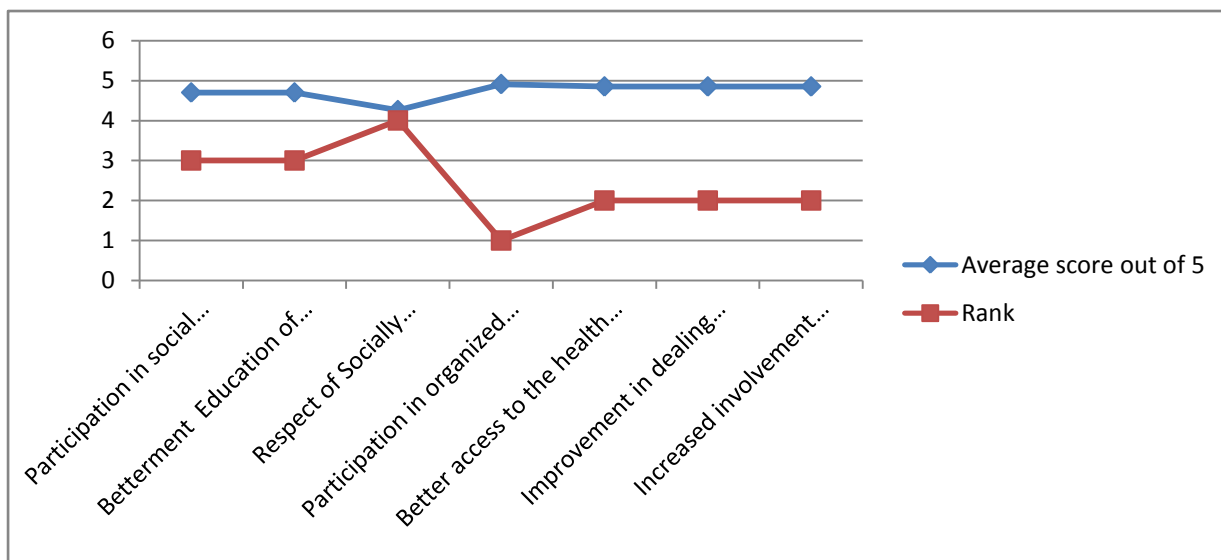
<b>Table 3.77: Will you recommend the training undertaken to others?</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	691	98.7	98.7	98.7
No	9	1.3	1.3	100.0
<b>Total</b>	<b>700</b>	<b>100.0</b>	<b>100.0</b>	

The results of the survey show that the majority of trainees (98.7%) would recommend the training they received to others. This is a strong indication that the training was valuable, effective, and met the needs of the participants. It is also a testament to the quality of the training program and the expertise of the trainers involved. The small percentage of trainees (1.3%) who would not recommend the training may have had individual reasons for their dissatisfaction, but overall, the positive feedback from the majority suggests a successful training program. This feedback can be used to inform future training programs and ensure continued success in meeting the needs of participants.

**Table 3.78 Social Impact of skill Development Training**

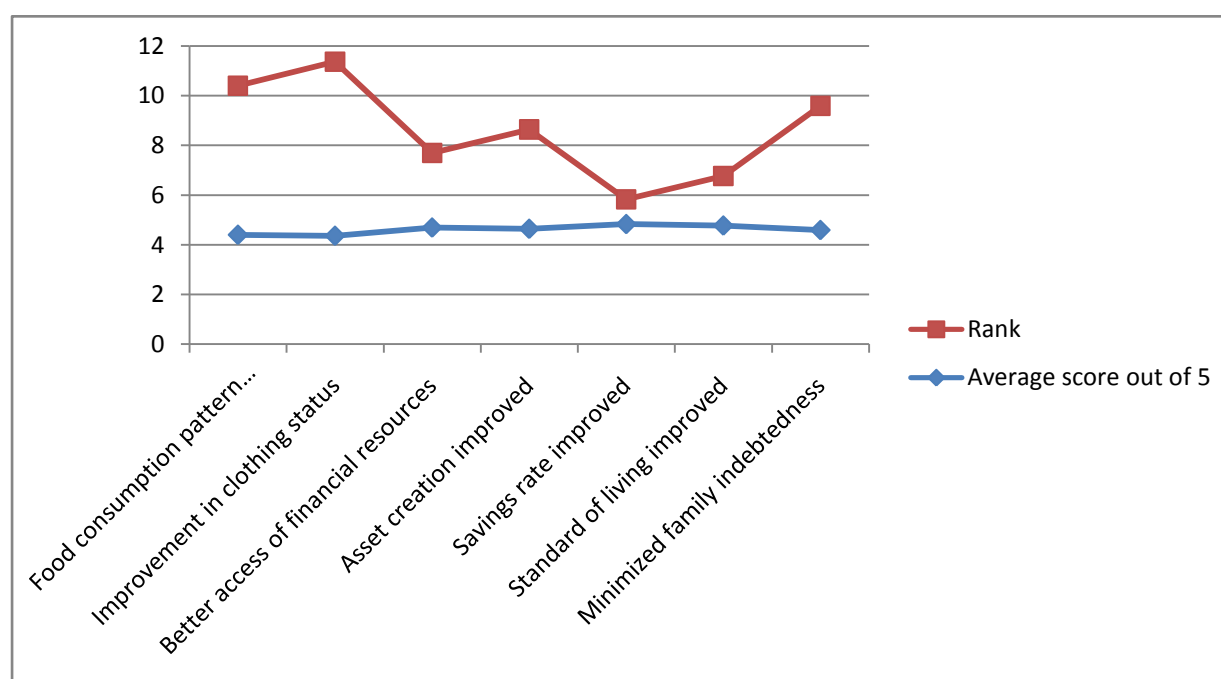
<b>Social Impact</b>	<b>N</b>	<b>Average score out of 5</b>	<b>Rank</b>
Participation in organized Activities	700	4.91	1
Better access to the health facilities	700	4.85	2
Improvement in dealing with outsiders	700	4.85	2
Increased involvement with social events	700	4.85	2
Participation in social service activities	700	4.70	3
Betterment Education of the children	700	4.70	3
Respect of Socially recognition in the Society	700	4.26	4

The above table presents the results of a survey conducted on the social impact of various activities in a community. The trainees were asked to rate the impact of six different activities on their social experience. The results suggest that participation in organized activities (Average score 4.91) has the highest impact on social experience, with first rank. This is followed closely by better access to health facilities (Average score 4.85) and improvement in dealing with outsiders (Average score 4.85), increased involvement with social events (Average score 4.85), all of which have second rank. Participation in social service activities (Average score 4.70) having third rank, and betterment of education of children (Average score 4.70) having fourth rank. The findings of this study have significant implications for community development initiatives, as they suggest that organized activities and improved access to health facilities could be effective in promoting social well-being in a community.



**Table 3.79: Economic Impact of skill Development Training**

Economic Impact	N	Average score out of 5	Rank
Savings rate improved	700	4.83	1
Standard of living improved	700	4.77	2
Better access of financial resources	700	4.69	3
Asset creation improved	700	4.64	4
Minimized family indebtedness	700	4.59	5
Food consumption pattern improved	700	4.40	6
Improvement in clothing status	700	4.36	7



The above table presents the economic impact of skill development training on various factors of individuals' lives. The table comprises seven factors, including food consumption pattern, clothing status, access to financial resources, asset creation, savings rate, standard of living, and minimized family indebtedness. The data shows that the training had a positive impact on all the mentioned aspects and resulted in an average mean score above 4. The mean scores and ranks of each factor suggest that individuals who receive skill development training exhibit significant improvements in their economic conditions.

The interpretation of the above table provides valuable insights into the impact of skill development training on individuals' lives. The results show that the training had a positive impact on all the mentioned aspects related to economic aspects. The findings suggest that the training enables individuals to improve their economic conditions by enhancing their savings rate(Average score 4.83), creating assets(Average score 4.64), improving their standard of living(Average score 4.77), and minimizing family indebtedness(Average score 4.59). Moreover, the training also helps individuals in accessing financial resources (Average score 4.69), which can further boost their economic well-being. Therefore, the presented analysis highlights the positive impact of skill development training, which can be useful for policymakers and educators in designing effective training programs for individuals

**Table 3.80 Evaluation of ATDC, CIPET and Model Finishing School in terms of factors related training evaluation**

Training Evaluation Factors		N	Mean	F Value	Sig
Training Objectives	ATDC	260	4.3765	51.379	.000
	CIPET	144	4.0118		
	Model Finishing School	295	4.2956		
	Total	699	4.2672		
Training Method	ATDC	260	4.2654	31.443	.000
	CIPET	144	4.0097		
	Model Finishing School	295	4.2488		
	Total	699	4.2057		
Training Material	ATDC	260	4.5327	63.436	.000
	CIPET	144	4.0139		
	Model Finishing School	295	4.3424		
	Total	699	4.3455		
Trainer	ATDC	260	4.3519	47.272	.000
	CIPET	144	4.0104		
	Model Finishing School	295	4.2644		
	Total	699	4.2446		

Usefulness	ATDC	260	3.9532	54.398	.000
	CIPET	144	4.3310		
	Model Finishing School	295	4.3017		
	Total	699	4.1781		
Satisfaction	ATDC	260	4.6031	53.107	.000
	CIPET	144	4.9931		
	Model Finishing School	295	4.8441		
	Total	699	4.7851		

The above table presents the results of an ANOVA analysis conducted on different factors that can influence the evaluation of training programs. The study compared three different training institutions, namely ATDC, CIPET, and Model Finishing School, and evaluated the impact of training objectives, methods, materials, trainers, usefulness, and satisfaction on the overall effectiveness of the training programs.

The results of the analysis showed that all six factors significantly influenced the evaluation of the training programs. The training objectives were found to have a significant impact on the overall effectiveness of the programs, with ATDC having the highest mean score of 4.3765. Similarly, training material was found to be another significant factor that influenced the evaluation of the training programs, with ATDC again scoring the highest mean score of 4.5327.

The study also found that trainers played a crucial role in the success of the training programs. The results showed that the quality of trainers significantly influenced the effectiveness of the programs, with ATDC scoring the highest mean score of 4.3519. Additionally, the study found that the usefulness and satisfaction of the training programs were significant factors that influenced the overall evaluation of the programs. ATDC again scored the lowest mean score of 3.9532 for usefulness, whereas Model Finishing School scored the highest mean score of 4.8441 for satisfaction.

Overall, the results of this study provide valuable insights for training institutions to improve the effectiveness of their training programs. The findings suggest that institutions should pay close attention to the quality of their training objectives, materials, trainers, and overall satisfaction of the trainees.



<b>Table 3.81 Gender of the Respondents' * Place of Residence Cross tabulation</b>				
		<b>Place of Residence</b>		<b>Total</b>
		<b>Rural</b>	<b>Urban</b>	
Gender of the Respondents'	Male	302	82	384
	Female	213	103	316
<b>Total</b>		<b>515</b>	<b>185</b>	<b>700</b>

The cross tabulation table presents the results of a survey conducted to understand the relationship between the gender of the respondents and their place of residence. The survey was conducted among 700 respondents, out of which 384 (54.9%) were males and 316 (45.1%) were females. The respondents were further divided into rural and urban categories based on their place of residence. The results indicate that the majority of the respondents were from rural areas, with 515 (73.6%) respondents living in rural areas and 185 (26.4%).in urban areas. Interestingly, the data shows that rural areas have more males than females, with 302 (58.6%) males compared to (213 41.4%) females. In contrast, urban areas have more females than males, with 103 (55.7%) females compared to 82 (44.3%) males. This suggests that the sample is more representative of rural residents than urban residents.

## **CHAPTER- 4**

### **SUMMARY OF FINDINGS**

1. The results indicates that the highest number of individuals, 295 (42.1%), attended the MFS (Model Finishing School) institute while 260 (37.1%) attended ATDC (Apparel Training & Design Centre) and 145 (20.7%) attended CIPET (Central Institute of Plastics Engineering & Technology).
2. The result indicates that 54.9% of the trainees were male, while 45.1% were female.
3. The majority of trainees (63.3%) falling within the age bracket of 20 to 30 years old. The second largest group of respondents was aged between 31 to 40 years old, representing 15.1% of the total sample. Those aged between 41 to 50 years old accounted for 14.9%, while those aged 51 to 60 years old represented just 3.4% of the total respondents. Lastly, individuals aged 61 years and above made up 3.3% of the sample.
4. The sample size of 700 trainees reveals that 38.3% of trainees have completed higher secondary education, while 20% have a graduate degree, 17.6% have secondary education, 12% have ITI, 8.3 % have diploma, and 2.3 % completed primary education. Interestingly, only 1.3% of trainees have pursued postgraduate education and 0.3 % of trainees are having ability to sign.
5. 73.6% of trainees lived in rural areas, while 26.4% trainees lived in urban areas
6. The highest number of trainees were from Ernakulam district (30%), followed by Malappuram (25.1%) and Kannur (12.3%). The lowest number of trainees was from Kasargod and Pathanamthitta districts (0.7%).
7. Out of the 700 trainees surveyed, 665 (95%) reported living in their own house, while only 35 (5%) lived in a rental house. The data suggests that the majority of the trainees were homeowners, whereas a small proportion was renters. This indicates that most of the trainees have already invested in their own properties, which could mean that they may have stable sources of income.
8. Out of the 700 trainees, 85.9% of them lived in houses with tile roofs, while only 0.6% of the trainees lived in huts. Additionally, 9% of the trainees lived in houses with sheet roofs and 4.6% lived in houses with concrete roofs. The findings suggest that the majority of the trainees lived in houses with durable roofing materials.
9. The majority of the trainees (48.9%) were unmarried, while 46.3% were married. A small percentage of the trainees were either widowed (3%) or divorced (1.9%). From this data, it can be interpreted that a significant proportion of the trainees were unmarried, with a smaller

proportion being widowed or divorced. The high percentage of unmarried trainees may suggest that the sample population is young or that marriage rates are decreasing in the area of the study.

10. The results indicate that majority of the trainees' belonged to nuclear families, accounting for 91.6% of the total sample size. In contrast, only 8.4% of the trainees came from joint families.
11. The results shows that out of the 700 trainees, 317 (45.3%) had a family size of up to 3 members, while 190 (27.1%) had a family size of 4-5 members. Furthermore, 188 (26.9%) trainees had a family size of 5 to 6 members, and only 5 (.7%) trainees had a family size above 6 members.
12. The data presented in Table 3.12 provides insights into the outcomes of the training programme and the placement of trainees. After completing the training programme, 34.4% of the trainees were placed in the field of training by the institution itself, while 5.6% were self-placed in the same field. Additionally, 12.3% of the trainees opted for self-placement in a different field of training. A significant number, 36.6%, became self-employed after the training, indicating the entrepreneurial opportunities created by the program. However, 11.1% of the trainees remained unemployed after completing the training.
13. .Based on the data from Table 3.13, it can be interpreted that the majority of the trainees currently working fall under the category of NGOs, accounting for 50.7%. This is followed by the self-employed individuals, comprising 26.9% of the trainees. It is worth noting that a significant proportion of the trainees are unemployed, amounting to 11.1%. Additionally, a small percentage of trainees work in the public sector (2.6%), local government (0.3%), multinational companies (8.0%), and other unspecified sectors (0.4%).
14. A noteworthy observation is that out of the 700 trainees, 399 (57.0%) were unemployed prior to training. Additionally, 139 (19.9%) were wage-employed, 155 (22.1%) were self-employed without employees, and only 7 (1.0%) were self-employed with employees.
15. Table 3.15 presents the responses of participants regarding whether they quit their job in order to undergo training. The table includes the frequency and percentage of respondents who answered "yes" or "no" to this question. Out of the 700 participants surveyed, 63 individuals (9.0%) responded affirmatively that they had indeed quit their job to pursue training, while the majority of 637 respondents (91.0%) indicated that they did not quit their job for this purpose.
16. According to the data from table 3.16, 11% of trainees were unemployed after completing their training. This could be due to various reasons such as a lack of available job opportunities or difficulty in finding suitable employment. The majority of trainees, 40.6%, found wage employment after their training, indicating that the training program was

successful in enabling them to secure jobs. Additionally, a significant portion, 25.9%, opted to become self-employed without employees, suggesting that the training program may have encouraged entrepreneurial endeavors among the trainees. Furthermore, 19.6% of trainees became self-employed with employees, indicating that the program may have also fostered the growth of small businesses. Lastly, a small percentage of trainees, 2.9%, returned to the same organization from which they had quit their jobs for training,

17. The data presented in results suggests that a majority of the trainees (91%) did not retain in the same organization with enhanced income. Only 9% of the trainees reported having retained in the same organization with enhanced income.
18. The majority of trainees, 30.3%, reported that their employment is the same as the training they received. Another 15.4% mentioned that their employment is highly relevant and related to the training they received. Additionally, 33.0% of trainees stated that the training they received has served as a foundation for their employment. On the other hand, 10.2% of trainees reported that their employment is not the same as the training they received, and 11.1% of trainees are currently unemployed. This data suggests that a significant portion of trainees are able to find employment that aligns with their training and that the training received at the institute has positively influenced their employment prospects.
19. The data shows that out of the total 700 trainees, 56.6% (396) received placement assistance and guidance from NBCFDC training partners for finding suitable employment opportunities for job interviews. While the remaining 43.4% (304) did not. This indicates that more than half of the trainees who received training from these institutes were provided with placement assistance and guidance from NBCFDC training partners for finding suitable employment opportunities for job interviews.
20. The data presented in Table 3.20 showcases the waiting time trainees experienced in receiving placement assistance from the training institute. From the total of 700 trainees surveyed, the majority, comprising 49.9%, waited less than 6 months to receive assistance. Additionally, 6.7% of the trainees had to wait between 6 months to 1 year. However, a significant portion (43.4%) did not receive any placement assistance at all.
21. The data provided indicates the waiting time of trainees for obtaining wage employment or self-employment after receiving skill development training. The majority of trainees, 44.3%, were able to secure employment immediately after training, demonstrating the effectiveness of the program. However, a significant portion of trainees faced longer waiting periods, with 21.6% waiting for one month, 10.9% waiting for three months, and 12.1% waiting for six

months. It is concerning that 11.1% of trainees remained unemployed even after completing the training,

22. Out of the 700 trainees surveyed, 71% have stayed in the same organization/employer, while 7.6% are self-employed. A total of 9.3% of the trainees have changed jobs more than twice, while only 1% has changed jobs twice. Additionally, 11.1% (78 trainees) of the trainees were unemployed after passing out from their institution.
23. It is evident that out of the 700 trainees, 226 (32.3%) changed their job for better pay, while 59 (8.4%) changed for better job opportunities. Additionally, 377 (53.9%) did not change their job after acquiring new skills. Family reasons accounted for 3.0% (21 trainees) of job changes, and only 10 (1.4%) trainees changed their job because of termination.
24. From the monthly income of trainees before training was attended it is found that the minimum income in the trainees was 0, while the maximum income was 12500. The average income of trainees was 9927.59, with a standard deviation of 9315.466. Before the training attended some trainees are unemployed and hence it is the reason for minimum monthly income is zero
25. From the monthly income of trainees after the training was attended it is found that minimum monthly income of 0 and a maximum of 100000. The mean monthly income was 24649.56, but the standard deviation was quite large at 9241.273, indicating a significant variation in the data. Additionally, this data shows that there is a significant increase in income after the training program. After the training attended some trainees are unemployed and hence it is the reason for minimum monthly income is zero and with the help of skills gained from the training some earned Rs 100000 as monthly income and hence this may be reason for high deviation in monthly income of trainees before and after skill development training.
26. The presented data in Table 3.26 shows the annual average family income before training for the trainees. The data was collected from 700 individuals indicated that average annual average family income before training is Rs 38184
27. The above table 3.27 provides statistical information on the annual average family income of the trainees after they received training. The data includes a total of 700 trainees; the average annual income was calculated to be Rs 47091. After the training was completed.
28. From the results it is found that 512 (73%) trainees economic status is up to 1.5 lakhs per annum and 188 (27%) trainees economic status is 1.5 lakhs to 3 lakhs per annum before attending the training.
29. Out of the total 700 trainees, 55.4% reported earning between 1.5 lakhs to 3 lakhs per annum, while 44.6% reported earning more than 3 lakhs per annum after the training. This suggests

that the training program has had a positive impact on the economic status of its trainees, as a significant number of them were able to increase their earnings after completing the training.

30. Before the skill development training, all 700 trainees fell into the category of earning less than 3 lakhs per annum, constituting 100% of the total. It is evident that these individuals were predominantly from low-income backgrounds, indicating a lack of access to higher-paying job opportunities or limited skill sets that hindered their income growth. However, after the skill development training, there was a significant shift in the economic status of the trainees. The number of individuals earning less than 3 lakhs per annum reduced to 388, accounting for 55.4% of the total trainees.

This suggests that a considerable proportion of participants managed to improve their income levels through acquiring new skills and knowledge. On the other hand, there were no trainees earning above 3 lakhs per annum before the training. However, after skill development, the number of individuals in this category increased to 312, making up 44.6% of the total trainees. This indicates that a substantial number of individuals were able to elevate their economic status to a higher income bracket through participating in the skill development program. Overall, the data demonstrates a positive impact of skill development training on the economic status of the trainees. The increase in the number and percentage of individuals earning above 3 lakhs per annum suggests that the program was successful in equipping the participants with the necessary skills to secure higher-paying jobs or enhance their employment prospects, resulting in improved economic outcomes for the trainees.

31. From the Economic Status of trainees before and after skill development Training it is found that before the skill development training, all 700 trainees fell into the category of earning less than 3 lakhs per annum, constituting 100% of the total. It is evident that these individuals were predominantly from low-income backgrounds, indicating a lack of access to higher-paying job opportunities or limited skill sets that hindered their income growth. However, after the skill development training, there was a significant shift in the economic status of the trainees. The number of individuals earning less than 3 lakhs per annum reduced to 388, accounting for 55.4% of the total trainees. This suggests that a considerable proportion of participants managed to improve their income levels through acquiring new skills and knowledge. On the other hand, there were no trainees earning above 3 lakhs per annum before the training. However, after skill development, the number of individuals in this category increased to 312, making up 44.6% of the total trainees. This indicates that a substantial number of individuals were able to elevate their economic status to a higher income bracket through participating in the skill development program. Overall, the data in table 3.29 demonstrates a positive impact

of skill development training on the economic status of the trainees. The increase in the number and percentage of individuals earning above 3 lakhs per annum suggests that the program was successful in equipping the participants with the necessary skills to secure higher-paying jobs or enhance their employment prospects, resulting in improved economic outcomes for the trainees

32. Before skill development training, a significant majority of the trainees, 73.2% or 512 individuals, had an annual income of less than 1.50 lakhs. This suggests that the participants belonged to a lower economic stratum with limited financial resources. On the other hand, a smaller proportion, 26.8% or 188 individuals, had an income above 1.50 lakhs per annum, indicating a relatively better economic status among a minority of the trainees. After skill development training, an interesting shift in economic status is observed. The table reveals that none of the trainees who received training had an income less than 1.50 lakhs per annum. This implies that the skill development program has potentially lifted all participants out of the lower economic bracket. Additionally, a substantial increase in the number of trainees with an income above 1.50 lakhs is observed, with 700 individuals or 100% experiencing an improvement in their economic status. In summary, the skill development training has shown to be highly effective in improving the economic conditions of the trainees. It has resulted in a complete transformation of the income distribution, with all participants now having an income above 1.50 lakhs. This suggests that the program has successfully equipped the individuals with new skills and enhanced their employability, leading to better job opportunities and increased earning potential.
33. Before the skill development training, there were 512 trainees who earned less than 1.50 lakhs per annum. However, after the training, none of them crossed the income eligibility criteria, resulting in a decrease of 512 trainees. This represents a significant decline of 73% in the number of trainees who exceeded the income threshold. On the other hand, for trainees who earned more than 1.50 lakhs per annum, the situation was different. Initially, there were 188 trainees in this category. However, after the skill development training, the number of trainees who crossed the income eligibility criteria increased to 700. This represents an increment of 512 trainees, resulting in a corresponding increase of 73% in this group. In summary, the skill development training had a contrasting impact on different economic groups. It led to a substantial decrease in the number of trainees who earned less than 1.50 lakhs per annum, reducing their chances of crossing the income eligibility criteria. Conversely, for trainees earning more than 1.50 lakhs per annum, the training had a positive effect, boosting their numbers crossing the income threshold. These variations highlight the importance of skill

development in empowering individuals to improve their economic status.

34. Out of the 700 trainees, 186 or 26.6% held a JandhanYojana account while 514 or 73.4% held a normal savings bank account. The cumulative percentage shows that all 700 trainees were accounted for in the analysis. This data suggest that although the financial inclusion program has made some progress in providing access to banking services for the unbanked population, there is still a significant proportion of people who prefer to use traditional banking services.
35. The data reveals that out of a total of 700 trainees, nearly 99.6% have linked their AADHAR to their bank account, indicating a high level of compliance with the government's push for digital identification. Three trainees reported not having their AADHAR linked to their bank account, suggesting a need for greater outreach to ensure complete coverage.
36. Based on the data presented in the results, it can be interpreted that all the trainees (100%) have not paid any fees. This implies that the NBCFDC offering skill developments training that are totally free.
37. According to the survey data, 74% of the trainees became aware of the program through advertisements, while 9.4% learned about it through their relatives. Surprisingly, only 3.7% of the trainees found out about the program through electronic media. However, 12.9% of the trainees were aware of the training program through other means. This results indicates that the advertisement was the most effective way to attract trainees to the training program. The findings suggest that traditional modes of communication, such as advertisements, were more effective in reaching the trainees as compared to modern electronic media.
38. Out of the 700 trainees surveyed, 34.4% stated that their training institute provided publicity about the new training programs while 65.6% reported that there was no such publicity.
39. Out of the 700 trainees, 109 (15.6%) were aware of other schemes, while 133 (19%) were not aware at all. The majority, 458 (65.4%), were partially aware of the other schemes. The results indicate that there are still a significant proportion of trainees who are not aware of the other schemes offered by NBCFDC. This highlights the need for NBCFDC to improve their communication and engagement strategies to ensure that their target audience is fully informed and can take advantage of the schemes available.
40. Based on the data presented, it can be concluded that the majority of trainees (63.6%) are not aware of the schemes available in the National Backward Classes Finance and Development Corporation (NBCFDC) website. This indicates a lack of communication and dissemination of information regarding the available services and opportunities to the targeted population. It is important to note that a considerable percentage (22.3%) of trainees is aware of the schemes, but a significant number (14.1%) are only partially aware. This highlights the need for more



effective outreach and educational strategies to ensure that trainees are fully informed about the resources available to them.

41. The results show that out of the total 700 trainees, 290 (41.4%) were fully aware of the sponsorship by NBCFDC, while 406 (58.0%) were only partially aware. Interestingly, only 4 (0.6%) trainees reported that they were not aware of the sponsorship. These findings suggest that while a significant proportion of trainees have knowledge of the sponsorship, there is still room for improvement in raising awareness among other trainees for effective utilization of training programmes.
42. The results shows that out of the total 700 trainees, only 29.4% were aware of the training scheme regarding the training programme selected by them is the scheme of Ministry of Social Justice and Empowerment, while 28.7% were partially aware, and a significant 41.9% had no knowledge about it. This implies that there is a significant gap in the dissemination of information about the training programme to the targeted trainees. These findings suggest that the government should take more proactive measures to promote the training program and make it more accessible to the target population.
43. The data reveals that 48.3% of the trainees were selected in less than a month, while 42.6% of them were selected between 1-2 months. Only 9.1% of the trainees were selected after more than three months. This data sheds light on the efficiency of the selection process, as a vast majority of trainees were selected within a reasonable time frame.
44. It is evident that the skill development institute primarily relied on interviews as the selection method, with 98.6% of the trainees indicating that they used interviews. The data also shows that 101 trainees were selected based on an exam, which is only 14.4 percent of the total. Interestingly, a small percentage of the trainees (1%) indicated that they used application and profile verification as a selection method. This suggests that the institute places great importance on the ability of the candidate to perform well in an interview, perhaps as an indicator of their communication skills, confidence, and overall suitability for the program.
45. Out of 700 trainees, 36.1% are aware of the training costs, while 63.9% are unaware of the same. This shows a significant gap in the knowledge and understanding of the trainees about the training cost.
46. It can be interpreted that 99.4% of the trainees are aware that the training provided to them is free of cost, while only 0.6% are not aware of this fact. This indicates that the NBCFDC providing the training has been successful in communicating this important information to the trainees. By knowing that trainees are aware of the free cost of the trainings helps peoples for promoting social and economic mobility.

47. It is evident that about 71.7% of the trainees started training the trainees within a week after their selection. Conversely, 28.3% of the trainees began training the trainees more than a week after their selection. This data provides important insight into the efficiency of the selection process and the time it takes to initiate training programs.
48. The majority of trainings provided by the skill development institute were off-the-job training, which accounted for 55.9% of the total training, followed by on-the-job training, which accounted for 40%. Meanwhile, only a small percentage, 4.1%, received both types of training.
49. The results reveals that out of the total 700 trainees, 74.3% received guidance on their career before or during the course, while 25.7% did not receive any such guidance.
50. The results suggests that the majority of the trainees joined the programme to get employment with an increase in income (34.3%), followed by those who joined to get employment (28%). A significant number of trainees (17.9%) joined the programme to set up their own business. Interestingly, a significant proportion of individuals also joined the programme to acquire new skills or upgrade their existing ones.
51. From the results, it appears that the majority of trainees, at 97.4%, did not quit the training before completing it. However, 2.6% of trainees reported that they did quit before completing the training because of health reasons, family reasons and personal reasons.
52. The majority of trainees (53.9%) deemed the duration of the course as adequate, while 24.7% believed it was too long and 21.4% felt it was too short. It suggests that a majority of trainees found the duration of the training course to be appropriate, which could potentially lead to improved outcomes and knowledge retention. However, a significant minority found the course too long or too short, indicating that there may be room for improvement in tailoring training courses to meet the needs and preferences of different individuals.
53. Out of the 700 trainees, 566 (80.9%) received training materials from the institute while 134 (19.1%) did not get the study material. This may be due to failure of printing machinery in the printing press. . This suggests that the institute is proactively providing resources to its trainees to help them achieve their goals.
54. The data presented in Table 3.55 provides an insight into the participants' opinion regarding the condition of tools and equipment used during their training. A majority of the respondents (93.7%) reported that the tools and equipment were in good condition, while a smaller proportion (6.3%) perceived them to be in moderate condition. This suggests that the majority of participants were satisfied with the quality and functionality of the tools and equipment utilized in their training, indicating a positive experience overall.

55. The results show that the institute primarily employs two methods of attendance monitoring: manual and biometric. Interestingly, the majority of the institute's attendance monitoring is done through biometric means, with 53.7% of participants reporting this method.
56. Out of the total sample, 263 (37.6%) participants reported having taken to company for such training, while 437 (62.4%) reported not taken to company for training. The findings suggest that there is still room for improvement in terms of providing practical training opportunities for students.
57. Table 3.58 presents data on whether the factory or company visited during training has provided employment opportunities after training completion. The data is classified into four categories, namely 'Yes, given placement to me,' 'Yes, given placement to many,' 'Yes, given placement to few,' and 'Not Given placement.' Out of a total number of 700 respondents, 13.9% reported that they personally were given a placement with the company after their training. 35.7% indicated that many individuals were given this opportunity, while 20.3% said the company provided placements to a few trainees. Unfortunately, 30.1% of respondents reported that they were not given a placement after training completion
58. .Out of a total of 700 trainees, 601 (85.9%) received a stipend of 3000, while only 99 (14.1%) received a stipend of 2000.
59. The result indicates that 99.4 percent of the trainees received their stipend in a one-lump sum, while only 0.6 percent received it in installments.
60. Based on the responses of 700 trainees, 46.9% feels the stipend is adequate, 50.3% trainees feels that moderate, and only 2.9% feels it is inadequate.
61. Table 3.62 presents information about the methods used by training institutes to transfer stipends to their trainees. According to the data, the overwhelming majority of the institutes, 99.4% (representing 696 out of 700), used direct bank transfer (DBT) for this purpose. Meanwhile, a very small percentage (0.6% or 4 out of 700 institutes) still employed cheques to distribute the stipends.
62. The results shows that 5.9% of the skill development institutions transferred the stipend within 15 days, while 30.1% took one month, and 20.9% took two months. The majority of the institutions, i.e., 43.1%, took three months to transfer the stipend.
63. The majority of the trainees, accounting for 58.9%, found the training location is convenient, while 38.6% found it somewhat convenient. The remaining 2.6% of the trainees did not find the location convenient.
64. The data presented in Table 3.60 provides an insight into the participants' opinion regarding the condition of tools and equipment used during their training. A majority of the respondents

(93.7%) reported that the tools and equipment were in good condition, while a smaller proportion (6.3%) perceived them to be in moderate condition. This suggests that the majority of participants were satisfied with the quality and functionality of the tools and equipment utilized in their training, indicating a positive experience overall.

65. Out of the 700 respondents, 663 of them (94.7%) found the materials to be adequate, while 37 respondents (5.3%) considered them to be inadequate. These results suggest that the majority of participants were satisfied with the teaching learning materials, indicating that the training institute has been successful in providing effective resources for their educational programs.

66. The table shows the problems faced by trainees during their skill development training. Among the 700 trainees, a majority (91%) did not face any issues during their training, while 6.1% complained of inadequate and bad conditions of tools and equipment. A small percentage (1.9%) reported inadequate teaching learning material as a problem, and even fewer people (0.7%) cited the long duration of the training course and inadequate facilities at the centre.

These findings provide important insights for policymakers and training providers to improve the quality and effectiveness of skill development programs.

67. The survey resulted indicated that 92.9% of the trainees feeling comfortable with the language used in the training, while 6% felt somewhat comfortable and 1.1% did not feel comfortable. This result is significant as it indicates that language is not a significant barrier to learning for most of the trainees.

68. Majority of the trainees expressed that the examination conducted to be easy (58.1%). A significant proportion of trainees (40.6%) believed that the examination to be somewhat easy, indicating some level of difficulty. Only a small percentage (1.3%) believed that the examination difficult. These findings suggest that the examination was generally well-received by the participants.

69. Table 3.70 presents the satisfaction level of students with the language of examination, which can be English, Hindi, or the local language in Kerala. From a total of 700 students surveyed, a significant majority (75.4% or 528 students) find the language of examination to be 'highly satisfactory'. About 22.6% or 158 students deem it 'satisfactory', reaching a cumulative percent of 98. Only a small percentage of students (1% or 7 trainees) reported being 'neither satisfied nor dissatisfied', increasing the cumulative percent to 99. The same amount (1% or 7 students) were 'not satisfied' with the language of examination. This 1% may felt dissatisfaction due to high technical jargons used in question paper.

70. The table 3.71 indicates that 87% of respondents found the performance of the resource persons to be satisfactory, while 13% considered it not satisfactory. This information suggests that the majority of individuals had a positive view of the resource persons' performance
71. Table 3.72 highlights the reasons for dissatisfaction with the performance of resource persons. The data shows that the majority of the respondents (87%, 609 out of 700) expressed no dissatisfaction. However, among those who were dissatisfied, inability of the resource persons to come down to the level of the trainees was the major cause (7%, 49 out of 700). Additionally, less importance given to practical's accounted for 4.9% (34 out of 700) of dissatisfaction, while less experience of the resource persons led to dissatisfaction among 1.1% (8 out of 700) of the respondents.
72. Out of the 700 trainees, 62.3% answered "Yes," indicating that their skill development institutes have collaborated with companies for job placements. Meanwhile, 37.7% answered "No," indicating that their institutes do not have any tie-ups with companies. These results could suggest that a significant number of institutes recognize the importance of creating partnerships with companies to increase their trainees' chances of landing jobs after skill development training.
73. The results indicate that a majority of the institutes, (around 94.4%, trainees' opinion) monitor the trainees' training by asking for regular feedback. This is a positive trend as it shows that the institutes are interested in the trainees' learning outcomes and are willing to make improvements to the training program if necessary. However, it is also noteworthy that around 5.6% trainees stated that the skill development institute do not monitor the trainees' training by asking for feedback, which could have negative consequences on the quality of the training program. Therefore, it is important for training institutes to regularly monitor and evaluate their training programs to ensure that the trainees' needs are met and that the training is effective in achieving its intended outcomes.
74. The data presented in Table 3.75 provides information about the visit of NBCFDC officials and the feedback they obtained. It is observed that 60% of the respondents stated that NBCFDC officials asked for feedback during their visit. Additionally, 35% of the respondents mentioned that feedback was collected using feedback forms. On the other hand, 5% of the respondents stated that no feedback was asked..
75. The data presented in Table 3.70 shows the level of satisfaction among trainees with their earnings/income after skill development training, based on their present experience. The majority of trainees, 83.4%, reported being highly satisfied with their earnings. A smaller percentage, 15.5%, considered their earnings to be less satisfactory. Only a small proportion,

1.1%, expressed dissatisfaction with their earnings. These findings suggest that the skill development training has been effective in enhancing trainees' income and has generally resulted in a high level of satisfaction among them

76. The results of the survey show that the majority of trainees (98.7%) would recommend the training they received to others. This is a strong indication that the training was valuable, effective, and met the needs of the participants. It is also a testament to the quality of the training program and the expertise of the trainers involved. The small percentage of trainees (1.3%) who would not recommend the training may have had individual reasons for their dissatisfaction, but overall, the positive feedback from the majority suggests a successful training program.

This feedback can be used to inform future training programs and ensure continued success in meeting the needs of participants.

77. The trainees were asked to rate the impact of six different activities on their social experience. The results suggest that participation in organized activities (Average score 4.91) has the highest impact on social experience, with first rank. This is followed closely by better access to health facilities (Average score 4.85) and improvement in dealing with outsiders (Average score 4.85), increased involvement with social events (Average score 4.85), all of which have second rank. Participation in social service activities (Average score 4.70) having third rank, and betterment of education of children (Average score 4.70) having fourth rank. The findings of this study have significant implications for community development initiatives, as they suggest that organized activities and improved access to health facilities could be effective in promoting social well-being in a community.

78. The results show that the training had a positive impact on all the mentioned aspects related to economic aspects. The findings suggest that the training enables individuals to improve their economic conditions by enhancing their savings rate (Average score 4.83), creating assets (Average score 4.64), improving their standard of living (Average score 4.77), and minimizing family indebtedness (Average score 4.59). Moreover, the training also helps individuals in accessing financial resources (Average score 4.69), which can further boost their economic well-being. Therefore, the presented analysis highlights the positive impact of skill development training, which can be useful for policymakers and educators in designing effective training programs for individuals.

79. The performance yardstick results indicate that the training institute has a good overall awareness of other schemes provided by NBCFDC, with an average score of 4.06, ranking 11th out of 14. The behavior of employees in the institute is highly rated, with a score of 4.41,

ranking 6th. The delivery mechanism of the training institute and easy query handling also received positive scores, ranking 9th with a score of 4.12 each. The income level of trainees is significantly high, ranking 2nd with a score of 4.75. The method of selection of trainees and scheme design both received satisfactory scores, ranking 7th and 5th respectively. The institute has tie-ups with other institutes for placement/self-employment opportunities, ranking 13th with a score of 3.91. The time taken to transfer stipends is relatively quick, ranking 4th with a score of 4.55. The transparency of the training institute is average, ranking 12th with a score of 4.01. The viability impact of the training is positive, ranking 8th with a score of 4.23. Lastly, the skill development level of trainees is highly rated, ranking 3rd with a score of 4.71.

80. The data presented from the rank of trainees' training programme in terms of overall effectiveness. Out of the total sample size of 700 trainees, 99.3% rated the programme as Excellent, while only 0.7% rated it as Poor. This indicates a highly positive perception among the trainees regarding the effectiveness of their training programme. The findings suggest that the majority of trainees recognized the programme as highly beneficial in meeting their learning needs and achieving desired outcomes. Such results emphasize the success and impact of the training programme in enhancing trainees' skills and knowledge.
81. The study compared three different training institutions, namely ATDC, CIPET, and Model Finishing School, and evaluated the impact of training objectives, methods, materials, trainers, usefulness, and satisfaction on the overall effectiveness of the training programs. The results of the analysis showed that all six factors significantly influenced the evaluation of the training programs. The training objectives were found to have a significant impact on the overall effectiveness of the programs, with ATDC having the first rank. Similarly, training material was found to be another significant factor that influenced the evaluation of the training programs, with ATDC again scoring the first rank
82. The study also found that trainers played a crucial role in the success of the training programs. The results showed that the quality of trainers significantly influenced the effectiveness of the programs, with ATDC scoring the first rank. Additionally, the study found that the usefulness and satisfaction of the training programs were significant factors that influenced the overall evaluation of the programs. ATDC again scored the second rank, whereas Model Finishing School scored the first rank
83. Overall, the results of this study provide valuable insights for training institutions to improve the effectiveness of their training programs. The findings suggest that institutions should pay close attention to the quality of their training objectives, materials, trainers, and overall satisfaction of the trainees.

84. Overall, the results of this study provide valuable insights for training institutions to improve the effectiveness of their training programs. The findings suggest that institutions should pay close attention to the quality of their training objectives, materials, trainers, and overall satisfaction of the trainees.
85. The survey was conducted among 700 respondents, out of which 384 (54.9%) were males and 316 (45.1%) were females. The respondents were further divided into rural and urban categories based on their place of residence. The results indicate that the majority of the respondents were from rural areas, with 515 (73.6%) respondents living in rural areas and 185 (26.4%) in urban areas. Interestingly, the data shows that rural areas have more males than females, with 302 (58.6%) males compared to 213 (41.4%) females. In contrast, urban areas have more females than males, with 103 (55.7%) females compared to 82 (44.3%) males. This suggests that the sample is more representative of rural residents than urban residents.



## **CHAPTER- 5**

### **RECOMMENDATIONS FOR IMPROVEMENT**

#### **5.1 Trainees Feedback about Skill Development Programme.**

The Inspection of Trainees and Evaluation Study of Skill Development Training Programmes (SDTPs) of NBCFDC in the State of Kerala has garnered feedback from participants regarding their experience. The feedback received has been highly positive, with participants expressing their satisfaction with the training provided. The SDTPs have been deemed effective in enhancing the skills of trainees, with many participants reporting an improvement in their employability prospects. The study has highlighted the importance of such training programmes in promoting skill development and employability, and has emphasized the need for continued investment in this area.

#### **Constructive Feedback to training institute**

1. Some participants felt that the duration of the programmes was too short, and more time was needed to fully grasp the concepts taught.
2. Some participants pointed out areas where improvements could be made, such as further refinement of the training curriculum
3. Trainees suggested that the training could be more interactive and engaging, with more hands-on practice and group activities.
4. Trainees have reported that the course content could be updated to reflect the changing needs of the job market.
5. Trainees need to address specific regional requirements and providing continuous support for trainees post-training.
6. They need to enhance the infrastructure and facilities, as well as an increased focus on job placement assistance.
7. Trainees are expected to continuously refining and enhancing the SDTPs to meet the evolving demands of the job market and ensure the success of trainees in their professional pursuits.
8. Some participants suggested improvements in certain areas, such as streamlined communication between trainers and trainees, provision of additional resources for practical application.
9. Some participants suggested that there could be improvements in terms of the availability of training materials and the incorporation of more advanced skill development techniques.

10. Trainer-trainee interactions were also highlighted, with suggestions for increased opportunities for one-on-one guidance and support. The participants also emphasized the need for more personalized guidance and mentoring, facilitating better engagement and skill acquisition.
11. Trainees suggested conducting periodic follow-up sessions or refresher courses to help them stay engaged and reinforce the skills acquired during training.
12. Participants also expressed the desire for more networking opportunities and platforms for post-training support, enabling them to stay connected with their peers and gain access to relevant industry resources.

## **5.2 List of Actionable points to Training Institutions**

1. Overall, the data from the trainees' suggest that the training program is effective in supporting placement and self-employment. Training institution's placement initiatives are also contributing to the employment outcomes of trainees. So the Training institutes have to tie-up with organizations and development 100 % placement initiatives.
2. Results show that the training program had a significant impact on their entrepreneurial skills. So the program managers of training institutions have to design training programs that support entrepreneurship and job creation and approach for funding from NBCFDC.
3. From the study it is found that, the low number of trainees employed in the public sector. So training institutions have to make tie-up with the public sector for the placement assistance of trainees.
4. Overall, the findings suggest that training institutes have been able to provide some level of support in terms of career development to their trainees. So training institutions have to take steps for giving career development for all the trainees.
5. There is significant increase in monthly income of trainees. So training institutions have to improve the effectiveness of training programs in further enhancing the income levels of the trainees.
6. The findings indicate that the training program had a positive impact on the employment status of trainees, with a small proportion of them becoming unemployed. Design Effective training programs in addressing unemployment and promoting entrepreneurship.
7. The findings suggest that traditional modes of communication, such as advertisements, were more effective in reaching the trainees as compared to modern electronic media.

So training institutions have to concentrate on Traditional media to advertise the schemes.

8. While 459 (65.6%) trainees did not receive any information or adequate publicity about new training programs. So training institutions have to give adequate publicity it leads to participant engagement and thus provide more insight into the overall effectiveness of these programs.
9. While 42.6% of trainees were selected between 1-2 months for skill development training. Selection process takes longer than two months, may indicate that the process needs to be streamlined.
10. Out of 700 trainees, 36.1% are aware of the training costs, while 63.9% are unaware of the same. This shows a significant gap in the knowledge and understanding of the trainees about the training cost. The training institutions have to take steps for reducing gaps.
11. This finding implies that a significant proportion of trainees did not receive career guidance, which could potentially hinder their career prospects after completing their courses. So training institutions have to give career guidance to all.
12. Results suggest that a small but significant proportion of trainees 2.6% may drop out before completing the program. Further exploration and analysis of the reasons behind trainee dropouts may be helpful in improving training completion rates by the training institutions.
13. These results regarding the opinion regarding tools and equipments could potentially indicate that there is room for improvement in the quality of training tools and equipment being used, as a significant minority of respondents found them to be lacking in some way.
14. It suggests that a majority of trainees found the duration of the training course to be appropriate, which could potentially lead to improved outcomes and knowledge retention. However, a significant minority found the course too long or too short, indicating that there may be room for improvement in tailoring training courses to meet the needs and preferences of different individuals by the training institutions.
15. The findings suggest that there is still room for improvement in terms of providing practical training opportunities for students. Institutions may need to focus on strengthening their industry partnerships and incorporating more experiential learning approaches to better prepare students for their future careers.

16. Results suggest that skill development training positively impacts the earning potential of trainees, with a significant percentage expressing satisfaction with their earnings. Nonetheless, there is room for improvement in terms of increasing the number of highly satisfied trainees.
17. A considerable number of respondents (27.9%) rated the materials as moderate, indicating that there is room for improvement. Only 5.3% of the respondents found the materials to be inadequate. These findings suggest that the training institute is doing a reasonably good job in providing appropriate teaching learning materials. However, there is still scope for enhancing the quality of these materials to cater to the diverse learning styles of the trainees.
18. The study found that participants had varying skill levels and learning abilities. Therefore, training institutes need to customise their programmes according to the needs of the participants. This will ensure that participants get the most out of the training and are better prepared for the job market.
19. The study also highlighted the importance of industry partnerships. Training institutes need to establish partnerships with local industries to provide participants with exposure to real-life work environments. This will help participants gain practical experience and develop the necessary skills to succeed in their careers.
20. The training institutes can consider is to adopt modern teaching methods and technologies to enhance the learning experience of the students. The study highlights the importance of incorporating practical training sessions, simulations, and hands-on experiences into the training programmes to help students develop practical skills that can be directly applied in the workplace.

### **5.3 List of Actionable points to NBCFDC**

The Skill Development Training Program of NBCFDC is a well-intended initiative to enhance the employability of individuals belonging to the backward classes. However, an evaluation study has revealed some areas of improvement that can provide actionable points to NBCFDC.

1. The evaluation study found that the training program was very effective in imparting practical skills that are relevant to the job market. However, NBCFDC should consider revamping the curriculum and syllabus of the training program in regular intervals in consultation with training partners to include more hands-on training and provide exposure to real-world scenarios.

2. From the feedback of trainees it is found that few trainees (21.4 %) felt that duration of the training is short so it could be recommend is to increase the duration of the training program to ensure that trainees receive adequate training.
3. The study revealed that the program lacked proper monitoring and evaluation mechanisms to track the progress of the trainees after the training. NBCFDC can address this issue by implementing a robust monitoring and evaluation system that can measure the learning outcomes of the trainees and also identify the gaps in the training programs.
4. The study highlighted the need for better linkages between the training program and employment opportunities. NBCFDC should consider partnering with industries and employers to create job placement opportunities for the trainees. This can be achieved through regular job fairs, networking events, and collaboration with industry associations.
5. The study found that post-training support, such as mentoring, job placement assistance, and business support, can significantly improve trainees' chances of success. Therefore, NBCFDC should establish partnerships with employers, civil society organizations, and other stakeholders to provide post-training support to trainees.
6. Overall, the data from the trainees suggest that the training program is effective in supporting self-employment So NBCFDC should design and implement continuous effective training programs like this that align with the needs and aspirations of the trainees.
7. NBCFDC to design training modules based on local demand to meet the needs of the target trainees and to develop policies that promote employment opportunities for those who have completed vocational training programmes.
8. From the study it is found that, the low number of trainees got placement (wage employment 43.5 %) , So NBCFDC have to explore the reasons for the high proportion of trainees who did not receive placements and identifying strategies to improve placement rates and suggest the strategies to improve placement for training institute.
9. The findings suggest that traditional modes of communication, such as advertisements, were more effective in reaching the trainees as compared to modern electronic media. So NBCFDC have to concentrate on Traditional medial to advertise the schemes.
10. The results indicate that there is still a significant proportion (19%) of trainees who are not aware of the other schemes offered by NBCFDC. This highlights the need for

NBCFDC to improve their communication and engagement strategies to ensure that their target audience is fully informed and can take advantage of the schemes available.

11. Based on the data presented in results, it can be concluded that the majority of trainees (63.6%) are not aware of the schemes available in the National Backward Classes Finance and Development Corporation (NBCFDC) website. This indicates a lack of communication and dissemination of information regarding the available services and opportunities to the targeted population. This highlights the need for more effective outreach and educational strategies to ensure that trainees are fully informed about the resources available to them.
12. These findings suggest that while a 58.6 % of trainees don't have fully aware about that the training program is sponsored by NBCFDC; there is still room for improvement in raising awareness among other trainees for effective utilization of training programmes.
13. The results shows that out of the total 700 respondents, only 29.4% were aware of the training scheme, while 28.7% were partially aware, and a significant number of trainees 41.9% had no knowledge about that the training programme is the scheme of ministry of social justice and empowerment it. This implies that there is a significant gap in the dissemination of information about the training programme to the targeted trainees.
14. The 40% of the participants did not have any interaction or feedback session with NBCFDC officials during the training program. This finding may suggest that NBCFDC needs to improve its direct engagement with trainees to receive feedback and improve the quality of their training programs.

#### **5.4 Policy suggestions to the Government of India**

The evaluation study recommends a few policy suggestions to the Government of India to improve the quality of Skill Development Training Programmes in India. The policy suggestions to the Government of India would help to improve the quality and relevance of the programmes and ensure that they are contributing to the growth and development of the country.

1. There is a need for greater collaboration and coordination between the various stakeholders in the skill development ecosystem. This includes the government, training institutes, employers, and industry associations. Regular meetings and consultations should be held to ensure that the skill development programs are meeting the needs of the employers.

2. The government should conduct a systematic mapping of the demand for different skills in various sectors and regions of the country. This would help to ensure that the training programmes are aligned with the needs of the industry and labour market.
3. There should be a greater emphasis on the quality of trainers and training infrastructure. The government should establish minimum qualifications and standards for trainers and evaluate the quality of training infrastructure with Skill partners. This would ensure that the training programmes are delivered by trained and experienced professionals in well-equipped facilities.
4. The curriculum of the training programmes should be reviewed and updated regularly to incorporate changes in the industry and global trends. The government should establish a system for regular review of the training curriculum to ensure that it is relevant and up-to-date.
5. The government should establish a mechanism for continuous monitoring and evaluation of the Skill Development Training Programmes. This would help to identify the areas of improvement and ensure that the training programmes are aligned with the needs of the industry and labour market.
6. The government could explore partnerships with private sector companies to enhance the outreach of the SDIs to rural areas. This could be done through the provision of mobile training units or through the establishment of satellite training centres in remote locations.
7. The government of India should consider offering incentives for employers to hire trainees from skill development institutes.  
This could include tax benefits, grants, or other forms of financial assistance. By incentivizing employers to hire trainees, the government could help to create more job opportunities and reduce unemployment rates.
8. There should be a mechanism to monitor and evaluate the effectiveness of the skill development training programmes regularly.
9. There is a need to prioritize the trainers' training program to improve their quality and skillset, which will ultimately benefit the participants. Trainers should be regularly trained and monitored to ensure that they are equipped with the latest skills and teaching methodologies.
10. There is a need to promote greater awareness about the benefits of the Skill Development Training Programme among the youth, particularly those from marginalized and rural communities. Measures such as scholarships, incentives, and

counseling services can be provided to encourage more youth to enroll in the programme.

11. Three trainees reported not having their AADHAR linked to their bank account, suggesting a need for greater outreach to ensure complete coverage.



## CHAPTER- 6

### PERFORMANCE OF SSCs/TI

**Table 6.1: Performance of Training institutes in terms of feedback and satisfaction of trainees**

Performance yard stick	N	Average score out of 5	Rank
Publicity	700	3.80	1
Income level	700	4.75	2
Your Skill development level	700	4.71	3
Time taken to transfer stipend	700	4.55	4
Scheme design	700	4.50	5
Behaviour of Employees in the training Institute	700	4.41	6
Method of Selection of trainees by the training institute	700	4.33	7
Viability impact of the training	700	4.23	8
Delivery mechanism of Training Institute	700	4.12	9
Easy Query Handling	700	4.12	9
Awareness of training institute about other schemes of NBCFDC	700	4.06	11
Transparency of Training Institute	700	4.01	12
Tie up with other institutes for placement/ self employment	700	3.91	13
Overall Services	700	3.85	14

The above table presents the performance of training institutes in terms of the satisfaction of trainees. The study conducted surveys on various performance yardsticks like transparency of the institute, awareness about other schemes of NBCFDC, delivery mechanism, tie-up with other institutes, viability impact of training, skill development level, income level, publicity, scheme design, method of selection of trainees, behavior of employees, time taken to transfer stipend, easy query handling, and overall services. The trainees rated their satisfaction level on a scale of 1 to 5. The mean score of each yardstick indicates the level of satisfaction among the trainees, and the rank denotes the performance of each yardstick in comparison to others.

The performance yardstick results indicate that the training institute has a good overall awareness of other schemes provided by NBCFDC, with an average score of 4.06, ranking 11th out of 14. The behavior of employees in the institute is highly rated, with a score of 4.41, ranking 6th. The delivery mechanism of the training institute and easy query handling also received positive scores, ranking 9th with a score of 4.12 each.

The income level of trainees is significantly high, ranking 2nd with a score of 4.75. The method of selection of trainees and schem

e design both received satisfactory scores, ranking 7th and 5th respectively. The institute has tie-ups with other institutes for placement/self-employment opportunities, ranking 13th with a score of 3.91. The time taken to transfer stipends is relatively quick, ranking 4th with a score of 4.55. The transparency of the training institute is average, ranking 12th with a score of 4.01. The viability impact of the training is positive, ranking 8th with a score of 4.23. Lastly, the skill development level of trainees is highly rated, ranking 3rd with a score of 4.71.

<b>Table 6.2: Rank about trainees training programme in terms of overall effectiveness.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	695	99.3	99.3	99.3
	Poor	5	.7	.7	100.0
	Total	700	100.0	100.0	

The data presented in Table 6.2 reflects the rank of trainees' training programme in terms of overall effectiveness. Out of the total sample size of 700 trainees, 99.3% rated the programme as Excellent, while only 0.7% rated it as Poor. This indicates a highly positive perception among the trainees regarding the effectiveness of their training programme. The findings suggest that the majority of trainees recognized the programme as highly beneficial in meeting their learning needs and achieving desired outcomes. Such results emphasize the success and impact of the training programme in enhancing trainees' skills and knowledge.

**Table 6.3 Performance of TIs based on training effectiveness**

<b>Name of the Skill Development Institute and overall effectiveness</b>						
			Please give rank about your training programme from 1 to 10 in terms of overall effectiveness.			Total
			Excellent	Average	Poor	
Name of the Skill Development Institute in which training is attended	ATDC	Count	242	15	3	260
		% within Name of the Skill Development Institute in which training is attended	93.1%	5.8%	1.2%	100.0%
	CIPET	Count	143	0	2	145
		% within Name of the Skill Development Institute in which training is attended	98.6%	0.0%	1.4%	100.0%
	MFS	Count	83	212	0	295

		% within Name of the Skill Development Institute in which training is attended	28.1%	71.9%	0.0%	100.0%
Total		Count	468	227	5	700
		% within Name of the Skill Development Institute in which training is attended	66.9%	32.4%	0.7%	100.0%

The given table shows the overall effectiveness of the training programmes attended by the respondents at different Skill Development Institutes. The three institutes mentioned in the table are ATDC, CIPET, and MFS. The respondents were asked to rank their training programmes from 1 to 10, where 1 indicates excellent, 5 indicates average, and 10 indicates poor effectiveness.

The results of the survey show that most of the respondents who attended training programmes at ATDC rated their courses as excellent. Almost 93% of the respondents who attended ATDC rated their training programme as excellent, which is the highest among all the institutes mentioned in the table. Only a small percentage (1.2%) of the respondents who attended ATDC rated their training programme as poor.

On the other hand, the respondents who attended training programmes at CIPET rated their programmes as excellent as well, with 98.6% of the respondents ranking their courses as excellent. However, only two respondents rated their training programme as poor. This suggests that the training programmes at CIPET are highly effective and beneficial.

Interestingly, the respondents who attended training programmes at MFS had a varied impression of their courses, with 71.9% of the respondents rating their programmes as average. Although 28.1% of the respondents rated their courses as excellent, none of the respondents rated their courses as poor. This indicates that while the training programmes at MFS may not be as effective as the ones at ATDC and CIPET, they are still helpful in providing the necessary skills to the trainees.

When we further analyze the results by looking at each institute separately, we see that the majority of respondents who attended ATDC rated their training as excellent (93.1%), followed by CIPET with 98.6% of respondents rating their training as excellent. In contrast, MFS had a higher percentage of respondents who rated their training as average (71.9%). This

could be due to several factors such as the nature of the training program or the quality of the trainers.

Overall, the survey results indicate that the majority of respondents found their training programmes to be effective. The total count of respondents who rated their programmes as "Excellent" was 468, which is more than half of the total respondents (66.9%). Furthermore, only a small percentage of respondents rated their programmes as "Poor" (0.7%).

In conclusion, the table provided above gives us an interpretation of the respondents' perception of their training programmes from different Skill Development Institutes. ATDC and CIPET seem to have extremely effective training programmes, whereas MFS's programmes are perceived to be average. Overall, it shows that respondents' perceptions of training programmes can vary significantly, even within the same institute.

## **CHAPTER -6**

### **CONCLUSION**

The Inspection of Trainees and Evaluation Study of Skill Development Training Programmes of National Backward Class Financial Development Corporation in the State of Kerala was undertaken to understand the effectiveness of the skill development programs provided by the corporation. The study analyzed the skill development training programs provided in the state of Kerala and inspected the trainees who underwent the training.

The study found that the trainees who underwent the training program have significantly improved their skills as compared to their pre-training levels. The training programs have helped in enhancing the employability of the trainees, especially among the backward classes.

Furthermore, the programs have helped bridge the skill gap in various industries, enabling employers to recruit a skilled workforce and boosting the state's overall economic growth. Additionally, the study emphasizes the importance of continuous assessment and feedback mechanisms to ensure that the training programs remain relevant and effective. These programs have enabled the trainees to acquire industry-relevant skills and knowledge, thereby improving their chances of getting better job opportunities. The study recommends that these training programs should be continued and expanded to reach out to more backward class communities in Kerala.

The study also highlights some areas of improvement that need to be addressed in the future. These include the need for more hands-on practical training and industry-relevant training modules. Adequate infrastructure and equipment should be provided to ensure quality training.

Moreover, the study has highlighted the significant role played by the National Backward Class Financial Development Corporation in empowering the backward communities by providing them with opportunities to enhance their skills and improve their financial status. The corporation has been successful in reaching out to the target group and providing them with relevant training programmes.

In conclusion, the inspection and evaluation study of skill development training programmes conducted by National Backward Class Financial Development Corporation in the State of Kerala has been successful in achieving its objectives. The programmes have facilitated the empowerment of the backward communities by providing them with opportunities to enhance their skills and become financially independent. The positive outcomes of the study indicate that the corporation's efforts have been fruitful in improving the lives of the backward classes in the State of Kerala.

**CHAPTER – 7**  
**QUESTIONNAIRE USED FOR INSPECTION**  
**INTERVIEW SCHEDULE FOR EVALUATION STUDY OF SKILL DEVELOPMENT**  
**TRAINING PROGRAMMES (SDTPS) OF NBCFDC**

**I - SOCIO – ECONOMIC INFORMATION**

1. Name of the Beneficiary:

2. Gender:                      Male                      ☐ Female                      ☐ Transgender                      ☐

3. Age ( in years)                      :

4. Educational Status:

Illiterate	<input type="checkbox"/>	Diploma	<input type="checkbox"/>
Ability to sign	<input type="checkbox"/>	ITI	<input type="checkbox"/>
Primary	<input type="checkbox"/>	Graduate	<input type="checkbox"/>
Secondary	<input type="checkbox"/>	Post Graduate	<input type="checkbox"/>
Higher Secondary	<input type="checkbox"/>	Others	<input type="checkbox"/>

5. Place of Residence

Rural                      ☐  
Urban                      ☐

6. District:

7. Type of Residence living:

Own House                      ☐  
Rental House                      ☐

8. Nature of House Occupied

Hut                      ☐ Sheet Roof                      ☐  
Tile Roof                      ☐ Concrete Roof                      ☐

9. Marital status

Married	<input type="checkbox"/>	Widow/Widower	<input type="checkbox"/>
Unmarried	<input type="checkbox"/>	Divorce/Divorced /	<input type="checkbox"/>

10. Nature of the family

Nuclear	<input type="checkbox"/>
Joint	<input type="checkbox"/>

11. Size of the family

: Upto 3 members	<input type="checkbox"/>	4 – 5 members	<input type="checkbox"/>
5-6 members	<input type="checkbox"/>	5-6 members	<input type="checkbox"/>

12. After completing the training programme, how you placed-?

By this institution in the field of the training	<input type="checkbox"/>	Self placed in the field of training	<input type="checkbox"/>
Self placed in other field of the training	<input type="checkbox"/>	Self-employed	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>		<input type="checkbox"/>

13. Type of enterprise/organization/work place

Public sector	<input type="checkbox"/>	Private Sector	<input type="checkbox"/>
Local Government	<input type="checkbox"/>	NGO	<input type="checkbox"/>
Multinational	<input type="checkbox"/>	Others	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>	Self-employed	<input type="checkbox"/>

14. Employment Status before Training:

Unemployed	<input type="checkbox"/>	Wage Employed	<input type="checkbox"/>
Self Employed without employees	<input type="checkbox"/>	Self Employed with employees	<input type="checkbox"/>

15. Have you quit the job for undergoing training? Yes ☐ No ☐ :

16. Employment Status after Training:

Unemployed	<input type="checkbox"/>	Wage Employed	<input type="checkbox"/>
Self Employed without employees	<input type="checkbox"/>	Self Employed with employees	<input type="checkbox"/>
In the same organization, where I quit the job for undergoing training	<input type="checkbox"/>		<input type="checkbox"/>

17. Occupation before Training : :

18. Occupation after Training:

19. Have you retained in the same organization with enhanced income? Yes ☐ No ☐

income?

If Yes

What is your enhanced income? -----

20. Which one of the following statements **best** describes the relationship between your employment competence and the training which you attended at your training institution?.

The employment is the same as that for which I was trained	<input type="checkbox"/>	The employment is highly relevant and related to the training	<input type="checkbox"/>
The training has served as a foundation for the employment	<input type="checkbox"/>	- The employment is not the same as that for which I was trained	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>		<input type="checkbox"/>

21. Have you placed by the training institute? Yes ☐ No ☐

If Yes

22. Kindly Give the duration of the placement

Less than 6 months	<input type="checkbox"/>	6 Months to 1 Year	<input type="checkbox"/>	More than One year	<input type="checkbox"/>
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23. How long you have been waited for getting wage employment / Self employment after receiving skill development training?

Immediately	<input type="checkbox"/>	One month	<input type="checkbox"/>	Three months	<input type="checkbox"/>	Six months	<input type="checkbox"/>	One year	<input type="checkbox"/>	More than 1 year	<input type="checkbox"/>	Unemployed	<input type="checkbox"/>
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24. After passing out from the institution, how many places you have worked or how many times you have changed the job?

Have stayed in the same organization/employer:	<input type="checkbox"/>	Changed twice	<input type="checkbox"/>
Changed more than twice	<input type="checkbox"/>	Unemployed	<input type="checkbox"/>

25. If u changed the job more than once give reason for changing

Better job	<input type="checkbox"/>	Better pay	<input type="checkbox"/>
Disliked job	<input type="checkbox"/>	Family reasons	<input type="checkbox"/>
Redundancy	<input type="checkbox"/>	Termination	<input type="checkbox"/>
Others (specify)-----			<input type="checkbox"/>



26. Monthly Income

Before Training-Rs.	After aTraining – Rs.

27. What is your annual average Family Income **before** Training?(in Rs) -----

28. What is your annual average Family Income **after** Training? (in Rs) -----

29. What is your Economic status before training?

Less than Rs 1.5 Lakhs per Annum ☐  
 Less than Rs 3 Lakhs per Annum ☐

30. What is your Economic status after training?

Rs 1.5 Lakhs to Rs 3 Lakhs per Annum ☐  
 More than Rs 3 Lakhs per Annum ☐

31. Do you have Aadhar Card? : Yes ☐ No ☐

16(a) If yes, kindly enter your Aadhar no.

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32. Monthly Expenditure of your House hold:

Before Training-Rs.	After Training – Rs.

33. Size of the Monthly Household savings:

Before Training-Rs.	After Training – Rs.

Before Training-Rs.	After Training – Rs.

34. Do you have house hold debt

Yes	No	Yes	No
-----	----	-----	----

:

35. Size of the Household Debt

:

Before Training-Rs.	After Training – Rs.

36. Type of Bank Account of Trainees

Jan DhanYojana ☐

Normal Savings Bank account ☐

37. Whether your bank account is linked with AADHAR? Yes ☐ No ☐

38. Please furnish the assets created by you after skill development training -----

-----

39. What is your Average household expenditure before and after training in the below

m

S.No	Name of the item	Before Training in Rs	After training in Rs
1.	Food expenses		
2.	Clothing		
3.	Pure drinking water		
4.	Child education		
5.	Health treatment		
6.	Social expenses		

d categories?

## II. SCHEME RELATED INFORMATION.

1. Name of the training institute attended

Model Finishing School  
CIPET  
ATDC


2. Name of the training Programme attended

**Model Finishing school Kerala**

Solar Panel Installation Technician  
(400 hrs / 3 months)

Field Technician other home appliances  
(360 hrs / 3 months)

DTH set top Installation & Service  
Technician (200hrs/ 2 months)

Domestic Data Entry Operator  
(400 hrs / 3 months)


Electricians Domestic Solutions  
(300 hrs/ 3 months)

Field Technician – Computing and  
Peripherals  
(300 hrs / 3 months)

Junior Software Developer  
(400 hrs/ 3 months)


**CIPET**

MOA-PP - (480 hrs/ 3 months) Residential for 80 Trainees

MOA-IM – (480 hrs/ 3 months) Non Residential for 40 Trainees

Machine operator- Assistant Injection Molding - (640 hrs)  
Residential (2<sup>nd</sup> Phase Residential without OJT)-40

MOA-IM – (480 hrs/ 3 months) ) - Residential for 40  
Trainees


**ATDC**

Sewing Machine Operator - (670 hrs)

Sampling Coordinator -(360 hrs/3months)


Self Employed Tailor-(340 hrs/3months)

--

3. Do you paid any fees for admission or any service fees to the institute?

Yes ☐ No ☐

4. Specify the reason for selecting the institution:-----

5. How do you know about the training programme

Through Advertisement

Through electronic media


Through Relatives

Others


4(a) Whether publicity given by your training institute about new training programmes?

4(b) Do you Aware about other schemes of NBCFDC?

Yes ☐ No ☐

4© Do you Aware about schemes of NBCFDC in the NBCFDC Website?

Yes ☐ Partially ☐ Not aware ☐

☐ aware ☐ ☐

6. Do you Aware that training programme selected by you is sponsored by NBCFDC?

Yes ☐ Partially aware ☐ Not aware ☐

7. Do you Aware that training programme selected by you is Training scheme of Ministry of Social justice and empowerment?

Yes ☐ Partially aware ☐ Not aware ☐

8. Please specify the time taken by the Training

institute for your selection -----

Yes ☐ No ☐

9. What is the procedure followed by your training institute for your selection -----

10. Do you known about the training cost of your training?

Yes ☐ No ☐

11. Do you known about the training provided to you is free of cost?

Yes ☐ No ☐

12. After your selection when your training started -----

13. What type of training given by your skill development Institute?

On the job (Practical)  
Both

☐  
☐

Off the job

14. Does your training institution given any career guidance to you before commencement/ during training of the course?

Yes ☐ No ☐

15. Period of Training : From ..... To ..... & Total  
Duration : (Hrs .....)

16. Duration of course (in Hours & months) ..... & -----

Yes ☐ No ☐

17. Reasons for joining the training programme

To get employment  
To get employment with increased income  
To set up own Business  
To get skill  
To upgrade skill  
Others


18. Have you quit the training before it completed?

Yes ☐ No ☐

If yes tell the reason -----

19. What is your opinion about duration of the training course?

Too long  
Adequate  
Too short


20. Any training materials provided by the institute?

Yes ☐ No ☐

21. What is your opinion about Training tools and equipments used in the training?

Adequate  
Moderate  
Inadequate


22. How the attendance are maintained by your training institute ?

Manual ☐ Bio metric ☐

23. Whether your institute taken you to company or factory for training?

Yes ☐ No ☐

24. Whether the factory/ company visited during your training have given employment opportunity after completion of training?

Yes given placement to me  
Yes given placement to many  
Yes given placement to few  
Not given placement


25. What was the amount of stipend received during your training? -----

26. How the stipend was provided to you ?

One lump sum ☐ Installments ☐

27. What is your opinion about stipend of your training programme?

Adequate  
Moderate  
Inadequate


28. How training institute transferred stipend to you?

DBT

Cheque

Cash

29. Number of Days taken by training Institute to transfer the stipend from the date of commencement of training -----

Within 15 days

1 month

2 months

3 months

4-6 months

Above 6 months


30. What is your opinion about Place of training?

Convenient

Somewhat Convenient

Inconvenient


31. What is your opinion about Condition of tools and equipment used in the training?

Good

Moderate

Bad


32. What is your opinion about teaching learning materials provided by the training institute ?

Adequate

Moderate

Inadequate


33. Have you faced the below mentioned Problems in the training

No Problem faced

Inadequate teaching learning material

Long duration of training course

Inadequate facilities at center

Irregular attendance of resource persons

Indifferent attitude of resource persons

Inadequate and bad conditions of tools and Equipment


34. Have you Comfortable with the language of teaching?

Comfortable

Somewhat Comfortable

Not Comfortable


35. What is your opinion about examination conducted?

Easy

Somewhat Easy

Difficult


36. Are you satisfied with the language of examination like English or Hindi or in Kerala?

Highly satisfactory

Neither satisfied nor dissatisfied

Not satisfactory


Satisfactory

Less satisfactory


37. What is your opinion about Performance of Resource persons?

Satisfactory

Moderate

Not satisfactory


38. Reasons for dissatisfaction on the performance of resource persons

Irregular attendance

Less experience

Unable to come to the level of trainees in teaching

Less importance given to the practical's

No Dissatisfaction


39. Did the Training Institute help you in Self employment / Wage Employment after Training:

Yes ☐ No ☐

40. Whether your institute have tie-up with companies for placement?

Yes ☐ No ☐

41. Whether your training institute monitored your training by asking participants feedbacks about the training design in regular intervals?

Yes ☐ No ☐

42. Whether officials from NBCFDC were visited during the training and asked the feed back?

Yes ☐ No ☐

43. Did you benefit from the Training Program :

Yes ☐ No ☐

i) If Yes, Kindly Provide details on the benefits accrued to you after Training in :

(a) Setting up your own Enterprise:

.....

(b) Getting wage Employment :

.....

(c) Increase in Monthly Income :

.....

(d) Skill Upgradation :

.....

.....

(e) Increase in Social Status :

.....

(f) Any other aspect (s) :

.....

...

ii) If No kindly provide reasons for the same

.....

44. What is the level of your satisfaction with your earnings/income in terms of your present experience after skill development training?

Highly satisfactory

Neither satisfied nor dissatisfied

Not satisfactory

☐  
☐  
☐

Satisfactory

Less satisfactory

☐  
☐  
☐

45. Have you recommend the training undertaken to others?

Yes ☐ No ☐

46. Listed here below are statements of various factors related to satisfaction of skill development training.. Please indicate the extent to which you agree with each statement by ticking (√) a number that reflects your rating using a scale where 1= Strongly disagree 2 = Disagree 3 = Neither Neutral 4 = Agree 5 = Strongly Agree.

	Training Evaluation Factors	SA	A	N	DA	SDA
	<b>Training Objectives</b>					
1.	The registration process is very simple					
2.	The time allotted for the training was sufficient					
3.	The duration of the course was adequate for the objectives and content					
4.	The meeting room and facilities were adequate and comfortable					
5.	The number of participants in this training course was appropriate					
6.	The location of the training was easily accessible					
7.	The food and beverages given during the training is good					



8.	The accommodation provided is comfortable					
9.	In my opinion the planned objectives were met					
10.	The topics were dealt with in as much in depth					
	<b>Training Method</b>					
11.	The method was well suited to the objectives and content					
12.	Content was organized and easy to follow					
13.	The method used enabled us to take an active part in training					
14.	The training enabled me to share professional experiences with colleagues					
15.	The training was realistic and practical					
	<b>Materials</b>					
16.	The Material given out was of good quality and it was helpful					
17.	The training context was well suited to the training process					
	<b>Trainer</b>					
18.	Trainer was knowledgeable about the training topics					
19.	Trainer was well prepared					
20.	The instructor was receptive to participants comments and questions					
21.	The trainers of this course motivate participants to do their best work					
	<b>Usefulness and overall rating</b>					
22.	The training received is useful for my specific job					
23.	I am currently effective when working in this topic area.					
24.	The training enhanced my skills in this topic area.					
25.	The training received is useful for my personal development					
26.	The training was relevant to my career					
27.	The training merits a good overall rating					
	<b>Training satisfaction</b>					
28.	Overall, the on-the-job training I receive is applicable to my job					
29.	Overall, the training I receive on the job meets my needs.					
30.	Overall, I am satisfied with the amount of training I receive on the job.					
31.	I am generally able to use what I learn on the job					
32.	I would recommend this training to others					

47. Listed here below are statements related to social and economic impact of NBCFDC schemes on the lives of trainees. Please indicate your response by ticking (✓) a number that reflects your rating using a scale where 5 = Notable Increase 4 = Moderate Increase 3 = Unchanged 2=Moderate Decrease 1= Notable Decrease

Sl.no	Social Impact	5	4	3	2	1
1.	Participation in social service activities					
2.	Betterment Education of the children					
4.	Respect of Socially recognition in the Society					
5.	Participation in organized Activities					

6.	Better access to the health faculties					
7.	Improvement in dealing with outsiders					
8.	Increased involvement with social events					
<b>Economic Impact</b>						
9.	Food consumption pattern improved					
10.	Improvement in clothing status					
11.	Better access of financial resources					
12.	Asset creation improved					
13.	Savings rate improved					
14.	Standard of living improved					
15.	Minimized family indebtedness					
16.	Decision making in the family					

48. Listed here below are statements of various factors regarding function and Performance of state channelizing agent (SSCs) / Training Institute(TI) of NBCFDC. Please indicate the extent to which you satisfy with each statement by ticking (✓) a number that reflects your rating using a scale where 1= Highly dissatisfied 2 = Dissatisfied 3 = Neither satisfied nor dissatisfied 4 = Satisfied 5 = Highly satisfied.

		HS 5	S 4	N 3	NS 2	HNS 1
1.	Transparency of Training Institute					
2.	Awareness of training institute about other schemes of NBCFDC					
3.	Delivery mechanism of Training Institute					
4.	Tie up with other institutes for placement/ self employment					
5.	Viability impact of the training					
6.	Your Skill development level					
7.	Income level					
8.	Publicity					
9.	Scheme design					
10.	Method of Selection of trainees by the training institute					
11.	Behaviour of Employees in the training Institute					
12.	Time taken to transfer stipend					
13.	Easy Query Handling					
14.	Overall Services					

### **III - FEEDBACK AND SUGGESTIONS**

1. Please indicate which best describes your agency or affiliation:

Sector Skill Council

☐  
☐

Trainee

Training Institute

Industry or Employers

☐  
☐

2. How can we improve the Skill Development programme?

Please share your ideas about items that were missing, additional items that you would like to see, and how the sessions could have been improved.-----  
-----  
-----

**3. In your opinion NBCFDC Scheme “ Assistance to Training Institutions” :**

- a) Has the said Scheme been able to meet the Aspirations of Unemployed Youth?
- b) Has the said Scheme been able to promote Entrepreneurial culture in the country?
- c) Has the said scheme been able to meet requirements of Industries ?

Yes	No

**4. According to you, how can the said Scheme of NBCFDC be made more effective & useful to impart training to unemployed youths & enhance their employability:**

- a) Modifications in existing Training Programs / Modules as per Industry Needs:
- b) Introduction of any New Training Programs /Modules as per Industry Needs:
- c) Setting up of New Training Institutes particularly in rural / backward areas :


**5. In your opinion please suggest some skill development training which will give more employment opportunities/ Future potential -----**

## Chapter – 8

### Success Stories

#### SUCCESS STORY – 1



**M**uhammed Ubaid's success story is an inspiration to many aspiring individuals in his district. A 25-year-old electrician from Thavanur, Malappuram, Muhammed was struggling to make ends meet with a monthly income of only Rs. 8,000. His family's annual

average income was just Rs. 1,20,000, leaving them with very little in terms of savings and a significant amount of debt. Before attending training, Muhammed was barely able to afford his family's monthly expenses, which amounted to Rs. 6,000. This left him with very little room to save, and he struggled to provide for his family's basic needs. However, things began to change for Muhammed after he attended training. After completing the training program, Muhammed's income increased significantly, rising from Rs. 8,000 to Rs. 11,000 per month. This allowed him to increase his household's monthly savings from Rs. 1,000 to Rs. 1,500. Additionally, he was able to reduce his household debt from Rs. 3,00,000 to Rs. 2,50,000.

Muhammed's success story is not just about his increased income and savings. His newfound confidence and entrepreneurial spirit have allowed him to take on more challenging jobs, which have helped him to further improve his skills and grow his business. Today, he is not only able to provide for his family's basic needs but has also been able to invest more in his business, expanding his network and taking on bigger projects.

In conclusion, Muhammed's success story proves that with hard work and determination, even the most challenging circumstances can be overcome. His experience highlights the importance of training programs in empowering individuals to achieve their goals and improve their livelihoods. Muhammed's journey is an inspiration to many, and his story is a testament to the power of education, hard work, and determination.

## SUCCESS STORY – 2



**K**rishnapriya V.V from Malapuram (Thavanur) struggled to make ends meet with a monthly income of Rs. 25,000 and an annual average family income of Rs. 1 lakh. Her monthly household expenditure was three times her income, and her savings were just Rs. 1,000. With no formal training, Krishnapriya worked as a system engineer and had no way of increasing her income. However, after attending the Electricians Domestic Solutions training program at Model

Finishing School, her life took a turn for the better. The training program lasted for three months and helped Krishnapriya acquire new skills, which she used to increase her income. After the training, her monthly savings increased to Rs. 5,000, and she had no more debt to pay off. The Model Finishing School training program not only helped Krishnapriya increase her income but also gave her the confidence to start her own business. She now runs an electrical repair and maintenance service in her locality, where she installs electrical systems in homes and offices. With the new skills she acquired during the training, Krishnapriya's income has now increased to Rs. 35,000 per month, and her family's annual average income has grown to Rs. 3 lakh. She is now able to comfortably support her family, save money, and invest in her business. Krishnapriya's success story is an excellent example of how a well-designed training program can change someone's life and help them achieve their goals.

### SUCCESS STORY – 3



**J**ishnuMukundan T, a 22-year-old from Thavanurin Malappuram district, used to work for a finance company with no monthly income. His family's annual average income was Rs. 60,000, and their monthly expenditure was Rs. 20,000, resulting in savings of only Rs. 15,000. Moreover, they had a debt of Rs. 6,00,000. But things started changing for Jishnu after he attended the Electricians Domestic

Solutions course at Model Finishing School. The training programme lasted for three months, during which Jishnu received a stipend of Rs. 3,000. After the training, Jishnu's life took a positive turn. He was able to secure a better job with a monthly income of Rs. 12,000, resulting in an annual average income of Rs. 1,44,000. His family's monthly savings increased from Rs. 15,000 to Rs. 20,000, and the size of their debt reduced from Rs. 6,00,000 to Rs. 5,50,000. The Model Finishing School provided Jishnu with the necessary skills and knowledge to improve his financial status. This success story highlights the importance of vocational training in empowering individuals and creating better opportunities for them. In conclusion, Jishnu's experience shows how vocational training can change a person's life. It helped him overcome the financial challenges that he and his family faced, and it also provided him with a platform to enhance his skills and knowledge. Jishnu's success story can inspire many young people to seek vocational education and training as a means to improve their livelihoods and achieve their goals.

## SUCCESS STORY – 4



**K**rishnajith. AS, a male aged 20 from Malappuram(Thavanur) has attended the Model Finishing School for Electricians Domestic Solutions. Before attending the training, he was working at an Akshaya center with no monthly income. However, after completing the three-month-long training program, he was able to receive a monthly income of Rs. 8000. His annual average family income increased from Rs. 60,000 to Rs. 85,000. Moreover, his monthly household expenditure has remained consistent at Rs. 15,000, and he has been able to save Rs. 20,000 every month, resulting in an annual savings of Rs. 2, 40,000. He had a household debt of Rs. 5, 00,000 before the training, which remains unchanged after the training. The Electricians Domestic Solutions training program comprises 300 hours of training spread over three months. Krishnajith. AS received a stipend of Rs. 3000 during his training. This program has helped him to acquire the necessary skills in the electrician field and provide him with a source of income, thereby uplifting his standard of living. The program's three-month duration has provided him with ample time to learn and practice the course content, and the stipend has helped him to support his living expenses while attending the training. Overall, Krishnajith. AS's experience with the program has been beneficial to him and his family, and he can now look forward to a brighter future with better prospects and opportunities.



## SUCCESS STORY – 5

**A**nsy George is a 52-year-old woman from Kannur who attended a training program organized by the Apparel Training and Design Centre (ATDC). She undertook a 2-month course on Sewing



Machine Operation that lasted for 670 hours. During the period of her training, Ansy received a stipend of 3000 rupees. She learned valuable skills in sewing, including how to operate sewing machines, handle fabrics, and create basic patterns. After the training, Ansy was able to improve her tailoring skills, enhance her knowledge of sewing techniques, and increase her earning potential. Ansy's monthly income before the training was 3000 rupees, which she earned from her tailoring work. After completing the training, she was able to increase her monthly income to 4000 rupees. This improvement in her income was due to the valuable skills and knowledge she gained in the training program. Additionally, Ansy's household was able to benefit from the training program as they were able to increase their monthly savings. The training provided Ansy with an opportunity to improve her skills, increase her earning potential, and contribute to the economic growth of her family and community.



## SUCCESS STORY - 6

**S**arath Kumar OK's success story is an inspiring one.

After completing his training as a Machine Operator Assistant in Injection Moulding at CIPET, Sarath found employment at VEEKESEY Foot Care India Pvt



Limited in Tamil Nadu. He is currently working there as a Machine Operator Trainee and earning a salary of 15900. Before the training, Sarath was unemployed and struggling to find a stable job. However, his life took a positive turn when he came across an advertisement for the training program at CIPET. Intrigued by the opportunity, he decided to join the course with the sponsorship of NBCFDC. Throughout the three-month training, Sarath acquired the necessary skills and knowledge to excel in his field. The training at CIPET was comprehensive and well-structured, providing Sarath with practical experience and hands-on training. As a result, Sarath expressed high satisfaction with the training program. Thanks to his training and dedication, Sarath secured a position as a Machine Operator Trainee at VEEKESEY Foot Care India Pvt Limited. His role involves operating and overseeing the machinery used in the manufacturing process. Sarath's strong work ethic and commitment to his job have made him an invaluable asset to the company. Sarath's success story serves as a shining example of how vocational training programs can positively impact individuals' lives. It highlights the importance of skill development and showcases the opportunities that arise from such training initiatives. Sarath's journey from unemployment to a well-paid job demonstrates the potential for growth and success through training programs like the one he attended at CIPET.

## SUCCESS STORY – 7

**E**by Thomas, born on 20-07-2000, had a challenging background. His father worked as a Coolie, making it difficult for Eby to pursue higher education and secure a stable job. However, Eby's determination and perseverance led him to a life-changing opportunity. Eby was introduced to the Central Institute of



Petrochemicals Engineering & Technology in Ernakulam, where he enrolled in the Machine Operator Assistant Injunction Moulding course. This training was made possible through the sponsorship of the National Backward Classes Finance & Development Corporation. For a duration of 3 months, Eby immersed himself in the comprehensive training program. Prior to this, he was unemployed, struggling to find a suitable occupation. However, the training empowered Eby with the necessary skills and knowledge to excel in the field. After completing the training, Eby secured a position as a Machine Operator Trainee at Meckamalin Polymers Pvt Limited. This opportunity not only provided him with a stable job but also allowed him to apply the skills he acquired during the training. Eby's hard work and dedication paid off, as he now earns a salary of 11000. The training program not only enhanced Eby's technical capabilities but also instilled a sense of satisfaction and accomplishment within him. He expressed his high level of satisfaction with the training, recognizing its role in transforming his life. Eby's journey began with an advertisement that caught his attention and presented him with a chance to pursue a new career path. This opportunity not only changed his life but also served as inspiration for others facing similar challenges. Eby Thomas' success story is a testament to the transformative power of skill development and training programs. His determination, combined with the support of the training institute and sponsorship organization, enabled him to overcome obstacles and achieve personal and professional growth.

## SUCCESS STORY – 8



**V**imal Raj MV, born on 10-03-1998, faced challenges due to his father's occupation as an auto driver. However, his determination and eagerness to learn led him to a life-changing opportunity. Vimal Raj enrolled at the Central Institute of Petrochemicals Engineering &

Technology in Thrissur, where he pursued the course of Machine Operator Assistant Injunction Moulding. This training program was made possible through the sponsorship of the National Backward Classes Finance & Development Corporation. Over a duration of 3 months, Vimal Raj dedicated himself to acquiring the necessary skills and knowledge in his chosen field. Prior to this training, he was unemployed and searching for a suitable occupation to support himself and his family financially. After successfully completing the training program, Vimal Raj secured a position as a Machine Operator Trainee at Water Tech India Pvt Ltd in Coimbatore. This opportunity not only provided him with a stable job but also allowed him to put into practice the skills he gained during his training. Today, Vimal Raj earns a salary of 12000, a significant improvement from his previous unemployed status. He expressed a high level of satisfaction with the training he received, as it helped him develop the necessary expertise to excel in his current role. Vimal Raj came to know about this training opportunity through an advertisement that caught his attention. This advertisement served as a catalyst for his journey towards personal and professional growth. Vimal Raj's success story serves as an inspiration to others facing similar challenges. His determination, combined with the support of the training institute and the sponsorship organization, enabled him to overcome obstacles and achieve success. Vimal Raj MV's story highlights the transformative power of skill development and training programs. Through his hard work and dedication, he was able to enhance his capabilities and secure a better future for himself and his family.

## SUCCESS STORY – 9

**S**asidharan T, born on 03-03-1998, faced challenges due to his father's occupation in wage employment. However, his determination and perseverance led him to a life-changing opportunity. Sasidharan enrolled at the Central Institute of Petrochemicals Engineering & Technology in Kozhikode, where he pursued the course of Machine Operator Assistant Injection Moulding. The training program was sponsored by the National Backward Classes Finance & Development Corporation. Over a duration of 3 months, Sasidharan dedicated himself to mastering the skills and knowledge required for his chosen field. Prior to this training, he was unemployed and struggling to find a suitable occupation to support himself and his family financially. After successfully completing the training program, Sasidharan secured a position as a Machine Operator Trainee at Koodur Engineers Pvt Ltd in Kochi. This opportunity not only provided him with a stable job but also allowed him to apply the skills he acquired during his training. Today, Sasidharan earns a salary of 15000, a significant improvement from his previous unemployed status. He expressed a high level of satisfaction with the training he received, acknowledging its role in transforming his life. Sasidharan came to know about this training opportunity through relatives who were aware of his desire to improve his skills and find meaningful employment. Sasidharan T's success story serves as an inspiration to others facing similar challenges. Through his determination and the support of the training institute and the sponsorship organization, he was able to



overcome obstacles and achieve personal and professional growth. His journey highlights the transformative power of skill development and training programs. Through his hard work and dedication, Sasidharan was able to enhance his capabilities and secure a better future for himself and his family.

## SUCCESS STORY – 10

Akhil Das, born on 26-09-1998, faced the challenges of being the son of a daily wage worker. However, with determination and a drive to improve his situation, he found a life-changing opportunity. Akhil attended the Central Institute of Petrochemicals Engineering & Technology in Malappuram, where he enrolled in the Machine Operator Assistant Injunction Moulding course. This training



was sponsored by the National Backward Classes Finance & Development Corporation. Over a duration of 3 months, Akhil dedicated himself to learning the necessary skills and knowledge in his chosen field. Before the training, he was unemployed and searching for a suitable occupation to support himself and his family financially. After successfully completing the training program, Akhil secured a position as a Machine Operator Trainee at Veekeysey Foot Care India Pvt Limited in Tamil Nadu. This opportunity not only provided him with a stable job but also allowed him to apply the skills he acquired during his training. Today, Akhil earns a salary of 15900, a significant improvement from his previous unemployed status. He expressed a high level of satisfaction with the training program, recognizing its role in transforming his life. Akhil came to know about this training opportunity through an advertisement that caught his attention. This advertisement served as a catalyst for his journey towards personal and professional growth. Akhil Das' success story serves as an inspiration to others facing similar challenges. His determination, combined with the support of the training institute and the sponsorship organization, enabled him to overcome obstacles and achieve success. This success story highlights the transformative power of skill development and training programs. Through his hard work and dedication, Akhil was able to enhance his capabilities and secure a better future for himself and his family.



## SUCCESS STORY – 11

Rajan MM, born on 09-12-2000, faced challenges due to his father's occupation as a building wage worker. However, his determination and perseverance led him to a life-changing opportunity. Rajan enrolled at the



Central Institute of Petrochemicals Engineering & Technology in Kozhikode, where he pursued the course of Machine Operator Assistant Injunction Moulding. This training program was made possible through the sponsorship of the National Backward Classes Finance & Development Corporation. For a duration of 3 months, Rajan dedicated himself to acquiring the necessary skills and knowledge in his chosen field. Prior to this training, he was unemployed and struggling to find a suitable occupation to support himself and his family financially. After successfully completing the training program, Rajan secured a position as a Machine Operator Trainee at Marayur Polyforms Pvt Ltd in Palakkad. This opportunity not only provided him with a stable job but also allowed him to apply the skills he acquired during his training. Today, Rajan earns a salary of 11000, a significant improvement from his previous unemployed status. He expressed a high level of satisfaction with the training he received, acknowledging its role in transforming his life. Rajan came to know about this training opportunity through an advertisement that caught his attention. This advertisement served as a catalyst for his journey towards personal and professional growth. Rajan MM's success story serves as an inspiration to others facing similar challenges. Through his determination and the support of the training institute and the sponsorship organization, he was able to overcome obstacles and achieve personal and professional growth. His journey highlights the transformative power of skill development and training programs. Through his hard work and dedication, Rajan was able to enhance his capabilities and secure a better future for himself and his family.

## SUCCESS STORY – 12

**S**andeep Chandran, born on 31-08-2000, faced challenges due to his father's occupation as a coolie. However, his determination and eagerness to improve his circumstances led him to a life-changing opportunity. Sandeep enrolled at the Central Institute of Petrochemicals Engineering & Technology in Ernakulam, where



he pursued the course of Machine Operator Assistant Injunction Moulding. This training program was made possible through the sponsorship of the National Backward Classes Finance & Development Corporation. Over a duration of 3 months, Sandeep dedicated himself to acquiring the necessary skills and knowledge in his chosen field. Prior to this training, he was a student, searching for the right path to enter the workforce and support himself financially. After successfully completing the training program, Sandeep secured a position as a Machine Operator Trainee at Aptive Connections Pvt Ltd in Ernakulam. This opportunity not only provided him with a job but also allowed him to apply the skills he acquired during his training. Today, Sandeep earns a salary of 7000, which marks a significant improvement from his previous student status. He expressed a high level of satisfaction with the training he received, acknowledging its role in transforming his life. Sandeep came to know about this training opportunity through an advertisement that caught his attention. This advertisement served as a catalyst for his journey towards personal and professional growth. Sandeep Chandran's success story serves as an inspiration to others facing similar challenges. His determination, combined with the support of the training institute and the sponsorship organization, enabled him to overcome obstacles and achieve success. His journey highlights the transformative power of skill development and training programs. Through his hard work and dedication, Sandeep was able to enhance his capabilities and secure a better future for himself.

### **SUCCESS STORY – 13**

Akhina PP, born on April 1, 2000, faced numerous challenges due to her father's occupation as a daily wage worker. However, her unwavering determination and drive to improve her circumstances led her to a life-changing opportunity that transformed her life. Akhina enrolled in the Central Institute of Petrochemicals Engineering & Technology located in Alappuzha, Kerala. She pursued the course of



Machine Operator Assistant Injunction Moulding, a field she was passionate about. This training program was made possible through sponsorship from the National Backward Classes Finance & Development Corporation. Over a period of three months, Akhina wholeheartedly dedicated herself to acquiring the necessary skills and knowledge in her chosen field. Prior to this training, she was a student desperately searching for a way to increase her employability and secure a stable job. With hard work and dedication, Akhina successfully completed the training program and was offered a position as a Machine Operator Trainee at FCI OEN Connectors Pvt Ltd in Ernakulam. This opportunity not only provided her with employment but also allowed her to apply the skills she had acquired during her training. Today, Akhina is earning a salary of 8000, a significant improvement from her previous status as a student. She expressed a high level of satisfaction with the training she received, acknowledging its instrumental role in transforming her life for the better. Akhina first discovered this training opportunity through an advertisement that caught her attention. This advertisement served as a catalyst for her personal and professional growth, igniting her determination to overcome obstacles and achieve success. Akhina PP's success story serves as an inspiration to others who may be facing similar challenges. Her unwavering determination, combined with the support she received from the training institute and the sponsorship organization, enabled her to conquer obstacles and achieve remarkable success. Her journey beautifully highlights the transformative power of skill development and training programs. Through sheer hard work and dedication, Akhina was able to enhance her capabilities and secure a brighter and more promising future for herself.

## SUCCESS STORY – 14



Ashlin Antony, a determined and hardworking individual, began his journey towards success by undergoing training at the Central Institute of Petrochemicals Engineering & Technology. Ashlin's father, who worked as a tempo driver, instilled in him a



sense of dedication and perseverance. Driven by his thirst for knowledge, Ashlin enrolled in the Machine Operator Assistant Injection Moulding course at the institute. This training was made possible through sponsorship from the National Backward Classes Finance & Development Corporation. Over a period of 3 months, Ashlin honed his skills and expanded his knowledge in the field. Prior to the training, Ashlin was an ambitious student eager to make his mark in his chosen profession. However, upon completing the training, he was equipped with the necessary expertise to pursue a career as a Machine Operator Trainee. Recognizing Ashlin's potential, Super TECH Tools and Component Pvt Ltd in Ernakulam offered him an opportunity to work with them. Ashlin's determination and commitment paid off as he quickly proved his worth at his new workplace. With a monthly salary of 8000, he not only achieved financial stability but also found immense satisfaction in his work. He attributes his success to the comprehensive and effective training he received, expressing high levels of satisfaction with the program. Ashlin's success story exemplifies the power of skill development and the opportunities that arise from it. Through his dedication, he transformed his life and found a fulfilling career path. His journey serves as an inspiration to individuals who strive for success through training and hard work.

## SUCCESS STORY – 15

# M

uhammadHariz, a determined and hardworking individual, embarked on a journey to transform his life through professional training. Born on 06-05-2000, Hariz hailed from



Ernakulam and came from a humble background, with his father working as a coolie. Driven by his ambition to secure a better future, Hariz enrolled in the Central Institute of Petrochemicals Engineering & Technology. He chose to attend the course on Machine Operator Assistant Injection Moulding, which was sponsored by the National Backward Classes Finance & Development Corporation. Over a duration of 3 months, Hariz devoted himself to mastering the skills and knowledge required for the role. His dedication paid off when he successfully completed the training program. Prior to the training, Hariz was a student, eager to explore different career paths and seeking stability in his profession. Following the completion of his training, Hariz was offered the position of Machine Operator Trainee at Plumbers Choice PVT LTD Ernakulam. With a starting salary of 9000, which included food, Hariz was able to support himself and his family financially. Not only did Hariz's employment provide him with a stable income, but it also instilled a sense of satisfaction in his work. Hariz expressed a high level of satisfaction with the training he received, which equipped him with the necessary skills and knowledge to excel in his professional role. Hariz's success story is a testament to his determination, ambition, and the opportunities provided by training programs. He was able to overcome his previous occupation as a coolie and secure a promising future as a Machine Operator Trainee.

## SUCCESS STORY – 16

Subi R, who was born on 26-10-1996, grew up in Ernakulam alongside her father, who worked as a daily wage laborer. In order to break free from the cycle of financial instability, Subi made the decision to pursue professional training at the esteemed Central Institute of Petrochemicals Engineering &



Technology. Subi enrolled in the Machine Operator Assistant Injection Moulding course, which was sponsored by the National Backward Classes Finance & Development Corporation. This three-month training program equipped Subi with the necessary skills and knowledge for her desired role. Prior to undergoing training, Subi was a student in search of a path that would lead her to a stable occupation. The training proved to be pivotal in shaping her professional journey. Following the completion of the program, Subi secured the position of Machine Operator Trainee at VKC Footwear International in Kinalur. In her new role, Subi not only found financial stability but also a profound sense of fulfillment. With a salary of 18,726, Subi was able to support herself and her family, ultimately improving their quality of life. She expressed great satisfaction with the training she received, recognizing its crucial role in her success. Subi became aware of the training opportunity through an advertisement, which sparked her interest and motivated her to take control of her career. The training program, combined with Subi's determination and dedication, propelled her towards a prosperous future in the field of machine operation. Subi's success story serves as a testament to her perseverance, as well as the support provided by training initiatives and the transformative impact these programs have on individuals' lives.

## SUCCESS STORY – 17

Shilet Prakashan  
 S individia who  
 lives in  
 Ernakulam,  
 Born on 08-09-  
 1984, he grew  
 up in a humble  
 household, with his father  
 working as a laborer. Despite  
 the difficulties he faced, Shilet  
 had a dream of creating a better  
 life for himself. One day, Shilet



came across an advertisement for a training program at the Central Institute of Petrochemicals Engineering & Technology. Intrigued by the opportunity to learn and develop new skills, he decided to enroll in the Machine Operator Assistant Injection Moulding course. The training program was sponsored by the National Backward Classes Finance & Development Corporation, which provided him with the means to pursue his education without financial burden. Shilet dedicated himself wholeheartedly to the three-month training, eager to make the most of this chance to improve his prospects. With his commitment and hard work, Shilet successfully completed the training program. Equipped with the knowledge and skills gained from the course, he sought employment in the field of his training. Saino Polymers Pvt Ltd in Ernakulam recognized his potential and offered him a position as a Machine Operator Trainee. Shilet seized the opportunity with enthusiasm, putting his newly acquired skills into practice. His dedication, coupled with his natural talent, quickly earned him recognition among his colleagues and superiors. Impressed by his performance, Saino Polymers Pvt Ltd rewarded him with a salary of 12000. Shilet's success story is not just about securing a job and earning a decent salary. It's a tale of determination, resilience, and the transformative power of education and training. The training program provided him with the necessary skills to build a career and fulfill his aspirations. Shilet's satisfaction with the training is incredibly high. He recognizes the positive impact it had on his life and is grateful for the opportunity it provided. The advertisement that initially caught his attention turned out to be the catalyst for his personal and professional growth. Shilet's success story serves as an inspiration to others facing similar challenges. It reminds us that with dedication, hard work, and access to quality training, individuals can overcome obstacles and create a brighter future for themselves.

## SUCCESS STORY – 18

**A**kshay KG, a trainee who attended the Machine Operator Assistant Plastic Processing course at the Central Institute of Petrochemicals Engineering & Technology, has a remarkable success story to share. Before enrolling in this training program, Akshay was unemployed and looking for an opportunity to enhance his



skills and secure a stable source of income. With the support of the National Backward Classes Finance & Development Corporation, Akshay was able to undergo the training for a duration of 3 months. During this period, he gained invaluable knowledge and hands-on experience in operating machines used in plastic processing. After completing the training, Akshay secured a position as a Machine Operator Trainee at Poly Blow Plastics. His dedication, hard work, and the skills acquired during the training helped him excel in his new role. Today, Akshay is proud to be a part of the plastic processing industry and is grateful for the positive impact the training had on his career. Not only did the training provide Akshay with practical skills, but it also boosted his confidence and opened doors to better career opportunities. He now earns a salary of 7500, which has significantly improved his financial situation. Akshay's level of satisfaction with the training is extremely high. The comprehensive curriculum, hands-on training, and the support of the training institute have played a vital role in his success. He is grateful for the opportunity to learn and grow, and he highly recommends this training program to others seeking similar career prospects. Akshay came to know about this training through an advertisement. The advertisement caught his attention and motivated him to explore the opportunity further. Little did he know that this decision would change his life for the better. Akshay's success story is a testament to the power of training and its ability to transform



lives. It showcases the importance of skill development programs in empowering individuals and creating a brighter future. His journey from unemployment to a successful machine operator is an inspiration to others who are seeking to break free from the cycle of unemployment and achieve their career goals. Akshay's story reminds us that with determination, the right training opportunities, and the support of organizations like the National Backward Classes Finance & Development Corporation, individuals can overcome challenges and build successful careers.

### SUCCESS STORY – 19

**M**idun Raj J has an inspiring success story to share. He was unemployed and searching for ways to improve his skills and find a stable job. Thanks to the support and sponsorship from the National Backward Classes Finance & Development Corporation, Midun was able to enroll in a Machine Operator



Assistant Plastic Processing course at the prestigious Central Institute of Petrochemicals Engineering & Technology. The training program lasted for 3 months and provided Midun with extensive knowledge and practical experience in operating machines used in plastic processing. After completing the training, Midun secured a position as a Machine Operator Trainee at Padma Plastic. His hard work, dedication, and the skills he acquired during the training program allowed him to excel in his new role. Midun takes great pride in contributing his skills and expertise to the growth of the plastic processing industry. The impact of the training on Midun's life has been transformative. It not only equipped him with practical skills but also boosted his confidence and opened doors to better career opportunities. He now enjoys a stable income, significantly improving his financial situation and providing stability for his family. Midun is extremely grateful for the comprehensive curriculum, hands-on training, and guidance provided by the training institute. The training exceeded his expectations, and he is highly satisfied with the quality of instruction and the skills he gained. Midun's success story is

an inspiration for others facing similar challenges. It shows the power of determination, access to training opportunities, and the support of organizations like the National Backward Classes Finance & Development Corporation in transforming lives and breaking free from unemployment. His journey from being unemployed to becoming a skilled machine operator is a testament to the impact of skill development programs. It serves as a reminder that with the right training, support, and determination, individuals can overcome obstacles and achieve their career goals. Midun encourages others in similar situations to seize opportunities for skill development and to never give up on their dreams. His story serves as a beacon of hope, highlighting the potential that lies within every individual when provided with the right resources and support.

### **SUCCESS STORY – 20**

Vimal K Chandran, a young individual from Ernakulam, successfully completed a 3-month training program in Machine Operator Assistant Plastic Processing at the Central Institute of Petrochemicals Engineering & Technology. Prior to the training, Vimal was unemployed, and his father worked as a coolie. The training was sponsored by the National Backward Classes Finance & Development Corporation. After completing the training, Vimal secured a position as a Machine Operator Trainee at Kavitha Poly Pack. He now earns a salary of 9000. Vimal expresses a high level of satisfaction with the training he received. He learned about the training opportunity through an advertisement.

### **SUCCESS STORY – 21**

The training institute in focus is ATDC, which stands for Apparel Training and Design Centre. It aims to provide skill development training in the field of apparel manufacturing. One of the trainees of this training program is Nadiya PE, a 31-



year-old female residing in the district of Kannur. Prior to the training, Nadiya was unemployed and had no source of income. After completing the skill development training at

ATDC, Nadiya has acquired the knowledge and expertise in stitching. This has enabled her to secure a job in the field of apparel manufacturing. She is now engaged in stitching garments, which serves as her occupation after the training. This newfound occupation has provided her with a monthly income of Rs. 4000. Before undergoing the training, Nadiya had no source of income and was financially dependent. However, after acquiring the skills and knowledge through the training program, she not only secured a job but also started earning a monthly income. This has not only improved her financial situation but has also provided her with a sense of independence and self-sufficiency. Additionally, Nadiya has been able to create assets for herself after completing the skill development training. One of the assets she has created is a deposit. This signifies her ability to save and invest her earnings wisely. By creating assets and building a savings account, Nadiya is setting herself up for a more secure financial future. Overall, the training program provided by ATDC has transformed Nadiya's life by equipping her with the skills, knowledge, and opportunities necessary to improve her livelihood and create a better future for herself.

## SUCCESS STORY – 22

ATDC (Apparel Training and Design Center) is a renowned training institute that provides skill development training in the field of apparel designing and manufacturing.

Safwana M, a 28-year-old female beneficiary from the district of Kannur, enrolled in this training program to enhance her creative skills and find employment opportunities in the fashion industry. Prior



to the training, Safwana was unemployed and seeking a source of income to support her family. After successfully completing the training program, Safwana started her own apparel designing business. She became self-employed and started creating and selling her own clothing line. This new occupation has allowed her to exercise her creativity and passion for clothing design while also generating a monthly income of 4000 rupees. Safwana's financial



situation significantly improved after the training, as she was able to contribute to her family's income and support their livelihood. She no longer depended on unemployment benefits and felt a sense of pride in being a self-sufficient entrepreneur. Additionally, she utilized her training to create assets by making a deposit, which further secured her financial stability and future prospects in the industry. Overall, the skill development training provided by ATDC has had a transformative impact on Safwana's life. It not only equipped her with the necessary skills to pursue her passion but also empowered her to become an independent and successful businesswoman. The training institute's efforts in providing such valuable training opportunities have proven to be instrumental in transforming the lives of individuals like Safwana and uplifting their socio-economic status.

### **SUCCESS STORY – 23**

ATDC, which stands for Apparel Training and Design Centre, is a renowned training institute that offers skill development programs in the field of fashion and apparel. Safwana M, a 28-year-old female from Kannur district, was one of the trainees of this



training institute. Before the training, Safwana was unemployed, but after completing the program, she became self-employed. Prior to the training, Safwana had no source of income. However, after acquiring new skills and knowledge through the training program, she was able to start her own business. As a result, her monthly income increased from zero to 4000 rupees. This marked a significant improvement in her financial situation and provided her with a sense of autonomy and stability. In addition to the increase in monthly income, Safwana also created some assets after completing the skill development training. Specifically, she made a deposit, indicating that she had managed to save some money. This demonstrates her ability to effectively utilize the skills acquired during the training to generate income and save for the future. Overall, the training provided by ATDC proved to be a transformative experience for Safwana. It not only enabled her to secure a source of employment but also empowered her to

establish her own business and improve her financial well-being. Safwana's success story is a testament to the positive impact of skill development programs in uplifting individuals and contributing to their economic growth.

#### **SUCCESS STORY – 24**

Akhil AS, a young man from Kottayam district, faced unemployment before he had the opportunity to attend a training program. His father worked as a coolie, and Akhil was determined to find a better path for himself. He came across an advertisement for a course in Machine Operator Assistant Plastic Processing offered by the Central Institute of Petrochemicals Engineering & Technology. Akhil successfully applied for the training course, which was sponsored by the National Backward Classes Finance & Development Corporation. The duration of the training was three months, during which Akhil gained valuable skills and knowledge in the field. Upon completion of the training, Akhil secured a position as a Machine Operator Trainee at Kottakudil Industries. He is responsible for operating machines related to plastic processing. Akhil receives a salary of ₹ 8000 per month, which includes food allowance. Akhil is highly satisfied with the training he received at the Central Institute of Petrochemicals Engineering & Technology. The course equipped him with the necessary skills and knowledge to excel in his new role. He acknowledged that without the training, he would not have been able to secure a job in his desired field. Akhil's success story is a testament to the power of skill development and how it can transform the lives of individuals. Through his determination and the support of the training institute and sponsoring organization, Akhil was able to overcome unemployment and build a promising career in the field of machine operation.

#### **SUCCESS STORY - 25**

C

handru Raj C, a young man from Kottayam district, was struggling with unemployment. His father worked as a daily wage laborer, and Chandru was determined to improve his situation. He came across an advertisement for a course in Machine Operator Assistant



Plastic Processing offered by the Central Institute of Petrochemicals Engineering & Technology. Chandru successfully applied for the training course, which was sponsored by the National Backward Classes Finance & Development Corporation. The duration of the training was three months, during which Chandru acquired valuable skills and knowledge in the field. After completing the training, Chandru secured a position as a Machine Operator Trainee at FCI OEN CONNECTIONS. He is responsible for operating machines related to plastic processing. Chandru receives a salary of ₹ 8000 per month, which includes food allowance. Chandru expresses his high level of satisfaction with the training he received at the Central Institute of Petrochemicals Engineering & Technology. The course equipped him with the necessary skills and knowledge to excel in his new role. He believes that the training was crucial in helping him secure a job in his desired field. Chandru's success story serves as an inspiration, showcasing the transformative power of skill development. Through his determination and with the support of the training institute and sponsoring organization, Chandru was able to overcome unemployment and establish a promising career as a machine operator.

### **SUCCESS STORY – 26**

ATDC (Name of the training Institute) has had the privilege of training and empowering Neethu Raj (Name of the Beneficiary), a 48-year-old woman from Kannur. Before the training, Neethu worked as a tailor, earning a modest monthly income of 800. However,

with the skills acquired through the training, her life has undergone a remarkable transformation. Neethu's determination and dedication to the training program have paid off, as she now excels in her occupation as a tailor. Her income has soared to an impressive 7000 per month, a substantial increase from her previous earnings. This newfound financial stability has brought a sense of security and prosperity to Neethu and her family. One of the significant assets created by Neethu after the skill development training is the acquisition of a stitching machine. This machine has become an invaluable tool in enhancing Neethu's efficiency and productivity as a tailor. With her newly acquired skills and advanced equipment, she is able to meet the demands of her customers more efficiently, resulting in higher customer satisfaction and increased business opportunities. The skill development training provided by ATDC has not only improved Neethu's income and livelihood but has also boosted her confidence and self-esteem. She now takes pride in her work and is recognized as a skilled professional in her community. Neethu's success story serves as an inspiration to others, illustrating the transformative power of acquiring new skills and utilizing them effectively. ATDC takes pride in the accomplishments of trainees like Neethu Raj and reaffirms its commitment to empowering individuals through comprehensive skill development programs. The institute remains dedicated to equipping individuals with the knowledge and tools they need to improve their lives, contribute to society, and achieve sustainable economic growth.

### **SUCCESS STORY – 27**

ATDC (Apparel Training and Design Centre) is a renowned training institute that has played a significant role in empowering individuals with valuable skills and knowledge in the field of garment manufacturing and design. One of the trainees of this esteemed institute is Sabitha Naushad, a 26-year-old married





woman from Kannur district. Sabitha joined ATDC with a vision to enhance her tailoring skills and explore new opportunities in the industry. Before undergoing the comprehensive training program at ATDC, Sabitha worked as a tailor, earning a modest monthly income of 1000 rupees. While her passion for tailoring was evident, she realized the need to upgrade her skills and knowledge to improve her chances of success. With this goal in mind, Sabitha joined ATDC, where she received rigorous training and guidance from industry experts.

After completing her training at ATDC, Sabitha emerged as a skilled and confident tailor, ready to take on new challenges. Her expertise in stitching, pattern making, and garment construction significantly improved, enabling her to deliver high-quality products to her clients. Moreover, she acquired valuable knowledge in garment design and customization, allowing her to cater to diverse client preferences effectively. The impact of the training on Sabitha's life was remarkable. Her monthly income skyrocketed from 1000 rupees to an impressive 9000 rupees. This increase in income not only eased the financial burden on her family but also gave her the opportunity to pursue her dreams and aspirations. Sabitha's newfound skills and improved income brought a sense of pride and accomplishment to her and her family. Additionally, the training at ATDC helped Sabitha create assets that further enhanced her tailoring business. One of the key assets she acquired after the skill development training was a stitching machine. This machine became an invaluable tool in her work, allowing her to efficiently produce garments and meet the growing demands of her clientele. With this asset, Sabitha's productivity increased, leading to more orders and ultimately higher earnings. Sabitha's success story is just one example of the positive impact ATDC has had on countless individuals seeking professional growth and development in the garment industry. Through its comprehensive training programs and industry connections, ATDC continues to transform lives by equipping individuals with the necessary skills and knowledge to thrive in a competitive market. The institute's dedication to empowering individuals and creating a skilled workforce is truly commendable, exemplifying the power of skill development in shaping a brighter future.



### **SUCCESS STORY – 28**

ATDC (Apparel Training & Design Centre) is a renowned training institute that caters to individuals seeking skill development in the apparel industry.

Saifuneesa MP, a 40-year-old female beneficiary from Eranakullam district, enrolled in ATDC to enhance her tailoring skills. Before the training, Saifuneesa worked as a tailor, earning a monthly income of 5000 rupees. However, after completing the training, her skills were refined, and she was able to secure a better occupation as a tailor. With her newly acquired expertise, Saifuneesa's monthly income has significantly increased to 15000 rupees. The training provided her with the necessary knowledge and hands-on experience to excel in her profession. As a result of the skill development training, Saifuneesa MP was able to create tangible assets for her business. One of the assets she acquired after the training is a stitching machine. This machine enables her to efficiently and effectively handle her tailoring projects. With the stitching machine, Saifuneesa can now complete orders in a timely manner, ensuring customer satisfaction and increasing her productivity. This asset not only improves the quality of her work but also allows her to take on larger projects, ultimately contributing to her increased income. ATDC's training and the assets provided have empowered Saifuneesa to elevate her business and further establish herself as a successful tailor in her community.

### SUCCESS STORY – 29



ATDC, the renowned training institute, has successfully transformed Saumya's life through their skill development program. Saumya, a 30-year-old female residing in Malappuram, was struggling to find employment before joining the institute. However, after completing the training, she is now equipped with the necessary skills to be self-employed. This remarkable achievement has not only empowered Saumya but has also provided her with a stable source of income. Saumya, being married, faced numerous challenges in securing a job in her district. However, the skill development training provided by ATDC has turned the tables for her. Previously unemployed, she can now utilize her newly acquired skills in operating a stitching machine. This occupation has not only given

her financial independence but has also enhanced her confidence and self-esteem. With a monthly income of Rs. 8,500, Saumya's livelihood has significantly improved, allowing her to support herself and contribute to her family's well-being. The assets created by her after the training, such as the stitching machine, symbolize her determination and the growth she has achieved through this transformative journey.

### SUCCESS STORY – 30

**S**abitha Kannan, a 28-year-old female from Thiruvananthapuram, was a beneficiary of the training provided by ATDC (name of the training institute). Prior to the training, Sabitha was unemployed, but after completing the skill development program, she gained the necessary knowledge and expertise in stitching. This enabled her to start her own shop, where she now operates a stitching machine.



Sabitha's monthly income

has significantly improved, jumping from zero before the training to 15000 after her business took off. The training not only provided Sabitha with a source of income but also empowered her to become self-employed. The assets created by Sabitha after the skill development training include a stitching machine. This machine has become an essential tool in her business and has contributed to her increased monthly income. By acquiring this asset, Sabitha has been able to expand her stitching services and cater to a larger customer base. With the help of the training institute and her determination, Sabitha has successfully transformed her life and created a sustainable business for herself.

### SUCCESS STORY – 31

The training institute is called ATDC and the beneficiary's name is Bindu Sajan. Bindu is a 31-year-old female from Kannur district. She is unmarried and was previously unemployed. Before the training, Bindu had no occupation, but after completing the skill development training in stitching at ATDC, she now works as a stitcher. Her monthly income has increased from zero to 7000 rupees. Additionally, Bindu has created assets, one of which is a phone.



The training institute ATDC has greatly benefited BinduSajan. Through the skill development training in stitching, Bindu has been able to secure employment and increase her monthly income. Before the training, she was unemployed and had no source of income. However, after completing the training, Bindu now works as a stitcher and earns 7000 rupees per month. This has not only improved her financial situation but has also provided her with a sense of stability and independence. Moreover, Bindu has acquired a valuable asset, a phone, which can further enhance her professional and personal life.

### **SUCCESS STORY – 32**

ATDC, a renowned training institute, has played a significant role in transforming Jishnu K's life. Jishnu, a 40-year-old widow from Eranakulam, had a humble occupation as a tailor before undergoing the skill development training provided by ATDC. With their support and guidance, Jishnu now excels in her chosen field and continues to work as a skilled tailor. The training not only honed her existing skills but also equipped her with new techniques and knowledge, enabling her to enhance her craftsmanship and deliver impeccable results. As a result, she has experienced a considerable increase in her monthly income, from 10,000 to 15,000 rupees. This boost in earnings has empowered Jishnu to lead a more financially secure life and provide for her family's needs. Furthermore, the institute's comprehensive training has allowed Jishnu to create a sustainable livelihood for herself, marking a remarkable



transformation in her professional journey. One of the significant outcomes of Jishnu's skill development training at ATDC is the creation of tangible assets. With her newfound expertise, Jishnu has been able to invest in a valuable asset that significantly contributes to her improved livelihood—a bike. This two-wheeler not only serves as a means of transportation but also facilitates



Jishnu in reaching her clients and expanding her tailoring services to a wider customer base. The bike has proven to be a crucial resource in her daily operations, enabling her to save time and improve productivity. As a result, Jishnu's investment in this asset has not only enhanced her mobility but also played a pivotal role in growing her monthly income. This asset symbolizes her progress and serves as a visible reminder of the positive impact that ATDC's training has had on her life.

### **SUCCESS STORY – 33**

CIPET, an esteemed training institute, has successfully transformed the life of Sri Lakshmi Jayaraj MP. A young and ambitious individual, Sri Lakshmi, aged 25, hails from Palakkad. Prior to undergoing the skill development training at CIPET, he was unemployed. However, through this training program, Sri Lakshmi's career took a significant turn as he emerged as a skilled machine operator. Under the guidance and expertise of CIPET, he was equipped with the necessary knowledge and hands-on experience to excel in this field. Before the training, Sri Lakshmi's monthly income stood at zero, but following the completion of the program, his financial situation saw a remarkable improvement. His monthly income now amounts to Rs. 8,500. This substantial increase in income not only enhances Sri Lakshmi's own quality of life but also highlights the effectiveness of the skill development training provided by CIPET. Moreover, as a result of the training, Sri Lakshmi was able to create a deposit which further solidifies his financial stability and future prospects. CIPET's commitment to empowering individuals through skill development has undeniably made a significant impact on Sri Lakshmi's life, setting him on a path towards success and financial independence.

### SUCCESS STORY – 34

The training institute that Prakasini K attended is called MFS. Prakasini K is a 25-year-old female beneficiary from Malappuram district. Before the training, she was unemployed and married. However, after completing the skill development training, she was able to secure a job as a technical executive. Her income also significantly increased from 0 rupees per month to 10,500 rupees per month. Additionally, Prakasini K was able to create assets for herself after the training, including a two-wheeler. Prakasini K's journey after attending the MFS training institute has been incredibly beneficial for her. Before the training, she was unemployed, which impacted her financial stability. However, after acquiring new skills and knowledge, she was able to secure a job as a technical executive, which not only provided her with a source of income but also enhanced her professional growth. Her monthly income increased from 0 rupees to 10,500 rupees, indicating the positive impact of the training on her financial well-being. Furthermore, she was able to create an asset for herself by purchasing a two-wheeler, which further improved her mobility and convenience. Overall, the training institute has had a significant impact on Prakasini K's life, empowering her both personally and professionally.

### SUCCESS STORY – 35

Name of the training Institute: MFS (Marappuram Skill Development Institute) provided skill development training to Shifana CV, a 25-year-old female beneficiary from Malappuram district. Shifana was unmarried and unemployed before the training. After completing the training, she secured a job as an Akshaya office staff. Prior to the training, Shifana had no monthly income, but after the training, she started earning a monthly income of 8000 rupees. Additionally, she was able to purchase a two-wheeler, which was one of the assets created by her after the skill development training.



The MFS training institute played a crucial role in empowering Shifana and improving her financial stability. By equipping her with the necessary skills, they enabled her to secure a job and generate a steady source of income. This transformation from unemployment to employment has not only positively impacted Shifana's life but also contributed to the economic development of her district. The two-wheeler purchased by Shifana showcases her increased financial independence and mobility, allowing her to commute easily to work and explore new opportunities. Overall, the skill development training provided by MFS has brought about significant improvements in Shifana's life and prospects.

### SUCCESS STORY – 36

Introducing the MFS Training Institute, a renowned institution that has been transforming lives and empowering individuals through skill development training. This particular success story features

Varna KP, a 25-year-old male hailing from the district of Malappuram.

Before undertaking the training program, Varna was unemployed, with his only source of income being teaching tailoring. With a burning desire to improve his circumstances, Varna enrolled in the skill development



training offered by MFS. During the course, he acquired a range of valuable skills and knowledge, equipping him for a better future. The training instilled in him a sense of confidence and determination, propelling him towards new opportunities. Following the completion of the training program, Varna's life took an upward trajectory. He transitioned from an uncertain situation to a stable and prosperous one. Leveraging the skills he acquired, Varna secured a job in a reputable tailoring company and is now gainfully employed. Not only did he find a job, but he also witnessed a significant increase in his monthly income, going from zero to an impressive 10,000 rupees. Thanks to his newfound success, Varna was able to

accomplish something he had always dreamed of — owning a two-wheeler. This asset not only symbolizes his progress but also enhances his mobility and opens up new possibilities in terms of career growth and personal development. Varna's inspiring journey showcases the transformative power of skill development training. Through the MFS Training Institute, individuals like Varna are given the tools and support needed to break free from unemployment and achieve financial stability. The institute continues to pave the way for countless trainees, enabling them to build a brighter future and seize opportunities that were once out of reach. Join us at the MFS Training Institute and embark on a life-changing journey that will empower you with the skills and knowledge necessary for success. Don't wait any longer – take the first step towards a brighter future today.

### **SUCCESS STORY – 37**

The MFS Training Institute is proud to have supported Jidin, a 25-year-old female beneficiary from Palakkad, in her skill development journey. Prior to the training, Jidin was unemployed and unmarried. She had no steady occupation or monthly income. However, after completing the training program, Jidin has successfully transitioned into a customer relationship executive role. This newfound occupation has not only provided her with financial stability but has also empowered her to contribute to the growth and success of the organization she works for. Jidin now earns a monthly income of Rs. 20,000, which is a significant improvement from her previous situation.

During the training, Jidin not only acquired new skills and knowledge but also took the opportunity to invest in her



personal assets. One notable asset that she acquired after the skill development training is a two-wheeler. This mode of transportation has not only enhanced her mobility and convenience but has also enabled her to explore better job opportunities in her area. With her increased income and newfound means of transportation, Jidin has been able to improve her overall quality of life and pursue further growth and success in her chosen career path. The MFS



Training Institute is truly proud to have played a part in Jidin's journey towards success and empowerment.

### SUCCESS STORY – 38

In MFS suhaibu has successfully trained and benefited. Suhaibu, a 25-year-old male from Palakkad. Before receiving the skill development training, Suhaibu was unemployed, but after completing the training, he was able to become self-employed. This training institute has played a crucial role in empowering Suhaibu and enabling him to provide for himself. Prior to the training, Suhaibu had no stable source of income, and his monthly earnings were at a mere 10,000 rupees. However, after acquiring the skills and knowledge from the training institute, his monthly income significantly increased to 15,000 rupees. This increase in income has undoubtedly improved Suhaibu's quality of life and allowed him to achieve financial stability. In addition to the improved income, Suhaibu also created assets for himself after the skill development training. Specifically, he was able to acquire a two-wheeler, which serves as a valuable means of transportation for his self-employment ventures. This asset not only enhances Suhaibu's mobility but also enables him to reach a wider customer base, leading to potential business growth and increased income in the long run. Overall, the training institute has made a positive impact on Suhaibu's life. It has not only provided him with the necessary skills to become self-employed but has also resulted in a significant improvement in his income. Moreover, the creation of assets like the two-wheeler demonstrates his increased ability to invest in his own livelihood, contributing to his personal and financial growth.

