

# SOCIAL IMPACT ASSESSMENT REPORT SKILL DEVELOPMENT & LIVELIHOOD CENTRE

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## 01. ABBREVIATIONS

|             |  |
|-------------|--|
| <b>CSR</b>  | Corporate Social Responsibility            |
| <b>GDA</b>  | General Duty Assistant                     |
| <b>FTCP</b> | Field Technician Computing and Peripherals |
| <b>FY</b>   | Financial Year                             |
| <b>NSQF</b> | National Skill Qualification Framework     |
| <b>NPCI</b> | National Payments Corporation of India     |
| <b>SDG</b>  | Sustainable Development Goals              |

## 02. EXECUTIVE SUMMARY

### Project Background

India's demographic landscape presents both an opportunity and a challenge. With more than half of its populace falling below 25 years old and a projected 32% increase in the labour force over the next two decades, there is immense potential for economic growth. However, realising this demographic dividend hinges on imparting necessary skills to the youth. To address this critical need, Enactment of Companies Act 2013 by the Ministry of Corporate Affairs, Government of India was one of the world's largest experiments of introducing the CSR as mandatory provision by imposing statutory obligation on Companies to take up CSR projects towards social welfare activities. Various Kaushal Kendras in the aspirational districts were established to provide free short duration skill training and creating livelihood opportunities for the trained youth.

Aligned with the objectives of Corporate Social Responsibility, the National Payments Corporation of India (NPCI) sponsored the establishment of skill development centres in Chhattisgarh through the Orion Educational Society (OES). This collaborative effort aimed to provide training to eligible youth, enhancing their employability to meet the demands of the evolving job market.

The program's objectives encompassed setting up Model Skill Development Centres, generating employment opportunities for marginalised youth and providing comprehensive skill training aligned with industry standards. By decentralising skill development initiatives and focusing on holistic training modules encompassing domain skills, soft skills, digital literacy, and financial literacy, the program aimed to equip youth with the necessary tools for success.

Through collaborative efforts between the government, corporate entities like NPCI, and implementing partners such as OES, the program sought to unlock the potential of India's young population, ensuring sustainable livelihoods and contributing to the country's socio-economic development agenda.

### Project Activities



Setting up Model Skill Development Centres called "Kaushal Kendra" in selected areas of Chhattisgarh.



Awareness campaigns in the community for enrolment in the Skill Development Centres and facilities provided through the project.



Training the enrolled candidates as per their areas of interest and prepare them for jobs.



Conducting mock interview sessions with the enrolled candidates.



Organising job placement events by inviting companies and organisations.

## Project Details



### Implementation Year

FY 2021-2022



### Assessment Year

FY 2023-2024



### Beneficiaries

2000



### Location(s)

Jagdalpur, Dantewara, Sukma, Kondagaon, and Kanker districts of Chhattisgarh



### Budget

₹ 2,36,64,000 /-



### Implementing Partner

Orion Educational Society



### SDG Goals



- SDG 1- No Poverty
- SDG 4- Quality Education
- SDG 8- Decent Work and Economic Growth
- SDG 10- Reduce Inequality within and among Countries

## Design Snapshot



### Project Name

Skill Development & Livelihood Centre



### Research Design

Mixed-Method



### Sampling Methodology

Simple Random Sampling



### Sample Size

236



**AUTOMOTIVE SERVICE TECHNICIAN  
TRAINING AT JAGDALPUR**

# Key Findings



**67.8%**

of the participants were males and 32.2% were females. A majority of the participants (91.1%) were unmarried. Participants belonged to all social categories including ST (32.6%), OBC (31.8%), General (27.5%), and SC (8.1%).



**91.5%**

of the participants before joining the course had not received any technical education, out of which 78.8% were unemployed. Only 9% were engaged in full or part time jobs.



**100%**

of the participants received books or tutorials during the training Program.



**57.2%**

of the participants attended classes five days a week. Almost 100% participants shared that training centres had necessary facilities like toilets, drinking water, and materials for doing practicals in the class.



**91.5%**

of the participants had attended the full term of training. Along with regular classes, 85.6% of the participants attended industry-led classes, and around 80% of the participants took part in exposure visits at least once.



**100%**

of the participants underwent assessment after completing the training course and received a certificate for the same.



**100%**

of the participants received training sessions (at least once) on mock interviews during mid-session.

# Key Impact



**90%**

of the participants got job placements within a month to three months.



**44.9%**

of the participants continued the same job they had received during the first placement after completing the course. 31% earned more than ₹10,000 per month.



**93%**

of the participants did not face any challenges in their existing jobs. 91.5% of the participants shared that they were able to relate the work with the training lessons.

## CHAPTER 3

### INTRODUCTION



*SoulAce team member at Jagdalpur Centre with trainees and staff*

Model Skill Development Centres called "Kaushal Kendra" were created in Hub & Spoke Model to create employment and self-employment through vocational training and sustainable livelihood program for 2000 marginalised youth, based on fresh and future demands. Under this project, one Hub Model Centre was set up in the Jagadalpur in Bastar district, and four Spoke Model Centers were set up in Dantewada, Kanker, Kondagaon and Sukma districts of Chhattisgarh. The implementing agency OES set up these centres, conducted awareness campaigns for enrolment of the candidates, provided three-month training, and then approached various companies and organisations for the placement of the trained candidates.

### BACKGROUND & NEED OF THE PROGRAM

The demographic landscape of India presents a unique opportunity with over 62% of the population falling within the productive age bracket of 15 to 59 years, and a significant portion, approximately 54%, falling below 25 years old.

The demographic dividend highlights a significant opportunity for a notable expansion in the country's workforce, particularly in contrast to the anticipated decline in industrialized nations. However, realizing this potential depends greatly on providing the necessary skills to the younger generation. Acknowledging this challenge, the Indian government mandated CSR provisions in the Companies Act of 2013, compelling companies to undertake CSR projects aimed at various Kaushalya Vikas Kendras in aspirational districts. This approach aims to enhance youth employability in line with industry requirements, as demonstrated by initiatives such as the NPCI-sponsored OES facilitating the establishment of Skill Development Centers in Chhattisgarh.

## OBJECTIVES OF THE PROGRAM WERE TO



Set up Model Skill Development Centres called "Kaushal Kendra" in Chhattisgarh in Hub & Spoke Model at District Level & Board levels covering the villages of the respective districts.



Create employment and self-employment through vocational training and sustainable livelihood Program.

Mobilisation activities in villages of proposed locations. Screening and selection of candidates, awareness Programs, and Kaushal Mela.



Providing skill training to the youth - Right Skill for Right Candidates after proper matching. Training as per NSQF Standards and SSC Guidelines - Domain Skills + Soft Skills + Digital Literacy and Financial Literacy .

## ABOUT THE CSR FUNDING PARTNER: NATIONAL PAYMENTS CORPORATION OF INDIA (NPCI)

The National Payments Corporation of India (NPCI) was established as a joint initiative of the Reserve Bank of India (RBI) and the Indian Banks' Association (IBA) under the Payment and Settlement Systems Act, 2007. NPCI operates as a non-profit entity under the provisions of Section 25 of the Companies Act 1956 (now Section 8 of the Companies Act 2013). Its primary objective is to develop a robust infrastructure for both physical and electronic payment and settlement systems, aiming to benefit the entire banking sector in India. In line with its corporate social responsibility (CSR) endeavors, NPCI collaborates with various organisations in the social development sector, focusing on areas such as health, livelihood, education, environmental sustainability, and humanitarian aid. These collaborations aim to create sustainable, scalable, and replicable solutions to address India's most pressing challenges.

## ABOUT THE IMPLEMENTING PARTNER: ORION EDUCATION SOCIETY

Orion Educational Society (OES), founded in 2007, is dedicated to fostering inclusive development by providing mass skill training to marginalised sections of society, including women, unemployed youth, and persons with disabilities (PWDs). With a focus on creating diverse employment opportunities across sectors such as IT, tourism, retail, healthcare, and more, OES aims to empower youth towards sustainable livelihoods. Through its efforts, OES has impacted over 500,000 aspiring youth, particularly from rural and semi-urban areas, by providing vocational training to unemployed youths who are between the age group of 18 year to 35 years. Endorsed by industry and with ties to over 3000 corporates nationwide, OES envisions democratising skill development for all, contributing significantly to India's goal of skilling 400 million youth by 2022 through industry involvement and technological adaptations. Their mission is to become the most preferred provider of training, development, and placement services, ensuring empowerment and sustainable livelihoods for all.

## ASSISTANT ELECTRICIAN TRAINING AT KONDAGAON CENTRE





## CHAPTER 4

### RESEARCH METHODOLOGY



*General Duty Assistant Training at Narayanpur Centre*

National Payments Corporation of India (NPCI) commissioned SoulAce to conduct an impact assessment study to evaluate the immediate and enduring impacts of the Program implemented under the CSR Theme: Education and Livelihood. The impact assessment study was conducted in the fiscal year 2023-2024.

#### OBJECTIVES OF THE STUDY WERE TO



Assess the overall impact of NPCI sponsored Skill Development and Livelihood Centre project.



Understand the experiences of the beneficiaries from this project.



Make recommendations for enhancing the impact and sustainability of the Program.



**GENERAL DUTY ASSISTANT, INDUSTRIAL VISIT**

## MIXED METHODS APPROACH

Through the utilization of a mixed research methodology, this impact assessment study aims to provide a comprehensive and nuanced evaluation of the Skill Development and Livelihood Centre Program sponsored by NPCI.

## QUANTITATIVE APPROACH

Quantitative method was employed to gather impartial data and information, encompassing respondent demographics, knowledge levels, and details regarding the Skill Development and Livelihood Centre Program.

## QUALITATIVE APPROACH

This evaluation also utilized qualitative research method. The qualitative component delved into subjective experiences and perspectives, providing a nuanced understanding of participant views. Through open-ended questions, participants shared their experiences from Program interventions.

## TRIANGULATION

To ensure the reliability and validity of the study's findings, triangulation techniques were employed. Data triangulation was achieved by gathering information from multiple sources, including field notes and beneficiary interviews. This extensive data collection approach facilitated a comprehensive evaluation of the Program's impact.

## SAMPLING FRAMEWORK

### SAMPLING TECHNIQUE



Simple Random Sampling

### QUANTITATIVE SAMPLE SIZE

236

### QUALITATIVE OUTREACH

20

## RESEARCH DESIGN



### Project Name

Skill Development and Livelihood Centre



### Implementing Partner

Orion Educational Society



### Research Design Used

Mixed Method



### Sampling Technique

Random Sampling



### Sample Size

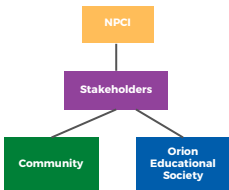
236



### Qualitative Methods Used

In-depth Interview

## KEY STAKEHOLDERS



## COMMITMENT TO RESEARCH ETHICS

The study demonstrated commitment to treating all the participants with fairness and respect, valuing their experiences, and ensuring their opinions were recognized. Emphasis was placed on obtaining informed consent and voluntary participation, with participants receiving comprehensive information about the study's purpose and their involvement, and the freedom to consent or withdraw without repercussions. Necessary measures were taken to maintain confidentiality and privacy, safeguarding the identities and personal information of the participants.

## STUDY TOOLS



### Questionnaire

A structured questionnaires was developed for primary stakeholders to assess the impact of NPCI sponsored CSR Program. Details of each of the focus areas and indicators were predefined before conducting the surveys.



### Interview guides for the beneficiaries and trainers of the Training Centers

Two separate interview guides were developed by the implementing organisation for interviewing the parents of the primary stakeholders and trainers of the various training centres.



**MOCK INTERVIEW SESSION, JAGDALPUR**



**ASSISTANT ELECTRICIAN TRAINING AT DHAMTARI**

## CHAPTER 5

### KEY FINDINGS AND IMPACTS



FGD with parents at Jagdalpur

#### INTRODUCTION

This chapter encapsulates the primary findings gleaned from the study and analysis of the Skill Development and Livelihood Centre project. It commences with the provision of essential program details, such as its geographical delineation and extent of coverage. Subsequently, it presents a socio-demographic profile of the program beneficiaries. In order to demonstrate the Program's impact, the chapter proceeds to articulate the pre- and post-intervention scenarios, encompassing key program inputs and activities executed during the intervention phase. Furthermore, the chapter elucidates the salient findings and overarching impact of the program. To underscore the empirical basis of the analysis, various statistical figures are provided to complement the evidences. Moreover, the inclusion of diverse testimonials serves to enrich the discourse, offering nuanced insights into the multifaceted impacts of the program.



#### Geographical Coverage

Bastar, Dantewara, Sukma, Kanker, and Kondagaon districts of Chhattisgarh



#### Inclusivity

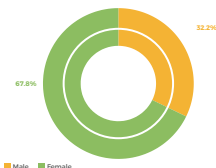
Underprivileged beneficiaries from the lower socio-economic strata.



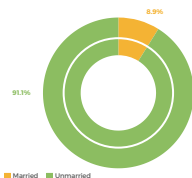
INTERACTION WITH DHARAMDAS PANDEY, PARENTS

## DEMOGRAPHY OF THE BENEFICIARY POPULATION

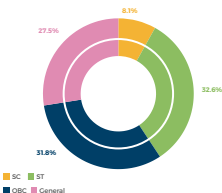
### CHART 1: GENDER WISE DISTRIBUTION



### CHART 2: MARITAL STATUS OF THE PARTICIPANTS



### CHART 3: SOCIAL CATEGORY



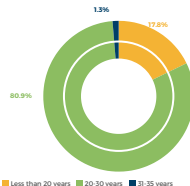
## 67.8%

of the participants were males and 32.2% were females. A majority of the participants (91.1%) were unmarried.

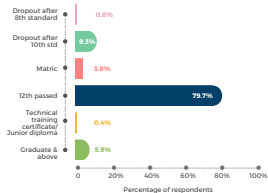


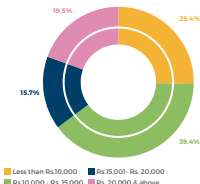
Participants belonged to all social categories including ST (32.6%), OBC (31.8%), General (27.5%), and SC (8.1%).

### CHART 4: AGE-GROUP WISE DISTRIBUTION



### CHART 5: EDUCATIONAL QUALIFICATIONS



**CHART 6: APPROX MONTHLY FAMILY INCOME**

**80.9%**

of the participants were between the age group 20-30 years, out of which 79.7% had only passed class 12th. 5.9% of them were graduates.


**39.4%**

of the participants belong to families that had a monthly income ₹10,000-15000, and 25.4% of the participants' families earned less than ₹10,000 on monthly basis.



As per FCD findings, most of the trainees shared that their parents worked as drivers, farmers, and daily wage labourers; they have all been struggling financially. These might have resulted in the trainees dropping out after class 10th and 12th.

## PRE-INTERVENTION SCENARIO

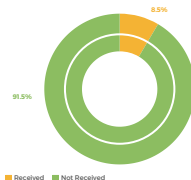
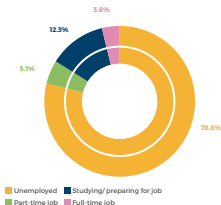
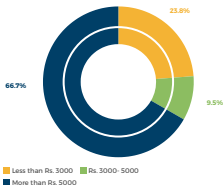
**CHART 7: WHETHER ANY TECHNICAL TRAINING WAS RECEIVED BEFORE JOINING THE PROGRAM?**

**CHART 8: OCCUPATIONAL STATUS BEFORE JOINING THE COURSE**


CHART 9: INCOME BEFORE JOINING, IF PREVIOUSLY EMPLOYED



**91.5%**

of the participants before the intervention had not received any technical education. 78.8% were unemployed, and only 9% were engaged in full or part time jobs.



**66.7%**

of the participants in terms of income earned ₹ 5000 while 23.8% earned less than ₹ 3000 on monthly basis.

“

My daughter was a 12th dropout due to financial problems. We were not able to help her continue her studies. One day, an officer came to our house and informed us about the Orion Educational Society, what they offer and what they are trained to provide. The officer informed us that the course is free and that a job shall be guaranteed after completion of the training at the end of three months. My daughter completed her training and she now works at Nightingale Home Care in Bangalore. She receives a monthly salary of ₹ 17,000.

- Panchan Mandavi, Jagdalpur

”

## INFORMATION BOARD ABOUT THE PROGRAM AT JAGDALPUR CENTRE

Implemented by  
Orion  
Educational Society

**NPCI**  
राष्ट्रीय राष्ट्रीय गुणवत्ता निगम  
NATIONAL INSTITUTE CORPORATION OF INDIA

### कौशल विकास और आजीविका संवर्धन

एक बेहतर, उज्ज्वल और के  
लिए एक कौशल सीखें  
मानदार भविष्य:

- सहायक इलेक्ट्रिशियन  
(Assistant Electrician)
- जनरल ड्यूटी असिस्टेंट  
(General Duty Assistant)
- मोटर वाहन सेवा तकनीशियन  
(टो और तीन पहिये वाहन)  
(Automotive Service Technician  
(Two and Three Wheelers))
- फील्ड तकनीशियन और कंप्यूटिंग  
कक्षा उपकरणों  
(Field Technician and Computing  
Peripherals)
- खुदरा विक्री सहायक  
(Retail Sales Associate)



शोध करें !  
सीमित सीट

Address:  
Near New Bus Stand, Sangam Bhawan,  
Mettguda, Jagdalpur 494001

☎ 7999819003 / 7909956772

# Program Inputs and Activities

## RESOURCES PROVIDED DURING INTERVENTION



Setting up Kaushal Kendras in 5 locations in the district of Chhattisgarh in hub and spoke model.



Materials such as books and other resources for conducting practicals in the classroom settings.



Trained faculties from various fields for teaching and training the enrolled candidates.

## ACTIVITIES



Awareness campaigns through door-to-door visits, using social media, print media, seminars in village, canopy camping, and references of trained trainees.



Courses offered: General Duty Assistant, Retail Sales, Electrician, Automotive Service Technician (2&3 Wheeler), Assistant Electrician, Field Technician Computer Peripherals.



Mobilisation, consulting, theory training, practical training, industrial visits, guest lectures, mock interviews, placement sessions, placement etc.



## CHAPTER 6

### KEY FINDINGS

#### AWARENESS CAMPAIGNS ABOUT THE SKILL DEVELOPMENT PROGRAM

CHART 10: SOURCES OF INFORMATION ABOUT ENROLMENT IN THE SKILL DEVELOPMENT PROGRAM

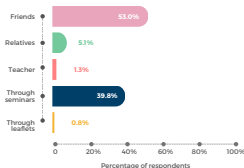
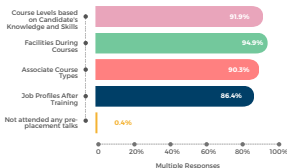


CHART 11: TYPES OF INFORMATION RECEIVED DURING THE PRE-ENROLMENT PROCESS/ SESSION



### 53%

of participants received information about the Skill Development Program through their friends, followed by 40% of participants having been informed through seminars.



### 90%

of the participants during the pre-enrolment session received information about facilities offered by the course, course levels based on the candidate's knowledge, associate course types and job profiling after training.

“

My name is Dharamdas Pandey, and we live in Kondagaon with a family of 5 members. I am a farmer, and I earn ₹ 10000/- per month. We face financial problems. As a result, my daughter Divya Bharti is a 12th dropout. Divya used to stay at home and help her mother with house chores. We got to know about the skill program in the village and Divya enrolled in the Assistant Electrician training program. After the completion of 3 months of training, Divya got a job at Gopal Electricals in Kondagaon as an Assistant Electrician. Now she is earning Rs. 9500/- per month. We are thankful to NPCI for providing this opportunity to Divya.

- Dharamdas Pandey, Kondagaon

”



ASSISTANT ELECTRICIAN PRACTICAL AT DANTEWADA CENTRE

## SUPPORT AND OTHER SERVICES PROVIDED DURING THE TRAINING PROGRAM

CHART 12: WHETHER PARTICIPANTS RECEIVED ANY BOOKS OR TUTORIAL MATERIALS?

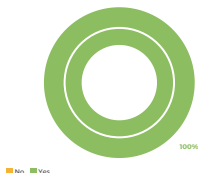


CHART 13: WHETHER PARTICIPANTS RECEIVED ANY OTHER ADDITIONAL COURSES?

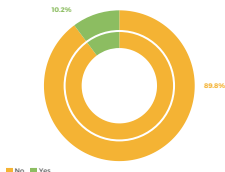
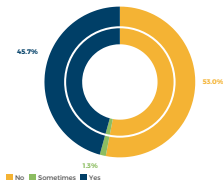


CHART 14: WHETHER PARTICIPANTS RECEIVED TRANSPORTATION SUPPORT DURING EXAMINATIONS?



**100%**

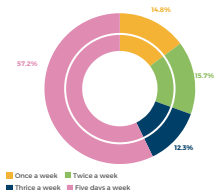
of the participants have received books or tutorials during the training program.



**45.7%**

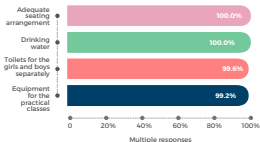
of the participants also received transportation support during the training Program .

CHART 15: FREQUENCY OF CLASSES IN A WEEK



## GENERAL DUTY ASSISTANT TRAINING AT NARAYANPUR CENTRE

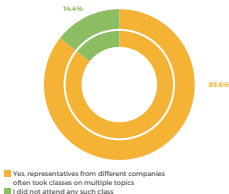
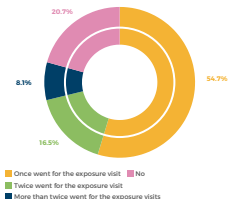


**CHART 16: FACILITIES OFFERED AT THE CENTRE****57.2%**

of the participants attended classes five days a week.

**100%**

of participants shared that the training centers have equipment for the practical classes, separate toilets for girls and boys, adequate drinking water facilities and seating arrangements.

**CHART 17: WHETHER PARTICIPANTS HAVE ATTENDED ANY INDUSTRY-LED CLASSES APART FROM THE REGULAR CLASSES?****CHART 18: WHETHER PARTICIPANTS UNDERTOOK ANY EXPOSURE VISITS DURING THE COURSE TENURE?****85.6%**

of the participants along with regular classes attended industry-led classes.

**80%**

of the participants during the training period undertook exposure visits at least once.

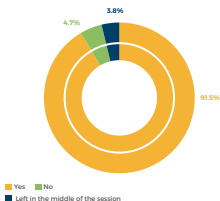
“

During the training, we take the candidates for various industrial visits 3 to 4 times. Guest lectures impart industry knowledge to the candidates.

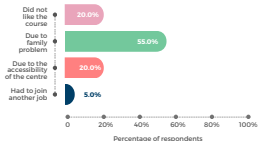
- Khemeshwar Dewangan (AE Trainer, Kondagaon)

”

**CHART 19: WHETHER PARTICIPANTS HAVE COMPLETED THE FULL TERM OF THE COURSE?**



**CHART 20: REASONS FOR NOT COMPLETING THE COURSE**



**91.5%**

of the participants attended the full term of training. Family problems were cited as the main reason for 55% of the participants who left the training mid-session.

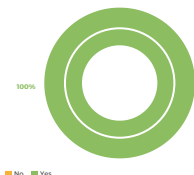


Our average class attendance was 90-95%, and all the enrolled trainees completed their courses successfully.

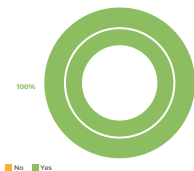
- Pushpa Nagesh, GDA Trainer, Jagdalpur



**CHART 21: WHETHER PARTICIPANTS HAVE UNDERGONE ANY ASSESSMENT AFTER COMPLETING THE COURSE?**



**CHART 22: WHETHER PARTICIPANTS HAVE RECEIVED THE CERTIFICATES?**

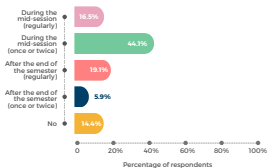


We have 3000 plus company linkings across India. We conduct interviews on our campus. We invite concerned recruiters from different companies, and we also take candidates to particular companies for interviews. We perform market scans to tie up with new employers and visit employers physically.

- Kishan Salam (SMO, Trainer), Kanker



**CHART 23: FREQUENCY OF RECEIVING TRAINING SESSIONS ON MOCK INTERVIEW SKILLS**



**100%**

of the participants have undergone assessment after completing the training course and 100% have received certificates for the same.



**50%**

of the participants received training sessions (at least once) on mock interviews during the session, whereas 25% received the same after the end of the semester.

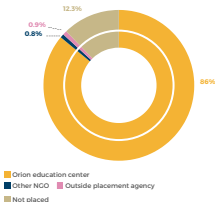
“

We conducted mock interview sessions twice a week for each batch, and we started conducting their final interviews for job selection after completion of their training.

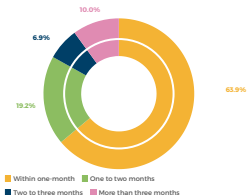
- Hiteshwar Sahu, RSA Trainer, Jagdalpur

”

**CHART 24: WHETHER PARTICIPANTS RECEIVED JOB PLACEMENT SUPPORT FROM THE NGO?**



**CHART 25: WAITING PERIOD FOR THE PLACEMENT AFTER COMPLETING THE COURSE**



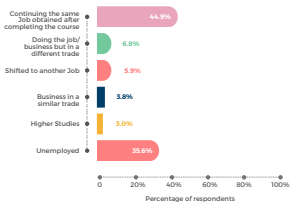
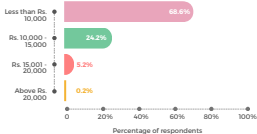
**86%**

of the participants received job placement support from the Orion Education Centre.

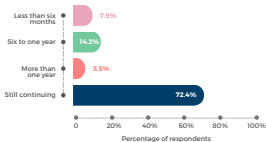


**90%**

of the participants received job placements within a month to three months after the training.

**CHART 26: PRESENT EMPLOYMENT STATUS****CHART 27: SALARY DRAWN FROM THE FIRST JOB AFTER COMPLETING THIS COURSE****44.9%**

of the participants continued the same job they received during the first placement after completing the course. 31% earned more than ₹ 10,000. per month, and 68.6% earned less than ₹ 10,000 on a monthly basis.

**CHART 28: DURATION OF CONTINUING THE JOB OBTAINED THROUGH PLACEMENTS AT THE CENTRE**

“

My name is Lachandai and we live in Jagdalpur with a family of 4 members. My father is a farmer, and he earns ₹ 8500/- per month. We face financial problems, because of which I quit my studies. I cannot afford further studies. An officer who came to my house told me about the Orion Educational Society. He informed about what they provide and what they train in, and about this course which is totally free of cost. He assured that jobs will be offered after completion of the training, which is only 3 months long I was excited to join the course for General Duty Assistant, and I am now very interested in nursing. After completion of the course I attended interviews and got placed in Darshan home care Bangalore, with a salary of ₹15000/- per month.

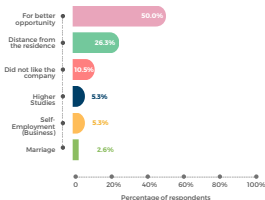
I now work at Darshan home care Bangalore; I am very much happy. I earn and send some amount of my salary to my family, which helps them meet their monthly expenses. Thanks to Orion Educational Society, our livelihood has changed very much and we live a happy life.

- Lachandai, Jagdalpur

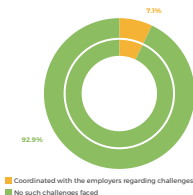
”

**INDUSTRY VISIT, RAIPUR**

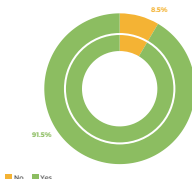
**CHART 29: REASONS FOR DISCONTINUATION OR NOT ACCEPTING THE JOB RECEIVED THROUGH THE CENTER**



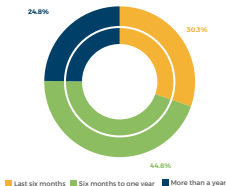
**CHART 30: WHETHER PARTICIPANTS RECEIVED SUPPORT THROUGH THE CENTRE AFTER THE FIRST PLACEMENT IN CASE THEY FACED CHALLENGES IN THE JOB?**



**CHART 31: WHETHER THE RESPONDENTS COULD RELATE THE LESSONS TO THE ACTUAL PRACTICAL WORK IN THE WORKPLACE?**



**CHART 32: DURATION OF EMPLOYMENT IN THE PRESENT JOB**



**93%**

of the participants did not face any challenges in their existing jobs. 91.5% of the participants shared that they were able to relate the work with the training lessons.



**24.8%**

of the participants were presently employed in the same job from the last one year. 75.2% were presently employed in the same job since the last six months.

“

Actually, the candidates we hired from Orion Educational Society and NPCI Skill Centre are all well-trained and skilled candidates. We must appreciate Orion Educational Society and NPCI for their efforts. Our company hired 15 candidates and everything is going well; we want to hire more trained candidates from Orion Educational Society and NPCI skill centre. Also, all the employees are very positive and loyal.

- Sekhar Rathi (Human Resource Manager)  
Matoshree Mart

”

# KEY IMPACTS OVERALL IMPACT CREATED



More than 50% candidate got into jobs immediately after completing the training Program.



More than 90% of the participants did not face any challenges in their existing jobs. This is because they were able to relate the work with the training lessons.



This intervention has promoted the inclusion of people from marginalised sections in the job market, and it has improved their economic status.



CONVOCATION CEREMONY, JAGDALPUR CENTRE



### Key Stakeholder Satisfaction



**100.0%**

beneficiaries responded that they are very much satisfied and grateful to Orion Education Centre sponsored by the NPCI.

### KEY CHALLENGES AND BARRIERS



A large section of the candidates was from rural areas and were school dropouts. So, it takes some time to tackle the challenges posed by language barriers, limited awareness and information.



## Impact Created Across Multiple Levels



### INDIVIDUAL LEVEL

- On individual level, technical skills and knowledge were imparted through the OES Program, which also helped the candidates in receiving placements.
- Trained candidates also got an exposure of the current job market through OES.
- Candidates also got employment opportunities through the OES Program.



### FAMILY LEVEL

- The economic condition of the families have also improved. Earlier, the candidates were either unemployed or earned less than ₹5,000 on a monthly basis.



### COMMUNITY LEVEL

- On community level, the youth from marginalised sections got training and jobs, which will definitely be fruitful for their future.
- By providing training and job opportunities, the OES program also empowers women.
- The OES program will help in attaining the nation's goal of providing skills to those who are left out and are underprivileged.

## 07. OECD FRAMEWORK



### Relevance

The NPCI sponsored OES project holds relevance because the intervention shows that earlier large number of the people were unemployed and unskilled but post intervention, a large number of youth have received both skills and jobs. Evidence of the intervention provides proof to effectively serving and representing the appropriate target groups, such as women and those who belong to socio-economically disadvantaged social groups like ST, SC and OBCs. Also, the geographical location of the intervention also proves the relevancy of the project, as it is located in a highly underdeveloped area of Chhattisgarh.



### Coherence

#### Resonance Companies Act, 2013

**Schedule VII of Companies Act:** This initiative is in accordance with the CSR activities outlined in Schedule VII of the Companies Act. It specifically aligns with the promotion of education, including special education, and the development of vocational skills to enhance employment opportunities.

#### Alignment with SDG Goals.

- **SDG 1: No Poverty:** This intervention, through the provision of technical skills and job opportunities, aims to contribute to poverty reduction.
- **SDG 4: Quality Education:** By offering opportunities of education and training to the people from socio-economically marginalised categories, this intervention plays a significant role in providing quality education.
- **SDG 8: Decent Work and Economic Growth:** This intervention aligns with SDG 8 by promoting policies conducive to economic growth, including support for productive activities, job creation, entrepreneurship, creativity, and innovation.
- **SDG 10: Reduce Inequality within and among Countries:** By ensuring equal access to opportunities for underrepresented groups, this intervention aims to mitigate inequality and ensure that all individuals benefit from technological progress.





### Effectiveness

As per the results, this intervention had shown effectiveness because it has addressed the objectives of providing skills to the trainees and increased their chances of employability. Also, evidence of the intervention demonstrates that it has effectively achieved its goals of installing training centres, providing training to the eligible people, and providing them employment opportunities in the various sectors. Intervention also shows that while a large number of people were unemployed and unskilled earlier, a majority have received both skills and jobs after the intervention.



### Efficiency

The OES project had shown good efficiency, and the OES had been utilised. The interventions utilised the time and resources provided. In three months, the participants were provided skill-based training, additional study materials, guest lectures from the people working in industries, and training for interviews.



### Impact

The impact of the project is evident from its coverage of 2000 people in a year. Also, the training has helped candidates from marginalised communities get jobs in the market. A majority of the participants started earning more than ₹10,000 on a monthly basis. Along with males, many females have become part of workforce in various ways.



### Sustainability

This intervention had shown high sustainability because 100% of the participants were grateful and satisfied with the intervention. The intervention is also aligned with the governments' PMKVY Program. Moreover, this kind of intervention can be easily replicated in other parts of the country.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

# The Way Forward



Expanding the range of courses offered to include diverse skills like carpentry, painting, plumbing, masonry, mobile repairing, and home appliance repair could cater to the demand in both semi-urban and urban areas.



Establishing a network with employed candidates could offer valuable guidance and potential job opportunities to individuals undergoing training



Addressing the gender gap in participation, particularly in favour of women, should be prioritised for future initiatives.



Consider implementing mentorship programs and support networks customised to meet the specific needs of female trainees.



awareness campaigns and workshops aimed at challenging gender stereotypes and encouraging girls to explore educational and career opportunities in fields such as Science, Technology, and Management, among others can be organised.



Targeted interventions and support mechanisms can be developed to address the underlying factors contributing to dropout rates, such as financial constraints, family responsibilities, or lack of support.



Measures can be implemented to provide additional support and resources to candidates at risk of dropping out, including counselling, financial assistance, or flexible scheduling options.



Create a network of alumni and employed candidates who have completed training programs to provide guidance, mentorship, and job opportunities to current trainees.



Facilitate networking events, job fairs, and industry partnerships to connect trainees with potential employers and career opportunities.

## CHAPTER 9

# CONCLUSION

The NPCI sponsored OES project has been instrumental in addressing the skills gap and empowering individuals, particularly in rural areas, that there remains room for improvement. The program has succeeded in equipping youth with valuable vocational skills, enhancing employability, and fostering entrepreneurship. By adopting a holistic approach that caters to the unique needs of rural communities, investing in quality education and training, and fostering collaboration between government, industry, and civil society stakeholders, such interventions can contribute to India's socio-economic development in the years to come.

The NPCI-sponsored OES project aligns closely with national programs such as the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and resonates with the broader goals of the Skill India mission. By providing placement-linked skill training, the project contributes to the creation of a skilled and certified workforce, thereby supporting India's vision of becoming the global skills capital. Furthermore, the project's alignment with Sustainable Development Goals (SDGs) underscores its significance in addressing key socio-economic challenges. By effectively reaching and serving target groups such as women and socio-economically disadvantaged individuals, the project demonstrates its commitment to inclusivity and equitable development.

The OES project's significant outcomes, including high job placement rates, minimal job challenges among participants, and enhanced economic status for marginalized individuals, reaffirm its effectiveness in addressing key socio-economic challenges. By facilitating access to employment and improving livelihoods, the project exemplifies the transformative potential of targeted skill development initiatives in promoting inclusive growth and fostering a more equitable society. Therefore, NPCI sponsored skill development and livelihood centre program has appropriately accomplished the overall purpose of CSR.