Enhancing Employability through Skill Development Training among Women and Youth with the focus on Denotified and Nomadic Tribes in Delhi

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Chapter-1: Introduction

India being one of the youngest and fastest growing economies, has a huge demographic dividend. This dividend is a window of opportunity for the bulge in its working population. This opportunity can only be fruitful if our working population has the skills and enough jobs to apply those skills. Thus, for rapid economic growth, it is important to provide skills and enhance income-employment opportunities matching the aspirations of the rapidly growing young population.

A significant part of this working age population belongs to the marginalized and socially disadvantaged groups like the NT-DNT, Scheduled Castes and Scheduled Tribes. There can never be a holistic growth without involving such groups in the growth story of our country. The first step in the course of inclusion is identification. As the marginalized groups, their needs & pain areas are not homogenous; so, proposing one solution to all of them will be wasted efforts.

Therefore, to offer a customized solution and create meaningful impact, this project focuses on one of the socially disadvantaged groups called Denotified and Nomadic Tribes (DNT). NT-DNTs have a history of criminalization and social outcast due to their lifestyle. They have been nomads for centuries, mostly engaged in professions as animal charmers, singers, artisans, construction workers etc. The changing social scenario has left many of their professions redundant and many of them job less. This combined with poverty has made their life harder. Many of them are pushed into risky, anti-social and illegal activities. To break this vicious circle of lack of social acceptance & resources, and anti-social behavior is a difficult job. To bring them at par with others, it is important to provide them meaningful employment.
But in a world predominantly driven by market forces, their lack of economically productive skills reduces their chances to get a job. So for making NT-DNT youth market ready, skilling plays a crucial role.

Therefore, this project has the mandate to enhance employability of NT-DNT youth & women through training and skill development activities alongside influencing their aspirational goals. This report studies the social & economic situation of ethnic groups of NT-DNT and their

hardships. Then, eligible and interested youths & women were invited for aptitude test. Based on their aptitude, they are trained for different vocations.

This project is a research-based intervention which is a combination of action research with the parameters of employability quotient and field work in skill development which enables the program to receive feedback from the ongoing research alongside fulfilling the need for being employable.

This project was anchored by TISS-SVE.

TISS -The Tata Institute of Social Sciences (TISS) was established in 1936 as the Sir Dorabji Tata Graduate School of Social Work. In 1944, it was renamed as the Tata Institute of Social Sciences. The year 1964 was an important landmark in the history of the Institute, when it was declared Deemed to be a University under Section 3 of the University Grants Commission Act (UGC), 1956. Since its inception, the Vision of the TISS has been to be an institution of excellence in higher education that continually responds to changing social realities through the development and application of knowledge, towards creating a people-centred, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all.

TISS-SVE-In December 2011, Tata Institute of Social Sciences set up the School of Vocational Education (SVE) to provide immediate and definite interventions to improve the skill levels of millions of youth, through appropriate vocational training programmes. The target beneficiaries include organized and unorganized workforce across the industries, and SVE aims to cover every individual who needs to develop employable skills. A vision of creating an ecosystem that would bring back the dignity of labour to all professions and occupations to create sustainable sources of income for the blue collar workforce and youth in the country.

For this project, TISS-SEV had NSDC, Action Aid, CEMCA, and APAR INDIA as main project partners. There were other partners who supported the project in specialized skill trainings.

Their names are Prayatna, Chetnalaya, Partigiya, Udayan Care, Prayas, Aavida, BMC, and AV Baliga Trust from Delhi NCR.
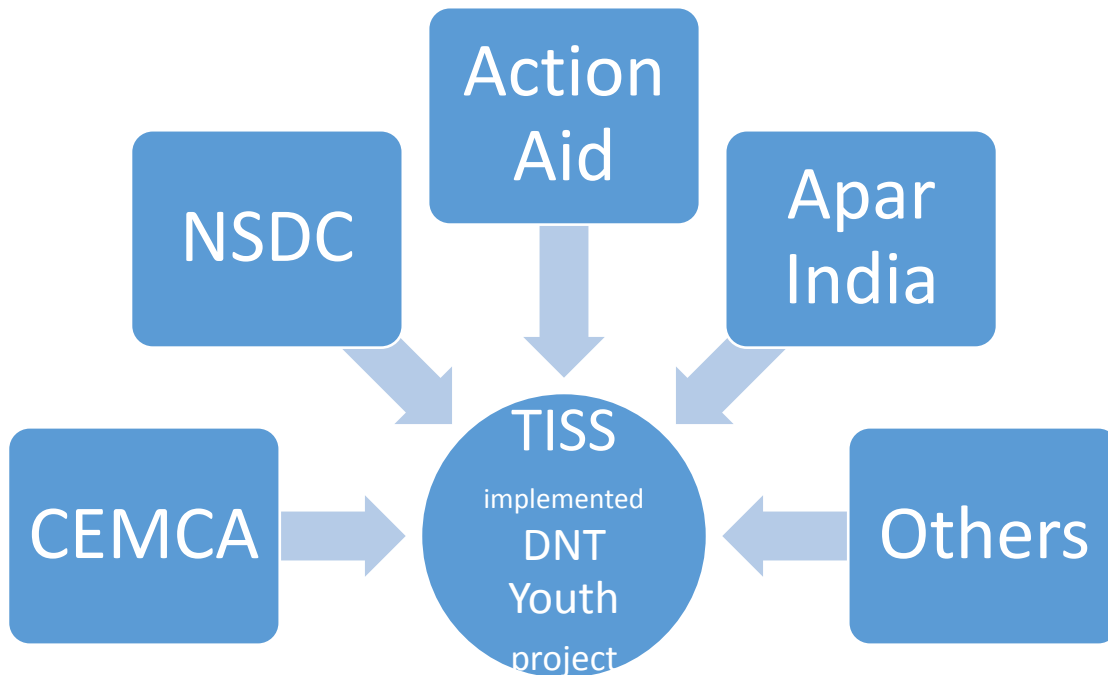
"**National Skill Development Corporation** (NSDC) is a not-for-profit public limited company incorporated on July 31, 2008 under section 25 of the Companies Act, 1956 (corresponding to section 8 of the Companies Act, 2013). NSDC was set up by Ministry of Finance as Public Private Partnership (PPP) model. The Government of India through Ministry of Skill Development & Entrepreneurship (MSDE) holds 49% of the share capital of NSDC, while the private sector has the balance 51% of the share capital." They helped the project through their structured skill building program and specialized curriculum.

"**ActionAid** India is part of a global federation and a full affiliate of ActionAid International that has presence in over 40 countries worldwide. Since 1972, the poor and the excluded have been at the centre of their discourse and actions in India. In 2006, they got registered as an Indian organization called ActionAid Association. They are governed by an independent General Assembly and a Governing Board." They funded the process of soft-skill training in the project.

"The **Commonwealth Educational Media Centre for Asia** (CEMCA) serves as the regional unit of the Commonwealth of Learning. It promotes the meaningful, relevant and appropriate use of ICTs to serve the educational and training needs of Commonwealth member states of Asia." They were the knowledge partners and supported the project in assessment of **employability quotients** of the participants at various levels.

"**Apar India** has been working for two decades in the field of Skill Development and Vocational Training. It has been engaged in providing work integrated programs to enable Indian youth for earning their livelihood." They have supported in training and placements of the trained participants.

The organizations in 'Others' were the training partners of the NSDC, and they provided the trainings.

Purpose of the project

This is an action research project, first of its kind to study and analyze the rampant unemployment in NT-DNT communities, provide them with the skill development training and work opportunities along with the assessment of change in their employability quotient. This will contribute to provide them equal opportunities for growth and have a quality of life.

The project intends to enhance the employability of the women and youth of the marginalized groups especially the Denotified and Nomadic Tribes. The expectations have been converted into SMART (Specific, Measurable, Achievable, Relevant and Time-bound) objectives for guiding the project implementation.

The objectives were:

- Identify NT-DNT women and youth in the select locations of Delhi & NCR
- Provide orientation and soft skills to them

- Identify their aptitude broadly in three groups- multi tasking, technical work and human relationship – (REF)

- Assess their existing employability quotient and counsel them to undertake specific skill training and impart vocational training to the groups of identified women & youth

- Assess the employability quotient of the selected participants at four crucial stages, i.e. Before starting the domain training, During the training, after the training, and three months after placement in the job

- Verify the effectiveness of the intervention methods in the context of employability and its sustenance.

Scope of the Project

The scope of the project has been defined in terms of geographical location, target group, type of vocational training, and the duration of the project. The project was initially limited to the three identified areas in Delhi i.e. Bhatti Mines, Kasturba Nagar, and Mangolpuri. Some other adjacent areas in these localities were also included for the training further as the need of the project and due to their sizable NT-DNT population.

Rationale

According to Dasra (2012), 90% of the workforce is engaged in the informal sector and has low levels of productivity due to inadequate technical, vocational, and soft skills. The school education gives youth basic understanding of the subjects but it doesn't prepare them for the skill-based jobs. Ironically, at present, the industry is facing lack of skilled human resource. This lack of skill is a major hindrance in the path of utilizing the demographic dividend. This presents a strong case for skill development and vocational training for youths.

Technological advancement has resulted in fewer job opportunities for those who have little education (Ghosh and Roy 1997). This enhances the importance of skill development and vocational training for the marginalized groups.

Lower skill-set provides weaker bargaining power and limited resistance to poor working conditions (Cooke, 2010). It becomes a basis of exploitation for most of these vulnerable groups. In such circumstances, skill-development becomes a powerful tool in mainstreaming these marginalized groups.

In sync with Skill India campaign of Government of India, this program aims to bridge the skill gap by providing skill based training to youth and women from NT-DNT communities. After lot of pre-project study, the actual project started in March 2018.

Chapter – 2 Literature Review

This contribution draws mainly from information provided by field workers, existing government reports and primary data collected through qualitative and quantitative methods. The secondary research related to the NT-DNT was mostly based on government reports, with not much clarity on the issue. The sparse literature points to the knowledge gap in the area. A research study related to the employability of the NT-DNT would add to the existing pool of knowledge.

The aim of the research is to explore the intersection between issues pertaining to Denotified, Nomadic and Semi-nomadic Tribes (NT-DNT), their employability, skill development, and their sustained growth. The existing literature was reviewed to assess these aspects of the project. The documents and literature related to these aspects provide the rationale for this project. They also facilitate the theoretical grounding for the methodology, process, analysis, and findings. The systematical review of the published evidence on the prevalent social and economic condition of the Denotified, Nomadic and Semi-nomadic Tribes, provided substantial evidence for the requirement of the project. These tribes are one of the 'marginalized segments of Indian society'. But they have some unique concerns which don't trouble other vulnerable groups. The segment below explores them in details.

Denotified, Nomadic and Semi-nomadic Tribes

The Nomadic and Semi-nomadic tribes have been part of Indian society for ages. By their tradition historically, they were nomads moved from place to place and spread art, science, music, painting, culture, medicine, commodity trade and street entertainment. Due to these traits and circumstances, they were notified as criminal tribes by the colonial rulers under Criminal Tribes Act of 1871 (Agrawal, 2018). The British saw them as potential threats, who could spread anti-British revolt throughout the country. They believed NT-DNT to be important contributors of the 1857 revolution against British.

They were denotified after independence in 1952, hence called Denotified Tribes. However, denotifying them didn't remove the stigma of 'criminals' bestowed upon them in the past.

Some of them claim, in a report by National Commission for Denotified, Nomadic and Semi-nomadic Tribe (NCDNT, 2016), that even today, they are treated as criminals and sometimes harassed by the local administration and police. Most often, their settlements are forcibly removed and their request for alternative arrangements has been ignored by the administration.

As people from these Tribes moved frequently, they had no permanent settlement. This made it difficult for them to obtain any identity proof as NT-DNT. Thus, they couldn't gain benefits under the Govt. welfare schemes. The government has been trying to identify them since independence but still, there is no great clarity about the exact number and population of these communities (Agrawal, 2018). Some reports claim that these communities/tribes account for nearly 10% of the country's population (NCDNT, 2016). The Renke Commission Report (2008) mentioned about 150 NT-DNT communities and about 500 nomadic groups in the country. Some of the community leaders have even asserted that their number would be more with 198 denotified tribes and nearly 1500 nomadic tribes and their population may be even more than 10% (NCDNT, 2016). This uncertainty about the number has been the main hurdle in designing specific policy and relevant welfare schemes for these people.

The National Commission for Denotified, Nomadic and Semi-nomadic Tribes (NCDNT) started functioning from January 2015, under the 'ministry of social justice and empowerment'. Their preliminary report *Voices of DNTS* was released in June 2016. This report mentioned that only 18% of the groups have access to agricultural land, 12% work in private companies, 11% work as drivers, 4% work in government, only 15% have their own house, only 4% are graduates. These figures were a reflection of the pitiable state of these communities.

The traditional occupations of the NT-DNTs are disappearing fast due to changes in the laws. The laws, like Prevention of Beggary Act (1959), Wild Life Protection Act (1972), Prevention of Cruelty to Animals Act (1960), Environment Protection and Biodiversity Conservation Act (1999), Drugs and Magic Remedies Act (1954), have resulted in making the traditional

occupations followed by these people, like snake charming, monkey and bear charming, hunting, acrobatics, puppetry, singing, dancing, acting, handicrafts, artisanship, fortune telling, traditional medico and herbal medicine selling, (Gandhi, 2018), to be illegal. Besides, advancement in technology has adversely affected the popularity and usefulness of their professions. Without their traditional occupations, these people are forced to do begging, rag picking and waste collection, prostitution, child labour, street vending, and unorganized labour (Gandhi, 2018) and illegal liquor sale, manual scavenging etc. Many communities are facing deeper crisis because of the loss of traditional occupation (NCDNT, 2016). The situation demands support and alternate job opportunities for these people.

In the current literature, there is still a lack of research studies conducted by anyone other than the government and few institutions. This is a reflection of the lack of interest by academia, social scientists, researchers, and society at large, in the socio-economic development of this marginalized group. Particularly in light of the published studies, the attention to NT-DNT is occasional and mostly superficial.

The social, economic and political marginality of these groups can also be attributed to their lifestyle and a history of isolated existence outside the conventional society.

The lack of identity proof combined with constant movement also has implication on their children's education. It is difficult for them to get admission in schools and as a result, have lesser opportunities for growth in life. The children also find it difficult to socially cope up with other children of the same age-group because of their personality, lifestyle and dressing.

Employability and Skill Development

According to the NITI Aayog, about 12.8 million people have joined the labour market annually up to 2017. Majority of these people come in the category of unskilled workforce and have very limited opportunities leading to increased unemployment. Ironically, the companies complain of not finding the skilled human resource.

To overcome this barrier and to make growth inclusive, the 12th Five Year Plan has placed special emphasis on prioritizing skill training for the informal sector and developing appropriate skill sets among rural migrants and urban poor (12th Five Year Plan, 2017, Vol. 3, pg. 151).

More than 700 million Indians are estimated to enter the working age group by 2022, of which more than 500 million will require some form of vocational or skill training. Large-scale skill development is thus an imminent imperative. Organizations have to act as 'skills development aggregators' to complement the Government of India's ambition of training 500 million people by 2022. Harnessing the demographic dividend through appropriate skill development efforts would provide an opportunity to achieve inclusion and enhance productivity within the country and also effect a reduction in global skill shortages.

According to 'National Employability report for graduates' (2013), nearly 47 percent graduates are not employable for any industry roles. Skill development trainings have a significant impact on the employability of the workforce. 'Employability', as a concept, is 'the propensity of an individual to obtain a job' (Harvey, 2001). It has several aspects. According to Harvey (2001) some of the significant aspects are job type, timing, attribute on recruitment, further learning, and core skills expected by the employer.

There are several standard tools for skill assessment and developing skills. For this research the concept of STEPS (Self-Management, Team work, Enterprising, Problem Solving and Speaking and listening) has been employed. The concept has been elaborated in the book titled 'Developing Employability and Enterprise: Coaching Strategies for Success in the Workplace' by Doug Strycharczyk and Charlotte Bosworth (2016). The book shows how to help others develop the behaviours and attributes needed to thrive in the modern workplace. It offers coaches, career advisors and educators a complete guide to what employability looks like in the 21st century, both for new entrants to the world of work and those finding themselves in situations where they need to secure a new job or even career. The duo studied 70 students over a period

of 2 years, focusing on demystifying what the soft skills looked like and finding out how young people can gain positive attitudes and mental toughness so that they are better prepared for work. The study helped students to understand attributes and qualities employers wanted their employees to have like being good at admitting mistakes, spotting problems, handling emotions and many more were part of their findings.

The result of the study gave a creative, co-designed curricular of 25 challenges grouped into families of five core STEPS skills. These core skills are important Aptitude and Employability aspects:

1. **SELF-MANAGEMENT**- Self Management skills are those characteristics which are contained within the 'self' and are personal in nature. These do not have much to do with other people or circumstances around. Such skills as honesty, personal hygiene, presentability, resisting stress, managing time, strengthening memory, and exercising often are the key examples of self-management skills.

2. **TEAM WORK**- Teamwork is the collaborative effort of a team to achieve a common goal or to complete a task in the most effective and efficient way. This concept is seen within the greater framework of a team, which is a group of interdependent individuals who work together towards a common goal. Hence these qualities are the ones that enable a person to interact with others better like being helpful, tolerant, cooperative, following rules, etc.

3. **ENTERPRISING**- Enterprising, there are a number of definitions, including "showing initiative, seeing opportunities and taking advantage of them, and adaptability", "Having a drive, determination, persistence and passion", and "Ready to embark on new ventures" .To be enterprising is to keep your eyes open and your mind active. It's to seize opportunities, undertake risks, be innovative and imaginative, etc.

4. **PROBLEM SOLVING**: Problem Solving refers to the process of finding solutions to problems encountered in life. Solutions to these problems are usually situation or context-specific. The process starts with acknowledging the existence of a problem, analyzing it, breaking it up into smaller parts, objectively looking for all possible

solutions, evaluating these solutions for their pros and cons, choosing the best possible solution given the constraints of resources. Problem solving is a universal employability skill that applies to any position and every industry.

5. ***SPEAKING & LISTENING***: Speaking and listening, is the process by which we share and understand information. Communication is the heart of every organisation. Everything one does in the workplace results from communication. Therefore good reading, writing, speaking and listening skills are essential if tasks are to be completed and goals achieved.

Aspirant' career intentions and job expectations are an important factor in meaningful employment. It not only determines the kind of job they will get, it also is important for learning the skills. If the student is motivated they put in more efforts and convert the opportunities into meaningful employments.

Chapter -3 Research Methodology

The research methodology pertains to the ways objectives were defined, data was gathered, and information synthesized, and later converted into a lucid report for the consumption of different stakeholders. This chapter provides the information related to these aspects of the project.

A systematic research design was developed for the assessment of the project deliverables. To measure the achievement of the objectives, simultaneous mixed method research was conducted. The research design included several quantitative surveys spread over the entire duration of the project for employability quotient assessment. This was complemented with qualitative information generated from the focus group interviews, case-studies and one-on-one sessions.

The quantitative assessment of the employability quotient of the participants is done at four crucial stages, i.e. before starting the domain training, towards the end of the training, after the trainings, and one month after placement in the job. Based on these scores of the employability test, the effectiveness of the training intervention and sustainability of employment have been tested. The qualitative data was selected to supplement and explain the results of the quantitative research.

Instrument of Data collection

Several data collection methods were used. Some of the significant ones are as below

1. Case studies
2. Personal interviews
3. Focus group discussions
4. Four quantitative structured questionnaires were developed based on STEPS principle by Strycharczyk and Bosworth (2016). In this tool, 25 important Aptitude and Employability aspects were embedded in the questions included in each of the STEPS acronym. Below is the description of questions (appendix A):

- ***SELF-MANAGEMENT***- Questions covered under this were based on Managing Time, Appearing Smart (Hygiene & Dressing), Managing Emotions, Believing Yourself, & Getting Back up (Resilience).
- ***TEAMWORK***- Questions on following aspects were part of the questionnaire- Following Rules, Respecting Others, Being Reliable, Motivating Others, Learning from others.
- ***ENTERPRISING***- Questions included under this depended on- Using Initiative, Handling Change, Using Feedback, Giving New Ideas & Trying New Things.
- ***PROBLEM SOLVING***: Important heads of Problem Solving included in the survey were- Spotting Problems, Admitting Mistakes, Asking Questions, Fixing Problems, & Keep Trying.
- ***SPEAKING & LISTENING***: Questions covered under this were based on Expressing Oneself, Listening Well, Using Body Language, Communicating well to large group, & Understanding Others.

These 5 determinants or indicators have been used to track the changes happening in the employability of participants. The scores on each of the indicators have been compared at the different junctures of the training program. The description of the entire process of program execution and training effectiveness assessment has been illustrated in the next section.

The Process

The process of the project implementation involves planning and strategy for the resource-allocation based on the need assessment. The team along with the representatives from partner organisations did various brainstorming sessions. As a result of these discussions, a roadmap for effective implementation of the project was created. The implementation was divided in four different phases. These four phases were initiation, training, employability, and

sustainability of the employment. The chart below exhibits the flow of activities planned for the effective implementation of the project under each of these phases.

Social Mapping		
Mobilisation	Phase – 1	
Soft Skill training		
Baselining Employability	Phase – 2	
Domain training		
Employment Opportunity	Phase –3	
Joining Employment		
Handholding after Employment	Phase – 4	
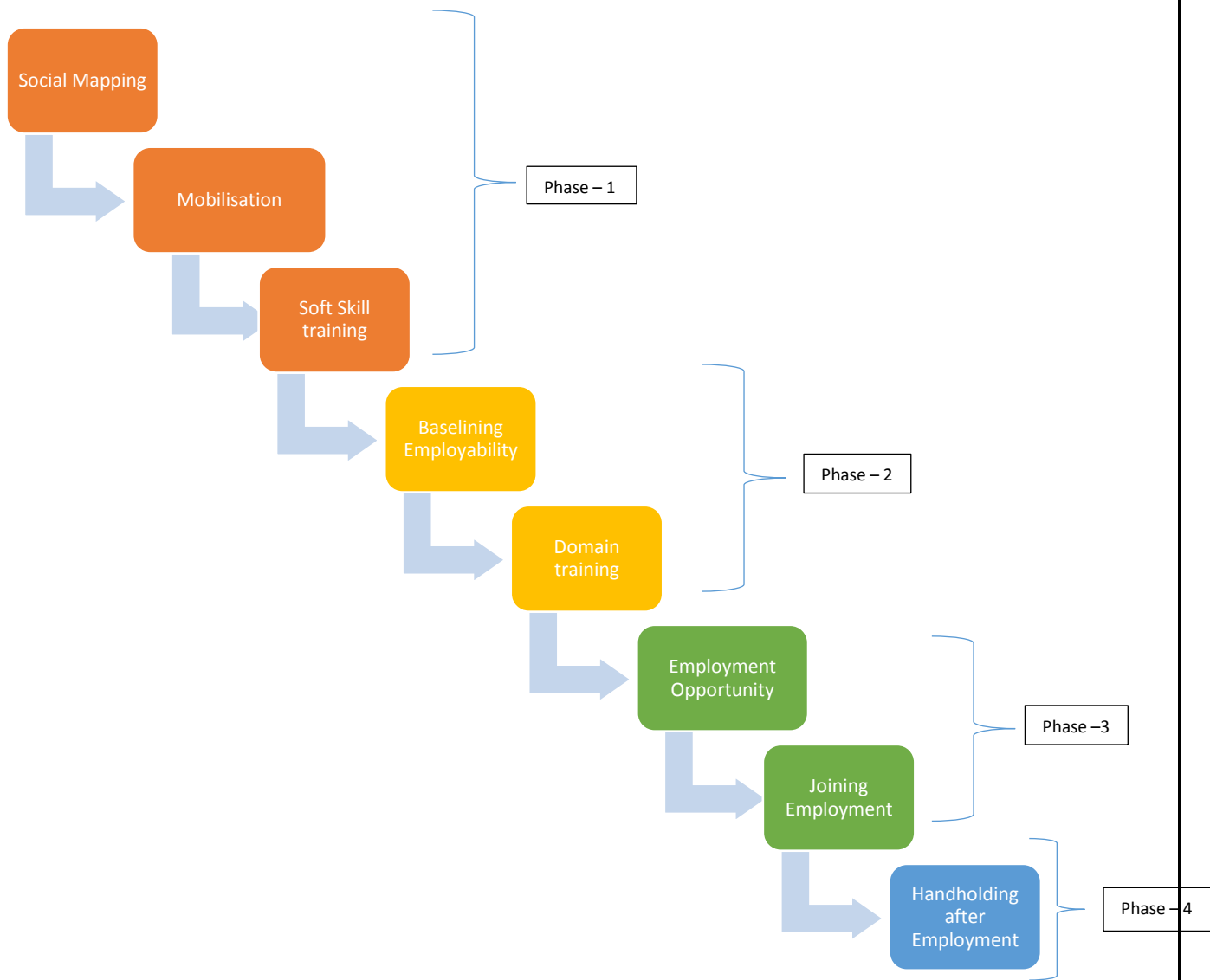
These steps were the key activities done under the four phases of this project. Each of these has been described in details in the section below.

Social Mapping

There were three main areas of intervention along with few others clubbed under others. These places and their nearby areas had significant population belonging to NT-DNT and other

socially & economically vulnerable groups. The Social Mapping exercise involved desk research about the sites and field-visit by the team to substantiate the secondary data. Below are the socio-economic profiles of all the three areas of intervention.

Bhatti mines

Bhatti Mines has more than 20,000 people who came as refugees during the partition of India and Pakistan in 1947. They are officially settled in 1976 in village Bhagirath Nagar in Bhatti Mines, a huge complex of quarries that for 25 years (1965–90) yielded red sand, silica and stone for Delhi's construction industry. Most of the settlers were from the *ODH tribe*. The *ODH*s are a large ethnic group spread over vast regions with important concentrations in Gujarat, Maharashtra, Madhya Pradesh, Rajasthan and Haryana. Hereditary diggers and earth masons by trade, the *ODH*s have been nomads for centuries and were known in the whole subcontinent as indigenous civil engineers and constructors of ponds, canals and embankments. Post-1947, large sections of the tribe inhabiting Sindh and Western Punjab became separated between India and Pakistan; among those who chose the India side of the border, are the pioneer settlers of the labour village in Bhatti Mines. Initially, they started staying in old Delhi's streets. After 1975 slum extraction drive, these people were habited on this land by Mr. Sanjay Gandhi. That's the reason Bhatti Mines is also called Sanjay Gandhi Nagar. Due to the perception related to their community, the NT-DNT community of the area faced various socio-economic problems.

(Reference- http://hlrn.org.in/documents/UA_Bhatti_Mines.htm)

Kasturba Nagar

Kasturba Nagar is an area situated in the southern part of the national capital. The locality is the residence of people who have migrated from various western parts like Punjab, Haryana and even Pakistan. Major population belongs to the de-notified tribe and among them the most

commonly found caste is SHAFI. The community is indulged in illegal selling of alcohol as their primary livelihood. Many youth of the community are also involved in theft. The education level among youth is very low and majorities have their highest education qualification as higher secondary. Many young girls are also working as sex workers in the community. The rampant unemployment and social stigma have compelled NT-DNT youth to go for these illegal works.

Mangolpuri

Mangolpuri is a village, urbanized during the 1980s and is on North-west region of city of Delhi. It is predominantly habituated by the Hindu JATs of the SHEOKHAND and SHOKEEN clan. Though, over the years, a large number of migrants have also come and inhabited there. It has a very famous temple of *Kali Mata*, where devotees from all across India come. The name comes as a direct reference to the Mongols because it is said to have been a minor Mongol settlement in the early medieval period.

Majority of the residents in Mangolpuri are from VALMIKI caste which was previously classified as untouchable. During the colonial period, they were brought from villages to remove human excrement and clean the cities. They became an urban community. The main occupation of this caste is cleaning toilets, sweeping and scavenging. The main occupation of the Mangolpuri residence is rag picking. The living standard and education status of the community in the area is very low. Youth are in bad influence of drug addiction, gambling and alcohol consumption.

The recent developments in the region have led to the spurring up of Malls and Shopping Complex. It has the famous Marble Market of Delhi which is said to be the largest marble market in Delhi in terms of stocks and annual returns.

Others – The other places included in the intervention were nearby the above mentioned areas of intervention. So, most of the characteristics were similar to the above three. There was another area called **Aadiwasi basti** chosen earlier. But the pre-intervention research revealed that the people in the community were earning well with their traditional profession of drum-beating. Thus, they didn't want any other kind of training.

The Process of Mobilisation

The mobilisation team did several field visits before the intervention to understand the community and create an environment of mutual trust. They held many preliminary meetings with local community leaders to understand socio-economic context of the area of intervention. The community representatives included anganwadi workers, local school principals, training providers, Mahila Mandals and local NGOs. This helped in creating fast inroads in the community. The local bodies provided the trust required for community involvement, which in turn helped in increased outreach. But this method of involving community leaders, for mobilization, had its drawbacks as well. The effect of local leaders' enmity for each other affected operations of the project in some areas. In these areas, the team had to carefully communicate with all the stakeholders to clear any kind of doubts and ambiguity. They also had to present their work in a non-biased way.

Through the community meetings, the team tried to understand and set appropriate community expectations from the project. The feedback from community meetings helped the mobilisation team to plan strategy for out-reach. These strategies, including door-to-door awareness campaigns, beneficiary surveys, pamphlet distributions, meetings with all important stake holders, were employed based on the social context of the community selected for the intervention. In some areas, the stakeholder meetings were effective and in others, a door-to-door awareness campaign. Team even had to engage a local person for outreach in some areas where opinion leaders didn't support due to their own agenda.

To increase the involvement of the stakeholders, they were asked for inputs for improvement in the effectiveness of outreach of the intervention. They were also made aware about the salient points of the project and requested to encourage youth, women, and members of NT-DNT to actively take part in the training.

After mobilization, the youth of the NT-DNT community were given 3 months training under our project with the goal to change their mindset and make them skillful to take up new opportunities.

The interactions happened with many opinions and community leaders in the areas of intervention.

They provided useful inroads in the community and facilitated the mobilization process in various ways.

The list of the names of some of the representative of NT-DNT community is as below.

Area of Intervention	People
Bhatti Mines	Ms. Bindu, Community para legal, Mahila Panchayat Mr. Dileep Kumar, Principal, Local School, NT-DNT Mr. Ram Pal, Local Community Leader, NT-DNT Ms. Rajani, Local Community Leader, NT-DNT
Kasturba Nagar	Mr. Guru Dutt, President, RWA, NT-DNT Mr. Jagdish Rana, Member, RWA, NT-DNT Mr. Surender, Member, RWA, NT-DNT
Mangolpuri	Mr. Dinesh Singh, Founder, Smt. Tulsa Devi memorial Trust

The Process of Training

The process of training had several parts to it, which reflect their own observations. The next few sub-sections elaborate on findings from each of the parts of the project.

Soft Skills training

After Community Mobilisation, the field team along with our training partners like APAR INDIA fixed dates for four days soft skill training. Soft skills training was aimed at enhancement of personal attributes which have an impact on individual's interactions, job performance and

career prospects. It also included a module on the ability to communicate through the spoken, written and non-verbal gestures. This skill is a necessity in nearly every industry and workplace. Soft skills accompanied by the hard skills are important to develop a well-groomed skilled workforce.

Each training started with a rapport building session to create a comfortable and congenial relationship between the trainer and the participants which is essential for fruitful learning. The participants filled registration forms on the first day and had session on SAFE ENVIRONMENT which covered the topics of- when to trust someone, Good touch, Bad Touch, Physical Hazardous behavior, what needs careful observations, and how can someone make them emotionally unsafe. It also talked about how to cope with such situations. The day also includes a brief session on basics of FRIST AID (First Aid is the immediate treatment given to an injured person before the doctor arrives) which can help them in any emergency situation. The participants are taught in details about T.O.T.A.P.E.S which is as follows: T- Talk, O- Observe, T- Touch, A- Active movement, P- Passive movement, E- Elevate, S- Stop.

On the second day, the counsellor accompanied the trainers. The day started with review of the 1st day training, followed by *Mukhbandi* Activity, where participants discuss about various jobs & professions in a fun way. The game allows the learners to relax, work together as a group, have fun, and also begin an important exercise of exploring all the opportunities present. Then, the participants appear for an Aptitude test (Annexure-1; Questionnaire).

Third Day of training was related to basic of Skill training. The following topics were covered- what is communication, communication process, importance of communication, types of communication (Verbal & Non-Verbal), barriers of communication (Personal, psychological, & Physiological), and extempore. On the fourth day of training, students came across with frequently asked questions during interviews and the result of their aptitude was shared with them. The counsellor also selected the candidates for further domain training according to their aptitude and referred them to the nearby training provider like Apar India or others.
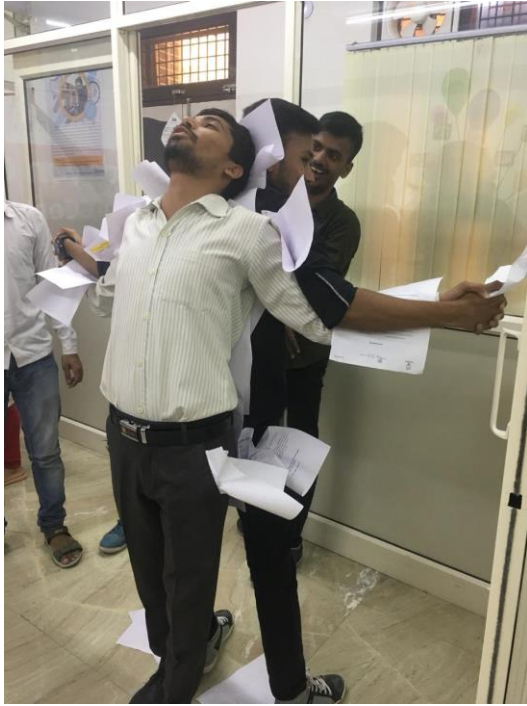
Day	Activity	Purpose
Day 1	session on SAFE ENVIRONMENT First Aid T.O.T.A.P.E.S: T- Talk, O- Observe, T- Touch, A- Active movement, P- Passive movement, E- Elevate, S- Stop	Good touch, Bad Touch, Physical Hazardous behavior Preparation for emergency situation
Day 2	*Mukhbandi* Activity	To make participants aware about

	Aptitude test	different professions & jobs To assess participants' inherent qualities pertaining to professions
Day 3	Verbal & Non-Verbal communication and its' barriers (Personal, psychological, & Physiological) Extempore	To highlight fundamentals of communication To increase confidence
Day 4	Mock Interview	To prepare the participants for basic questions asked in an interview. Result of their aptitude was shared with candidates Selection of the candidates for further domain training

Aptitude Test (Base-line)

The aptitude test was carried out as the baseline study of the participants. It also worked as a screening process for selecting participants for the domain training. All the participants who were part of the soft-skill training appeared for the aptitude test. Everyone received a report card and those who qualified according to the criteria of caste, age, and educational background (SC, 18 years above and 10th Class Pass) were given certificate. The test analyzed the aptitude of the youth and categorized them in three groups i.e. Multitasking, Technical and relationship groups of jobs. The appendix illustrates the questionnaire used for aptitude assessment. They were also given an opportunity to enroll for the domain training. Different vocations available for learning were shared with them.

The selected students went on for domain training with our training partners like APAR INDIA, who built the domain training centre in the given community area itself (Bhatti Mines, Kasturba

Nagar and Mangolpuri).

Domain training

The curriculum has been provided by NSDC which is used by them for the skill-set specific domain training. As and when the participants went on for the Domain training, our team of counsellors along with project partner CEMCA developed an Employability Quotient assessment questionnaire along the same lines as was the aptitude test (STEPS). The thought behind it was to evaluate the development of the participants on the 5 standards and furthermore to make them reflect on the issues which they never pondered on previously, by themselves. This survey was extremely illustrative in nature with each head having 25 situational based inquiries alongside scoring which they needed to provide for themselves from 1 to 5, 1 being the lowest and 5 being the highest. Detailed analysis of the same is attached as the annexure. For Employability Quotient survey, the team of counsellors met with the participants individually and in groups. Once the participants gave their detailed response along with scores, the counsellors then gave their own scores separately based on the analyses of group discussions and answers given by the participants.

After successful completion of various domain training batches, our partner organisation APAR INDIA organised several placement fairs (JOB MELA) for the participants in their community itself.

All Partner Domain information					
S n o.	Partner Name	Total no. of participant for soft-skills training	No. of participant selected for domain training	No .of participant NOT Selected	Participant s attended domain training	Domain
1	APAR INDIA	347	237	110	210	ELECETRONICS & HARDWARE TECHNICIAN, MOBILE PHONE HARDWARE REPAIR TECHNICIAN
2	PRAYATNA	107	24	83	24	Basic IT, Advance IT, Retail management
3	CHETNALAYA	82	17	65	17	Basic IT, Beautician, cutting & Tailoring
4	PARTIGIYA	60	16	44	16	Basic IT, Retail management
5	UDAYAN CARE	134	18	116	18	Graphic & Print Design, Diploma information technology
6	PRAYAS	256	60	196	60	Basic IT, Advance IT, Beautician, cutting & Tailoring ,Retail management
7	AAVIDA	12	4	8	4	Beautician, cutting &

						Tailoring
8	BMC	25	5	20	5	cutting & Tailoring
9	AV BALIGA TRUST	23	12	11	11	Basic IT, Beautician, cutting & Tailoring
		1046	**393**	**653**	**365**	

The Process of Handholding

The process of handholding involved counselling and providing employment opportunities to the participants. The counselling has been used as a way of clarifying the doubts and misconceptions of the facts. Some of the female participants believed that technical jobs like

mobile and computer repair are for men, and women cannot work on them efficiently. The counsellors talked to them and cleared their doubts. Many of them later shared their delight and satisfaction at assembling computers or mobiles on their own. The counselling helped participants in taking up rational decision-making in terms of identifying the stream of the training, completion of the training, appearing for a job interview, and later in selecting jobs. The counsellors not only talked to the students but also to their family members. In many cases, decision-makers are the family heads and their opinion had significant influence on the choices an individual makes. Many married women had to convince their families not only for enrolling and completing their training but most importantly for joining the job. As the project team also provided the employment opportunities to the participants on completion of the training, they had to face queries related to the jobs. They clarified the doubts pertaining to work-environment, safety at work place, and commute to the work place amongst others.

Consolidated data for domain training									
S. No	Data Points	Bhati Mines Batch 1	Bhati Mines Batch 2	Kasturba Nagar Batch 1	Kasturba Nagar Batch 2	Sultanpuri Batch 1	Sultanpuri Batch 2	Sultanpuri Batch 3	Others	Total
1	Soft skill training	64	68	50	49	59	36	21	699	1046
2	Selected for Domain Training	36	34	40	37	34	36	20	156	393
3	Not joined Domain Training	6	4	10	7	0	0	0	1	28
4	Total batch size	30	30	30	30	30	30	30	155	365

#										
5	Batch start Month	Jul-18	Aug-18	Sep-18	Oct-18	Dec-18	Dec-18	Jan-19	Dec-18	
6	Batch End Month	Oct-18	Dec-18	Dec-18	Jan-19	Mar-19	Mar-19	Apr-19	Jun-19	
7	Drop-outs during domain training	1	4	5	7	0	10	NA	1	18
8	Number of students appear for exam	29	26	25	23	30	17	NA	103	206
9	Number of students waiting for exam	0	0	0	0	0	0	0	50	50
10	Number of students did not appear for exam (Dropout)	1	4	5	7	0	10	NA	2	19
11	Number of students passed	21	23	14	18	27	17	NA	103	179

12	Number of students fail	8	3	11	5	3	3	NA		27
13	Number of students offered job	12	13	11	13	6	2	1	59	108
14	Number of students working	8	4	5	9	0	0	0	23	49
15	Number of students did not join	4	9	6	4	6	2	1	36	59
16	Number of students not interested in the job	2	2	5	1	NA	NA	NA	24	34
17	Number of students applied for a loan	9	0	0	0	NA	NA	NA	NA	9

18	Number of students received a loan	0	0	0	0	0	0	0		0
19	Number of students pursuing higher studies	6	8	9	4	NA	NA	NA	20	47
20	Number of students in the pipeline for the job	0	0	0	0	0	0	0	0	0

Chapter – 4 Observations

The chapter on observations tries to capture the qualitative aspect of the study. The input for this part has emerged from field notes of the trainers, counsellors, and experts along with the secondary research documents. The observations have been categorized as per the phases of the project implementation process.

Phase -1: Social Mapping & Mobilization

Bhatti Mines – The area, on the outskirts of Delhi, has many pockets of migrant population. Most of the houses are makeshift arrangements as the Government hasn't regularized their colonies. The connectivity is poor. Public transport is limited because of the distance from the city. The place is connected through road only, which also is not properly made. It is 25 kms from Chhatarpur metro station. Primary occupation is construction as most of the youth belongs to NT-DNT group of traditional construction workers. Most of them get employment as daily wage workers in mines or stone crushing work.

Kasturba Nagar – The connectivity of public or private transport is good. The area is well connected through metro and road transport. The area has government supplied water and electricity available. Prima facie, the community doesn't look in need of the training. They had robustly built decent houses. But a little investigation revealed that houses were made by their ancestors, with the support money received from the government after migration from the neighboring country during partition. Community has not had much job opportunity; so, most of the people resort to rickshaw pulling and auto driving. Sale of liquor and use of abusive language is common. Most of the families don't allow girls to go out much, even for education or work. Some of the girls are even forced into prostitution due to lack of employment. These girls have been socially excluded. When mobilization team motivated two of the girls to join the course, the other students objected to this. Even local leaders were not supportive to include the two girls.

Mangolpuri – The area is well connected to the other parts of the city through metro and other road transport. It has water and electricity supplied by the government. The houses are pakka but the construction is not well planned. Mostly, the SC community lives here. They have pakka houses. Most of the people are government employees; so, the youth doesn't have much inclination to the work. They think the caste certificate and parents' network can also get them a comfortable job easily. Law and order is a problem with high crime rate. Girls also face restriction on their mobility.

Others – There were many areas, adjoining to the ones selected for intervention, included in the study due to their significant population of the NT-DNT. These areas were Sultanpuri, Ashok Nagar, Badarpur, Bawana, Jahangirpuri, Saleempur, Buddh Vihar, Tuglakabad, Wazirpur, and Mayur Vihar. All these areas had connectivity through road and metro.

Some salient Observations

	Mobilization	Attitude towards training
Bhatti Mines	• Local opinion leaders had significant role in facilitating the mobilization process. • Personal enmity between community leaders also affected the mobilization process. • The distance and mode of commute between the main city to the intervention area was challenging. • As the exposure to various skills and job opportunities were low, the scope of	• Youth were open to the training as it was upskilling for them. • Some of them had unrealistic expectations from the training of getting high paying job near to their home. • Another group was disappointed as 250 girls from community got beauty culture training by a known training partner but they didn't get job or loan to start their own parlour. • Overall, openness to learn was high amongst the youth

	improvement for the youth was high.	
Kasturba Nagar	• The community here has been indulging in unlawful activities which affected the mobilization. • Exposure to the various career opportunities was less, so people declined to be part of it.	• Youth were open to the training as it was up-skilling for them. • Many girls dropped out of the course because of the perception that the computer hardware or machine repair is a man's job. • But with some efforts from our team, the percentage of girls was higher than boys in the training.
Mangolpuri	• The local partner NGO's good rapport in the community helped in mobilization. • Law & order situation and traditional thinking reduced the participation of girls in the course. • The mobilizations process was easy due to the correct identification and rapport of the local resources.	• Youth were open to the training as it was up-skilling for them • Free things are most welcome • Fathers are govt. servants; so, not much consideration about the future career prospect which affected the seriousness amongst participants • Many participants took the training as hobby classes as they had caste certificates.
Others	• As it was a mixed group, the challenges were also mixed. • At one place (Adiwasi basti),	• Most of the areas near Mangolpuri were very positive for the training.

	people were earning enough from their traditional jobs (Dhol/Drums): so, they were not interested in the training.	• The area near to Kasturba Nagar required more community outreach sessions before joining the training.

Phase – 2: Domain Training

There were some significant observations during domain training. Some of the participants mobilized for the training couldn't join or continue their course of the training. The salient reasons given by the participants are illustrated below.

- The technical nature of the training was difficult to understand. Many aspirants found it difficult to understand and remember the names of the technology pieces. Many women participants thought that hardware knowledge is not a women's job.
- The opportunity cost of the training was higher for those who were working, and their families were dependent on their income. Thus, they could not pursue the domain training.
- Some of the participant took the training as a stopgap arrangement for them. They believed having a free certificate would add value without putting in much effort. They did not show much seriousness in attending the class or learning.

In many cases, the field team could talk to the participants and convince them to join back. The team also did the counselling of the parents or spouse of the participants to clear all the doubts and misconceptions. The counselling helped in resetting the unrealistic expectations and apprehensions related to jobs. As a result many joined back in the course and also accepted job offers.

Aptitude Domain Mismatch

Aptitude	Domain Training		Numbers
Technical	Retail		5
Relationship Jobs	Computer Hardware	69	123
	BASIC IT	35	
	Mobile Repairing	19	

As the table depicts that there were participants, whose result of the aptitude does not match with the domain training they received. The reasons for this mismatch are several. Some of the jobs like house-keeping are not considered aspirational. Many participants dropped out or changed their trade because of the social outlook of the vocation. Lack of exposure was also one of the reasons for students opting for enrollment in the different course. Also, at some places the availability of experts and resources were a constraint due to connectivity issues.

Phase – 3: Employment Opportunity

The aspiration changed during the intervention. Some participants went for higher studies or more advanced course in the domain they were selected for. The vocations offered to the participants were not aspirational for the post-millennials. Their aspiration driven by media exposure has increased and that made them refuse the jobs. The male participants were focused on software & English speaking and women were interested in tailoring and beautician kind of job.

	Current Employment opportunities	Aspirations	Career Focus
Bhatti Mines	Construction workers Daily wage laborer Small local business/shops	Regular office jobs Proximity to their home (opportunity cost to go far is higher)	Punctuality & regularity is good, Career focused

Kasturba Nagar	Auto driver liquor sales	Regular office jobs with good salary	Serious about Career, Girls have many family restriction, No punctuality
Mangolpuri	Cleaning staff	Regular office jobs high salary expectations	Punctuality is good Not very focused No career clarity
Others	Mixed Group of Auto drivers, house-keeping staffs, and construction workers	Regular office jobs with less work and decent salary	

Mainly in the case of females, family doesn't want them to work outside. Thus, the entire skill training becomes futile for them. Still, the course majorly had female participants.

The project required pre-specified domains of training which were not fully aligned with the expectations of NT-DNT youths. Many NT-DNT youth wanted employment near to their home and matching their aspirations. The domains offered were driven by market and availability of the resources which did not match with the aspirations. Also, the job opportunities were not available near to their homes.

Phase – 4: Employment Sustainability

The team, part of the placements, had some observations specifically for the employability programs. According to them, some of the participants did not join the job offered to them; in some cases, they went for higher studies or advance courses in the domain they were trained. Also, some had family constraints. They had high expectations related to the salary and work

environment. After the training, many of them didn't join multiple job offers because of these unrealistic expectations.

The table below summarizes the attempts of the team to connect with participants and collect data pertaining to the sustainability of their employment.

	1st Month	2nd Month	3rd Month	Total
Call Follow up	325	323	317	365
Could not connect	40	42	48	
Job offered	85	0	11	96
Not accepted job	69		11	80
Job joined	16		0	16
Job continued	16	8	8	8

The efforts yielded some of the insights into the factors affecting the sustainability. It also captured some of the reasons for not joining or leaving the job. Some of the generic observations across the areas of interventions are as below.

- Aspirational levels – The experience with the youth has been that the expectations are not realistic, as they do not have experience of the real work environment. They want office jobs with minimum efforts and high salaries. Some of them also mentioned, about jobs which can utilize their existing knowledge.

- Motivations – The experts feel the motivating factors for the youth is different from the course designers. Thus, including some of the response from youth, while deciding about the domain and delivery mechanism, would improve the outcome. Matching to the view, some of the participants went on to do relationship jobs after the technical trainings.

- Family background – The participants from the family of lower education or government jobs, were less motivated to work. Many of them articulated that they have a caste certificate so they may get a better government job with minimum efforts.
- Family support – In some cases, the family did not support the participants to join the course and later job, as they felt it does not match their family values and traditions.
- Proximity & other expenses vs. low skilled jobs near home – The participants, while refusing the job offer, mentioned that the job in the city would have higher opportunity cost than their low skilled jobs near to their homes.

Chapter -5 Analysis

The analysis has different phases based on the crucial juncture of the trainings. These data collection phases have different sample sizes. The first phase after mobilization was an aptitude test. This mass filling of information in a structured questionnaire acted as the baseline for selection and tracking the progress of the participants for the domain training. The sample size for this phase has been 1046, who were given four days soft-skills training. Based on the results of the soft-skill trainings and other parameters, 365 participants were selected for the domain training. In the second phase, the data was collected during the domain training. The third phase of data was captured at the time of placement and fourth phase was done 3 month post placement. This phase-wise data collection provided the record of conversion of skill into employment and then sustainability of that employment.

Phase 1 (Soft Skills) Analysis

In this first phase, more than 1000 youth and women were mobilized. Out of them, 1046 could finish the soft skills training. Counselling played a crucial role in motivating many participants to finish the course. This training was applauded by work-experienced participants as this added to their existing technical skills and helped in doing better at their work place. The fresher participants also found this training useful as this improved their personality and increased their chances of cracking a job interview.

Following are some of the graphs depicting the descriptive statistics of the participants of this phase.

Students' Profile

Age-wise Profile
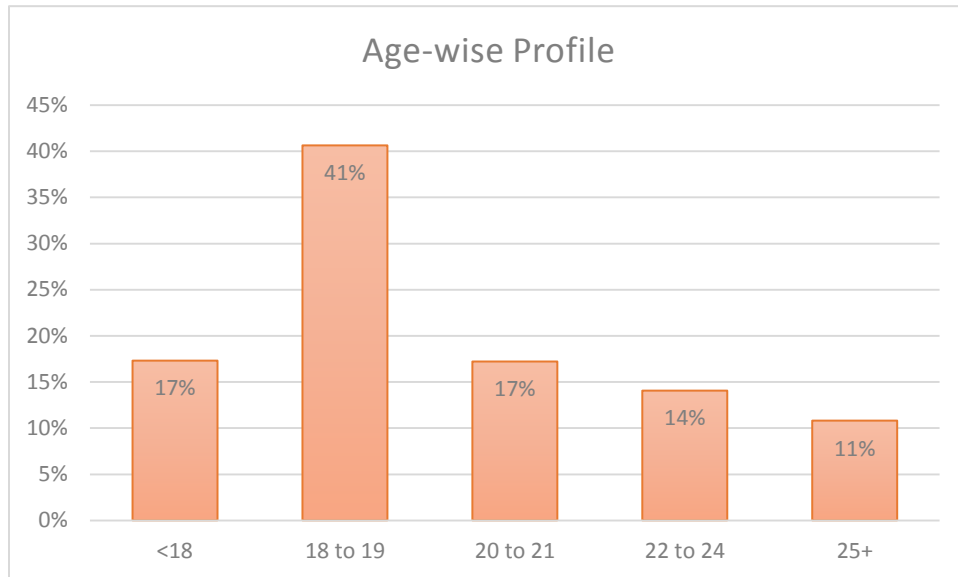

Majority of the participants (72%) of those who received soft skills training were from the working age group of 18 to 24 years. While selecting for the domain specific employability training in phase two, participants less than 18 years of age were not considered.

Gender Distribution

[PERCENTAGE]

[PERCENTAGE]
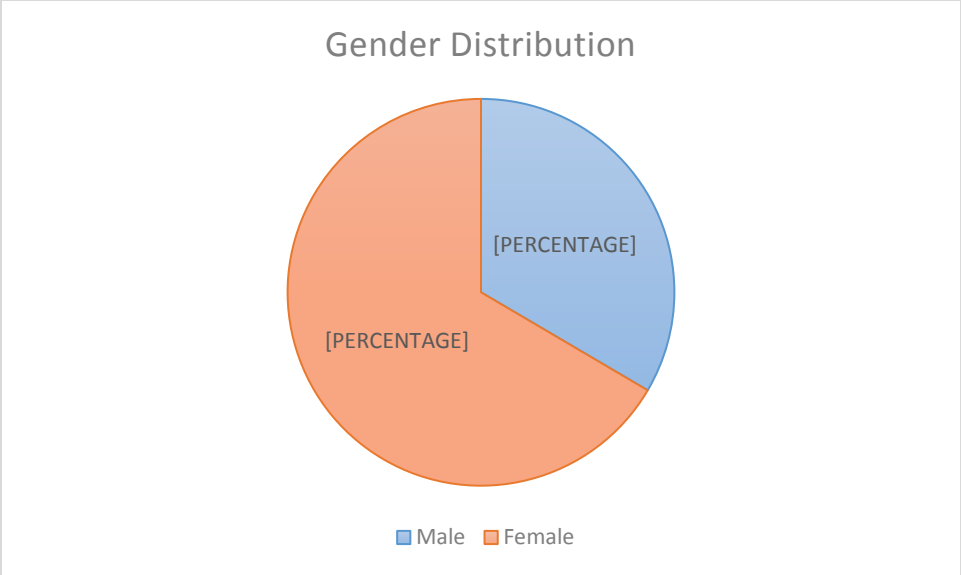
■ Male ■ Female

The number of females has been significantly higher in the initial soft-skills trainings. This also points towards increasing desire of increasing the employability amongst the females. Many of these participants shared stories of struggle and restrictions by the families. Despite such social limitations, at all the intervention areas, the participation of women in the training creates hope for future.

Social Group

GENERAL

33%

ST
1%

SC
45%

21%

OBC
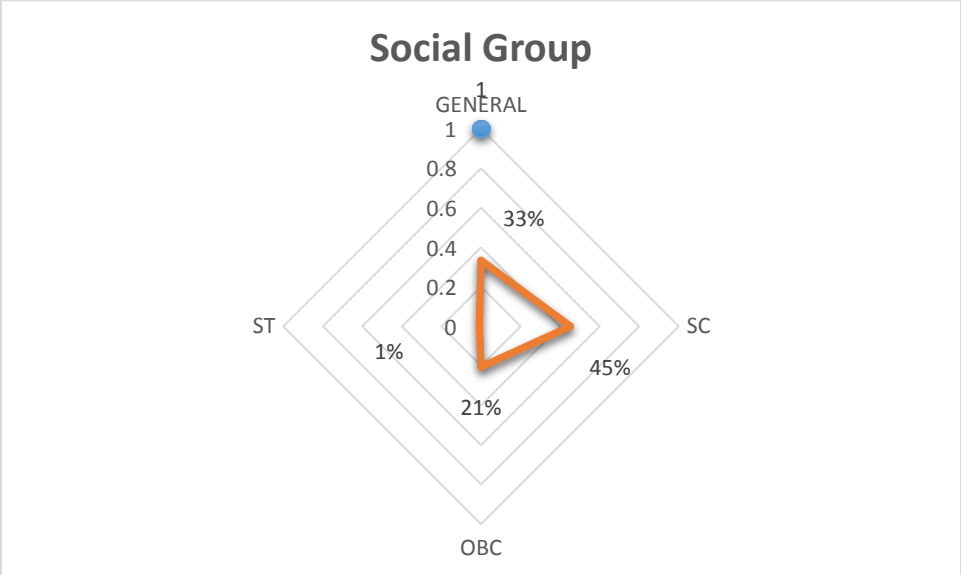
There are 28 castes of NT-DNT that have been listed by Government of India (Refer Appendix II). Lot of these castes are in ST category and some belong to SC, OBC and General category. The NT-DNT population has not been given special certificate in many states, such as Delhi, which makes their identification difficult. The caste list of the government, worked as a guide for this project to select the NT-DNT participants for the second phase. We had to make affidavits stamped with the notary to prove their NT-DNT category. This needs to be addressed immediately and seriously.
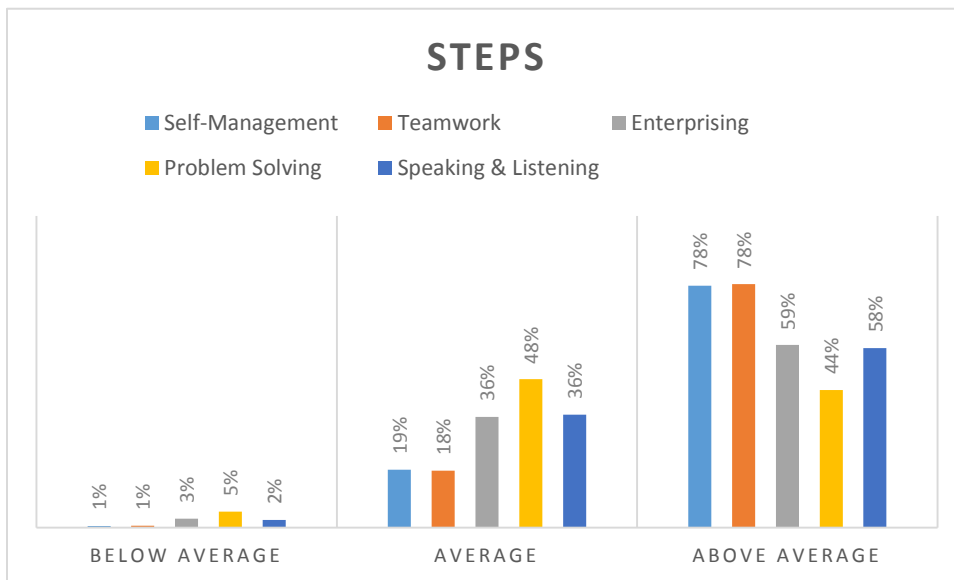
Aptitude
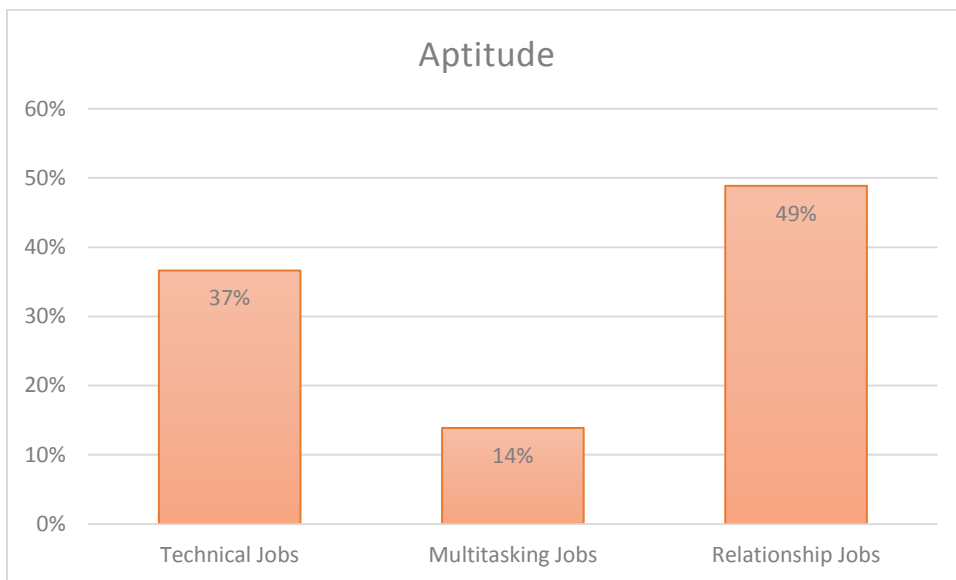
The result of the aptitude test, divided the participants into three categories i.e. Technical, Relationship and Multitasking. The test showed that close to 50% people are fit for relationship jobs in other words jobs which has human interaction as the major component. The technical jobs included technical skills like mobile repairing, computer hardware, and basic IT.

STEPS

As discussed previously, the parameters of the employability selected for the project is acronymed as STEPS (Strycharczyk & Bosworth, 2016) which stands for Self-Management, Teamwork, Enterprising, Problem solving and Speaking & Listening respectively. These parameters under STEPS were assessed with the help of the some pseudo-indicators presented as questions to the participants. The performance of the students has been divided in the category of below average, average, above average and blank or no response. The graph below shows consolidated score for the participants of the soft skills training depicting a comparative score on each of the STEPS employability parameters for this study.

Consolidated STEPS Graph

The above graph is shows that the youth have fewer problems solving aptitude. They also show less aptitude for being enterprising. The scores in self-management and team have been above average.

Phase - 2: Training

The second phase was designed for capturing the response during the domain training. There were total 393 NT-DNT youth, total trained 365, the rest 28 couldn't come for the trainings. There were genuine reasons for them to miss the training. In some cases, domain training was not matching their skills or aspirations. Some of the participants were from the poor families who couldn't miss their daily work, as they were responsible for their family's financial needs. Some of the female participants also dropped due to family restrictions and their own hesitation to join a technical course.

The analysis below presents the profile of the participants of the domain training, their aptitude, domains offered for training and comparison of their STEPS score from phase 1.

One of the notable achievements of the team was the composition of female participants in the training. The below chart shows how they surpassed men in the ratio of 60% females is to 40% males.

Sex Ratio of the domain training

145

221

■ Female ■ Male
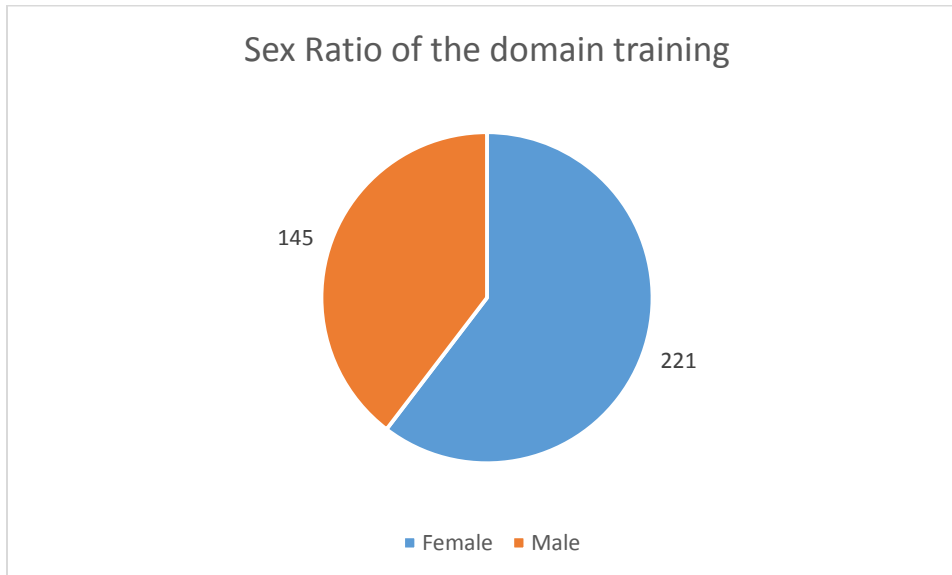
The educational qualification-wise, 80% of the participants had completed their 10th or 12th. Some of them, close to 14%, were more educated than 12th. Around 5% had education below

10th. Education has helped many in selecting and understanding the domain training courses better.

Educational Qualification

Qualification	Percentage
None or NA	1.9%
Post Graduate	0.3%
Graduate & Under Graduate	13.4%
11th or 12th	45.9%
10th	34.4%
Below 10th	4.1%
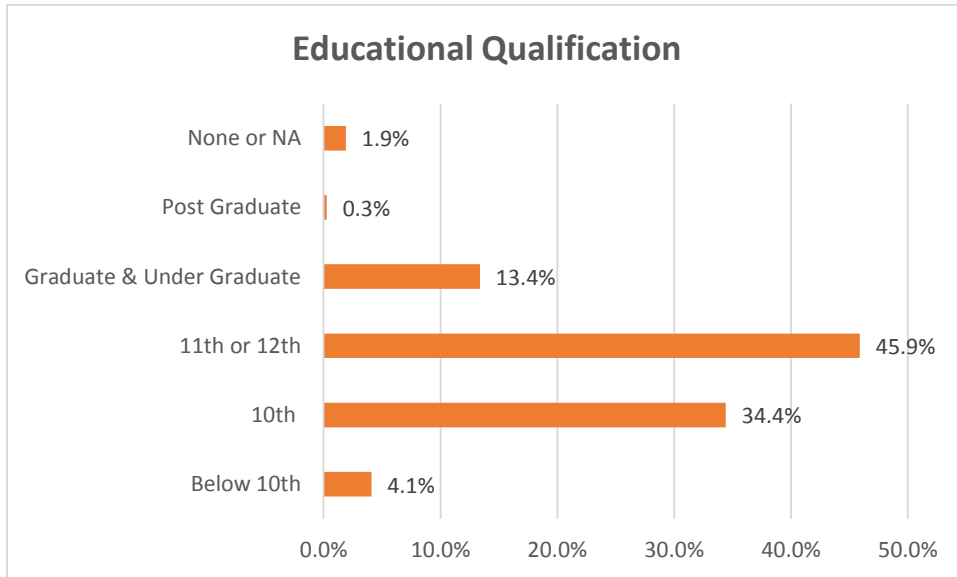
There were several courses offered in the domain training. The chart below depicts the composition of the participants in each of the courses offered. Most of the people chose to learn Electronics & Hardware, followed by mobile repair.

Courses offered for Domain Training

Course	Percentage
ELECTRONICS & HARDWARE	32.8%
Mobile Repairing	22.1%
Computer Hardware	19.4%
Computer Basic	0.8%
Basic IT course	19.9%
Diploma infromation technology	1.4%
Graphic & Print Design	0.8%
RETAIL MANGEMENT	1.6%
Tally Pro	0.3%
Tally	0.8%
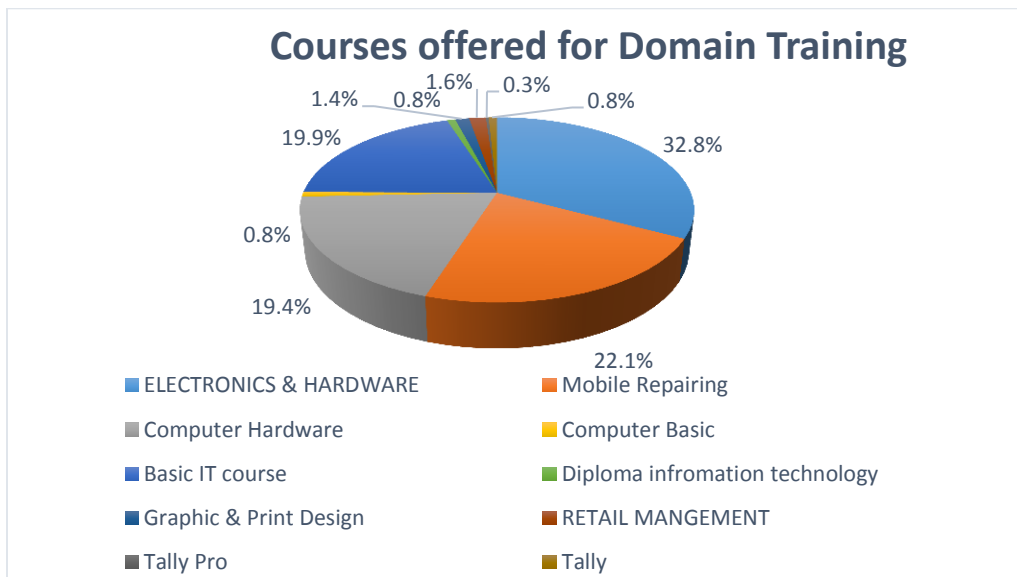
The domain training not only provided them with the technical skills but it had a significant impact on the overall employability of the participants. The graph below shows the improvement displayed by the participants on the 5 parameters of the STEPS scale described earlier. The scores in the graph are for the same participants who were part of both STEPS surveys conducted to trace the improvement. Thus, the requirement for a control group gets ruled out and its can be validly concluded that the training can be attributed for the changes in the average scores of the participants against each of the parameters.

Training Impact

Parameter	First Test	Second Test
Self Management	10	17
Teamwork	10	17
Enterprising	9	16
Problem Solving	8	17
Speaking & Listening	9	16
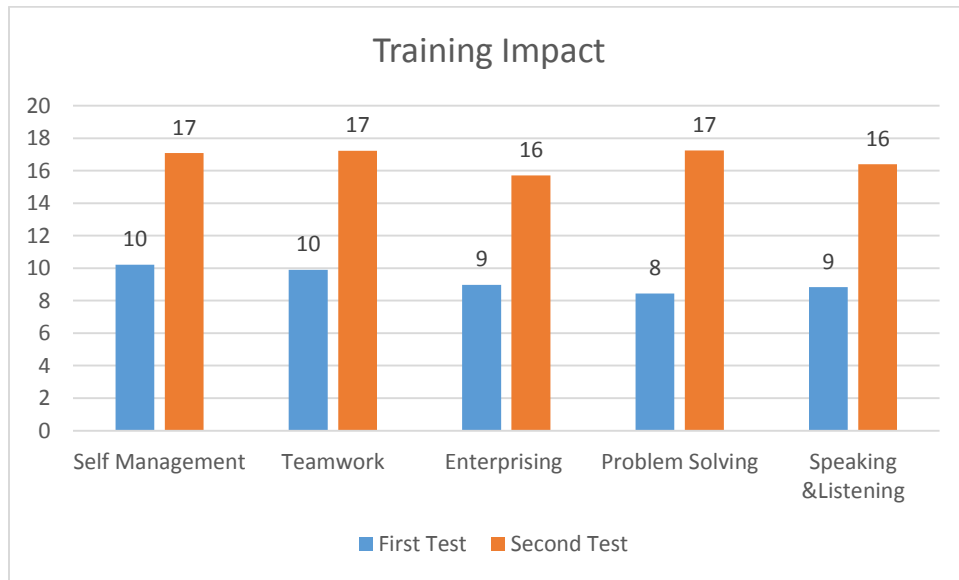
The parameter which showed the most noticeable change was 'Problem Solving' which was lowest in the previous test. This signifies that the training has provided the participants with technical skills along with an attitude for identify problems and seek its solution. The graph bellows shows the above mentioned change in percentage terms.

Problem Solving
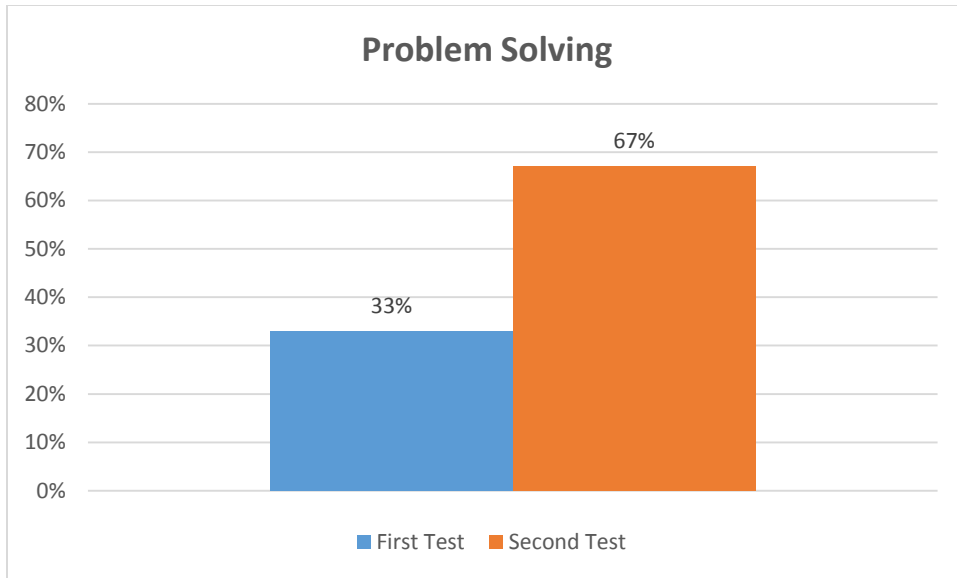
The change in percentage terms is 34% which is more than double of the previous score. The participants have largely shown close to 50% change on all parameters. The analysis of the data in the next section further shows whether the improvement in the STEPS score also translates into employment or not.

Phase - 3: Employability

This phase is based on the inferential statistics performed on the data available to draw conclusions based on the evidences. The analysis tries to explore the correlations between various factors significant from the project perspective.

The general practice is to test correlations with the help of hypothesis formulation. There are two types of hypothesis i.e. null and alternate hypothesis.

Null Hypothesis H_o : $\mu \neq 0$

Alternate Hypothesis H_n : $\mu = 0$

The null hypothesis is that there is no relationship between two significant factors.

Here the factors are gender and aptitude. The null hypothesis is that in which there is no significant relationship between these two whereas the alternate hypothesis states a significant relationship between gender and aptitude.

Relationship between Gender and aptitude

	Gender	Aptitude
Gender	1.00000000	0.07597964
Aptitude	0.07597964	1.00000000

The result shows that there is no significant relationship between gender and aptitude. Thus, we would accept the null hypothesis. This establishes that gender doesn't determine the aptitude of a person on the scale of employability.

The relationship between educational qualification and average STEPS score for the third phase has also been tested for the influence on each other. Here, our assumption is that there is no significant correlation between educational qualification and average STEPS score for the third phase.

Relationship between educational qualification and average STEPS score for the third phase

	Educational Qualification	Average Score 3
Educational Qualification	1.0000000	-0.1011948
Average Score 3	-0.1011948	1.0000000

The above result shows that though, the influence is not very significant, there is a negative correlation between education qualification and average STEPS score for the third phase. This can be attributed to the fact that majority of the participants had educational qualification equals to or less than 12th standard.

There were analyses that also showed weak correlation between score of aptitude test and dropout from the course. It may be attributed to the facts that the reasons for dropout were other than the capability of the participants to finish the course and employ the learning from the course.

Correlation between aptitude test and dropout

	Dropout data	Aptitude test
Dropout data	1.00000000	0.15228188
Aptitude test	0.15228188	1.00000000

The next analysis explores the correlation between STEPS score in the third test, Educational background, domain training and engagement status of the participants. The engagement

status includes the data of participants who were offered jobs, went for higher studies, applied for loan or started their own work and those who are not working anywhere.

The data shows that there is a positive correlation between the marks scores by the participants in the 3rd STEPS test and their engagement status. The influence is moderate but this points towards the increased confidence and aspirations of the participants who either took up a job, started their own work, took loan or went for higher studies.

	Education	Domain Training	Engagement Status	Average of 3rd test
Education	1.00000000	-0.38337336	-0.19029257	-0.01038087
Domain Training	-0.38337336	1.00000000	0.52826434	0.07740595
Engagement Status	-0.19029257	0.52826434	1.00000000	0.25569348
Average of 3rd test	-0.01038087	0.07740595	0.25569348	1.00000000

The data also exhibits that domain training and engagement status are strongly correlated. In other words, for some domain trainings, placement is easier in comparison to other kinds of skill trainings.

Case Studies

The soft skill training was given to more than 1000 participants. This touched upon communication, teamwork, and few life-skills. The domain-specific skill training was given to 365 youth and women from DNT. They were also provided with employment opportunities at corporate houses. Many of them applied for loans and some even started their own venture.

Some of these efforts provided stories to be celebrated. Stories which show that how hope, perseverance and courage can change future with little help from skilling. The case studies below show some of such stories.
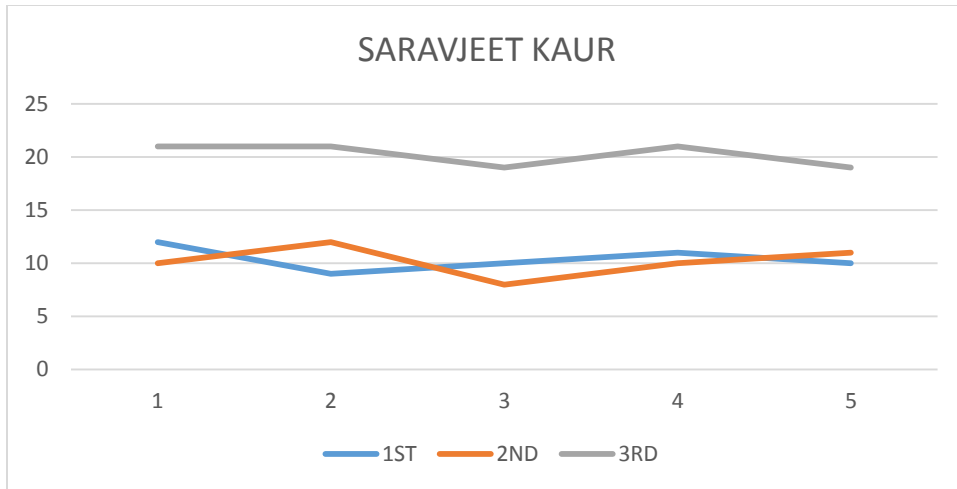
SARAVJEET KAUR

20 year old, Saravjeet Kaur is born in Delhi, as the youngest in the family of 8 members. Her forefathers migrated from Pakistan and settled in Kasturba Nagar. Her family is very conservative and traditional. They don't allow girls to go out much. Till recently, she and her 4 sisters had very limited interaction with the outside world.
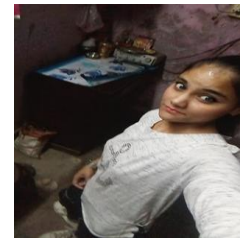
Her father used to drive auto before his accident which paralyzed his lower body. It caused an existential crisis for her housewife mother and her 5 siblings. Her elder sister started working as a peon and her brother started driving a school van for sustaining the family. They also rented their auto for additional income. The financial condition of her family also affected her studies. She finished her class 12th this year but couldn't get admission in college. She had money to apply to only one nearby college and there she couldn't clear the cut-off list. She neither had money to apply to other places nor was she allowed going to far-off colleges. But, she doesn't regret her not getting admissions. She says that it was the blessing in disguise as she wouldn't have got the chance to do the computer training done under TISS project. It was a big change for her. Earlier, she had no knowledge about computers and used to think that she should stay away from them. Now, she is confident enough to assemble a computer on her own. She thanked the teachers and counsellors for convincing her for this course. This course not only taught her about computers but it also reduced her hesitation. The biggest change she feels is in her personality. Her earlier timid and shy self has been changed with a more confident and optimistic person. Now she doesn't hesitate in talking to people and presenting her thoughts. In fact, her classmates joke that she always remains in front of the class presenting her views.

This quality also helped her in getting a job with international toy manufacturers 'Hamleys' in their sales division. She is happy about the offer and would love to join. She is expecting a salary of around 10 thousand rupees. Her aspiration about the future has also changed. She would like to start her own venture someday or pursue higher studies.

SARAVJEET KAUR

The above graph depicts that Saravjeet has benefited significantly from the domain training than from the soft-skills training.

LOVELY

20 year old Lovely lives in Kasturba Nagar. He has completed 10th Class from NIOS and is currently pursuing Class 12th from NIOS. In his six-member family, he has his mother, elder brother and sister-in-law with 3 kids. His father died 8 years ago.

He started working on part-time basis at the age of 10 years, when his father died, as the family needed money. He pursued his schooling along with work. He took up several jobs in his short career span. Initial few months, he worked in a wedding invitation designing company where he used to work for 4 hours per day and earn Rs 2000 per month. Then, he started working in a PVC making factory until the age of 15 years. There he used to earn Rs 3000 per month initially and after training Rs 9000 per month. Then, he worked in a mobile repairing center at Gaffar Market for 2 years on a commission basis where he used to earn roughly Rs 7000-Rs 8000 per month.

Lovely is currently working in a private school as a driver in two shifts- morning 6am to 8am and afternoon 1pm to 2:30pm where he earns Rs 6500 per month. After the training in Computer Hardware and Network course under TISS NT-DNT Employability Enhancement PROJECT, he got selected for a job at Platinum One Telly Xcelerator (Hamleys).

He aspires to create a unique MOTORCYCLE which will be environment-friendly (less pollution) and with 1290 Horse Power Engine; it will have high speed. This motorcycle will be changeable

in seconds. He is also working on creating a unique costumef for the bike. He is working on this project since the last 2 years.

Multitalented, Lovely has a YouTube channel with the name of KNKE STARS where he uploads videos of his dancing and singing. He believes that his technical knowledge from the course will help him in developing his dream motorcycle. He also feels that his confidence has increased immensely from the course.
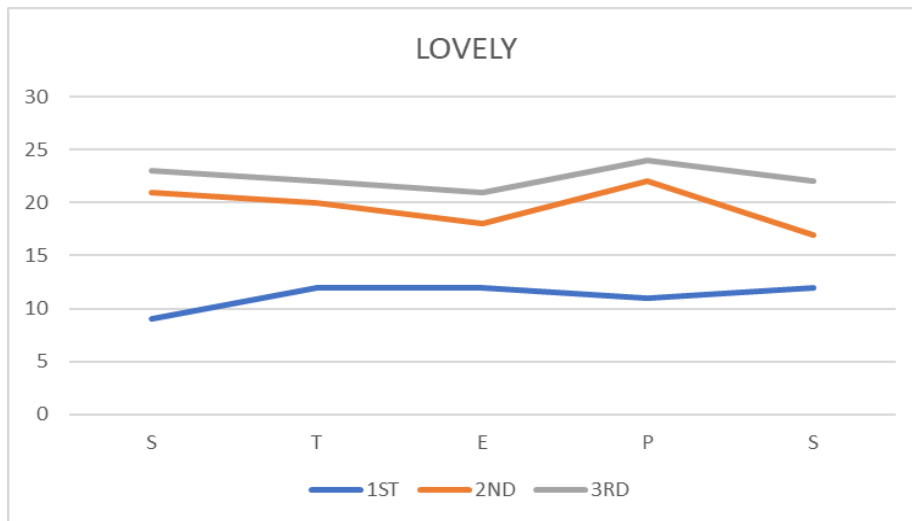
The graph has shown improvement between the first test scores and after training scores.

SAGAR

Sager is a 22 year-old boy from Kasturba Nagar, from the ODH community. He lives in a joint family of 5 members comprising of his younger sister, brother, wife, mother and a son. He passed his 12th class from a govt. school and couldn't continue his further studies. After his father's death, he had to look after his family. He runs a general store to take care of the financial needs of his family. One of his friends, Aadil introduced him to the field staff of the project at one of their community meetings. She told him about the computer hardware & networking course. He attended their 4 days of soft skill training. While training, he understood the importance of personality development & career. He decided to learn computer hardware & networking. Slowly, he gained self-confidence and overcame his fear of failures. The training developed his personality and gave him technical knowledge. Through time to time counselling, he felt changes in himself. It helped him to take control of his career. He could also learn the importance of skills in career and also its impact on personal life. He gave interviews, which helped him appreciate the learning of the training. Now, his wife runs the general store, so he

can focus on his job. His confidence and presentation skill helped him to secure a contractual job with Aditya Birla fashions – Allen Solley store. Recently, he has started working with Rap Infosystem Pvt. Ltd. with a salary of Rs. 8000/+ Travelling allowance.

He desires to do more advanced courses in computer hardware along with his job to become a technical hardware engineer. He wishes to make his career in this field in the coming few years.
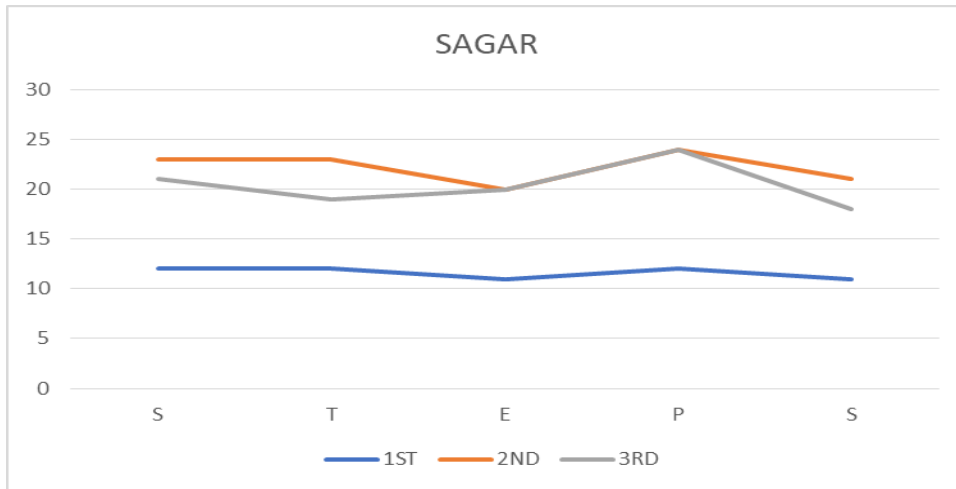
Sagar's graph depicts the drastic improvement in his employability just after his soft-skills training.

DEEPAK

Deepak is a 18 years old, class 12th pass out. He lives in Kasturba Nagar with his family. His father is a vegetable seller and earns around 8,000/month. His mother is a housewife. His younger brother works in a tent shop and earns 10,000/month. Deepak is currently working with Rap Infosystem Pvt. Ltd. with a Salary of Rs. 8000/+ Transportation conveyance. He aspires to collect a pool of money to start his own business.

His major learning from the training was that of computers hardware. He also stated improvement in his confidence, presentation skills and dressing sense.
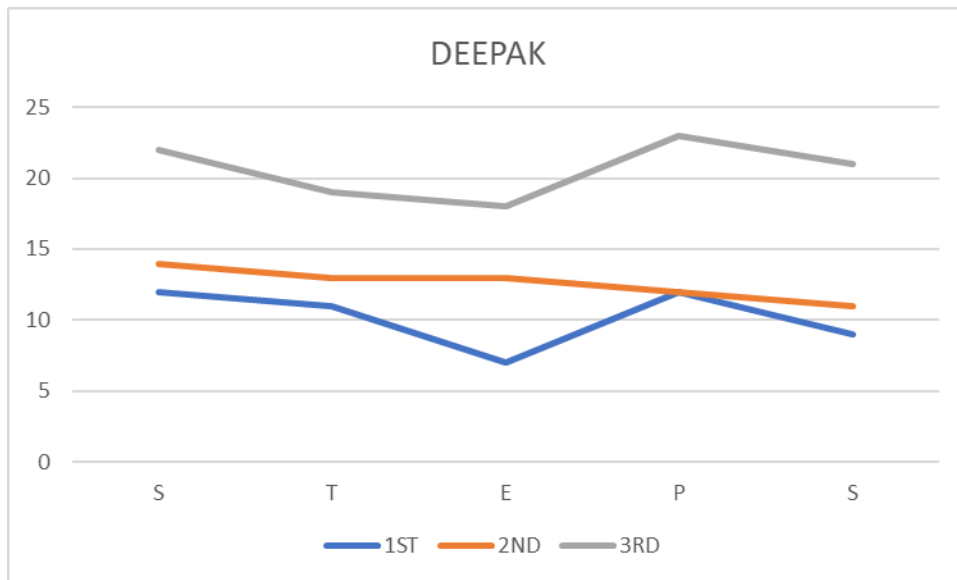
The graph shows a remarkable growth in employability after the domain training of the person.

YOGESH KUMAR

Yogesh Kumar is an 11th pass, 18 year-old, industrious boy from Bhatti Mines. He couldn't pursue his studies due to a family crisis. His alcoholic father, in a trivial argument, killed his mother three years ago. Since then, his father is in jail and Yogesh had to work to take care of his younger brother and sister. Currently, his brother is in 9th Class and sister in 12th Class.

Yogesh has once worked as a security guard for 5 months with JB Security Group in Chhatarpur at the salary of Rs. 10,000 per month. But he had to leave the job when his employer got to know his age, as they couldn't employ an underage individual.

In his attempt to improve his employability, he completed BASIC DTP (Desktop publishing) COURSE from OCCI in BHATI MINES itself. He joined TISS's employability training with the thought to have better career opportunities. In the training, he learnt about mobile repair along with soft skills. As a result of the training, he feels more confident. He has also got a job at a parcel delivery company Rivivo services Pvt. Ltd. He is getting at a salary of Rs. 10,000/month.
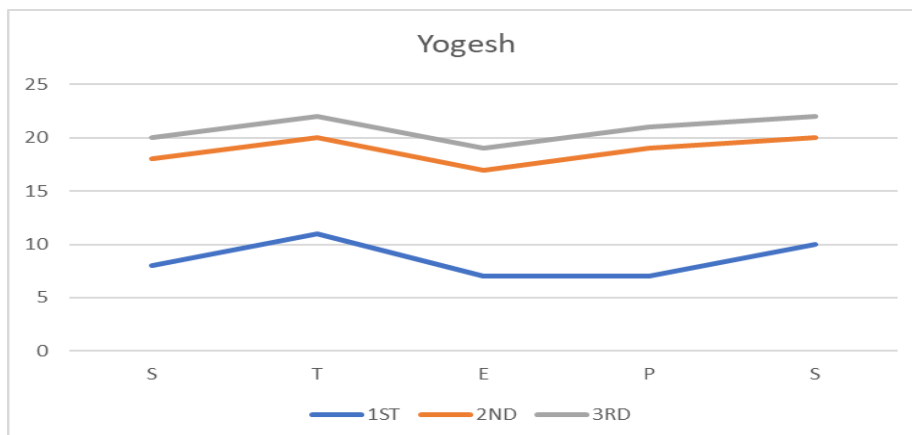
The above graph of employability shows an improvement on the scale identified for the project. Now, he wants to become a computer operator and earn good salary to take care of his siblings.
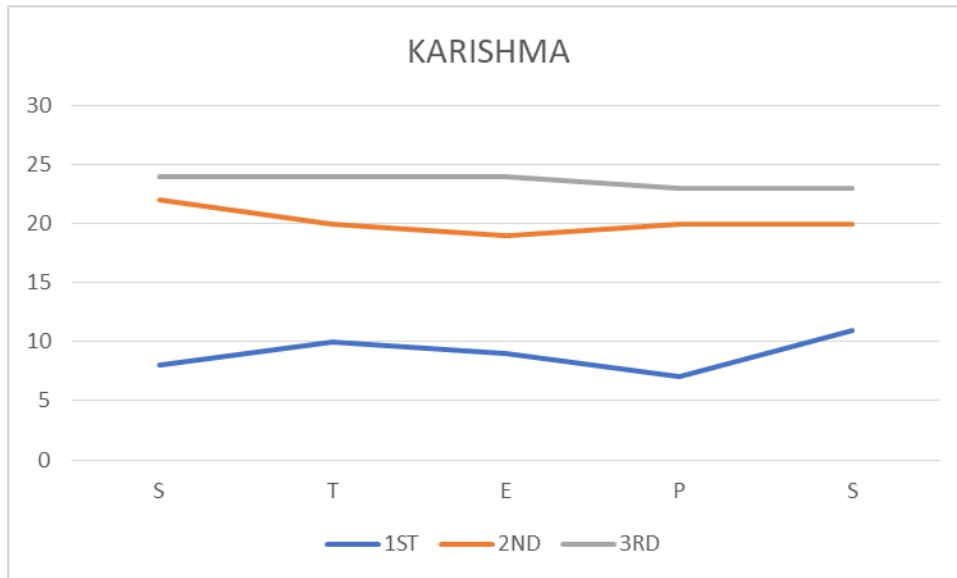
KARISHMA

Karishma is an 18-year old girl from Kasturba Nagar. She is currently pursuing graduation from distance learning. Her Father is an auto driver who earns around Rs 8000/month. Her mother is a housewife and her elder brother is working with IPRO loan department. She has two younger sisters who are studying in school. Her family belongs to the ODH community of the Denotified & Nomadic Tribes. She has been a shy and timid girl till now. She always found it difficult to give voice to her thoughts.

She got a chance to join computer hardware training conducted under TISS's employability enhancement training for DNT. Just after joining the training, she dropped out of it. She felt she is not capable enough to do technical training. The counselors from the TISS team convinced her to continue it. She joined again and this training became a personality changing experience for her. This not only enhanced her technical skills but also groomed her personality. It helped her in coming out of her shy nature. As a result, her confidence has increased significantly. She excitedly shared that she can now give any interview comfortably.

The project also provided her with job opportunities. She is now working with RBI call centre Nirman Vihar. Now she can fulfill her aspiration to contribute to her family. She wants to pursue her studies along with her job. She aspires for a better job at a good company with a respected salary.

KARISHMA

The above graph depicts that Karishma has benefited immensely from the soft skills training.

HIMANSHU

18 year-old Himanshu, lives in Kasturba Nagar. He is a class 12th pass out. His family comprises of his father working as a security guard with a company at a salary of Rs 8000/- , his mother is a housewife. One of his brothers is working with Zomato as a delivery boy and the other one is mentally challenged. Himanshu is now working as a customer care executive with Rap Infosystem Pvt. Ltd. at a salary of Rs 8000/ with travelling allowance**.** He completed his domain training. He feels that as a result of the training, his presentation skills and confidence increased immensely along with technical knowledge.
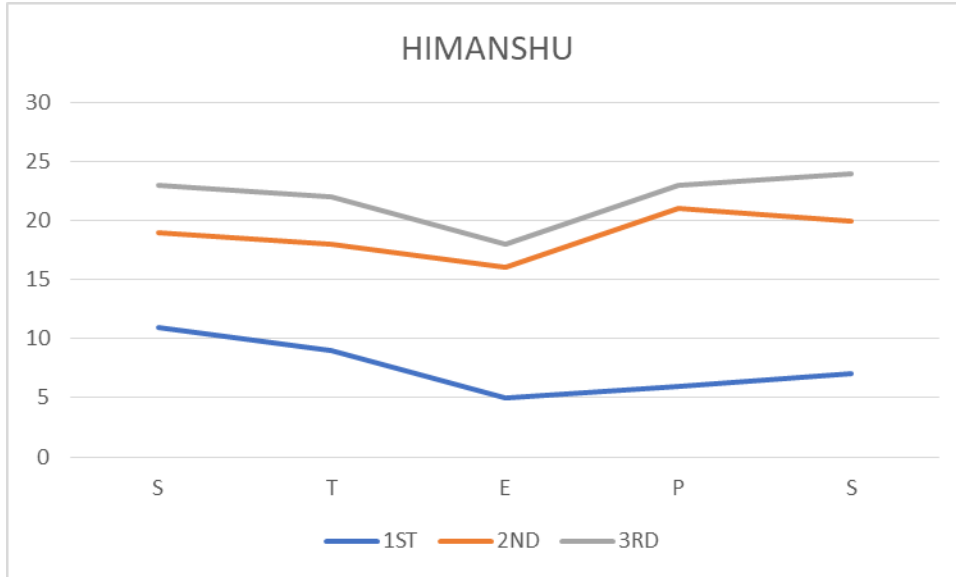
HIMANSHU

Himanshu has benefited from the soft skills training as the difference in his scores in first and second test is significant than difference between second and third test.

KOMAL

Komal is a 24 year-old, 12th class pass out girl from Kasturba Nagar. Her family includes father, mother, 2 brothers and 3 sisters. One of her brothers is married and does not work. Her other brother drives a school van. Two of her sisters are married and the other one is studying. Her father is differently abled. Earlier he used to work as a tent decorator but after his accident, he is unable to work. Her mother is also not keeping good health.

Komal was earlier working in a parlour where she was earning   Rs 3000 to Rs 4000 per month, timing 11Am to 8 PM. In the training, she learnt about technology, online platforms, computers and its hardware. She reported that the training improved her self-confidence, speaking skills and dressing sense.

The training gave her wings to start her own work and become self-dependent, contributing to the family income also supporting her sister in studies. Starting her own work, now she takes up the assignment at the client's site for beauty work as per her own comfort of time. She currently earns Rs 10,000 per month. She desires to start her own beauty parlour in future.
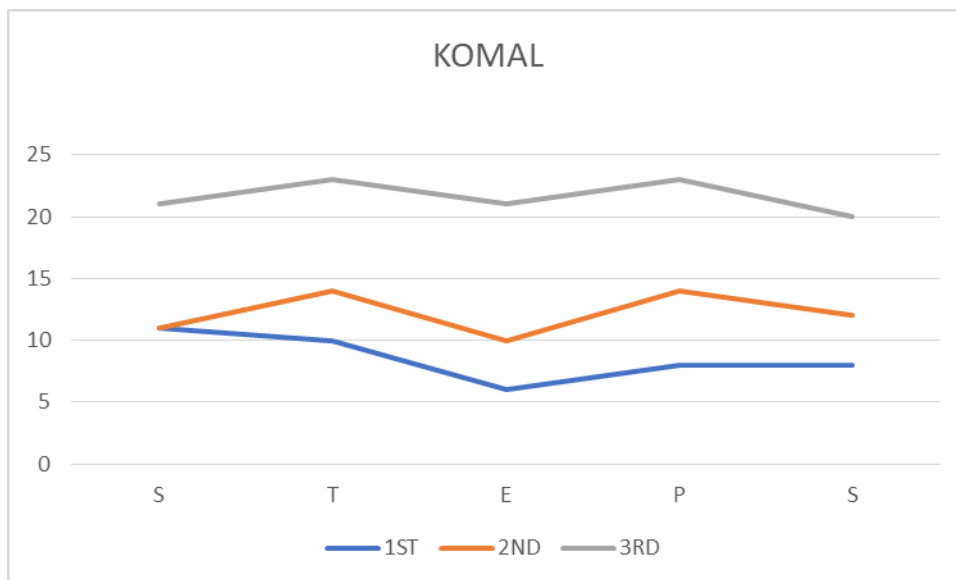
Komal's employability graph exhibits significant growth after the domain training.

MAMTA RANI

30 year-old Mamta is a 12th class pass out from Kasturba Nagar. Her family includes her mother, who is a housewife, 3 married sisters,3 brother- one brother is married and lives separately, the other two brothers are not married and are working in a school to support family income. Her father is no more. She aspires to support her family with a handsome salaried job.

She completed the computer hardware and networking course successfully and earned great technical knowledge through which she can now successfully repair the damaged parts of the computer. Her soft skills also improved immensely from the course. She is currently working with Rap Infosystem Pvt. Ltd at a salary of Rs 8000/ + travelling allowance.
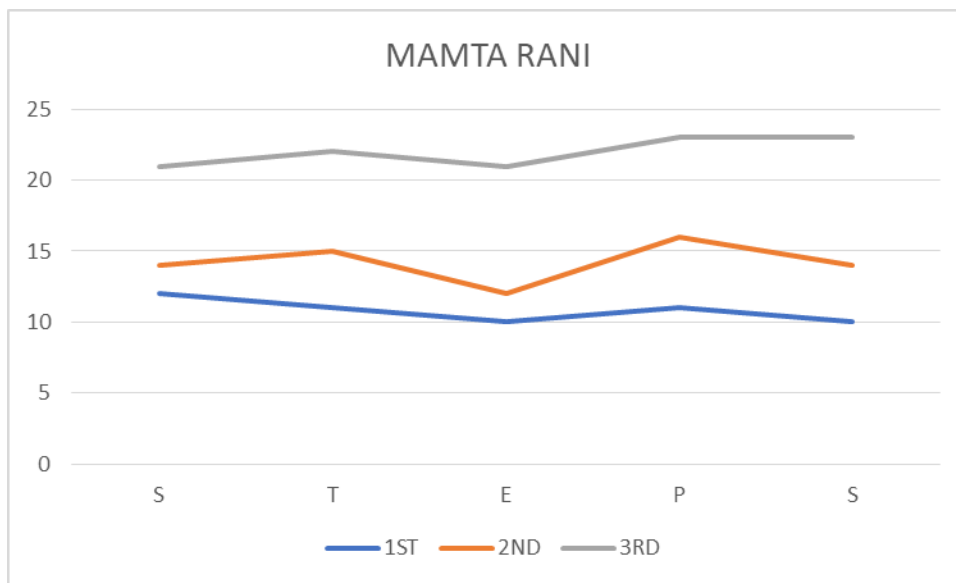
The chart above shows noticeable difference in the scores of initial test and test after domain training.

RADHA

Radha is 34 years old, and a class 12th pass. She is currently based out of Kasturba Nagar. Her family includes her father who is a retired librarian from Supreme Court, her mother is a housewife, her sister working with IGNOU as computer operator, and her brother working as an accountant with IRCTC.

The reason for her to the TISS training was because she wanted to be self-dependent. Her major learning from the training is to install Windows in the computer. After completion of the training, she witnessed a boost in her self-confidence. Now she is capable to face the audience, appear for interviews. She got selected with the AAP survey team. She is currently working as an Aam Admi Party Surveyor with a Salary of Rs 18000/month.
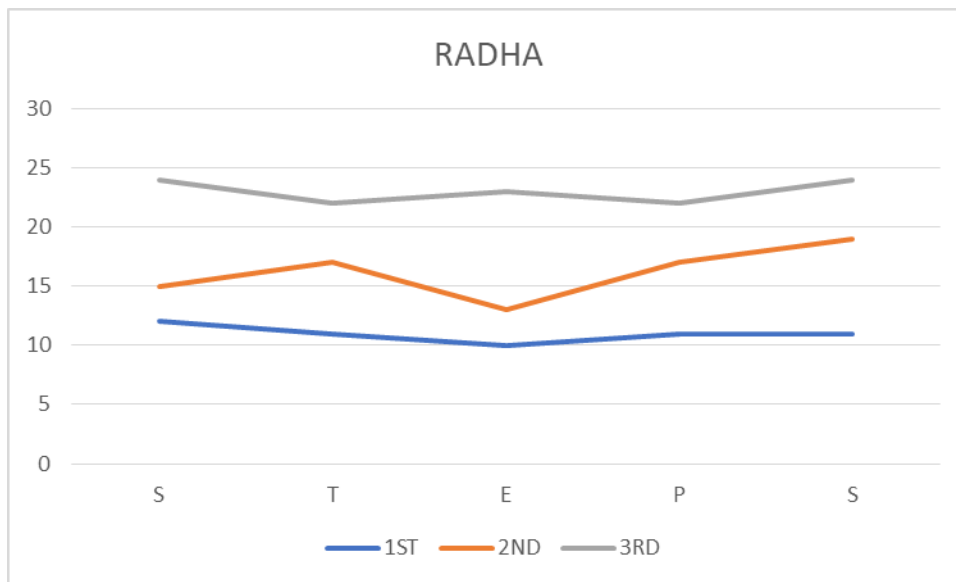
Radha's graph illustrates step-wise improvement in her employability after each training.

NIRMAL SINGH

23 years old, Nirmal Singh is a class 10th pass out. He belongs to Kasturba Nagar. His family includes his father who is a cab driver earning around Rs 8000/month, and a brother working as school van helper for Rs 8000 per month. His mother is no more.

The reason for him to join the training was that he wants to live a respectful life. He feels much benefited from the training. He learnt computer hardware and the assembling of a computer & Window Installation. Training of soft skills also helped him groom his personality; this was instrumental in securing a job. He has recently started working with Rap Information Pvt. Ltd. at a salary of Rs 8000/-+ transportation allowance.
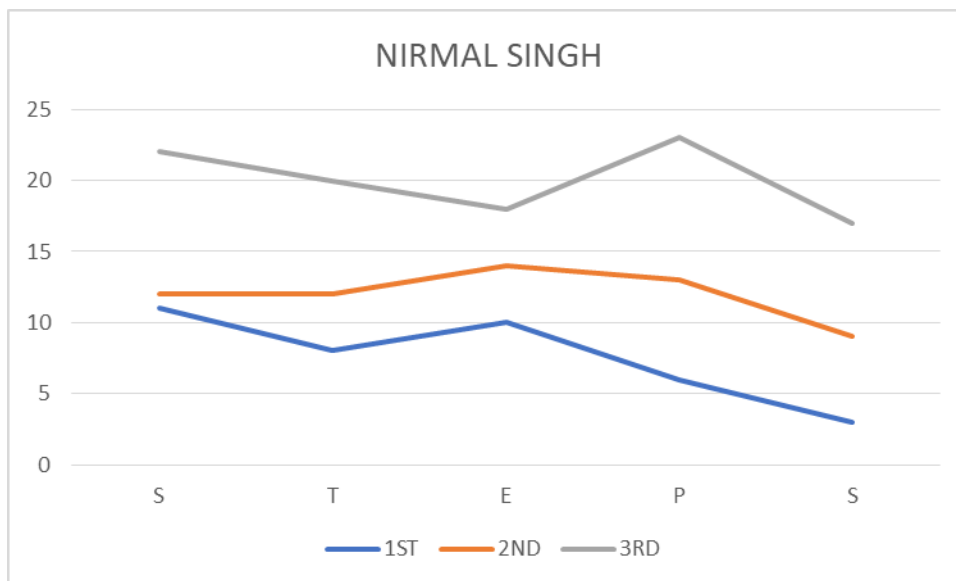
Nirmal has shown significant benefits from domain training as his score in the 3rd training is noticeably higher.

VISHAL

VISHAL is 18 years old and stays in Bhatti Mines. He is currently pursuing his 12th class from NIOS. His family comprises of 2 elder sisters who are married, his father who is at a car-rental company called ASF & a school car driver, earns up to Rs 18,000 per month, and his mother is a housewife. After completing the Mobile Repairing course, he had started his own cyber café shop in Bhatti Mines. He had applied for a loan to make the infrastructure and services of the shop better. He couldn't get a loan as he didn't meet the criteria for the loan. As a result, he had to close the shop after 3 months.

He is currently working with Flipkart in parcel distribution department where he earns roughly 12k-14k monthly. In future, he wants to give SSC exams and be part of the government service. The domain training under the project helped him develop deep technical knowledge. He also feels much more confident in presenting himself to others. He stated that earlier he was not much concerned about his future. The course made him think about his future and he is very much serious about his life now.
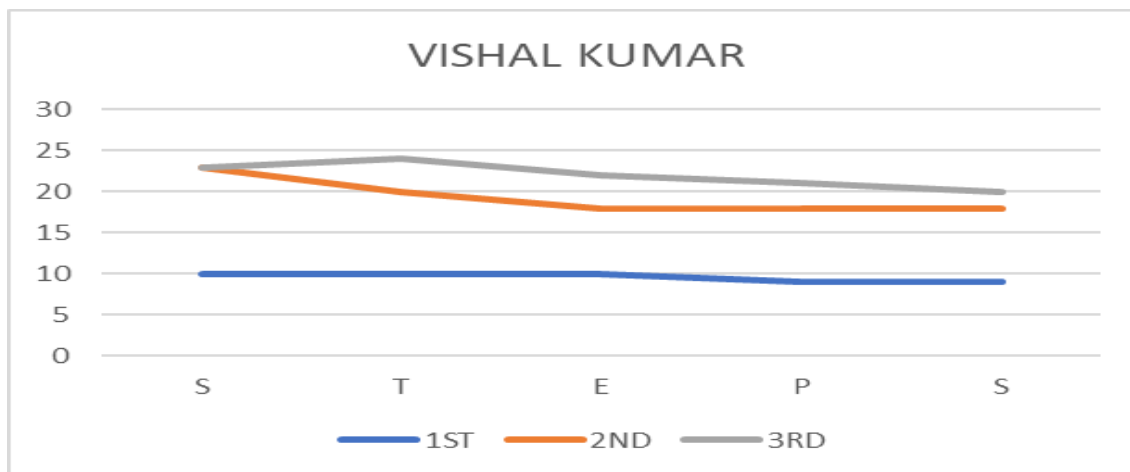
He has shown improvement significantly after the soft-skills training.

PRAVEEN

Praveen is a 20 year-old from Bhatti Mines. He is currently pursuing BA (Political Science) from School of Open Learning. His mother is a housewife and father drives his own auto rickshaw. He earns around Rs 13,000 to Rs 14,000 per month. Praveen's elder brother manages thecyber café in Bhatti Mines, and another brother works as car financer.

Since 2017, Parveen started taking care of cyber cafe along with his brother. He is fully involved in this and earns up to Rs 12,000 per month. Since the completion of Mobile Repairing domain training, he has also started repairing mobiles phones in his cyber café. He aspires to expand his cyber café with updated machines and techniques. He shared that the training has contributed to enhancing his presentability. He noticed changes in dressing sense. Now he is aware of the formal attire he should wear for an official meeting. This has also contributed to increase in his confidence immensely.
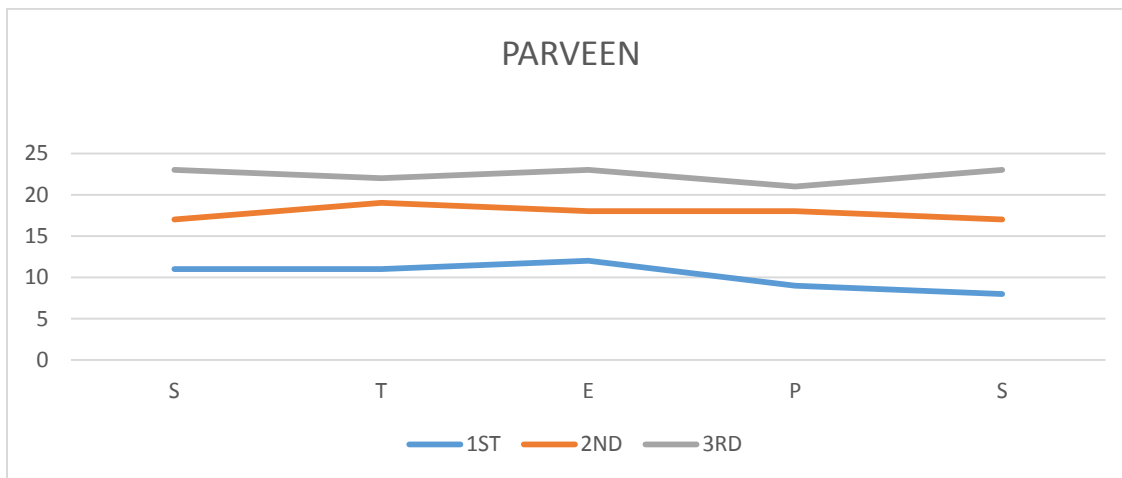
The employability graph of Parveen shows an improvement between the first and third test on the STEPS scale of the project.

DEEPAK

DEEPAK is a 20 year-old boy from Bhatti Mines. He is currently pursuing BA from IGNOU and also doing a DIT computer course from LBS Chhatarpur. He has a housewife mother and a contractor father. His father earns around Rs 16000 to Rs 17000 per month. He has two younger siblings. His brother is in class 12th and sister is in 11th class. He wants to become an army man who fights at the border.

He is currently working with Zomato as a delivery agent at a salary of Rs 2500 per week. He mentioned that the training helped him in improving his personality and behavioural skills. The domain training taught him a great deal about technical know-how.
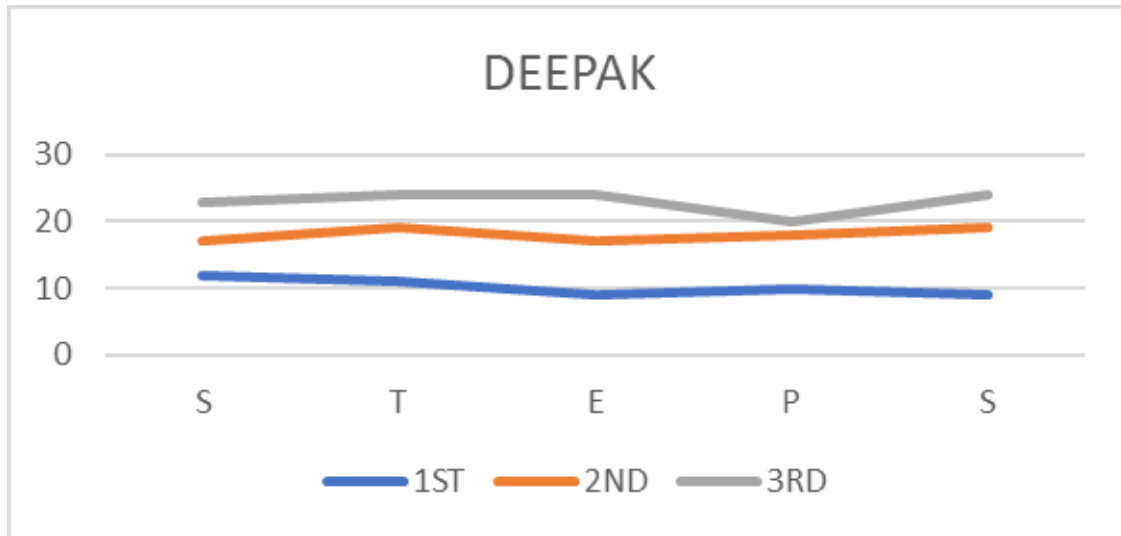
His employability graph does show some change in his personality and thought process.

Suresh

Suresh is an 18 year-old boy who lives in Bhatti Mines. He is currently pursuing BA (Political Science) from School Of Open Learning. His family migrated from Pakistan in 1998 to Jaipur. His father couldn't come along with them; so, his mother had to work as a daily wage labourer to take care of her 5 sons. After a year, his father came back and started working as an auto-rickshaw driver. Their family condition had just started improving when his father met with an accident and had to be bed-ridden for two years. His mother had to again work as a daily wage labourer.

5 years ago, Suresh's family moved to Bhatti Mines in search of a better life. Now his father works as daily wage labourer and earns Rs 500 per day for 10 to 12 days of work in a month. One of his elder brothers, who also works as a daily wage labourer, got married and now lives separately. Another brother works for an internet company and earns Rs 10,000-Rs 12,000 per month. Suresh and one of his other brothers are looking for a job. Until last year, Suresh used to work at the family-owned grocery shop in Bhatti Mines. But the shop was not doing well; hence, they had to shut it down after a few months only. He aspires to become an IAS officer and he keeps himself updated about current affairs.

In the meantime, Suresh enrolled for the domain training where he had technical as well as soft skills training. He proudly said that the domain training of Mobile Repair has given him not only

technical knowledge but also presentation skills and appropriate use of body language. He has also reported a tremendous increase in his confidence.

He is currently looking for a job. Though, he got several opportunities but is yet to crack any interview. He is currently giving tuitions to students of classes 1 to 5 and earns around Rs 1,000 per month.
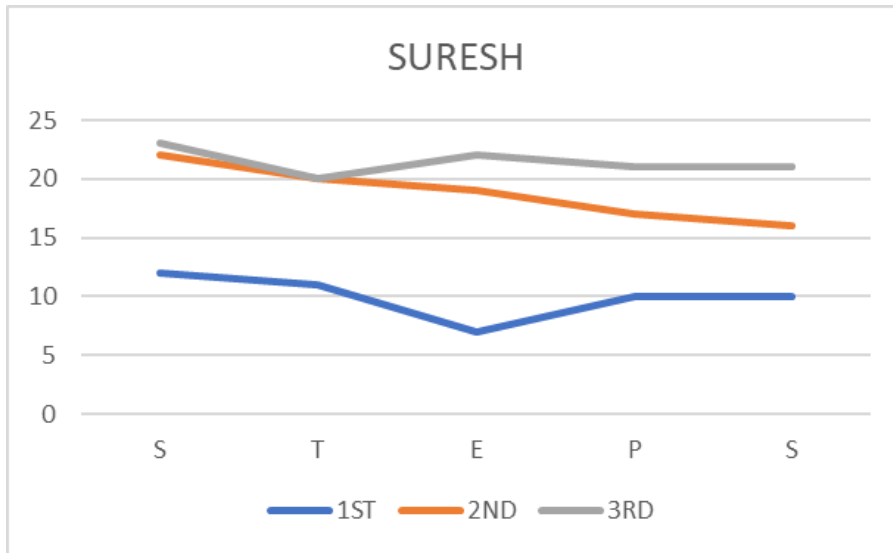
AJEET

Ajeet is a 21-year-old differently abled young man from Bhatti Mines. He belongs to ODH community of DNT. His family was traditionally into construction work. His father still works as a daily wage labourer.
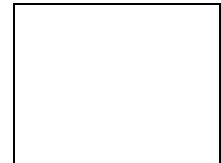
When Ajeet was 8, he suffered from a high fever which damaged his eye-sight. He has trouble seeing things in bright sunlight. The doctors said he was too young for any treatment and he should come back after 5-6 years. His already resource-deprived family couldn't take him to the doctors again. His father, the sole bread-earner for the family, couldn't afford to miss his work. His housewife mother is not familiar with the outside world and doesn't know what to do. He also has 2 younger brothers and 2 younger sisters to be taken care of as they are pursuing study.

Ajeet has learnt to live with it. He doesn't complain and manages most of the things on his own. Though he takes time but he understands everything very well. He is very disciplined and sincere. He has never worked earlier; so, this employability enhancement training was a good opportunity for him. He worked very hard for the training and also passed his exam. According to him the technical knowledge gained during the training has given him confidence.

Currently, he is looking for a job. Due to his eyesight issue, he can't travel alone; so, he had to miss out on several jobs. Thus, he wants a good job in a nearby area through which he can earn a decent salary.

RAMBEER KUMAR

27 years old, Rambeer Kumar, is 12th pass and is currently based out of Sultanpuri.

His father is an MCD worker, his mother is a housewife. His brother lives separately. Rambeer is married. He is currently pursuing computer hardware and networking training under the TISS' employability project. He is also working in Hotel Red Chilly where he earns Rs 10,000 per month. He wants to start his own computer business someday.

AFSANA

Afsana is a 20 year-old girl from Jahangirpuri. She is currently pursuing BA from School Of Open Learning. Her family of 7 members includes her mother, father, one brother and 3 sisters. Her mother does Meenakari work on bangles from home. Her father is a carpenter in a shop where he earns up to Rs 10,000 per month. Her elder brother is currently not working, and her 3 younger sisters are also studying in a school.

Industrious, Afsana has done stitching course, parlour course, and computer basic IT course. She also learnt to type with help of an NGO. She wants to support her family financially and for which she wants to go out of the house to work in a good company. But her orthodox parents are discouragingr this aspiration of hers. They believe that girls should not go out and work. They gave Afsana opportunities for learning so that after she gets married, she may work in future if required. However, she has now convinced her parents for a safe environment job in the nearby area. So now she is looking for such a job in her domain training area of computer hardware and basic IT. She happily shared that, with the TISS computer training course, she is much more confident now.

Rajiv

Rajiv is a 21 year-old boy from Jahangirpuri. He is 12th
pass and currently works as a hawker. His family
comprises of 11 members including his mother who
works as a housemaid. His father died 15 years ago. His
elder brother is a plumber, another elder brother is a
supervisor, his 2 sisters-in-law are housewives, and they
have 3 children. He is a peddler and sells garments from
which he earns roughly around Rs 7000 per month.

He completed his basic IT course under TISS'
employability training. After the training, he is aware of MS Office. MS Excel is his favourite. He
also stated that his aspiration is to open his own computer software and hardware shop. He
feels much more confident in presenting himself to the others after the training.

Chapter 6 - Conclusion

The objective of the project, to enhance the employability of the NT-DNT youth and women, has been central to all the efforts. The program provided soft skills training to a larger group and domain specific training was done for the selected youths of NT-DNT community. The project had many success stories and many learning instances and cases. The participants were exposed to opportunities, which they did not know about, and also shown a path to reach to those opportunities. Many of them reported increased confidence, knowledge and employment choices. The biggest learning has been about setting the expectations right and giving them achievable choices. Earlier, they had no exposure; so, the expectations were limited but the training gave them motivation and new learning. This increased their expectation significantly and in some cases unreasonably, like in one case participant asked for high loan for business without any feasible business plan or repayment sources. In another case, many participants refused to accept job offers as it was mismatching their expectations. The counselling did help in bring their aspirations to reality but in many cases, it failed.

The NT-DNT communities have a history of social exclusion and abuse, which has impacted the way they perceive social behavior. Slight work pressure & strict work environment are perceived by them as biased behaviour due to their NT-DNT status. Many left their job under such impression. This phenomenon of reverse exclusion has costed many youth their jobs and many organizations, skilled employees. Counseling did play a role in changing perception and motivating some to return to their jobs.

In addition to sustainability of the employment provided, counselling also contributed in the initial stage of the training in motivating youth for enrollment and later, completion of the course.

The project also identified soft skills to be a key element for employability. They are required to help newly skilled youth to adjust as per the work environment and become up-skilled to obtain a better job in some cases. For domain training, the team experienced that the involvement of the expert and experienced trainers in the process, has increased the effectiveness of the training, which resulted in high number of successful participants of the training evaluation. The team also figured that the increase in duration of the both soft skill and domain trainings would

be more impactful for future endeavors. Also, along with aptitude test, soft-skill should be essential part of all types of all future domain training.

Recommendation

- The vocations identified for NT-DNT should be in alignment with their culture and original vocation. Imposing a market relevant vocation on them may not be that fruitful. It is important to show respect for their tradition and culture. They should be offered something which doesn't disturb their atmosphere. They are not willing to go far from their home for work. Thus, opportunities should be created nearby and relevant to them. Like, in Bhatti Mines, the residents should be trained in work relevant to architects, masons, helpers, or civil engineers; In Kasturba Nagar, they can be trained in sales, bar-tending and brewing kind of work; and Mangolpuri most of the people can be trained for micro-enterprises and can be linked to micro-credit facilities.
- On-job training or apprenticeship - as a part of this kind of skilling process, an internship or on-job training would benefit both, employer and employees immensely. They should be given the exposure to the technical know-how of specific trade. The team observed that many students had no previous job experience; so, they had no understanding of the job environment or work expectations. This hampered employability.
- Stipend internship - If the course is above 6 months, it should have stipend internship along with on the job training. The stipend could just be covering the incidental costs.
- Exposure visits - We believe that exposure visits could also help them understanding of the job environment and trade related work.
- Skill upgradation opportunity - The participants of the project, who want to improve their skills further, should be given that opportunity for advance domain training.
- Counselling should be made integral and critical part of the domain training as the team feels that the current counselling is not sufficient. There are many behavioural issues due to the daily wage mentality and distrust for outsiders along with unrealistic expectations. Pre-training counselling and post-training counselling supports in setting the expectation right and sustainability of the employment.

- Recognition - Those who have achieved something should be given social recognition. 'Skill icons' kind of events who celebrate peer leaders should be institutionalized and promoted. This will build enthusiasm amongst the youth for skill based learning and job opportunities.

- Along with the aptitude test, government school students should be given a list of training partners of different vocational courses near to them. This can be mobile application/ helpline number based, so that it is accessible to everyone.

- The number of training schools should be increased and matching to the academic school. They should be accessible to the vulnerable groups. The weak students should be given bridge courses. The training partners of NSDC should be operational for the entire year and enrollments should be done twice in a year. The students, after class 8, should be allowed to choose if they want to go for only vocational studies or pure academics or a combination of both (dual education system). This will reduce the pressure of studies, marks, and then suicidal tendencies for students who have aptitude for vocational studies and not for academics.

Limitation

This project has limitations which could not be overcome even after the best of efforts of the project team. Some of them have been illustrated below.

- Identification of the NT-DNT community – Most of the NT-DNT communities have settled down to government provided space or some temporary settlement, with menial jobs. Also, in many states there is no specific certification for them. Thus, their identification became difficult which denied them benefits of government schemes and aids.

- Domain training was offered in pre-selected vocational areas – Many of these domains were not from the aspirational jobs for the NT-DNT youth which contributed to their dropouts at various stages of the project. Thus, we included people from other trades for the domain training.

- Some jobs were for limited time period as some corporates wanted to keep interns before recruiting them formally. Sustainability of such jobs couldn't be tested.

- The lack of exposure resulted in either low or unrealistically high aspiration amongst some of the target groups.

- Some participants had this perception that due to social stigma attached to NT-DNT community, people don't give them their expensive equipment to repair.

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Questionnaire -1 for Aptitude Test

Name-	Age-
Gender-	Caste-
Educational Qualification-	Contact Number-
Area -	Registration Form No-

All the questions are compulsory, please choose your own response. सभी प्रश्न अनिवार्य हैं, कृपया अपनी प्रतिक्रिया का चयन करें।

1	I believe hard work is essential for success(SM) मुझे लगता है की सफलता के लिए कठोर परिश्रम ज़रोरी है	कभी कभी-2	हमेशा-3	कभी नहीं-1	पता नहीं-0
2	I complete most of my work on time(SM) मैं अपना काम अधिक्तर वक़्त पे ख़तम करता/करती हूँ	कभी कभी-2	हमेशा-3	कभी नहीं-1	पता नहीं
3	I am obedient(SM) मैं आज्ञाकारी हूँ	कभी कभी-2	हमेशा-3	कभी नहीं-1	पता नहीं
4	I like to help others(TW) मुझे दुसरो की मददत करना अच्छा लगता है	कभी कभी-2	हमेशा-3	कभी नहीं-1	पता नहीं
5	I have a positive attitude(TW) मैं सकारात्मक हूँ	कभी कभी-2	हमेशा-3	कभी नहीं-1	पता नहीं
6	I like to work alone rather than in a team(TW) मुझे अकेले काम करना पसंद है, समूह में काम करना नहीं	कभी कभी-2	हमेशा-1	कभी नहीं-3	पता नहीं
7	I can listen to people for a long time(SL) मैं लम्बे समय तक लोगो की बातें सुन सकता/सकती हूँ	कभी कभी-2	हमेशा-3	कभी नहीं-1	पता नहीं

8	I am confident to speak in front of a large group(SL) मुझे आत्मविश्वास है की मैं बड़े समूह के सामने बात कर सकता/सकती हूँ	कभी कभी-2	हमेशा-3	कभी नहीं-1	पता नहीं
9	I get panic in a problematic situation(PS) मैं मुसीबत के समय घबरा जाता/जाती हूँ	कभी कभी-2	हमेशा-1	कभी नहीं-3	पता नहीं
10	I like to take authority and responsibility in my hands(ET) मुझे अपने हाथ में अधिकार और ज़िम्मेदारी लेना पसंद है	कभी कभी-2	हमेशा-3	कभी नहीं-1	पता नहीं
11	I try to solve a problem based on facts rather than emotions(PS) मैं मुसीबत का समाधान तत्थ्यो से करता/करती हूँ न की भावनाओं से	कभी कभी-2	हमेशा-3	कभी नहीं-1	पता नहीं
12	I don't talk to strangers(SL) मैं अंजन लोगो से बात नहीं करता/करती हूँ	कभी कभी-2	हमेशा-1	कभी नहीं-3	पता नहीं
13	I am able to put forward my point of view on any important issue(SL) मैं किसी भी ज़रोरी विषय पे अपनी रायें ज़रोर रखता/रखती हूँ	कभी कभी-2	हमेशा-3	कभी नहीं-1	पता नहीं
14	I make rational decisions(PS) मैं विवेक्शील फेसले करता/करती हूँ	कभी कभी-2	हमेशा-3	कभी नहीं-1	पता नहीं
15	I like to take risks in work and life(ET) मुझे काम और जिंदगी में जोखिम लेना पसंद है	कभी कभी-2	हमेशा-3	कभी नहीं-1	पता नहीं
16	I like to use my own imagination in work(ET) मुझे काम में अपनी कल्पना का प्रयोग करना पसंद है	कभी कभी-2	हमेशा-3	कभी नहीं-1	पता नहीं

17. When you feel angry about something, you are most likely to: (SM)

    a. Harm yourself-1
    b. Harm other person-0
    c. Try to find the solution of the issue-3
    d. Cry-2

जब आप गुस्सा होते है तो आप क्या करते है?

अ. अपने आपकोनुकसान करते है
आ. दुसरो को नुकसान करते है
इ. समस्या का हल निकलते है
ई. रोते है

18. When your two friends fight, you are most likely to- (TW)
    a. Take side of one friend and become part of the fight 0
    b. Try to understand the problem and solve the issue between the friends 3
    c. Don't care about the fight 1
    d. Call others for help 2

जब आपके दो दोस्तों में लड़ाई होती है तो आप क्या करते है?
अ. एक दोस्त का पक्ष लेते हो और लड़ाई में घुस जाते हो
आ. परेशानी समझने की कोशिश करते हो और हल निकलते हो
इ. तुम्हे कोई फरक नहीं पढ़ता
ई. दुसरो को मदत के लिए बुलाओगे

19. If given a chance what would you most likely to do-
    a. A fixed salaried Job(ET)-1
    b. Business -3
    c. Stay at home -0
    d. Both a & b-2

अगर इनमें से आपको कुछ करने का मोका मिले तो आप क्या करोगे?

अ. स्थिर वेतन वाली नौकरी
आ. अपना व्यापर
इ. घर पे रहेगे
ई. दोनों १ और २

20. During a problem If somebody blames me I am most likely to- (PS)

    a. Put it on other 0

b. Accept it 3

c. Don't accept 1

d. Keep quiet 2

किसी मुसीबत के लिए आपको कोई दोष दे तो आप क्या करेंगे?

अ. दुसरे का नाम लगा दोगे
आ. स्वीकार कर लोगे
इ. स्वीकार नहीं करोगे
ई. चुप रहोगे

21	Read the time on a clock घड़ी में समय पढ़ लेते हो	हाँ	नहीं	कभी कभी
22	Use a calculator for + - x ÷ + - x ÷ के लिए कैलकुलेटर का प्रयोग कर लेते हो	हाँ	नहीं	कभी कभी
23	Read the newspaper अखबार पढ़ लेते हो	हाँ	नहीं	कभी कभी
24	Use YouTube/Whatsapp/facebook आदि Youtube/whatsapp/फेसबुक का प्रयोग कर लेते हो	हाँ	नहीं	कभी कभी
25	Use an equipment manual उपकरण पत्रिका का प्रयोग कर लेते हो	हाँ	नहीं	कभी कभी
26	Take a phone, check the message and write it down accurately फ़ोन में मेसेज देख के ठिकसे लिख लेते हो	हाँ	नहीं	कभी कभी
27	Fill in a form (e.g.: registration form) फारम भर लेते हो	हाँ	नहीं	कभी कभी
28	Write notes नोट्स लिख लेते हो	हाँ	नहीं	कभी कभी
29	Do my banking work on my own or of family अपने तथा कुटुंब का बैंक का काम खुद कर लेते हो	हाँ	नहीं	कभी कभी
30	Talk to Customer Care and respond to the	हाँ	नहीं	कभी कभी

	instructions ग्राहक सेवा में बात कर उनके अनुदेश समझ लेते हो			
31	Write emails ईमेल लिख लेते हो	हाँ	नहीं	कभी कभी
32	Write summary of an article किसी लेख का सारांश लिख लेते हो	हाँ	नहीं	कभी कभी
33	Do Online shopping ऑनलाइन ख़रीदी कर लेते हो	हाँ	नहीं	कभी कभी
34	Prepare a daily work report रोजाना के काम का विवरण लिख लेते हो	हाँ	नहीं	कभी कभी
35	Add up the prices of things in my head अपने दिमाग में किसी वस्तु का हिसाब कर लेते हो	हाँ	नहीं	कभी कभी

Signature of Student ----------------------------------Signature of counselor ------------------

Questionnaire -2 for participants during training

Name: Gender: Age:

Area: Date   :   Domain:

S *SELF-MANAGING-* HOW DO YOU PROVE YOU CAN MANAGE YOURSELF?

Score	QUESTIONS
	MANAGING TIME/समय प्रबंधन
	APPEARING SMART/अच्छा दिखना
	MANAGING EMOTIONS/भावनाओं का प्रबंधन

	BELIVE IN YOURSELF/अपने आप में विश्वास
	GETTING BACK UP/हार नहीं मानना

TEAM WORKING- WHAT MAKES YOU A GOOD TEAM PLAYER?

Score	QUESTIONS
	FOLLOWING THE RULES/ नियमों का पालन करना
	RESPECTING OTHERS/ दूसरों का सम्मान करना
	BEING RELIABLE/ भरोसेमंद होना
	MOTIVATING OTHERS/ दूसरों को प्रेरित करना
	LEARNING FROM OTHERS/ दूसरों से सीखना

ENTERPRISING- DO YOU UNDERSTAND WHAT CUSTOMERS WANT?

Score	QUESTIONS
	USING INITIATIVE/ पहलाव लेना
	HANDLING CHANGE/ परिवर्तन संभालना
	USING FEEDBACK/ फीडबैक का उपयोग
	GIVING NEW IDEAS/ नये विचार देने
	TRYING NEW THINGS/ नई चीजों की कोशिश

PROBLEM SOLVING- WHAT EXPERIENCE HAVE YOU GOT AT SOLVING PROBLEMS?

Score	QUESTIONS
	SPOTTING PROBLEMS / समस्याएं पहचानना
	ADMITTING MISTAKES/ गलतियों को स्वीकार करना
	ASKING QUESTIONS/ सवाल पूछने
	FIXING PROBLEMS/ समस्याओं का समाधान
	KEEP TRYING/ कोशिश करते रहना

SPEAKING & LISTENING- HOW DO YOU IMRPOVE YOUR COMMUNICATION?

Score	QUESTIONS
	EXPRESSING ONESELF/ स्वयं को व्यक्त करना
	LISTENING WELL/ अच्छे से सुनना
	USING BODY LANGUAGE/ शारीरिक हाव-भाव का उपयोग करना
	COMMUNICATING WELL TO LARGE GROUP / बड़े समूह से संचार
	UNDERSTANDING OTHERS/ दूसरों को समझना

RESULT ANALYSIS

YOUR SCORE					

Questionnaire -3 for participants after joining

Name: **Age:**   **Area:**

Domain: **Date:**

SELF-MANAGING: HOW DO YOU PROVE YOU CAN MANAGE YOURSELF?

QUESTIONS	SCORE
On the scale of 1 to 5 how punctual were you in the course?	
On the scale of 1 to 5 how appropriately you dressed in the classes during various occasions- normal classes, G.D's & Interview	
On the scale of 1 to 5 how well you managed your emotions in the class(when teacher scolded you, when	

QUESTIONS	SCORE
you could not perform well etc)	
On the scale of 1 to 5 how much confidence have increased during the course	
On the scale of 1 to 5 how disciplined were you in the class?	

TEAM WORKING: WHAT MAKES YOU A GOOD TEAM PLAYER?

QUESTIONS	SCORE
On the scale of 1 to 5 how well you behaved with classmates	
On the scale of 1 to 5 how much you respect your classmates and teachers	
On the scale of 1 to 5 how much your classmates and teachers could depend on you for any work?	
On the scale of 1 to 5 how well do you motivate others?	
On the scale of 1 to 5 how much have you learned from your classmates	

ENTERPRISING- DO YOU UNDERSTAND WHAT CUSTOMERS WANT?

QUESTIONS	SCORE
On the scale of 1 to 5 how initiative were you during the course?	
On the scale of 1 to 5 how well you managed when there was change in class timings or day?	
On the scale of 1 to 5 how well do you persuade your classmates?	
On the scale of 1 to 5 how much new ideas have you given during the course	
On the scale of 1 to 5 have you tried new things during the course	

PROBLEM SOLVING- WHAT EXPERIENCE HAVE YOU GOT AT SOLVING PROBLEMS?

QUESTIONS	SCORE
On the scale of 1 to 5 how well do you identify problems?	
On the scale of 1 to 5 how much you admit your mistakes?	
On the scale of 1 to 5 how much questions have you asked from your teachers during the course	
On the scale of 1 to 5 how well you fix your problems?	

QUESTIONS	SCORE
On the scale of 1 to 5 how much you keep trying to achieve a target?	

SPEAKING & LISTENING- HOW DO YOU IMRPOVE YOUR COMMUNICATION? f

QUESTIONS	SCORE
On the scale of 1 to 5 how well you express yourself?	
On the scale of 1 to 5 how well do you listen others?	
On the scale of 1 to 5 how well do you use body language?	
On the scale of 1 to 5 how well you communicate to a large group ?	
On the Scale of 1 to 5 how well do you understand others?	

RESULT ANALYSIS

	S	T	E	P	S
SCORE					

Questionnaire -4 for participants after joining

Name: **Age:**

Occupation: **Area:**
Domain:

Company:

Salary: **Date of Joining:**

Since how long are you working?

SELF-MANAGING: HOW DO YOU PROVE YOU CAN MANAGE YOURSELF?

QUESTIONS	SCORE
On the scale of 1 to 5 how punctual are you in the Job?	
On the scale of 1 to 5 how appropriately you dress during Job	
On the scale of 1 to 5 how well you manage your emotions in the Job(when your Boss scolds you…)	
On the scale of 1 to 5 how much confidence has increased in you during the Job	
On the scale of 1 to 5 how much leave do you take	

TEAM WORKING: WHAT MAKES YOU A GOOD TEAM PLAYER?

QUESTIONS	SCORE
On the scale of 1 to 5 how well you behave with your teammates?	
On the scale of 1 to 5 how much you respect your teammates and Boss?	
On the scale of 1 to 5 how much your team and boss can depend on you for any work?	
On the scale of 1 to 5 how well do you motivate others?	
On the scale of 1 to 5 how much have you learned from your colleagues?	

ENTERPRISING- DO YOU UNDERSTAND WHAT CUSTOMERS WANT?

QUESTIONS	SCORE
On the scale of 1 to 5 how initiative are you in your job?	
On the scale of 1 to 5 how well you manage when there was change in your duties?	
On the scale of 1 to 5 how well do you persuade your colleagues for anything?	

QUESTIONS	SCORE
On the scale of 1 to 5 how much new ideas have you given in the Job?	
On the scale of 1 to 5 have you tried new things during the Job?	

PROBLEM SOLVING- WHAT EXPERIENCE HAVE YOU GOT AT SOLVING PROBLEMS?

QUESTIONS	SCORE
On the scale of 1 to 5 how well do you identify problems?	
On the scale of 1 to 5 how much you admit your mistakes?	
On the scale of 1 to 5 how much problems do you face in the job?	
On the scale of 1 to 5 how well you fix your problems?	
On the scale of 1 to 5 how much you keep trying to achieve a target?	

SPEAKING & LISTENING- HOW DO YOU IMRPOVE YOUR COMMUNICATION?

QUESTIONS	SCORE
On the scale of 1 to 5 how well you express yourself?	
On the scale of 1 to 5 how well do you listen others?	
On the scale of 1 to 5 how well do you use body language?	
On the scale of 1 to 5 how well you communicate to a large group ?	
On the Scale of 1 to 5 how well do you understand others?	

RESULT ANALYSIS

S   T   E   P   S

SCORE					

10. NCT DELHI

Denotified Tribes :

S.No.	Name of communities
1	Aheria
2	Banjara
3	Bawaria
4	Bhil
5	Chamar, Chanwar Chamar, Jatava or Jatava Chamar, Mochi, Ramdasia, Ramsi, Raidasi, Regharh or Raigar
6	Chohra (Chuhra)
7	Dom
8	Kanjar or Giarah
9	Khatik (Khatic)
10	Mallah
11	Nat (Rana) Badi
12	Pasi (pasia)
13	Pernas
14	Sansi or Bhedkut
15	Bairagi
16	Bauria
17	Bazigar Nat, Kalandar
18	Bhat ,Gujar _Meghwal_
19	Lodha
20	Mina/ Meana
21	Naqqal
22	Ghosi
23	Bazigar
24	Madari
25	Sapera
26	Sikligar
27	Gadaria, Gadheri Gaddi Garri _K Kushwaha_

Source: List Sent by State (2015)